DOCUMENT RESUME

ED 109 991   CE 004 224

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TITLE   The Community Resource Component of the Career
                Education Project: Part 4.2.
INSTITUTION   Putnam and Northern Westchester Counties Board of
                Cooperative Educational Services, Yorktown Heights,
                N.Y.
PUB DATE   74
NOTE   73p.; For information about other project components,
                write to Career Education Project, BOCES, Yorktown
                Heights, New York 10598

EDRS PRICE   MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS   *Administrator Role; *Career Education; Community
                Involvement; *Community Resources; Community Role;
                Community Support; Evaluation Methods; Field Trips;
                Human Resources; Manuals; Program Planning; *School
                Community Relationship; School Industry Relationship;
                *Teacher Role

ABSTRACT

                The document develops a community resources model
that compliments the other components of the career education
project. It is also designed to be used by all school systems and
provides suggestions for resources from broad areas. The introductory
information defines community resources as "people, places, and
things" and presents a rationale for utilizing these resources. For
the administrator and coordinator, the manual outlines the key steps
for the utilization of community resources: gaining top
administrative support, designation of coordinator of
school-community relations, internal planning, development of a
resource directory, gaining support of building principals and
teachers, creation of general advisory committees, and the formation
of an industry-education alliance. For the teacher, there are
guidelines for the effective use of community resource volunteers in
the planning, contacting, preparing, and evaluating steps.
Suggestions for class discussion, checklists for career field visits
and field trips, and ideas for follow-up experiences are presented.
Sample forms for collection, preparation, and evaluation of resources
and a bibliography complete the manual. (JB)

CAREER
EDUCATION
PROJECT

CAREER EDUCATION PROJECT.

PUTNAM & WESTCHESTER COUNTIES

BOCES I   BOCES II

D. K. Moore, Director

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Part 4.2

THE COMMUNITY RESOURCE COMPONENT

OF

THE CAREER EDUCATION PROJECT

C. K. Moore, Director

Career Education Project

Westchester - Putnam Counties

BOCES I   BOCES II

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INTRODUCTION

This manual was prepared by Judith West Edelman,
staff member of Career Education Project for
Westchester and Putnam Counties. Assistance
was received from Mary Gilmore associated with
the Yonkers Career Education Project. The task
was to develop a Community Resources Model which
would compliment the other elements of the Career
Education Project.

This model then will define community resources.
Strategies will be described for their imple-
mentation within a school system. Techniques
will be presented for their effective utilization.
Sample forms for the collecting and contacting,
preparing and evaluating of resources will be
provided.

This reference book is designed for use by all
school systems with suggestions for resources
from broad areas. This listing of resources
should not be considered complete, but rather
should be regarded as a stimulant for a local
school system to build its own local list.

We submit this manual in the hope that admini-
strators and teachers will find this material
useful and will submit feedback to the Career
Education Office.

Contents

INTRODUCTORY INFORMATION

DEFINITION OF COMMUNITY RESOURCES

Community resources are people, places, and things.
They are people who are involved in a variety of
occupations. They are places where the occupa-
tional activities are going on. They are things;
materials, tools, equipment, facilities. The
effective use of community resources is crucial
to the achievement and goals of Career Education.

It is with a firm commitment to this reality, that
the following pages address themselves to the ways
in which schools and community can build an effective
partnership.

RATIONALE FOR UTILIZATION OF COMMUNITY RESOURCES

Why - Community resources?

What can be gained from more effective and more extensive utilization of community resources in public education?

1. <u>The Availability of Skilled Resource Persons in Many Fields</u> - No two communities are alike; yet, all have people. The human talent available in even the smallest community is vast and most of the time nearly entrapped by the educational system.

2. <u>The Opportunity to Observe First-Hand, On-the-Job Activities</u> - Contact with community workers creates a far greater understanding and awareness of the skills, knowledge, and attitudes required for the world of work.

3. <u>The Relation of Instruction to
   Outside World Activities</u> - With
   community involvement in whatever
   form or focus, the relationship of
   what is taught in the schools to
   what really happens in the community
   becomes apparent.

4. <u>The Awareness of the Vast Variety
   of Careers</u> - By involving parents,
   employers, and employees in the
   educational program, students cannot
   help but become more aware of the
   vast number of career opportunities
   that exist; awareness precedes planning.

5. <u>The Relevance and Importance of Education
   or Preparation for Life</u> - The closer the
   source of the information to the real
   thing, the higher the degree of credi-
   bility. Members of the work community
   can help students to understand and to
   see for themselves the relevance of
   education to life, no matter the career
   goals which he may pursue.

