

## DOCUMENT RESUME

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## ABSTRACT

A sample unit focusing on Thanksgiving, to be used in conjunction with a K-2 World of Work unit, introduces the curriculum guide. The remainder of the Career Motivation segment of the Ohio Career Development Model consists of outlines for several units in each of the areas of World of Work, self, economics, and the individual and his environment, presented for grade levels K-2, 3-4, and 5-6. Each of these units states a developmental and several related behavioral objectives to be taught and outlines suggested activities and ideas for evaluation. (BP)

\*K-2

World of Work

Our Thankful Feast

1. Discussion of why we celebrate Thanksgiving

A. Some concepts covered

1. Thanksgiving not just turkey
2. Thanksgiving not Pilgrims and Indians
3. Thanksgiving is a holiday to give thanks for all the wonderful things in the world.

B. Made Thankful Books

1. Each child took the letters in Thanksgiving and made a picture for that letter of what he was thankful for. Example T-trees H-heart.

C. Made an experience chart and recorded what we were thankful for

D. Made bulletin board

A. We are thankful in room 102 for (childrens pictures)

We will celebrate (childrens pictures)

We will have a Thankful Feast (childrens pictures)

B. Shoppers We will are need (names of) Money List (children)

B. Cookies makers We will need (They drew) water spoon cookie eggs mix sheet spatula pot holders

C. We will buy food at the (picture We have talked about the of store)

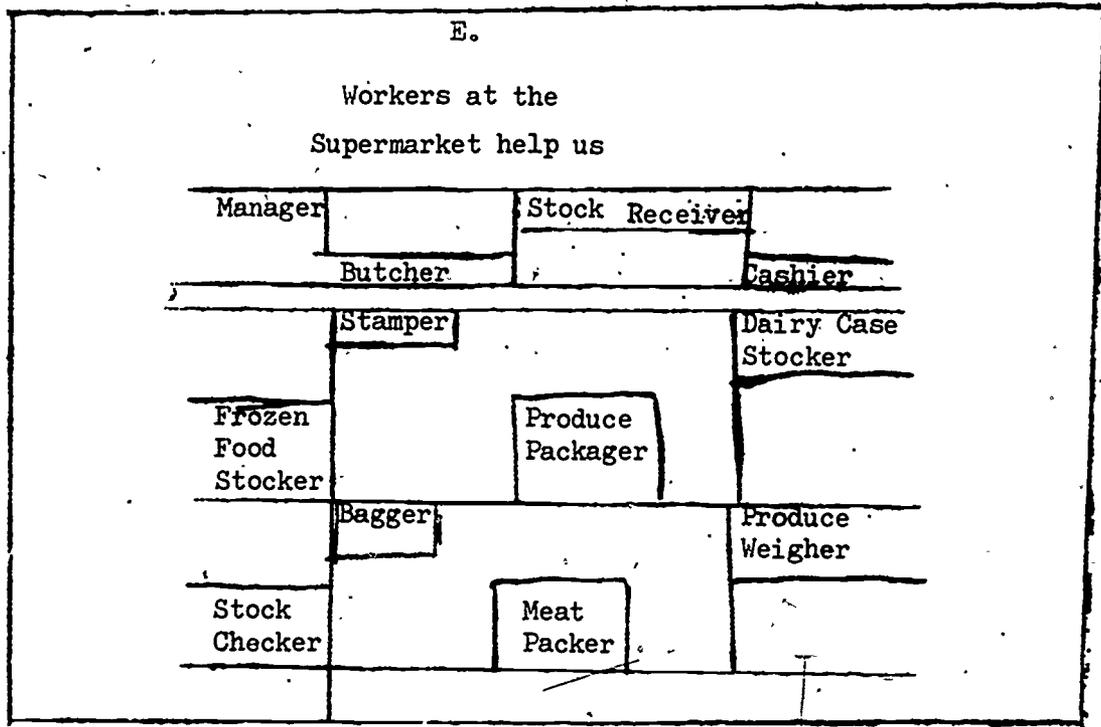
We learned:

1. Coupon Save us money coupon
2. Food Costs more at some stores
3. Pictures Costs less at other stores
4. If you buy a lot of anything you save
5. Stores have sales to save you money

B. (They drew what they needed) We Need bowl oil corn pepper salt Popcorn Helpers (names)

D. We will have guests (pictures of guests) at our thankful feast. One may be an Indian What will he wear? What will he bring? Where does he live? Where does he work? How will he get here?

B. Jello (drew what Makers they needed (names) We will need hotwater cold water spoon peaches knife spatula



The children named the employees themselves, ex. Dairy Case Stocker. I felt this really put the jobs on their level and they could relate to them when they visit the Supermarket.

2. Comparative buying was discussed as follows.
  - a. Class brought in ads from the newspaper. We discussed reasons people shop at different stores. Concepts learned were recorded on bulletin board C.
  - b. In Math Center class worked on the following chart.

Article	Store A	Store B	Store C
Jello	price	price	price
Peanut Butter	price	price	price
crackers	price	price	price

We did this with all the foods we could find that we were having for our feast.

3. Concept discussed - If prices are the same at Store A & B. What will attract people to store A instead of B.
  - a. I asked the class this question: If peanut butter costs the same at store A & B, what will make her go to store A. They went home and asked mother. Reasons the class gave were recorded on an experience chart.

- 1) Saving stamps
- 2) Coupons for Store A only
- 3) Short check out lines
- 4) Carry out service (they said boys to put grocery bags in the cars)

b. I asked the class the following question when we were playing store. Where will you shop today, at Store A or store B? The food prices are the same. Store A has a cashier who also has to pack your groceries. The line is long and is moving slowly, because she must do two jobs. Store B. - The lines are short, the cashier works fast and there is a packer to pack your groceries and one to put them in your car. Where will you shop today Mrs. (make up a name)? Class expressed answer this way. We will go to Store B. We will save time and the store people will help us more.

4. I have a play supermarket in the classroom. The class plays store pretending to be the different helpers. The food in the store is empty food boxes brought from home. They play act many of the concepts learned in this unit.
5. Stressed economizing and making the dollar stretch.

#### Bulletin Board F

We only had X amount of dollars and wanted to get the most for our money. The shoppers committee did an excellent job of this at the A & P. They checked the price against the amount in each box or container. They also learned in some cases A & P products were cheaper than name brand products

- Committees A (day before Feast)
1. Jello makers
  2. Popcorn makers
  3. Shoppers
  4. Cookie makers

Each committee met, discussed and decided what they needed to make their job a success.

#### Bulletin Board B.

They decided how to record their work. Committees B (Day of Feast)

1. Koolaid makers
2. Food preparers
3. Meat Cutters
4. Food servers (waitresses)

Use same procedure as Committee A

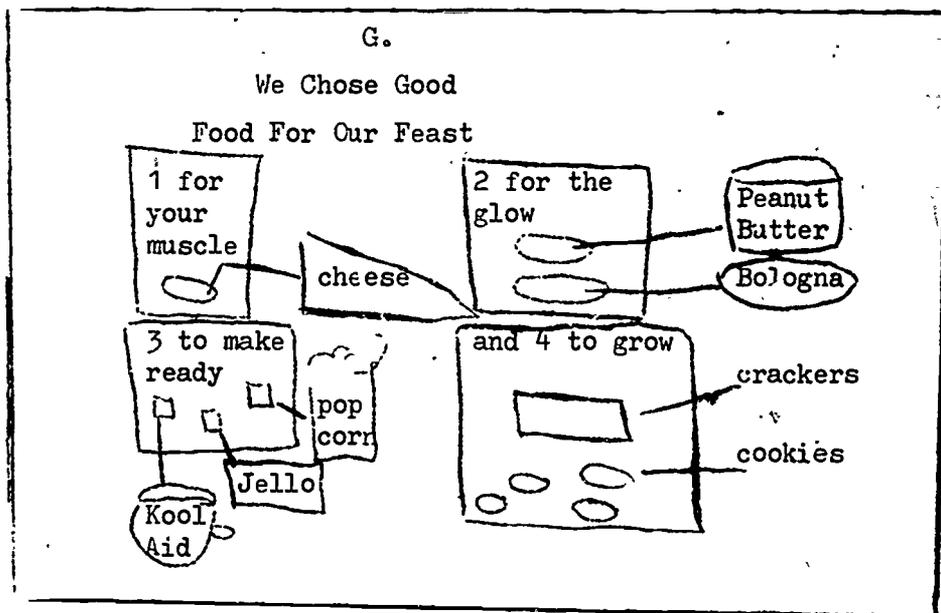
Class made their place mats, favors and room decorating. They decided on the cornstalks because of harvest theme.

The Cost of our Food	
	Popcorn .37
	Oil .79
	Cookies .98
	Eggs .12
	Cheese 2.07
	Crackers .25
	Meat 1.41
	Peanut
	Butter .57
	Jello .68
	Kool Aid .58
	Peaches .35
(Pictures here)	
Total Price For Food	\$8.17

2. Fall is harvest time, therefore foods harvested now were discussed and recorded on a chart.
  - A. This lead to foods discussion
  - B. Each received a pamphlet, Every Day eat the 1234 Way. Mrs. Wilson has address where to get the pamphlets.
    1. Discussed and recorded good foods
    2. Class decided on the foods for the feast and made Bulletin Board G

1-2-3-4  
Food groups  
have pictures  
of the foods in  
each. These  
are charts.

The children  
drew and colored  
the food and  
connected them  
to the groups  
they belonged by  
yarn.



3. Main Emphasis: Where will we get our food for our feast?
  - A. The Supermarket
    1. Showed a filmstrip with a record about the helpers in the Supermarket.
      - a. This lead to discussions of each helper in the Supermarket and his specific job. These were recorded on the chalkboard then the class picked a helper to learn about and draw. See bulletin board E.

Committee Work Concepts

Jello Makers

Formula

Mix - hot water + Cold water

How many cups of hot water did we need 4

How many mixes used? 4

How many cups of cold water? 4

What is a cup measure? 8 oz.

How many servings did the package say? 32

How many did we get? 30

Cookie Makers

Formula

Mix - egg - water - heat

How many cookies does 1 package make? 48

How many small cookies did we get from each package? 60

How many cookies in 1 dozen? 12

How many dozen did we get? 10

How many tens in one baking batch? 2 (relative to size of oven and materials)

How many ones in one batch? 0

How many cookies in all? 120

How many cookies did each person get? 4 (30 persons)

Pop Corn Makers

Oil + corn + heat

How many lbs. in package? 2

How much popcorn did it make 1 shopping bag full

How much corn in each batch? 1/3 cup

How much oil in each batch? 1/4 cup

Shoppers

Money + list = groceries

How much money? \$10.00

How much was needed? \$ 8.17

Did we have enough? Yes

Kool Aid Makers

Mix + water

How much does the package make? 2 quarts

How much water is needed? 2 quarts

How many servings for each child? 2

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the value, necessity and procedures of the agriculture industry.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given four different kinds of farm (dairy, grain, animal or livestock and truck) children will become aware of the different lifestyle on each kind of farm.
2. Given an awareness of the necessity of the four kinds of farms, the child will be able to identify how he and his family depend on each.
3. Given an overnight exchange of students from our schools to rural area, child will be able to describe farm chores, farm life, planting, harvesting, sorting and packaging.

**SUGGESTED ACTIVITIES**

1. Have children spend time actually living and working on a farm - planting, harvesting, sorting and packaging.
2. Study agricultural techniques.
3. Become involved in marketing procedure.
4. Become aware of necessary ecology of soil.
5. Plant and care for vegetables or flowers in class-room or around school.
6. Identify various soil horizons.

**EVALUATION**

1. Children will tell about the four types of farms and their depending on each.
2. The children will be able to explain the various chores on a farm.

**DEVELOPMENTAL OBJECTIVE**

To make children aware of the jobs and processes behind toy manufacturing.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given teacher prepared materials and audio-visual presentations, the children will be able to discuss the sources, manufacturing and uses of plastics.
2. Given a simple performance task, the children will demonstrate and describe the assembly-line technique.
3. Given key pictures, the children will be able to describe plant operations and jobs entailed.

**SUGGESTED ACTIVITIES**

Rotadyne, Inc. (Plastic Toy Factory)

**Topics**

Plastic Toy Manufacturing - Correlate with Language Arts, Art, Music, Science.

The teacher will relate the purposefulness of the upcoming trip to Royadyne, Inc.

The teacher and the pupils will form a circle and discuss the following points:

- a. source of plastics
- b. manufacturing of plastics
- c. uses of plastics

The teacher will summarize the assembly line method, noting that the Rotadyne uses this method.

- a. The children will add to this, noting what they might consider advantages and disadvantages.
- b. A group demonstration of the assembly-line method would be pertinent.  
Examples. Assembly and stapling of several different mathematics papers and/or making of Mother's Day Gift in this way.

