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ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Programs; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 3 level with suggestions for introducing career education into the curriculum. The guide is divided into several units: reading; social studies (4 units); health (8 units); English; science (11 units); and math (6 units). Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/FC)

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CE 005 377

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CAREER MOTIVATION PROGRAM

Grade 3

AKRON PUBLIC SCHOOLS
1972

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The Office Of Career Education

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

Mrs. Evelyn Kirk	Kindergarten
Mrs. Irene Rowe	First Grade
Mrs. Vicler Barden	Second Grade
Mrs. Irene Rowe	Second Grade
Mrs. Jean Halfhill	Second Grade
Mrs. Jean Halfhill	Third Grade
Mrs. Judy Dotts	Fourth Grade
Mrs. Mary Becker	Fifth Grade
Mrs. Barbara Vossalotti	Fifth Grade
Miss Diane Seilberger	Sixth Grade
Mr. William Madigan	Curriculum Specialist

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor, Self-Starting Elementary School and Mr. Frederick Zeller, Coordinator-Counselor, Firestone Park Elementary School.

Mr. Nicholas Topogus, Project Coordinator provided administrative assistance.

GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

To motivate students to want to become a part of the World of Work.

To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity that he engages in at home and school. Later those tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most profitable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more complex, the Career Motivation Program will have special meaning for the child in his development as a person.

The Career Motivation Program is based on the belief that every healthy individual is at work at some time, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs, this respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealt with in the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values, and attitudes

USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Curriculum Area Objectives

Concepts

Activities

Resources

Goal Statements

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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OBJECTIVES:

1. To develop an awareness of the many jobs that might depend on being able to read orally with good expression in order to communicate well to others.
2. To develop an understanding of the necessity for acquiring good comprehension when reading.

CONCEPTS:

1. Reading is a necessary skill needed in most occupations.
2. Reading is an important life long skill that can be used to prepare you for any new opportunity.

PUPIL ACTIVITIES

1. p. 37-47 Let Me Tell You About Arthur
Children act out this story to show how unprepared Arthur was for his job for the day. (Part. 4)
React this part to show how one should be prepared for his job and assume its' responsibilities.
2. p. 61-67 Who Needs Punch?
This story lends itself to the skill of being a good babysitter.
Have children write an evaluation on one of their baby sitters. Have them tell good points and bad points. Make a chart on what would make a good baby sitter. Stress the fact that this could be one of their first jobs away from home to earn a wage.
3. p. 113-130 Stone Soup
This activity is designed to have children appreciate the many job opportunities available in the mass media area. They also must make many decisions as to what job they will select.
 - a. Each child submits a play script. Class chooses one they wish to produce.
 - b. Class chooses through audition each actor or actress they wan to preform.
 - c. Class decides on committees needed to produce play. Then individuals choose what committee they want to be on.

Example:

Makeup and Costume, Program, Scenery, Actresses and Actors, Director, and Back stage workers.

GOAL STATEMENT

Children will discover of developing good habits them on jobs in later

Children will become opportunity of earning responsibilities that

Children would learn many work tasks that produce a mass-media

Children will have the of making individual regarding their self

BOOK - Panorama (Houghton Mifflin Series) 3¹ level

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 cides on committees needed to
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 mittee they want to be on.

and Costume, Program,
 y, Actresses and Actors,
 or Back stage workers.

GOAL STATEMENT

Children will discover the importance
 of developing good habits that will aid
 them on jobs in later life.

Children will become aware of an early
 opportunity of earning a wage and the
 responsibilities that it will require

Children would learn to appreciate the
 many work tasks that are needed to
 produce a mass-media production.

Children will have the responsibility
 of making individual and group decisions
 regarding their self interests and abilities.

PUPIL ACTIVITIESGOAL STATEMENT

3. p. 113-130 Stone Soup
 d. Actors and actresses create their own lines.
 e. Program committee makes own ditto and runs it off. These people are also ushers.
 f. Play is given for other classes.
4. p. 138 14? Henry Ford
 The car industry hires many skilled and unskilled people. Pretend we are car designers for Ford Co.. Design a car of the future that would be attractive to people because of a new feature. Draw and write about it. Class choose the best one to be displayed in hall. Discuss the interdependence of the automotive industry to all other industry.
5. p. 155-174 Stevie's Other Eyes
 Discuss the fact that just because someone is different, we should not exclude their friendship. People need each other. Secure an example of braille and talk about the industry that publishes braille material.
6. p. 175-177 Seeing Eye Dogs
 Contact your local Blind Society, (Akron, Summit County Soc. - phone 253-6344) and have a speaker come to school and tell about the many job opportunities available to the blind. Also, the many people employed to aid the blind.

Children will become tremendous importance plays upon the whole

Children will discover their life they may with someone who may acceptance will be in

Children will have a for people who work a handicap.

ACTIVITIESGOAL STATEMENT

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local Blind Society, (Akron,
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er come to school and tell
ny job opportunities available
. Also, the many people employed
blind.

Children will become aware of the
tremendous importance the car industry
plays upon the whole job area.

Children will discover that often in
their life they may be required to work
with someone who may be "different" and
acceptance will be important.

Children will have a greater appreciation
for people who work even though they possess
a handicap.

PUPIL ACTIVITIES

7. p. 236-253 How D.Y.B. Worked for April
Use the magic circle technique prior to reading this story. Subject of circle discussion could be:
A blue girl with green hair joins the class. How could we make her feel a part of the group?

GOAL STATEMENT

Children become aware
in appearance need no
friendship.

QUESTIONS

How D.Y.B. Worked for April
circle technique prior to
story. Subject of circle
could be:
with green hair joins the
could we make her feel a
group?

GOAL STATEMENT

Children become aware that differences
in appearance need not be important to
friendship.

BOOK - Fiesta (Houghton-Mifflin Series) 3² levelPUPIL ACTIVITIES

1. A Visit to the Mayor pg. 9-26
A good film strip to use with this story is Community Helpers Series entitled, "What Is a Mayor." Another is entitled "The City Government."
Emphasize that there is both a right and wrong way about trying to change laws in our communities. Help children realize problems that face mayors and councilmen every day and how this can effect business.

2. Doctoring An Elephant pg. 27-39
Have the book, At the Pet Hospital, and perhaps for the good readers, Park Rangers and Game Wardens The World Over, for the class to read. Another story that would be fun for them to read is in the Ginn 3' book, Finding New Neighbors in the unit, at the zoo called Zoo Doctor. You could also try to get a speaker from the Childrens' Zoo to speak on the care of animals or perhaps a veterinarian. A field trip could be taken to a pet store to learn about care of well or sick animals. A farmer would also have some experience along that line, or perhaps a teacher who lives on a farm and raises animals.

GOAL STATEMENTS

To have children dev
for the complex resp
in the job of being
that changes in our
steps accomplished b
other citizens.

To have the children
in animals realize t
open to them in the

BOOK - Fiesta (Houghton-Mifflin Series) 3² level

ACTIVITIES

the Mayor pg. 9-26
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. A farmer would also have some
long that line, or perhaps a
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GOAL STATEMENTS

To have children develop an appreciation
for the complex responsibility involved
in the job of being a city leader. Also,
that changes in our laws requires certain
steps accomplished by these people and
other citizens.

To have the children who express an interest
in animals realize the many opportunities
open to them in the World of Work.

PUPIL ACTIVITIESMATERIALSGOAL STATEMENTS

3. Before You Spend That Coin pg. 81-89
Some people actually make a living at buying and selling coins, hobby shops for instance. Hobbies can lead to vocations. What other hobbies have led to jobs for people?

Children will become
often lead to vocatio

Magazines are a big item in the World of Work. This article is an example of a type found in magazines. Children pretend they are writers for a magazine. Decide on a name for the magazine. Then each will write an article for the magazine on something we were experts or interested in. Next design an appropriate cover. This brings in commercial artists. Chose a cover. The magazine would not be complete without a series of advertisements. Each creates a new product to be illustrated in the magazine. Then it is ready to be assembled.

Paper, crayons,
paste, colored
paper

To help the children
takes many people doi
jobs, with many diffe
produce a publication

4. Mystery Guest at Left End pg. 109-137
This story presents an unusual opportunity of proving the fact that either sex can do any job they really want to do. Have the class name some unusual jobs that are now being done by females that were usually originally mens' jobs. The same for men's jobs that used to be womens' work. Example: lady plumbers, men primary teachers, and nurses, etc.

Newspapers and
magazines

Children will discover
has a sex qualificati

READING

BOOK - Fiesta

(continued)

ES

ad That Coin pg. 81-89
tually make a living
selling coins, hobby
nce. Hobbies can lead
What other hobbies
os for people?

a big item in the World
article is an example
in magazines.
ad they are writers for
decide on a name for the
each will write an
magazine on something
or interested in.
appropriate cover.
commercial artists.
The magazine would
without a series of
Each creates a new
illustrated in the
it is ready to be

at Left End pg. 109-137
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e same for men's jobs
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men primary teachers,

MATERIALS

Paper, crayons,
paste, colored
paper

Newspapers and
magazines

GOAL STATEMENTS

Children will become aware that hobbies
often lead to vocations.

To help the children understand that it
takes many people doing many different
jobs, with many different talents to
produce a publication.

Children will discover that no job
has a sex qualification.

PUPIL ACTIVITIESGOAL STATEMENTS

4. Mystery Guest at Left End pg. 109-137
Students find pictures and articles in magazines or newspapers telling about women doing unusual jobs and compile this into a Bulletin Board display. Boys could do a bulletin board on mens' jobs that used to be women's work.
5. A House of Aquanauts pg. 138-139
Children can research and discuss the fairly new field of oceanography. "Oceanographers In Action."
Good point for discussion here would be, could I adapt to working in this environment? What complications could arise that might bother me?
Example: Isolation, cramped quarters.
6. Jazz pg. 158-166
Obtain a record of Louis Armstrong's.
a. Discuss jobs that are available in the field of music.
b. Do not forget the Armed Services and the manufacturing of instruments.
c. A student who takes instrumental music lessons could demonstrate a particular instrument and explain how it works, proper care of the instrument, its cost.
7. His Majesty, the Peasant pg. 173-184
Discuss modern innkeepers, motels, and hotels, and the jobs available in these areas.

Children will become
in which they would

Children will become
opportunities in the

Children will become
in hotels and motels.

TIES

t at Left End pg. 109-137
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 or newspapers telling
 doing unusual jobs and
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quanauts pg. 138-139
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-166
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 lessons could demonstrate a
 lar instrument and explain
 works, proper care of the
 ent, its cost.

the Peasant pg. 173-184
 rn innkeepers, motels, and
 the jobs available in these

GOAL STATEMENTS

Children will become aware of conditions
 in which they would prefer to work.

Children will become aware of job
 opportunities in the field of music.

Children will become aware of jobs
 in hotels and motels.

PUPIL ACTIVITIESGOAL STATEMENTS

7. His Majesty, the Peasant pg. 173-184
- Compose a class list of jobs available at hotels and motels.
 - Each child may rank 3 of them in order of job preference.
 - Select a small group to role-play the jobs listed.
8. Two Weeks Old and On His Own pg. 206-215
 Contrast this story to Eighteen Years and On Our Own. Children should realize that school years are a preparation to face the world on their own. Emphasize that learning by experience and past mistakes are a part of growing up.
9. Camel In the Sea pg. 240-264
 Initiate a discussion about older trades such as blacksmithery, and shipbuilding. Compare these vocations now and 100 years ago (ex. assembly line).

Children will realize schooling, they were their parents for the

Children will realize compulsory education, prepared by parents

Assign students to find out what their parents do for a living: then draw a picture of the parent at work along with a paragraph describing the parent's job. In place of the picture, the child could make a diorama using a shoebox and showing their parent at work, or they could make a finger puppets.

Children will become performed by their pa

ACTIVITIES

the Peasant pg. 173-184
 a class list of jobs available
 s and motels.
 ld may rank 3 of them in order
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 ne parent at work along
 raph describing the parent's
 ce of the picture, the child
 disrama using a shoebox and
 r parent at work, or they could
 r puppets.

GOAL STATEMENTS

Children will realize that before formal
 schooling, they were being prepared by
 their parents for their future occupation.

Children will realize that before
 compulsory education, children were
 prepared by parents for future occupations.

Children will become aware of the work
 performed by their parents or guardians.

PUPIL ACTIVITIESMATERIALGOAL STATEMENTS

10. The Case of the Mysterious Tramp
pg. 284-295.
- a. Discuss personality characteristics of a detective or policeman.
 - b. Detective game:
a child leaves the room
the class chooses a child
they will describe
the child that has left the
room-returns and begins
listening to members of the
class describe the selected
person the child who has
returned decides whom is being
described.

Books:
Let's Find Out About
Policemen.
Read About the Policeman
You Visit a Police Station

Children will become
and detectives must

Filmstrip:
141 Our Police Department

25

26

ES

e Mysterious Tramp
 e Personality charac-
 of a detective or
 .
 game:
 eaves the room
 chooses a child
 describe
 that has left the
 rns and begins
 to members of the
 rcribe the selected
 e child who has
 decides whom is being

MATERIAL

Books:
 Lets' Find Out About
 Policemen.
 Read About the Policeman
 You Visit a Police Station

Filmstrip:
 141 Our Police Department

GOAL STATEMENTS

Children will become aware that policemen
 and detectives must be good observers.