FOR the ADMINISTRATION and COORDINATOR

KEY STEPS

GAIN TEACHER'S SUPPORT

GAIN PRINCIPAL'S SUPPORT

INDUSTRY - EDUCATION ALLIANCE

GENERAL ADVISORY COMMITTEE

RESOURCE DIRECTORY

INTERNAL PLANNING

DESIGNATE COORDINATOR

GAIN TOP ADMINISTRATIVE SUPPORT
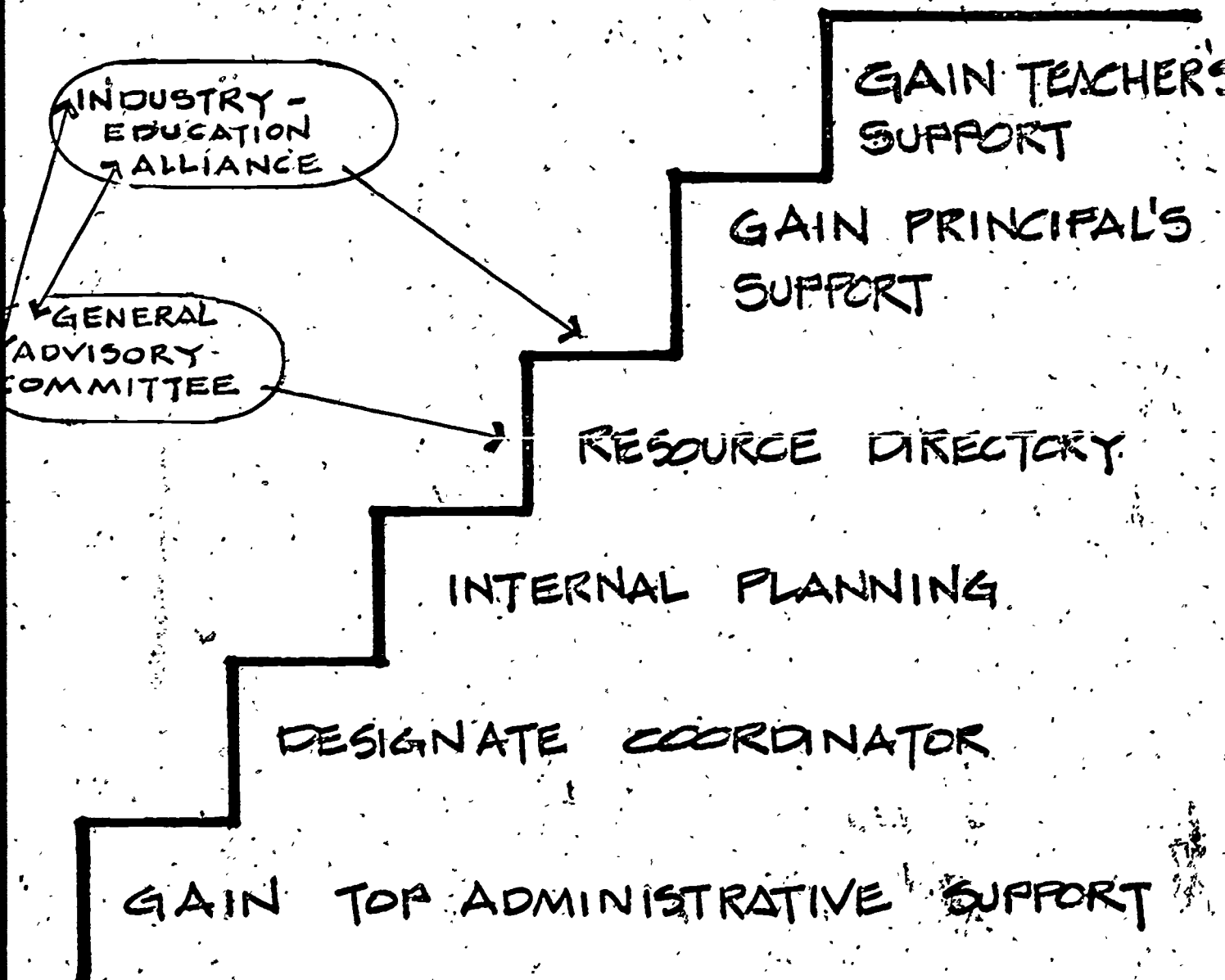
I. Key Steps:

A. Within School Structure

1. Gaining top administrative support.

2. Designation of Coordinator of School-Community Relations.

3. Internal planning in the form of task/role definition.

4. Development of Resource Directory.

5. Gaining support of building principals.

6. Gaining receptivity of teachers.

B. Outside School Structure

1. Creation of general advisory committee.

2. Formation of Industry-Education Alliance.

A PLAN FOR COMMUNITY INVOLVEMENT

Survey For What is Available.

    Persons

    Materials

    Places to visit

Relate to Needs At Each Grade Level

    Classification for usability

Establish a "list" of Resources

    Reference points for staff, students, community persons

Establish a Plan For Use

    Cooperative venture of staff, administration, council

Establish a Community-School-Student Council

    Carry out surveys

    Publicize program

    Gather resources

STEP TO UTILIZATION OF COMMUNITY RESOURCES

Getting started:

There must be at least one interested en-
thusiastic person to take the initiative.
Systematizing community involvement requires
a Coordinator of School-Community Relations
who will be responsible for coordinating,
developing, and encouraging the entire program
of community involvement. This coordinator
does not have to be a new appointee, but what
is essential is that the person so designated
be given the support and the time needed for
the implementation of his responsibilities.

STEPS
INSIDE SCHOOL
STRUCTURE

GAIN TEACHER'S
SUPPORT

GAIN PRINCIPAL'S
SUPPORT

RESOURCE DIRECTORY

INTERNAL PLANNING

DESIGNATE COORDINATOR

GAIN TOP ADMINISTRATIVE SUPPORT

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STEP I

Gaining Administrative Support

How?