Using magazines, the children will cut-out pictures showing the commercial use of plastics. These pictures will be posted in large class scrapbook and explanatory captions added.

The children will participate in a guided tour of Rotadyne Inc.

The children will buy a Frog Toy Box and will build an educational toy supply in the classroom.

The children will talk about the benefits of the trip and will keep records of facts learned. These may vary in size and could be illustrated if the child so desires.

The children will write letters to Rotadyne, thanking them for their cooperation.

The children will read about and learn the folk song "Froggie Went a Courting."

Using colored construction paper, the children will cut geometric shapes, eventually forming imaginative animals. A digression should be made here noting design needs of products such as those developed by Rotadyne.

Using silver foil, the children will mold animals, painting them with airplane paint. (Clay could also be used)

The children may write their own play using toy animals as the subject or they may use "A Treasury of Plays for Children" ex: The Toymaker of Nuremburg". Pinnocchio could also be used.

Stick or hand puppets of animals could be an alternative method of applying creative drama to the subject.

Read or write original poems on "Toys".

#### EVALUATION

1. Given pictures relating to plastics manufacturing, the children will be able to make sentence statements pertaining to each part of the operation.
2. Given materials pertaining to Mother's Day gift, the child will describe and organize an assembly-line for production purposes.
3. Given key pictures, the children will describe jobs and operations covered in the field trip.

**DEVELOPMENTAL OBJECTIVE**

To develop journalistic careers through discussion, visitation, and simulated activities.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given four separate classroom presentations, the children must be able to define headlines, news articles, editorials, and sports articles.
2. Given several classroom activities the children must be able to discuss the make-up of a good article.
3. Given several sets of cartoons and advertisements, the children should be able to identify and explain each.
4. Given previous instruction, the children should be able to write short articles with teacher aid.
5. Given materials, the children will compile a small newspaper.
6. Given a field trip to the News-Herald, the children will discuss important aspects of the trip after leads given by the teacher.

**SUGGESTED ACTIVITIES****I. Introduction****A. Discussion (class)**

1. What do you know about newspapers?
2. What do the people do who work at a newspaper office?
3. What parts are in a paper?
4. Has anyone been to a paper office?

**II. Teacher Presentation**

- A. Read article: "Stop the Presses".
- B. Yes/no test on article (5 questions)
- C. Discuss article

**III. Headlines**

- A. Discuss meaning
  1. Homework - find some headlines on today's paper
- B. Show samples
- C. Make a headline using a picture.
  1. Jot down ideas
  2. Vote on best headline

- D. Test on headline
  - 1. Use another picture
  - 2. Review article
  - 3. Give 4 headlines
  - 4. Children rate headlines as good/bad
- E. Class Assignment - write a headline (individually for given picture.)

#### IV. News Article

- A. Teacher presentation
  - 1. What makes a good article?
  - 2. Read sample of good article.
- B. Discuss serious/numerous articles
  - 1. Read a serious article
  - 2. Repeat - What makes a good article.
- C. Test on news article
  - 1. Three sentences about an article.
  - 2. Class responds (written);  
yes if true; no if false
- D. Proceed in like manner with various type articles.  
(ex. editorial, cartoon etc.)

#### EVALUATION

- 1. The children must be able to define headlines, news articles, editorials, and sports articles.
- 2. The children must be able to discuss the makeup of a good article.
- 3. The children should be able to label and explain cartoons and advertisements.
- 4. The children should be able to write short articles with teacher aid.
- 5. The children will compile a small newspaper, evaluated by pupils and teacher.
- 6. The children will discuss the field trip after leads given by children.

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the many people who work to provide our food.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given an introduction to the services, the child will be able to state 5 services related to the food industry.
2. Given an introduction to food workers, the child will be able to identify various jobs done by: farmers; dairymen, fishermen, bakers and storekeepers.
3. Given a visit to a farm the child will be able to trace a produce from its farm origin to the finished product that we buy in the store.

**SUGGESTED ACTIVITIES**

1. Trips may be planned to a farm, dairy, fishery, bakery, market or trucking company.
2. Following discussions, the children can make a mural to show the various kinds of work performed by all of these helpers.
3. A play can be written, assigning to children the various worker roles they have seen or discussed.

**EVALUATION**

1. The child will be able to state five services related to the food industry.
2. The child will be able to identify various jobs in the food industry.
3. The child will be able to trace an item from its farm origin to the finished product.

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness of jobs in a bakery and candy making factory.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given field trips to Tower Candies and Hough Bakery, the children will be able to compare the two plants as to jobs, size, machinery and sanitation.
2. Given instruction in sources of chocolate, nuts, wheat, etc., the children will be able to trace the origins and results of each.

**SUGGESTED ACTIVITIES**

1. Food unit in Social Studies on food groups, good nutrition, and essentials to diet.
2. Story of chocolate, nuts, - sources of candy.
3. Discussion on commercial baking of nuts and markets involved.
4. Roasted chestnuts in classroom.
5. Tour of Tower Candies. Note: Mrs. Hanser makes children aware of process and market value, plus demand, especially in holiday season. Many older people are employed here, good for teaching awareness of needs and abilities of elderly.
6. Teacher discusses size of establishment, consequent advantage and disadvantages.
7. Tour of Hough Bakery and consequent comparison study of two businesses regarding size, jobs, machinery, sanitation.
8. Follow-up discussion and cooperative chart compiling main ideas.
9. Make chocolate cookies.
10. Develop a chocolate tree showing history and uses of chocolate.
11. Make a comparison chart of Tower Candies and Hough Bakery using symbols, picture words to show difference as to size, jobs, machinery, sanitation etc.

**EVALUATION**

The children will be able to describe jobs related to the production of candy.

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the variety of occupations represented by the field of creative and performing arts.

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**RELATED BEHAVIORAL OBJECTIVE**

1. Given discussions of work in the field of creative and performing arts, the child will be able to name five tasks performed in the arts.
2. Given the role of a creative or performing artist, the child will be able to enact that role.
3. Given a task in the field of creative and performing arts, the child will be able to explain why it is important.
4. Given a discussion, the child will be able to state how the successful completion of the task in the creative and performing arts field affects members of the community.

**SUGGESTED ACTIVITIES**

1. Make a bulletin board depicting various jobs in the field of creative and performing arts.
2. Have creative and performing artists visit the classroom. Have children ask them questions concerning their occupations.
3. Make trip to visit creative or performing artists at work.
4. Involve children in creative or performing arts within the school setting.
5. Have the children write a brief narrative about their experiences in the creative and performing arts.

**EVALUATION**

Work completed and attitudes expressed will reflect awareness and appreciation of the creative and performing arts. Child will see the arts as an extension of his inner self and will reflect this by wanting to pursue the field to a greater extent. The child will have created something of his or her own performed in some musical or dramatic production.

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the role of the supermarket in the local community.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given classroom presentations, the children will be able to explain the significance of the supermarket to the neighborhood.
2. Given a list of eight possibilities, the children will be able to identify the major functions of the store.
3. Given a classroom playstore, the children will function as cashiers, stock boys etc.
4. Given a list of six possibilities, the children will be able to identify the four food groups.
5. Given a class shopping trip, the children will select items on the basis of "feast" needs and comparative prices.
6. Given a group situation, the children will demonstrate their ability to work in a group during cooking and serving activities.

**SUGGESTED ACTIVITIES**

1. Use the "Urban Panorama" kit from the National Dairy Council with detailed picture of supermarket as the introduction to discussion.
2. Show filmstrip "The Grocery Store."
3. Read and discuss picture and story from the David C. Cook packet of Community Helpers.
4. Using play money, discover ways of buying and making change.
5. Set up play store - have children assume various roles.
6. From list of eight, have children check those relating to functions of a supermarket.
7. Discuss major food groups, have children categorize several different foods.
8. Given list of six possibilities, have children check four major food groups.

9. Children will prepare menu for class "meal". Something from major food groups must be included.
10. Field trip to supermarket. Manager will conduct and explain operation of store. Groups will make purchase based on standards of comparative shopping. They must explain why.
11. Permit children to demonstrate what they learned through operation of own play store.
12. Children will cook food and otherwise prepare food for class meal.
13. Use poem "To Think" by Elizabeth Coatsworth.

"To Think"

To think I once saw grocery shops  
 With but a casual eye  
 And fingered figs and apricots  
 As one who came to buy.

To think I never dreamed of how  
 Bananas sway in rain,  
 And often looked at oranges,  
 Yet never thought of Spain.

And in those wasted days I saw  
 No sails above the tea,  
 For grocery shops were grocery shops,  
 Not hemispheres to me.

EVALUATION

Check-up should include:

- A) Functions of store
- B) Four major food groups
- C) Making change
- D) Operation of a store

Use Play-  
 store  
 here.

## DYNAMICS OF THE WORLD OF WORK

## DEVELOPMENTAL OBJECTIVES (Awareness-Appreciation-Motivation)

To develop an awareness for the wide spectrum of occupations represented by children's toys.

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

1. Presented with a variety of toys, the child will be able to identify related occupations.
2. Presented with a variety of toys, the child will be able to classify them according to kinds of work accomplished.
3. Given a selection of pictures of workers, the child will be able to match them with specific toys.
4. Given a list of jobs, the child will be able to define the words and relate them to various occupations.
5. Given a particular toy, the child will role play the career use represented by that toy.

## SUGGESTED ACTIVITIES

1. Present resource persons whose jobs are represented in the group of toys.
2. Discuss and compare the kinds of work accomplished by the toys.
3. Cut out or draw pictures of workers and discuss their jobs.
4. Match the pictures of the workers to the specific toy that helps the worker on his job.
5. Develop a vocabulary of jobs related to the toys. Discuss and define the jobs and occupations.
6. Role play the occupation represented by specific toys. Identify tasks performed.

## EVALUATION

1. The child will be able to identify occupations represented by various toys.
2. The child will classify the toys according to the kinds of work they accomplish.
3. The child will role play the career represented by that toy.

## DYNAMICS OF THE WORLD OF WORK

## DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an awareness of the variety of work in our schools.

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## RELATED BEHAVIORAL OBJECTIVES

1. After a week's period of observation, the child will be able to describe 5 different trucks that come to the school.
2. After interviewing the drivers, the child will be able to identify the company the truck came from and why the truck came to the school.
3. After having class discussion, the child will be able to describe the sources of the supplies delivered.

## SUGGESTED ACTIVITIES

1. Read about the job of the truck driver. Develop with the children some questions which they would like to ask the drivers.
2. Interview the drivers of trucks that come to the school during a one week period.
3. Take pictures or draw the different trucks that come to the school during a specified period of time.
4. Have the children dictate a story about each one of the drivers to display with the pictures.
5. Visit a nearby trucking company to observe other related jobs.

## SOCIAL STUDIES

1. How many trucks come to our schools?
  - a. Where did they come from (oil, dairy, bakery, courier, supplies)?
  - b. Follow back through the sources of any of these delivered products.

The stories written by the children will serve as part of the evaluation.

K-2  
Self

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

To develop an awareness of one's self as unique, changing, and growing.

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

1. Given a list of feeling words, the child will be able to select at least three different words and describe an experience related to that feeling.
2. Given the situation of discussion periods, the child will be able to add three more feeling words to the class chart.
3. Given tasks that he does and does not like to do, the child will be able to tell why and express his feelings for why he does or does not like to do them.
4. Given a discussion of interests of others, the child will be able to listen and reflect back to the other person what was shared.

**SUGGESTED ACTIVITIES**

1. Read stories to the children and discuss the feelings of the characters in particular situations.
2. Cut out pictures that show different feelings and display them in a mural.
3. Role-play different feelings.
4. Show filmstrips related to a guidance series.
5. Draw pictures that depict different feelings.
6. Involve the children in circle discussions where topics develop self awareness.

**EVALUATION**

The ability to express feelings will be shown in group sessions and daily life.

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

To develop an understanding of the following concepts:

- a. The meaning of Thanksgiving
- b. Good nutrition
- c. Supermarket workers
- d. Comparative shopping

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given discussions, guest speakers, and good literature on the subject, each child will be able to relate at least a paragraph description of the meaning of Thanksgiving.
2. Given several exercises relating to good nutrition, each child will be able to talk about the four major food groups.
3. Given previous time for research, the children will choose the supermarket most in line with the standards they have selected relating to comparative shopping and other influential factors.
4. Given a list of supermarket jobs and descriptions of some, each child will successfully match all titles with jobs.

