

DOCUMENT RESUME

ED 137 625

CE 010 939

TITLE Career Education Consulting Package. Pack IV. Intermediate.

INSTITUTION Marshall Univ., Huntington, W. Va.; Regional Education Service Agency, Region 5, Parkersburg, W. Va.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

PUB DATE Feb 76

NOTE 37p.; For related documents see CE 010 936-941

AVAILABLE FROM West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, \$10.00)

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.

DESCRIPTORS \*Career Education; \*Consultants; \*Curriculum Development; Group Relations; Intermediate Grades; Measurement Instruments; \*Program Planning; Resource Guides; Resource Materials; \*Teacher Workshops; Workshops

ABSTRACT

This career education consultant package, designed for use with staff at the intermediate grade level, is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, was used as a reference work for the packages.) This package contains resource materials for use by the consultants, suggestions for display articles at inservice meeting workshops, a form for analysis of personal behavior in groups, statement of career education goals, and other handouts for teachers to use in helping students' personal and vocational development. (TA)

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STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG,  
WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V  
Regional Education Service Agency  
Career Education Project  
1210 Thirteenth Street  
Parkersburg, West Virginia

West Virginia Department of Education  
Bureau of Vocational, Technical and Adult Education  
Charleston, West Virginia

and

Marshall University  
Huntington, West Virginia

INTERMEDIATE CAREER EDUCATION CONSULTANT PACKAGE

2-3

1

## General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

## How to find transparencies and handouts

All transparencies and handouts numbered with the letter I can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

## CONSULTANTS PACKAGE

### INTERMEDIATE

#### I. Introduction — Handouts:

- A. HI1 - Analysis of Personal Behavior In Groups - (Work with the group)
- B. HI2 - Drop-out Formula
- C. H5 - "I May Be Educated Beyond My Intelligence"
- D. H6 - "I Taught Them All"
- E. HI3 - A Kid's Lament: "If I Ran The . . ."

#### II. A. General Information

- 1. Consultant could read page 1 and 2 of Career Education Curriculum Materials Resource Guide.
- 2. Career Education Curriculum Materials Resource Guide, paragraphs 1, 2, and 3 of page 5.
- 3. Career Education Curriculum Materials Resource Guide, paragraphs 1 and 2 of page 6 (Definition of Career Education).
- 4. a. Overhead TI1 Levels of Career Education  
b. Handout - H7 Career Education (from A Study of Elementary and Secondary Career Education In Lincoln County by Dr. LeVene A. Olson).  
c. Handout - HI4 Doodle Sheets

#### B. Background Information

- 1. Justification For Career Education page 3 of Career Education Curriculum Materials Resource Guide
  - paragraph 1 - Growing . . . . work
  - 2 - Because . . . . future
  - 3 - The public . . . . work
  - 4 - The cost . . . . society
  - 5 - Schools . . . . the student
- 2. Overhead - TI2 - The Career Education Implementation Process from Career Education (U. S. Office of Education Marland) page 95.
  - Handouts - H8 - Community Resource Questionnaire
  - HI5 - "A Plan For Career Education"
  - H2 - N.E.A. Journal, January, 1975 "Straight Answers On Career Education"
  - H9.28, 9.29, 9.30 and 9.31 - "Where Are We Going?" from Bill Cheshire - Fall 1974 Thinking Of Bringing Career Education To Your System
  - H10 - RESA V - "Career Education Today"
  - H11 - "Educational Goals for West Virginia"

#### III. Specific Information

- A. A Study of Elementary and Secondary Education In Lincoln County — page 34, paragraphs 1, 2, 3 and 4 Career Awareness, utilizes the careers, Community.

The structure for grades, International In The Career Education — illustrated — the value, role playing.

- B. Personal Experiences and/or Resource Person.
- C. Module could be used from Career Education Curriculum Materials Resource Guide (if lacking own experience).
- D. Mini Production Film - Health, Catalog #100.
- E. Handouts -
  - 1. H4 - Specialized Teaching Fields and Related Careers (Subject Clusters)
  - 2. HI6 - When I was little I . . .

#### IV. Correlation of Subjects

- A. Career Education Curriculum Materials Resource Guide, page 9, make visual of chart only Integration and Correlation of Primary - Interim Level.
- B. Refer to paragraphs 1, 2 and 3 on page 9 in the Career Education Curriculum Materials Resource Guide to explain visual chart from the same page.
- C. Include for Handout H4 - Correlation with other subject areas:
  - 1. Music
  - 2. Art
  - 3. History . . . . etc.

#### V. Summary

The following is a printed list of primary materials that are available from: Catalog of Career Education Materials and Supplement, Regional Education Service Agency, Career Education Project, 1210 Thirteenth Street, Parkersburg, West Virginia 26101.

	<u>Catalog No.</u>
<b>A. <u>Books</u></b>	
1. "Careers In A Bank"	86
2. "Careers In Baseball"	89
3. "Careers In Computers"	91
4. "Careers With A Television Station"	96
<b>B. <u>Games</u></b>	
1. Workers' Charades Game	218
2. Auction Game	223
<b>C. <u>Kits</u></b>	
1. Popeye Awareness Library	72
<b>D. <u>Films</u></b>	
1. The Kingdom of Could Be You	
a. Health	3321
b. Personal Service	3311
2. When You Grow Up - Mini Productions	
a. Health	100
b. Natural Resources	101

D I S P L A Y

Articles that would be suitable for display at in-service meetings to be ordered from:

Catalog of Career Education Materials and Supplement

Regional Education Service Agency, Region V  
Career Education Project  
1210 Thirteenth Street  
Parkersburg, WV 26101

I. Books

p 3 - Lerner Publications Co., Minneapolis, Minnesota (set of 12)

Suggested titles: <u>Careers In A Bank</u>	#86
<u>Careers In Printing</u>	#93
<u>Careers With An Airline</u>	#88

II. Brochures or Pamphlets

p 6 <u>Suzy Likes Music</u>	#129
<u>Willie Likes Social Studies</u>	#130
<u>Career Education Today!</u>	

III. Films

p 9 The Kingdom of Could Be You (Series of 16)

Suggested titles: <u>Health</u>	#3321
<u>Public Service</u>	#3322
<u>Consumer Homemaking</u>	#3314

p 10 When You Grow Up (Series of 5)

May display or use anyone of these as it would fit into your program.

IV. \*Film Kits

p 12 - The Most Important Person Series (set of 6 kits - may use one or more).

Suggested title: <u>Identity Kit</u> - (Contains teacher's guide, records, six posters, four song cards, and six films)	#3310
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## V. \*Filmstrip Kits

(Filmstrips and Cassettes)

p 17	<u>Career Awareness</u>	#125
	<u>Mothers Work Too</u>	#107
	<u>Transportation</u>	#284

\*(Used as a display item or perhaps in a carrel for teachers to view if they wish.)

## IV. Kits

p 23 (A kit with books, puppets, filmstrips, games, cassettes and other materials organized in a teaching-learning format. Correlated materials can be used to show how this can easily be fused into subject matter areas).

Suggested title: Hannibal Hippo - Read Me A Story Series - #229

## VII. Manuals

(To have at each display)

A. Career Education Curriculum Materials Resource Guide, Region V, WV

B. A Study of Elementary and Secondary Career Education in Lincoln County, by Dr. LeVene A. Olson

(Books to be ordered from other sources)

C. Career Education: A Handbook for Implementation, U. S. Department of Health, Education and Welfare, Elliot L. Richardson, Secretary, Office of Education, Sidney P. Marland, Jr., Commissioner, order

Superintendent of Documents  
U. S. Government Printing Office  
Washington, D. C. 20402 - Price 55¢

D. Career Education, What It Is

By Kenneth B. Hoyt, Rupert N. Evans, Edward Mackin, Gaith

Mangum -- order - Olympus Publishing Company  
937 East Ninth South  
Salt Lake City, Utah 84102 - Price \$4.00

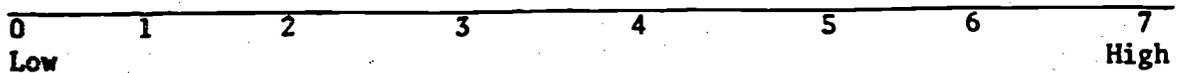
ANALYSIS OF PERSONAL BEHAVIOR IN GROUPS

Directions

This form is designed to help you think about your behavior in groups (such as meetings and committees). First, read over the scales and on each one place a check indicating the place on the scale that describes you when you are at your best. Label this mark "B". Do the same for the point that describes you when you are at worst. Mark this check "W".

After marking all the scales, pick out the 3 or 4 along which you would most like to change. On these scales draw an arrow above the line to indicate the desirable direction for changing your behavior.

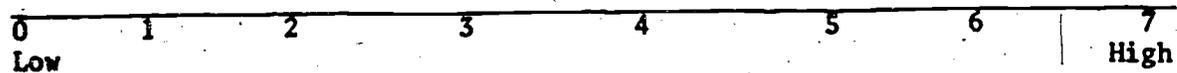
1. Ability to listen to others in an understanding way.



2. Ability to influence others in the group



3. Tendency to build on the ideas of other group members.



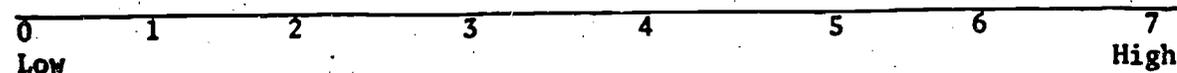
4. Likely to trust others



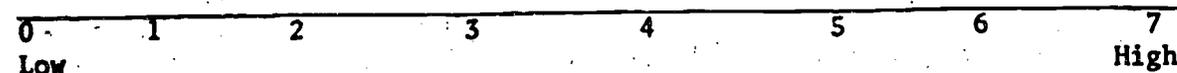
5. Willingness to discuss my feelings (emotions) in a group.