1. Agreement as to the need for the
   effective use of community resources
   in a K-12 Career Education Program.

2. An assessment of common goals.

3. The development of mutually supporting
   strategies.

STEP II

Designation of Coordinator of School-Community
Relations

This person does not have to be a new appointee,
but it is essential that a designated person be
assigned the responsibility for planning, de-
veloping, and encouraging the entire program of
community involvement.

Who?

1. An interested, enthusiastic person
   who is committed to and able to promote
   the philosophy of Career Education.

2. A person who is equally comfortable in
   dealing with industry representatives
   and school personnel.

3. A person who understands what motivates
   industry to become involved in community
   service.

4. A person who can interpret for school
    people the concerns and needs of in-
    dustry.

5. A person who knows curriculum, and is
    sensitive to teacher and classroom
    restrictions.

6. A person who will be available.

Checklist for Coordinator:

Do collectors of resources; i.e., previously identified teachers or designated staff

1. Have community resource forms?

2. Know how to use them?

3. Know limits or responsibilities?

4. Have ways of reporting problems?

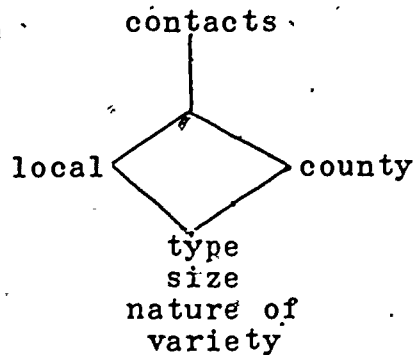Do users of resources; i.e., teachers

1. Have plan for use of identified resources?
   Note: See curriculum overview sheet.

2. Have Classroom Information Packet?
   Note: See pps.

3. Have Resource Directory?

4. Have method of reporting evaluation?

STEP III

Internal Planning

Task-Role Definition

1. Set perimeters for resource utilization.

```
                    contacts
                       |
                     /   \
           local  <         >  county
                     \   /
                      type
                      size
                   nature of
                    variety
```

2. Identify those who will assist in re-
source collection.
Note: Resource collection can be done
by community resource coordinator; but,
utilization and motivation increases
with broader participation.

3. Systematize method of collecting
   and reporting resources.
   Note: See community resources
   information forms.

4. Systematize distribution and uti-
   lization of available resources.

5. Systematize the recording of
   resultant feedback.

STEP IV

Resource Directory

The Resource Directory should be of loose-leaf format. It should include:

1. Table of contents
2. Appropriate Forms
3. Guidelines for contacting resources
4. Guide to effective use of resources
5. Teacher Information Packet
6. Identification of resources

STEP V

Gaining Support of Building Principal

One of the surest ways to gain greater utilization by teachers of community resources by-teacher is to have the building principal put his stamp of approval on this kind of activity. We see the building principal's support as an essential ingredient.

How to gain support of building principal?

1. Offer product - valuable resources for use by teachers.

2. Offer to share materials and support teachers in return for the principal's continued support.

3. Build on small successes.

4. Recognize that support will be re-affirmed and reinforced if offerable product is good.

STEP VI

Gaining Receptivity of Teachers

How?

1. Teachers should participate in collecting resources.

2. Relationship of resources to curriculum should be demonstrated.

3. Collected resources should be made available.

4. Community resources coordinator should be accessible.

5. Committed support from building principal should be apparent.

6. Re-canvass for support periodically. Keep doors open.

7. Reward participating teachers with publicity via school meetings; news-letters; administrative and community approval, perhaps in the form of block or mini grants to promote such activities as career fairs, business simulations, and resource activities involving more than usual costs.

STEPS
OUTSIDE SCHOOL STRUCTURE

INDUSTRY-
EDUCATION
ALLIANCE

GENERAL
ADVISORY
COMMITTEE
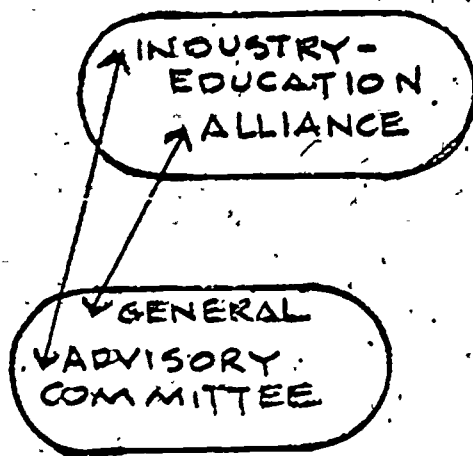
STEP I

General Advisory Committee

If there exists an advisory committee on community relations, then this group could be asked to serve as an ad hoc committee charged with creating an atmosphere for the collaboration of industry and education.

Should there be no existing committee, a meeting should be called by top administration of representative businessmen and educators. The Coordinator of School-Community Relations (chairperson of the meeting) might throw out the question: How can community resources be more effectively utilized by our school population? Those present could then break into small groups of businessmen and educators interacting in formulating suggestions. Out of this meeting could emerge an advisory committee made up of school personnel and businessmen.

The Advisory Committee does not have to consist solely of representatives from top industries in the area. It might consist of some top industry leaders as well as small businessmen in the area who already have a history of involvement with the schools. What is more

important than the roster of membership is
the attitude of the membership. The goal of
the group is to get something going--to build
a success story. And oftentimes, success
stories are best built by starting out small,
building credibility.