**EVALUATION**

1. Have each child relate what the meaning of Thanksgiving is to them.
2. Administer a matching test of title to job in supermarket.
3. Give oral quizzes relating to information gained on comparative shopping, travel-time, and related factors.
4. Observe group work during meetings, shopping, and operation of the miniature supermarket.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of one's feelings and their relationship to work

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of feeling words, the child will be able to identify feelings he has resulting from various situations.
2. Given the opportunity to participate in small group discussions, the child will listen to others share their feelings related to a particular topic.
3. Given discussion, the child will be able to name five positive feelings and five negative feelings.
4. Given pictures of workers performing on their jobs, the child will be able to describe the feeling of the worker.

## SUGGESTED ACTIVITY

1. Initiate small group discussions that deal with positive or negative feelings.
2. Develop a chart of feeling words.
3. Pantomime various feelings such as sad, happy, puzzled, proud, frustrated, etc.
4. Cut out various pictures from magazines that depict a designated feeling.
5. Read stories to class and let children discuss feelings of characters.
6. Draw pictures of self doing different required jobs and showing feelings for that job. Discuss pictures and feelings in small group discussion.
7. Have class discussions on the relationship between the accomplishment of a task and positive feelings.

## EVALUATION

1. The child will state a feeling word in an incomplete sentence inventory.

2. The child will share in small group discussion<sup>o</sup> his/her feelings as related to various topics.
3. The child will complete an individual project displaying a designated feeling.

K-2

The Individual and His Environment

PERSONAL SERVICES - Grade 2

DEVELOPMENTAL OBJECTIVE

To develop an awareness of and respect for the variety of support activities and services necessary to operate a school.

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RELATED BEHAVIORAL OBJECTIVES

1. Given a tour of the building and a list of the school workers, the child will be able to name six workers and explain each of their jobs.
2. Given a list of ten school duties, the student will be able to identify correctly the worker responsible for each duty.
3. Given the opportunity to observe school deliveries, the child will be able to identify the source of each and name the school workers involved in disbursement.

SUGGESTED ACTIVITIES

1. Make booklets illustrating and describing "Careers in Our Schools".
  - a. Develop interview questions with children
  - b. Interview school personnel
  - c. Draw illustrations of workers working, tools, etc.
  - d. Write brief description of illustration
2. Observe trucks and deliveries being made to school.
  - a. Where did trucks come from? (oil, bakery, dairy, courier, supplies, etc.)
  - b. Follow back through sources of any of these delivered products.
    - i.e. oil - to refinery - to oil fields - geologist
    - dairy - dairy processing, dairy farm, cow
    - bakery - bakery - wheat fields
3. Math. - warehousing of supplies, space needed, custodian - measuring windows, etc.

## EVALUATION

1. The child will be able to name six school workers and explain each of their jobs.
2. The child will be able to match ten school workers with their jobs.
3. The child will be able to name the sources of school deliveries and identify the school workers responsible for disbursement.

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DEVELOPMENTAL OBJECTIVE

To develop an awareness of the interdependence of jobs.

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RELATED BEHAVIORAL OBJECTIVES

1. Given the situation of an oral recitation, the child will be able to cite 5 jobs performed to get milk from the cow to the school.
2. Through class discussion, the child will be able to describe the job of the dairy farmer and the job of the milk truck driver and how they relate to each other.
3. Given a list of tasks at home, the child will be able to tell who performs it and how he feels when another fails to perform a job.
4. Given the situation of oral recitation, the child will be able to describe the job he performs at home and how it relates to the functioning of the family.

SUGGESTED ACTIVITIES

1. Make a mural depicting the route of the milk from the dairy farm to the school.
2. Read about the dairy farmer and the truck driver to understand the cooperation needed between the two.
3. Role play the dairy farmer and the milk truck driver to observe the interdependence of the two.
4. View films related to the dairy industry.
5. Have children question other children to discover how their parents' work is related. Develop an experience chart showing the relatedness.
6. Invite into the classroom the driver that brings the milk to the school.
7. Develop a class book of children's drawings showing how their work helps the entire family.
8. Have the child do a job at home supervised by parents and report it to the class.

## EVALUATION

1. The child will be able to identify five jobs performed in the dairy process.
2. The child will be able to explain the job of the dairy farmer and milk truck driver.
3. The child will be able to tell about job responsibilities at home and the results of neglect of duty on the family.

3-4

World of Work

## DEVELOPMENTAL OBJECTIVE

To develop awareness of careers related to the transportation industry, particularly air travel.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given a trip to the Cleveland Hopkins Airport, student will experience the Rapid Transit train as a mode of transportation and be able to describe the trip, including jobs encountered.
2. Given a tour of the airport, student will observe the following workers: maintenance of planes, tickets and reservations, bellhops, air traffic control, gift store, magazine shop, luggage, rental cars, tower jobs, weather station, security, restaurants, etc.
3. Given a tour of a DC-10, students will observe the following: steward and stewardess, cockpit with pilot and co-pilot, food and beverage caterers and storage, baggage area, plane maintenance, repair and cleaning, etc.
4. Given a speaker from a travel agency, student will identify role of interpreters, travel guides, agents, passport officers, customs, etc.

## SUGGESTED ACTIVITIES

1. Class planning of trip on Rapid Transit to Cleveland Hopkins Airport.
2. Interview an airport or Rapid Transit worker and share results with class.
3. Ride a bus to train, and a train to airport.
4. Board and tour a DC-10 airplane.
5. Tour terminal; go through security station inspection.
6. Visit the weather station on 2nd floor. Science students prepare weather related questions, and learn to read weather maps.
7. Eat lunch in terminal restaurant.
8. Take an imaginary trip around the world, visiting countries in Social Studies book, and validating simulated passport in each country.

EVALUATION

The child will be able to name, explain, and place at least ten careers encountered during entire trip.

**DEVELOPMENTAL OBJECTIVES**

To develop an awareness of jobs in operation, in order that observation of work in action may become natural.

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given the word "job", the child will be able to state its definition.
2. Given the home and school setting, the child will be able to state four jobs he performs in each.
3. Given observation and discussion with parents, child will be able to state four jobs each parent performs.
4. Given the school setting, child will be able to name four workers, and state four jobs performed by each.

**SUGGESTED ACTIVITIES**

1. Bulletin board (to motivate or culminate).
2. Inventory of jobs (discuss and list).
  - a. At home
  - b. At school
  - c. In community
3. Reporters or committee interview school personnel and report back to class.
4. Children pick a job of parent or neighbor, etc. to explore. Report back to class in one of the following ways: Role playing, illustration, or write a story.
5. Discuss in class or small groups reasons for working.
  - a. Money
  - b. Personal satisfaction
  - c. Service to others
6. Decide jobs necessary for operation of own classroom and method of filling such jobs.

---

**EVALUATION**

The child must be able to talk about jobs being performed in his various environments.

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

To develop an awareness of the importance of jobs within the Agriculture field.

---

**RELATED BEHAVIORAL OBJECTIVE**

1. After films, filmstrips, resource books, the child will be able to write the definitions for various types of farms within our country (dairy, grain, livestock, truck, etc.)
2. After having been given the opportunity for class discussion, the child will be able to innumerate the various jobs related to agriculture.
3. Having been given pictures of various farm tools and equipment, the child will be able to match the agriculture worker with the tool or equipment that he uses.
4. Having been given a writing assignment, the child will write a brief narrative defining the role of one agriculture worker.
5. Given the opportunity to work in small groups, the child along with his group will collectively develop a project developing the idea of the agriculture worker.
6. Given a class discussion, the child will be able to relate the importance of the jobs in agriculture to our existence.

**SUGGESTED ACTIVITIES**

1. Write the definitions for the various types of farms being studied.
2. List ten different jobs in the agricultural field.
3. Matching-games related to agriculture.
4. Write a short story defining one agricultural worker's job.
5. Plan several small group projects. Outline the tasks to be involved. Have each group member indicate which aspects of the task he feels most capable of completing.

6. Have class discussion on the importance of jobs in agriculture and how they relate to our survival.
7. Develop plans for a vegetable garden for school grounds and make plans to follow through with project.

#### EVALUATION

1. Knowledge displayed on the various types of farms studied.
2. Ability to match description of worker's job with tools or equipment.
3. Completeness of projects from each small group.

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the many careers available in the trucking business.

---

RELATED BEHAVIORAL OBJECTIVES

1. Given a bulletin board using trucking terms, the students will be able to explain the various types of loads.
2. Given a class visit by a truck company employee, the students will be able to define common terms used in trucking. Examples: heavy load, flammable, etc.
3. Given a trip to a large trucking operation, the students will be able to describe the workers they observe. Examples: dispatcher, computer operator, mechanic, drivers, etc.

SUGGESTED ACTIVITIES

1. Construct a bulletin board, using trucking terminology.
2. Speaker will introduce the trucking industry to students, describing all aspects of the business.
3. The students will take a field trip to a large trucking operation, and observe the workers on the job.
4. Discussion and class mural.

EVALUATION

The student will describe interrelated trucking careers.

3-4

Economics

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the biological, psychological, and social needs of man as it relates to the economy.

## RELATED BEHAVIORAL OBJECTIVES

Given the following concepts, each student will be able to explain their meaning.

- a. People want many goods and services.
- b. People's wants change.
- c. The supply of goods and services is not enough for all people.
- d. Our wants are unlimited.
- e. We must make choices among desirable items.

## SUGGESTED ACTIVITIES

1. Discuss with children the biological needs of man. As they tell you, add representative figures and drawings to the flannelboard. Proceed in the same manner with the psychological and social needs of man.
2. Have a teapot or similar object on the teacher's desk; tell the children that they are to pretend that it is Aladdin's lamp and simply by rubbing it they may have whatever they wish. Then permit several children to come up, rub the lamp and express their wishes. Remark on the number and variety of wishes that are given as each child gives his or her wishes, write the word or words expressing it on the board, placing each child's name beside the bracket containing the wishes. After several children have given their wishes, call upon each singly and tell them that the genie permits each child to have only three choices, then ask them to choose only three and place a star in front of each. Following this, lead the children to formulate these simplified concepts:
  - a. People want many goods and services.
  - b. People's wants change.
  - c. The supply of goods and services is not enough for all people.
  - d. Our wants are unlimited.
  - e. We must make choices among desirable items.
3. Print these concepts on large chart, using different colors for important words. (Chart may be used for seatwork, children may find magazine pictures depicting each or make drawings.)

4. Read the children a fairy tale exhibiting the unlimited wants of people. Ex. "The Three Wishes".
5. Begin an Economics scrapbook. Ask the children to take their magazine pictures or drawings, and paste them on the first page with the heading, "Needs and Wants of Man".

#### EVALUATION

Each student will be able to explain the five concepts developed in this plan:

## DEVELOPMENTAL OBJECTIVE

To develop an appreciation for a few of the different types of community organization available to consumers in the community.

recreational agencies  
financial agencies  
service agencies  
information sources  
protection agencies

## RELATED BEHAVIORAL OBJECTIVE

1. Given information about various organizations established to assist the consumer in the community, the child will state how individuals are dependant upon them.
2. Given the opportunity to hear representative speakers from community agencies, the child will state the purpose of the agency.
3. Given a list of several consumer agencies and their purposes, the child will utilize the services of one of the agencies concerning one particular item.

## SUGGESTED ACTIVITIES

1. Interview representative from a consumer assistance agency.
2. Make a bulletin board depicting the consumer agencies studied and their purposes.
3. Have a panel discussion and invite representatives from the agencies to sit in.
4. Present situations and have children role play going to the various agency that would help alleviate the situation.
5. Simulate agency with in the school to help alleviate a particular problem situation.

## EVALUATION

1. The child will be able to state how consumers are dependent on community assistance agencies.
2. The child will be able to name at least five organizations in the community and their purpose for assisting consumers.
3. The child will be able to enlist the aid at one of the community organizations established to assist the individual.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the functions of the bank and to affirm the rights and responsibilities as a saver and borrower.

---

## RELATED BEHAVIORAL OBJECTIVE

1. Given information about different types of banks, the child will contact and obtain information from the neighborhood bank.
2. Given an opportunity to simulate the marketing of a product, the child will discover that profit is the reward for his or her labor.
3. Given the profit from marketing a product, the child, working with a bank representative, will establish ways in which the bank can assist the classroom business.

## SUGGESTED ACTIVITIES

1. Collect newspaper advertisements from local banking firms to determine services available to consumers.
2. Tour local banking establishment, interview public relations person to explain functions.
3. Pantomime workers on their particular jobs in the bank.
4. Research, establish, and assemble marketable product within the school setting.
5. Establish account with local bank.

## EVALUATION

1. The child will be able to name the services available to the consumer which the local bank has to offer.
2. The child will successfully establish a business to market a product.
3. The child will be able to enlist the services of the local bank as a result of profits earned.

3-4

Self

## DEVELOPMENTAL OBJECTIVES

To develop an awareness that one has values, whether self imposed or imposed by someone else.