READING -- GRADE 3

FIELD TRIPS

1. Saalfield Book Company
2. Akron Beacon Journal
3. Post Office
4. Your own school secretary and principal (How they use what they learned in language arts.)
5. Neighborhood Library
6. A department store or a neighborhood grocer. (How they use what they learned in language arts.)

FILM STRIPS

- | | | |
|--------------------------------|------------------------------------|---------|
| FS 1186 | Manners in Public | At The |
| FS 1187 | Manners at School | At The |
| FS 1188 | Manners When Visiting | At the |
| FS 437 | How We Communicate With Each Other | |
| FS 296 | Using Language Correctly | You Vi |
| FS 477 | The Librarian | You Vi |
| FS 490 | The Milkman | You Vi |
| SFS 268 | Robert Goes Shopping | You Vi |
| Community Helpers Series | | How Se |
| A Visit to the Library | | How Sch |
| Special Delivery (Post Office) | | How We |
| Oldest in my Class (teacher) | | How Co |
| Taking a trip With a Book | | |
| How to Read a Newspaper | | How Pr |
| What Is a President? | | How Ru |
| What Is a Mayor? | | |
| What Is a Congressman? | | How Ou |
| Living On Mans' Earth Series | | |
| At work In the City | | What D |
| Living In Our Community | | Come t |
| In Many Communities | | T.V. |
| Knowing Our School (SVE) | | |
| Father Works | | |
| Mother Works, Too | | |

BOOKS

27

28

READING - GRADE 3

FILM STRIPS

FS 1186 Manners in Public
FS 1187 Manners at School
FS 1188 Manners When Visiting
FS 437 How We Communicate
With Each Other
FS 296 Using Language Correctly
FS 477 The Librarian
FS 490 The Milkman
SFS 268 Robert Goes Shopping

Community Helpers Series

A Visit to the Library
Special Delivery (Post Office)
Oldest in my Class (teacher)
Taking a trip With a Book
How to Read a Newspaper
What Is a President?
What Is a Mayor?
What Is a Congressman?

Living On Mans' Earth Series

At work In the City
Living In Our Community
In Many Communities

Knowing Our School (SVE)

Father Works
Mother Works, Too

BOOKS

At The Library - Colonuis
At The Post Office - "
At the Railroad Station -
Colonuis
You Visit A Newspaper (Meshover)
You Visit A T.V. Station "
You Visit A Post Office "
You Visit A Telephone Co. "

How Series:

How Schools Help Us (Mecher)
How We Get Our Mail (McCall)
How Communication Helps Us
(McCabe)
How Printing Helps Us "
How Rules and Laws Help Us
(Stanek)
How Our Government Helps Us
(Stanek)

What Do People Do All Day?
Come to Work With Us At a
T.V. Station

OBJECTIVES:

1. To develop an awareness of occupations as they relate the problems of using the natural resources of the earth.
2. To create an understanding of the dependency of people and their vocations upon the earth's resources.

CONCEPTS:

1. The water shortage in California created many jobs.
2. Jobs can change in urban and rural areas.
3. Changes in population growth can create problems which create new job areas and make others obsolete.

UNIT: FINDING NATURAL RESOURCES

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Children suggest a list of jobs and teacher writes each on a slip of paper. A child draws one out of a box and tells on what natural resource that job depends for existence.	Box and paper	Children will list jobs with a box on which to draw.
2. Discuss all the workers involved in the making of maps. (Surveyor, cartographer, etc.) Make and plan a map of how each child walks to school.	Overhead of a simple neighborhood map. Paper.	Children will identify workers involved in map making. Child will read a map.
3. Hold class election for president. Discuss all jobs involved. (Registrar, mailmen, precinct workers, campaign managers, printers, radio and T.V. announcers, ad writers) Children role-play these workers before and during election.	Paper, crayon, newspaper. Invite a speaker who is a candidate for election.	Children will understand the role of a candidate and role play.
4. Show a map of Akron and surrounding counties. Point out where Akron gets its water supply. List the workers that might be needed (meter readers, billing dept. etc.) by the water department. Remember the jobs in recreation created by this need. (Park Rangers, landscapers, restroom custodians, etc.)	Map of Akron Speaker from the water department or a meter reader	Children will identify different jobs involved in water supply.

UNIT: FINDING NATURAL RESOURCES

GOALS AND ACTIVITIES

Prepare a list of jobs and list each on a slip of paper. The teacher draws one out of a hat and asks the class on what natural resource the job depends for.

List the workers involved in making a map. (Surveyor, printer, etc.) Make and plan a map. Each child walks to

Prepare a list of jobs involved in an election for president. List the jobs involved. (Mailmen, precinct workers, campaign managers, printers, radio announcers, ad writers) Role-play these workers during an election.

Prepare a list of jobs in Akron and surrounding areas. Point out where Akron gets its water supply. List the jobs that might be needed (meter reader, plumbing dept. etc.) by the water department. List the jobs in recreation in Akron. Discuss this need. (Park Rangers, restroom custodians, etc.)

REFERENCES AND MATERIALS

Box and paper

Overhead of a simple neighborhood map.
Paper.

Paper, crayon, newspaper.
Invite a speaker who is a candidate for election.

Map of Akron
Speaker from the water department or a meter reader

GOAL STATEMENTS

Children will be able to match jobs with the natural resources on which the jobs depend.

Children will be able to list the workers involved in making a map. Children will be able to read a map of their neighborhood.

Children will be able to list and role play election workers.

Children will be able to list different kinds of work involved in Akron's water supply.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- | | | |
|---|--|---|
| 5. Following any field trip, children can be divided into groups. Each group creates a mural. The best mural gets a blue ribbon and may be displayed in the hall. | Brown paper, paints, chalk or crayons. | Children will draw pictures illustrating their own experiences. |
| 6. Children make posters. Find magazine pictures of jobs using a particular natural resource. | Tag Board.
Magazine Pictures. | Children will identify jobs directly related to their environment. |
| 7. Make a large mural of a mine showing workers at different levels. Children can then write stories about how they might feel as a mine worker at the bottom of a shaft. (Can't see the sun or breathe fresh air). Discuss would this be your kind of job? | Paint or crayons
Brown paper | Children will describe some of the responsibilities of a mine worker. |
| 8. Create a bulletin board about on workers involved in bread production. (Farmer, truck drivers, flour mill, bakery, stores, etc.) Each step can be placed on a large piece of paper shaped like a piece or loaf of bread. (Any food item could be used.) | Invite a county agricultural agent or farmer as a speaker. | Children will identify many services provided by people who work in the field that reaches the community. |
| 9. Pupils may dramatize a series of scenes depicting the troubles a Hazelton miner's family might have experienced when father lost his job. (Develop the idea that many people are involved in the field of rehabilitation.) | Invite as a speaker anyone who has had experience working in a mine. | Children will understand that the loss of a job may result in the need of job training for workers. |

ACTIVITIES

field trip, children into groups. Each a mural. The best blue ribbon and may in the hall.

posters. Find pictures of jobs using natural resource.

mural of a mine showing different levels. When write stories about feel as a mine worker of a shaft. (Can't see at the fresh air). Discuss your kind of job?

tin board about on bread production. (drivers, flour mill, etc.) Each step can large piece of paper piece or loaf of bread could be used.)

matize a series of pictures showing the troubles a miner's family might have when father lost his job. Idea that many people are in the field of rehabilitation.)

REFERENCES AND MATERIALS

Brown paper, paints, chalk or crayons.

Tag Board.
Magazine Pictures.

Paint or crayons
Brown paper

Invite a county agricultural agent or farmer as a speaker.

Invite as a speaker anyone who has had experience working in a mine.

GOAL STATEMENTS

Children will be able to draw pictures illustrating their experiences on a field trip.

Children will be able to list jobs directly or indirectly related to our natural environment.

Children will be able to state some of the hardships of a mine worker.

Children will be able to list many services which are performed by people before a product reaches the consumer.

Children will be able to understand that scientific developments may result in job loss and/or need of job retraining for some workers.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
10. Supply and demand role play. Children role play a skit about a man who earned his living making wagon wheels. Then the automobile became popular, and he had to find a new job. Compare this with coal being replaced by oil or natural gas.		Children will understand how people solve problems in
11. Children may write what they think would happen in Akron if someone developed cars and trucks that did not use tires.		Children will understand the effects of change in a city.
12. Develop a natural resource chart. List the natural resources, where they are found, and the people who use them.		Given a group of natural resources, students will be able to identify occupations that use a natural resource.
13. Children and teacher collect pictures of animals. Determine which animals can be called natural resources and why. (eg. elephant-ivory, cow-milk, sheep-wool)	Magazines Coloring books.	Children will understand how man depends on
14. Children may make a map of California using a key and putting in cities, mountains, deserts, and canals.	Paper, crayons	The children will understand the importance of a cartographer.

TEACH AND
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

mand role play.
 play a skit about
 med his living
 wheels. Then the
 came popular, and
 d a new job. Compare
 l being replaced by
 l gas.

write what they think
 in Akron if someone
 s and trucks that did

atural resource chart.
 ral resources, where
 d, and the people who

teacher collect pictures
 Determine which animals
 natural resources and
 ephant-ivory, cow-milk,

make a map of California
 nd putting in cities,
 serts, and canals.

Magazines
 Coloring books.

Paper, crayons

Children will be able to under-
 stand how progress can cause
 problems in many occupations.

Children will be able to list
 the effects of a technological
 change in a major industry on
 the city.

Given a group of pictures of
 natural resources, each child
 will be able to associate many
 occupations with the natural
 resource.

Children will be able to state
 how man depends upon animals.

The children will become aware
 of a cartographer's job.

UNIT: USING NATURAL RESOURCES IN THE CITY

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Creative Writing (If I Were the Mayor) Children may write what they would do or change if they were the mayor. Then draw themselves as the mayor.	Crayons, pencil, paper	The learner responsible for the community.
2. Create a bulletin about trees, a natural resource, from seedlings to use in a house. Include workers, such as lumberjacks, mill workers, truck drivers, train workers, carpenters, etc.	Magazine pictures, construction paper, scissors, crayons, paints	Children can be involved with the community. They will be able to live in dependence on the community.
3. Make an appointment with the custodian to visit the school's heating plant. Ask the custodian to explain and do some of his work tasks. Children may ask previously prepared questions. Later children may write about the importance of the custodian's work.		Children will be able to understand some of the custodian's work and his importance to the community.
4. Develop a bulletin board with news articles of people in the World of Work. Children may bring in articles.	Magazines, Weekly Reader, Newspaper.	Children will be able to understand the variety of work in the news.
5. Dress dolls to represent people who work for the city. (eg. Nurse, doctor, policemen, teacher) This may be done at home and brought to class for a parade of dolls.	Barbie dolls, Ken dolls, G.I. Joe dolls, Scrap materials, needle, thread.	Children will be able to understand the worker's role in the community through clothing.
6. Pupils may find out about workers who take care of nearby swimming pools.		The learner will be able to gain awareness of the importance of workers to the community.

UNIT: USING NATURAL RESOURCES IN THE CITY

ACH AND
ITIES

ng (If I Were the Mayor)
rite what they would do
hey were the mayor.
selves as the mayor.

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train workers,
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may write about the
the custodian's work.

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represent people who
ity. (eg. Nurse, doctor,
cher) This may be done
ought to class for a
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ad out about workers
of hearby swimming

REFERENCES AND MATERIALS

Crayons, pencil, paper

Magazine pictures,
construction paper,
scissors, crayons, paints

Magazines, Weekly Reader,
Newspaper.

Barbie dolls, Ken dolls,
G.I. Joe dolls, Scrap
materials, needle, thread.

GOAL STATEMENTS

The learner will understand the
responsibility of a job in the
community.

Children can list workers
involved with lumber and will
be able to discuss the inter-
dependence of construction workers.

Children will be able to list
some of the work tasks of the
custodian and will understand
his importance to the school.

Children will become aware of
the variety of jobs mentioned
in the news.

Children will be able to identify
the worker with his typical work
clothing.

The learner will develop an
awareness of people working
to facilitate recreation.

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

- | | | |
|---|---|--|
| 7. Develop a chart of the different job done by the children's parent. Determine from a ditto sent home for parents to complete which parents use machines or special equipment in their work. | Teacher developed ditto questionnaire to be taken home by each child. | Children will do four jobs to show or special |
| 8. New children in the class may tell things the mover did when they were moving. They may also write experience stories. Invite a worker from a moving company to speak to the class. | | Children will do one service |
| 9. Children may write about either of the following situations:
a. What kind of a society would we have if all workers produced goods?
b. What kind of a society would we have if all workers performed services? | | Children will differentiate work and those who |
| 10. Children make a mobile of workers who perform a service and those who produce products. Be sure the mobile <u>balances</u> . | Hanger, thread, pictures | Given a list of children will determine whether the product or |
| 11. Dramatize the dependency of workers. Children roleplay a situation as follows: Mr. Williams, the butcher, discovers his automobile tire is flat. He calls the service station attendant who arrives to repair the tire. Later, on his way home from work, the service attendant stops to purchase meat from Mr. Williams. | | Children will understand the dependency of workers in |

ACH AND
ITIES

rt of the different job
children's parent.
n a ditto sent home for
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or special equipment in

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write about either of the
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l of a society would we
ll workers performed

a mobile of workers who Hanger, thread, pictures
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sure the mobile balances.

dependency of workers.
play a situation as follows:
the butcher, discovers his
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n attendant who arrives
tire. Later, on his way
t, the service attendant
ase meat from Mr. Williams.