Smallness does not mean aimlessness. The
Advisory Committee should have a clearly
defined role. Leadership should be identi-
fied. Objectives should be formulated. At
all times, the Resource Coordinator is the
visible linkage between education and industry.

The group's responsibility is to espouse or sell
the concept of an alliance between industry and
education. Active participation by all committee
members is best piqued by stressing the possi-
bility of various levels of involvement.

What we really are talking about is creating the
atmosphere for cooperation--cooperation between
Industry and Education. Maybe, the best way of
getting started is to simply start.

STEP II

Industry - Education Alliance

In any new effort what is most difficult
is the initial step. In forming an Industry-
Education Council, the General Advisory
Committee (either an ad hoc or a specifically
formed group) is seen as the initial step,
the nucleus from which the broader Industry-
Education Council is formed.

The members of this Council (representatives
of education and industry) should consider the
following in determining their objectives:

1. What is the quantity and quality of
   resources available in the area?

2. What cooperative industry-education
   activities are currently happening?

3. In what area can industry provide
   the most needed assistance?

4. How can community resources be ef-
   fectively mobilized? How can their
   use in educational programs be in-
   creased and improved?

Refinements in objectives will come through
the process of evaluation.

As to the specifics or organizational structure,
little has been said purposefully. Rather, it
is felt that such details are best left to the
judgment of those involved. From our vantage
point, what is most important is the creation
of a general framework allowing for flexibility
rather than the creation of rigid precise rules.

FOR the TEACHER

HOW to UTILIZE COMMUNITY RESOURCES

PLAN
CONTACT
PREPARE
EVALUATE

> RESOURCES

PREPARE STUDENTS
FOLLOW-UP EXPERIENCES

TEACHER'S GUIDE TO THE EFFECTIVE USE
OF COMMUNITY RESOURCE VOLUNTEERS IN THE CLASSROOM

Who are community volunteers?

Community volunteers are men and women representing local industries, businesses, organizations and professions. They have volunteered their services to students and teachers in this area.

Information provided by them can help your students become more aware of reality and what to expect in the world outside the classroom.

Why use community volunteers?

1. To secure up-to-date information concerning:

   new techniques in your field
   practical applications.

2. To gain knowledge of careers that relate to your subject field.

3. To better understand community affairs:

   Federal, state and local government services and regulations

   clubs, civic associations and organizations.

4. To bring first-hand information into the classroom.

5. To relate extra-curricular activities to appropriate community organizations.

How to secure community volunteers.

1. Determine specific objectives.

2. Request principal's permission.

3. Select firm or organization from the Community Resources Directory or from personal contacts.

4. Write or call the individual in charge, or contact Support Systems personnel at the Career Center.

5. Provide the speaker with all the facts he will need:

   size of group
   grade
   subject
   topic
   time duration
   date and time
   location of school

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6. Confirm the arrangements one or two days prior to the scheduled date of the meeting.

Now that you've secured a Resource Volunteer:

Before he arrives ...

1. Explain to the students why the speaker was invited.

2. Have the students be aware that they will be expected to ask questions.

3. Encourage them to prepare some questions in advance.

4. Stress the importance of behavior to students.

5. Secure all necessary audio-visual aids.

6. Assign a student to greet the guests.

While he is there ...

1. Have someone tape record the session (for later use and evaluation).

2. Encourage students towards being inquisitive (in relation to subject).

3. Act as a moderator.

After he leaves ...

1. For the students:

   hold a discussion about the meeting
   cover all highlights
   evaluate the presentation

2. For the speaker:

   send him a letter of appreciation for the visit
   inform him of the complimentary results of your evaluation

3. For the Support Systems Office:

   inform the office of impressions and results so that others may benefit from your experiences.

Do ...

   determine a definite date and time before contacting the volunteer

   confirm the date in writing after arrangements have been made

contact the volunteer a day or so before to confirm meeting

be sure the volunteer knows what you expect him to talk about

be sure the volunteer knows in advance the size, sex and interest
of the audience

be sure the volunteer has adequate directions for finding school
and the meeting place

see that the volunteer is welcomed and properly introduced.

If possible, a cup of coffee might be welcomed before or after a mid-morning
appearance.

Don't ...

keep a volunteer waiting

assume the volunteer knows anything about your audience - be sure
he does

schedule a volunteer early in the morning or late in the afternoon,
especially if he has to travel far

assign students to hear a volunteer if they have no interest in
what he has to say, or do not know why he is talking to them.

PLAN RESOURCES

Some teachers have found that planning in
September eases the pressure put on them
to find contacts in community resources at
the last moment. Almost every contact area
can lend itself to a visitor from or visit
to the world of work, if one thinks broadly
enough.

What we are saying is:

1. Plan to use resources.

2. Look at curriculum for year.

3. Match resources to curriculum
   sequences.

CURRICULUM OVERVIEW

	Subject: Social Studies		Subject: Science	
	Content Area	Visit/Visitor	Content Area	Visit/Visitor
EPT.				
CT.	community workers	Post office / Policeman		
OV				
EC.	community social characteristics	statue of / Public Liberty / Health worker	seeds/shells	Nursery christmas/surg tree farm / bak
AN.				
EB.	Geography	weather / station /	weather	Meteorologist / weather annour from local radio TV
ARCH				
PRIL				
AY				
UNE				

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CONTACT, PREPARE RESOURCES

Teachers often do not realize how anxious a
community person can feel about entering the
classroom even after that person has said
"Yes." Our experience has shown that written
confirmation supplying all of the necessary
information not only eases the concerns of a
community speaker, but makes possible a most
effective presentation.