---

## RELATED BEHAVIORAL OBJECTIVE

1. Given the definition for values, the child will be able to list examples of five of his own values.
2. Given a discussion on values, the child will be able to list examples of values imposed by someone else.
3. Given a specific task, the child will be able to tell his work values.

## SUGGESTED ACTIVITIES

1. Have class discussion to define values and develop a class list of more obvious values.
2. Children will make a list of their own values which he imposes on himself and those which are imposed by someone else.
3. Make individual shields, separate into four sections. In each section draw a picture
  - a. the thing he would never give away.
  - b. the thing he would most like to buy.
  - c. the best achievement during year.
  - d. list 2 words he wants others to use about him.

Have small group discussions sharing shield.

4. Have students tell about a person they admire and give the reasons why.
5. Have children set up priority lists of tasks they like to do.
6. Cut out pictures from magazines of people doing different types of work. Use as a part of bulletin board display. Discuss how work values could affect their choice.

## EVALUATION

1. The child will list five of his own values.
2. The child will list values imposed on him by someone else.

3. The child will listen to his peers share their values.
4. The child will be able to state his work values about a specific task.

**DEVELOPMENTAL OBJECTIVE**

To create awareness that there are many careers that require written communication skills.

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given an introduction to creative writing, the child will simulate communication skills by the writing and illustrating of a book and by group participation.
2. Given participation in The Plain Dealer Living Textbook Program, the child will contribute in various ways to the production of a class newspaper.

**SUGGESTED ACTIVITIES**

The fourth grade students in Mrs. Martin's class at Shoregate School are discovering a few of the many reasons for learning more about written communication skills.

**Creative Writing:**

1. Film, STORY OF A BOOK, follows a real life author, Holling C. Molling, through the exciting process of creating PAGOO, the story of a hermit crab. Sequences show the steps of his process: getting the idea, doing the research, both in the library and by observation, writing and rewriting, illustrating, planning the dummy, and printing.
2. Mrs. Shirley Cutler's hermit crabs (third grade, Washington School) visited Mrs. Martin's room. Children learned about the original habitat of hermit crabs, and how to care for and feed them by researching in THE INTERNATIONAL WILDLIFE ENCYCLOPEDIA, WORLD BOOK, BRITANNICA, and other reference books.
3. Mrs. Barbara Benezra, the Librarian at Kennedy Jr. High, and author of several books for children (GOLDUST & PETTYCOATS, NUGGETS IN MY POCKET, FIRE DRAGON), spoke to the children on writing a book, getting it published, style, etc.
4. Children will write and illustrate a book about themselves, their interests, etc. (See Ohio's Career Continuum, P. 154, 155 - "A Book About Me" and P. 156, 157 - "Me and My Interests")
5. A trip to a publishing firm is being planned.

**Communication Through Mass Media - Written Communication**

1. Enrollment in Living Textbook Program - Cleveland Plain Dealer - use of filmstrips and teaching aids included. Newspaper for each child delivered once a week.

2. Mr. Baron Robinson, Educational Representative, Cleveland Plain Dealer - guest speaker - talk on how to read a newspaper - discusses reporting, editing, advertising, and answers questions children might have.
3. Mr. Dick Dugan, sports cartoonist - does cartoons as he speaks - Plain Dealer
4. Films: #209175, Audio-Visual Center - HOW TO READ NEWSPAPERS - the story of news gathering, printing, and distributing papers - told as it relates to intelligent reading of newspapers.

Centron Educational Films, JOBS IN THE CITY: MASS MEDIA

5. Reference Materials: YOUR FUTURE IN DAILY NEWSPAPERS, American Newspaper Publishers Association Foundation, WHAT EVERYONE SHOULD KNOW ABOUT JOURNALISM, A scriptographic study unit OUR WORKING WORLD, CITIES AT WORK, SRA Resource Unit by Lawrence Senesh, P. 71 and 102 - The Newspaperman and The Newspaper Publisher.
6. Field trip to the CLEVELAND PLAIN DEALER facilities - visit to the editing room and reporting room to talk with workers and see where they work. See YELLOW PAGES OF LEARNING RESOURCES, What can you learn at a newspaper plant?, P. 55, 56.

(Personal written communication skills: letter writing to Mrs. Cutler, Mr. Robinson and Mrs. Benezra)

7. Writing a class newspaper - to be printed by students in North High School print shop - (See P. 108, 109, Ohio's Career Continuum, 1972 Edition, "A Class Newspaper" and P. 110, 111 on newspaper want ads.)

#### EVALUATION

Student will express writing skills by contributing to a class book or newspaper project.

**DEVELOPMENTAL OBJECTIVE**

To introduce child to a variety of creative arts experience which will enable him/her to express feelings in a creative way.

---

**RELATED BEHAVIORAL OBJECTIVE**

1. Given an artists demonstration, child will observe skills necessary to paint in oils, acrylics and water colors.
2. Given instruction in a painting media, child will relate personal feelings through producing a painting.
3. Given a trip to Lakeland College's ceramics and sculpture laboratory, child will observe and participate in a creative activity.
4. Given instructions in the clay media, child will experience the satisfaction of creating an art object.
5. Given an orchestra demonstration, child will become aware of music careers involved, and experience a live music presentation.
6. Given a live professional drama presentation, child will become aware of theatre careers involved, and experience a live dramatic presentation.

**SUGGESTED ACTIVITIES**

1. Painting
  - a. Artist visit room, demonstrate skills and show work.
  - b. Trip to Art Museum.
  - c. Instructed painting lesson and building of frames.
  - d. Art exhibit and sales for PTA meeting.
2. Clay
  - a. Trip to Lakeland College clay/sculpture laboratory.
  - b. Instruction in clay.
  - c. Art exhibit and sales for PTA meeting.
3. Music
  - a. Talk with musicians - amateur and professional.

- b. Watch orchestra rehearsal; observe behind the scenes workers (scenes, lights, tickets, etc.)
  - c. Study various instruments and composer's work.
4. Dramatics - Theatre
- a. Watch rehearsal; observe actors, stagehands, makeup, props, scenery, etc.
  - b. Present a dramatic production.

#### EVALUATION

PTA Meeting devoted to Fine Arts:

1. PTA Art exhibit and sales of paintings and clay.
2. Production of a play to entertain parents.

## DEVELOPMENTAL OBJECTIVE

To create awareness of careers and responsibilities associated with wildlife and natural resources.

## RELATED BEHAVIORAL OBJECTIVE

1. Given a study of the historical evaluation of North-eastern Ohio's land uses and conditions, child will develop and personal sense of responsibility for their natural nature resources.
2. Given a study of food sources, child will discover careers associated with raising plants and animals, and effects on air, water and man.
3. Given a study of outdoor careers, child will see ecological implications.
4. Given an exposure to land and water mis-use, child will become aware of damage to natural resources.

## SUGGESTED ACTIVITIES

1. Present Historical Society's History of Lake County.
2. Present careers associated with supplying man with food:

People who do the work

- |                          |                   |
|--------------------------|-------------------|
| a. naturalist            | e. zoologists     |
| b. wildlife management   | f. bacteriologist |
| c. land use coordinators | g. oceanographer  |
| d. forest rangers        | h. botanist       |
|                          | i. agronomist     |

Educators

- a. professional - college, etc.
  - b. general public - environmentalist
3. To expose child to land and water misuse:
    - a: Visit a sand and gravel pit.
    - b. Travel along the Grand River to see pollution of water.
    - c. Boat ride to see land erosion as viewed from Lake Erie.
    - d. Strip mining field trip.
    - e. Speaker from E.P.A. as resource person

## EVALUATION

Child will relate the historical aspects of the use and misuse of natural resources in food production and mining.

Cross-Reference - Individual and His Environment

3-4

The Individual and His Environments

DEVELOPMENTAL OBJECTIVE

To develop an awareness of park careers.

BEHAVIORAL OBJECTIVES

Given a field trip to the Metropolitan Park area, the pupils should be able to perform the following:

- a. Explain the careers of naturalist, environmentalist, and ranger.
- b. Write a paragraph describing changes in animal life in our area.
- c. Identify plant changes.
- d. Explain the terms "hibernation" and "migration".
- e. Name birds commonly seen in the area.
- f. State sections of the United States having a "cold" winter season.
- g. Explain environmental disadvantages of "snow mobiling".

ACTIVITIES

1. Using texts stated below, students will research and report the following topics:
  - a. Season changes
  - b. Winter changes in animal and plant life
  - c. Hibernation
  - d. Migration
  - e. Birds in Winter
  - f. Deciduous and Non-deciduous trees in Winter.

Texts: Science Around You  
 Science Everywhere  
 Science For Here and Now  
 Science Near You

2. Show filmstrips:
  - Animals in Winter
  - Animal Homes
  - Season Changes
3. Administer quiz on films. Questions will center on subjects A - F.
4. Discussion on results of "snow mobiling" on environment. Require each child be able to explain in short paragraph.
5. Speaker:
  - "Mr. Kent Scott", (naturalist) of Lake County Park System will speak to children on recognition of animal tracks in winter plus briefly explain functions of different individuals in park system.

6. Field trip to Chapin Forest conducted by Mr. Kent Scott.

#### EVALUATION

1. Following trip, administer worksheet distributed by park system.
2. Pupils will write opinion on need for people interested in a career relating to the environment.

# Park Interpretive Bulletin 2



## Tracks in Lake County forests

LAKE CO. METROPOLITAN PARK DISTRICT

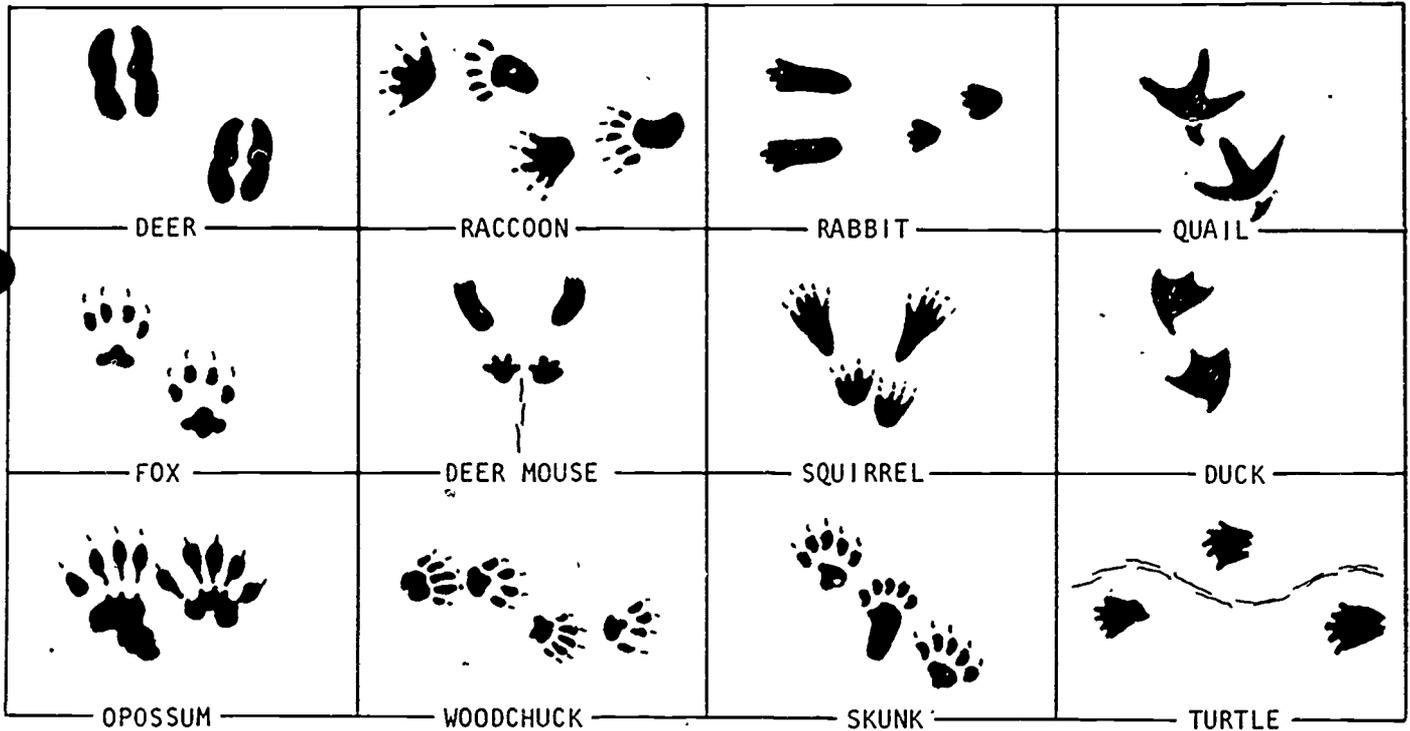
PAINESVILLE, OHIO

Animal tracks in mud, sand or snow tell stories. Stories of the everyday life of the living creatures found in your Lake County Metropolitan Parks. To the trained person, tracks indicate the traveling and living habits of the creatures. Even the speed of their travels and the purpose can many times be determined merely by studying the shape and spacing of prints.