6. Willingness to be influenced by others.



7. Tendency to run the group.



8. Tendency to seek close personal relationships with others in a group.

0 1 2 3 4 5 6 7  
 Low High

9. My reaction to comments about my behavior in a group.

0 1 2 3 4 5 6 7  
 Low High

10. Awareness of the feelings of others.

0 1 2 3 4 5 6 7  
 Low High

11. Degree of understanding why I do what I do.

0 1 2 3 4 5 6 7  
 Low High

12. Reaction to conflict and problems in the group.

0 1 2 3 4 5 6 7  
 Low Tolerance High Tolerance

13. Reaction to expressions of affection and warmth in the group.

0 1 2 3 4 5 6 7  
 Low Tolerance High Tolerance

14. Reaction to opinions opposed to mine.

0 1 2 3 4 5 6 7  
 Low Tolerance High Tolerance

## D R O P O U T F O R M U L A

by

Keith Smith

If you start with a subject that is from an ethnic group (especially black) is from the wrong neighborhood, a broken or impoverished home and/or has difficulty communicating in the vernacular, the formula works much better. The effective time of reaction will be at a direct inverse relationship to the number of variables given above.

Therefore, this example will utilize the most difficult subject to work with; a white, middle-class, anglo-saxon, protestant from a good home.

Start with one healthy, eager, active, alert child. Orient this child very quickly. Make certain there is a clear awareness that there is a time for work and a time for play and the two do not mix. It is imperative that he knows all rules (for they are many and cover all situations). Most importantly the concept of inactivity and quiet must be impressed upon him.

Schools are organized for administrative ease. So, he must realize that inspite of all the talk he hears about individuals and individual needs the individuals must all progress at the same rate (to excell is considered acceptable in some situations). If he lags behind he may have to be seperated from the group and most certainly will not be suitable material for college.

Feelings can be expressed if they are good feelings and are not in allegro fashion. At all cost he must be taught the value of competitiveness so he can exist in a cooperative society. Obviously those most competative are given greater attention than those who do not or can not compete well.

If at any point he asks, "Why do I have to study this stuff?" assure him he will need it in the next grade and then chastize or embarass him. Be sure to tighten down the screws on him during puberty and as he attempts to reestablish his self image. Should he ask about his physical developemnt and increases sexual interest be strong and silent regardless of how sincere or intent this interest.

In the event that his interest in school lessons use the proper reinforcement techniques, tell him to straighten up. Be certain no responsibilities are given to him for he certainly could not handle it.

Should all else fail place him in the most rigid teacher's class, this is for his own good and if he has interest in extra curriculum activities disqualify him for them.

As a last effort assure him he is no good, never will be and suspend him for three days. If not effective upon first trail repeat until reaction is complete.

## A Kid's Lament:

## IF I RAN THE



If I ran the school,  
I'd let the kids paint their desks and chairs,  
And decorate the halls, and paint the door,  
And hammer nails in the floor and build a stage  
At one end of their room if they wanted to  
Because it would be *their* school!  
If I ran the school.

If I ran the school,  
I'd let the kids eat their lunches in peace  
So nobody would be breathing down their necks  
saying,  
"Hurry up! Eat faster! Hurry up! No talking! Hurry up!  
Hurry, hurry!"  
The kids could all carry their lunch trays to their rooms  
Where they could laugh and talk, and eat just like  
ordinary people do  
If I ran the school.

If I ran the school,  
I'd use the cafeteria for important things.  
There would be a trampoline in there, and climbing  
ropes,  
And a big, gigantic plastic swimming pool.  
And outside the door would be a big cemented place  
with a roof  
So kids could roller-skate, even in the rain, and  
ice-skate in the winter  
If I ran the school.

If I ran the school,  
I'd hire teachers who could do at least one other good  
thing  
Besides knowing how to teach out of the book.  
Some could show us how to make apple butter and  
plant the garden.  
And some could help us dissect the frogs and write  
real plays.  
And we could learn to hook rugs and build rockets and  
even  
Construct an amphitheater out in the Nature Center that  
we would have  
If I ran the school.

If I ran the school,  
I wouldn't let any old newspaper print the reading  
scores of the kids in my school  
Unless they also told about how good we were doing in  
science experiments,  
And making teaching tapes for the little kids,  
And in operating the videotape machine and writing our  
own books to put in the library.  
Then everybody would see how great we were at  
making it together  
if I ran the school.

If I ran the school,  
I'd treat the kids just like they were real people.  
I wouldn't embarrass them in front of their friends  
Or ignore them like they were the chairs.  
If they got too noisy and weren't bothering anybody but  
me, I'd just wear my earplugs.

the world. As children we didn't have that feeling at all. We were always aware of what was "masculine" or "feminine." Number three was a parental example to reinforce this. In the books we had, mommies all had aprons on, daddies carried briefcases. All the delivery people were men. It was a mailman and a laundrywoman. Everything was so sexual stereotyped.

And the fourth thing—and one that's important to me—is that children's literature didn't show enough of boys and girls as friends together, showing each other as equal people, of equal intellect, sharing the world, enjoying games, contributing to the world together and trusting each other. This is a big problem today for men and women. We do not grow up with much trust of each other. Most men will say they don't understand women and women will say they don't understand men, which is really ridiculous because there's so much common ground. What's not to understand? We aren't that different. No, we aren't! We all need approval, we all need love, we all need to express ourselves. The biological differences do not really separate us any more than the color of our skin separates us from different races. We're just not that different.

And I hope that as teachers begin a new school year in September, they are concerned with the same questions, the same issues, the same needs and wants of children."

---

"Let's talk about some examples of what I mean about letting children be themselves, expressing their feelings in the classroom.

I went to one school and said, 'Do you think it's all right for boys to cry?' And all the boys started giggling. 'No! Sissies cry.' 'Well, have you ever seen your daddy cry?' 'Well, once,' or 'Never,' or 'My mother cries in the kitchen when my father yells at her.' And they go through this whole thing, 'but not my daddy.' Then there'll be a response, 'Well, once my daddy cried, like when my grandfather died' or something like that. But as far as expressing feelings, they hadn't seen much crying from men. They felt that crying was a sissy thing to do, so we had a big discussion about it.

I said to one little boy who was very much against it, 'Have you ever cried?' He said, 'Yes,' and I said, 'Why did you cry?' He

responded that one time he cried when he fell down and hurt himself. 'Did it make you feel better when you cried?' He said, 'Yeah, a little bit.' 'Well, if it makes you feel better, how can it be wrong? I mean, if you fall down and hurt yourself and cry and get out that hurt by crying and feel better, could it be so bad?' And they would agree that crying did make you feel better, then maybe it wasn't so sissyish. There was a big discussion about it, and this was with six- and seven-year-old kids.

And other things, like, why would it be so wrong for a woman to dig up the street, and why would it be so bad for a woman to be a doctor? I remember one little girl, three years old, laughed and laughed when we asked her if she wanted to be a doctor. 'Mans is doctors,' she said. And she just thought it was hysterical.

We'd talk about other things in classrooms, like sports and games. There was tremendous resentment in this one class because the boys had a bigger yard to play in than the girls.

All these things, these feelings are there. And you can encourage them to get them out into the open and have real discussions about what they feel about the little world that they live in—the world of their feelings."

---

"One little boy said that he didn't like to play football. His father wanted him to play football. The little boy was afraid of getting hurt. He almost cried in class. He had all these feelings welled up about the fact that he didn't want to play football.

I have a friend who's 36 years old who has just gone back to sculpting after nearly 30 years. He started sculpting at five, but his father used to break the things he'd made because he didn't want his son playing with dolls. So, instead he went all through engineering school and architectural school, and now, at the age of 36, he's getting back into sculpting, because he's finally being who he wants to be. The point is that disapproval from his father stopped him from doing something that he had a gift for. And he lived with that almost all his life. If he'd been in a classroom or a home where someone had talked it out with him, he wouldn't have been walking around for 30 years with something else inside of him—a different life, a different gift that he was always afraid to give." □

# SCHOOL

BY BETTY SWYERS

If they never got noisy at all, I'd tell the teacher she'd  
better live up the environment  
'Cause learning would be busting out all over the place  
if I ran the school.

But I don't run the school.  
And nobody ever asks me what I would do if I did.  
They never ask me which workbook is best,  
Or would I help them choose the new filmstrips.

They make me look at the TV program even if it's  
terrible.

And they never leave any time for surprises.  
We always know exactly what is going to happen next.

They're so organized that even if a Man from Mars  
landed on the schoolground,  
They'd never give us any time to discuss it.  
Why the only time I get to talk to my friend is in the  
restroom,  
But only then, 'til they catch us.

They run the school exactly how they like it.

They make us walk in straight lines.

We tiptoe.  
We whisper.

We don't move chairs around in the room because it  
makes it too hard to sweep.  
We don't stick stuff on the walls 'cause it'll ruin the  
paint.  
We don't have a rabbit, or a school cat with kittens  
because we might get germs.  
We don't skip inside the school because we might get  
heel marks on the floor.  
We don't paint because there isn't any.  
We don't go to the library until next time even if we  
checked out a book we don't like.  
We don't all talk at once even if what we have to say  
can't wait another minute.