REFERENCES AND MATERIALS

Teacher developed ditto
questionnaire to be taken
home by each child.

GOAL STATEMENTS

Children will be able to name
four jobs that require machines
or special equipment.

Children will be able to recognize
one service worker in the community.

Children will be able to differ-
entiate workers who produce goods
and those who render services.

Given a list of community workers,
children will be able to state
whether the work involves a
product or a service.

Children will be able to under-
stand the interdependency of
workers in a community.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
12. Using the Help Wanted section of the classified advertisements in the daily newspaper, children determine whether the jobs described involve a product or a service. Children, also, try to determine work and education qualifications for each job.	Classified section of a newspaper.	Children will differentiate jobs by product or
13. Children draw pictures about a field trip. Make a large revolving wheel showing each step of a field trip. Each section when turned reveals a picture through a cut out window. Children can retell their experience to another class.	Cardboard or tagboard and a spread pin. Make two large circles - one has pictures, about the other a cut out window. Paper, crayons.	The child will experience a field trip
14. Children role play Chamber of Commerce members and tell a prospective family why Akron would be a good place to make a living.		The learner will give five jobs for a prospective resident

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Wanted section of the
 rtisements in the daily
 dren determine whether
 bed involve a product
 Children, also, try to
 and education qualifi-
 ch job.

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play Chamber of Commerce
 l a prospective family
 d be a good place to

REFERENCES AND MATERIALS

Classified section of a
 newspaper.

Cardboard or tagboard
 and a spread pin. Make
 two large circles - one
 has pictures, about the
 other a cut out window.
 Paper, crayons.

GOAL STATEMENTS

Children will be able to differ-
 entiate jobs which involve a
 product or a service.

The child will be able to relate
 experience workers observed on
 a field trip.

The learner will be able to list
 five jobs for which the pros-
 pective resident might apply.

UNIT: USING NATURAL RESOURCES WISELY

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Collect the litter from the playground and display it conspicuously in the hall.		Children will not misuse of the
2. Children may write a letter to the local air pollution engineer requesting information about his duties and his assistants, if any.	Paper, envelope, stamp	If the letter will be able to inform the air pollution assistants.
3. Pupils may construct a bulletin board to show how water can be used wisely or unwisely. Then write one sentence under each drawing or picture about a worker that may be involved.	Magazines, manila paper etc.	The learner will know how the Worker is responsible for the environment.
4. Determine which industries in the city are making progress in cleaning up the environment. Send them thank you letters in appreciation.	Check newspaper stories, paper, envelope and stamp.	The learner will know workers who are cleaning up the environment.
5. Role play a city council meeting. Pretend that some industry is violating the anti-pollution code. What can we do?		The learner will know workers who are cleaning up the environment.

UNIT: USING NATURAL RESOURCES WISELY

OBJECTIVES AND ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

Remove litter from the playground
and place it conspicuously in the

Children will become aware of one
misuse of their environment.

Write a letter to the
pollution engineer
requesting information about his
duties and assistants, if any.

Paper, envelope, stamp

If the letter is answered, children
will be able to list work tasks of
the air pollution engineer and his
assistants.

Construct a bulletin board
showing how water can be used wisely

Magazines, manila paper etc.

The learner will become aware of
how the World of Work is respon-
sible for good and bad usage of
the environment.

Then write one sentence
describing a drawing or picture about
water use that may be involved.

List industries in the city
and note progress in cleaning up the
environment. Send them thank you
expressions of appreciation.

Check newspaper stories,
magazines, paper, envelope and stamp.

The learner will appreciate
workers who help keep our
environment clean.

Attend a city council meeting.
Ask if any industry is
violating the anti-pollution code.
What can be done?

The learner will become aware of
workers who carry the respon-
sibility of keeping our environ-
ment clean.

UNIT: OUR NATION'S CAPITOL

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. On the board, list different jobs that can be found in Washington, D.C. Children select a job they would like to do, draw a picture of the worker, and tell why they would like that job.	Paper, pencil, crayons	The learner jobs that a running the
2. Discuss the importance of printing to our nation. (eg. Passing new laws, newspapers, correspondence)		Children w three ways to the cour
3. Develop a list of workers at a news- paper or printing company. Select three workers and have children rank them in the order of the job they would like best, second best, and least. Also, children can rank the jobs in other orders (hardest job to do, job which would be most satisfying, etc.)	Paper and pencil	-The learner printing p ence on it
4. Children may bring pictures of Washington, D.C. Discuss buildings (eg. capitol, monuments, museums) Children tell jobs which are involved in each (eg. maids, congressmen, pages) Hang pictures on board or bulletin board.	Magazines, Travel Brochures, newspapers	Children w five jobs u

UNIT: OUR NATION'S CAPITOL

GOALS AND ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

, list different jobs that
in Washington, D.C.
select a job they would like
a picture of the worker,
they would like that job.

Paper, pencil, crayons

The learner will become aware of
jobs that are connected with
running the country.

importance of printing to
(eg. Passing new laws,
correspondence)

Children will be able to list
three ways printing is important
to the country.

list of workers at a news-
printing company. Select
jobs and have children rank
in order of the job they
like best, second best, and
third best; children can rank the
jobs in order (hardest job
first, which would be most
difficult, etc.)

Paper and pencil

The learner will understand the
printing process and our depend-
ence on it.

bring pictures of
Washington, D.C. (Discuss buildings
, monuments, museums)
list jobs which are involved
(e.g. maids, congressmen, pages)
post on board or bulletin

Magazines, Travel Brochures,
newspapers

Children will be able to list
five jobs unique to Washington, D.C.

SPEAKERS

1. A candidate for election.
2. A local county agricultural agent or farmer.
3. Someone from Akron's Water Department or a meter reader.
4. Someone from Mogadore Dam or West Brand Reservoir.
5. Speaker from the Jewish Center to talk about workers needed to develop a new area, such as Israel.
6. A parent or anyone who has had experience working in a mine.
7. A Farm machinery dealer to explain the operation of machinery, factories where they are made, and the workers involved.
8. Speaker from Akron's Sanitation Department.
9. Speaker from Highway Patrol or local Police Department to explain traffic problems of the area and the jobs people do to help traffic control.
10. Speaker from urban renewal projects.
11. Interview or have a speaker from a moving company tell about his job of moving people.
12. Speaker from the Chamber of Commerce to explain why our city which sell services produce goods.
13. Construction worker he uses in his work.
14. Cafeteria or lunch her job in the cafe.

r election.

agricultural agent or farmer.

kron's Water Department or a

ogadore Dam or West Brand

the Jewish Center to talk about
to develop a new area, such

nyone who has had experience
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ry dealer to explain the operation
factories where they are made, and
involved.

kron's Sanitation Department.

ighway Patrol or local Police
explain traffic problems of
the jobs people do to help
l.

urban renewal projects.

ave a speaker from a moving
bout his job of moving people.

12. Speaker from the Chamber of Commerce to explain why our city needs companies which sell services and companies which produce goods.
13. Construction worker to show the tools he uses in his work.
14. Cafeteria or lunch lady to tell about her job in the cafeteria.

FIELD TRIPS

1. City Reservoir
2. City Sewage Plant (Botzum)
3. The Port of Cleveland
4. A local lumber yard
5. Tour urban renewal area (Metropolitian Housing)
6. County Courthouse (Just to observe the workers
in different offices)
7. Take a walk through Mogadore Reservoir or
West Branch Reservoir
8. Call's Farm
9. Acme Plastics
10. Davey Tree Farm
11. Massey-Ferguson
12. Cleveland Zoo
13. Lawson Milk Company
14. A canal lock
15. Post Office

FILMS

Supplied by Akron Board of Educa

- | | |
|------|--------------------------------|
| 5106 | American Farmer |
| 158 | Citrus Culture |
| 724 | The City |
| 1621 | Communities Keep Clean |
| 508 | The Community Airport |
| 1198 | The Sanitation Department |
| 491 | Community Service |
| 773 | Conservation for Beginners |
| 1240 | Dairy Farm to the Doctor |
| 1122 | Electricity and How It Works |
| 79 | Going to School Is Your Duty |
| 1253 | Lets' Visit a Shopping Center |
| 1034 | Making Work Easier |
| 1555 | My City |
| 57 | New House - Where It Came From |
| 1409 | Ship Need a Harbor |
| 274 | Truck Transportation |
| 48 | What Our Town Does For Us |
| 5145 | Silver |
| 746 | Wholesale Produce Market |
| 747 | Wholesale Produce Market |

FILMS

Supplied by Akron Board of Education

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wal area (Metropolitian Housing)

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in different offices)ough Mogadore Reservoir or
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5106	American Farmer
158	Citrus Culture
724	The City
1621	Communities Keep Clean
508	The Community Airport
1198	The Sanitation Department
491	Community Service
773	Conservation for Beginners
1240	Dairy Farm to the Door
1122	Electricity and How It Is Made
79	Going to School Is Your Job
1253	Lets' Visit a Shopping Center
1034	Making Work Easier
1555	My City
57	New House - Where It Comes From
1409	Ship Need a Harbor
274	Truck Transportation on the Long Haul
48	What Our Town Does For Us
5145	Silver
746	Wholesale Produce Market I
747	Wholesale Produce Market II

FILM STRIPS

Supplied by Akron Board of Education

FS1195 Airplanes

FS1200 Boats and Ships

FS31 Building a House

FS1198 Buses

FS1197 The Freight Train

FS1698 Going Places

FS1440 Story of Iron and Steel

FS586 The Story of Leather

FS585 The Story of Rubber

FS683 The Story of West Coast Lumber

FS1199 Trucks

FS265 The Tugboat Has A Job

FS1341 Working on the Railroads

FILM

Akron Public Library

Steelmaking Today - Miners, indus
(28 min. G.)FILMSTRIPS

Akron Public Library

Workers for Public Welfare (9 str)

1. Teachers
2. Fire Fighters
3. Librarians
4. Policemen
5. Postal Workers
6. Playground workers
7. Sanitation workers
8. Social workers
9. Transportation

FILM

Akron Public Library

Steelmaking Today - Miners, industrial workers
(28 min. C.)FILMSTRIPS

Akron Public Library

Workers for Public Welfare (9 strips)

1. Teachers
2. Fire Fighters
3. Librarians
4. Policemen
5. Postal Workers
6. Playground workers
7. Sanitation workers
8. Social workers
9. Transportation

BOOKS

You Visit a Clothing Factory - Meshover
How Schools Help Us - Hoge
How People Live In the Big City - Stanek & Johnson
How Rules and Laws Help Us - Stanek
How Our Government Helps Us - Stanek
How People Live in the Suburbs - Stanek
How We Use Maps and Globes - Stanek
What Do People Do All Day?
Truck Drivers - What Do They Do?
Let's Go To a Police Station
Let's Go Watch a Building Go Up
Let's Go To a Sanitation Department
Busy Office - Busy People
News Travel
Clean Streets, Clean Water, Clean Air
A Trip Through A School
First Book of Markets - Bendick
Pictures - Modern Workers

Set 1 - 2

Home and Community Helpers
School and School Helpers - Teaching Pictures
Children and the Law - Teaching Pictures

OBJECTIVES:

1. To develop an awareness of the importance of teamwork and cooperation.
2. To develop an appreciation of the many people whose job it is to see that we have a large variety of foods and how they are prepared.
3. To develop an awareness of the necessity of good grooming and health practices related to success in life.
4. To become aware of individual differences in people that will ultimately effect choice of vocation.
5. To develop an appreciation of the senses as a definite asset to a future job.
6. To become aware of the role that safety plays in the World of Work.

CONCEPTS:

1. It is important to be considerate of others with whom you are working.
2. Healthy people try to do their best within their abilities.
3. Habits can help or hinder us in doing our job.
4. A well-groomed person will be hired sooner than a poorly groomed person.
5. Many industries have safety programs and safety awards.
6. People can work better together if friendly discussion replaces heated arguments.

UNIT 1 - FAMILY

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

1. Draw three pictures, One of family cooperation, school cooperation, and job cooperation. Explain how the first step leads to the next. Children write a paragraph about how they cooperate at home. Write another paragraph on how they cooperate at school. Write another about some job and the need to cooperate. Combine all these into a scrapbook to be placed on the library table for all to share.

Paper, crayons, pencils, scrapbook.

Encyclopedia

newsprint and paste

Box, Pencil, Paper

Children will all people together, completed and have been.

2. Suggest someone find out what a geneologist is and report to the class.

Children will to accomplish and well; with others

3. Conduct a classroom experiment.
 - a. First day assign one child all of the classroom duties.
 - b. Second day assign several children the classroom duties by telling them to try to do each duty at the same time.
 - c. Third day assign several other children the classroom duties to work together.
 - d. Fourth day - discuss what happened the previous days.
 - e. Discuss these questions:
 - On what day did the work go more smoothly?
 - On which day was less time used to do the duties?
 - On which day were the people happier at their work?

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UNIT 1 - FAMILY

TEACH AND
ACTIVITIES

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school cooperation, and
on. Explain how the
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paragraph on how they
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room duties.
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try to do each duty at the

y assign several other
the classroom duties to
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y - discuss what happened
lous days.
these questions:

day did the work go more
?
n day was less time used
ne :?
n ERIC: e the people
a : work?

REFERENCES AND MATERIALS

Paper, crayons, pencils,
scrapbook.

Encyclopedia

newsprint and paste

Box, Pencil, Paper

GOAL STATEMENTS

Children will realize that if
all people on a job do not pull
together, the task might not be
completed as well as it could
have been.

