

DOCUMENT RESUME

ED 139 975

CE 010 996

TITLE Orientation to Home Economics Occupations.
Performance Objectives. Criterion Measures. Home Economics.

INSTITUTION Duval County School Board, Jacksonville, Fla.

PUB DATE [75]

NOTE 311p.

EDRS PRICE MF-\$0.83 HC-\$16.73 Plus Postage.

DESCRIPTORS *Behavioral Objectives; *Career Awareness; Career Exploration; Clothing; *Criterion Referenced Tests; Curriculum; Curriculum Guides; Food Service Occupations; Home Furnishings; Housing; Junior High Schools; Occupational Clusters; *Occupational Home Economics; Occupational Information; Service Occupations; Textiles Instruction

ABSTRACT

Several intermediate performance objectives and corresponding criterion measures are listed for each of seven terminal objectives for a 6- to 9-week orientation to home economics occupations course for seventh grade students. The titles of the seven terminal objectives are Overview, Human Care Cluster, Food and Nutrition, Home Service Cluster, Clothing and Textiles, Housing and Home Furnishing, and Looking Ahead. A curriculum objective (diagnostic) test is included in the front of the manual. The appendix contains keys to tests, occupational pyramids, Future Homemakers of America (FHA) suggestions, and a bibliography. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

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HOME ECONOMICS

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ORIENTATION TO HOME ECONOMICS OCCUPATIONS

PERFORMANCE OBJECTIVES

CRITERION MEASURES

2

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(August 1974)

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

N E E D S A S S E S S M E N T

Our young people need:

1. To recognize the importance of making career decisions as early as possible; in order to better benefit from their educational opportunities.
2. Career education in a job-oriented society, for boys and girls, at all levels of interest and achievement.
3. Recognition of the wide variety of occupations, including the occupation of homemaking, related to home economics knowledge, attitudes and skills; available and of interest to both men and women.
4. The opportunity to survey home economics related occupations, the training required, personal characteristics necessary, job requirements, and advantages, as well as disadvantages, of each; before making elective course decisions during junior and senior high years.
5. Student performance - oriented education which allows for successful completion, at all levels of interest and achievement.

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COURSE DESCRIPTION

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

Accreditor No. 2701
Grade Level - 7th
Course Length - 6-9 Weeks

The career education course is designed for a 6 to 9 week segment of the seventh grade career orientation wheel for the middle or junior high school student.

Its purposes are:

- (1) To provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles.
- (2) To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for indepth exploration at the next level.
- (3) To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around career development themes.

Upon completion of the course, the student will respond to a final examination (measuring achievement of 5 curriculum objectives) with at least 70% proficiency.

G O A L

To design, develop, implement and validate a student centered curriculum for Duval County Seventh grade students in Orientation to Home Economics Occupations.

This 6 to 9 week segment of the Pre-Vocational Wheel will provide for individual differences, be relevant, and develop an awareness of the occupations related to home economics.

CURRICULUM OBJECTIVE

Upon completion of this course, at least 76% of the students will be able to:

- (1) describe the five clusters of occupations which utilize home economics skills, aptitudes and knowledge.
- (2) exhibit an awareness of the wide variety of career opportunities in the fields of food and nutrition, clothing and textiles, housing and home furnishings, human care and home service.
- (3) identify positive and negative aspects of careers in the five home economics occupational clusters.
- (4) classify jobs in the home economics occupational areas according to education and training needed.
- (5) designate requirements and personal qualifications for the respective home economics occupations.

Evidence of satisfactory course completion will be the student's written response to an oral or written test, with at least 76% proficiency.

Curriculum Objective Test:

ORIENTATION TO HOME ECONOMICS OCCUPATIONSI. OCCUPATIONAL CLUSTERS

Directions: Match the 5 occupational clusters with the skills, aptitudes or knowledge that best describes each by writing the letter of the occupational cluster beside each description of skills, aptitudes, or knowledge.

<u>OCCUPATIONAL CLUSTER</u>	<u>SKILLS, APTITUDES, KNOWLEDGE</u>
a. Human Care	___ 1. Washes hands before handling food.
b. Home Service	___ 2. Applies knowledge of color to room decorating.
c. Housing and Home Furnishings	___ 3. Organizes cleaning tools to save time and energy.
d. Food and Nutrition	___ 4. Practices sanitation skills while cleaning motel rooms.
e. Clothing and Textiles	___ 5. Understands basic human needs.
	___ 6. Uses sewing skills to upholster furniture.
	___ 7. Practices patience and analyzes behavior.
	___ 8. Follows homemaker's instructions for preparing meals.
	___ 9. Measures recipe ingredients accurately.
	___ 10. Threads the sewing machine correctly.
	___ 11. Uses knowledge of textiles when selling fabric.
	___ 12. Enjoys helping people.
	___ 13. Designs furniture to meet human needs.

Curriculum Objective Test (page 2)

- ___ 14. Considers budget and nutrition needs when planning menus.
- ___ 15. Uses laundry skills to operate a laundry.
- ___ 16. Uses sewing skills to repair clothing.

II. CAREER OPPORTUNITIES

Directions: Below is a list of home economics related occupations. Place the letter of each job under the appropriate occupational cluster to which it belongs.

- | | |
|----------------------------|-----------------------------|
| A. Dietitian | K. Waitress |
| B. Companion to Elderly | L. Drapery Maker |
| C. Day Care Worker | M. Carpet Cleaner |
| D. Sewing Machine Operator | N. Seamstress |
| E. Salad Maker | O. House Cleaner (of homes) |
| F. Fashion Designer | P. Garment Factory Worker |
| G. Laundry Worker | Q. Caterer |
| H. Florist | R. Babysitter |
| I. Motel Maid | S. Interior Decorator |
| J. Upholsterer | T. Companion to Disabled |

Human Care	Home Services	Housing & Home Furnishings	Food & Nutrition	Clothing & Textiles
17.	21.	25.	29.	33.
18.	22.	26.	30.	34.
19.	23.	27.	31.	35.
20.	24.	28.	32.	36.

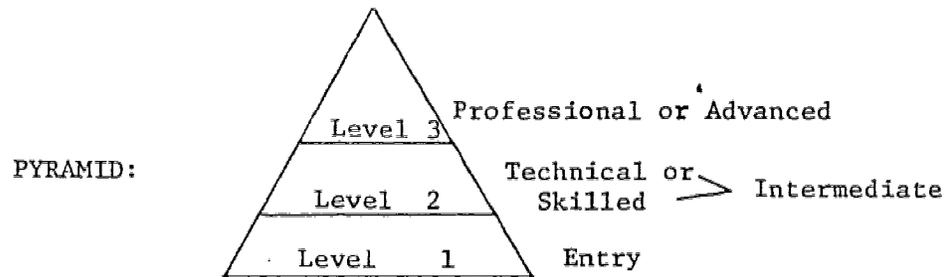
III. POSITIVE AND NEGATIVE ASPECTS OF CAREERS

Directions: Beside each of the following job situations, indicate those which you consider advantages by writing "+" and those which you consider disadvantages by writing "0".

- ___ 37. Job requires living-in with an elderly person.
- ___ 38. Florist aide often needs to work holidays, week-ends and overtime.
- ___ 39. Result of food service employment is often over-weight.
- ___ 40. Satisfaction results from helping people.
- ___ 41. Dressing for the occupation of homemaking is less costly than working outside the home.
- ___ 42. Freedom to use creative thinking as a fashion designer.
- ___ 43. Failure to use correct body mechanics when moving the patient in bed causes back injuries.
- ___ 44. The homemaker is free to operate on a more flexible time schedule.
- ___ 45. Food service workers are constantly on their feet.
- ___ 46. Recreation worker is free to work indoors or outdoors.
- ___ 47. Physical and emotional demands for the child care worker may be fairly strenuous.
- ___ 48. The Peace Corps worker becomes familiar with another culture and language.
- ___ 49. The motel maid might return home too weary to enjoy her own homemaking.
- ___ 50. Social welfare and public health provide opportunity to use imagination and serve others.
- ___ 51. Opportunities for advancement are available for qualified food service workers.

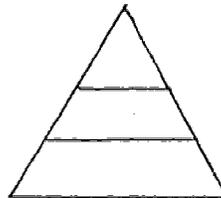
IV. POSITIVE AND NEGATIVE ASPECTS OF CAREERS

Directions: Listed under each occupational cluster are 3 different jobs, each requiring different levels of education or training. Classify the jobs by placing the letter of the job in the proper level of the Pyramid.



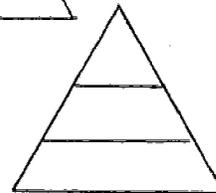
52-54 FOOD AND NUTRITION

- a. cook
- b. dietitian
- c. dishwasher



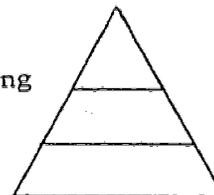
55-57 HUMAN CARE

- a. companion to elderly
- b. kindergarten teacher
- c. recreational supervisor



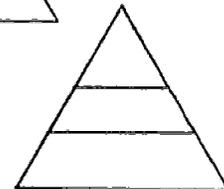
58-60 HOME SERVICES

- a. home economist demonstrating appliance use
- b. motel manager
- c. custodian



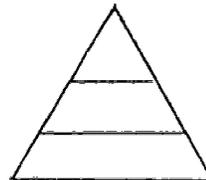
61-63 HOUSING & HOME FURNISHINGS

- a. gift wrapper
- b. upholsterer
- c. interior decorator



64-66 CLOTHING AND TEXTILES

- a. textiles designer
- b. salesperson in clothing store
- c. fashion editor



V. PERSONAL QUALIFICATIONS AND REQUIREMENTS

Directions: Below are 5 jobs, each one representing one of the occupational clusters. Under each job there is a list of possible requirements and qualifications. Determine if the qualifications are required for the respective jobs. Indicate by placing a "+" in the blank if they are necessary, and a "0" if they are not necessary.

A. HUMAN CARE: CHILD CARE AIDE

- 67. Enjoy working with children
- 68. Must wear very nice clothes
- 69. Must be female
- 70. Patience
- 71. Physical strength

B. HOUSING AND HOME FURNISHINGS: INTERIOR DECORATOR

- 72. Creative
- 73. Enthusiastic about work
- 74. Only enjoy working alone
- 75. Good taste
- 76. Some special training

C. FOOD AND NUTRITION: CAKE DECORATOR

- 77. Enjoy working mostly with people
- 78. Creative
- 79. College degree
- 80. Ability to follow directions
- 81. Good hand coordination

D. CLOTHING AND TEXTILES: MODEL

- 82. Neat appearance
- 83. Ability to give directions
- 84. Dependability
- 85. Poise
- 86. Enjoys working alone

E. HOME SERVICES: MAID

- 87. Ability to follow directions
- 88. Efficient use of time and energy
- 89. Knowledge about use of equipment and supplies
- 90. Ability for decision making
- 91. Cheerful

COURSE EVALUATION

Directions to numbers 92 thru 97: Indicate your feelings about the following statements by drawing on the face a smile (☺), a "so-so" expression (-), or a scowl (☹).

- ☹ 92. People have many kinds of careers.
- ☹ 93. Every occupation contributes to society.
- ☹ 94. I enjoyed this course.
- ☹ 95. I liked the way the course was taught.
- ☹ 96. This course was helpful to me.
- ☹ 97. I have suggestions to improve this course.

My suggestions for improving the course are:

98.

99.

100.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0

Accreditation Standard:
X-4.157 Level 1-g,j (#18)

Upon completion of a series of planned learning experiences, at least 76% of the students will describe the 5 clusters of occupations which utilize home economics skills, aptitudes and knowledge; as evidenced by correctly completing at least 17 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		1.0	(See attached)

1.0

TEST: HOME ECONOMICS OCCUPATIONAL CLUSTERS

Direction: Circle the correct words in each description of an occupational cluster.

1. For some jobs in (Home Services, Housing and Home Furnishings), an ability to adjust to another homemaker's instructions is of first importance.
2. If you think looking your best is important, think about a job in the (Food and Nutrition, Clothing and Textiles) occupational cluster.
3. People who select (Clothing and Textiles, Human Care) occupations, need to have patience and a liking for people.
4. The person who combines an interest in people with a knowledge of product construction would be suited for a job in (Human Care, Clothing and Textiles) occupations.
5. When you were a child and enjoyed re-arranging your doll house, or block building, you might have been showing an aptitude for a career in (Housing and Home Furnishings, Home Services).
6. People working in (Human Care, Food and Nutrition) occupations need to be aware of the basic emotional needs of human beings.
7. Careful attention to sanitary habits is necessary for workers in (Housing and Home Furnishings, Food and Nutrition) occupations.
8. Neat, orderly people are well suited for jobs in (Home Services, Human Care).
9. Courtesy, cleanliness, and good health are necessary for those who work in (Clothing and Textiles, Food and Nutrition) occupations.
10. If you like to help people solve their personal behavior problems, choose an occupation in the (Home Services, Human Care) cluster.
11. Combining an awareness of human needs for comfort and convenience with a knowledge of the principles of design might indicate one's suitability for a job in (Food and Nutrition, Housing and Home Furnishings) occupations.
12. A flair for fixing things around the house would indicate an aptitude for jobs in (Home Services, Food and Nutrition) occupations.
13. The teen-ager who enjoys flower arranging might be suited for a job in (Housing and Home Furnishings, Home Services) occupations.

1.0

TEST: HOME ECONOMICS OCCUPATIONAL CLUSTERS (continued)

14. Skill in reading directions and operating a sewing machine could qualify a person for a job in (Clothing and Textiles, Home Services) occupations.
15. Using sewing skills to make old things look new is necessary for some jobs in (Human Care, Housing and Home Furnishings).
16. A flair for preparing food attractively would qualify a person for a job in (Home Services, Food and Nutrition) occupations.
17. Young people who are helpful to elderly people might be qualified for jobs in the area of (Human Care, Clothing and Textiles).
18. A seventh grader who hires out for window washing, using housekeeping skills, has selected a job in the (Human Care, Home Services) occupational cluster.
19. One who combines an interest in fashion with an aptitude for writing is suited for a position in (Housing and Home Furnishings, Clothing and Textiles).
20. A 14 year old could get a part-time job, using kitchen skills, more easily in (Food and Nutrition, Housing and Home Furnishings) occupations.
21. One who has an aptitude for institutional management with housekeeping skills could be employed in the (Housing and Home Furnishings, Home Services) occupational cluster.
22. If you have a flair for helping sick people at home, you might be interested in (Housing and Home Furnishings, Human Care) occupations.
23. An ability to repair machines is an aptitude helpful in getting a job in (Human Care, Clothing and Textiles) occupations.
24. An aptitude for science, as it relates to the human body, might qualify one for a career in (Food and Nutrition, Clothing and Textiles) occupations.
25. A flair for wrapping and decorating packages, qualifies one for a job in (Clothing and Textiles, Housing and Home Furnishings) occupations.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

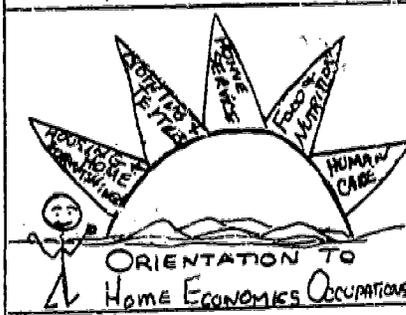
Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.1	<p>The student will examine the Orientation to Home Economics Occupations course; as evidenced by doing all of the following:</p> <ol style="list-style-type: none"> 1. returning the parent/guardian signed "Letter to Students and Parents". 2. Writing or telling his/her responses to "Classroom Guidelines". 3. Completing information on "Student Data" card. 4. Completing pre-test. 		<ol style="list-style-type: none"> 1. Suggested "Letter to Parents" 2. Suggested "Classroom Guidelines" 3. Suggested "Student Data" card 4. Suggest using T.P.O.- 1.0 criteria measure (test)

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.1
(Orientation)

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.1.1	Examine new course.	1.1.1	After teacher welcome and introduction of students, read and discuss "Letter to Students and Parents".	1.1.1	Suggested "Letter to Students and Parents" (see attached)	Day 1
1.1.2	Explore home economics department.	1.1.2	After taking a teacher-conducted tour of the home economics department, students will write or orally respond to "Classroom Guidelines".	1.1.2	Suggested "Classroom Guidelines" (see attached) Lessons in Living, 1970 Unit 4: Citizenship Lesson 4: At School p. 348	
1.1.3	Indicate student interests and information.	1.1.3	Print information on Student Data card.	1.1.3	Suggested "Student Data" card. (see attached)	Day 2
1.1.4	Pre-test student's ability to identify home economics occupations.	1.1.4	Take pre-test.	1.1.4	Use T.P.O. 1.0 criterion measure.	
1.1.5	Recognize occupations using home economics skills, aptitudes and knowledge.	1.1.5	Discuss bulletin board.	1.1.5		

PERIOD _____ STUDENT _____ DATE _____

1.1.1

Letter to Students and Parents:

Today you are beginning the _____ weeks course, "Orientation to Home Economics Occupations".

The 5 objectives of this course are that, upon completion, you will be able to:

- (1) describe the five clusters of occupations which use home economics skills, aptitudes and knowledge.
- (2) show an awareness of the wide variety of career opportunities in the fields of food and nutrition, clothing and textiles, housing and home furnishings, human care and home service.
- (3) identify advantages and disadvantages of careers in the five home economics occupational clusters.
- (4) classify jobs in the home economics occupational areas according to education and training needed.
- (5) recognize requirements and personal qualifications for the respective home economics occupations.