We even had to line up and whisper at the Christmas  
party when  
We pinned the whiskers on Santa Claus.

They keep trying to make us believe that this is *our*  
school.

But we're not dummies.  
We know this is *their* school.

But it would be *our* school  
if I ran the school.



Betty J. Swyers is an instructor in children's literature and the utilization of media at Virginia Commonwealth University, Richmond, Va. She has taught all grade levels and currently reviews professional books for TEACHER (see p. 137). She has written many articles for this magazine, including two series, "For New Teachers" and "Teaching with Technology."

# HERB KOHL IN THE CLASSROOM

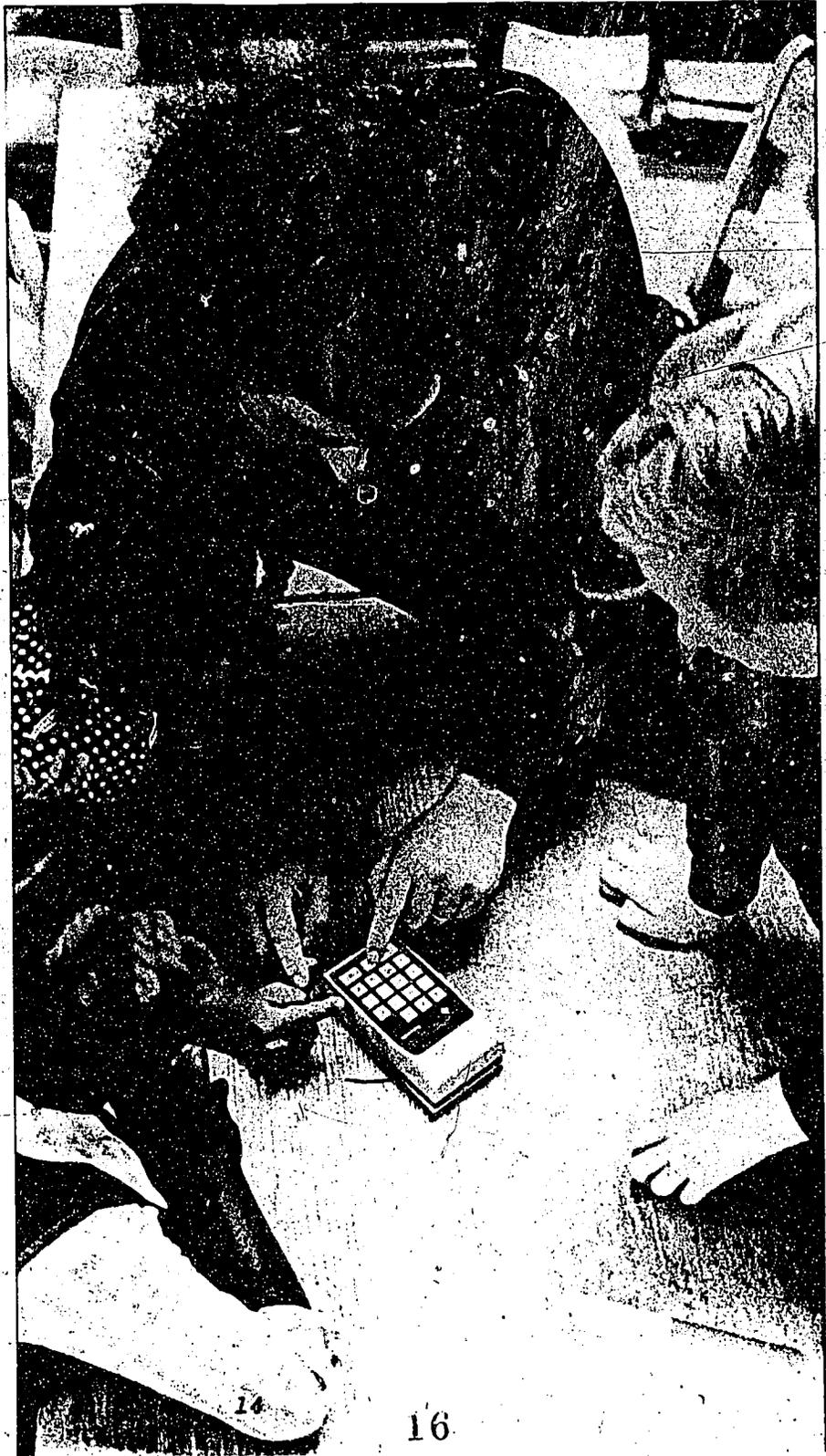
HERBERT KOHL became an almost overnight "name" in education when his first book, *Thirty-Six Children*, was acclaimed upon publication in 1968. He became one of the "young turks" in education who had a profound influence on teaching and learning in the late 1960's.

While most of his contemporaries seem to have faded from the scene, Herb still has an impact on the world of education, perhaps because he maintains first-hand contact with the classroom.

Though he achieved his fame as a writer, Herb is primarily a teacher. Last year he returned to the classroom to teach five- and six-year-olds with coteacher Pat Rogers in a Berkeley, Calif., public school.

As Herb puts it: "I taught kindergarten and first grade last year after taking two years off to write. Teaching and writing are both essential in my life. My writing becomes too dry and abstract to be useful unless it is informed by day-to-day work in the classroom. And at the same time, after three or four years of teaching I have to step back and sort out what works with young people from what bores and oppresses them."

What follows on these four pages is a photo essay of Herb Kohl's classroom—teacher and kids in action. The text accompanying the pictures was written by Kenneth Texara, a student-teacher who worked with Herb. (For more of Herb's educational thinking, see "Herbie the Grouch," p. 12.)



# Doodle Sheets

abilities

dislikes

needs

likes

disabilities

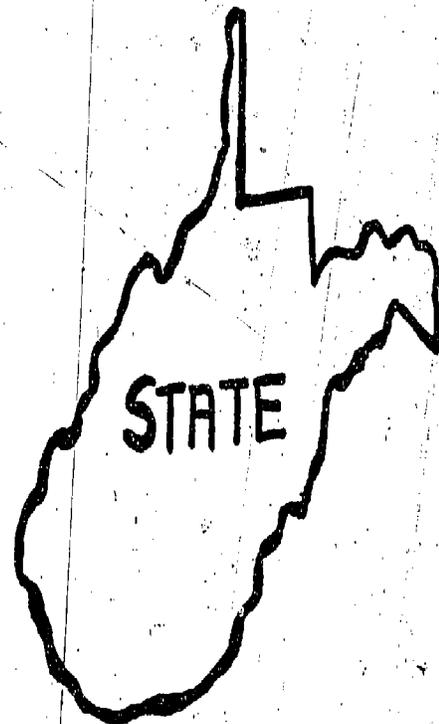
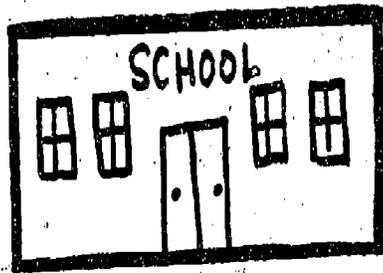