Children will understand that
to accomplish any job quickly
and well; we must cooperate
with others.

Children will discover that
good organization and cooperation
will make most jobs easier and
more quickly completed.

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TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

4. Children may draw a family tree and show the job that each member had or has.
5. Have a pet peeve box: discuss how conflicts can be avoided, corrected or eliminated on family relationships and then expand idea the business situation.

Children will understand each family member's many occupations.

Children will understand standing their ground and work with others to be tolerant.

TEACH AND
ACTIVITIES

Draw a family tree and
show that each member had

Give box: discuss how
problems be avoided, corrected
and on family relationships
and have an idea the business

REFERENCES AND MATERIALSGOAL STATEMENTS

Children will discover that within
each family we have examples of
many occupations.

Children will develop the under-
standing that when we live and
work with others - we must learn
to be tolerant of each other.

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57

UNIT 2 - FOOD

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- | | | |
|---|--|--|
| <p>1. Children make posters of the people who work to help us keep good, healthy food on the table. These posters could be posted around the school.</p> | <p>Marker pen, Manilla paper, crayons, paints, colored paper magazines to cut up</p> | <p>Children will be able to identify people or work in helping us eat.</p> |
| <p>2. Create an advertisement for an original food product and be sure to make it so appealing people will want to buy it. (Commercial artist) must be creative.</p> | <p>Supply a ditto if wanted like the following:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Picture</p> <hr style="width: 50%; margin: 5px auto;"/> <hr style="width: 50%; margin: 5px auto;"/> <hr style="width: 50%; margin: 5px auto;"/> </div> <p style="text-align: center;">Lines for writing</p> | <p>Children will be able to identify and talent of advertisement some commercial</p> |
| <p>3. To learn about the job of a dietician, have one child each day plan a good breakfast, lunch and dinner being sure to use all the food groups. They can either draw the pictures of each meal or cut out of the magazines or use the food models that are distributed out of the Dairy Council. The children evaluate each meal for proper nutrition. The child is called the Chef of the Day.</p> | <p>Crayons, Manilla folder, Magazines, Dairy Council food models.</p> <p>Have a chef's hat made out of crepe paper for a child to wear or obtain a real one if possible.</p> | <p>Children will be able to identify the job of a dietician World of Work</p> |
| <p>4. Develop Charts of the processes that certain foods go through in processing or preserving. Show workers involved in drawings.</p> | <p>Large chart paper.</p> | <p>Children will be able to identify workers that are involved in producing food</p> |

UNIT 2 - FOOD

CH AND
LIESREFERENCES AND MATERIALSGOAL STATEMENTS

posters of the people
help us keep good, healthy
able. These posters could
and the school.

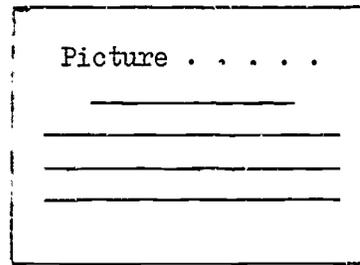
Marker pen, Manilla paper,
crayons, paints, colored paper
magazines to cut up

Children will realize that many
people or workers are involved
in helping us have good food to
eat.

advertisement for an original
and be sure to make it so
people will want to buy it.
(artist) must be creative.

Supply a ditto if wanted like
the following:

Children will realize the effort
and talent that go into the field
of advertising and to evaluate
some commercials they see.



Lines for writing

the job of a dietician,
each day plan a good
lunch and dinner being sure
of food groups. They can
draw pictures of each meal
from the magazines or use the
pictures that are distributed out of
the file. The children evaluate
proper nutrition. The child
Chef of the Day.

Crayons, Manilla folder,
Magazines, Dairy Council food
models.

Have a chef's hat made out of
crepe paper for a child to
wear or obtain a real one if
possible.

Children will become aware of
the job of dietician in the
World of Work.

of the processes that
go through in processing
Show workers involved

Large chart paper.

Children will become aware of
workers that are involved in
producing food products.

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

5. Role play: Child pretends he is a food item and tell his life story along with the many workers he comes in contact with.

Children will
workers that
producing

CH AND
TIESREFERENCES AND MATERIALSGOAL STATEMENTS

ild pretends he is a
tell his life story
many workers he comes
h.

Children will become aware of
workers that are involved in
producing food products.

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UNIT 3 - GROWING

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

- | | | | |
|----|---|---|--|
| 1. | Children may discuss whether the size of a person effects his selection of a vocation. Example:
Heavy weight boxer, Soldier (has a limit on height), Air Line Hostess, Jockey etc.) | Construction paper, Pictures, Inquire from parents and friends. Can also make phone calls to police and fire dept. etc. | Children will be many factors into helping occupation. |
| 2. | Have a child interview the physical education teacher on factors that promote good health. Children develop some questions ahead of time. The interviewer can report back to class. | You could have a paper with the questions written on it and a large space to record the answers. | Children will health is v success in |
| 3. | Discuss how future vocations can depend on good health and coordination. | | Children will they are do going to he succeed in |
| 4. | The children may play "Who Am I" using health workers. Example:
I sit on a chair and watch people swim. I teach them to be safe in water. Who am I? | | Given a per could ident jobs and te on that job keeping us |
| 5. | Children may draw or paste a picture of themselves in the middle of a large sheet of construction paper and paste pictures of people who have helped them stay healthy around the edge.
a. They can caption the paper, "Some workers help me stay healthy."
b. They could also draw some of them. | | Given a per could ident jobs and te on that job keeping us |

UNIT 3 - GROWING

TEACH AND
ACTIVITIES

discuss whether the size
affects his selection of
example:
boxer, Soldier (has a
hat), Air Line Hostess,

interview the physical
teacher on factors that
affect health. Children develop
plans ahead of time. The
teacher can report back to class.

future vocations can
affect health and coordination.

may play "Who Am I"
with workers. Example:
hair and watch
I teach them
in water. Who am I?

draw or paste a picture
in the middle of a
sheet of construction paper
pictures of people who
help them stay healthy
age.
caption the paper,
workers help me stay

"
and also draw some of

REFERENCES AND MATERIALS

Construction paper, Pictures.
Inquire from parents and
friends. Can also make phone
calls to police and fire dept.
etc.

You could have a paper with the
questions written on it and a
large space to record the
answers.

GOAL STATEMENTS

Children will realize that there
are many factors that will enter
into helping them select an
occupation.

Children will realize that good
health is very important for
success in the World of Work.

Children will realize that what
they are doing at school is
going to help them enter and
succeed in the World of Work.

Given a period of time a child
could identify perhaps ten
jobs and tell what people do
on that job concerned with
keeping us healthy.

Given a period of time a child
could identify perhaps ten
jobs and tell what people do
on that job concerned with
keeping us healthy.

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

6. Children can work in committees to develop circular graphs showing the interdependency of health occupations.

Children will
workers in
depend upon
making a st

OBJECTIVES

work in committees to
draw graphs showing the
interdependence of health occupations.

REFERENCES AND MATERIALS

GOAL STATEMENTS

Children will understand how
workers in the health field
depend upon each other in
making a sick child well.

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UNIT 4 - TEETH

TEACHER APPROACH
PUPIL ACTIVITIES

REFERENCES AND MATERIALSGOAL STATEMENTS

- | | | | |
|----|--|---|--|
| 1. | Develop a chart listing as many jobs as the children can think of that involve the teeth. (Dentist, dental hygenist, dental assistant, receptionist, lab technician, tooth powder, paste, and brush manufacturers) | Chart paper, magazine pictures to decorate and make more appealing. | Children will be more interested in the dental profession than that of a |
| 2. | Assign a child to find out what an orthodontist does and report this back to the class. | | Children will perhaps and occupation |
| 3. | Role-Play:
a. Have a child pretend he is a dentist, another an assistant and have another the receptionist.
b. Act out a visit to the dentist office. (Preferably choose children who might express a desire to work in this field). | | Children will know the duties and of a dentist |

UNIT 4 - TEETH

DACH AND
DUTIES

part listing as many jobs
 can think of that
 teeth. (Dentist, dental
 assistant, recep-
 technician, tooth powder,
 brush manufacturers)

ld to find out what an
 does and report this
 class.

child pretend he is a
 another an assistant
 another the receptionist.
 a visit to the dentist
 (Preferably choose children
 that express a desire to work
 field).

REFERENCES AND MATERIALS

Chart paper, magazine pictures
 to decorate and make more
 appealing.

GOAL STATEMENTS

Children will realize that in
 the dental health area there
 are more occupations involved
 than that of the dentist.

Children will learn about
 perhaps another unknown
 occupation of dental health.

Children will understand the
 duties and responsibilities
 of a dentist.

UNIT 5 - MESSENGERS (5 SENSES)

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Assign children to find out what a neurologist, oculist, optometrist's, ophthalmologist does. Report to class.		Children will understand the jobs related to the 5 senses.
2. Develop a list of jobs in which you would need near perfect eye sight and hearing. (pilot, surgeon, policeman, etc.) a. Include in the discussion how poor or keen vision could affect job performance.	Chart paper	Children will understand some jobs require special training.
3. Assign children write on, "How Did Your Senses Help You On Your Job Today."		Children will understand we need to use all our senses to be successful.

UNIT 5 - MESSENGERS (5 SENSES)

ACTIVITIES

Children to find out what a
 oculist, optometrist's,
 does. Report to class.

List of jobs in which you
 have perfect eye sight
 (pilot, surgeon, police-

Discuss in the discussion how
 keen vision could affect
 performance.

Children write on, "How Did
 Help You On Your Job

REFERENCES AND MATERIALS

Chart paper

GOAL STATEMENTS

Children will become aware of
 the jobs related to care of
 the 5 senses.

Children will become aware that
 some jobs require specific
 training.

Children will understand that
 we need to be alert and use
 all our senses to do a job
 successfully.

UNIT 6 - GROOMING

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATE

1. Encourage a child who is interested in interview a model or charm school teacher to find out what she would need to know to become a model. Another girl may arrange an interview with an airline stewardess.

2. Select different children to demonstrate how you would.....
 - a. Care for hand and toe nails.
 - b. Teeth
 - c. Hair and Ears
 - d. Shine shoes
 - e. Proper way to hang up clothes on hangers etc.

Emphasize that this adds to a good appearance and a good impression in obtaining or keeping a job.

3. Role playing:
 - a. Pretend you are interviewing for a job as a waitress.
 - b. Have one girl apply ungroomed and another neatly groomed.
 - c. Ask the class who they would hire to wait on their customers in the dining room.

Children w
the idea t
I would li
prepare my

Children w
importance
and it's r
successful
successful

Children w
importance
and it's r
successful
successful

UNIT 6 - GROOMING

TEACH AND
ACTIVITIES

Child who is interested
 a model or charm school
 find out what she would
 do to become a model.
 may arrange an interview
 with the stewardess.

Present children to demonstrate

 hand and toe nails.

Ears
 Shoes
 way to hang up clothes
 shirts etc.
 that this adds to a good
 and a good impression in
 keeping a job.

you are interviewing for
 a waitress.
 girl apply ungroomed and
 neatly groomed.
 class who they would hire
 on their customers in the
 room.

REFERENCES AND MATERIALSGOAL STATEMENTS

Children will become aware of
 the idea that when "I know what
 I would like to be I must then
 prepare myself for the job."

Children will understand the
 importance of good, grooming
 and it's relationship to being
 successful in obtaining and
 successfully holding a job.

Children will understand the
 importance of good, grooming
 and it's relationship to being
 successful in obtaining and
 successfully holding a job.

UNIT 7 - SAFETY

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- | | | |
|---|---|--|
| <p>1. Discuss the job of baby-sitting and how you would have to be aware of safety rules on this job.</p> <p>a. Make a chart of some good rules to follow when doing this job.</p> | <p>Chart paper</p> <p>Girls, boys</p> | <p>Children will understand the importance of safety rules in work places. They will be able to identify job and the places where they are spent in their community.</p> |
| <p>2. Discuss the job of a life guard at the beach.</p> <p>a. What would you have to know about safety to do his job.</p> <p>b. What other training would you need?</p> | | <p>Children will understand the importance of safety rules in work places. They will be able to identify job and the places where they are spent in their community.</p> |
| <p>3. Interview school personnel (principal, teacher, custodian, police boy) to find out the importance of safety in our institution of work.</p> <p>a. Then relate safety to all places of work.</p> <p>b. Have the children report their findings.</p> <p>c. They can also interview their fathers and mothers on some safety rules each uses in performing their task on their jobs.</p> | <p>Paper, magazines, pictures, crayons etc.</p> | <p>Children will understand the importance of safety rules in work places. They will be able to identify job and the places where they are spent in their community.</p> |
| <p>4. Children may make posters about safety on their parents jobs.</p> | | <p>Children will understand the importance of safety rules in work places. They will be able to identify job and the places where they are spent in their community.</p> |

UNIT 7 - SAFETY

CH AND
TIESREFERENCES AND MATERIALSGOAL STATEMENTS

o of baby-sitting and
have to be aware of
n this job.
art of some good
follow when doing

Chart paper
Girls, boys

Children will become aware of
the importance the World of
Work places upon safety on the
job and the amount of money
spent in this endeavour.

o of a life guard at
d you have to know
ety to do his job.
r training would you need?