We call this written confirmation: Classroom
Information Packet.

A sample information packet should include the following:

1. Confirmation - Date and time set aside for the community resource.

2. Classroom Profile - Information about the class
   a. size   d. prior experience
   b. age   in resource's
   c. interests   subject area

3. Topic - Define specifically those areas within topic which satisfy career education objective.
   a. skills, interests needed for job
   b. training needed
   c. what led to decision to enter occupation
   d. relation of occupation to school subject
   e. fulfillment received from occupation

   Also under topic - suggest ways to de-mystify the topic; i.e.,

   Q: How does someone know a gem from a rock?

   A: By the cut, facets, color, brilliance, weight, clarity. (Not: It takes experience. You must be a professional.)

4. Sample questions that the class might ask.

5. Suggested visual materials to bring which enhance presentation.

6. Directions to school - we suggest a map.

7. Meeting place in school - classroom, lounge, office.

8. Teacher's name and phone number in case of questions.

A more formal, but still effective way to keep in touch with your contact would be to use a personal letter containing this information. Your students could take the responsibility for developing it. Their creativity and personal touch may remove the impersonality of the form letter.

Or teachers may want to develop each written confirmation with the class, so as to at the same time prepare their students for the presentation.

Or teachers might want to use a pre-designed form letter to which they or their students would add their personal touch. A suggested format follows:

_____
(Date)

Dear _____:
          (Name)

    We will be looking forward to your visit on _____
                                                   (Date)
at _____. The following information is being sent to you
     (Time)
so that you can prepare for your presentation.

    Classroom profile: Might be prepared in advance
                        and duplicated.

    Questions we would like to ask:

    Things we would like to see:

    Directions: A map could be prepared in advance and
                 inserted.

    You will be met in the Principal's Office. If you have
any questions, please call me at _____during the
school day. In the event of an emergency, I can be reached
at _____. We appreciate your willingness to come to
our class.

                              Sincerely,

SUGGESTED QUESTIONS FOR THE PLANNING OF VOLUNTEERS AND VISITS

1. What special interest or skills do you need for your job?

2. What other occupations can you do with your knowledge and training?

3. What ways can I get this job — training, college or experience?

4. What type of person do you have to be in order to like and be successful at your job?

5. What are all the different jobs you've had and which have led you to the one you have now?

6. Do you think that your mistakes have helped you to make better decisions?

7. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?

8. What school subjects do you use in your work and how?

9. How has your particular job changed over the past ten or twenty years? What do you think it will be like in another ten years?

10. How does this job support your way of living in terms of income, knowledge, working hours and leisure time?

11. Are your hobbies different from your jobs?

12. Why is this job important to you? What satisfaction do you get? Do you know any common factors a person should possess to be successful in the world of work?

EVALUATE RESOURCES

After using a community resource, ░░░s im-
portant to make recommendations to ░░ur
coordinator and/or fellow teachers about
your classes' experiences. In order to
keep the developing Resource Directory up-
to-date your feedback is necessary.

A form is included in the classroom Information
Packet for your use. Please be honest--other
teachers are depending on you.

USING RESOURCES in your CURRICULUM

Most teachers include a few field trips in their curriculum plans each year. Career education programs would like to encourage use of resources and resource people in all curriculum areas on a regular and frequent basis. Some suggestions to make this reality would include:

1. Look at all the special events scheduled for your school for the coming year. Identify resource people to precede, accompany, or follow-up these events. Think of the participant in terms of his/her career. Have him talk about his career as well as perform.

   Suggestions for preceding school events with a visitor from a related field might be:

   Have a pet show--AND--invite in a veterinarian to talk about his career as well as care of animals.

   Have a concert--AND--invite in a professional musician or singer to participate and talk about his/her career.

Have an Artists-in-Residence Program--
AND--invite in authors, publishers,
business managers, illustrators, printers,
etc.

What we are really saying is: pair any current
activity with a resource having Career Education
implications.

2. Include ALL of the people who come to work in
   your school in career education activities--the
   bus driver, the delivery people, the salespeople,
   the suppliers; the office staff, the para-pro-
   fessionals, the custodians, teachers who have or
   had other occupations, etc.

3. Involve community people who work with students
   after school (Y's, Scouts, 4 H, Youth centers,
   etc.) Remember that during school hours they
   may be the least busy.

4. Seek a service organization that will take a
   special interest in your school and invite
   members in on a regular basis to talk about
   their careers. The Rotary, Lions, Kiwanis,
   Soroptimists, Jaycees and Jayncees are groups
   to look to for support.

5. At the beginning of the year, identify the
   possible contributions of all parents in
   your school. This could be done by question-
   naire, by telephone, by homeroom mothers, by
   the PTA, etc.

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Exchange this information with other teachers
after prior agreement on guidelines for use.

6. Don't forget Senior Citizens. They are often
   only a year or two from previous employment
   and would welcome the opportunity to come
   speak and reminisce about their careers.
   Churches, temples, and neighborhood agencies
   can help locate senior citizens in your
   neighborhood.