In order to pass this course, you will need to satisfactorily complete 7 tests (6 weekly and 1 final course test); also to participate in all laboratory "hands on" experiences, according to your interests and abilities. All students will be encouraged to collect hand-out information sheets in a file notebook or folder for future career planning reference.

If you or your parents have any questions about this course, please write below.

To show that you have read (or listened to) this letter, please sign and return tomorrow.

Student_____
Parent/Guardian

1.1.2

SUGGESTED "CLASSROOM GUIDELINES"

Directions: Mark your response to these suggestions for getting along in the classroom by indicating "yes" or "no" and by writing your own suggestions.

<u>YES</u>	<u>NO</u>	<u>MY COMMENTS OR SUGGESTIONS</u>
		I will RESPECT other people's PROPERTY by:
_____	_____	1. improving the appearance of my classroom.
_____	_____	2. offering to supervise or help with disposal of trash. (Custodian)
_____	_____	3. offering to supervise or help with dusting and for decorating. (Interior Decorator)
_____	_____	4. offering to supervise or help with storage of books. (Librarian)
_____	_____	5. storing my own books and garments correctly.
_____	_____	6. keeping my hands off of other people's property.
_____	_____	7. disposing of chewing gum, in its wrapper, into the trash can.

1.1.2 (continued)

<u>YES</u>	<u>NO</u>	<u>MY COMMENTS OR SUGGESTIONS</u>
I will RESPECT other people's FEELINGS by:		
_____	_____	8. not interrupting when other people are speaking.
_____	_____	9. waiting for my turn to speak.
_____	_____	10. avoiding critical conversation about other people; instead, offering to help them.
_____	_____	11. laughing only at <u>my</u> mistakes
I will RESPECT other people's RIGHTS by:		
_____	_____	12. not interrupting my teacher or anyone else except by raising my hand.
_____	_____	13. doing my grooming (hair brushing, make-up) at home or in the rest room.
_____	_____	14. not abusing rest room privileges.
_____	_____	15. being quiet outside classrooms during school.

Home Economics Department
Orientation STUDENT DATA Card

1.1.3

Use 3x5" file card

Front

Student Data (Please PRINT)			
Last Name	First Name	Middle Initial	"Preferred Name"
Social Security Number			
Age			
Address			
Number	Street	City	Zip Code
Parent/Guardian		Name	
Telephone			
Parent(s) Occupations			

Back

Please print any information about yourself; such as
HOBBIES
JOBS
TRAVEL
AWARDS, HONORS
SUBJECTS Most Liked
SUBJECTS Most Disliked

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.2	The student will identify <u>Human Care Occupations</u> which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 Human Care Service Occupations from a list of occupations.	1.2	<p align="center">HUMAN CARE OCCUPATIONS</p> <p>1. Babysitter</p> <p>2. Clothing service aide</p> <p>3. Chauffeur</p> <p>4. Companion to elderly or disabled</p> <p>5. Cook's helper</p> <p>6. Head Start supervisor</p> <p>7. Florist aide</p> <p>8. Handyman</p> <p>9. Church School worker</p> <p>10. Helper in children's hospital ward</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1	Define HUMAN CARE Skills Aptitudes Knowledge	1.2.1	<p>a) Teacher - Class discussion to answer questions; such as: How many of you... (1) ___ have done babysitting more than once for the same family? Teacher Response: You have used babysitting SKILLS. (2) ___ enjoy visiting elderly people? Teacher Response: You show an APTITUDE for the job of companion to the elderly. (3) ___ try to analyze WHY babies cry? Teacher Response: You show KNOWLEDGE of child development.</p> <p>b) Complete the following definitions, using word list. UNDERSTANDING DO ABILITY</p> <p>(1) A skill is what we _____ well. (2) An aptitude is a natural _____. (3) Knowledge is the _____ of information.</p>	1.2.1	<p>Use "Positive-Negative Feedback" method. (Recommended by Dr. Lois Beachum, VTA Conference, 8/72)</p> <p>Student Response: Raise hands high if answer is "yes". Raise hands halfway if answer is "sometimes". Point thumbs down if answer is "no".</p> <p>KEY: (1) DO (2) ABILITY (3) UNDERSTANDING</p>	



FUNCTIONAL PERFORMANCE ANALYSIS

PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.2

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>the HUMAN CARE occupations the economics skills, and knowledge.</p>	1.2.2	<p>Class view and discuss, with teacher, a transparency, or hand-out, of the HUMAN CARE Occupation Pyramid.</p>	1.2.2	<p>HUMAN CARE Occupation Pyramid (see Appendix)</p>	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.3	The student will identify <u>Food and Nutrition Occupations</u> which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 <u>Food and Nutrition Occupations</u> from a list of occupations.	1.3	<p style="text-align: center;">FOOD AND NUTRITION OCCUPATIONS</p> <p>___ 1. Cafeteria worker</p> <p>___ 2. Housekeeper</p> <p>___ 3. Caterer</p> <p>___ 4. Bus boy or girl</p> <p>___ 5. Nursemaid</p> <p>___ 6. Appliance seller</p> <p>___ 7. Dry cleaner</p> <p>___ 8. Dietitian</p> <p>___ 9. Supplies purchaser</p> <p>___ 10. Chef or cook</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.3.1	Define FOOD and NUTRITION Skills Aptitudes Knowledge	1.3.1	<p>a) Teacher-Class discussion to answer questions; such as: How many of you...</p> <p>(1) ___ prepare food at home or assist with meal preparation? Teacher Response: You are using the SKILLS of a Cook or Chef.</p> <p>(2) ___ enjoy decorating the table and serving food attractively? Teacher Response: You show an APTITUDE for being a waiter/waitress or caterer.</p> <p>(3) ___ try to avoid eating too many greasy or sweet foods? Teacher Response: You use KNOWLEDGE of Food and Nutrition.</p> <p>b) Review definitions of SKILL APTITUDE KNOWLEDGE and discuss examples of each.</p>	1.3.1	<p>STUDENT SCRAMBLE</p> <p>Teacher Preparation: A picture or demonstration to illustrate each of 3 questions.</p> <p>Student Action: After question is asked, students move to area of picture or demonstration illustration. Score keeper write tally on board. Students return to seats before next question is asked.</p>	
1.3.2	Recognize FOOD and NUTRITION occupations using home economics skills, aptitudes, and knowledge.	1.3.2	Class view and discuss, with teacher, a transparency or hand-out of the FOOD and NUTRITION Occupation Pyramid.	1.3.2	FOOD and NUTRITION Occupation Pyramid (see Appendix)	

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COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.4	The student will identify <u>Home Service Occupations</u> which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 <u>Home Service Occupations</u> from a list of occupations.	1.4	<p style="text-align: center;">HOME SERVICE OCCUPATIONS</p> <p>___ 1. Repair person</p> <p>___ 2. Wall washer</p> <p>___ 3. Color consultant</p> <p>___ 4. Carpet cleaner</p> <p>___ 5. Hostess</p> <p>___ 6. Gift wrapper</p> <p>___ 7. Window washer</p> <p>___ 8. Bridal consultant</p> <p>___ 9. Catering service worker</p> <p>___ 10. Amusement park worker</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.4.1	Define HOME SERVICE Skills Aptitudes Knowledge	1.4.1	a) Teacher-Class discussion to answer questions; such as: How many of you... (1) ___ clean windows, walls or carpets at home? Teacher Response: You are using Home Service SKILLS used in the jobs of window washer, wall washer or carpet cleaner. (2) ___ like to fix broken equipment around the house? Teacher Response: You show an APTITUDE for the job of Repair Person. (3) ___ help organize food service for family reunions or church suppers? Teacher Response: You are using a KNOWLEDGE of the Catering Service Worker. b) Review definitions of: SKILL APTITUDE KNOWLEDGE and discuss examples of each.	1.4.1	Teacher Preparation: Give 3 small, different colored slips of paper to each student. Each color will represent one of the 3 questions. (For example: Question #1 - <u>Blue</u> Question #2 - <u>Red</u> Question #3 - <u>Yellow</u>) Student Action: After Question #1 is asked, only those answering <u>YES</u> would put the Blue slip of paper into a bag or bowl. All 3 questions are asked consecutively. The teacher may want to write the colors and numbers on the board as a reminder to the student. Use one bag or bowl for all of the "votes". After all questions are asked student(s) tally up each color. When counting is completed, teacher makes appropriate comments. (see Teacher Responses) <u>NOTE:</u> Save colored slips of paper from one period to the next.	

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FUNCTIONAL PERFORMANCE ANALYSIS

LONG-TERM PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.4

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>Identify HOME SERVICE Occupations involving home economics aptitudes and knowledge.</p>	<p>1.4.2</p>	<p>Class view and discuss, with teacher, a transparency or hand-out of the HUMAN SERVICE Occupation Pyramid.</p>	<p>1.4.2</p>	<p>HOME SERVICE Occupation Pyramid (see Appendix)</p>	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.5	The student will identify <u>Clothing and Textile Occupations</u> which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 Clothing and Textile occupations from a list of occupations.	1.5	<p align="center">CLOTHING AND TEXTILE OCCUPATIONS</p> <p>_____ 1. Tailor</p> <p>_____ 2. Seamstress</p> <p>_____ 3. Trayline worker</p> <p>_____ 4. Occupational therapist</p> <p>_____ 5. Sewing machine repairman</p> <p>_____ 6. Decorator's assistant</p> <p>_____ 7. Worker in a garment factory</p> <p>_____ 8. Executive housekeeper</p> <p>_____ 9. Pattern printer</p> <p>_____ 10. Florist aide</p>

FUNCTIONAL PERFORMANCE ANALYSIS

AL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.5

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>CLOTHING and TEXTILE skills aptitudes knowledge</p>	1.5.1	<p>a) Teacher-Class discussion to answer questions; such as: How many of you... (1) ___ like to make clothes for yourselves or others? Teacher Response: You are using SKILLS of a tailor or seamstress. (2) ___ can fix your parent's sewing machine when it doesn't work right? Teacher Response: You show an APTITUDE for sewing machine repair. (3) ___ know how to use sewing tools safely? Teacher Response: You are using knowledge required of a Garment Factory Worker.</p> <p>b) Review definitions of SKILL APTITUDE KNOWLEDGE and discuss examples of each.</p>	1.5.1	<p>Use Listening-Hearing Technique (Dr. Lois Beacham) Divide the class into pairs of students by numbering "1-2" around the room. After the teacher asks each question, the "1's" explain to their #2 partner <u>why</u> their answer is "yes" until the ringing of a bell; then the "2's" explain to their #1 partner any "yes" answers. This method is repeated for each question.</p>	
<p>re CLOTHING and TEXTILE ions using home economics aptitude and knowledge.</p>	1.5.2	<p>Class view and discuss, with teacher, a transparency or hand-out of the CLOTHING and TEXTILE Occupation Pyramid.</p>	1.5.2	<p>CLOTHING and TEXTILE Occupation Pyramid (see Appendix)</p>	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.6	The student will identify <u>Housing and Home Furnishings Occupations</u> which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 Housing and Home Furnishings Occupations from a list of occupations.	1.6	<p style="text-align: center;">HOUSING AND HOME FURNISHINGS OCCUPATIONS</p> <p>___ 1. Maintenance manager</p> <p>___ 2. Car Hop</p> <p>___ 3. Furniture designer</p> <p>___ 4. Dressmaker, self-employed</p> <p>___ 5. Interior decorator</p> <p>___ 6. Furniture repair person</p> <p>___ 7. Child Guidance Counselor</p> <p>___ 8. Drapery Estimator</p> <p>___ 9. Hotel manager</p> <p>___ 10. Architect</p>

FUNCTIONAL PERFORMANCE ANALYSIS

FUNCTIONAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.6

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIREMENT
<p>HOUSING and HOME THINGS</p> <p>Skills Aptitude Knowledge</p>	1.6.1	<p>a) Teacher-Class discussion to answer questions; such as: How many of you... (1)___ make table decorations at home; such as flower arrangements? Teacher Response: You are using the SKILLS of a florist.</p> <p>(2)___ like to plan color schemes and arrange furniture for rooms at home? Teacher Response: You are showing an APTITUDE for the job of Interior Decorator.</p> <p>(3)___ use knowledge of math to measure windows for making curtains? Teacher Response: You use knowledge required for a Drapery Estimator.</p> <p>b) Review definitions of SKILL APTITUDE KNOWLEDGE and discuss examples of each.</p>	1.6.1	Refer to 1.2.1	<p>29</p> <p>42</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.6

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.2	Recognize HOUSING and HOME FURNISHINGS Skills Aptitude Knowledge	1.6.2	Class view and discuss, with teacher, a transparency or hand-out of the HOUSING and HOME FURNISHINGS Occupation Pyramid.	1.6.2	HOUSING and HOME FURNISHINGS Occupation Pyramid.	
6.3	Classify occupations using home economics skills, aptitudes and knowledge.	1.6.3	Class play Career-Ingo Game.	1.6.3	Career-Ingo directions attached	

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1.6.3

CAREER - INGO DIRECTIONS

Pass out cards and markers (buttons, beans, etc.). Teacher explains the game: across the top of the card are the 5 different areas. Under each area are a few of the occupations related to that area. As the teacher calls out an occupation, the student will place the marker on the occupation if it is on the card he has. The first student who completes a diagonal, horizontal or vertical line will win. (As a prize -- example: points toward a privilege.) Each student must get another CAREER-INGO card with different occupations on it. Play again. Repeat until various cards have been used.

Some appropriate remarks may be made as the game is being played. However, remember each area will be studied in greater depth with more job knowledge later. This will be a good time to "learn" some things about the student. As a job or occupation is called, a student may remark, "Daddy does that".

From the sample card, you will make enough copies for your largest class. Make each card different, using the 5 Pyramids as guides for filling in the various occupations or jobs under an area.

CAREER - INGO

CLOTHING and TEXTILES	FOOD and NUTRITION	HOUSING and HOME FURNISHINGS	HUMAN CARE	HOME SERVICE

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 2.0

Accreditation Standards:

X-4.152 X-4.157 X-4.158

On completion of a series of planned learning experiences illustrating the Human Care Occupational Cluster, at least 76% of the students will demonstrate awareness of the wide variety of career opportunities; recognize positive and negative aspects of careers; classify jobs according to education and training needed; designate requirements and personal qualifications, as evidenced by correctly completing at least 7 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES														
		2.0	<p>DIRECTIONS: Match the answers in Column II with appropriate words in Column I:</p> <table border="0"> <tr> <td style="text-align: center;"><u>COLUMN I</u></td> <td style="text-align: center;"><u>COLUMN II</u></td> </tr> <tr> <td>1. ___ Advantage to being a babysitter</td> <td>A. Church school worker</td> </tr> <tr> <td>2. ___ Entry level job</td> <td>B. May be depressing at times</td> </tr> <tr> <td>3. ___ Child Care aide</td> <td>C. Nursery school teacher</td> </tr> <tr> <td>4. ___ Intermediate level job</td> <td>D. Experience for future parenthood</td> </tr> <tr> <td>5. ___ College education</td> <td>E. Needs patience and understanding</td> </tr> <tr> <td>6. ___ Disadvantage to being a companion to elderly</td> <td>F. Practical nurse</td> </tr> </table> <p>DIRECTIONS: 7-10 List below 4 jobs using home economics knowledge and skills from the Human Care Occupational Cluster.</p> <p>7. 8. 9. 10.</p>	<u>COLUMN I</u>	<u>COLUMN II</u>	1. ___ Advantage to being a babysitter	A. Church school worker	2. ___ Entry level job	B. May be depressing at times	3. ___ Child Care aide	C. Nursery school teacher	4. ___ Intermediate level job	D. Experience for future parenthood	5. ___ College education	E. Needs patience and understanding	6. ___ Disadvantage to being a companion to elderly	F. Practical nurse
<u>COLUMN I</u>	<u>COLUMN II</u>																
1. ___ Advantage to being a babysitter	A. Church school worker																
2. ___ Entry level job	B. May be depressing at times																
3. ___ Child Care aide	C. Nursery school teacher																
4. ___ Intermediate level job	D. Experience for future parenthood																
5. ___ College education	E. Needs patience and understanding																
6. ___ Disadvantage to being a companion to elderly	F. Practical nurse																

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 2.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.1	The student will identify opportunities for jobs related to Human Care Services, as evidenced by answering correctly at least 3 questions	2.1	<p align="center">JOB OPPORTUNITIES RELATED TO HUMAN CARE</p> <p>Directions: From the list of jobs, complete the sentences with the job opportunity each describes.</p> <p>CHILD GUIDANCE COUNSELOR COMPANION to the DISABLED or ELDERLY CHURCH SCHOOL WORKER BABYSITTER TOYMAKER</p> <ol style="list-style-type: none"> 1. A _____ cares for young children during church services. 2. A _____ helps children and their parents solve personal problems. 3. A _____ produces materials, usually in a factory, that should contribute to a child's physical, mental, emotional, and social development. 4. A _____ helps people who cannot take care of themselves at home. 5. A _____ is primarily concerned with children's safety.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