Mud tracks are usually the most distinct but snow tracks provide the most complete picture of the creatures' activities. Toes, hoofs, nails, claws, heels, tails and wings are the principal markers.

Tracks are grouped by method of travel, some travel on toes; some travel on toe nails; some walk on both toe and heels; some hop and jump.

See if you can recognize any of the more common tracks shown below:



### Collecting Tracks

Why not make your trip into one of the Metropolitan Parks more interesting by collecting and preserving tracks. Perhaps even start a collection of your own or donate your findings to the Metropolitan Park Interpretive collection. Here is how you do it.

Materials required: Plaster of paris, tin cans with tops and bottoms removed and a small soft brush.

### Procedure

Carefully brush twigs and loose dirt from track imprint. Select a can which will enclose the track with room to spare. Coat inside of can with vaseline. Mix plaster of paris and water until it is like thick cream. Place can securely around track and pour plaster of paris mixture into can until a layer about one (1) inch thick covers the imprint. Plaster will dry in about one hour, then you can remove cast from can and you are ready for mounting or painting.

## What Disturbed the Snow ?

LAKE CO. METROPOLITAN PARK DISTRICT

PAINESVILLE, OHIO

**Can You Match the Animals With Their Tracks?  
Write the Correct Name by the  
Appropriate Footprints,**

**By  
Karen  
Ahrens  
DeStefano**

The image contains the following elements for the matching exercise:

- Tracks:** Ten sets of tracks labeled 1 through 10, scattered across the page. Track 1 shows a bird's path. Track 2 shows a raccoon's path. Track 3 shows a deer's path. Track 4 shows a crow's path. Track 5 shows a chipmunk's path. Track 6 shows a squirrel's path. Track 7 shows a mole's path. Track 8 shows a chipmunk's path. Track 9 shows a bird's path. Track 10 shows a mole's path.
- Animals:** Ten animal heads are shown, each connected to a track by a dashed line. From top to bottom, they are: a deer (connected to track 3), a crow (connected to track 4), a raccoon (connected to track 2), a chipmunk (connected to track 5), a squirrel (connected to track 6), a bird (connected to track 1), a rabbit (connected to track 8), a mole (connected to track 7), a chipmunk (connected to track 9), and a mole (connected to track 10).

By permission of the PENNSYLVANIA GAME NEWS  
58 by the Pennsylvania Game Commission

Answers are on the back

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of careers in Parks System.

## RELATED BEHAVIORAL OBJECTIVES

1. Given the task of observing four living and non-living objects, the child will be able to orally describe three characteristics of each. (Lesson A - Xerox Science Program, Part C)
2. Given the environments of schoolground and a natural park surrounding, the child will be able to state orally how he is a part of each environment.
3. Given a natural park setting, the child will be able to identify and describe work being performed by six park workers.

## SUGGESTED ACTIVITIES

1. Science- Introduction and Exercises from Lesson A.
2. Field Trip to park (Holden Arboretum)
  - a. Pre-trip
    - 1.) Trip around school or playground to begin observations and become familiar with the process.
    - 2.) Discuss how the things that are in the area got there. How did these trees get here? Why isn't grass growing here?
    - 3.) Discussion before trip--people might come in contact with. (Park Ranger, Naturalist).
  - b. The Field Trip
    - 1.) In first contact with guide, find out about his job and qualifications.
    - 2.) Procedures necessary to take in order to meet qualifications.
    - 3.) Guide will give the tour connected with the science lesson.
    - 4.) Verbalize on experiences- children free to discuss- take time to talk before returning to school.
    - 5.) Detailed discussion of other jobs in connection with park.
 

Administrators	Secretarial
Maintenance	Emerald Necklace
Naturalist	Lake County Park Bulletin

c. Culminating Activities

- 1.) Display of Park Objects and Jobs. Children will have the Park Affiliated Jobs.
- 2.) Terrarium
- 3.) Bulletin Board--path or walk. Locate things we saw, People and What They Did.
- 4.) Guided Tour of School Yard--implementing jobs children took above.
- 5.) Experience Charts
- 6.) Career Booklet.

EVALUATION

The child will be able to identify and describe work being performed by park personnel.

DEVELOPMENTAL OBJECTIVE

To create an awareness of the workers who create, maintain, and administer the Holden Arboretum.

---

RELATED BEHAVIORAL OBJECTIVES

1. Given a trip to the Holden Arboretum, the student will observe at least one worker in each of the following categories:
  - a. Maintenance crew
  - b. Greenhouse
  - c. Security
  - d. Guiding
  - e. Landscaping
  - f. Bookkeeping
  - g. Sales
  - h. Plant specialist
2. Given the topic of environmental occupations available, the students will be able to name and define five such jobs.
3. Given an interview with one worker, the student will be able to relate the type of preparation and work involved in such a career.

ACTIVITIES

1. The students will observe workers during a field trip to the Holden Arboretum.
2. Each student will interview a worker of his or her own choice, and share results with the class.
3. Construct a bulletin board illustrating careers at the Arboretum.

EVALUATION

The student will name and describe five job opportunities at the Holden Arboretum.

DEVELOPMENTAL OBJECTIVE

To develop an awareness and respect for the various services and activities necessary to the operation of a school.

---

RELATED BEHAVIORAL OBJECTIVES

1. Given a general idea of the school operation, the children will be able to relate the interdependency of workers in a school system.
2. Given job titles, the children will be able to write an accurate description.

SUGGESTED ACTIVITIES

1. Field trip inside and outside the school.
  - a. Find number and type of jobs performed in school.
  - b. Look for needs in school establishment.
2. Pupil constructed bulletin board giving job description with illustration.
3. Experience Chart
4. Make booklets "Careers in Our Schools"
  - a. Develop interview questions with children.
  - b. Interview personnel in school.
  - c. Draw pictures of workers on the job.
  - d. Write short job descriptions to fit each pictures.
5. Develop a slide-tape program of school careers.
6. Math activities relating to measurement and school supplies

EVALUATION

1. Each child will be able to relate and describe each job in the school and the interdependency of each worker.
2. Teacher judgment
  - a. Matching games
  - b. Labeling games
  - c. Classification exercises
  - d. Teacher judgments
  - e. Evidence of expanded usage of career-oriented vocabulary.
3. The children will be able to relate the interdependency of workers within a school.
4. The child will write accurate job descriptions of all workers encountered during unit work.

DEVELOPMENTAL OBJECTIVE

To develop an awareness of present ecological problems, and gain insight into why they must contribute to solving existing problems and preventing future problems.

---

RELATED BEHAVIORAL OBJECTIVES

1. Given participation in a Scholastic Earth Corps. program, child will develop an ecological consciousness.
2. Given an affective experience related to the beauty of nature, child will develop an understanding of the aesthetic need to preserve nature.
3. Given an ecological cause, child will act in some way to better present conditions.

SUGGESTED ACTIVITIES

1. Participation in a Scholastic Earth Corps program or something similar.
2. To go out into the environment - see water pollution, erosion, air pollution. (ex. CEI Plant - Eastlake; Strip mining site; Ford Plant (West Side), Air Pollution)
3. Have the children grow gardens and have an aquarium.
4. To get involved in an ecological cause. (We wrote letters to Mr. Nze to make the Grand River a scenic river and we wrote letters complaining about strip mining.)
5. To talk to the places that are guilty of some of these things and to see what is being done.
6. To visit the Arboretum, the Zoo, the Aquarium.

EVALUATION:

The children would complete a Scholastic Earth Corps program and receive its certificate for doing so.

The teacher would mail letters to the proper sources.

The children would grow plants in their gardens and take care of an aquarium.

To draw pictures showing the positive and negative aspects of the environment.

**DEVELOPMENTAL OBJECTIVES**

To develop an awareness of the geographic and political influences on the kinds of work available in an area.

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given a map of the United States, the student will be able to identify one field of work characteristic of each region.
2. Given various regions of the United States, the student will be able to identify the geographic and political factors influencing job type and availability.
3. Given an imaginary trip across the U.S.A., the student will be able to identify five job areas connected with travel and tourist trade.

**ACTIVITIES**

1. Investigate jobs of travel agent, passport officials, transportation workers by using: Filmstrips and films; textbook (Silver Burdette) and supplementary books; field trips (airport, dock area and ship, and bus station); resource people (travel agent and transportation workers).
2. Plan route by use of maps etc.- discuss workers involved-- make own maps.
3. Make passports and investigate jobs involved (photographer and government officials).
4. Make travel posters.
5. Investigate banking in connection with travelers checks. Visit bank?
6. Inoculations (health workers)
7. Purchases necessary (luggage and clothing). Retail sales workers.

**EVALUATION**

The children will identify the major regions of the United States, explaining job origins and availability in the various areas.

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the multitude of careers available in the area of pollution control.

---

RELATED BEHAVIORAL OBJECTIVES

1. Given an instruction on "Traffic in our Nation's Capitol", Chapter 7, Social Studies, careers of pollution control in traffic can be introduced.
2. Given teacher instruction on Chapter 8, Social Studies, "Cleaner Air in Atlanta", air pollution control careers can be introduced.
3. Given teacher instruction on Chapter 13, Social Studies, "Cleaning Up Brandywine Creek", water pollution control careers can be introduced.

SUGGESTION ACTIVITIES

1. Introduction to specific pollution problem (i.e. air, water, noise, etc.) through books and group discussion.
2. The following are a few suggestions as to resource people available. Prior to their visit, request that they include a discussion of careers involved in their area.
  - a. Car manufacturers (i.e. Chevy - Ford) information on car pollution devices - government requirements for cars in 1975.
  - b. Speakera from the County Health Department.
  - c. Coast Guard representative - water control devices.
  - d. Large corporation representative (i.e. C.E.I. plant) air pollution control devices.
3. Possible field trips
  - a. Lordstown - Chevy plant
  - b. Euclid Fisher Body
  - c. Coast Guard Station - East 9th St.
  - d. C.E.I. Plant - Eastlake
  - e. Visit NASA site in Willowick

EVALUATION

Child will be able to specify careers in air, traffic, and water pollution control.

DEVELOPMENTAL OBJECTIVE

To develop a knowledge of the maple sugar industry.

---

RELATED BEHAVIORAL OBJECTIVES

1. Given research materials, the children will be able to give the distinguishing features of the Red and Sugar Maple trees.
2. Following a tour of the Burton Museum and Log Cabin, the children will be able to explain the syrup-gathering process and basic method of production.
3. Given films and books on the maple sugar industry, the children will be able to state recent advances in production.

PRELIMINARY ACTIVITIES

1. Discussion of natural resources previously covered.
2. Discussion of maple sugar festival. (What do you think we should study in this unit?)
3. Study of the Sugar Maple and Red Maple trees.
4. Collection of the sap.
  - a. power tappers
  - b. power washers
  - c. gathering syrup
5. Production of the syrup.
  - a. Laboratory technicians
  - b. special molds
  - c. machinery involved
  - d. warehouse distribution
6. Activity - stirring of sugar into cream.
7. Relate with ecology  
Use the film "We Still Have Time" from the Residential Development Commission of Geauga County.
8. Also use the written material presented by the Cuyahoga River Study on the Maple Sugar Industry.
9. Trip to Burton, Ohio  
Host - Geauga County Historical Society

- a. Tour of the museum and the history of the Maple Sugar Industry.
- b. Tour of the village.
- c. Explanation of the syrup-gathering process.
- d. Visit to the Log Cabin.
- e. Lunch - basement of the Historical Society.  
(pancakes and syrup) Price \$1.00 (Visit maple candy shop)

#### 10. Follow-up Activities

The children will discuss and record the facts learned concerning:

- a. Maple Sugar Industry
- b. Relation of Ecology

The children will produce their own sugar maple candy in the classroom by following the same method followed by producers.

Mathematically inclined children could find statistics enumerating the present growth and profits of the industry and report to the class via the panel discussion or other method.

A homemade movie could be produced by the children illustrating the stages of production.

#### EVALUATION

1. Each child will write a short description of the maple sugar tree.
2. Using materials gathered from the Log Cabin and Forestry Service, the children will be able to simulate the syrup-gathering and production service.
3. Using diagrams, the children should be able to note advances in production.
4. Production of a homemade movie.

5-6

World of work

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness that technological advancement and population growth have brought about work changes in the food processing industry.