Children will become aware of
the importance the World of
Work places upon safety on the
job and the amount of money
spent in this endeavour.

pl personnel (principal, Paper, magazines, pictures,
dian, police boy) to find crayons etc.
ance of safety in our
work.
te safety to all places

Children will become aware of
the importance the World of
Work places upon safety on the
job and the amount of money
spent in this endeavour.

children report their

also interview their
nd mothers on some
les each uses in performing
k on their jobs.

ake posters about safety
ts jobs.

Children will become aware of
the importance the World of
Work places upon safety on the
job and the amount of money
spent in this endeavour.

UNIT 8 - FRIENDS

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

1. Children role play ways that show how not to be a good friend.
 - a. Child who always pouts and wants his way.

2. Children role play ways they can be a good friend.
 - a. Children cooperating to get a job done.

3. Rank Order
 What I want from a friend:
 _____ honesty
 _____ cooperation
 _____ helpfulness
 Whip around the class for an Immediate answer.
 - a. A true friend to me means _____.

4. Develop a Do Good Box.
 - a. Have children write on a small piece of paper a good deed or something nice someone in the class did for them.
 - b. Put these in a box and at the end of the week see who did the most for others.

Children se
able to hav
will become
importance
each other
is necessar
done in the

Same as abo

Same as abo

Shoe Box with a slot cut
in the top.

Children w
important
the good th
of finding
any job wil
and people

UNIT 8 - FRIENDS

COACH AND
ACTIVITIES

play ways that show
a good friend.
who always pouts and
his way.

play ways they can
friend.
in cooperating to get
one.

t from a friend:
honesty
cooperation
helpfulness
the class for an
answer.
friend to me means

Good Box.
Children write on a
piece of paper a
need or something
someone in the class
help them.
use in a box and at
the end of the week see who
helps most for others.

REFERENCES AND MATERIALS

Shoe Box with a slot cut
in the top.

GOAL STATEMENTS

Children see that if they are
able to have and keep children
will become aware of the
importance of cooperating with
each other and how cooperation
is necessary to get a job well
done in the World of Work.

Same as above

Same as above

Children will understand how
important it is to look for
the good things in others instead
of finding fault. In this way
any job will be more pleasant
and people will get along better.

OBJECTIVES:

1. To develop an awareness of the importance of learning good word usage and proper spelling when entering the world of business.
2. To create an understanding of the necessity of good communication in all occupations.

CONCEPTS:

1. Good communication skills are needed to perform various tasks in the business world.
2. Job interviews depend highly on the ability to display good communication skills such as word usage, punctuation, composition, spelling and handwriting.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- | | | |
|---|--|--|
| <p>1. When Children are learning to write Paragraphs, write one or two paragraphs describing a job and then let other children guess what it might be. Suggest they choose very unusual jobs: Example, Milking Snakes for Veron. Deodorizing Skunks for Pets This also could be done like a "What's my line T.V." Show.</p> | <p>Shoe box, mailboxes, stamps for cancelling
Paper, pencil, ditto, ditto paper
Our Community Series</p> | <p>Children will written com important i When trying with other</p> |
| <p>2. Write a short theme and draw a picture on what they might like to be. Read themes aloud for parents on Visitation Day.</p> | | <p>Children will about what be.</p> |
| <p>3. Make Paper Bag Puppets to act out a job they might like to do someday.</p> | | <p>Children will about what be.</p> |
| <p>4. Visit the school secretary and find out how she uses the skills she learned in school on her job.</p> | | <p>Children will necessity a learning ho both orally how they will skills in t</p> |
| <p>5. Write thank you letters to the tour guides on field trips.</p> | | <p>To teach ch for favors</p> |
| <p>6. Have a mini-post office at Valentine time, where children must address their valentines correctly. Have a postmaster discuss his job.</p> | | <p>Children will our communi fun way.</p> |

TEACH AND
ACTIVITIES

Children are learning to write
write one or two para-
graphing a job and then let
them guess what it might be.
Choose very unusual jobs:
Cooking Snakes for Veron.
Decorating Skunks for Pets
could be done like a "What's
New" Show.

Use a theme and draw a picture
that might like to be. Read
for parents on Visitation

Use Rag Puppets to act out a
job that like to do someday.

Use a school secretary and find
out how she uses the skills she
uses at school on her job.

Write you letters to the tour
of field trips.

Use a post office at Valentine
and children must address
the lines correctly. Have a
discussion about his job.

REFERENCES AND MATERIALS

Shoe box, mailboxes, stamps
for cancelling

Paper, pencil, ditto, ditto
paper

Our Community Series

GOAL STATEMENTS

Children will become aware that
written communication is very
important in the World of Work.
When trying to share your ideas
with other people.

Children will begin thinking
about what they might like to
be.

Children will begin thinking
about what they might like to
be.

Children will understand the
necessity and reason for
learning how to communicate
both orally and written and
how they will need these
skills in the World of Work.

To teach children politeness
for favors rendered.

Children will learn more about
our community workers in a
fun way.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- | | | |
|--|--|---|
| 7. Children may write a story of an imaginary one-day experience on a job that appeals to them. | | Children will they might World of Work school. |
| 8. Children can be formed into committees and each is a segment of the daily newspapers. Example:
Sports, cartoons, news, social page etc. Each puts together a news article. Then the teacher can be the editor and make a ditto so the newspaper can be placed in each of the other third grades. Emphasize the necessity of cooperation between all workers that put out a paper. Children run the ditto machine as it simulates the printing press. | | Given a show child will that are in a newspaper cooperation |
| 9. Practice with a play telephone in answering calls as you would if you were a receptionist in an office. | Play telephones

Bell telephone also has excellent films that can be used at the same time as phones | The children that the part of the that a good be made by |
| 10. Invite the speech therapist to discuss the skills and training necessary for her job, in teaching others to communicate better. | | Children will oral communication to succeed are many people help us communicate |

TEACH AND
ACTIVITIES

write a story of an
-day experience on
appeals to them.

be formed into com-
each is a segment of
spapers. Example:
toons, news, social
Each puts together
e. Then the teacher
itor and make a ditto
per can be placed in
ther third grades.
necessity of coop-
en all workers that
er. Children run
hine as it simulates
press.

a play telephone in
ls as you would if
ceptionist in an office.

peech therapist to
skills and training
her job, in teaching
communicate better.

REFERENCES AND MATERIALS

Play telephones

Bell telephone also has
excellent films that can
be used at the same time
as phones

GOAL STATEMENTS

Children will realize many things
they might need to know in the
World of Work are being taught at
school.

Given a short period of time a
child will orally tell five jobs
that are important in putting out
a newspaper and the importance of
cooperation through the process.

The children will become aware
that the telephone is a necessary
part of the business world and
that a good first impression can
be made by using it properly.

Children will realize that good
oral communication is necessary
to succeed well and that there
are many people whose job is to
help us communicate better.

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TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

11. Design a bulletin board: - "Who Needs To Speak Clearly"; - Show various jobs in which clarity of speech would be essential.
12. Utilize role playing to demonstrate the correct and incorrect ways to greet and receive people.
13. Assemble scrapbooks of advertisements and discuss which one are more effective and why. What skills would be needed to orally give as well as write good advertisements?
14. Children may create new products and write their own advertisements.
15. Interview parents and find out how they must use their writing skills. Have children report back to class.
16. Have a salesman come to the class to tell about the importance of a good impression in making a sale. Have him also tell the class how he uses written skills.

To show child
good speech

To have child
the skill of
people to use
and the need
interesting

To have child
the skill of
people to use
and the need
interesting

Upon given
the child will
which the parent
writing skill

Upon given
the child will
which the parent
writing skill

Children will
with salesman
he would use
skills.

TEACH AND
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

Letin board: - "Who Needs
Early"; - Show various jobs
Necessity of speed would be

Playing to demonstrate
and incorrect ways to
Deceive people.

Books of advertisements
Which one are more effec-
What skills would be
Necessity give as well as write
Advertisements?

Create new products and
Own advertisements.

Parents and find out how they
Use writing skills. Have
Report back to class.

Man come to the class to
The importance of a good
Making a sale. Have
The class how he uses
Skills.

To show children the necessity of
good speech in the World of Work.

To have children become aware of
the skill involved in getting
people to use specific products,
and the necessity of good and
interesting communication.

To have children become aware of
the skill involved in getting
people to use specific products,
and the necessity of good and
interesting communication.

Upon given a familiar occupation
the child will list five ways in
which the person might use good
writing skills.

Upon given a familiar occupation
the child will list five ways in
which the person might use good
writing skills.

Children will become acquainted
with salesman's job and see how
he would use good language art
skills.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- | | | |
|--|-------------|--|
| 17. Role-Play a pretend T.V. Quiz Program and have a program host or hostess. This could be done in conjunction with a science review for a coming test by letting children ask each other questions. You could also incorporate some original commercials they have made. | | Children will be able to identify on TV people and their jobs distinctly. |
| 18. Children discuss the job of the librarian. A child may become the librarian for two days and check books in and out. Stress the importance of keeping good, readable records. The school librarian may explain numbers and letters on books, and card catalog, etc. | Index cards | Children will understand the importance of the work of good librarians and exactness. |
| 19. Discuss the job of the book reviewer. Then children may read a book and give an oral or written review of it. Stress the importance of good communication. | | Children will understand the importance of reading another book and retelling the story with an evaluation of their own. |
| 20. Children cut-out a large picture of a person who might need to communicate on his job very well. Bring them to school and place them in a picture box. One child at a time comes up to the front, pulls one out of the box and tells what the job is and how spelling, writing or English would be used on his job. Emphasize to the children they should also use good English. | | Children will understand ways in which language is used in the language of life. |

TECH AND
RELATIONSREFERENCES AND MATERIALSGOAL STATEMENTS

Extend T.V. Quiz Program
Program host or hostess.
Done in conjunction with
Review for a coming test by
Students ask each other questions.
Incorporate some original
Ideas they have made.

Discuss the job of the librarian-
How they may become the librarian
and check books in and out.
Importance of keeping good,
records. The school librarian
numbers and letters on books,
log, etc.

Role of the book reviewer.
Students may read a book and give
written review of it. Stress
Importance of good communication.

Draw a large picture of a
person who has a great
need to communicate
clearly and well. Bring them to
life by placing them in a picture box.
When time comes up to the
person, take them out of the box and
discuss how their job is and how spelling,
grammar and punctuation would be used on his
writing. Explain to the children they
must use good English.

Index cards

Children will become aware that
people on TV must speak
distinctly.

Children will realize the
importance to the World of
the Work of good organization
and exactness in keeping records.

Children will realize the
importance of being able to
read another person's ideas
and retell or rewrite these
with an evaluation or opinion
of their own.

Children will be able to tell
ways in which everyone uses
the language arts in all walks
of life.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

21. Children may dramatize the following:
- A lady comes into a store to buy shoes for her son. No one can talk throughout the transaction. What problems do they encounter?
 - A car-hop takes orders for food from the people in several cars. The car-hop can't write. What problems will she have?
 - A man needs a job so he looks in the want-ads section of the newspaper. He can't read. What problems will he have?
 - A telephone operator doesn't know how to listen well. What problems will he have.
22. Use an assembly line to produce a Mother's Day Card. Have others work individually. Example of assembly line:
- Two children cut construction paper.
 - Two children fold paper.
 - Three children trace design.
 - Four children color design.
 - Four children write a verse inside.
 - Two children place them in envelopes.
 - Two children pick up scraps.
- Stress necessity of cooperation and good communication in any job assembly.
23. The children may dramatize an employer and prospective employee interview. The person seeking a job has never gone to school and has no training for any kind of job.

Children w
handicap i
be able to
art skills.

Construction paper,
scissors, patterns,
crayons, envelopes

Children w
of time an
assembly li
industry a
necessary

To show ch
of doing t
so they ca
as well an

TEACH AND
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

Dramatize the following:
 comes into a store to
 for her son. No one
 throughout the transaction.
 problems do they encounter?
 takes orders for food
 people in several cars.
 shop can't write. What
 will she have?
 needs a job so he looks in
 reads section of the news-
 He can't read. What
 will he have?
 phone operator doesn't know
 listen well. What problems
 have.

assembly line to produce a
 card. Have others work
 Example of assembly

Children cut construction

Children fold paper.

Children trace design.

Children color design.

Children write a verse inside.

Children place them in envelopes.

Children pick up scraps.

Quality of cooperation and good

in any job assembly.

Children may dramatize an employer

and employee interview.

Children making a job has never

before and has no training for

job.

Children will realize what a
 handicap it would be to not
 be able to use the language
 art skills.

Construction paper,
 scissors, patterns,
 crayons, envelopes

Children will realize the saving
 of time and money by using the
 assembly line technique in
 industry and the cooperation
 necessary for it.

To show children the importance
 of doing their school job well
 so they can do their future job
 as well and be prepared for it.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

24. Invite high school students in business, distributive, and industrial education classes to visit the class to explain:
- For what job they are training?
 - How school is helping them for their work now and in the future?
 - What is the training procedure?
25. Create a movie showing how you might use the knowledge of introducing people properly in a future vocation. Draw a series of pictures and place them on a roll of paper attached to two sticks. Example: Secretary introduces salesman to boss etc. Invite another class to view your homemade movies. Narrate them.
26. Ideas for creative writing:
- If I were a teacher I would.....
 - If I were a doctor I would.....
 - If I were a pilot I would.....
 - Or children may choose their own interest vocation. Pictures may also be drawn.
27. Use of a tape recorder can be advantageous anytime the children are giving oral book reviews, practicing introductions, or practicing greeting people, they can evaluate how they sound to other people. Emphasize that good diction and English are necessary if they are to hold down any job where meeting the public occurs.