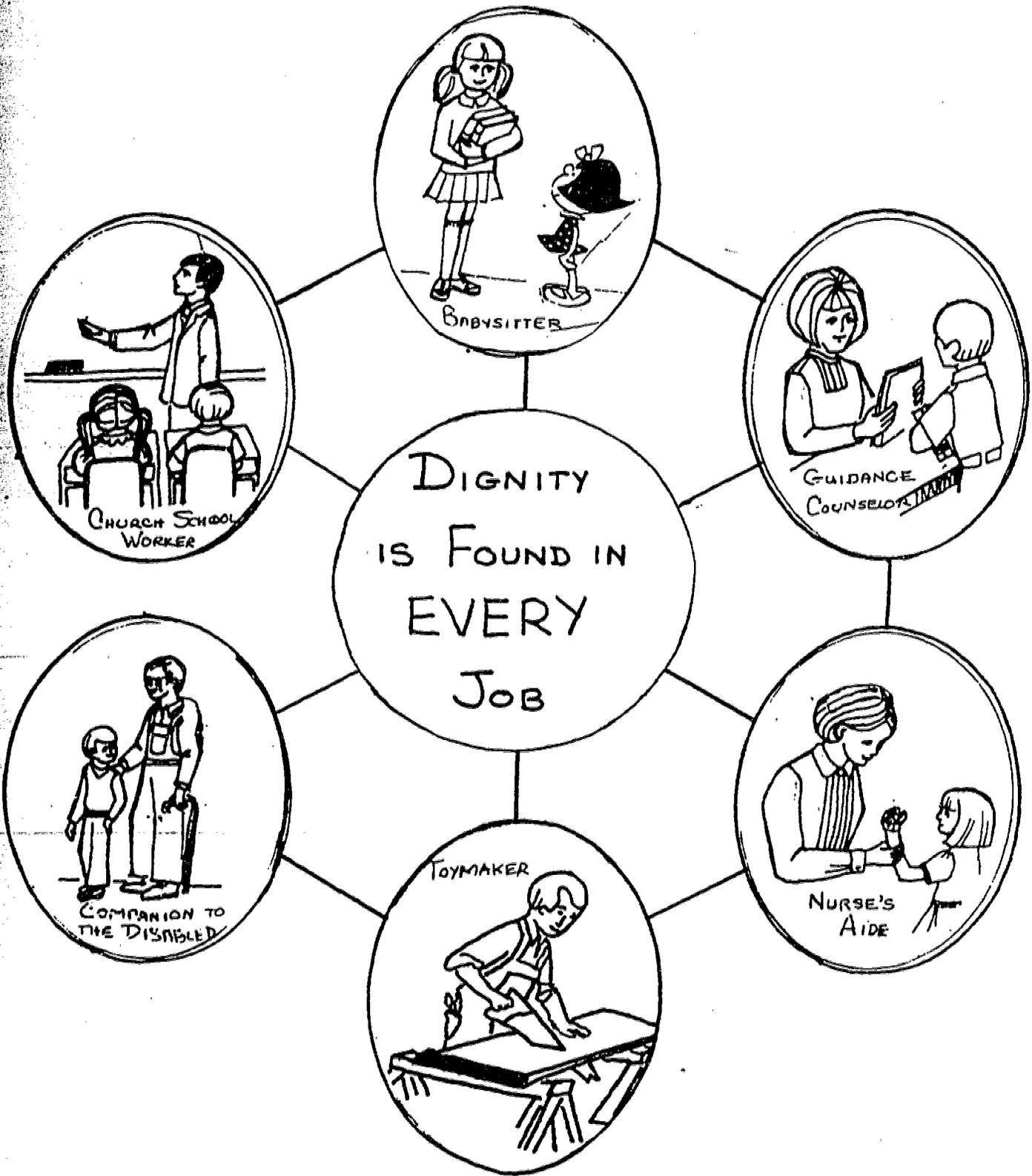
INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
2.1.1	Define HUMAN CARE SERVICES	2.1.1	Using bulletin board or transparency, "Dignity Is In Every Job" ___ discuss HUMAN CARE SERVICES suggested. ___ add others Answer: 1. Are these SERVICES related to helping people? 2. In what ways? How?	2.1.1	"Dignity Is Found In Every Job" transparency or bulletin board suggestion. (see Appendix)	
2.1.2	Relate HUMAN CARE SERVICES to job opportunities.	2.1.2	From a job list on the board, the class will name the job that provides the services role-played by student volunteers: 1. Role-play a CHURCH SCHOOL WORKER doing the finger play, "Here's the Church...", for children in the nursery. 2. Role-play a COMPANION TO ELDERLY or HOSPITAL AIDE assisting a feeble person out of his chair and walking. 3. Role-play a BABYSITTER putting a child to bed or encouraging a child to eat. 4. Role-play a TOYMAKER making	2.1.2	Jobs that provide HUMAN CARE SERVICES: Babysitter Child Guidance Counselor Companion to elderly or disabled Church School worker Toymaker Hospital aide	

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FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.1.2	(continued) a sock doll or a pull toy (using a shoe box). 5. Role-play the SCHOOL GUIDANCE COUNSELOR helping a student who doesn't like junior high school.			
2.1.3	Recognize job opportunities providing HUMAN CARE SERVICES.	2.1.3	List on board, job opportunities shown on film. Class discuss what HUMAN CARE SERVICES each job provides.	2.1.3	a) Film: "Jenny Is a Good Thing" (see Appendix for information)	
2.1.4	Examine careers in HUMAN CARE SERVICES.	2.1.4	Tape record or write for school paper or your reference notebook the answers to suggested questions to ask resource persons. Suggested questions for students to ask speakers: 1. The advantages and disadvantages of job. 2. The training needed for job. 3. Future advancement for student in field. 4. Expense of setting up own business (approx. capital needed). 5. Tasks commonly performed. In the event speakers are not	2.1.4	RESOURCE PERSONS: (tape presentations for future use) 1. Parents, relatives, neighbors 2. School Guidance Counselor 3. County supervisor of kindergarten 4. Office of Equal Opportunity Personnel 5. Kindergarten teacher 6. Child care center operator 7. County Welfare Department 8. Junior College or University Personnel 9. Psychologist or speech therapist 10. Nursing Home worker or parent who cares for the elderly 11. Parents or students who take care of children at church	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.1.4	(continued) available, a student may role-play a resource person and another student may interview him by asking the above questions.	2.1.4	(continued) 12. Parents or students who babysit for wages 13. Parent who makes play materials for children Other Resources: <u>Occupational Outlook Handbook</u> U.S. Department of Labor <u>Encyclopedia of Careers and Vocational Guidance</u> , J. G. Ferguson Publishing Co., 1972, Chicago, Ill. \$21.00 a set <u>Exciting Careers for Home Economists</u>	
4	1.5 Distinguish JOBS PROVIDING HUMAN CARE SERVICES.	2.1.5	Do scramblegram JOBS PROVIDING HUMAN CARE SERVICES.	2.1.5	See Appendix Answers to scramblegram: 1. nursemaid 2. head start aide 3. baby sitter 4. recreational worker 5. playroom attendant 6. housemother 7. teacher's aide 8. governess 9. head start supervisor 10. toy sales clerk 11. cottage parent	55

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
			2.1.5	(continued) 12. day care worker 13. nursery teacher 14. kindergarten teacher 15. welfare worker	57

2.1.5

JOBS PROVIDING HUMAN CARE

Unscramble the following letters to make words about jobs in HUMAN CARE:

1. rsmenaida
2. ehad - trsta - eida
3. ybba - irtest
4. reacreontila - krower
5. aromplyo - antdttaen
6. uemhhstoer
7. shtercea - eiad
8. oevsesgrn
9. deha - trtsa - upvseriosr
10. yto - lscleksaer
11. gatocte - raenpt
12. yda - cera - kweror
13. eryruns - tcrheae
14. idegektnrnra - echetar
15. laefwer - rorewk

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 2.0 (cont'd)

X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.2	The student will differentiate between jobs needing advanced, intermediate, or entry level training; as evidenced by answering correctly at least 3 questions.	2.2	<p align="center">JOB TRAINING LEVELS</p> <p>Directions: Beside each of the following jobs, write the letter which indicates the level of training required:</p> <p align="center">A - Advanced I - Intermediate E - Entry</p> <p>_____ 1. Nurse's Aide</p> <p>_____ 2. Public School Kindergarten teacher</p> <p>_____ 3. Recreational Supervisor</p> <p>_____ 4. Day Care Aide</p> <p>_____ 5. Communications - Writer for T V, magazines</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED								
2.1	Define JOB TRAINING LEVELS	2.2.1	<p>Match the job level with its definition.</p> <table border="1" data-bbox="522 577 954 1165"> <thead> <tr> <th data-bbox="522 577 690 619">JOB LEVEL</th> <th data-bbox="690 577 954 619">DEFINITION</th> </tr> </thead> <tbody> <tr> <td data-bbox="522 640 690 787">Entry Level</td> <td data-bbox="690 640 954 787">1. Usually college or university, four or more years.</td> </tr> <tr> <td data-bbox="522 808 690 913">Inter-mediate Level</td> <td data-bbox="690 808 954 913">2. On-the-job training or high school training.</td> </tr> <tr> <td data-bbox="522 934 690 1165">Advanced or Professional Level</td> <td data-bbox="690 934 954 1165">3. Two-year training in a Vocational-Technical School or Junior College or skilled with experience.</td> </tr> </tbody> </table>	JOB LEVEL	DEFINITION	Entry Level	1. Usually college or university, four or more years.	Inter-mediate Level	2. On-the-job training or high school training.	Advanced or Professional Level	3. Two-year training in a Vocational-Technical School or Junior College or skilled with experience.	2.2.1	<p>Write on board <u>or</u> use transparency. See Appendix</p>	
JOB LEVEL	DEFINITION													
Entry Level	1. Usually college or university, four or more years.													
Inter-mediate Level	2. On-the-job training or high school training.													
Advanced or Professional Level	3. Two-year training in a Vocational-Technical School or Junior College or skilled with experience.													
2.2	Recognize student experience with ON-THE-JOB TRAINING.	2.2.2	<p>Students respond to teacher questions by:</p> <ol style="list-style-type: none"> 1) raising hand high if answer is "much experience". 2) raising hand half-way if answer is "some experience". 3) pointing thumbs down if answer is "no experience". <p>Questions for class: How many of you...</p> <ol style="list-style-type: none"> 1. help care for little chil- 	2.2.2	Positive - Negative Feedback Technique									

DIRECTIONS: MATCH THE JOB LEVEL WITH ITS DEFINITION.

<u>JOB LEVEL</u>	<u>DEFINITION</u>
— ENTRY LEVEL	1. USUALLY COLLEGE OR UNIVERSITY, FOUR OR MORE YEARS.
— INTER-MEDIATE LEVEL	2. ON-THE-JOB TRAINING OR HIGH SCHOOL TRAINING
— ADVANCED OR PROFESSIONAL LEVEL	3. TWO-YEAR TRAINING IN A VOCATIONAL-TECHNICAL SCHOOL OR JUNIOR COLLEGE, OR SKILLED WITH EXPERIENCE

FUNCTIONAL PERFORMANCE ANALYSIS

ANAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

TRAINING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	2.2.2	(continued) dren at Church or Sunday School? 2. babysit without pay? 3. babysit with pay? 4. assist playground director with games for younger children? 5. help older people, in your home or on the street, with acts of kindness or physical assistance? 6. assist an amusement park worker in providing recreation for the public? 7. help teach handicrafts at camp or on playground? 8. make toys for children?			
Differentiate TRAINING LEVELS for Human Care Jobs.	2.2.3	Class play JOB TRAINING HOUSE GAME <u>Directions:</u> Explain that the "first" floor of the "training house" is for ENTRY-LEVEL jobs, the second floor" for INTER-MEDIATE-LEVEL jobs. Distribute a copy of the HUMAN CARE PYRAMID to each student. <u>Action:</u> Each student take his turn to walk up to "training house", take a card, and place it on the floor level of train-	2.2.3	JOB TRAINING HOUSE GAME Teacher Preparation: Make an outline of a large triangle on a flannelboard or bulletin board. Divide into 3 sections with 2 horizontal lines. Cut enough pieces of flannel, flannel-backed file cards, or cards for each member of the class. Print a different job on each card. Reproduce a copy of the HUMAN CARE PYRAMID for every student.	

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	2.2.3	(continued) ing required for the job printed on the card. The class members will check accuracy of placement using their individual copies of Pyramid.			66

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COURSE ORIENTATION TO HOME ECONOMICS OCCUPATION

TERMINAL PERFORMANCE

OBJECTIVE NO. 2.0 (cont'd)

X-4.158

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																		
2.3	The student will identify personal qualities and job requirements that affect employability in Human Care Services, as evidenced by responding correctly to at least 3 test questions.	2.3	<p align="center">PERSONAL QUALITIES AND JOB REQUIREMENTS</p> <p>Directions: Match the job with the description of personal qualities and job requirements that best describe it.</p> <table border="1"> <thead> <tr> <th data-bbox="776 821 1101 890"><u>JOB</u></th> <th data-bbox="1101 821 1328 890"><u>PERSONAL QUALITY</u></th> <th data-bbox="1328 821 1581 890"><u>REQUIREMENTS</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="776 911 1101 980">1. Kindergarten Aide</td> <td data-bbox="1101 911 1328 980">A. Courteous</td> <td data-bbox="1328 911 1581 980">Knowledge of child development, salesmanship</td> </tr> <tr> <td data-bbox="776 1001 1101 1071">2. Recreational Supervisor</td> <td data-bbox="1101 1001 1328 1071">B. Able to relate to children</td> <td data-bbox="1328 1001 1581 1071">Imagination</td> </tr> <tr> <td data-bbox="776 1092 1101 1161">3. Toy Sales Clerk</td> <td data-bbox="1101 1092 1328 1161">C. Emotionally stable</td> <td data-bbox="1328 1092 1581 1161">Good attendance</td> </tr> <tr> <td data-bbox="776 1182 1101 1251">4. Worker in a Nursing Home</td> <td data-bbox="1101 1182 1328 1251">D. Cheerful</td> <td data-bbox="1328 1182 1581 1251">Sympathetic understanding of human shortcomings</td> </tr> <tr> <td data-bbox="776 1272 1101 1341">5. Children's TV show Writer</td> <td data-bbox="1101 1272 1328 1341">E. Physically energetic</td> <td data-bbox="1328 1272 1581 1341">Knowledge of group games</td> </tr> </tbody> </table>	<u>JOB</u>	<u>PERSONAL QUALITY</u>	<u>REQUIREMENTS</u>	1. Kindergarten Aide	A. Courteous	Knowledge of child development, salesmanship	2. Recreational Supervisor	B. Able to relate to children	Imagination	3. Toy Sales Clerk	C. Emotionally stable	Good attendance	4. Worker in a Nursing Home	D. Cheerful	Sympathetic understanding of human shortcomings	5. Children's TV show Writer	E. Physically energetic	Knowledge of group games
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FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

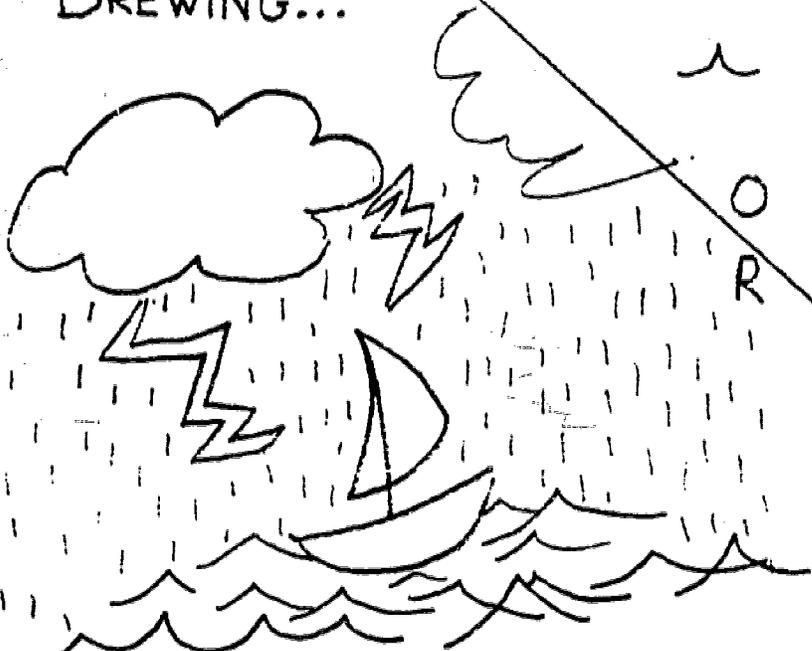
INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
2.3.1	Define: EMPLOYABILITY PERSONAL QUALITIES JOB REQUIREMENTS.	2.3.1	Class discuss, while viewing transparencies, which one defines: 1. EMPLOYABILITY 2. PERSONAL QUALITIES 3. JOB REQUIREMENTS	2.3.1	Transparency (see Appendix p. EMPLOYABILITY PERSONAL QUALITIES JOB REQUIREMENTS	
2.3.2	Relate PERSONAL QUALITIES to student EMPLOYABILITY for Human Care Services.	2.3.2	Complete JOB PERSONALITY CHECKLIST Class view transparencies showing desirable personal characteristics for human care services. Students work Word-O-Gram for personal qualifications. Play charades or some form of pantomime in order to define these characteristics. Students may present minute dramas to demonstrate behavior in the presence of small children, elderly and disabled persons.	2.3.2	JOB PERSONALITY CHECKLIST Appendix "Personality and Appearance" 3M #3215 Film: <u>Personal Qualities for Job Success</u> Coronet 11 minutes/black & white Filmstrips: <u>ABC'S OF GETTING AND KEEPING A JOB</u> 8 strips Eyegate Student References: Chapman: <u>YOUR ATTITUDE IS SHOWING</u> Science Research Associates, Inc. 1964 Allen & Briggs: <u>Mind Your Manners</u> Lippincott 1971 Andrews, Margaret E.: <u>It's Up To You</u> McGraw-Hill, Gregg Division	



WHAT'S YOUR FORECAST

STORM
BREWING...