or  
wishes

fears

limitations

## Career Awareness



Hospitality and Recreation

Official Data

Fine Arts and Humanities

Office

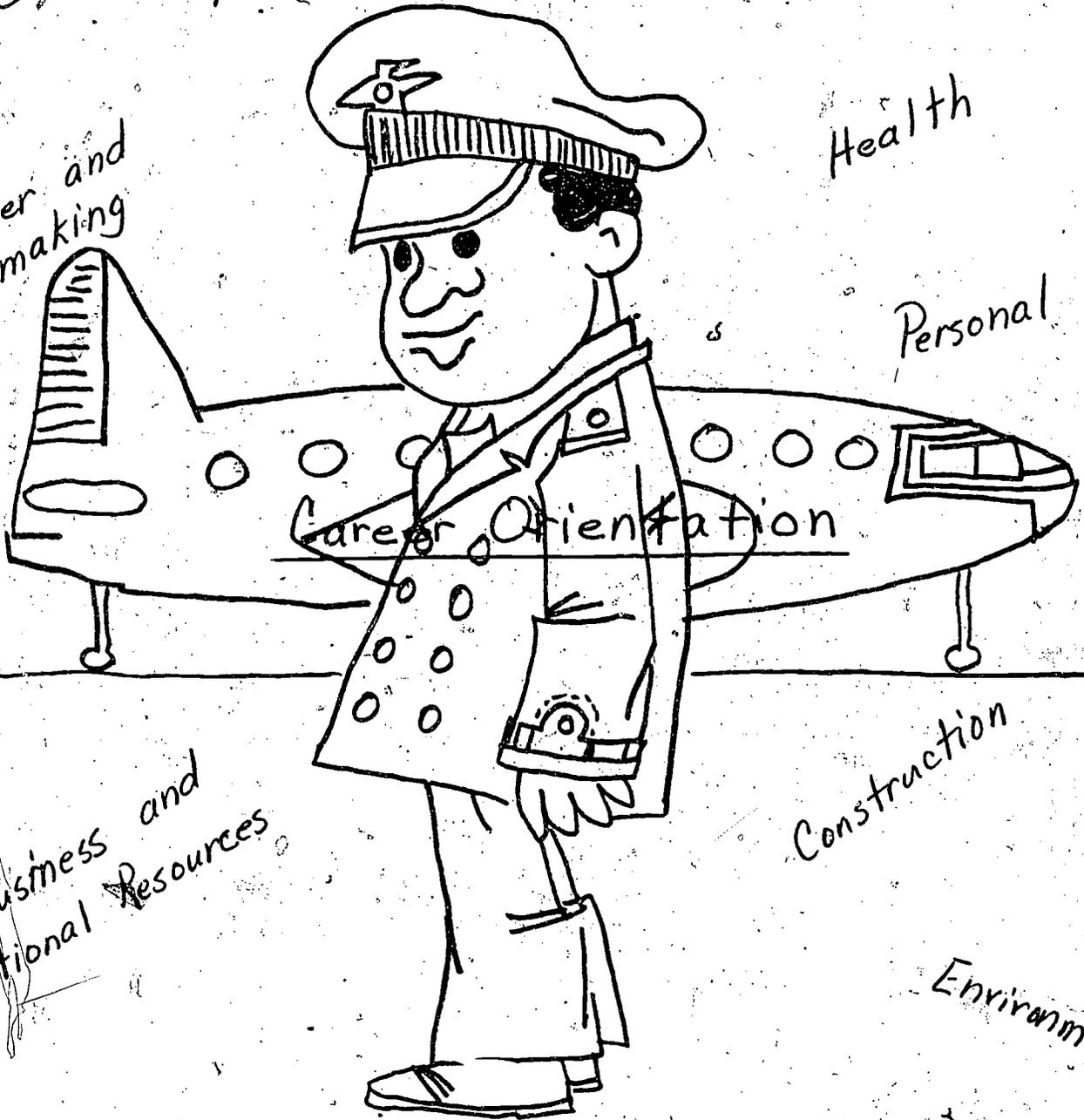
Manufacturing

Marketing and Distribution

Consumer and Homemaking

Health

Personal Service



Career Orientation

Agri-business and National Resources

Construction

Communication and Media

Transportation

Environmental

Unofficial Data

Marine Science

Public Service

Office  
Secretary

Health  
Surgeon

Transportation  
Airplane Pilot

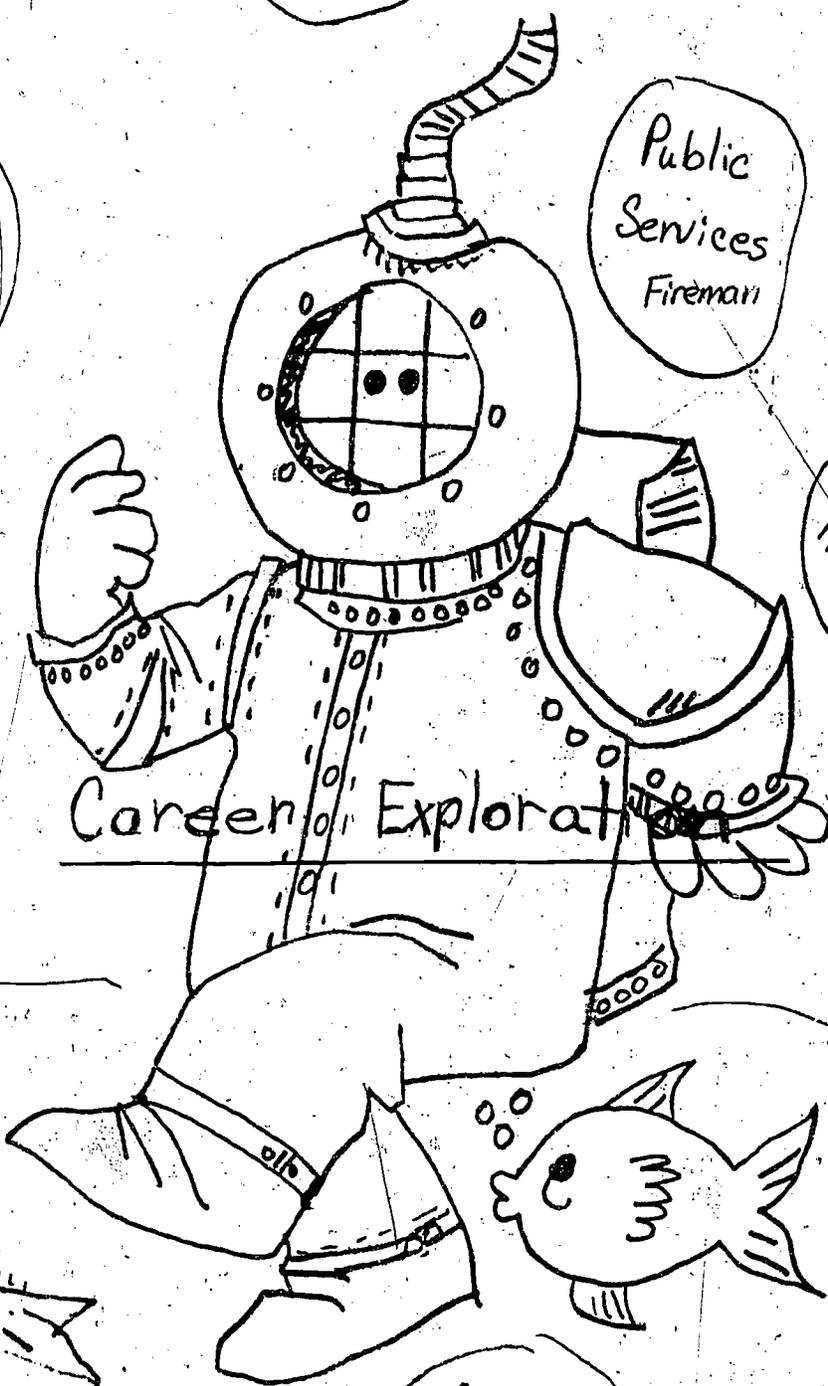
Marketing  
and  
Distribution  
Sales Clerk