PREPARE STUDENTS

Besides the task of preparing and supporting the
community resource person or activity, the teacher
must prepare and support his/her students so that
they will gain the maximum in educational, social,
and personal growth from the community resource
experience.

This should suggest more than a hasty half-hour
"prep" and following day sum-up of the trip or
resource. Teachers have found that repeated use
and recall of a resource person's visit, or of
a trip during a unit of study serves to enhance
both the learning experience and the recollection
of the student.

If possible, the teacher should familiarize him/
herself in advance with what will be seen and
done on a trip, so that he or she can guide the
students in what to expect and in what to look
for.

Borrowing the eight "Elements of Career Education"
from the federally sponsored Comprehensive Career
Education Model the following suggestions about
topics for class discussion are made:

Self - Awareness ⟶
Self - Identity

After the students have shared their impressions
of the type and conditions of work, the skills
and interests, the motivations and concerns of
the resource person or the people they saw on
their trip, they might relate this information
to themselves by asking such questions as:

Am I like the worker(s) I have met?

Do I like doing the kinds of things
I have seen people do?

Do I have skills like those I saw or
would I like to be able to do the
things these workers do?

Do I like the working conditions of
this job?

Do I want to learn more about these
jobs? Do I want to try them out?
How can I learn more? How can I
try them out?

Attitudes and Appreciations ⟶
Self and Social Fulfillment

How do people in this business or organization depend on one another?

How do people in this business or organization depend on people outside the organization?

How do people in the community depend on people in the business or organization?

What happens when someone isn't dependable?

In what ways are people in this business alike? different? Why is it important for them to be alike? different?

Employability Skills ⟶
Career Placement

How much do people work independently?
with other people?

What makes a person like to work alone?
with others?

What special skills does someone need
to work?

Beginning - Competency ⟶ Employment Skills

What skills do the people need to do their job?

What tools did the people use in their job?

How did people learn these skills?

How did people learn to use these tools?

What safety practices must be followed by the people on the job?

What physical and mental abilities are needed to use the tools of this business or organization?

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Decision - Making ⟶
Career Decisions

What decisions did the people in the
business or organization make when they
took their job(s)? What information
did they need to decide?

What decisions do people have to make
on their job? What information helps
them make these decisions?

What decisions do you as students make
that are similar to decisions that
people in jobs have to make? What
decisions are not similar? What influ-
ences your (the student's) decision?

Career Awareness $\longrightarrow$
Career Identity

What are the titles (names) of the jobs here?

What are the tasks that each job includes? What skills do the people that perform these jobs need? What education or special training do each of the jobs require?

What sort of life-style "goes" with the various jobs?

What goods or services come from the jobs seen?

In what ways must people work together? Independently?

How does performing the job give the person satisfaction?

What rewards are there in performing these jobs?

What occupational clusters (i.e., Health, Communication, Transportation, etc.) do these jobs fit into?

Economic Awareness
Economic Understanding

What do people earn for doing their job?

How do people get paid?

How do they use their money?

How does the business or organization get its money?

How much do the goods or services of the business or organization cost? How was the price decided?

Have prices of the goods or services gone up? down? Why?

Have costs to the business or organization gone up? Why?

How do banks and investors play a part?

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Educational - Awareness ──────→
Educational - Identity

Students might consider the following:

What kind of education did the workers
have?

What type of education is necessary to
do the job?

What kind of schools offer this education?

What am I doing now in school that will
prepare me for this job?

What kind of things am I interested in
doing in school that are like the things
done on this job?

CAREER FIELD VISITS

Before planning a field trip you must first decide
if the energy of the students and staff are a
worthwhile expenditure of time, expense and effort.
You should determine before making any commitments
if this trip will provide the kind of learning
experience desired, will help to clarify concepts
currently being presented in the classroom, and if
a field trip is the best way of accomplishing your
goals. After you have decided upon a field trip
you must make the necessary arrangements:

1. Select appropriate resource.

2. Gain administrative approval.

3. Gain resource approval.

4. Estimate the length of time involved
   for traveling and tour.

5. Make transportation arrangements.

6. Get parental approval, if necessary.

7. Get parental chaperones, if necessary.

Prepare the students for the trip:

1. Develop a background for the students by giving them reference materials, films, etc.

2. Cooperatively decide on the value of the trip.

3. Work out with students specific points to observe.

Points of interest in career education resource field trip:

a. variety of entry level job opportunities.
b. training required for various jobs.
c. employee attitudes.
d. materials or tools used on the job.
e. What do the various people actually do?
f. working conditions.
g. relations between different employees.
h. Which employees work alone, and which work in teams.
i. hazards, safety.
j. How did different workers get interested in their work?
k. What did different workers like to do as children?
l. salaries.
m. promotion possibilities.
n. benefits (union, medical, holidays, sick leave, etc.)
o. process of job: source of raw materials, products and their use, distribution, and effects of automation.

p. effects of job on personal life.

q. cultural and social value of job:
    aesthetic, economic or social benefit
    to the community, community involvement.

4. Develop a questionnaire for students to use
   in interviewing employees.

5. Discuss possibility of taking pictures
   (obtain permission).

After the trip:

1. Send a thank-you letter to host.

2. Have a follow-up lesson:
   a. discuss characteristics of different jobs.
   b. tools used.
   c. environment.
   d. educational training needs.
   e. variety of jobs within occupational cluster.