ROUGH WATERS AHEAD

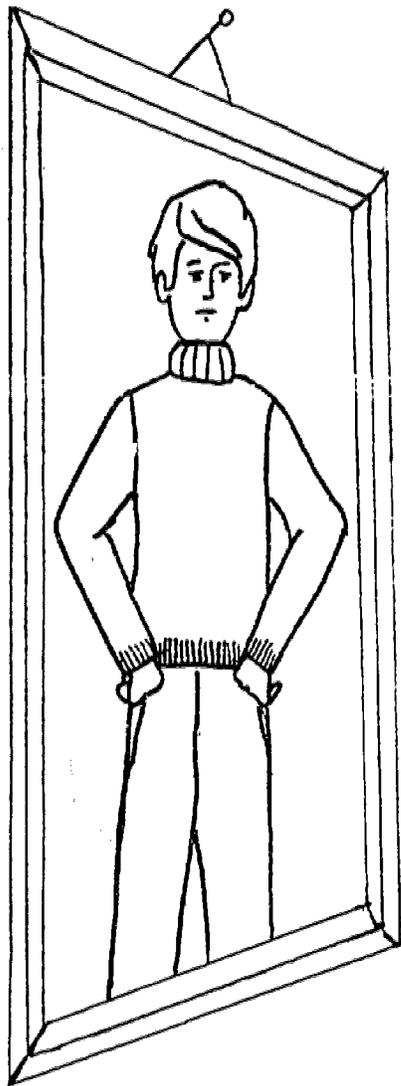
CLEAR SKIES...



SMOOTH SAILING
AHEAD

FOR EMPLOYABILITY?

TAKE A LOOK AT YOURSELF



WHAT ARE
YOUR
PERSONAL
QUALITIES?



ALL JOBS HAVE REQUIREMENTS



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3.3	Recognize JOB REQUIREMENTS necessary for successful EMPLOYABILITY.	2.3.3	Answer: 1) What three requirements are important to be successful in getting and keeping a job? 2) List 11 requirements for a successful worker Choose one or more: ___ discuss ___ make a mobile window poster bulletin board ___ write a skit 3) Answer: "What Do You Say?" Question #2 4) "What Do You Say?" Questions #2,3	2.3.3	1) <u>Lessons in Living</u> P.363 2) <u>Ibid</u> p. 365 3) <u>Ibid</u> p. 366 4) <u>Ibid</u> p. 367	
2.3.4	Relate JOB REQUIREMENTS to EMPLOYABILITY as a worker in a Nursing Home Nurse's Aide Companion to the Elderly	2.3.4	A) Groups buzz; then class discuss: What skills are necessary for a Worker in a NURSING HOME? a Nurse's Aide? 1) Teacher and/or student(s) demonstrate skills. 2) Student teach-back: One student tell. One student do. 3) All students do.	2.3.4	<u>SKILLS</u> <u>Nursing Home or Nurse's Aide Worker</u> 1) Making paper bag for safe disposal of waste. 2) Making improvised slippers. 3) Improvising a shawl, using bath towel. 4) Improvising a bathrobe, using a blanket. 5) Giving medicine safely and accurately: <u>The Five Rights in Giving Medicine</u>	77

76

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FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	2.3.4	<p>(continued)</p> <p>B) View film on aging.</p> <p>C) Invite nursing home director to talk about the needs of older people.</p> <p>D) Discuss characteristics of aging. Answer "What are the job requirements for those who work with elderly people?"</p> <p>E) Students compile a list of ways to help older people meet their needs.</p>	2.3.4	<p>(continued)</p> <p>Give the right MEDICINE in the right AMOUNT - to the right PERSON - at the right TIME - in the right MANNER.</p> <p>B) Film: "Old Age - The Wasted Years?"</p> <p>D) Characteristics of aging:</p> <ol style="list-style-type: none"> 1. Increased physical infirmities <ol style="list-style-type: none"> a) sight and hearing deterioration b) less efficient body functions c) existence of chronic diseases d) reduction of activities e) loss of interest in nutrition 2. Decrease in mental alertness <ol style="list-style-type: none"> a) apathy to people and surroundings b) beginning of senility (make transparency) <p>E) <u>Thresholds to Adult Living</u>, pp. 244-246</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3.5	Relate JOB REQUIREMENTS to EMPLOYABILITY as a TOY SALES CLERK or TOYMAKER.	2.3.5	<p>A) Groups buzz; then class discuss: What skills are necessary for a TOYMAKER? a TOY SALES CLERK?</p> <p>B) Teacher and/or students demonstrate making: (choose one or more)</p> <ul style="list-style-type: none"> ___ Stocking Puppet ___ Paper Bag Puppet ___ Paper Bag Mask ___ Milk Carton or Shoe Box Train ___ Shoe Box Pull Toy ___ Finger Puppets ___ Cans in cans for stacking-cover with contact ___ "Learn How To" books - made from felt or oil cloth, zipper, snaps, buttons ___ Bean Bags of various shapes - (can create a game of toss) 	2.3.5	<p>A) <u>REQUIREMENTS</u></p> <p><u>TOYMAKER</u></p> <ol style="list-style-type: none"> 1) Creative "know how". 2) Safety consciousness. 3) Ability to design and make toys that meet developmental needs of a child. <p><u>Enjoying Family Living</u> pp. 138-143</p> <p><u>TOY SALES CLERK</u></p> <ol style="list-style-type: none"> 1) Salesmanship. 2) Knowledge of math. 3) Ability to recommend suitable toys for age of child <p>B) See Appendix Transparency 3M Visual Products Box 300 St. Paul, Minnesota "Collection of Toys"</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	2.3.5	<p>(continued)</p> <ul style="list-style-type: none"> ___ Make play dough/finger-paints ___ Make puzzles from magazines self-created pictures ___ Paint rocks in different images/shellac <p>Suggested household items to use in making:</p> <p><u>Sand Box</u> - dish pan (spray can tops, funnels, strainers)</p> <p><u>Crazy Wheels</u> - baby food jar lids on spools with pull rope</p> <p><u>Blocks</u> - sanded and waxed from construction scraps</p> <p><u>Puppets</u> - paper bag, socks, felt, washcloths, doubleknit</p> <p><u>Cars or Beads</u> - painted spools</p> <p>Prepare a "Surprise Kit" of no-cost toys and play materials</p> <p>Share ideas with the class.</p> <p>C) Using hand-out, "Tips on Toys for Tots", print GUIDES for SELECTING CHILDREN'S TOYS.</p>	2.3.5	<p>(continued)</p> <p>C) Appendix</p> <p>Answers:</p> <ul style="list-style-type: none"> Keep toy simple Choose bright colors Avoid sharp edges or points Choose toys large enough to handle Avoid toys that splinter Avoid toys that break easily 	

H O M E M A D E C L A Y D O U C H

1 cup flour

½ cup salt

3 teaspoons alum

enough water to hold ingredients together

vegetable coloring

When not in use, store the clay in a covered container. To keep it in good condition, knead a small amount of water into it when the surface dries. Divide into three or four parts and make each part a different color.

F I N G E R P A I N T

1 quart boiling water

¾ cup soap flakes

1 teaspoon glycerine (buy at drug store)

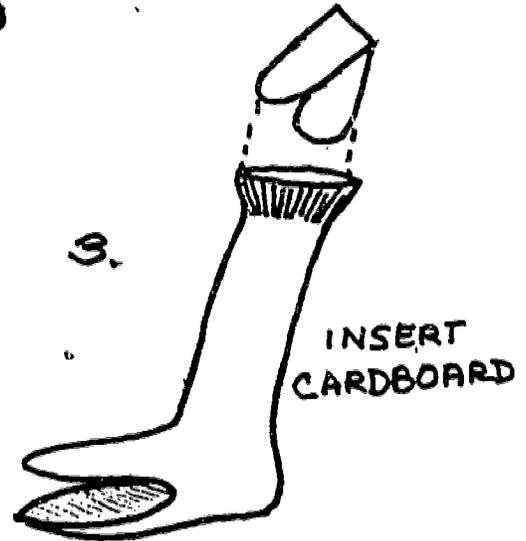
¾ cup laundry starch

few drops of oil of cloves or wintergreen

poster paints for color

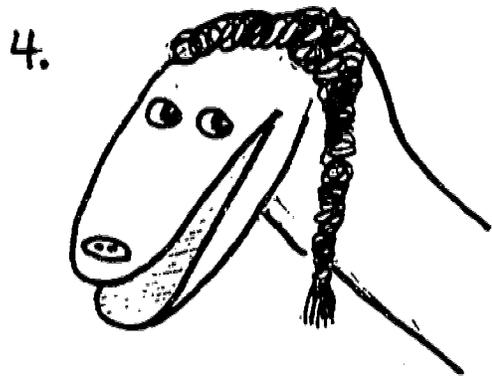
1. Moisten starch. Pour into boiling water.
2. Stir until thick and smooth.
3. Remove from stove.
4. Add soap flakes. Stir until dissolved.
5. Mix poster paint in enough water to dissolve.
6. Add starch mixture to color while still warm.
7. Add oil of cloves or wintergreen to starch mixture to keep it fresh.
8. Add glycerine after mixture cools.
9. Paint on glazed surface (shelf paper). Wet on both sides. Place on table shiny side up.
10. Spread a small amount (about ½ teaspoon) with hands and fingers.
11. When painting is finished, hang up to dry.

CROCODILE SOCK PUPPET



DIRECTIONS FOR MAKING:

1. Cut the foot of a sock as shown. Turn sock inside out.
2. Cut a piece of red material in the shape of the opening and sew to sock with an overhand stitch.
3. Turn sock right side out. Cut cardboard the same size as the red mouth. Fold and insert in sock.
4. Add buttons for eyes and nose. Use yarn braids and curls for hair.



2.3.5 (B)

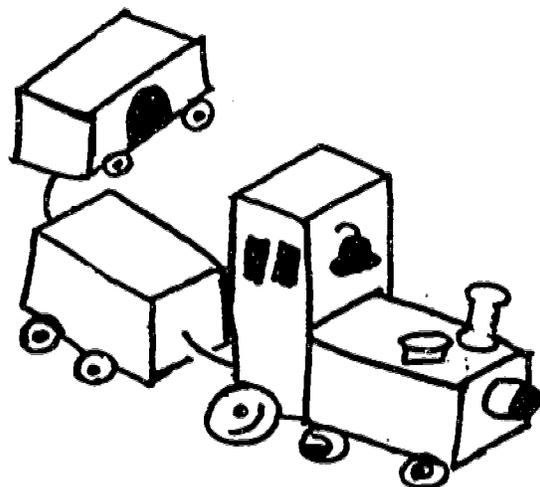
PAPER BAG PUPPET DIRECTIONS

1. Use a small paper bag that has a flat bottom.
2. The flat bottom is going to be the face of the puppet. The rest of the bag will represent the body or neck.
3. Keep the bag flat on the desk with the bottom side folded up. Using almost any medium, it is possible to make an expressive face.
4. You can draw a pair of eyes, a nose, and a mouth with crayon, paint the features in, or you can cut them out of colored paper or magazines.
5. Many other embellishments can be made with other material. You can use fabrics, buttons, dress trimmings, yarn, or string to add interesting details such as hats or collars.
6. You can cut out large ears and add fringed paper hair for a funny clown.
7. When your puppet is finished, insert your hand all the way into the bag, so the bottom opens up flat. Hold your arm in a horizontal position and you can make your puppet move in all directions.

PAPER BAG MASK DIRECTIONS

1. Use a paper bag that will fit over the head.
2. Fit the bag over the head. A bag large enough to fit over a head will be too long; the bottom must be rolled up as for a collar effect, or cut off so that the bag will touch the top of the head when put on.
3. The next fitting is to locate the eyes, nose and mouth. This can be done easily enough by having the student use a crayon to mark the eyes, nose and mouth while the bag is over their head.
4. The markings are cut out big enough for clear vision and breathing.
5. Have any kind of junk from home - old jewelry, magazines, bits of string, yarn, or anything else that has color and texture. Each child should have a character in mind before he begins, so that he has a goal to work toward.
6. Have each child flatten the bag on his work space with the cut out features up. The areas around the cut openings are now ready to be designed according to character. The eyes, mouth, nose and eyelashes can be crayoned or painted, or formed with cut colored paper around the openings.
7. When the basic features have been put on, much embellishment can be added to create the desired effect. Yarn, string, or colored strips of paper can become hair.

MILK CARTON OR SHOE BOX TRAIN



DIRECTIONS FOR MAKING:

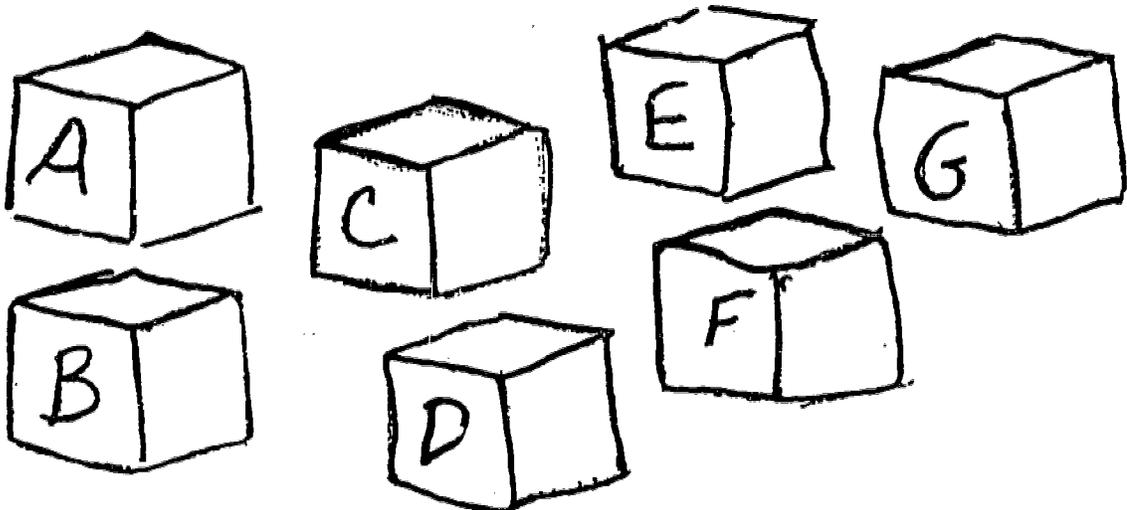
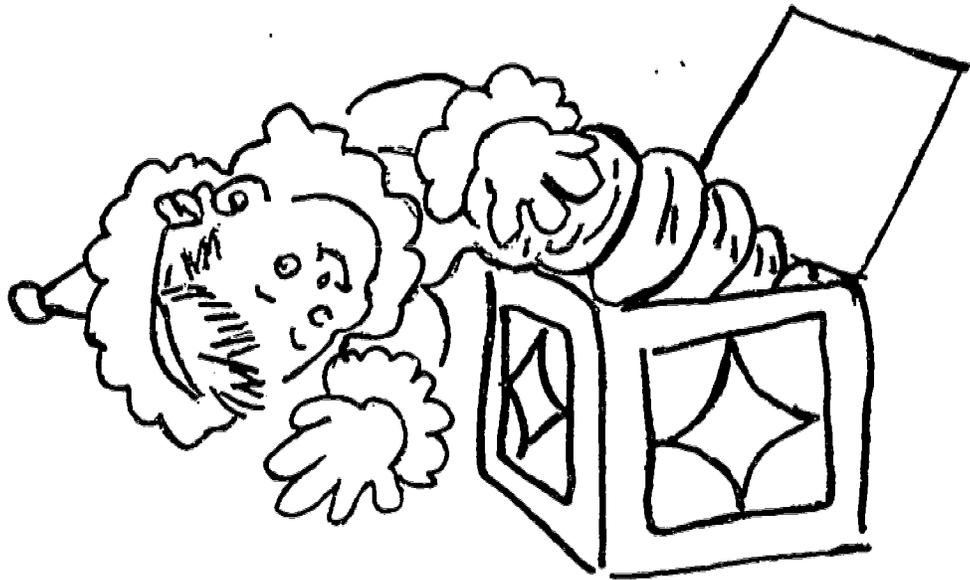
Milk cartons or shoe boxes, empty spools, plastic straws, round salt box, match sticks, cellophane tape and other items are used.