Public  
Services  
Fireman

Marine Science  
Botanist

Consumer  
and  
Homemaking  
Cook

Hospitality  
Recreation  
Florist



Career Exploration

Agri-  
Business  
and  
National  
Resources  
Farmer

Communication  
Media  
Disk  
Jockey

Fine  
Arts and  
Humanities  
Artist

Environmental  
Animal Keeper

Personal  
Service  
Butler

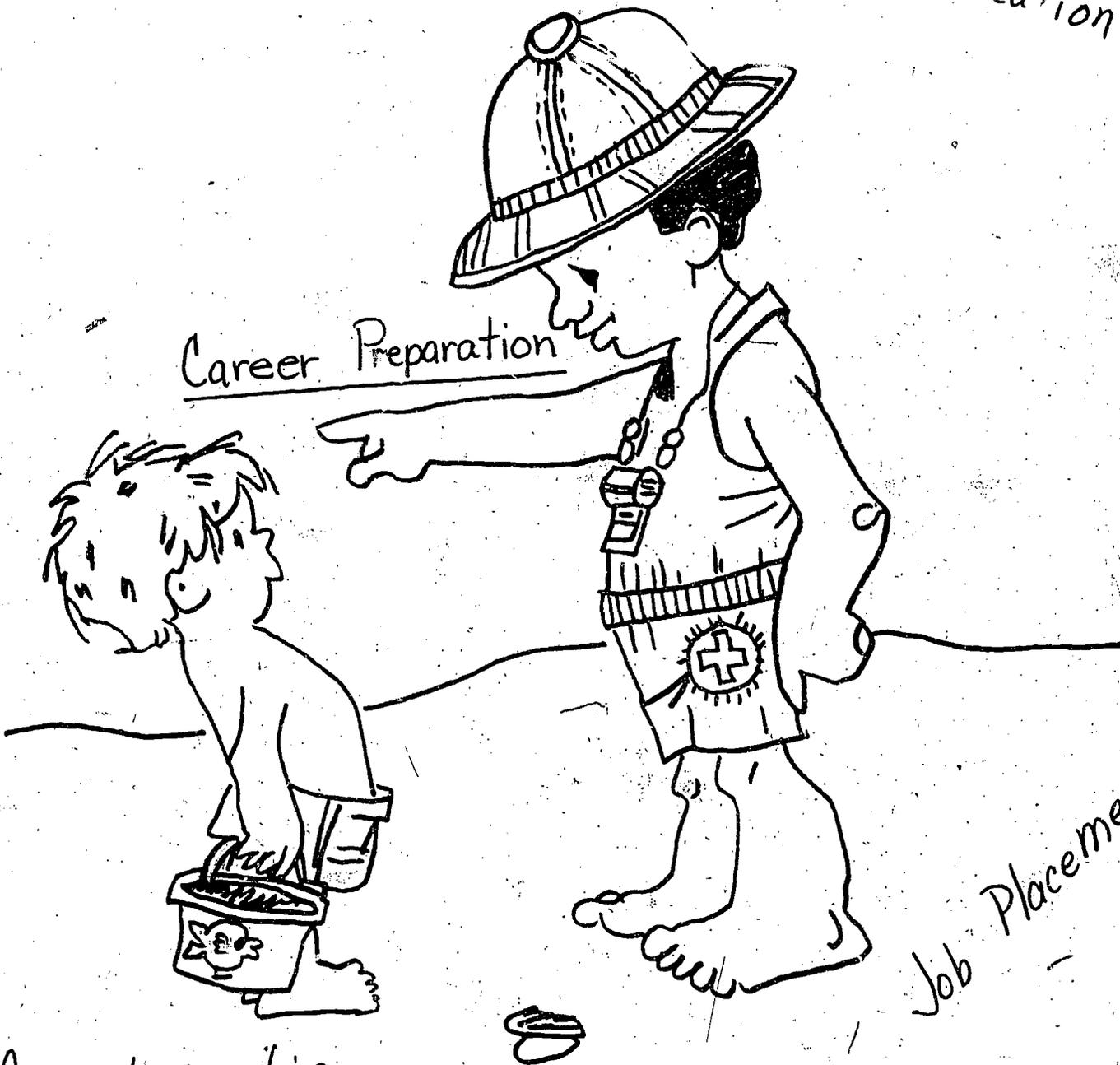
Manufacturing  
Engineers

Construction  
Peeper

College

Post-Secondary  
Vocational Education

Career Preparation



Job Placement

Apprentice ship

Continued Career Exploration  
and Preparation

1. EACH STUDENT SHALL UNDERSTAND THE FUNCTION, VALUE, AND APPLICATION OF EDUCATION SKILLS.

Awareness

Reality

Rules

Three R's

Relevancy

Application

Tasks

Family

Problem Solving

Relationships

Knowledge

Facts

Hobbies

Success

Cooperation

Contribution to Society

Basic Skills

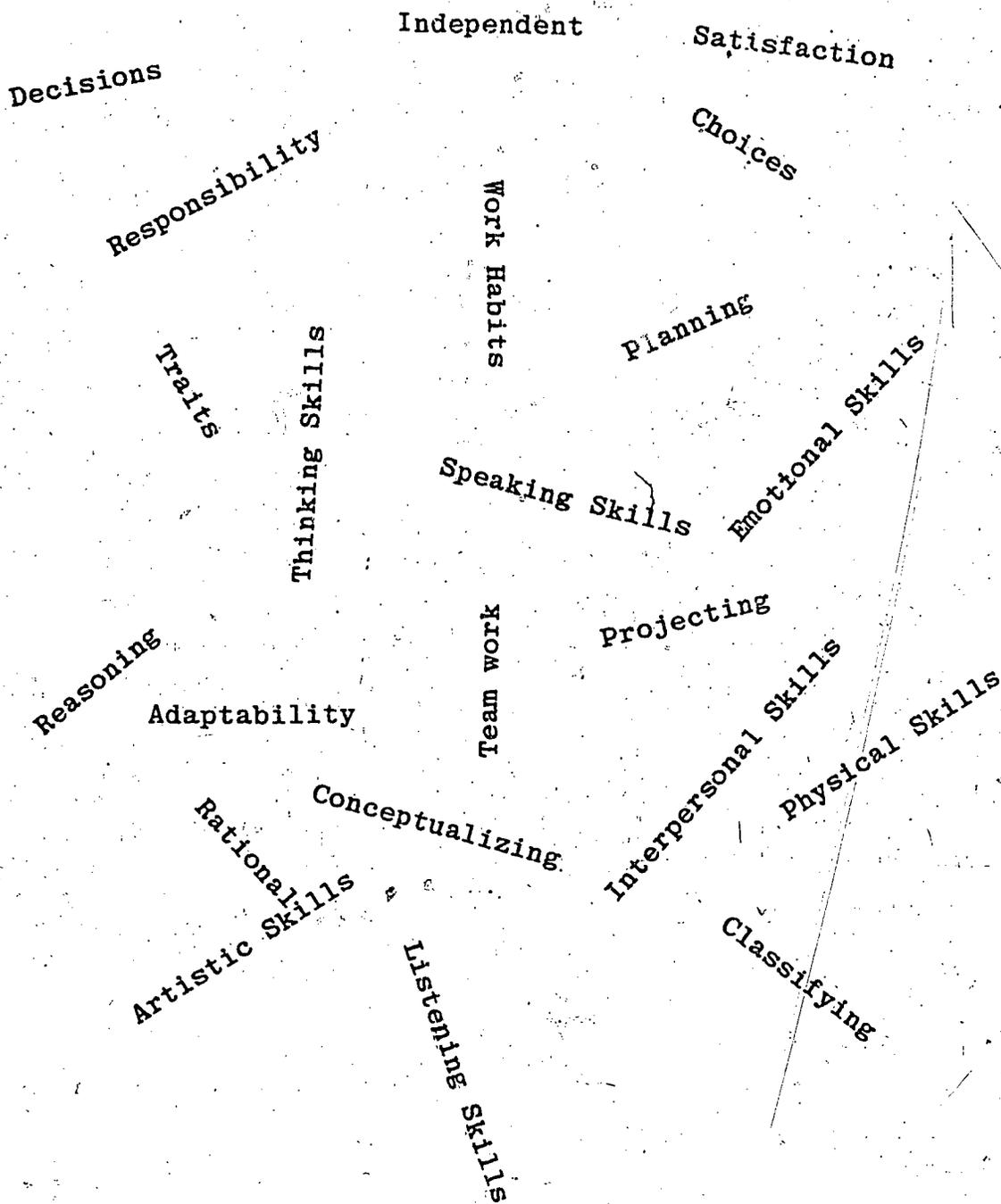
Rewards

Utility

Community

Vocabulary

2. EACH STUDENT SHALL IDENTIFY, ACQUIRE, AND APPLY KNOWLEDGE AND IN THE PLANNING PREPARATION, AND IMPLEMENTATION OF LIFE CAREER PLANS.



3. EACH STUDENT SHALL CONTINUOUSLY INVESTIGATE, EVALUATE, AND PURSUE EDUCATIONAL ALTERNATIVES APPROPRIATE TO ONE'S CAREER DEVELOPMENT.