3. Invite host or someone in a similar field to class to answer questions.

THE FIELD TRIP

Check list for field trip

1. know why you are going
2. locate appropriate resource
3. confirm arrangements
4. get administrative approval
5. get parental approval
6. prepare students
7. obtain necessary additional supervision
8. make transportation arrangements
9. follow-up

FOLLOW-UP
EXPERIENCES

All teachers have special activities that
they like to carry out with their classes.
The following is only a suggested listing
of some of the techniques students might
find interesting and motivating.

Besides class discussions and research
activities, students should especially be
encouraged to try "hands on" activities--
experiences that have students doing some-
thing as part of their activities revolving
around field trips and visitors.

Many of these activities could be combined
to form a sequence of activities--one
building upon another. One district's unit
on Forestry did just that combining a field
trip to a lumber yard and a furniture store
with a visit from a forest ranger, planting
of seedlings on the school property, illus-
trating ways to protect and preserve our
National Forests, role playing, and research
reports.

What is important is to begin. Your classes'
enthusiasm will encourage you to carry on your
activities.

You might try the following:

- dramatization of things/activities
  seen

- simulation of things/activities seen

- role playing

- producing items similar to those seen

- making mobiles, i.e., showing workers
  at a site

- hanging production lines across a class-
  room, i.e., a clothes line with each
  worker in correct sequence

- adapting games to the trip or visitor,
  i.e., "20 Questions," "What's My Line"

- making dioramas

- making movies of activities seen

- writing want ads for jobs

- having the classroom simulate the
  business for a day

- simulating job interviews

- writing interview questions for workers

- writing stories about workers, i.e.,
  "A Day in the Life of..."

- finishing stories started by another student; i.e., "The day the double-boiler in the candy factory broke, I was quietly doing my own job when..."

- invent a new product or service for a business to sell

- write a news release announcing a product or service

- making models or sculptures or products, i.e., an elevator, a designer dress, etc.

FORMS

Community Resource Data Form

Name of Organization	

Address	

Name and Title of Contact Person	

Telephone		Advance Notice	

What can students see, touch, do? _____

Alternative Experiences	Group Size	Age Level	Best Day	Best Time of Day	Best Time of Year	Staff Person to Guide Tour	Staff Person Available to Visit Classroom	Relevant Literature, Materials Available	Cost Per Pupil	Meal Facilities	Parking

Any comments, special considerations _____

NA - Question not asked
NR - No response

USE REVERSE SIDE IF NECESSARY

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COMMUNITY RESOURCE FILE

NAME_____

STREET ADDRESS_____ PHONE_____

CITY/TOWN_____

FIELD OF INTEREST: (cite occupation or industry, arts
and crafts, science, public service, hobbies, business,
trade unions, etc.)_____

_____

_____

SPECIAL SKILLS:_____

_____

_____

WHAT GRADE-LEVEL GROUP ARE YOU INTERESTED IN WORKING WITH?

PRIMARY (K-3) _____ MIDDLE/JUNIOR HIGH (7-9)_____

ELEMENTARY (4-6)_____ HIGH SCHOOL (10-12)_____

WHAT SIZE GROUP WOULD YOU LIKE TO WORK WITH?

LARGE: 20 + _____ MEDIUM: 5-20 _____

SMALL: 2-5 _____ INDIVIDUAL: 1-1 _____

TEACHER PLANNING:_____

HOW MUCH TIME WOULD YOU BE WILLING TO VOLUNTEER?_____

WHAT WOULD BE THE BEST TIME FOR YOU TO VOLUNTEER?

MONTH_____ DAY_____ TIME_____

THANK YOU FOR YOUR COOPERATION...PLEASE RETURN THIS FORM
TO:

CURRICULUM OVERVIEW

	Subject:		Subject:	
	Content Area	Visit/Visitor	Content Area	Visit/Visitor
SEPT.				
OCT.				
NOV.				
DEC.				
JAN.				
FEB				
MARCH				
APRIL				
MAY				
JUNE				

REQUEST FOR SERVICES

TEACHER'S NAME _____

SCHOOL: _____

SUBJECT AND/OR GRADE(S) LEVEL: _____

TOPIC: _____

NAME OF CONTACT: _____

ADDRESS: _____ PHONE _____

_____

DATE: FIRST: _____

        SECOND: _____

        THIRD: _____

TIME: A.M. _____ P.M. _____

SIZE OF AUDIENCE: _____

SPECIAL COMMENTS: _____

_____

_____

_____

_____

_____

_____

COMMUNITY RESOURCE FEEDBACK FORM

Name of Respondent:_____

    Grade Level:_____

    School:_____

Resource:_____

Address:_____

Phone:_____

Brief Description:_____

_____

_____

Was presentation appropriate for your students?_____

_____

Was presentation interesting and stimulating?_____

_____

Would you use resource again?_____

RESOURCES:

Advisory Committee for Career Education. A
booklet. Career Education Project, Cashmere,
Washington.

CAREER:

The Totality of Work One Does in His/Her Lifetime.

EDUCATION:

The Totality of Experiences Through Which One Learns.