- 1) Design the cars, marking off doors and windows.
- 2) You can plan one or all: box car, flat car, caboose, etc.
- 3) Use scissors for cutting out doors and window - or you may "make" doors and windows by cutting them out from construction paper and glue them on.
- 4) To attach wheels:
 - a) run plastic straw "axles" through holes cut in box or carton
 - b) plug the straw ends with matches, wrapping with tape for tight fit
 - c) put on spool wheels
 - d) hold wheels with thumb tacks pressed into the matches
- 5) Hairpins or string will be good to attach cars together.

NOTES:

- 1) Be sure to scrape wax from any part of the milk carton to which glue will be applied.
- 2) You may either "paint" the cars or cover with construction paper before assembling.
- 3) If paint is used on milk carton, coat carton with clear shellac so paint will adhere.

TIPS ON TOYS FOR TOTS



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3.6	Relate JOB REQUIREMENTS to EMPLOYABILITY as a CHILDREN'S SHOW WRITER.	2.3.6	<p>A) Groups buzz; then class discuss: What are the job requirements for a CHILDREN'S SHOW WRITER?</p> <p>B) Discuss and describe TV show, "Sesame Street". Answer: "How does this show encourage development and meet the needs of children?"</p> <p>C) Class organize an "assembly-line" to write, produce and present a flannel board story. Invite children for presentation; or encourage students to do presentation at a day care center, nursery school or kindergarten.</p>	2.3.5	<p>(continued) Choose toys with more than one use Easily cleaned Color harmless Meets needs for age Cost reasonable</p> <p>A) <u>REQUIREMENTS</u> Ability to write creatively Knowledge of CHILD DEVELOPMENT (physical, mental, social, emotional) NEEDS Transparency: I NEED (Appendix)</p> <p>B) "Sesame Street" Channel 7 Jacksonville, Florida</p> <p>C) Flannel board Story 1) <u>Writers</u> select a story to present: a) original b) popular one 2) <u>Artists</u> a) draw characters b) <u>Cutters</u> cut out c) color cut-outs d) <u>Gluers</u> glue flannel to cut-outs</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
91		2.3.6	(continued) D) Have students practice reading stories out loud so that they can hold the children's interest. Practice with the cassette recorder. E) Evaluate program presentation.	2.3.6	(continued) 3) <u>Story Tellers</u> tell the story D) Have a librarian or effective story-teller demonstrate story-telling techniques. E) DID YOU TELL A GOOD STORY? YES NO ___ ___ 1. Did the story have familiar people, places, events? ___ ___ 2. Did it appeal to the child's imagination? ___ ___ 3. Did it have a lot of action? ___ ___ 4. Did it frighten or upset the child? ___ ___ 5. Did you know the story well? ___ ___ 6. Did the child see and hear you? ___ ___ 7. Did you dramatize people and events? ___ ___ 8. Did he seem to enjoy it? ___ ___ 9. Was he attentive?	92

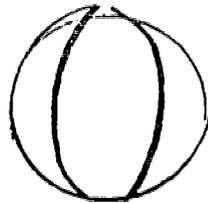
2.3.(A)

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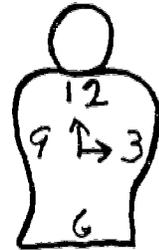
Need



Good Diet



Out Door Exercise



Proper Rest



Achievement
Love + Acceptance

Whooooo

Will Care For Me?



Yooooou?

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3.7	Relate JOB REQUIREMENTS to EMPLOYABILITY as a KINDERGARTEN AIDE - CHILD CARE AIDE - BABY-SITTER.	2.3.7	<p>A) Groups buzz; class discuss "What skills does one need when caring for children as a BABYSITTER or CHILD CARE AIDE?"</p> <p>Discuss transparency - "You Are a Guide to a Child Placed in Your Care"</p> <p>Write information on hand-out, "Babysitter's Memo"</p> <p>B) <u>HEALTH NEEDS</u> Answer: 1) How does exercise help a child? 2) When a child is playing, how could clothing cause accidents? 3) Why is rest important for a child? 4) What should I do to help a child settle down at bed-time?</p> <p>C) <u>SAFETY NEEDS</u> Answer: 1) What accidents can a baby have? 2) What could I do to prevent these accidents? 3) What Do You Say? #1,2</p>	2.3.7	<p>A) SKILLS FOR EMPLOYABILITY</p> <ol style="list-style-type: none"> Guiding activities for child's health, safety and development. Practice in guiding play activities to increase ability and confidence in working with children. <p>Transparency (Appendix) "Sitting Safely" Gerber Products</p> <p>"Babysitter's Memo" (Appendix)</p> <p>B) <u>Lessons In Living</u> pp.311-313 Film: "BATHS AND BABIE" Johnson & Johnson Consumer & Professional Services New Brunswick, N. J. 08903</p> <p>C) <u>Lessons In Living</u> pp. 326-328</p> <p><u>Ibid</u> p.329</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	<p>2.3.7 (continued)</p> <p>4) What Do You Say? #1 For You To Do #1-5</p> <p>Students view - SAFETY FOR CHILDREN - 3M transparencies and discuss health and safety precautions one should take when caring for children.</p> <p>Make a Safety Epitaph in the form of a tombstone. EXAMPLE: "Here lies Jane Carter who slipped on the water".</p> <p>D) <u>GUIDING PLAY ACTIVITIES</u></p> <p>1) Discuss hand-out, "Helping a Child Want to do The Right Things". Volunteers demonstrate by role playing.</p> <p>2) Plan and give a play school hour for children of pre-school age. Evaluate experience according to pre-determined criteria; such as:</p> <ul style="list-style-type: none"> ___ Appropriateness of refreshments ___ Appropriateness of play materials or games ___ Enjoyment of children 	<p>2.3.7 (continued)</p> <p>Ibid p. 330</p> <p>"Safety for Children" 3M transparencies</p> <p>D) "HELPING A CHILD WANT TO DO THE RIGHT THINGS" Film: YOU'RE IN CHARGE (NS-387) National Safety Council 13 minutes - color</p> <p>Bulletin Board: Place one of the following criteria on each star:</p> <ul style="list-style-type: none"> Understand Children Help Children Play Know your Job Know Proper Care Keep Children Safe <div data-bbox="950 1470 1274 1743" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>YOU COULD BE A FIVESTAR BABYSITTER</p>  </div>			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
98		2.3.7	(continued) Record observation of children. Class discuss.	2.3.7	(continued) OBSERVATION SHEET FOR BEHAVIOR OF CHILDREN (Appendix)	65 99

2.3.7. (A)

YOU ARE A GUIDE TO A CHILD PLACED IN YOUR CARE

You help a child grow into the kind of person people like. You mow the road. You go ahead, clear the path of things that are too difficult for the child. You do not carry him; you let him walk by himself on his own feet under his own power. Now and then you may give him a gentle pat, a word of encouragement or praise, or even take his hand for a short time, but when the path clears you drop his hand and he is willing to have you. He is growing up; he is feeling the joy of helping himself, of growing up in independence.

A good guide will plan times for rest and quiet, for just being alone, for coming together around the campfire for conversation, for singing, for laughing, for just sitting in silence knowing others are near.

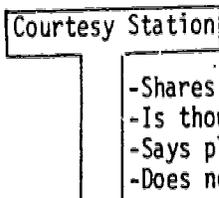
Look over the "Road of Happiness" below. Notice the stations on this road. They are found on all roads to happiness.

If children are guided into these stations early, they have the best chance of being the kind of person people like.

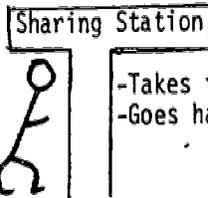


- Takes good care of property.
- Does not grab.
- looks for other things to do.
- Asks permission.
- Stands up for his rights.

Road to Happiness

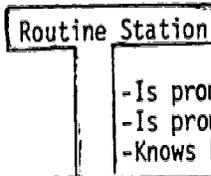
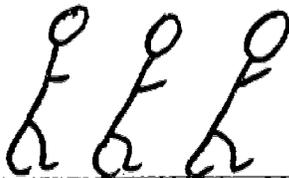


- Shares.
- Is thoughtful.
- Says please.
- Does not grab.



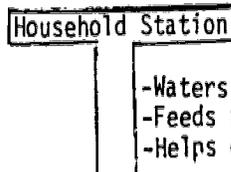
- Takes turns.
- Goes halves.

Road to Happiness

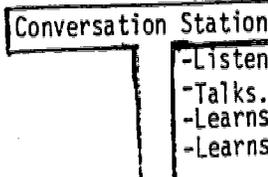


- Is prompt to meals.
- Is prompt to bed.
- Knows how to relax.

Road to Happiness



- Waters flowers.
- Feeds pets.
- Helps cook.



- Listens.
- Talks.
- Learns new words.
- Learns to express himself.

Road to Happiness

2.3.7 A)

"BABYSITTER'S MEMO"

Name and ages of the children:

_____	_____
_____	_____

My duties: _____

Special information: _____

Feeding times: _____

Bed time and routine: _____

Other: _____

Telephone number where parents will be: _____

Telephone number of police: _____

Telephone number of fire department: _____

"When can I start bathing my baby?"

"What do I do if my baby cries?"

2.3.7. (c)

"How can I keep my baby from slipping?"

In the motion picture, "BATHS AND BABIES", new mothers ask questions like these — and get answers on the spot! A professional nurse presents, in step-by-step sequence, proper methods of bathing a baby. She shows how to prepare for bathing, how to hold the baby securely and confidently. "BATHS AND BABIES" also

shows, in candid sequences, a group of new mothers making initial mistakes, then becoming adept at handling their children. You are cordially invited to send for a copy of "BATHS AND BABIES", a 16-mm sound film presented by the makers of Johnson's Baby Products. Running time 17½ minutes.

FILL IN AND MAIL THIS ORDER FORM TODAY

Please send the color, 16-mm sound motion picture, "BATHS AND BABIES", for free showing on one of these dates:

1st CHOICE _____ 2nd CHOICE _____ 3rd CHOICE _____
(date) (date) (date)

(If film is not available for above dates, you will be notified of first available date.)

NAME _____ ORGANIZATION _____
STREET _____ CITY _____ STATE _____ ZIP CODE _____

We will pay return postage.

SIGNED _____



EXTRA — FREE INSTRUCTION BOOKLETS ON "BATHS AND BABIES"

Detailed instructions, with helpful photographs, will be made available to each member of your group, absolutely free. Indicate number of persons who will see the film _____
Not available outside continental limits of United States.

SEND ORDER TODAY!

Johnson & Johnson

Consumer & Professional Services
NEW BRUNSWICK, N. J. 08903

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A 650

89

HELPING THE CHILD WANT TO DO THE RIGHT THINGSBe a good example.

A child imitates others he likes. He will try to look and act as you do. Whenever you are with him, be courteous, thoughtful, and pleasant.

Help the child have fun.

Discover with him things new and wonderful in his world. Help him see wild flowers, colored stones, the spider's web, and the ants at work. Help him feel new things and explore. But always keep him safe.

If he wants to play make-believe, imagine with him. Talk about the imaginary food he is giving his doll. If he pretends he is the grocer, talk with him and buy as if he were the grocer.

Prepare him to do routine things.

Let him know there are some things he must do at a certain time every day, such as washing his face and taking a nap.

Prepare him ahead of time. Speak quietly and slowly. You may say something like this, "It is almost time to come in for supper," or "The clock says nearly bedtime. Let's put your toys away to rest." Give him time to get ready. Do not hurry him.

Then be firm, yet kind, in telling him it is now time to eat or go to bed. "Sleeping time now," you may say, and tuck him in. Don't let him coax you to tell another story. Never nag or threaten him.

Let him do things for himself.

The child is busy and interested when he is helping. He is learning how to care for himself and how to do things for other people. Help him feel proud. Praise him when he learns to do something new. "You are getting to be a big boy - you can set the table all by yourself!" you may say.

Be the same kind of person with him.

The child will be happier if he knows what to expect of you. Don't smile one day when he throws his plate on the floor, and spank him the next time he does it. Try to treat him in the same firm, pleasant way. Always be honest with him.

2.3.7 (D)

HELPING THE CHILD WANT TO DO THE RIGHT THINGS (continued)

Help him see that he is happier when he does the right thing. If he takes his nap when he should, he will have time to play with the neighbor children afterwards. Show him that wrong conduct brings unhappiness. If he doesn't get to sleep on time, he misses going with Daddy to the store.

Avoid saying "no" and "don,t" unless you have to. If you need to direct him, tell him what to do rather than what he should not do. Example: "Close the door, please"; rather than "Don't leave the door open."

Always keep liking him and enjoying him. Sing and play with him. Encourage him. Help him grow up to be the kind of person you admire.

B E A G O O D E X A M P L E !

Student _____ Period _____ Date _____

OBSERVATION SHEET FOR BEHAVIOR OF CHILDREN

Objective: Students will observe and record children's behavior.

Directions: Keep a record of the things children do and say, giving examples. Use the following questions to guide you.

Remember that you want to see children act naturally, and therefore you need to be inconspicuous and remain in the background. Sit on low chairs. Do not sit in groups talking to one another. Do not laugh at the children. If they talk to you, answer briefly, but do not encourage them to stay with you by entertaining them. Instead, redirect them to some suitable play materials.

- 1) What were the children doing while you were observing them?
- 2) Did they play or work alone?
- 3) If they played in groups, how many children were there?
- 4) With what did they play or work?
- 5) How well did they handle their play or work materials?
- 6) Were there any signs of argument or quarreling?
- 7) How was it settled? a) by the children b) by the teacher c) together
- 8) Did you see any evidence of sharing or cooperation?
- 9) Did you see any evidence of consideration for others?
- 10) How much did an adult direct their work or play?
- 11) Did the children assume any responsibility for the care of their toys?
- 12) Describe any behavior which seemed to you to show:
 - a) jealousy
 - b) bossiness
 - c) shyness
 - d) leadership
 - e) selfishness
 - f) interest in spiritual development
 - g) interest in nature and things around them
 - h) habits acceptable to their group
- 13) Give a general description of the clothing worn by the: boys - girls.
- 14) What signs of good health did you recognize?
- 15) Did you see any signs of illness or poor health?
- 16) How long did the children continue to work or play at one thing?

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 2.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES												
2.4	The student will identify advantages and disadvantages of Human Care Careers, as evidenced by answering correctly at least 3 questions.	2.4	<p align="center">ADVANTAGES-DISADVANTAGES OF HUMAN CARE CAREERS</p> <p align="center">Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.</p> <p align="center"><u>JOB</u></p> <ol style="list-style-type: none"> 1. Helper in Children's Hospital Ward 2. Communications TV writer 3. Peace Corps worker 4. Playground Handicrafts worker 5. Research worker <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>ADVANTAGES</u></td> <td style="width: 50%;"><u>DISADVANTAGES</u></td> </tr> <tr> <td>A. Combines hobby and job.</td> <td>Limited by money available.</td> </tr> <tr> <td>B. Gives personal satisfaction.</td> <td>Poor salary - far from home.</td> </tr> <tr> <td>C. Allows freedom for an inquiring mind.</td> <td>Results are slow to see.</td> </tr> <tr> <td>D. Good salary.</td> <td>Pressure of deadlines.</td> </tr> <tr> <td>E. Fulfills need for helping children.</td> <td>Emotionally strenuous.</td> </tr> </table>	<u>ADVANTAGES</u>	<u>DISADVANTAGES</u>	A. Combines hobby and job.	Limited by money available.	B. Gives personal satisfaction.	Poor salary - far from home.	C. Allows freedom for an inquiring mind.	Results are slow to see.	D. Good salary.	Pressure of deadlines.	E. Fulfills need for helping children.	Emotionally strenuous.
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FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.4.1	Recognize ADVANTAGES and DIS-ADVANTAGES of HUM.N CARE CAREERS.	2.4.1	Class react to the following statements by raising hands if the statement describes a job ADVANTAGE; by pointing thumbs down if the statement describes a DISADVANTAGE.	2.4.1	<p>Use Positive-Negative Feedback Technique</p> <ol style="list-style-type: none"> 1. A worker in a children's hospital might find the work depressing at times. 2. A children's show TV writer usually makes good money. 3. A Peace Corps worker has the feeling that he has helped someone. 4. A playground handicrafts worker can't teach children very much without using money. 5. A research worker in child development doesn't always make "discoveries" immediately. 6. If some enjoy working and helping children, they might like being a helper in a children's hospital. 7. A TV writer must be sure he gets ideas for the show on time. 8. A playground handicrafts worker's job is to teach his/her hobby to others. 9. A research worker has the freedom of trying to answer challenging questions. 10. A Peace Corps worker makes very little money. 	110

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0

Accreditation Standards:

X-4.155 Level 2-g

X-4.157 Level 1-g,j (#18)

On completion of a series of planned learning experiences illustrating the Food and Nutrition Occupational Cluster, at least 76% of the students will demonstrate awareness of the wide variety of career opportunities; recognize positive and negative aspects of careers; classify jobs according to education and training needed; and designate requirements and personal qualifications, as evidenced by correctly completing at least 7 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES														
		3.0	<p align="center">FOOD AND NUTRITION OCCUPATIONAL CLUSTER TEST</p> <p align="center">Directions: Match the answers in Column II with the appropriate words in Column I</p> <table border="0" style="width: 100%;"> <tr> <td align="center" style="width: 50%;"><u>COLUMN I</u></td> <td align="center" style="width: 50%;"><u>COLUMN II</u></td> </tr> <tr> <td>1. ___ Advantage to being a school cafeteria cook.</td> <td>A. Cook's helper</td> </tr> <tr> <td>2. ___ Advanced Level</td> <td>B. Customers are often rude</td> </tr> <tr> <td>3. ___ Chef</td> <td>C. Needs to be creative</td> </tr> <tr> <td>4. ___ Disadvantage to being waiter/waitress</td> <td>D. Food and Drug Inspector</td> </tr> <tr> <td>5. ___ Food Service job</td> <td>E. Convenient hours</td> </tr> <tr> <td>6. ___ Entry Level</td> <td>F. Require Food Handlers course</td> </tr> </table> <p>7 - 10: Directions: List below 4 jobs using home economics knowledge and skills from the Food and Nutrition Occupational Cluster</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p> <p align="center">111</p>	<u>COLUMN I</u>	<u>COLUMN II</u>	1. ___ Advantage to being a school cafeteria cook.	A. Cook's helper	2. ___ Advanced Level	B. Customers are often rude	3. ___ Chef	C. Needs to be creative	4. ___ Disadvantage to being waiter/waitress	D. Food and Drug Inspector	5. ___ Food Service job	E. Convenient hours	6. ___ Entry Level	F. Require Food Handlers course
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COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.1	The student will identify opportunities for jobs related to Food and Nutrition, as evidenced by answering correctly at least 3 questions.	3.1	<p align="center">JOB OPPORTUNITIES RELATED TO FOOD AND NUTRITION</p> <p>Directions: From the list of jobs, complete the sentences with the job opportunity each describes.</p> <p align="center"> PEACE CORPS WORKER CHEF HOST/HOSTESS BUS BOY FOOD AND DRUG INSPECTOR </p> <ol style="list-style-type: none"> 1. A _____ clears the tables at a restaurant. 2. A _____ seats customers at a restaurant. 3. A _____ is a cook who uses special training for food preparation in a restaurant. 4. A _____ is a government worker who enforces laws to protect the consumer. 5. A _____ is a home economist volunteer working for the government.