Tape Recorder

Children will
children are
being prepared
of Work through

Children will
about what
to do some
would do if
occupation

Children will
in the language
speech.

37

TEACH AND
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

school students in
distributive, and
education classes to
class to explain:
What job they are training?
How is the school helping them for
work now and in the future?
What is the training procedure?

Use a tape showing how you might
introduce a new person
to a new vocation. Draw a
pictures and place them on a
card attached to two sticks.
A secretary introduces a salesman.
Invite another class to
make homemade movies. Narrate them.

Creative writing:
Write a letter as if you were
a teacher I would.....
a doctor I would.....
a pilot I would.....
Children may choose their own
vocation. Pictures may
be drawn.

A tape recorder can be advantageous
if children are giving oral book
reviews, practicing introductions, or
greeting people, they can evaluate
themselves and to other people. Emphasize
that good English is necessary
to hold down any job where
public occurs.

Children will see how older
children are participating and
being prepared for the World
of Work through school.

Tape Recorder

Children will begin thinking
about what they might like
to do someday and what they
would do if they were in that
occupation.

Children will evaluate themselves
in the language arts skills of
speech.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

28. Children conduct sidewalk interviews with other classmates. Develop questions to ask ahead of time.

Children will
how studying
to success

Example:

- a. What are you going to be someday?
- b. What things will you need to know and study?
- c. Why do you want to do a particular job?
- d. How is school helping you prepare for a future job?

29. In many jobs you must be a good observer. You must also be able to describe objects or people carefully. Play detective:

Children will
alertness of

- a. One child leave the room.
- b. The class chooses a member to be described.
- c. Use many unusual words (this expands a vocabulary).
- d. The child returns and must decide whom the class chose by listening to clues given by the class.

30. Plan a hobby week. Children may bring in collections. Along with an oral presentation, the pupils might include an added feature of how their particular hobby might lead to an interest in some field of economic endeavor.

Children will
many occupa
grown from
pets can le
veterinarian

TEACH AND
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

conduct sidewalk interviews
with classmates. Develop
a schedule ahead of time.

Are you going to be someday?
What things will you need to know
to do that job?
Do you want to do a particular
job?

How is school helping you prepare
for a future job?

You must be a good observer.
You must be able to describe objects
carefully. Play detective:
You must not leave the room.
The teacher chooses a member to be
the detective.

Use unusual words (this
is a vocabulary.
The teacher returns and must decide
which class chose by listening
to the words given by the class.

Next week. Children may bring
examples. Along with an oral
report the pupils might include
a picture of how their particular
hobby led to an interest in some
other hobby or endeavor.

Children will state in writing
how studying in school can lead
to success in the World of Work.

Children will realize that
alertness on a job is necessary.

Children will become aware of
many occupations that have
grown from hobbies (eg. having
pets can lead to becoming a
veterinarian.)

FILM STRIPS

FS 1185 Manners At Home
 FS 1186 Manners In Public
 FS 1187 Manners In School
 FS 1188 Manners When Visiting
 FS 427 We All Take Turns
 FS 1305 Why Should I Care How He Feels
 FS 1054 Your Family and You
 FS 1051 Your Feelings
 FS 858 Your Job As Big Brother or Sister
 FS 223 Family Helpers
 FS 29 How I Feel About the City
 SFS 38 People We Know
 SFS 269 Robert's Family At Home
 SFS 270 Robert's Family and Neighbors

KNOWING OUR SCHOOL SERIES
 Fathers Work Series
 Mothers Work Series
 Ohio Farmer (with record)
 Dairy Farm (with record)
 Our Community Set
 What Good Are Job Families

PICTURES

Modern Workers Set I
 Good Citizenship Poster Ca
 Neighborhood Friends and B
 Children and The Law
 (Teaching pictures)

At Home	KNOWING OUR SCHOOL SERIES
In Public	Fathers Work Series
In School	Mothers Work Series
When Visiting	Ohio Farmer (with record)
Take Turns	Dairy Farm (with record)
Would I Care How He Feels	Our Community Set
Family and You	What Good Are Job Families?
Feelings	<u>PICTURES</u>
As Big Brother or Sister	Modern Workers Set I
Helpers	Good Citizenship Poster Cards
Learn About the City	Neighborhood Friends and Helpers
We Know	Children and The Law (Teaching pictures)
Family At Home	
Family and Neighbors	

OBJECTIVES:

1. To develop an insight into the scientific method used by scientists.
2. To develop an appreciation of the environment and the way people use it.
3. To develop an awareness of the new job opportunities that are created by an ever changing knowledge in the scientific world.

CONCEPTS:

1. To learn about people who are involved in working to keep our air clean.
2. To learn about job opportunities in the field of botany and biology.
3. To study about people involved in fire control.
4. To understand that keeping good health is necessary for doing a good job in most occupations.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATE

- | | |
|--|---|
| <p>1. Children examine home and school window ledges to see how clean the air seems to be. Then write Mr. Buntz and invite him to speak to the class. Discuss the others who work to keep air clean (scientist, equipment manufacturers, factory workers.)</p> | <p>Children w
people work</p> |
| <p>2. Make a bulletin board of jobs that use oxygen. Example - dentist, doctor</p> | <p>Children w
oxygen used
World of Wo</p> |
| <p>3. Discuss - What does in a Scientist's tool box? Children can make a list of tools a Scientist would need. They can also draw or find pictures of tools. This can be used as a chart of bulletin board. Example: test tube, microscope, bunsin burner</p> | <p>Children w
scientist r</p> |
| <p>4. Children may begin a chart to be continued next year. Add as they go along in their science units any job or new occupation they discover that relates to the science field. Tally these at the end of year.</p> | <p>Children w
five jobs f</p> |
| <p>5. Children may be asked to find and report to the class how scientists have helped many workers do a better job.</p> | <p>Children w
scientists
better job</p> |

CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 1 - AIR - UNIT 2

TEACH AND
ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

line home and school
to see how clean
to be. Then write
invite him to speak
Discuss the others
keep air clean (scientist,
manufacturers, factory workers.)

in board of jobs that use
people - dentist, doctor

What does in a Scientist's
Children can make a list
scientist would need.
draw or find pictures
This can be used as a
bulletin board. Example:
microscope, bunsin burner

begin a chart to be
at year. Add as they
their science units
show occupation they
relates to the science
these at the end of year.

be asked to find and
class how scientists
many workers do a

Children will realize that many
people work to keep the air clean.

Children will understand that
oxygen used by some workers in
World of Work.

Children will realize that
scientist need special tools.

Children will become aware of
five jobs involved with science

Children will understand that
scientists help workers do a
better job.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- | | | | |
|----|--|--|--------------------------|
| 6. | Discussion - What would our world be like if we had never had <u>one</u> scientist? (Cavemen perhaps still) | | Children will science do |
| 7. | Bring in jobs wanted section of the newspaper. | Large chart, tablet, marker pen, can also include cut | Children will five jobs |
| | a. Children use magic marker to circle out pictures from magazines. any job they feel would need scientific training of some kind. | Obtain books from the World of Work resource room and | |
| | b. Walk to a nearby gas station and see the way air is used, (ex. fire pumps, lift etc.) | set on a chalk tray; a Golden Encyclopedia would be excellent. | |
| | c. Interview the attendant with some predecided questions. This interview could be reported to other classes. | Newspapers, magic markers. | |

TEACH AND
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

What would our world be
if never had one scientist?
(perhaps still)

Children will appreciate what
science does for them.

wanted section of the
use magic marker to circle out pictures from magazines.

Large chart, tablet, marker
pen, can also include cut

Children will become aware of
five jobs involved with science.

they feel would need

specific training of some kind.

Obtain books from the World
of Work resource room and

a nearby gas station and

any way air is used, (ex. fire
lift etc.)

set on a chalk tray; a Golden
Encyclopedia would be excellent.

ask the attendant with some

Newspapers, magic markers.

prepared questions. This interview

reported to other classes.

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UNIT 3 - PLANT AND ANIMAL COMMUNITIES

TEACHER APPROACH AND
PUPIL ACTIVITIES

1. Children may dramatize the following situations:
All of the wild animals and birds are sick. Which scientist would be called on to help?
The children playing the parts of the scientists will be given time to research and find out who they are and what they would do. (Could be an assignment for children who always finish first.)
2. Children research information about a greenhouse. Make a bulletin board about all the related jobs.

REFERENCES AND MATERIALS

Example of scientists:
veterinarian, wildlife specialist, fish culturist, botanist, biologist, apiarist, forest ranger, ichthyologist, zoologist, entomologist

GOAL STATEMENT

Children will
workers who

CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 3 - PLANT AND ANIMAL COMMUNITIES

ACH A
ITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

dramatize the following

wild animals and birds

Which scientist would
n to help?

n playing the parts of
sts will be given time
and find out who they
t they would do. (Could
nment for children who
sh first.)

earch information about a

Make a bulletin board
related jobs.

Example of scientists:
veterinarian, wildlife
specialist, fish culturist,
botanist, biologist,
apiarist, forest ranger,
ithycologist, zoologist,
enthomologist

Children will become aware of
workers who work with animals.

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CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 4 - A GAS TO CONTROL FIRE

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

1. Invite a fireman to come and explain how an understanding of science helps firemen do a better job.

Children will understand the progress in development of equipment to protect our

2. Children could role-play:
- a. Fighting fires of long ago with the bucket brigade.
 - b. Fighting fires today using modern scientific equipment and methods. Be sure to emphasize the workers that were involved in producing the equipment. Also cooperation between scientists and manufacturers.

Buckets
children bring in their toy fire trucks to show the new scientific equipment to fight fires.

Same as above

3. Invite a speaker from a Fire Extinguishing Company to show the children about them. Tell about jobs of workers.

Akron Welding & Spring

Same as above

300

101

CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 4 - A GAS TO CONTROL FIRE

ACH AND
ITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

an to come and explain
standing of science helps
better job.

Children will become aware of
the progress science has made
in developing methods and
equipment to keep us safe and
protect our lives.

role-play:
fires of long ago with
brigade.
fires today using
scientific equipment and
Be sure to emphasize
ers that were involved
ing the equipment.
operation between scientists
facturers.

Buckets
children bring in their toy
fire trucks to show the new
scientific equipment to fight
fires.

Same as above.

ter from a Fire Extinguishing Akron Welding & Spring
ow the children about them.
os of workers.

Same as above

101

UNITS 5 & 6 - SPACE AND WEATHER

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. The teacher may read the booklet, <u>Space Jobs</u> , to the children. This will help clarify the jobs involved with space. Children could develop a bulletin board or notebook on this subject.	Peters, Jermen J. and Others. <u>Space Jobs</u> , Superintendent of Documents, U.S. Gov. Printing Office, Washington, D.C.	Children will have the space opportunities
2. Invite flight instructor to visit the class and talk about his job of teaching people to fly. Be sure to have him tell the children what they will need to learn in school to be qualified to take flying lessons. Have the children later write down all the advantages they can think of about this job. Would they like to do this?		Same as above
3. Ask the children if there are any jobs in which people need molds for their work? Have them research this. (Pharmacudical laboratories for penicilum.)		Children will learn some things that are of value
4. Children take turns being the class weatherman. Have them write on a chart paper what the weather is today and what they think it might be like tomorrow. (use observations of sky etc.) Have them bring in weather reports from the paper.	Chart Paper, Therometer, Barometer, Weather Vane, Newspaper.	

CAREER MOTIVATION GRADE 3 SCIENCE

UNITS 5 & 6 - SPACE AND WEATHER

ROACH AND
IVITIES

may read the booklet,
to the children. This
clarify the jobs involved
Children could develop
board or notebook on this

nt instructor to visit the
alk about his job of
ople to fly. Be sure to
ll the children what they
o learn in school to be
o take flying lessons.
ildren later write down
antages they can think of
job. Would they like to

ldren if there are any jobs
ople need molds for their
them research this.
cal laboratories for

ke turns being the class
Have them write on a
what the weather is today
ey think it might be like
(use observations of sky etc.)
ring in weather reports from

REFERENCES AND MATERIALS

Peters, Jermen J. and Others.
Space Jobs, Superintendent of
Documents, U.S. Gov. Printing
Office, Washington, D.C.

Chart Paper, Therometer,
Barometer, Weather Vane,
Newspaper.

GOAL STATEMENTS

Children will become aware that
the space program offers many
opportunities for jobs.

Same as above.

Children will realize that
some things in the world
that are considered useless
are of value to scientists.

UNIT 7 -- PULLEYS

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
<p>1. Children find pictures of people using pulleys in their work and paste them on tag board. Cut them up to make puzzles. Put in boxes and label them accordingly. Example: I am a pulley, I help in building your _____? Children may exchange puzzles.</p>	<p>Magazines, tag board, scissors, boxes.</p>	<p>Children will use the simplest ways in the</p>
<p>2. Obtain a set of pulleys and let the children experience the use of them. Have them ask their parents if they ever did a job using a pulley and then report that to the class.</p>	<p>Small pulley, scale to show less stress.</p>	<p>Children will use pulley for many jobs</p>
<p>3. Toy makers need to know about pulleys in making any toys. Example - Toy gas station, tow trucks, exrector sets, Tinker toys. Have children bring them to school for a display.</p>	<p>Toys Cooperative parents</p>	<p>Children will use the World with toys scientific pulley can inventive</p>
<p>4. Write a paragraph telling when you needed a pulley. Perhaps illustrate with a drawing.</p>		<p>To show the school help we might do</p>
<p>5. Ask the custodian to give a demonstration of how a pulley is used to raise the flag.</p>		<p>Same as above</p>

UNIT 7 - PULLEYS

TEACH AND
ACTIVITIES

and pictures of people using
their work and paste them
. Cut them up to make
t in boxes and label them
Example: I am a pulley,
building your _____?
exchange puzzles.

of pulleys and let the
experience the use of them.
Ask their parents if they
job using a pulley and then
to the class.

need to know about pulleys
y toys. Example - Toy
tow trucks, extrector sets,
Have children bring them
r a display.

graph telling when you
ley. Perhaps illustrate
ng.

odian to give a demonstration
ley is used to raise the flag.