Planning

Change

Goal Setting

Risks

Inquiry

Continuum

Decisions

Preparation

Appraisal

Family

Rewards

Resources

Flexibility

Experience

Opportunities

Long-range

Compromise

Short-term

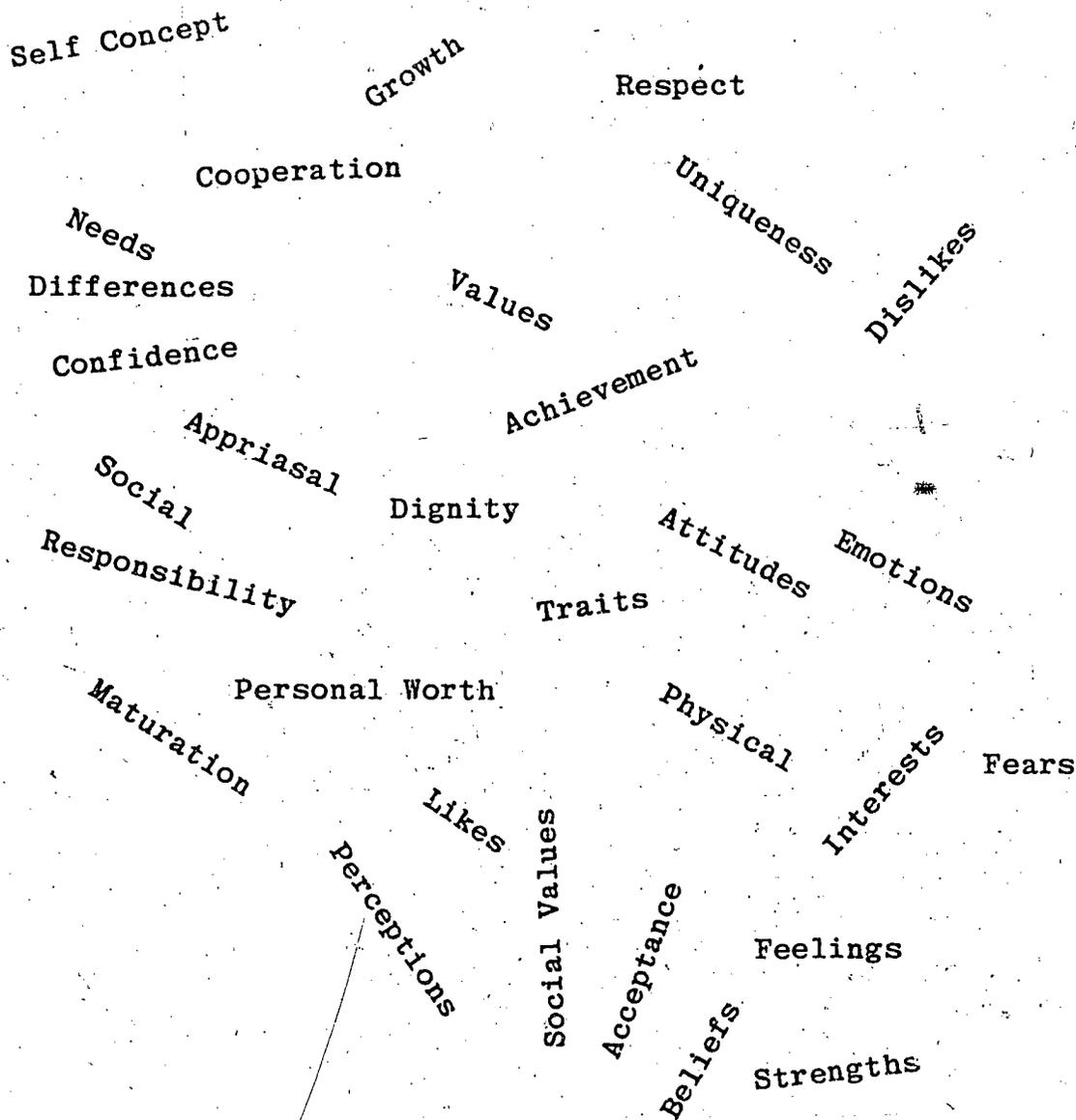
Peer Pressure

Postpone Gratification

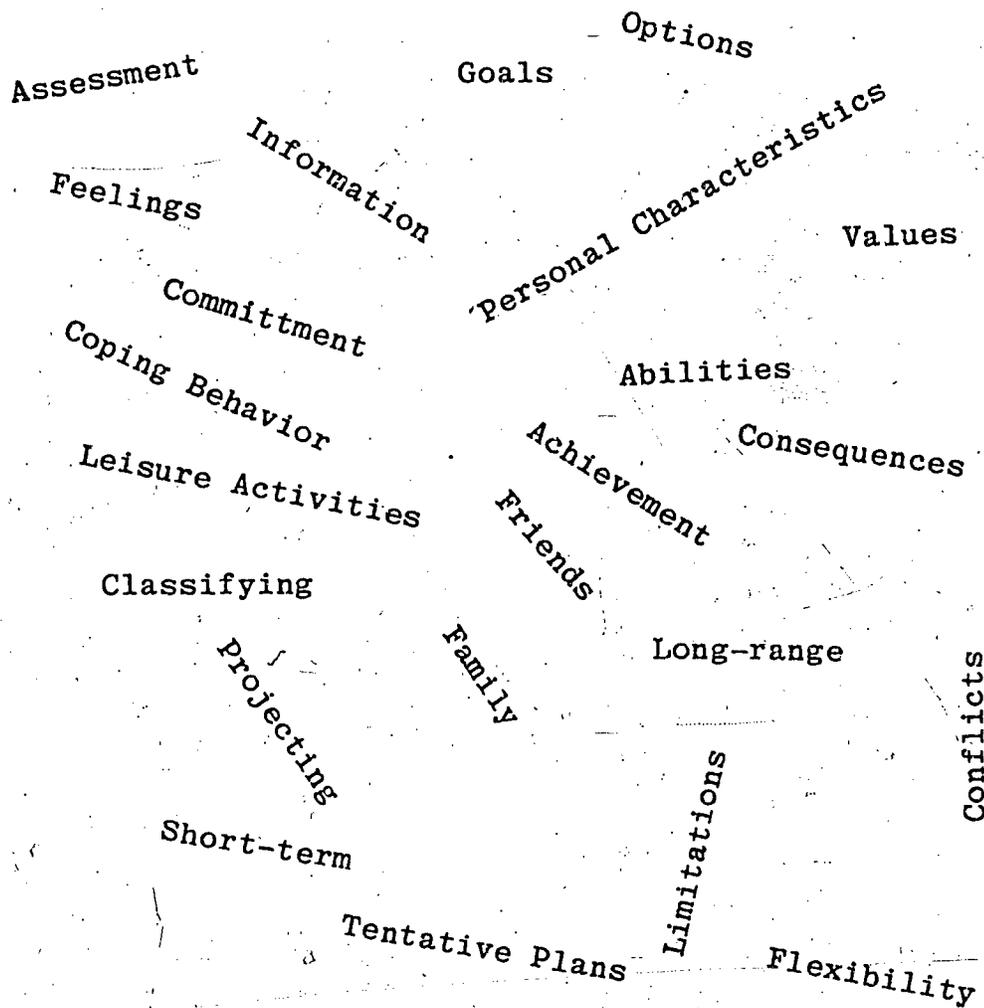
Self-control

Coping Behavior

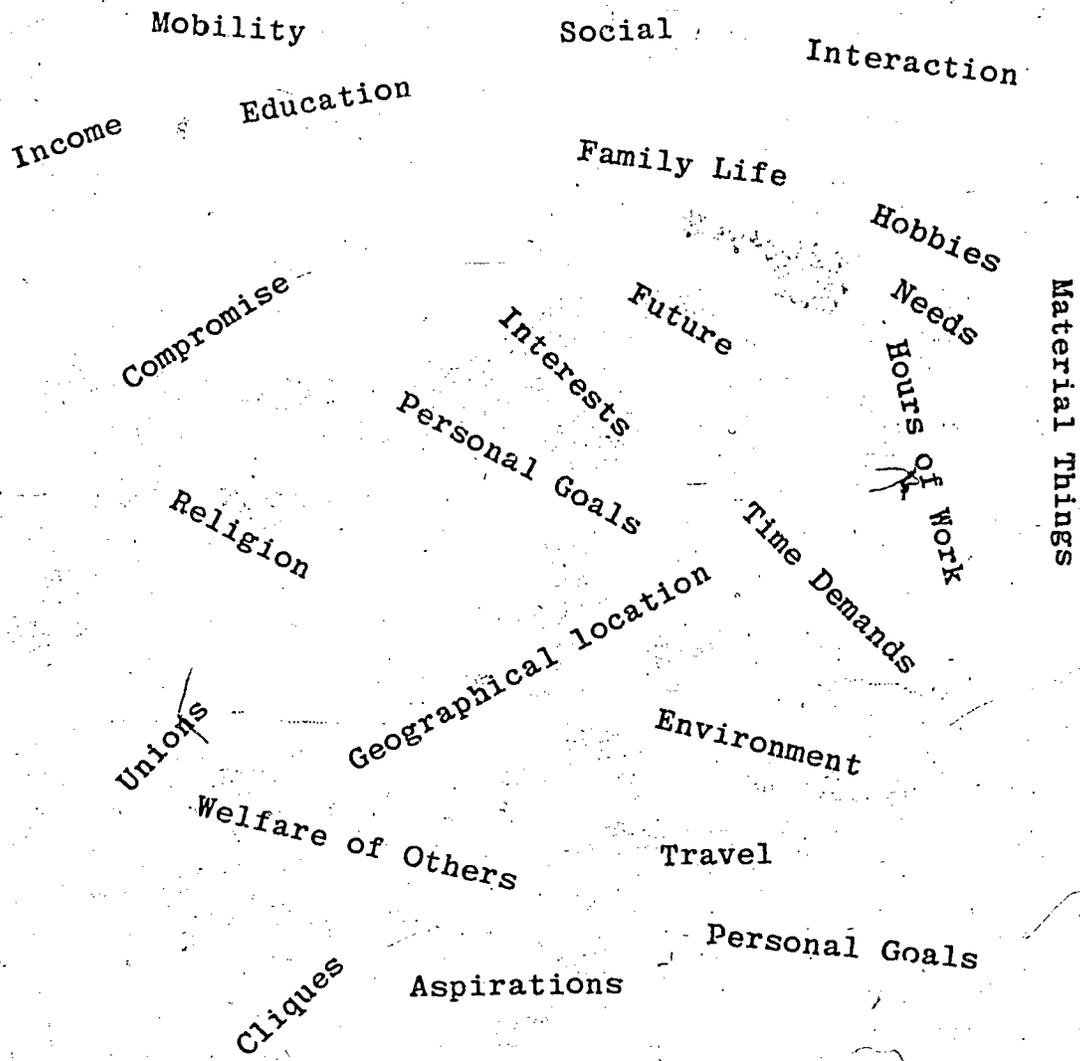
4. EACH STUDENT SHALL UNDERSTAND THE DEVELOPMENTAL NATURE AND PERSONAL CHARACTERISTICS OF SELF AND OTHERS.



5. EACH STUDENT SHALL RECOGNIZE THE ROLE OF SELF ASSESSMENT AND ITS APPLICATION TO THE CONTINUING DECISION MAKING PROCESS.



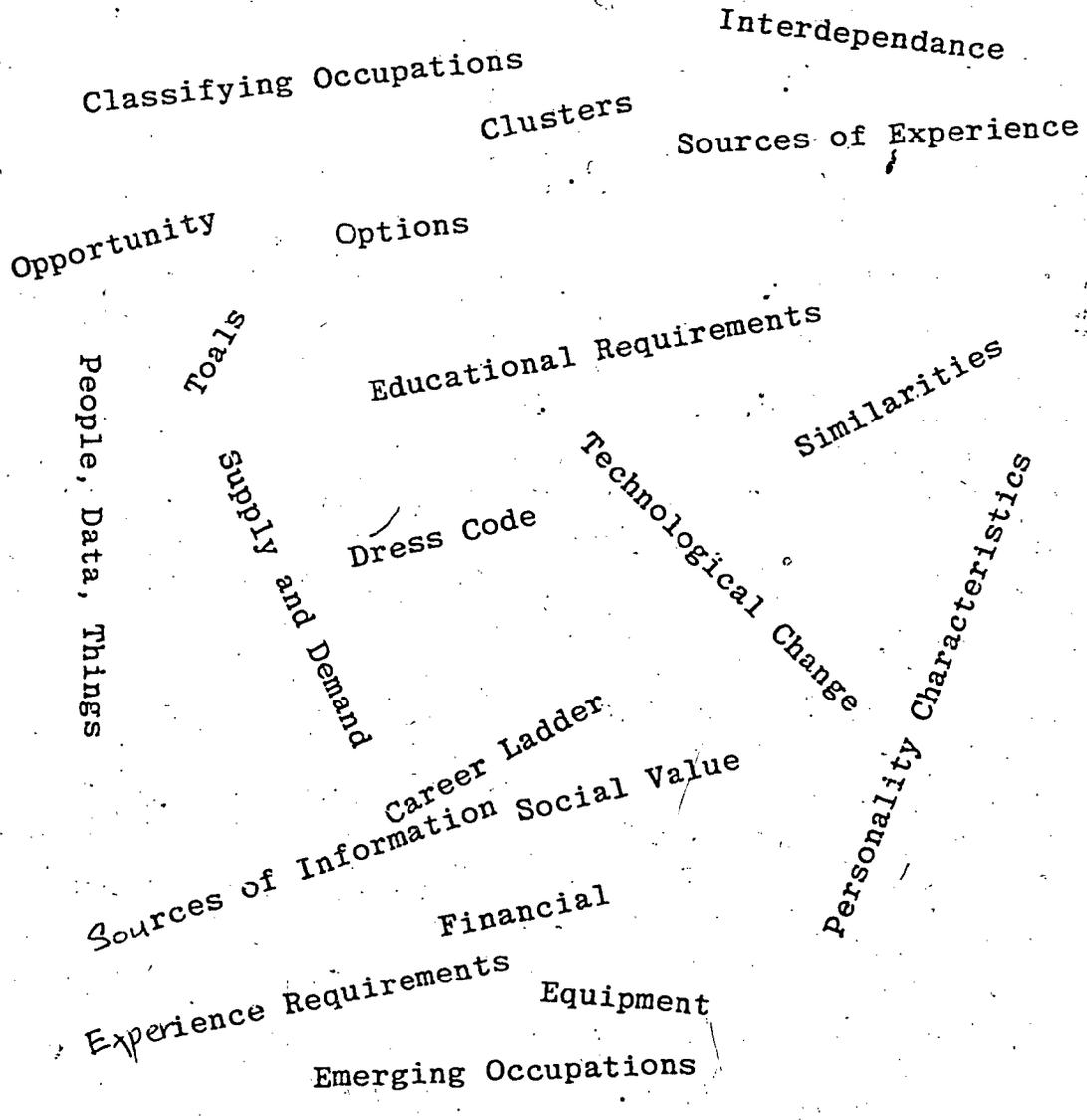
6. EACH STUDENT SHALL COMPREHEND THE RELATIONSHIPS BETWEEN LIFE STYLES AND CAREER ROLES.