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>Identify jobs requiring FOOD and NUTRITION knowledge and skills.</p>	<p>3.1.1</p>	<p>a) From a list of jobs, shown on screen, class will name those that require FOOD and NUTRITION knowledge and skills.</p> <p>b) Examine local newspaper advertisement for job opportunities in food service or related occupations.</p> <p>c) Students do the Food Service Occupations and Skills Scramblegram.</p>	<p>3.1.1</p>	<p>a) Prepare a transparency:</p> <p style="text-align: center;">Find The FOOD and NUTRITION JOBS</p> <p>___ Dietitian ___ Companion to elderly ___ Day Care worker ___ Food and Drug Inspector ___ Salad maker ___ Bus Boy ___ Laundry Worker ___ Peace Corps Worker ___ Food Service Worker ___ Upholsterer ___ Waitress/Waiter ___ Cook's Helper ___ Chef ___ Caterer ___ House Cleaner ___ Host/Hostess</p> <p>b) Classified advertisements</p> <p>c) Hand-out: Food Service Scramblegram Bibliographies, job descriptions, files, any questions: Doris Wilkes, HEP (Hospitality Education Program) School of Business, FSU Tallahassee, Florida 32306 Bulletins or brochures from:</p>	<p>114</p> <p>76</p>

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
			3.1.1	(continued) Local high school food service programs. Area Vocational-Technical Schools. State Junior Colleges University and Colleges In addition: Correspondence, small group study: Educational Institute of the American Hotel & Motel Assoc. Kellogg Center at East Lansing, Michigan 48823 Filmstrip: Occupational Education c. The Waitress g. The School Cafeteria Worker Motion Picture: Career Game (Dietetics) 14 minutes Florida Division of Health #94 SRA Career Information file	

3.1.1 (C)

FOOD SERVICE OCCUPATIONS AND SKILLS SCRAMBLEGRAM

DIRECTIONS: Students circle terms and check off on list. Terms may be read horizontally, vertically and diagonally - both up and down, backwards and forwards.

E B F O O D A W O R K B H E A D X P R O C E S S Q R
 N I I V I O P O U T I N A T A S K A M A H C E A T O
 V L E E L O L R E N T R Y A P P L Y W E C M W F R Y
 I L L N Z R A K B E C U P J O B I N O G P A R E Y E
 R E D I P A N I T C H O P O P A S T R Y X I M T E A
 O T E A C H E R D O E M I X C K I N D E E D A Y E S
 N O D I E T I T I A N A C A T E R A E N D A I D E E
 M A E V E R A N N E A R H E R R X L R A D A R P C F
 E A M B W A I T E R G M E V E T D L A I E G O B O O
 N O O N C Y E A R I C A F E T E R I A R G U E S N U
 T O N S A P E P E C A N A N U T S G E N U T R I T I O N
 A N S A N D W I C H N A N T U G S E A M E A T O M T
 C U T C P I E T I E D G E S H I S M C L E A N N I A
 O R R O A S T D I L L E F O F F A A H A R D C C I
 N S A R S H O S U P E R V I S O R C R O H S P O O N
 S E T N T E A A P E E L S R T O O H E U A Q I O O C
 U R E G G S S L O R A N G E O T O I E S M I L K P H
 M Y S O U P T A N S C R A P E T M N R I P R E I F I
 E A S T H A N D L E R A G K A P E E I N M O N E Y L
 R A T S O V E N B E E S E R V E A S T G U N E E D D

Rats	Environment	Serve	Money
Consumer	Field	Head	Work
Demonstrate	Sandwich	Supervisor	Manager
Radar	Food	Range	Milk
Dishes	Plan	Tray	Iron
Kitchen	Dietitian	Cater	Career
Handler	Spoon	Process	Entry
Fry	Job	Pare	Roast
Pastry	Pan	Set	Clean
Ant	Waiter	Me	Degree
Cafeteria	Nutrition	Chop	Baker
Cookie	Safety	Diner	Tea
Line	Chef	Salad	Room
Pit		Order	Fountain
Egg			

BONUS WORDS: There are fifty bonus words not related to foods. List the ones you find below.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.2	The student will differentiate between jobs needing advanced, intermediate, or entry level training, as evidenced by answering correctly at least 3 questions.	3.2	<p align="center">JOB TRAINING LEVELS</p> <p>Directions: Beside each of the following jobs, write the letter which indicates the level of training required:</p> <p align="center">A - Advanced I - Intermediate E - Entry</p> <p>_____ 1. Dishwasher</p> <p>_____ 2. Food purchaser</p> <p>_____ 3. Food Service worker</p> <p>_____ 4. Cook</p> <p>_____ 5. Dietitian</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.2.1	Distinguish between jobs needing ENTRY, INTERMEDIATE or ADVANCED LEVEL TRAINING.	3.2.1	a) Class view overhead projection of Food and Nutrition Pyramid. b) Students work with the Job Training Match-Up Sheet.	3.2.1	a) FOOD and NUTRITION PYRAMID (Appendix) b) Job Training Match-Up (Appendix)	
3.2.2	Relate JOB EXPERIENCE to JOB ADVANCEMENT possibilities.	3.2.2	Using handout, "ADVANCEMENT OPPORTUNITIES for BEGINNERS", do: 1. Circle the jobs in which you have had experience. 2. Select one job from the left column and tell which jobs, in the right column, to which you could advance.	3.2.2	Hand-out: ADVANCEMENT OPPORTUNITIES FOR BEGINNERS (Appendix) Bulletin Board: Teen holding balloons labeled with various job titles which represent advancement from the one job title shown under teen. For additional information, see Appendix "Kinds of Restaurant Positions Available," from <u>Vocational Guidance Manual for the Food Service Industry.</u>	



3.2.1 (B)

JOB TRAINING MATCH-UP

NAME _____

DATE _____

Directions: Draw a line from the food service job to the type of training necessary for this job.

Baker

Waiter - Waitress

Kitchen Manager or Supervisor

Cook

Baker's Helper

School Cafeteria Cook

Caterer's Helper

College Foods Teacher

Car Hop

Dishwasher

Owner, Catering Business

Bus boy or girl

Fountain man or girl

Cook's Helper

Chef

Baker's Helper

Hostess

Food and Drug Inspector

Food Purchaser

Food Service Worker

Dietician

ADVANCED
PROFESSIONAL LEVELUsually college or
university educationINTERMEDIATETwo year training in
a Vocational-Technical
school or Junior College
or skilled with experienceENTRY LEVELOn-the-job training or
high school training.

3.3.2 (B)

WHAT KIND OF WORK WOULD YOU LIKE?

After reading each job requirement below:

(1) Mark in Column One if it is a requirement that you WOULD LIKE.

(2) Mark in Column Two if it is a requirement that you WOULD NOT LIKE.

	LIKE	NOT LIKE
1. Work in which you would do an identical task every day.		
2. Work in which you have a variety of activities.		
3. Work in which you would be mostly on your feet.		
4. Work in which you develop several skills.		
5. Work that demands imagination and resourcefulness.		
6. Work in which you are mostly seated.		
7. Work where you try to please customers.		
8. Work that is located in a busy, unglamorous place.		
9. Work in which your job would be only part-time.		
10. Work in which there is great pressure to meet deadlines.		
11. Work where type of dress does not matter.		
12. Work in which no decisions are necessary.		
13. Work that demands rapid production.		
14. Work where neat dress is required.		
15. Work in which you may do some selling.		
16. Work where a uniform is required.		
17. Work done by machine.		
18. Work where there is opportunity for advancement.		
19. Work that must be done in a business establishment.		
20. Work in which you have responsibility for handling money.		
21. Work that is scheduled by customer demand.		
22. Work done by hand.		

3.3.2 (B)
WHAT KIND OF WORK WOULD YOU LIKE? (continued)

	<u>LIKE</u>	<u>DISLIKE</u>
23. Work that includes completion of a product.		
24. Work that involves only one part of something.		
25. Work where noise is always present.		
26. Work where competition is always keen.		
27. Work that allows you to be mostly alone.		
28. Work that is definitely a specific number of hours per week.		
29. Work for which you are trained in one skill.		
30. Work in which salary is guaranteed.		
31. Work in which many others are present.		
32. Work that allows opportunity for over-time.		
33. Work in which your speed, ability and output determine salary.		
34. Work in which maintenance of customer goodwill is essential.		
35. Work that gives satisfactions from having improved something.		
36. Work that is in a clean, decorated establishment.		

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0 (cont'd)

X-4.152 X-4.155

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																		
3.3	The student will identify personal qualities and job requirements that affect employability in Food and Nutrition Services, as evidenced by responding correctly to at least 3 test questions.	3.3	<p align="center">PERSONAL QUALITIES AND JOB REQUIREMENTS</p> <p align="center">Directions: Match the job with the description of personal qualities and job requirements that best describe it.</p> <table border="1"> <thead> <tr> <th data-bbox="792 852 846 879"><u>JOB</u></th> <th data-bbox="1062 821 1208 879"><u>PERSONAL QUALITIES</u></th> <th data-bbox="1349 852 1544 879"><u>REQUIREMENTS</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="764 911 954 970">1. ___ Cook's helper</td> <td data-bbox="1062 911 1305 1026">A. Sensitive to community food preferences</td> <td data-bbox="1349 911 1572 970">Home Economics degree</td> </tr> <tr> <td data-bbox="764 1003 954 1062">2. ___ Foods Editor</td> <td data-bbox="1062 1062 1289 1178">B. Helpful to rural and urban home-makers</td> <td data-bbox="1349 1062 1511 1148">Ability to work with others</td> </tr> <tr> <td data-bbox="764 1096 1019 1182">3. ___ Family Dinner Specialist</td> <td data-bbox="1062 1211 1305 1306">C. Enjoys serving food attractively</td> <td data-bbox="1349 1211 1479 1297">Creative writing ability</td> </tr> <tr> <td data-bbox="764 1215 1003 1362">4. ___ Caterer</td> <td data-bbox="1062 1339 1273 1398">D. Works with accuracy</td> <td data-bbox="1349 1339 1523 1398">Follows directions</td> </tr> <tr> <td data-bbox="764 1270 1003 1362">5. ___ Home Extension agent</td> <td data-bbox="1062 1432 1289 1518">E. Adaptable to changing situations</td> <td data-bbox="1349 1432 1572 1547">Special training for creative cooking</td> </tr> </tbody> </table>	<u>JOB</u>	<u>PERSONAL QUALITIES</u>	<u>REQUIREMENTS</u>	1. ___ Cook's helper	A. Sensitive to community food preferences	Home Economics degree	2. ___ Foods Editor	B. Helpful to rural and urban home-makers	Ability to work with others	3. ___ Family Dinner Specialist	C. Enjoys serving food attractively	Creative writing ability	4. ___ Caterer	D. Works with accuracy	Follows directions	5. ___ Home Extension agent	E. Adaptable to changing situations	Special training for creative cooking
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FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>1. Student PERSONAL EXPERIENCES for JOB REQUIREMENTS in FOOD and NUTRITION job.</p>	3.3.1	<p>Complete checksheet "What Kind of Work Would You Like?"</p>	3.3.1	<p>"What Kind of Work Would You Like?"</p>	
<p>2. JOB REQUIREMENTS to student EMPLOYABILITY.</p>	3.3.2	<p>a) Divide class into small groups. Volunteers role play the job requirements of a waiter/waitress serving customers; include:</p> <ol style="list-style-type: none"> 1) Work habits (Walgreens, p.8) 2) Customer table manners <p>b) Complete a study sheet after a field trip by either a large or small group of students to a food service establishment. Include on the study sheet:</p> <ol style="list-style-type: none"> 1. Opportunities for advancement. 2. Hours of operation. 3. Job tasks of one or more individual employees. 4. Types of food preparation and service. 5. Equipment and supplies used. 6. Job benefits. 7. Entry level pay scale and skilled level pay scale. 8. Desirable qualities of an employee. 	3.3.2	<p>a) "Introducing You to Your Walgreen Food Department" pp.6-8</p> <ol style="list-style-type: none"> 1) Walgreen Drug Stores Leaflet (no date, address) 2) Checksheet, "How Good Are Your Table Manners?" <p>Refer to FOOD and NUTRITION PYRAMID (Appendix)</p>	126

3.3.2

HOW GOOD ARE YOUR TABLE MANNERS? (continued)

15. Avoid large bites of food.
16. When food that you dislike is served to you, taste it and eat what you can. Never criticize the food served.
17. Do not toy with the silverware on the table.
18. Take food from the side of the spoon, never from the tip of the spoon.
19. Use spoons for tasting beverages, and not for sipping them.
20. When you have finished eating, place the knife and fork close together across the center of the plate.

ALWAYS	SOMETIMES	NEVER

3.2.2

ADVANCEMENT OPPORTUNITIES FOR BEGINNERS

- Directions: 1. Circle the jobs in which you have had experience.
2. Select one job from the left column and tell which jobs in the right column to which you could advance.

FROM	TO
Bus Boy or Girl	Waiter or Waitress Soda Fountain Worker Kitchen Helper Sandwich Maker
Waiter or Waitress	Hostess Head Waiter or Waitress Cashier Dining Room Supervisor
Hostess or Host	Cashier Dining Room Supervisor Assistant Restaurant Manager
Sanitation & Maintenance	Kitchen Helper Sandwich Maker Beverage Worker
Kitchen Helper	Specialized Food Preparation Assistant Cook or Baker Chef or Baker
Sandwich Maker	Assistant Cook Pantry Supervisor Waiter or Waitress
Soda Fountain Worker	Waiter or Waitress Kitchen Helper Soda Fountain Manager
Beverage Worker	Soda Fountain Worker Specialized Food Preparation Pantry Girl Waitress

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MATERIAL SELECTION	TIME REQU
3.3.3	Describe RULES for KITCHEN ORDERLINESS.	3.3.3	Groups plan and prepare posters illustrating one or more RULES for ORDERLINESS IN THE KITCHEN.	3.3.3	Handout: "GENERAL RULES for ORDERLINESS IN THE KITCHEN".	
3.3.4	Apply knowledge of SANITATION, SAFETY, and EFFICIENCY for food handlers.	3.3.4	Complete checklist on SANITATION, SAFETY and EFFICIENCY.	3.3.4	Checklist: "SANITATION, SAFETY and EFFICIENCY PRACTICES for FOOD HANDLING	
3.3.5	Recognize and evaluate tools, tasks and techniques in the preparation and serving of: No-Bake Cookies Milk Shakes or Orange Julius or Fruit Icee	3.3.5	Using hand-out TEACHER SHOW-A-RAMA, students will: 1. Observe teacher demonstration. 2. Serve, taste and evaluate food prepared. 3. Discuss jobs related to tasks performed. 4. Assist classroom clean-up.	3.3.5	Hand-out: TEACHER SHOW-A-RAMA Transparency: MEASURING EQUIPMENT Recipe: UNBAKED PEANUT BUTTER COOKIES <u>Young Living</u> p.139	
3.3.6	Recognize and evaluate tools, tasks and techniques; and participate in a production line for preparing and serving PEANUT BUTTER and JELLY SANDWICHES.	3.3.6	Using hand-out, PEANUT BUTTER and JELLY SANDWICH SHOP, 1. Write a MARKET ORDER. 2. Write the COST of supplies. 3. Figure COST-TO-MAKE for one serving (half sandwich). 4. Write a TIME PLAN for one class period. 5. Assist in production, preparation or serving of sandwiches.	3.3.6	Hand-out: PEANUT BUTTER and JELLY SANDWICH SHOP Supplies needed for 1 student: 1 slice bread 1 T. peanut butter (16 T.= 1 8-oz. jar) 1 T. jelly *parsley 1 napkin for each student *Optional garnish suggested by Lynda Osteen	

3.3.3

SLOGANS TO EMPHASIZE

General Rules For Orderliness In The Kitchen

1. Wear a clean apron. "Spots on a cook are like blots on a book."
2. Have clean hands and tidy hair.
3. Remove excess jewelry before starting to work.
4. Know your schedule by heart. "Knowing what to do makes you first to get through."
5. Start to work immediately.
6. Get out all basic pieces of equipment before you start. "Work proceeds faster since you are its master."
7. Make only one trip to supply table. "The price of forgetting is paid in much fretting."
8. Talk only when necessary. "Cooks who chatter will spoil the batter."
9. Work quietly. "A wooden spoon beats a softer tune."
"To make the whir of an egg beater mute, a bowl on a folded cloth will suit."
"Instead of throwing the pan, let it quietly land."
10. Keep working space clean and orderly. "Have a cleaning cloth handy to keep things spick and spandy."
11. Rinse and stack used equipment as you work. Put "stubborn" pans to soak. "A little washing now means less later somehow."
12. Make measurements level always. "If the spatula is on 'edge' a fair measure we'll pledge."
13. Keep your head! Please walk - don't run. "The one who scurries causes more worries."
14. Assume responsibility. "If the flour can is empty, fill it, and then clean the floor if you spill it."
15. Always use equipment the safest way. "Pot holders came as a useful invention to keep dish towels clean and aid in fire prevention."