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given information concerning previous periods in our country's history, the child will be able to list at least five reasons why the food processing industry has emerged.
2. Given the history of agriculture in this country, the child will be able to point out the places where technological advances have affected agriculture.
3. Given the history of agriculture, the child will be able to explain how this type of farm can produce and process more meat because of technological advancement.

**SUGGESTED ACTIVITIES**

1. Interview a retired farmer to tell how he views the change in agriculture.
2. Class discussion of jobs involved in the raising of turkeys on the farm to the consumer's table.
3. Predicting what is involved to the actual comparison of what is observed on the field trip.
4. Flow chart showing support systems which proceed from the farm to the store.
5. Field trip to store that sells particular brand of food from the farm visited.
6. Map work used to develop possible routes for field trip.
7. Bulletin board depicting operation and sequence of area of study.
8. Math charts showing costs and profits of food processing to consumer's table.

## EVALUATION

1. Observation of accuracy of bulletin board construction.
2. Development of a class journal the depicting jobs available in the food processing industry.
3. Completion of student composition describing the changes in the food processing industry due to technological changes.

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

To develop an awareness of the variety of work in the area of transportation and the interdependence of those jobs.

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given pictures of workers in transportation, the child will be able to categorize the various kinds of work by place, type, and people.
2. Given a choice of three transportation workers, the child will be able to write a report describing the tasks that one of the people does.
3. Given newspaper want ads, the child will be able to select those which relate specifically to the field of transportation.
4. Given visitations to various sites involved in transportation, the child will interview specific workers.
5. Given a list of ten workers in transportation, the child will be able to provide a short job description for them.
6. Given visitations, films, and discussions on workers in transportation, the child will be able to determine how one job is dependent on another.

**SUGGESTED ACTIVITIES**

1. Gather transportation trade magazines, brochures, newsletters.
2. Cut out pictures of people doing different types of work in transportation. Make a bulletin board of these pictures, categorizing by place, type, people.
3. View films or filmstrips of workers in transportation.
4. Visitations to three different transportation sites.
5. Interview various workers in transportation.
6. Write a short job description for one transportation worker.
7. Develop a transportation company within the school setting that includes meaningful activities and defined jobs.

**EVALUATION**

1. Children should be able to list ten different workers in transportation.

2. Completion of student made bulletin board.
3. Completeness of short job descriptions for various workers in transportation.
4. Development of transportation company by students.

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the wide variety of occupations held by parents.

---

RELATED BEHAVIORAL OBJECTIVES

1. Given an interview or day's visitation with one or both working parents the child will be able to describe the kind of work performed on a parent's job.
2. Given a class report on interviews, the child will be able to classify the various parents jobs according to the fifteen clusters.
3. Given a chart, the student will determine the cluster in which most parents are employed.

SUGGESTED ACTIVITIES

1. Make an occupational cluster bulletin board and allow each child to place representative drawings or description under proper cluster.
2. Class planning of questions to be asked in interview of workers.
3. Report to class regarding the interviews and/or day's visitation with parent on the job.

EVALUATION

The child will be able to describe the classify, according to job cluster, the occupation of one or both parents.

DEVELOPMENTAL OBJECTIVE

To develop awareness of government help in finding people jobs.

---

RELATED BEHAVIORAL OBJECTIVES

1. Given an introduction, a child will understand operations of employment service.
2. Given a trip to a local state employment office, child will observe mental and physical testing conducted with applicants.
3. Given talk by job interviewer, child will see how qualifications are matched with job needs.

SUGGESTED ACTIVITIES

The student will visit the local state employment office and be shown, step by step, physical and mental testing to help people find their interest and ability levels. Several job qualifications would then be matched to the person. Choice is made by person.

EVALUATION

The student will be given a test to determine their knowledge of practices of state employment services and how this service helps citizens.

**DEVELOPMENTAL OBJECTIVE**

To develop a greenhouse and market its products under the guidance and supervision of RSVP volunteers.

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given materials and RSVP volunteer help, the children will successfully construct and operate a greenhouse.
2. Given an operational vehicle such as the school store, the children will merchandise the products of their labor.

**SUGGESTED ACTIVITIES**

1. Planning activity with senior citizens, students and experts in the field to discuss the procedure in building the greenhouse.
2. Decide what is to be grown in the greenhouse. Research on different plants, flowers, vegetables and purchasing of supplies.
3. Actual building, all technicalities in production.
4. At this time we would begin the advertising campaign making people in the area aware of our project.
5. Purchasing of secondary equipment, packaging supplies.
6. Producing samples of the product to judge costs against expenses. Example hanging planters, floral arrangements, terrariums, handbook.
7. Have senior citizens judge the products they have helped to produce.

**EVALUATION**

Success can be measured operationally and profit-wise, also by the success or lack of group interaction.

## DEVELOPMENTAL OBJECTIVE

To provide experience for student to learn to manipulate audio-visual equipment in supplemental or enrichment classroom activities.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given instruction on cassette tape, recorders, listening posts, and other available equipment, student will learn to manipulate equipment without teacher assistance.
2. Given teacher recorded directions, student will demonstrate understanding by following instructions.
3. Given use of A-V equipment, student will participate in exercises which allow them to discover the importance of conversation in their awareness of the world around them.
4. Given use of A-V equipment, student will design supplementary instructional material for student who has not yet reached skill level.

## SUGGESTED ACTIVITIES

1. Instructions and directed activities in use of audio visual equipment, calculators, typewriters, camera and TV equipment, motors, models of machines, etc.
2. Exercises designed to require student manipulation of equipment.
3. Individualized instruction through use of A-V equipment.
4. Student produced instruction designed for other students who have not yet reached their skill level.

## EVALUATION

Student will demonstrate an ability to operate A-V equipment in which he/she has received instruction.

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness in the student of the sophisticated techniques used in map making through serial photography.

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given any map in the Social Studies textbook, student will be able to describe the meaning of all map symbols.
2. Given the history of map making, student will be able to describe the progress of map making from ancient days to now, indicating how technology of the day dictated methods.
3. Given an area of land, student will participate in a group mapping project using most sophisticated techniques available.

**SUGGESTED ACTIVITIES**

1. Surveyor from City of Willowick will talk to class and demonstrate use of surveying equipment.
2. Math lesson will be devoted to scale models and graphs.
3. Trip to Kucera Associatio . Students will interview one worker, and be able to describe how this person's map-making responsibilities contribute to the finished product.

**EVALUATION**

Student will construct a scale model map of a given area, using all skills available.

## DEVELOPMENTAL OBJECTIVE

To provide children in grades five and six with the opportunity to use basic woodworking tools to create projects by themselves or in small groups.

## RELATED BEHAVIORAL OBJECTIVES

1. Given previous instruction, the children will be able to discuss the proper and safe use of tools.
2. Given free use of the PCT equipment, the children will make all necessary contacts related to materials and activities.
3. Given RSVP aides or woodworking students from the Technical Center, the children will each engage in at least one project through to completion.
4. Given resource speakers in woodworking, the children will each be able to describe five jobs in or related to woodworking.

## SUGGESTED ACTIVITIES

1. Instruct children in safety procedures to be followed when working in shop.
2. Demonstrate proper use of the tools found in the shop.
3. Provide specific tasks to be performed by each child to assist in gaining skills with each tool.
4. Visit the shops at the Junior Highs and Tech Center to see larger shops and power tool operation.
5. Permit students to select and finish a project of his choice.
6. Build a business operation within the school when skills are developed to warrant its development. This can be incorporated into the school store project.

## EVALUATION

1. Evaluation of the workshop activities will be very individualized due to the numerous levels of ability.
2. Self evaluation by the child will be of great value.
3. Attitudes toward school and his ability to take an idea and follow it through to completion will be important evaluative material.

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness of parent occupations.

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given a knowledge of parents work through letters, discussions, and materials, each pupil will write a description of his or her parent's occupation.
2. Given information through class and group work, the pupil will list at least four job opportunities previously unknown to them.
3. Given a specified form, the pupils will evaluate related field trips according to the following criterion:
  - a. general operation
  - b. jobs entailed
4. Given a questionnaire, pupils will demonstrate the following:
  - a. attitudes toward parents' work
  - b. interest trends in group

**SUGGESTED ACTIVITIES**

1. Discuss the ways in which work is important to the individual and the community.
2. Request a letter from the parent's, written to their own child, describing their occupations, past or present. (Printed material regarding the place of employment should be included where possible.)
3. Discuss parent occupations in small groups.
4. List job occupations on the board and discuss the children's preferences as to field trips, resource people, etc.
5. Take group or class tours to plants or businesses according to the the children's interests.
6. Invite speakers on the basis of children's interests and current activities.

7. Make posters depicting pupils' interests regarding occupations. (Use cut paper, paint, silk-screening, symbolism)'
8. Write a cooperative or individual "Thank You" to parent and/or company involved.
9. Make a class booklet entitled "Our Parents Work". This should include:
  - a. written and/or pictorial summaries of each parent's work.
  - b. illustrations and written accounts of places visited.
  - c. pictures of speakers and important high points of visit.
  - d. descriptions of future projects which resulted from the initial plan.
10. Distribute a questionnaire relating to attitude changes toward parent occupations.

#### EVALUATION

The questionnaires and descriptions reviewed in the behavioral objectives constitute the evaluation.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the distinctive characteristics, goals, and operations of a restaurant business.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given class discussions and a speaker on nutrition, the child will cut out pictures and develop a nutritional but eye-catching luncheon meal.
2. Given the opportunity to work in a small group, the child, along with his/her peers, will plan one part of the luncheon meal.
3. Given newspaper advertisements for groceries, the child will determine the cost of a complete lunch for a family of four.
4. Given a field trip to three grocery stores, the child will compare prices of similar items.
5. Given a tour through a local restaurant, the child will prepare a list of jobs observed.

## SUGGESTED ACTIVITIES

1. Establish procedures for setting up a class restaurant.
2. Devise applications for all jobs need for
3. Determine cost of food for specified number of people (including food, utensils, dishes, table cloths, center pieces, etc.)
4. Children responsible for job on which they were hired to simulate all the various operations of a restaurant (planning, preparing, serving, and clean up) of a luncheon meal to a specified group of people.

## EVALUATION

The extent to which each child fulfills his responsibility in the job for which he/she was hired and the success of the luncheon will determine the learnings that have occurred.

## DEVELOPMENTAL OBJECTIVE

To make children more aware of the need for pollution controls and careers available in this field.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given many entry level experiences, ex., speakers, field trips, the children will successfully establish their own pollution control center.
2. Given opportunities and availability of means, the children will operate their center with authority and practicability.
3. Given materials, the students will make displays of at least ten pollution projects undertaken by the group.

## SUGGESTED ACTIVITIES

1. Introduction to specific pollution problems through books and discussions.
2. Initiation of resource people to the classroom. The pollution problem(s) in area will be discussed plus people hired to work on the problem.
  - a. Car manufacturers - car pollution devices.
  - b. County Health Department - Effects of pollution on health.
  - c. Coast Guard representative - water control devices.
  - d. Large corporation representative (CEI) - air pollutions control devices.
  - e. City Planner - city building policies regarding noise, air, and water pollution.
  - f. Forestry division - conservation.
3. Introduction of pollution-control made available by many large companies.
4. Association of knowledge through field trips.
  - a. Water Treatment Plant
  - b. Sewage Plant
  - c. Recycling Plants

- d. Cuychoga River Trip
  - e. Airport
  - f. Media (noise pollution)
5. Establishment of student pollution control center.
- a. Distribute materials to schools.
  - b. Undertake pollution projects at home, school, surrounding areas. Example. clean up creek, school yard etc.
  - c. Make bulletin boards and displays of pollution projects undertaken.

**EVALUATION:**

Pupil evaluation of the control center and its effectiveness.  
Test on representative careers.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the business world.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given key words, each child will write an explanation of the stock market as it relates shares in a company.
2. Given field trips to Merrill, Lynch, Pierce, Fenner, and Smith, and the Cleveland Credit Bureau, the child will be able to explain the function of each as it relates to a small business.
3. Given a trip to Root Candle Co., each child will be able to write a description of the process from wax production to finished candle.
4. Given many entry - level experiences, the children will successfully establish the Independent Candle Co.

## SUGGESTED ACTIVITIES

1. Study of stock market
  - a. collect material from Merrill, Lynch (pamphlets, etc.)
  - b. Library books
  - c. Study of financial page
  - d. Trip to Merrill Lynch
  - e. Questions by teacher and stockbroker on material. "Thank you's" to stockbroker.
2. Production of shares in Independent Candle Co.
  - a. Selling of shares by student "stockbrokers".
3. Establishment of company:
  - a. Selection of officers
  - b. Discussion and compilation of list of possible hazards.
  - c. Visit to Cleveland Credit Bureau to investigate its use to companies.