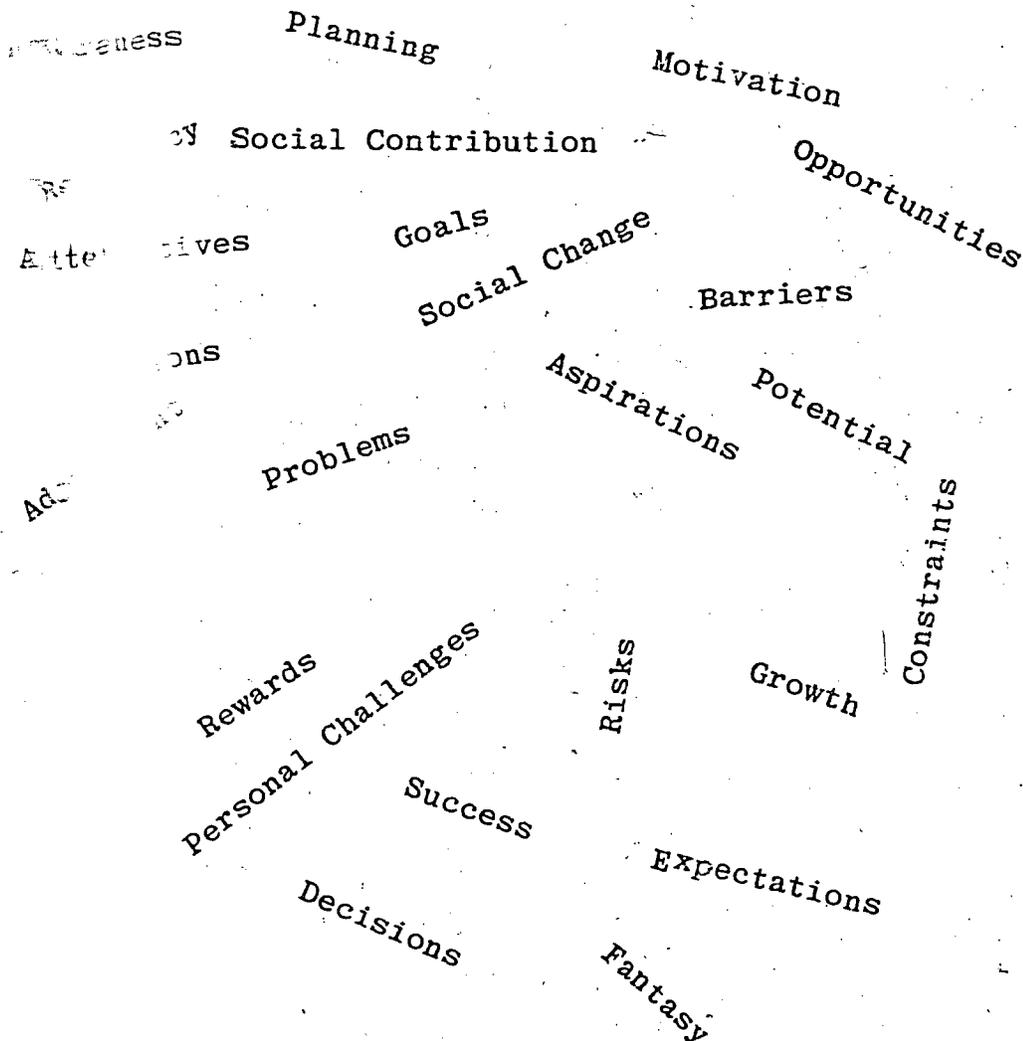
\* 7. EACH STUDENT SHALL IDENTIFY AND COMPREHEND THE PHYSICAL, MENTAL, AND EMOTIONAL COMPONENTS OF VARIOUS CAREERS.

Creativity  
Limitations  
Time Requirement  
Prestige  
Knowledge  
Anxieties  
Identity  
Criticism  
Demands  
Rewards  
Frustration  
Self Actualization  
Self Expression  
Life Style  
Stress  
Authority  
Intrinsic Rewards  
Security  
Psychic Value  
Boredom  
Work-Play

8. EACH STUDENT SHALL ANALYZE AND ASSESS CAREER OPTIONS IN RELATION TO THE STRUCTURE AND DIMENSIONS OF THE CAREER WORLD.



9. EACH STUDENT SHALL PURSUE, IMPLEMENT, AND MODIFY CONSTRUCTIVE EDUCATIONAL, PERSONAL AND CAREER GOALS.



## A PLAN FOR CAREER EDUCATION

- I. Mission or Purpose  
Statement of general purpose of a career education program in your school.
- II. Objectives  
Ten to twenty objectives of the program (such as the seven dimensions of career development) plus any others (such as "to stimulate student interest in school").
- III. Development of Personnel  
Administrator responsibilities  
Counselor responsibilities  
Teacher responsibilities  
Task forces or committees  
Leadership or coordination  
Outside advisory help  
Parent and community involvement  
Rewards and recognition for participation
- IV. Delivery System  
How integrated - what subjects or units  
Use of career clusters?  
Central thrust of program (hands on, work experiences, simulations, etc.)  
Articulation
- V. Resource Materials  
Library, audio-visual, etc.  
Classroom speakers  
Equipment available or needed  
Industry contacts
- VI. Characteristics of the Program  
Kinds of activities, general guidelines, etc.  
Methods  
Cost arrangements
- VII. Evaluation  
Describe how you will evaluate - teacher log or what forms  
Pre and post tests  
Communication and feedback
- VIII. Phasing  
Timetable, schedule or flowchart
- IX. Appendix - Forms or Guides to the teacher  
Examples: What to do on a field trip  
Questions for a resource visitor  
Discussion questions

## THE CDC CAREER MANAGEMENT TASKS

### CAREER MANAGEMENT TASKS OF THE PRIMARY YEARS

1. AWARENESS OF SELF
2. ACQUIRING A SENSE OF CONTROL OVER ONE'S LIFE
3. IDENTIFICATION WITH WORKERS
4. ACQUIRING KNOWLEDGE ABOUT WORKERS
5. ACQUIRING INTERPERSONAL SKILLS
6. ABILITY TO PRESENT ONESELF OBJECTIVELY
7. ACQUIRING RESPECT FOR OTHER PEOPLE AND THE WORK THEY DO

### CAREER MANAGEMENT TASKS OF THE INTERMEDIATE YEARS

1. DEVELOPING A POSITIVE SELF CONCEPT
2. ACQUIRING THE DISCIPLINE OF WORK
3. IDENTIFICATION WITH THE CONCEPT OF WORK AS A VALUED INSTITUTION
4. INCREASING KNOWLEDGE ABOUT WORKERS
5. INCREASING INTERPERSONAL SKILLS
6. INCREASING ABILITY TO PRESENT ONESELF OBJECTIVELY
7. VALUING HUMAN DIGNITY

### CAREER MANAGEMENT TASKS OF THE JUNIOR HIGH YEARS

1. CLARIFICATION OF A SELF CONCEPT
2. ASSUMPTION OF RESPONSIBILITY FOR CAREER PLANNING
3. FORMULATION OF TENTATIVE CAREER GOALS
4. ACQUIRING KNOWLEDGE OF OCCUPATIONS, WORK SETTINGS, AND LIFE STYLES
5. ACQUIRING KNOWLEDGE OF EDUCATIONAL AND VOCATIONAL RESOURCES
6. AWARENESS OF THE DECISION-MAKING PROCESS
7. ACQUIRING A SENSE OF INDEPENDENCE