3.3.3

General Rules For Orderliness In The Kitchen (continued)

16. "Save time, energy, and food." "Save a minute, a penny, and a step and you'll increase the smiles and pep."
17. "Memorize tables of common measurements." "If you were judged by what you know, what kind of score would the tally card show?"
18. Know your table settings. "Only perfect practice makes perfect."
19. Leave your desk clean and tidy. "Do you want to be called Careless Gerty? Then get after the things that are dirty."
20. Check the desk and equipment before leaving. "The golden rule should be used in school." "A good cook is accurate and neat, in the lab she is quiet. Why don't you try it, 'twill make of your work a real treat."

3.3.4

SANITATION, SAFETY AND EFFICIENCY

Practices for Food Handling

Directions: For each of the following practices, check where you have or will practice each.

SANITATION PRACTICES

<u>HOME</u>	<u>SCHOOL</u>	<u>JOB</u>	
_____	_____	_____	1. Wash hands thoroughly with soap and water. Be sure nails are clean.
_____	_____	_____	2. Keep hands away from face. Hands that have touched your face or hair are dirty.
_____	_____	_____	3. Dry hands on a paper towel, NEVER on dish towels.
_____	_____	_____	4. Fasten long hair back with a ribbon, yarn or rubber bands.
_____	_____	_____	5. Anything dropped on the floor is discarded or when possible, well cleaned.
_____	_____	_____	6. Do not touch food with the hands unless it is absolutely necessary.
_____	_____	_____	7. NEVER comb hair in the food preparation area.
_____	_____	_____	8. Be sure paper, or a paper or plastic bag, is in the garbage can.
_____	_____	_____	9. Do not taste food during preparation. NO FINGER LICKING.
_____	_____	_____	10. Do not cook if you are sick.

SAFETY PRACTICES

_____	_____	_____	1.. Use pot holders to remove hot containers from the range.
_____	_____	_____	2. Place sauce pans with handles turned toward the back of the range.
_____	_____	_____	3. Work on cabinets opposite stove. NEVER place paper near the stoves.
_____	_____	_____	4. Close cupboard doors and drawers after use.
_____	_____	_____	5. Wipe up spills on work surfaces or floor immediately.
_____	_____	_____	6. Only one student should use the chopping board at one time.

3.3.4
Practices for Food Handling (continued)

<u>HOME</u>	<u>SCHOOL</u>	<u>JOB</u>	
_____	_____	_____	7. Have hands, shoes and counters dry when using electrical appliances.
_____	_____	_____	8. Plug and unplug electrical appliances by holding plug, not cord.
_____	_____	_____	9. Electrical appliances are not to be placed in the dish water.
_____	_____	_____	10. Lay sharp knives, peelers and choppers carefully aside after using.
_____	_____	_____	11. Check to be sure burner or oven is off when cooking is complete.
_____	_____	_____	12. In case of fire, student safety is of first concern.

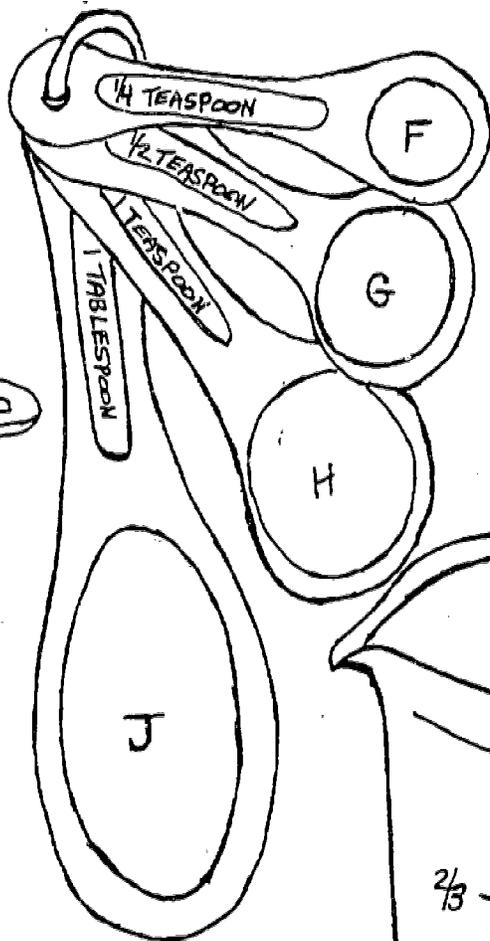
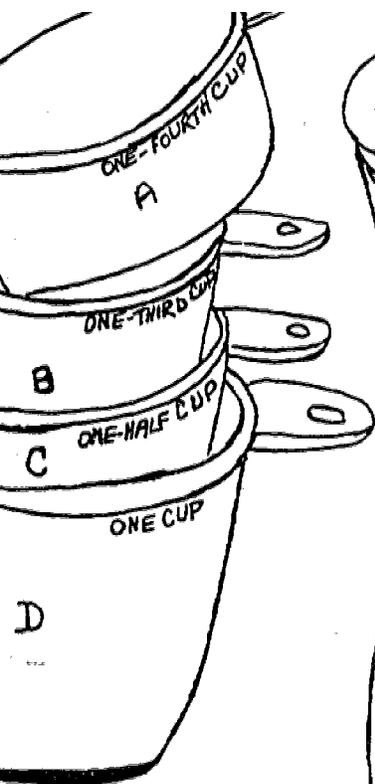
EFFICIENCY

_____	_____	_____	1. Learn location of equipment and return it to the correct place.
_____	_____	_____	2. Stay in assigned kitchen and use own equipment. NO BORROWING - without teacher's or supervisor's permission.
_____	_____	_____	3. Leave unit kitchen in good order.
_____	_____	_____	4. Assume responsibility for own actions. Don't blame someone else for your mistakes.
_____	_____	_____	5. Keep dislikes of foods to yourself. It is impolite to impose them on others.
_____	_____	_____	6. You do not have to eat but do sit with group and make contributions to pleasant table conversation.
_____	_____	_____	7. Make written plans that include the serving and cleaning up of kitchen.
_____	_____	_____	8. NO PLAYING AT ANY TIME! Cooking is fun but not play.
_____	_____	_____	9. Do not take food from the foods lab without the teacher's permission.
_____	_____	_____	10. IF TIME MAKES IT NECESSARY TO CHOOSE BETWEEN EATING AND CLEANING UP - THE ROOM HAS TO BE CLEANED UP!
_____	_____	_____	11. Put watches, rings, etc., into your pocket or purse. Do not put them on tables or counters.

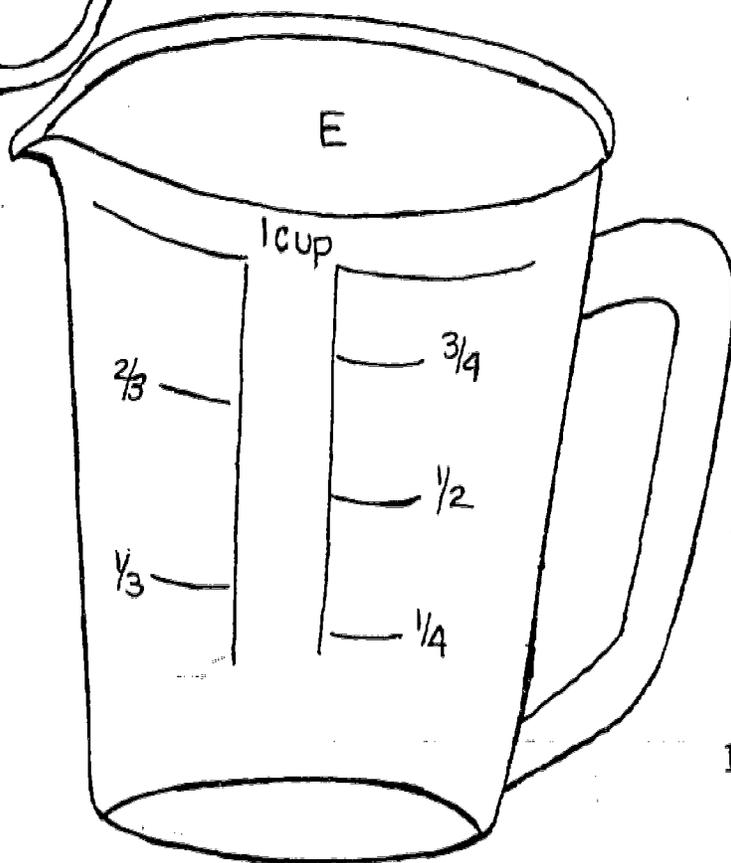
3.3.4

Practices for Food Handling (continued)

<u>HOME</u>	<u>SCHOOL</u>	<u>JOB</u>	
_____	_____	_____	12. Hand wash any cooking utensils used for cooking. Dishes, glasses and silver go into the dishwasher.
_____	_____	_____	13. Stand up. Do not lean on the counters.
_____	_____	_____	14. Only one person in a kitchen goes to the stockman for supplies. The stockman distributes food supplies from storage area and refrigerator.
_____	_____	_____	15. Put dirty dish towels into the washing machine.
_____	_____	_____	16. Rinse dishes in own kitchen unit before putting into dishwasher.



MEASURING EQUIPMENT



3.3.5 Handout: TEACHER SHOW-A-RAMA

Directions: Note preparation time required and select one beverage recipe to be served with No-Bake Cookies.

PEANUT BUTTER COOKIES (NO-BAKE)

Combine in saucepan:

2 cups sugar

 $\frac{1}{2}$ cup milk $\frac{1}{2}$ cup oleo

Add:

3 cups oatmeal

 $\frac{1}{2}$ cup peanut butter

1 teaspoon vanilla

Mix and bring to a

boil on the stove.

Boil one minute.

Take off stove.

Stir and drop on cookie

sheet covered with wax

paper.

Let harden and serve.

(Makes 36 cookies)

MILK SHAKES

2 cups milk

1 cup Chocolate Ice Milk

1-2 tbl. Chocolate Syrup (optional)

Whirl ingredients in a blender until smooth. Pour in a glass or paper cup. Serve with a straw (serves 4) 6-oz. servings.

FROSTY MILK SHAKE

6 to 8 tablespoons Chocolate Syrup

1 teaspoon vanilla

1 $\frac{1}{3}$ cup dried milk

1 cup crushed ice

3 cups cold water

Put ingredients in blender. Whirl until frothy.

(serves 4)

ORANGE JULIUS

 $\frac{1}{2}$ of 6-oz. can orange juice concentrate (1/3 cup) $\frac{1}{2}$ cup milk $\frac{1}{2}$ cup sugar $\frac{1}{2}$ cup water $\frac{1}{2}$ teaspoon vanilla

8 ice cubes

Combine all ingredients in blender. Cover and blend til smooth. Serve immediately. (serves 6 - 8)

FRUIT ICEE

1 6-oz. can frozen juice concentrate

2 $\frac{1}{2}$ cups crushed ice

Combine ingredients in blender. Punch blend button; count to 5. Release. Count to 5. Repeat once, or more if necessary. (serves 6)

NOTE: Counting to 5 allows blender motor to rest and prevents over-heating.

3.3.5

Directions: Referring back to teacher SHOW-A-RAMA recipes:

- A. Draw a line connecting the ingredients used in each recipe with the required measuring tools.
- B. Draw a line connecting the other supplies (or equipment) for the cookie recipe with their purposes.

PEANUT BUTTER COOKIES

A. Ingredients

sugar
milk
oleo
oatmeal
peanut butter
vanilla

MEASURING TOOLS

dry measuring cup (1 cup)
= $\frac{1}{2}$ stick or 4 tablespoons
dry measuring cup ($\frac{1}{2}$ cup)
measuring spoons (1 teaspoon)
liquid measuring cup
dry measuring cup (1 cup)

B.

SUPPLIES and EQUIPMENT PURPOSE

wooden spoon
saucepan
hot plate/range
2 teaspoons
wax paper
cookie sheet

used for "dropping" cookies
lines cookie sheet
holds "cooling" cookies
holds ingredients for mixing and
boiling
used for stirring
heats the ingredients

MILK SHAKE and FROSTY MILK SHAKE

A. Ingredients

milk
ice milk (1 cup)
chocolate
dried milk
water
vanilla
crushed ice

Measuring Tools

dry measuring cups (1 cup & $\frac{1}{3}$ cup)
measuring spoons (tablespoon)
dry measuring cup
liquid measuring cup
= $\frac{1}{8}$ of a carton
measuring spoons (1 teaspoon)
liquid measuring cup

ORANGE JULIUS and FRUIT ICEE

A. Ingredients

milk
water
sugar
vanilla
crushed ice
orange concentrate

Measuring Tools

dry measuring cup (1 cup & $\frac{1}{2}$ cup)
measuring spoon
liquid measuring cup
dry measuring cup ($\frac{1}{4}$ cup)
liquid measuring cup

3.3.5 HAND-OUT

Standard: X-4.153

Demonstration: MILK DRINKS AND FRUIT ICEE

Beverages made with milk fit into meals and into between-meal and end-of-day snacks. Cold, flavored beverages include egg-nogs; milk-shakes flavored with chocolate, vanilla, spices, molasses, maple, or banana, strawberry, and other fruit purees.

If there is need to keep calories low, make flavored beverages with skim milk - fresh, dry, or evaporated.

For something hot, make cocoa with milk; or serve coffee European style - pouring hot milk and hot coffee together into the cup.

- LAB ASSISTANT #1: assemble ingredients on tray....
 #2: assemble equipment on tray
 (after demonstration, wash and assemble for next class)
 #3: read steps and SCIENCE PRINCIPLES as demonstrated
 #4: (2 girls each kitchen) assemble on large tray - 2 liquid measuring cups, enough 5 oz. glasses for each girl
Wash, Dry, and Store all equipment before end of period

EQUIPMENT NEEDED:

Dry measuring cups: 1 cup, 1/3 cup, 1/2 cup	wire whip
Measuring spoons: 1 teaspoon, 1 tablespoon	table knife
Liquid measuring cups: 2 or 4 cup	saucepan
1 cup blender	

PRE-TEST: 2 Lab Assistants in each kitchen point to storage area where the above equipment is to be found in each kitchen.

RECIPE

Chocolate Sirup

- Mix 1/2 c. (or 4 tbs. cocoa) with 1/2 - 1/2 c. sugar and 1/8 tsp. salt
- Add 1 c. water - stir to dissolve
- Heat to a boil - then lower heat to simmer for 3 - 4 minutes

SCIENCE PRINCIPLES

- Cocoa dissolves better when in combination with the sugar.
- Salt brings out flavor of hot milk drinks.
- A) Sugar dissolves better in hot water than in cold.
 B) Cooking, on low heat, prevents burning the cocoa and causes cocoa granules to swell and thicken the sauce.

HOT CHOCOLATE

Add 4 c. milk:evaporated skim (1 can = 1-2/3 c.) - plus 1 can water - plus 2/3 C. of dry milk (reconstituted dry milk - 1 c. dissolved in 4 c. warm water) - skim or homogenized fluid milk
 1 tsp. vanilla if desired

GARNISH with marshmallow, peppermint stick, dream whip, other ...

SERVE with saltines

3.3.5 HAND-OUT (continued)

CHOCOLATE MILK SHAKE

Pour into blender - 1 c. water
add chocolate sirup and 1 c. non-fat dry milk - blend.
Add ice discs up to 4 cups - blend.

FRUIT* ICEE (makes 1 quart)

Pour 1 6-oz. can frozen lemonade concentrate into blender
Fill can with water - add to blender
Add ice discs up to 4 cup mark
Blend 1 - 2 minutes

*Other frozen juices could be used.

Frozen juice concentrates make tangy, tart sauces for sundaes.

MARKET ORDER: Each kitchen will list the ingredients and amounts of each for a milk or fruit drink to be prepared tomorrow in class.