CAREER EDUCATION:

The Totality of Educational Experiences Through Which a Person Learns About Work.

CAREER EDUCATION...THE GOAL

THE PRIMARY GOAL OF CAREER EDUCATION IS: TO ENABLE EVERY PERSON TO MAKE INFORMED CHOICES AS HE DEVELOPS HIS CAREER.

The kind of information necessary to meet this goal is best developed through emphasis of these concepts:

SELF-AWARENESS

Students become aware of their own interests and aptitudes.

CAREER AWARENESS

Students should have access to information about a wide range of occupations.

DECISION-MAKING

Students should have information about various life-styles and the livelihood necessary to express them before the decision-making process can be effective.

CAREER EDUCATION...HOW DOES IT WORK?

CAREER EDUCATION is a unifying construct as it seeks out all the resources available in the community, connects them to the formal educational structure, then provides a system of articulation through a developmental learning process.

CAREER EDUCATION not only welcomes but needs the involvement of resource persons to aid the child in reaching the goal of informed choices.

THE HOME

The child's first contact with people and their work roles begins in the home.

THE COMMUNITY

The community provides the child with information about the roles available in life and the variety of ways in which they are played.

THE BUSINESS-INDUSTRY COMMUNITY

The BIC can provide opportunities for the child through observation and participation in the world of work.

THE SCHOOL

The role of the school is to infuse into the formal curriculum on all levels information about the world of work. This will include information about the culture and lifestyles of careers.

The total involvement with the four resources equals the whole of the child's formal and informal learning process.

Career Education Involvement

COMMUNITY RESOURCE FILE

NAME _____

STREET ADDRESS _____

CITY/TOWN _____ PHONE _____

FIELD OF INTEREST: (cite occupation or industry, arts and crafts, science, public service, hobbies, business, trade unions, etc.) _____
_____

SPECIAL SKILLS: _____
_____
_____

WHAT GRADE-LEVEL GROUP ARE YOU INTERESTED IN WORKING WITH?

PRIMARY (K-3) _____ MIDDLE/JUNIOR HIGH (7-9) _____

ELEMENTARY (4-6) _____ HIGH SCHOOL (10-12) _____

WHAT SIZE GROUP WOULD YOU LIKE TO WORK WITH?

LARGE: 20 + _____ MEDIUM: 5-20 _____

SMALL: 2-5 _____ INDIVIDUAL: 1-1 _____
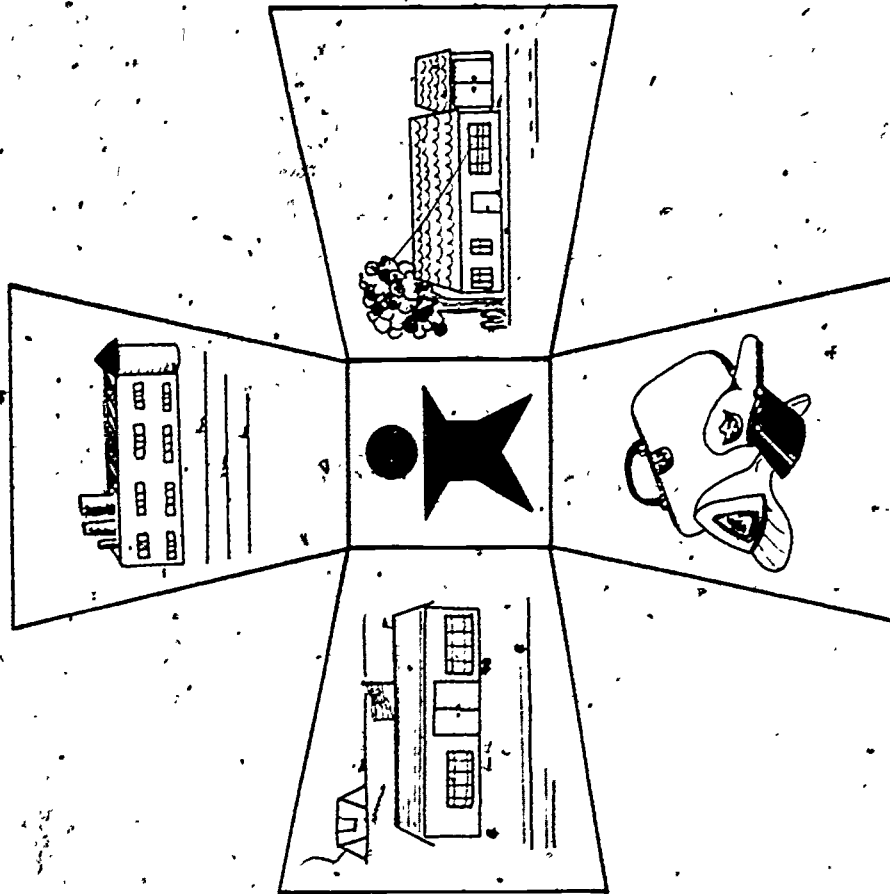
TEACHER PLANNING: _____

HOW MUCH TIME WOULD YOU WILLING TO VOLUNTEER? _____

WHAT WOULD BE THE BEST TIME FOR YOU TO VOLUNTEER?

MONTH _____ DAY _____ TIME _____

THANK YOU FOR YOUR COOPERATION...PLEASE RETURN THIS FORM
TO:

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