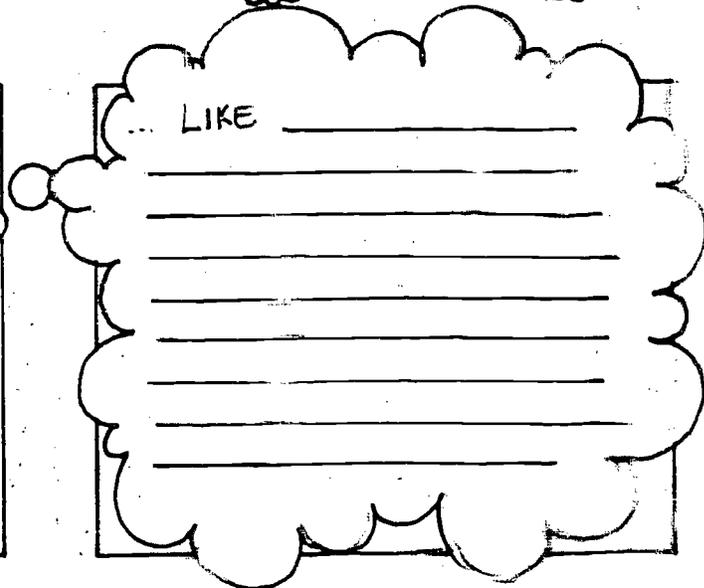
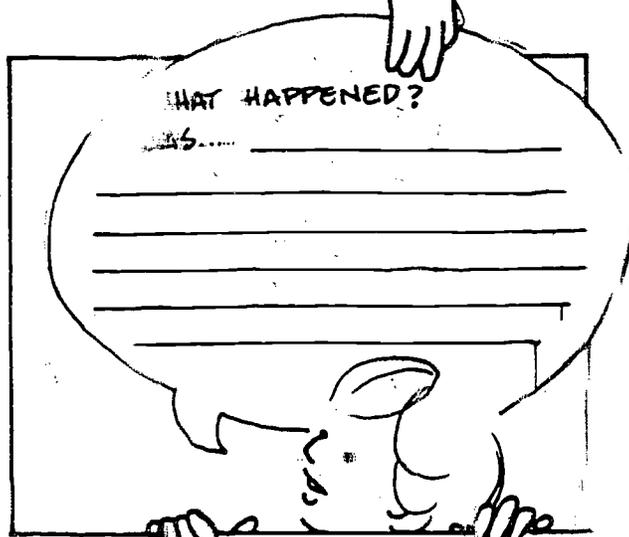
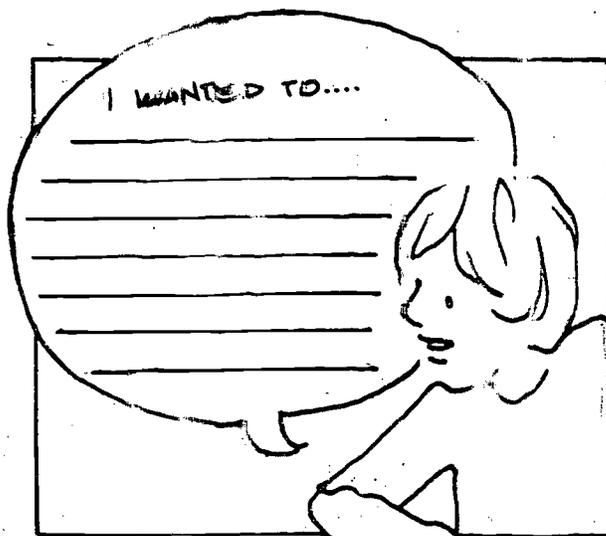
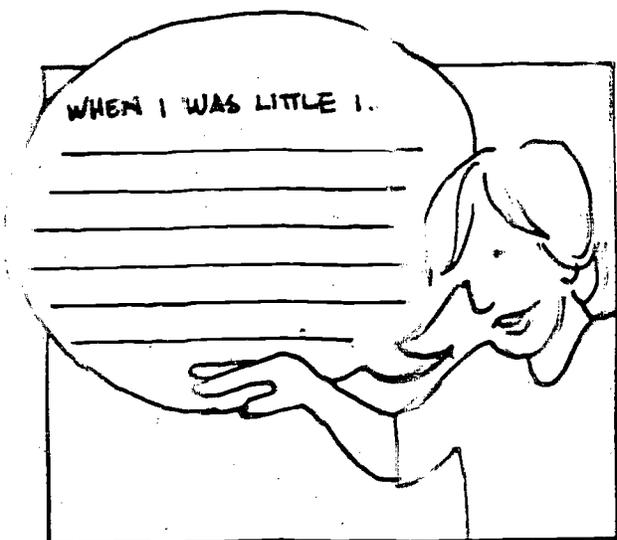
### CAREER MANAGEMENT TASKS OF THE SENIOR HIGH YEARS

1. REALITY TESTING OF A SELF CONCEPT
2. AWARENESS OF PREFERRED LIFE STYLE
3. REFORMULATION OF TENTATIVE CAREER GOALS
4. INCREASING KNOWLEDGE OF AND EXPERIENCE IN OCCUPATIONS AND WORK SETTINGS
5. ACQUIRING KNOWLEDGE OF EDUCATIONAL AND VOCATIONAL PATHS
6. CLARIFICATION OF THE DECISION-MAKING PROCESS AS RELATED TO SELF
7. COMMITMENT WITH TENTATIVENESS WITHIN A CHANGING WORLD

### CAREER MANAGEMENT TASKS OF THE POST-HIGH YEARS

1. DEVELOPING INTERPERSONAL SKILLS ESSENTIAL TO WORK
2. DEVELOPING INFORMATION PROCESSING SKILLS ABOUT SELF AND WORK
3. REINTEGRATION OF THE SELF
4. ACQUIRING A SENSE OF COMMUNITY
5. COMMITMENT TO THE CONCEPT OF CAREER
6. ACQUIRING THE DETERMINATION TO PARTICIPATE IN CHANGE
7. CREATIVE APPLICATION OF MANAGEMENT SKILLS TO LIFE ROLES

From Tennyson, W. W.; Hansen, L. Sunny; Klamm, W. K.; and Antholz, M. B.,  
Teaching and Counseling for Career Development, St. Paul, Minnesota  
Department of Education in press.



OVERHEAD

LEVELS OF CAREER  
EDUCATION

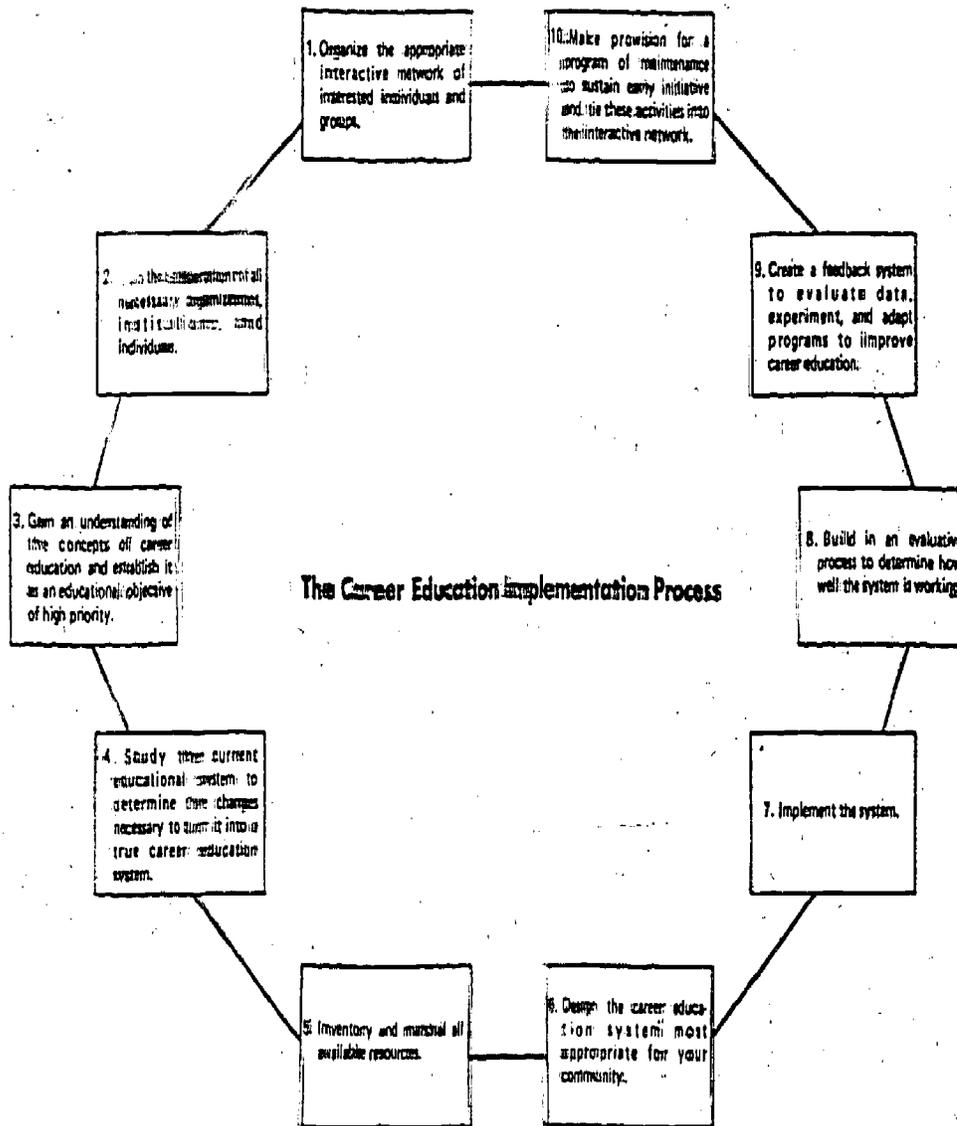
CAREER AWARENESS

CAREER ORIENTATION

CAREER EXPLORATION

CAREER PREPARATION

The Career Education Implementation Process



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