4. Visit to Root Candle Co. Pupils describe process from beehive to candle production.
5. Actual Production:
  - a. Production Teams established.
  - b. Molds and wax purchased.
  - c. Time allotment specified (free time only)
  - d. Method and standards established.
6. Advertising:
  - a. Speaker from Wyse Advertising, Sharon Foley, who spoke on methods of advertising.
  - b. Posters were made.
  - c. Slogan adopted - "Brighten your day,  
The Independent Candle Way"
  - d. Commercial developed "Super M" - 8mm used.
7. Evaluation:
  - a. Made on basis of selling.
  - b. Also judged by group standards established.
  - c. Teamwork considered, necessary changes made.
8. Thank you's to:

Mr. Studley, stockbroker  
Miss Foley, advertising  
Root Candle Co.

**DEVELOPMENTAL OBJECTIVE**

To develop an understanding of methods used in the establishment and operation of a school store.

---

**RELATED BEHAVIORAL OBJECTIVE**

1. Given a place of business and proper materials, the children will establish a school store.
2. Given basic instructions in bookkeeping methods, the students will maintain an accurate system.
3. Given numerous opportunities for interaction, the children will demonstrate their ability to cooperate and accept responsibility.

**SUGGESTED ACTIVITIES**

Language Arts: Boys and girls compose and give short speeches publicizing their plans.

Art: Signs and posters were designed for demonstration purposes in school. Symbol for school button was designed - winning design was picked by majority of children.

Economics and Math: Children visited Ho!combs and Mr. Krulcik explained the establishment of retail educational supply store. Materials to be purchased were designated, ordered, inventoried, priced and stored. (Comparative pricing previewed the pricing of school materials.) Accountant visited the classroom and explained simple methods of bookkeeping. Banker visited the school and explained the establishment of a store account. Children made out deposit slips, checks as practice exercise. Economic terminology relating to a small business were explained and used by children throughout the year. Grand opening of store.

Social Awareness: Teacher and children discussed the formalities of job interviewing, responsibilities and necessary qualifications for maintaining a business. Children drew lots to establish responsibilities for the first few weeks. Group met frequently for self-evaluation purposes and reassignment. Three children attended the PTA meeting and discussed the possibility of selling materials at the bazaar.

**EVALUATION**

1. Teacher observation and check on school store, plus observation of group work skills.
2. Monthly auditing of books by North High accounting students.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of various aspects of horticulture as a vocation and avocation.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given an interview with a horticulturist, students will learn how to propagate plants.
2. Given proper soil, cuttings and flower pots, and the aid of an RSVP volunteer, student will begin the planting procedure.
3. Given potted plants, students will distribute as a contribution to the interior beautification of the school building.
4. Given a trip to a nursery, student will see procedure and progress of the growing of plants, shrubs and trees.

## SUGGESTED ACTIVITIES

The students will:

1. Determine and list suitable plants for in classroom use.
  - a. as to location
  - b. for effect wanted
2. Determine and list best method of propagation.
  - a. by seeds
  - b. by cuttings
3. Propagate as many plants as are needed of each kind.
4. Distribute plants to proper locations and instruct in their care.
5. Children will take more pride in the room because of their involvement in beautifying it.
6. Children will be able to compute the money saved in propagating plants rather than buying mature plants.
7. The children will be able to list some of the jobs done by florists.

## ACTIVITIES

(Describe in detail)

The children will, through past experience or research, make a list of plants that will be suitable to grow in a classroom.

- a. plants for both sunny and shaded windows will be listed
- b. plants will be divided into foliage and blooming plants.

A knowledgeable senior citizen will be used as a resource person, perhaps a retired nursery man, florist, or home gardener. Plant catalogs and books will be used. A field trip to a florist shop could be planned.

Through use of books, resource senior citizens and information from home, the best method of propagation will be found for each selected plant. Lists for seeds and cuttings will be made.

As many donated plants as possible will be collected. Seeds will be purchased. A senior citizen gardener will help children make list of all materials such as pots and soil that will be needed. These will be gathered in a work area then the work done during a number of work sessions under the guidance of the senior citizen. A survey of classrooms in the building will determine the varieties and quantities needed. During these work sessions the children will learn the care needed for each plant and will prepare care instruction sheets to be distributed with each plant. Distribute plants.

#### EVALUATION

The teacher will notice

1. Whether plants do well in location.
2. Whether children show increase interest in beauty of room and appreciation for plants.
3. Children may want to do the same project at home.
4. Interest in the job of the florist.

## DEVELOPMENTAL OBJECTIVE

To set-up and operate a miniature company in order to develop a knowledge of business procedures.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given pictures of workers, the students will be able to explain the difference between blue collar workers and white collar workers.
  - a. They will be able to give examples of blue collar jobs.
  - b. They will be able to give examples of white collar jobs.
2. The students will learn to explain how a company is operated.
  - a. They will be able to define these terms:

assembly line	company
marketing	product
quality control	salesman
3. The class will be able to set-up and operate their own miniature company.
  - a. They will select a company name.
  - b. The students will assemble a product.
  - c. They will sell and market their product.
4. The class will be able to see and judge how important everyone's job is to the company.

## ORAL ENTRY LEVEL TEST QUESTIONS

1. What is a blue collar worker?
2. What does a white collar worker do?
3. What is a company?
4. Can you give me the name of a company?
5. Do you know the name of the company where your Father or Mother work?
6. What does the above company make?
7. What is an assembly line?

8. Do you know anyone who works on an assembly line?  
What do they do on the assembly line?
9. Have you ever seen an assembly line on television or in person?
10. How could we set-up our own company?
11. How do you think this eyeglass holder (show the class the holder) is made?
12. Do you want to set-up a company?

#### SUGGESTED ACTIVITIES

1. The students will learn about factory and office work through a field trip, a RSVP speaker, a filmstrip, a "Cleveland Press", mini-page (August 27, 1973), library books, and actual experience in the classroom.
2. The class will then discuss what they have learned about factory and office workers, and how important they are to a company's operation.
3. They will set-up a miniature company with the following divisions of labor:

job scheduling  
 assembly line  
 quality control  
 packaging  
 production control (amount of materials used and needed for product)

advertising  
 marketing (selling)  
 office work  
 - bookkeeping  
 - typing orders  
 - inventory sheets  
 - salaries

Each child will have a job, and then the jobs will be rotated; so they will have the experience of being both a blue-collar worker and a white-collar worker.

4. The children will actually manufacture and sell a product. (eyeglass holder which can be used for carrying pens and pencils in a pocket). They will receive a small salary for their work, which will be used to buy something for the classroom such as a taperecorder or aquarium.

#### CURRICULUM MATERIALS NEEDED (Materials list)

1 RSVP speaker  
 1 school bus for the field trip  
 Junior typewriter  
 Polaroid camera and film  
 Bic Banana crayon markers

Plastic sandwich bags  
 Yarn  
 Felt  
 3 paper punches  
 1 pair pinking shears

1. Retired senior volunteer from the Industrial Training Center, who formerly worked on an assembly line in a factory.
2. Teacher who formerly worked in an office and more recently has had experience with Junior Achievement.

EVALUATION (Criterion Test)

1. Explain the difference between white collar and blue collar workers.
2. Orally cite examples of both white collar and blue collar jobs in the class company.
3. Explain how a company operates.
4. Define the following terms orally:

assembly line	company
marketing	salesman
quality control	product

5. Explain how the class company was set-up.
6. Construct an eyeglass holder.
7. Using sales techniques: sell me your product.
8. Explain how it felt to work in a company.

Which job did you like best? Why?

Which job did you dislike the most? Why?

<u>MATERIAL</u>	<u>CATALOGUE OR STORE</u>	<u>CATALOGUE #</u>	<u>PRICE</u>
Feathertouch			
Typewriter	Best Co.	4426WX1447	\$14.47
Polaroid-Square			
Shooter	Best Co.	260-PL 1867	\$18.67
Film for above			
camera - 3 pkgs.	Best Co.	308PL287	\$ 2.87
Bic Banana			
Crayon markers (2 pkgs.)	Gaylords		\$ 1.58 (each)
Plastic Sandwich Bags (2 or 3 pkgs.)			\$ .39 (each)
Yarn (2 or 3 skeins)			
Woolworths	Woolworths		\$ 1.99
Felt (2 yards)			
	Minnesota Fabric Co.		\$ 3.49 (a yard)
3 paper punches			
1 pair pinking shears	Woolworths		\$ 2.77

(Note: Yarn, felt, plastic bags depend on how many units of our product is produced.)

A field trip to the Industrial Training Center, Willoughby-Eastlake School District.

Tentative date: The last week of November, 1973.

Person to Contact: Don Shonauer (ext. 347)

Students: Two second grades from Grant School. Total number of students: 50

Resource People

5-6

Self

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

To develop an awareness that one's own interests can be affirmed through meaningful work activities.

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**RELATED BEHAVIORAL OBJECTIVE**

1. Given an interest inventory, the child will complete it according to his own interests.
2. Given the opportunity for sharing, the child will relate one area of interest and thereby help to develop a class interest list.
3. Given various locations, the child will be able to pursue his interest outside the classroom.
4. Given free time, the child will work within the school setting in the area of his interest.
5. Given a writing assignment, the child will be able to write and describe his own interest.
6. Given a class discussion, the child will compare his own interest with those of his peers.

**SUGGESTED ACTIVITIES**

1. Take an interest inventory and discuss results with the teacher.
2. Bring to class, and share objects which indicate one's interests.
3. Visit locations which are related to interests of the group that have previously been defined from check lists.
4. Work on meaningful activities related to areas of interest.
5. Write a short paper based on one's own interest.
6. Arrange for small group discussions related to one's own interests.
7. Prepare scrap books displaying area of interest.

**EVALUATION**

1. Completion of interest inventory.

2. Observation of continued growth of child's interest.
3. Completion of creative writing activity.
4. Continued motivation to pursue area of interest.

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness of one's own interests and to accept those of his peers.

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**RELATED BEHAVIORAL OBJECTIVE**

1. Given the opportunity to be part of a small group, the child will be able to describe his interests to his peers.
2. Given a class discussion, the child will be able to poll the interests and make a list for the entire class.
3. Given the situation, the child will make a list of the things that might be required to pursue an activity based on his/her interest.
4. Given the time, the child will be able to pursue those activities which are related to his/her interests.

**SUGGESTED ACTIVITIES**

1. Report to class area of interest.
2. Make decision as to what area of interest to pursue based on knowledge of time, space, money, equipment, etc.
3. Prepare class list of interests to be pursued within school setting (for purpose of working together individually or in groups).
4. Visit sites which are related to expressed interests.
5. Invite speakers to talk and show realia on expressed interests.
6. Set up hobby or interest stations throughout the class room or the school to develop interests.
7. Invite retired seniors to volunteer their time working with students of areas of interests.

**EVALUATION**

1. The child will share his interests within a small group setting.
2. The child will listen to his peers describe their interests.

3. The child will acknowledge and accept one's interest as unique.
4. The child will make a decision of one interest to pursue.
5. The child will work on these activities related to his area of interest.

**DEVELOPMENTAL OBJECTIVE**

To further develop one's understanding of his achievement level related to:

Academic - Athletic - Social Personal - Work - Cultural

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**RELATED BEHAVIORAL OBJECTIVE**

1. Given a class discussion the child will be able to verbally state the different areas of achievement.
2. Given the experience of working in a small group the child will be able to list the abilities a person may possess.
3. Given a panel discussion, the child will be able to debate the pros and cons of succeeding in several areas of achievement.
4. Given a list of possible abilities a person may possess, the child will be able to indicate those he has developed to the greatest degree.
5. Given the opportunity to participate in small group discussions the child will be able to share with peers those things he does well.

**SUGGESTED ACTIVITIES**

1. Discuss with class the meaning and importance of utilizing one's abilities to make greater achievement.
2. Have resource people come into the class to speak about their abilities as they are related to their work.
3. Half the students individually select a task to perform within the school using their stated abilities.
4. Discuss goal setting with the class. Ask each student to select an achievable goal. Have the student make a commitment to that goal by writing it down on paper and signing his name.
5. Work with the students towards achieving their stated goals by the predetermined time limit established.
6. Continue to set goals like this during the school year.
7. Allow for small group discussions where students can talk about the ways they are improving.

## EVALUATION

1. The child will state different areas of achievement.
2. The child will list the abilities a person may possess.
3. The child will debate the pros and cons of succeeding in several areas of achievement.
4. The child will indicate the abilities he possesses.
5. The child will share with others in his class his abilities and achievements he has made.

**DEVELOPMENTAL OBJECTIVE**

To develop an awareness and acceptance of positive attitudes and their relationship to the world of work.