REFERENCES AND MATERIALS

Magazines, tag board,
scissors, boxes.

Small pulley, scale to show
less stress.

Toys
Cooperative parents

GOAL STATEMENTS

Children will discover that the
simplest tool is used in many
ways in the World of Work.

Children will understand that
many jobs in the World of Work
use pulleys.

Children will become aware of
the World of Work when playing
with toys and understand how a
scientific knowledge of the
pulley can help us to be more
inventive in our play.

To show that what we learn at
school helps in the jobs that
we might do now.

Same as above

UNITS 8 & 9 - SOUNDS OF LIFE - YOUR LIVING SKIN

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
<p>1. The teacher suggests that many workers who work directly or indirectly to help us keep healthy. (hearing aid manufacturers), (eye glass manufacturers), (doctors, dentist etc.) Bulletin board, chart or list can be made. Child could also keep his own list over a day or week and report to the class at the end of the week.</p>		Children will understand the importance of workers in our society and how they contribute to the economy.
<p>2. Invite the speech therapist from the school to come to the class and tell about her job and the training she needs.</p>		Children will understand the importance of health workers in our society and how they contribute to the economy.
<p>3. Make a finger print of each child's finger and use for a bulletin board. Invite a policeman to tell children about the large operation of finger printing and how it helps us.</p>	Ink pad, paper, Encyclopedia, talk to family doctor or parent.	Children will understand the importance of honest people in our society and how they contribute to the economy.
<p>4. Invite a lifeguard to the class to demonstrate how you give artificial respiration. Have him tell about the duties and responsibilities of his job. What did he have to do to get the job?</p>		Children will understand the importance of some jobs in our society and how they contribute to the economy.
<p>5. Children find out what laryngitis is and what causes it. Report this to class. What jobs would this disease most effect.</p>		Children will understand the importance of that job in our society and how it leads to the economy for some of us.

UNITS 8 & 9 - SOUNDS OF LIFE - YOUR LIVING SKIN

ACH AND
TIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

suggests that many workers
ctly or indirectly to help
ny. (hearing aid manufac-
glass manufacturers),
tist etc.)
l, chart or list can be
could also keep his own
y or week and report to
the end of the week.

eech therapist from the
e to the class and tell
and the training she

print of each child's
e for a bulletin board.
ceman to tell children
ge operation of finger
ow it helps us.

guard to the class to
ow you give artificial
Have him tell about
responsibilities of
t did he have to do to

out what laryngitis is
es it. Report this to
jobs would this disease

Ink pad, paper,
Encyclopedia, talk to
family doctor or parent.

Children will become aware of
workers involved in the World
of Work and health.

Children will realize that the
health World of Work exists in
school for them so they can do
a better job.

Children will realize that dis-
honest people cost the business
world money and that the study
of finger prints can help us
cut down dishonesty.

Children will understand that
some jobs require a special
training and we need to prepare
ourselves for these jobs.

Children will become aware
that job disability sometimes
leads to retraining of workers
for some other work.

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

6. Have a discussion about how a heart condition could effect your choosing a vocation. What could you do for a living if you did have such a condition?
(Concept: Health effects job selection)

Children will
health some
thinking wh
a life work

TEACH AND
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

Discussion about how a heart
condition could affect your choosing
a job. What could you do for a
person who did have such a condition?
(Health effects job selection)

Children will discover that their
health sometimes determines
their thinking when selecting a job for
a life work.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- | | | |
|--|--|---|
| <p>1. Obtain some pond water after a hike to a park or have a child bring it in. Also obtain some faucet water to study. Observe both under a microscope. (Be sure to discuss the workers who cleanse our drinking water supply.) Add some straw to water and let it sit about 2 weeks - Do not shake or disturb. Observe how the bacteria have grown. Add soap to water. Pollution kills the water life. Scientists and others must work to keep our city water clean and ponds unpolluted.</p> | <p>Pond Water, Faucet Water, Microscope, Bioscope, Straw, soap, eyedropped to fill welled slide.</p> | <p>Children will have connection to science study use this in World of Work water clean</p> |
| <p>2. Have children think of jobs that are connected with insects. Example - bee-keeper, Exterminator, Silk Worm grower, Praying Mantis Supplier, etc. Then make reports on these workers. Put them together in a scrapbook with a picture or drawing and title it World of Work and Creepy Crawlers. This could be placed in the school library. Also, this could make a bulletin board.</p> | <p>Encyclopedias, Book on Insects, Scrap book, paper, crayons and pencils.</p> | <p>To create a connection with children about world of man and relates to</p> |
| <p>3. Send for or have the children find a Praying Mantis egg case. Raise some. Be sure to have them enclosed tightly. After they hatch you can send them home to the woods or field. Job: There is a big business of raising Praying Mantis for farmers for insect control. Explain that there are other insects used this way also. (Lady Bug)</p> | <p>Container, Praying egg case</p> | <p>Refer to la</p> |

UNITS 10 & 11 - LIFE IN THE POND - INSECTS

CH AND
TIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

nd water after a hike
ave a child bring it in.
me faucet water to study.
nder a microscope. (Be
s the workers who cleanse
ater supply.) Add some
and let it sit about
ot shake or disturb.
e facteria have grown.
ter. Pollution kills
. Scientists and others
eep our city water clean
lluted.

Pond Water, Faucet Water,
Microscope, Bioscope, Straw,
soap, eyedropped to fill
welled slide.

Children will appreciate the
connection between their
science study and people who
use this information in the
World of Work to keep our
water clean.

think of jobs that are
insects. Example -
terminator, Silk Worm
g Mantis Supplier, etc.
rts on these workers.
her in a scrapbook with
rawing and title it
and Creepy Crawlers.
placed in the school library.
ld make a bulletin board.

Encyclopedias, Book on
Insects, Scrap book, paper,
crayons and pencils.

To create an understanding in
children about the interdependence
of man and insects and how this
relates to the World of Work.

ve the children find a
egg case. Raise some.
ve them enclosed tightly.
ch you can send them
ods or field. Job:
business of raising
for farmers for insect
ain that there are other
his way also. (Lady Bug)

Container, Praying egg case

Refer to last activity.

FIELD TRIPS

1. Visit a science laboratory.
Could be done on trip to Lawson Co. because they have one.
Also, could be a dental laboratory in cooperation with Health unit on teeth.
2. Akron, Canton Airport (Both for weather and space unit).
3. Visit a greenhouse or nursery.
4. Nature Walk through local park (Prefer one with a pond) Arrange for a naturlist if possible.
5. Seiberling Nature Center.

SPEAKERS

1. Speaker from Goodyear Aerospace (designer) Tell how aircraft are designed and built.
2. A flight instructor from local airport.
3. Bee Supplier (A. I. Root Co. Medina)
4. An exterminator.
5. A life guard or Red Cross Representative.
6. A fireman
7. A naturalist from local park.

BOOKS

You Visit An Airport - Meshover	Let's Go To a Rocket Base
How Weather Affects Us - Provus	What Will The Weather Be - Barr
How Airplanes Help Us - McCall	Clean Streets, Clean Water, Clean Air - B
Come to Work With Us In Aerospace	Wings and Wheels - Barr
Come to Work With Us In An Airport	The First Book of Machines - Buehr
What Happens When You Travel By Plane - Shay	Let's Find Out About Tools - Wiesenthal

FILMS

Board of Education

336 An Airplane Trip By Jet
862 Engines and How They Work
964 What's So Important About the Wheel
1062 Frontiers In Space
1275 Toward the Filded Age - Inventions and Business
1588 Oceanography
295 Ohio's Water Wealth

FILM STRIPS

FS1791 How an Astronaut Lives In Space
SFS310 Methods and Tools of Astronomers
FS1195 How the Sea Helps Us

World of Work Room

Machines that Made America Grow
Americans at Work

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OBJECTIVES:

1. The learner will develop an awareness of the necessity of learning basic skills of mathematics in order to function successfully in the work world today and tomorrow.
2. The learner will become aware of many vocations that involve one or more phases of math.

CONCEPTS:

1. To learn about using money in addition and subtraction.
2. To learn to use linear, dry, or liquid measure to solve everyday problems in work or hobbies.
3. To learn to use the element of time and understand its importance to the world of work.
4. To learn basic estimating of math without use of a pencil and paper as an important part of many jobs.

UNIT 1 - OVERALL

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATE</u>
1. Ask children if anyone in the family used math last night. a. Describe the situation.		Children w important
2. Girls may ask their mothers how they use math in their jobs. Boys ask their fathers the same questions. Children report their findings to class.		Children w importance in the bus parents.
3. The Math Vine: Teacher draws on a long strip of paper a vine minus the leaves. Leaves are cut from green paper. As the children study math throughout the year, the different jobs that come to mind can be recorded on the leaves.	Brown paper, a long strip of bulletin board or area to post, green construction paper.	Children w jobs that knowledge
4. Compare different ways numbers are used in various types of work by role-playing. Example: Mr. Kelly is a kitchen remodeler. He is working for Mr. and Mrs. White. Mrs. White is a teacher and Mr. White is a baker. Children then explain how these three people use numbers and how these numbers are used in different ways.	Invite any parent to come to school, to explain to the children the many reasons why they need all the math skills they learned in school to be successful both in the home and on the job.	Children w there are math is us Work.

UNIT 1 - OVERALL

TEACHING ACTIVITIES

if anyone in the family
last night.
the situation.

ask their mothers how they
do their jobs. Boys ask
the same questions.
Report their findings to class.

Use:
Cut on a long strip of paper
the leaves. Leaves are
green paper. As the children
throughout the year, the
jobs that come to mind can
be on the leaves.

Different ways numbers are
used in various types of work by

Example: a kitchen remodeler,
a plumber for Mr. and Mrs.
White. White is a teacher
and White is a baker.
When explain how these
people use numbers and
how numbers are used in
different ways.

REFERENCES AND MATERIALS

Brown paper, a long strip
of bulletin board or area
to post, green construction
paper.

Invite any parent to come to
school, to explain to the
children the many reasons why
they need all the math skills
they learned in school to be
successful both in the home
and on the job.

GOAL STATEMENTS

Children will state how math is
important to their family.

Children will understand the
importance and uses of math
in the business world of their
parents.

Children will become aware of
jobs that require a working
knowledge of math.

Children will become aware
there are many ways in which
math is used in the World of
Work.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
<p>5. Children make floats out of shoe boxes illustrating a job they may be interested in.</p> <p>a. Show on the float how that job may involve a math skill.</p> <p>b. Write a short paragraph on an index card explaining ways they would use math. Attach this to the float.</p>	<p>Shoe box, construction paper, kleenex flowers, tiny dolls or animals, rocks or anything made by hand to show this idea.</p>	<p>Children will understand any job involves math.</p>
<p>6. Children conduct interviews with school personnel. Assign one child to each worker.</p> <p>Example: Lunch lady, custodian, teacher, secretary, librarian, Principal.</p> <p>Question: How do you use math on your job?</p> <p>The child writes the responses and reports to the class.</p>	<p>Paper and pencils</p> <p>Invite school personnel to tell class how they use math on the job or invite a high school distributive education student who might be working part time on a job to tell the children how he uses the math he learned in school doing his job.</p>	<p>Children will understand how math is necessary in the World of Work.</p> <p>Operating a business.</p>
<p>7. Have a committee of boys report how numbers are used in sports. One committee could take baseball, another basketball, and another football.</p>		<p>Children will understand how numbers are used in sports.</p>

TEACHER AND
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

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the float how that job
olve a math skill.

short paragraph on an
ard explaining ways they
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duct interviews with
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, custodian, teacher,
librarian, Principal.
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he class.

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used in sports. One
ould take baseball, another
and another football.

Shoe box, construction paper,
kleenex flowers, tiny dolls
or animals, rocks or anything
made by hand to show this idea.

Paper and pencils

Invite school personnel to
tell class how they use math
on the job or invite a high
school distributive education
student who might be working
part time on a job to tell the
children how he uses the math
he learned in school doing his
job.

Children will understand that
any job involves math.

Children will discover math
is necessary to keep their
World of Work, the school,
operating effeciently.

Children will discover that
in sports the skill of using
numbers is necessary.

UNIT 2 - MONEY

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

1. Set-up a play store in one area of the room.
 - a. Children bring in empty containers and cans to place in the store.
 - b. Children go to the store to buy things.
 - c. A child may be the cashier and have a toy cash register if possible.
 - d. Have a grocery boy packer, and carry-out.
 - e. Include in this the job of the stock boys that replenish shelves.
 - f. Bring in the job of the store manager and other office workers.
 - g. Many life-like problems can be experienced in this type of activity.

Play money, empty cartons, and cans, toy cash register, bags, book shelves if possible

Visit a large store or super-market.

Children will use a grocery store each job related to math.