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**RELATED BEHAVIORAL OBJECTIVE**

1. Given a list of interests, the child will be able to name various jobs and occupations that are related to his/her interests.
2. Given the opportunity to interview a person who has pursued their interest through their job, the child will be able to state the attitudes that person has about his/her work.
3. Given a choice of work possibilities, the child will be able to list three of those which would coincide with his/her positive attitudes.
4. Given a class discussion on attitudes, the child will be able to cite three attitudes needed to complete a task successfully.

**SUGGESTED ACTIVITIES**

1. Investigate types of jobs and occupations that incorporate areas of interests.
2. Develop class list citing areas of interests.
3. Interview various people that are working in areas of interests (should be coincided with class interests).
4. Give interest inventory to discover further awareness of interests.
5. Invite various successful people to talk about how they feel about their jobs.
6. Identify work environments that specifically deal with one's area of interest.
7. Work through several situations where attitudes are defined as task was completed.
8. Compare positive and negative attitudes derived from doing the same task. Allow for discussion.

## EVALUATION

1. The child will name jobs and occupations related to his or her interest.
2. The child will interview a person and state the attitudes expressed by that person about his or her work.
3. The child will list three work choices that are related to his or her primary interest.
4. The child will cite three attitudes necessary to complete a task successfully.

5-6

Individual and His Environment

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

To develop an awareness of the changing environment and an appreciation that work is man's way of creating, preserving, changing, and/or rebuilding his environment.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given historical information from books, newspapers, films, etc. the child will be able to list ten ways in which the environment has changed from a specified historic time to the present.
2. Given the environmental wants listed, (Beauty, Recreation, Comforts, Space) the child will be able to indicate several ways in which they can be fulfilled through work.
3. The child will be able to apply his own work skills to rebuild some aspect of his environment.
4. Given community observations or field trips, the child will be able to describe ways in which his environment was created, preserved, changed, or rebuilt.

**SUGGESTED ACTIVITIES**

1. Develop list of how through technology, the environment has changed.
2. Have small group discussions defining and developing environmental wants.
3. Visitations to classroom by resource people.
4. Art work created from environmental collections.
5. Observations of workers in the child's environment to note skills, type of work, type of environment, and limitations apparent to the work.
6. Student developed paper drives.

**EVALUATION**

1. Progression of more positive attitude towards taking care of environment.
2. Student made list of jobs and careers available in environment.

3. Development of skills in rebuilding a particular part of child's environment.
4. Development of quality type questions to speakers.
5. Further knowledge and application of resource skills.

DEVELOPMENTAL OBJECTIVE

The children will be able to identify individuals and/or companies who helped to plan or carry out their vacation needs.

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RELATED BEHAVIORAL OBJECTIVES

1. Given a map, the child will be able to
  - a. locate the vacation route on a map.
  - b. label directions.
  - c. identify map symbols.
  - d. Use the scale of miles to determine distance between any given points.
2. Given a list of ten occupations relating to the recreational field, the children will be able to describe six of the ten.

SUGGESTED ACTIVITIES

1. Exhibit souvenirs of places visited and maps used.
2. Report on trip and construct a map showing route. Each child will report on individuals whose jobs enriched or aided their vacation.
3. Construct a bulletin board of compositions and/or occupations.
4. Invite guest speakers from various recreational fields according to pupil interest.
5. Films and/or filmstrips relating to places and/or occupations.

EVALUATION

The child will chart a map noting vacation route, directions, map symbols and scale of miles. The child will be able to describe six of ten recreational jobs.

DEVELOPMENTAL OBJECTIVE

To develop an awareness of an individual's job as it affects others in the group.

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RELATED BEHAVIORAL OBJECTIVES

1. Given a group living experience at a camp site, each child will assume responsibilities for a chore.
2. Given the camp experience, the child will participate in group planning for the day's living experiences - house-keeping, cooking, recreation, rest, and instruction.
3. Given a choice of recreation and assignments, the child will select the area of interest (wild life, art etc.)

SUGGESTED ACTIVITIES

1. Each student will experience several days at a camp site with classmates.
2. Students will plan for the day's living experiences.
3. Each student will have a job assignment and a choice of recreation activity and instruction such as wild life, art etc.

EVALUATION

Student will successfully plan and execute a camping situation.

## DEVELOPMENTAL OBJECTIVE

To develop a knowledge of newspaper work and careers.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a teacher-developed test to demonstrate intelligent reading of the newspaper, the pupil must be able to score 80%.
2. Give four weeks of the Living Textbook Program, child will be able to distinguish the 8 main parts of a newspaper and the purposes of each.
3. Given a news-story, the child must be able to define and write a headline.
4. Given a list of journalistic careers, the child must be able to describe each job.
5. Given a sample newspaper, the child must be able to distinguish various parts of speech found in comic strips and other features.
6. Following a field trip, the student will summarize newspaper operation and will be able to identify seven workers and the jobs they perform.
7. Given a comparison of newspaper and radio broadcasting, child will be able to relate functions of a newspaper and similar broadcasting uses.

## SUGGESTED ACTIVITIES

1. Discuss newspaper;
  - a) 5 W's - who, what, when, where, why.
  - b) Using first paragraph of various news stories, individuals must be able to show how it answers the 5 W's.
2. Discuss editorials;
  - a) Distinguishing points.
  - b) Various purposes - ex, entertain, interpret, inspire, persuade.
  - c) Find samples of those illustrating above purposes.
  - d) Discuss a sample editorial picture.
  - e) Make up articles on a picture.
3. Took Data-Marc and 7-Up field trips (Related also to Grade 6 prototypes on parent occupations.)

4. Study advertising.

- a) Discuss purpose (make product or place known)
- b) Discuss techniques;
  - 1) mainwords in large letters
  - 2) color is attractive
  - 3) product demonstration
  - 4) descriptive words
  - 5) stress safety at times

Note; Children drew up this list after analyzing ads.

- c) Make posters advertising Data-Marc and 7-Up in order to show application of ideas gained.

5. Study headlines;

- a) Discuss purpose of descriptive words in an article.
- b) Give class sample headlines, ex.  
Cases Cougars Cream Penna's Panthers.  
Have each child write an article on headline.

6. Using newspaper and scriptographics unit, have children tell about importance of various journalistic careers. Speaker from Plain Dealer on this subject..

7. Radio Broadcasts;

- a) Elicit functions of a newspaper.
- b) Suggest children consider similar broadcasting functions.
- c) Have a radio broadcast, considering also good speaking skills.

8. Discuss parts of speech and punctuation.

- a) Using various sections, have children find parts of speech, ex., comic strips, non advertising, adjectives, verbs - sport section, pronouns - comic strips.
- b) class cut samples of parts of speech from newspaper and place in English notebook.

9. Plan a field trip to the Plain Dealer.

10. Administer teacher-developed test on unit.

EVALUATION

The children will review their unit, step by step as prescribed by the behavioral objectives.

DEVELOPMENTAL OBJECTIVE

The children will be able to identify individuals and/or companies who helped to plan or carry out their vacation needs.

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RELATED BEHAVIORAL OBJECTIVES

1. Gives simulated and actual experiences related to growth and development in Greater Cleveland, pupils will be able to describe five of twenty some projects covered.

SUGGESTED ACTIVITIES

1. Videotape presentation on past and present growth in Cleveland.
2. Field trip to famous spots and new areas of growth. (Cleveland Sightseeing Service)
3. Written check on assimilation of material in videotape and tour. Note: Of thirty some projects, five must be recalled and explained.
4. Speakers from Greater Cleveland Growth Association will note occupational changes due to various factors.
5. Question and answer period.
6. Art projects employing newspaper background and tempera.. might depict skyline, industries, points of interest in Cleveland or vicinity.

EVALUATION

Written check spoken of in activities.

**DEVELOPMENTAL OBJECTIVE**

To develop a knowledge of Eurasia, its economics, origins, and customs.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given the aid of RSVP volunteers of various nationalities and/or world travelers, the student will be able to construct a notebook containing the following:
  - a. a summary of the present day economics situation in the selected country
  - b. the geography of the land and its economic consequences
  - c. the history, customs, and habits of the people
2. Given more volunteer help, the children will
  - a. plan and execute an international smorgasbord
  - b. construct a time line, demonstrating man's development from early times
  - c. develop an international cookbook

**SUGGESTED ACTIVITIES**

1. Select countries to be studied during specified period.
2. Use senior citizens as speakers to introduce country.
  - a. Bring articles for display purposes (clothing etc.)
  - b. Show slides
  - c. Demonstrate arts and crafts
  - d. Conduct question and answer periods
3. Use senior citizens in the class room as resource people, aides, and supervisory personnel. Work might entail:
  - a. Student question and answer periods
  - b. Research and reporting help
  - c. Map making aide
  - d. Constructive help in assembling of cookbook
  - e. Planning of Smorgasbord

4. Each group works on a particular country, preparing native recipes.
5. Execute plans for smorgasbord.
  - a. Each group should be dressed in national costume.
  - b. Television time-line presentation (covers development of civilization)
  - c. Administrators, parents, senior citizens, and students attend function with supervision by senior citizens.

#### EVALUATION

The notebooks, time line, smorgasbord, and cookbooks should be tangible and concrete material for evaluation.

**DEVELOPMENTAL OBJECTIVE**

To develop a knowledge of the work of an author of children's books through use of the portable conference telephone.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given previous instruction, the child will demonstrate his ability to analyze and appreciate an author's work by means of a written paragraph, covering such points as content, style and interest level.
2. Given one particular book by said author, the child will report information relating the subject matter, characters and message of the book.
3. Given several books to read by the same author, the child will write his visualization of that person's character, age, appearance, likes and dislikes.
4. Given a PCT call to the author, the child will be able to give an accurate description of the author and his/her work.
5. Given his/her previously written visualization of the author, the child will be able to confirm or negate his previous ideas, as well as consider the need for concrete information before making judgements.

**SUGGESTED ACTIVITIES**

1. I will first find an enjoyable book to read to the whole class, one whose author will be available for the call.
2. We will discuss the book and try to analyze the characters and the plot.
3. The children will formulate some sincere questions about the book, characters, stimulation for the story or other aspects of writing to be able to ask the author.
4. While the children are listening they will try to develop their concept of the author that will include age, appearance, likes and dislikes that can be recorded on a form.
5. The form the children had completed will be sent to the author along with a request for a biographical sketch and possibly a picture.

6. The children will compare their observations with the author's information.
7. The children will place a PCT call to the author and discuss with him the observations they had made and in what ways they were close to or far from the authors reality.
8. Follow up discussion will include the way and basis on which people formulate judgements about other people.

#### EVALUATION

1. Oral and written evaluation will show ability to analyze a novel.
2. Children will demonstrate an ability to analyze personality by means of his creative work.
3. Through the process some children may try to write their own creative works.
4. The follow up call will show their listening ability by relating ideas.

**DEVELOPMENTAL OBJECTIVE**

To give fourth grade children an awareness of the wide variety of jobs and careers associated with musical instruments.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given a demonstration of the assemblage of a musical instrument by a North High student, the child will be able to name the parts of the particular instrument in which he or she has an interest.
2. Given a demonstration of the scale and sample songs, the child will be able to recognize the tone and sound of each musical instrument.
3. Given a trip to Severance Hall and the opportunity to see and hear professional musicians in the Cleveland Orchestra, the child will depict his experience in some art form.
4. Given pre and post trip discussions, the child will be able to relate and understanding of the various workers involved in the production
5. Given a discussion with a high school student who plays the instrument, the child will be able to relate the history of the musical instrument of his or her choice.
6. Given research in the library, the child will be able to relate the history of the musical instrument of his or her choice.
7. Given a trip through King Instruments or Roth and Scherell the child will be able to describe the production of a musical instrument.
8. Given an interview with an amateur and a professional musician, the child will learn that playing a musical instrument can be enjoyed as a vacation and/or avocation.
9. Given a trip to Audio Recording Studio, the child will be able to state and explain four other jobs other than creative artist in the field of music.

**SUGGESTED ACTIVITIES**

1. North High Musical students will demonstrate and discuss their instrument.
  - a. Case and instrument

- b. put instrument together
  - c. play a few notes
  - d. play scale up and down
  - e. play a song
  - f. two or more musicians play together.
  - g. North High students talk 1 to 1 to 4th graders.  
re: pros and cons of instrument
2. Play tape of presentation and ask students to identify each instrument by sound.
  3. Take a trip to Séverance Hall for a performance of the Cleveland Orchestra. If possible, arrange an interview with some professional musicians, sound engineers, conductor, etc.
  4. Take a trip to Roth and Scherell or King Instruments to see production of musical instrument.
  5. Take a trip to Audio Recording Studio to see recording industry options.
  6. Make some tapes or recordings.

#### EVALUATION

1. The child must be able to name and explain at least ten jobs or careers in the field of music.
2. The child will choose the musical instrument he will be playing in the sixth grade.