2. Children scan the newspaper for stories or advertisements that contain dollars and cents. They can bring them to school and ask other children to read them, or they can tell how money is being used in the business world.

Newspaper, magazines

Children will use dollars and cents active use. Through newspaper advertisements will display reading dollars understanding in the World.

UNIT 2 - MONEY

TEACHER AND
ACTIVITIES

Play store in one area of
 Play with empty
 cans and cans to
 in the store.
 Children go to the store
 for things.
 Children may be the cashier
 and have a toy cash register
 available.
 Children as grocery boy packer,
 and carry-out.
 Children in this the job of
 stock boys that replenish
 shelves.
 Children in the job of the store
 clerk and other office workers.
 Children life-like problems can be
 presented in this type of
 activity.

Use the newspaper for
 advertisements that
 show dollars and cents. They
 bring them to school and ask
 children to read them, or
 explain how money is being
 used in the business world.

REFERENCES AND MATERIALS

Play money, empty cartons,
 and cans, toy cash register,
 bags, book shelves if possible
 Visit a large store or super-
 market.

Newspaper, magazines

GOAL STATEMENTS

Children will demonstrate jobs in
 a grocery store and explain how
 each job requires a knowledge of
 math.

Children will practice reading
 dollars and cents and show its
 active use in the World of Work.
 Through practice reading news-
 paper advertisements children
 will display facility for
 reading dollars and cents and
 understanding its active use
 in the World of Work.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
3. Children bring in price tags off of their mother's purchases, then use toy money to show this amount. Play store clerk, having some child check the amount for correctness.	Price tags, play money	Children will use coins and bills and will help
4. Play cafeteria. a. Use food models from the Dairy Council or have children bring in pictures of food from magazines. b. Have children make a menu on a board listing prices of food items. c. Then children purchase a meal and different children go to the board and add up the total bill.	Magazines, pictures, food models from Dairy Council.	Children will use math as a cashier
5. Children cut out or draw pictures of people using money in the World of Work. Use these to construct a bulletin board showing the part money plays in the World of Work. All pictures could be mounted on green paper facsimiles of dollar bills or dollar bills could be turned into figures in their drawings.	Bulletin board, green paper	Children can write which money business would need correctly.
6. Children play banker. Show how deposits are made, checks written, interest on savings & loans, etc.	Blank checks, adding machine, cash register, play money	To show how a banker is involved in

TEACH AND
ACTIVITIES

g in price tags off of
s purchases, then use
show this amount. Play
having some child check
r correctness.

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models from the Dairy
or have children bring
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ldren make a menu on a
sting prices of food

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d and add up the total

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money in the World of
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d showing the part money
World of Work. All
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eir drawings.

banker. Show how
made, checks written,
avings & loans, etc.

REFERENCES AND MATERIALS

Price tags, play money

Magazines, pictures, food
models from Dairy Council.

Bulletin board, green paper

Blank checks, adding machine,
cash register, play money

GOAL STATEMENTS

Children will learn to identify
coins and learn why "money" math
will help you in the World of Work.

Children will demonstrate that
we use math as a purchaser and
as a cashier.

Children given the opportunity,
can write at least ten ways in
which money is used in the
business world and realize they
would need to work with it
correctly.

To show children different jobs
of a banker and how math is
involved in all of them.

UNIT 3 - TIME

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Children ask their parents how they need to know time on their job.	Paper and pencil	Children will be able to use a clock of using a clock in the World of Work.
2. Small groups of children conduct interviews around school to find out how the workers use the skill of telling time. Contact the secretary, lunch lady, custodians, teachers, and principal. Allow time for children to tell the class their discoveries.		Children will be able to use a clock of using a clock in the World of Work.
3. Make a simple ditto on which the child is to mark down the time of certain activities. Include in this the time of lessons, getting up time, meal time, bed time, church or club activities, practices, et. Along with this be sure to stress punctuality as an important attribute and how this is important in the business world.	Ditto with headings such as: getting up time, breakfast time, etc.	Creating a habit of using a clock will recognize punctuality in the World of Work.
4. Use role playing to show the importance to you and others of getting somewhere on time. Example: a. Doctor is to perform a serious operation and he arrives late. b. The fireman is late to a fire, etc.	Puppets (optional)	Children will understand the importance of time themselves and how this affects their work in the World of Work.

UNIT 3 - TIME

TEACH AND
ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

their parents how they
time on their job.

Paper and pencil

Children will explain the importance
of using and understanding time in
the World of Work.

of children conduct
pound school to find
workers use the skill
me. Contact the
lunch lady, custodians,
principal. Allow
children to tell the class
stories.

Children will explain the importance
of using and understanding time in
the World of Work.

ditto on which the
mark down the time of
activities. Include in this
lessons, getting up time,
d time, church or club
practices, 'et. Along
sure to stress punctuality
nt attribute and how this
in the business world.

Ditto with headings such as:
getting up time, breakfast
time, etc.

Creating a time schedule children
will recognize the importance of
punctuality and scheduling in the
World of Work.

ing to show the importance Puppets (optional)
ners of getting somewhere
mple:

Children will recognize the
importance of promptness to
themselves and others and how
this effects those with whom
they work or do a service.

s to perform a serious
n and he arrives late.
man is late to a fire,

UNIT 4 - ESTIMATION

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

1. Study estimations in math,
 - a. role playing can be used to illustrate many situations that arise in the World of Work. When you want to compute an answer and would be without pencil and paper.
Example:
 - a. Perhaps you are a truck driver and you have to estimate the amount of miles to the next truck stop and the amount of gas you believe is left in the gas tank.
 - b. suppose you are a painter in a paint store buying paint for a job and there are three brands of paint. You might want to estimate in your head which would be cheaper if one came only in gallons and another was priced by the quart.

Obtain two different size containers with a price or draw them on the board for an illustration.

Children will of the math can be done instead of and that so necessary d

CAREER MOTIVATION GRADE 3 MATH

UNIT 4 - ESTIMATION

TEACH AND
ACTIVITIES

Estimations in math,
estimating can be used to
create many situations
to use in the World of
Math. When you want to
find an answer and would
not use pencil and paper.

If you are a truck driver
you have to estimate the
number of miles to the next
gas station and the amount of
gas you believe is left in
the tank.

If you are a painter in
a hardware store buying paint for
a job and there are three brands
to choose from. You might want to
decide in your head which
brand is cheaper if one came
in 5-gallons and another
in 1-gallon priced by the quart.

REFERENCES AND MATERIALS

Obtain two different size
containers with a price or
draw them on the board for
an illustration.

GOAL STATEMENTS

Children will realize that much
of the math they are learning
can be done by estimation,
instead of pencil and paper,
and that sometimes this is
necessary on a job.

UNIT 5 - MEASURE

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATE</u>
<p>1. Discuss how different jobs depend on scales. Have children take turns weighing objects and pretend they are fruit or vegetable peddlers, butchers, etc.</p>	<p>Scales</p>	<p>Children w of being a pounds and</p>
<p>2. Children may bring in some of their mother's recipes. Using water and sand they can show how they would measure the ingredients in a recipe. Children discuss other jobs that require measurement. Example: Pharmacist, chemist, chef, etc.</p>	<p>Spoon measures, measuring cup, pint and quart containers sand, water and pans</p>	<p>Children w of learnin and how th</p>
<p>3. Have a child bring in a child's pattern. Pattern, tape measure</p> <ol style="list-style-type: none"> On an overhead write one line of measurements. Using a tape measure, have a child show how to find these measurements. Also, have a child measure another child. Discuss many jobs people do that require a knowledge of using linear measure. Example: pattern makers clothing mfg mothers who sew yard goods sales clerk, etc. 	<p>If you notice any workmen doing a construction job in the neighborhood, walk to the site and have the children ask and observe how math is being used. Be sure to secure permission ahead of time.</p>	<p>Given a li linear mea occupation their impo and other</p>

CAREER MOTIVATION GRADE 3 MATH

UNIT 5 - MEASURE

PROC AND
ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

different jobs depend on
the children take turns
objects and pretend they are
vegetable peddlers, butchers,

Scales

Children will understand the necessity
of being able to read and understand
pounds and ounces.

bring in some of their
pipes. Using water and
to show how they would
ingredients in a recipe.
discuss other jobs that
require measurement. Example:
chemist, chef, etc.

Spoon measures, measuring
cup, pint and quart containers
sand, water and pans

Children will discover the necessity
of learning dry and liquid measures
and how this fits into World of Work.

bring in a child's pattern. Pattern, tape measure
overhead write one line
measurements.

If you notice any workmen
doing a construction job
in the neighborhood, walk
to the site and have the
children ask and observe
how math is being used.
Be sure to secure permission
ahead of time.

Given a list of occupations and
linear measures used in each
occupation, the child can relate
their importance to the teacher
and other class members.

tape measure, have a
show how to find these
measurements.
have a child measure
a child.
many jobs people do
require a knowledge of
linear measure.
: pattern makers
clothing mfg
mothers who sew
yard goods
sales clerk, etc.

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

4. As homework, children measure their bedroom or bed; the width, length, and height.

Next day discuss workers who made the bed or cut the wood for the bedroom and how these workmen had to use their knowledge of measure they had learned in school. What would we call these workers? (carpenters or cabinet makers)

rulers and yard sticks

Give a list of linear measurements, occupations, their importance, and other

5. Have a box containing slips of paper on which is written the name of an occupation or worker. The children take turns pulling out the slips and telling the class how this worker might use measure.

Example: Chef

Carpenter
Dressmaker
Plumber
Electrician
Landscape, etc.

box, paper

Given a list of linear measurements, occupations, their importance, and other

TEACHER AND
ACTIVITIES

children measure their
width; the width, length,

discuss workers who made
cut the wood for the
show these workmen had
knowledge of measure
learned in school. What
do these workers?
(for cabinet makers)

containing slips of
paper on which is written the name
of the occupation or worker. The
teacher turns pulling out
slips and telling the class
what the worker might use measure.

carpenter
cabinetmaker
joiner
electrician
plumber, etc.

REFERENCES AND MATERIALS

rulers and yard sticks

box, paper

GOAL STATEMENTS

Give a list of occupations and
linear measures used in each
occupation, the child can relate
their importance to the teacher
and other class members.

Given a list of occupations and
linear measures used in each
occupation, the child can relate
their importance to the teacher
and other class members.

UNIT 6 -- VALUES AND SELF CONCEPT

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATE</u>				
<p>1. <u>Continuum</u></p> <hr/> <table border="0"> <tr> <td>Tightwad</td> <td>Spendthrift</td> </tr> <tr> <td>Tom</td> <td>Sam</td> </tr> </table> <p>Describe Tom and Sam. Children put themselves on a continuum near the person they are most like or would like to be like.</p>	Tightwad	Spendthrift	Tom	Sam	Chalk and blackboard	Children w importance decisions of money.
Tightwad	Spendthrift					
Tom	Sam					
<p>2. <u>Rank Order</u> If you had \$10 to spend would you buy</p> <p>_____ candy _____ toys _____ books _____ bike _____ food _____ savings</p> <p>Children rank each group from most to least important -- to them.</p>	Blackboard or overhead so children can see, but answers are oral.					
<p>3. I am proud that with my money I _____.</p> <p>If I had \$10 I would _____.</p> <p>Money is important because _____.</p>	paper and pencil or orally (optional)					

UNIT 6 -- VALUES AND SELF CONCEPT

TEACH AND
ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

Chalk and blackboard

Children will become aware of the importance of making thoughtful decisions related to the spending of money.

Spendthrift
Sam

and Sam. Children put
a continuum near the
are most like or would
like.

0 to spend would you

Blackboard or overhead so
children can see, but answers
are oral.

ady
ys
ks
te
d
ings
t each group from most
rtant -- to them.

at with my money I

paper and pencil or orally
(optional)

I would _____.

rtant because ____.

BOOKS

How Schools Help Us-Benefic
 How People Live In The Big City - Benefic
 What Daddies Do
 What Girls Can Be
 Come To Work With Us In House Construction - Children's Press
 What Do People Do All Day
 Let's Go To A Rocket Base
 Let's Go To A Supermarket
 Let's Go To A Library
 Let's Go To Watch a Building Go Up
 Computers by Fred Steinberg - Franklin Watts, Inc.
 First Book of Supermarkets

PICTURES FOR DISCUSSION

Modern Worker - Set 1 and 2 - Instructor Pub.

FILMS

Board of Education
 1194 Money In the Ba
 1199 Economics - It
 962 Formulas in Ma
 1275 Toward the Gild
 Inventions ar

FILM STRIPS

Board of Education
 FS1377 Money Exper
 FS1619 The Story of
 FS1617 The Story of
 FS1702 Playing Co
 FS1413 The Food St
 FS1697 Going Down
 FS1501 Why We Use

WORLD OF WORK

Either series: Fath
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 The Big City - Benefic
 In House Construction - Children's Press

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1 and 2 - Instructor Pub.

FILMS

Board of Education

- 1194 Money In the Bank and Out
 1199 Economics - It's Elementary
 962 Formulas in Mathematics
 1275 Toward the Gilded Age -
 Inventions and Business

FILM STRIPS

Board of Education

- FS1377 Money Experiences
 FS1619 The Story of Money
 FS1617 The Story of Time Measurements
 FS1702 Playing Community Helpers
 FS1413 The Food Store
 FS1697 Going Downtown
 FS1501 Why We Use Money

WORLD OF WORK

Either series: Fathers Work - Publisher
 Mothers Work - I.F.C.

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