- Standards: (4) X-4.143 Level 1-a,j
 (5) X-4.144 Level 2-a,j
 (6) X-4.145 Level 3-a,j
 (18) X-4.157 Level 1-g,j

3.3.6

PEANUT BUTTER AND JELLY SANDWICH SHOP

Directions: Each student will help plan and do at least one of 5 tasks necessary for the production, preparation or serving of sandwiches.

1. MARKET ORDER: Supplies Needed

<u>AMOUNT</u>	<u>TYPE</u>	<u>SUPPLY</u>	<u>COST</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Total Cost of Supplies for the Class: _____

Number of sandwiches made: _____

3. Cost to make and serve 1 sandwich: _____

4. TIME PLAN: Period begins _____ Period ends _____
 Write the time of the period to begin and/or complete each task.

5. PRODUCTION-PREPARATION-SERVING of SANDWICHES

<u>STUDENT WORKER</u>	<u>JOB PERFORMED</u>	<u>TIME</u>	<u>TASKS TO BE DONE</u>
_____	1. Shop Manager	_____	Converts classroom to sandwich shop Assigns workers to stations Hires substitutes for absent workers Invites guests Keeps workers on Time Schedule
_____	2. Assistant Cook	_____	Spreads 2 T. peanut butter on 1 slice bread
_____	3. Assistant Cook	_____	Spreads 2 T. jelly on 1 slice bread
_____	4. Chef/Cook	_____	Put 2 slices of bread together and cut in half
_____	5. Chef/Cook	_____	Place 1/2 sandwich on napkin and garnish with parsley
_____	6. Supervisor	_____	Lines trash can with paper Watches and reminds workers of sanitary work habits Inspects sandwiches
_____	7. Host/Hostess	_____	Decorates tables Seats guests Watches time schedule and class clean-up

3.3.6 PEANUT BUTTER AND JELLY SANDWICH SHOP (continued)

<u>STUDENT WORKER</u>	<u>JOB PERFORMED</u>	<u>TIME</u>	<u>TASKS TO BE DONE</u>
_____	8. Waiter/Waitress	_____	Serves sandwiches; clears and cleans tables
_____	9. Dishwasher	_____	Washes
_____	10. Dishwasher	_____	Dries sweep floor
_____	11. Artists	_____	Makes window or door sign
_____	12. Photographer	_____	Takes pictures for school paper
_____	13. News Reporter	_____	Writes news story
_____	14. Customer	_____	Role-play being courteous customers Observe: Was this a successful food production? Why or why not?

Student HOME or EXTENDED EXPERIENCE Report

Describe any of these jobs you have practiced at home or outside the classroom.

Describe your results.

Record family comments.

Describe YOUR suggestions for IMPROVEMENT.

FUNCTIONAL PERFORMANCE ANALYSIS

ANAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.3

PLANNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
ize and evaluate tools, and techniques; and participate in a production line preparing PIZZA CUPS.	3.3.7	Using hand-out, PIZZA CUP PARLOR, 1. Write a MARKET ORDER. 2. Write the COST of supplies. 3. Figure COST-TO-MAKE for one serving. 4. Write a TIME PLAN for one class period. 5. Assist in production, preparation or serving of Pizza Cups.	3.3.7	Hand-out: PIZZA CUP PARLOR Supplies needed for 12 pizzas: 3/4 lb. ground beef 1 6-oz. can tomato paste 1 T. instant minced onion 1 t. Italian seasoning 1/2 t. salt 1 can refrigerated flaky baking powder biscuits (12 biscuits) 3/4 c. Mozzarella cheese 12 napkins	
ize and evaluate tools, and techniques; and participate in a production line preparing any of the following: Faculty Drop-In Stand-Up Breakfast Open-House SHA Social	3.3.8	Students plan, prepare and serve food for social occasions. Using a plan sheet.	3.3.8	Suggestions for: 1. FACULTY DROP-IN <u>Sandwiches</u> - tuna salad, egg salad or whatever teacher desires. <u>Cookies</u> - slice and bake - choose one or two kinds. Students follow directions on package. <u>Punch</u> - teacher's choice of recipe suggestion. Use Kool-Ade for base - add fruit juice, ginger ale as desired. 2. STAND-UP BREAKFAST "Biscuit Novelties" <u>Young Living</u> 136-137 Cocoa (students) or coffee (faculty) 3. Same as #1 4. Hand-out: PLANNING A PARTY	146 102

3.3.7

PIZZA CUP PARLOR HANDOUTPIZZA CUP RECIPE

3/4 lb. ground beef
 1 6-oz. can tomato paste
 1 T. instant minced onion
 1 t. Italian Seasoning
 1/2 t. salt
 1 can refrigerated flaky baking powder
 biscuits (12 biscuits)
 3/4 cup Mozzarella cheese

In large skillet, brown ground beef - drain. Add tomato paste, onion, and seasoning. Simmer uncovered, stirring frequently, for 5 minutes. Meanwhile, separate biscuit dough into 12 biscuits. Place one biscuit in each of 12 ungreased muffin cups, pressing dough up sides to edge of cup. Spoon meat mixture into cups. Sprinkle each with cheese.

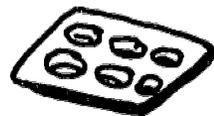
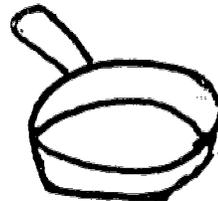
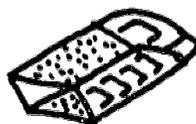
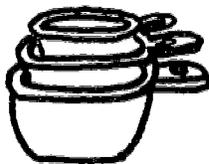
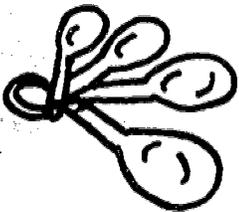
Bake at 400° F. for 10 to 12 minutes - or until golden brown.

Makes 12 Pizza Cups.

(Contributed by Alveta Allen)

UTENSILS AND EQUIPMENT

Directions: After you read the recipe, match the pictures of the utensils you will need for the Pizza Cups with their names.



1. _____

2. _____

3. _____

4. _____

5. _____

- A. Fry Pan
- B. Muffin Pan
- C. Measuring Spoons
- D. Dry Measuring Cups
- E. Grater

- Standards: (4) X-4.143
 (5) X-4.144
 (6) X-4.145
 (18) X-4.157

3.3.7 Hand-out PIZZA CUP PARLOR

Directions: Each student will help plan and do at least 1 of 5 tasks necessary for the production, preparation or serving of Pizza Cups.

1. MARKET ORDER: Supplies Needed

<u>AMOUNT</u>	<u>TYPE</u>	<u>SUPPLY</u>	<u>COST</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Total cost of supplies for the class: _____
 Number of Pizza Cups produced: _____
 3. Cost to make and serve 1 pizza: _____

4. TIME PLAN: Period begins _____ Period ends _____
 Write the time of the period to begin and/or complete each task.

5. PRODUCTION-PREPARATION-SERVING of PIZZA CUPS

<u>STUDENT WORKER</u>	<u>JOB PERFORMED</u>	<u>TIME</u>	<u>TASKS TO BE DONE</u>
_____	1. Parlor Manager	_____	Converts classroom to Pizza Parlor Assigns workers to stations Hires substitutes for absent workers Invites guests Keeps workers on Time Schedule
_____	2. Meat Cook	_____	Browns meat
_____	3. Assistant Cook	_____	Measure onions, seasonings; add to meat
_____	4. Assistant Cook	_____	Open can tomato paste; add to meat
_____	5. Chef/Cook	_____	Simmers and stirs sauce for 5 min.
_____	6. Assistant Baker	_____	Opens biscuit can; separates biscuits
_____	7. Baker	_____	Places biscuits in cups; press up sides
_____	8. Assistant Cook	_____	Spoons mixture into cups
_____	9. Assistant Cook	_____	Shreds the cheese
_____	10. Chef/Cook	_____	Sprinkles cheese
_____	11. Pizza Chef	_____	Preheats oven 10 min.; bakes; removes from oven Turns off oven
_____	12. Supervisor	_____	Lines trash can with paper. Checks sanitary habits of workers Inspects pizzas.



3.3.7 Hand-Out
PIZZA CUP PARLOR (continued)

<u>STUDENT WORKER</u>	<u>JOB PERFORMED</u>	<u>TIME</u>	<u>TASKS TO BE DONE</u>
_____	13. Host/Hostess	_____	Decorates tables Seats guests Watches time schedule; class clean-up
_____	14. Waiter/Waitress	_____	Serves pizzas; clears and cleans tables
_____	15. Dishwasher	_____	Washes - sweeps
_____	16. Dishwasher	_____	Dries - "picks up" - floor
_____	17. Artists	_____	Makes window or door sign
_____	18. Photographer	_____	Takes pictures for school paper
_____	19. News Reporter	_____	Writes news story
_____	20. Customer	_____	Role play being courteous customer. Observe: Was this a successful food production? Why or why not?

Student HOME or EXTENDED EXPERIENCE Report

Describe any of these jobs you have practiced at home or outside the classroom.

Describe your results.

Record family comments.

Describe YOUR suggestions for IMPROVEMENT.

3.3.8 Hand-out

PLANNING A PARTY FOR PARENTS OR TEACHERS AT SCHOOL

Plan Ahead:

1. Be sure that all guests have a chance to visit with other guests.
2. See that each guest meets everyone.
3. Plan to have one member greet guests and show them where to put their wraps.

PARTY PLANNING CHART

Number of Guests:	_____	Date:	_____
Number of Members:	_____	Hour:	_____
		Place:	_____

M E N U

AHEAD OF TIME JOB PERSON TO DO IT SUPPLIES & GROCERIES TO BUY EQUIPMENT NEEDED

DAY OF THE PARTY

DO-ERS CHART
DUTIES & RESPONSIBILITIES

Teams: _____	Students Doing	_____
	_____	_____
Food Fixers: _____	_____	_____
	_____	_____
Table Setters & Servers:	_____	_____
	_____	_____
Front door Greeters:	_____	_____
	_____	_____
Program or Entertainers:	_____	_____
	_____	_____
	_____	_____

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES		
3.4	The student will identify advantages and disadvantages of Food and Nutrition careers as evidenced by answering correctly at least 3 questions.	3.4	<p align="center">ADVANTAGES-DISADVANTAGES OF FOOD AND NUTRITION CAREERS</p> <p align="center">Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.</p> <p align="center"><u>JOB</u></p> <ol style="list-style-type: none"> 1. Short order cook 2. Waiter/Waitress 3. Kitchen helper 4. Specialty cook (foreign foods) 5. Nutritionist <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p align="center"><u>ADVANTAGES</u></p> <p><u> </u> A. Uses skills from ethnic background.</p> <p><u> </u> B. Uses pre-prepared food.</p> <p><u> </u> C. Possibility of earning good tips.</p> <p><u> </u> D. Efforts help people to improve their health.</p> <p><u> </u> E. Can advance to Assistant Cook or Chef.</p> </td> <td style="width: 50%; vertical-align: top;"> <p align="center"><u>DISADVANTAGES</u></p> <p>Work could be repetitious.</p> <p>Works under pressure during rush hours.</p> <p>Must stay on feet constantly.</p> <p>Long period of training required.</p> <p>Work could be boring.</p> </td> </tr> </table>	<p align="center"><u>ADVANTAGES</u></p> <p><u> </u> A. Uses skills from ethnic background.</p> <p><u> </u> B. Uses pre-prepared food.</p> <p><u> </u> C. Possibility of earning good tips.</p> <p><u> </u> D. Efforts help people to improve their health.</p> <p><u> </u> E. Can advance to Assistant Cook or Chef.</p>	<p align="center"><u>DISADVANTAGES</u></p> <p>Work could be repetitious.</p> <p>Works under pressure during rush hours.</p> <p>Must stay on feet constantly.</p> <p>Long period of training required.</p> <p>Work could be boring.</p>
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FUNCTIONAL PERFORMANCE ANALYSIS

AL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.4

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED																					
Describe ADVANTAGES and DISADVANTAGES of FOOD and NUTRITION	3.4.1	Class discuss ADVANTAGES and DISADVANTAGES of jobs listed on transparency.	3.4.1	Transparency: <table border="1"> <thead> <tr> <th>JOB</th> <th>ADVANTAGE</th> <th>DISADVANTAGES</th> </tr> </thead> <tbody> <tr> <td>Short Order Cook</td> <td></td> <td></td> </tr> <tr> <td>Waiter/ Waitress</td> <td></td> <td></td> </tr> <tr> <td>Kitchen Helper</td> <td></td> <td></td> </tr> <tr> <td>Specialty Cook (Foreign Foods)</td> <td></td> <td></td> </tr> <tr> <td>Nutritionist</td> <td></td> <td></td> </tr> <tr> <td>Others?</td> <td></td> <td></td> </tr> </tbody> </table>	JOB	ADVANTAGE	DISADVANTAGES	Short Order Cook			Waiter/ Waitress			Kitchen Helper			Specialty Cook (Foreign Foods)			Nutritionist			Others?			
JOB	ADVANTAGE	DISADVANTAGES																								
Short Order Cook																										
Waiter/ Waitress																										
Kitchen Helper																										
Specialty Cook (Foreign Foods)																										
Nutritionist																										
Others?																										
Discuss JOB ADVANTAGES and DISADVANTAGES for "Food Services in a Hospital".	3.4.2	Each group answer questions on one of five hand-outs, describing "Food Related Services in a Hospital". Report ADVANTAGES and DISADVANTAGES discovered to the class.	3.4.2	Divide class into <u>5</u> small groups. Hand-outs 1. A typical day for the Food Technician. 2. A typical day for the Cafeteria Aide. 3. A typical day for a Diet Aide. 4. A typical day for the Part-Time Worker. 5. A typical day for the Kitchen Diet Aide.																						

3.4.2 #1

A TYPICAL DAY FOR THE FOOD TECHNICIAN AT A MEDICAL CENTER

The day starts at 10:00 and ends at 6:00. Look at the jobs which will be done at the different times and check whether you think you would like or dislike the job.

	LIKE	DISLIKE
10:00 - On duty. Assist in assembly of salads and desserts for lunch. Make salads and sandwich plates for lunch and dinner.		
11:15 - Go on break.		
11:30 - Back-up lunch line, do any cooking in recon.		
1:00 - Cafeteria closes. Go to lunch.		
1:30 - Go over menu and begin assembly of food for dinner. Check menu for following day and check out food from stockroom.		
3:30 - Fill recon and turn on.		
3:45 - Go on break.		
4:00 - Finish dinner preparation and set up line.		
4:30 - Cafeteria opens for dinner. Serve hot food and do back-up.		

ANSWER THE FOLLOWING QUESTIONS:

1. What amount of time do you have off for eating lunch? _____ for a mid-morning break? _____ for an afternoon break? _____.
2. How many hours do you work daily? _____
3. What kind of equipment do you need to know how to operate? _____

4. What is one advantage you see to this job? _____

5. What is one disadvantage you see to this job? _____

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center; Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970, pgs. 46-47.

A TYPICAL DAY FOR THE CAFETERIA AIDE AT A MEDICAL CENTER

The day starts at 9:30 and ends at 6:00. Look at the jobs which will be done at the different times, and check whether you think you would like or dislike the job.

	LIKE	DISLIKE
9:30 - On duty, clean dining room tables and straighten chairs, pick up trash and keep in orderly fashion. After cafeteria closes for break, see that it is cleaned and ready for lunch. Run trays through dish machine.		
10:45 - Go on break.		
11:00 - Help set up line. Set up desserts.		
1:00 - Lunch line closes - clean up station.		
1:15 - Eat lunch.		
1:45 - Straighten and clean tables and chairs for dinner.		
3:00 - Break		
3:15 - Help dish up desserts. Set up cafeteria line for dinner.		
4:30 - Cafeteria opens - back-up for salads, desserts, and for hot food service.		
6:00 - Off duty (see that line is entirely set up, and no one needs anything before leaving).		

ANSWER THE FOLLOWING QUESTIONS:

1. What amount of time do you have off for eating lunch? _____ for a mid-morning break? _____ for an afternoon break? _____ in both breaks? _____
2. How many hours do you work daily? _____
3. What kind of equipment will you have to know how to operate? _____
4. What is your responsibility before leaving your job each evening? _____
5. What kind of tools would you use in your work? _____
6. What is one advantage you see to this job? _____
7. What is the disadvantage you see to this job? _____
7. What training do you think would be required for this job? _____

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970, pages 46-47

3.4.2 #3 (continued)

- 2:30 - Pick up menus for dinner and breakfast tally.
- 3:00 - Lock kitchen. Take down cart and tally order for 24 hours. Check out.

LIKE	DISLIKE

ANSWER THESE QUESTIONS:

1. What amount of time do you have for eating lunch? _____ for mid-morning break? _____ for an afternoon break? _____
2. How many hours do you work daily? _____
3. What kind of equipment will you have to know how to operate? _____

4. What is one advantage you see to this job? _____
5. What is one disadvantage you see to this job? _____
6. What training do you think would be required for this job? _____

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970 pages 46-47

A TYPICAL DAY FOR A DIET AIDE AT A MEDICAL CENTER

The day starts at 6:30 and ends at 3:00. Look at the jobs which will be done at the different times and check whether you think you would like or dislike the job.

	LIKE	DISLIKE
6:30 - Open kitchen; turn on oven; check for diet changes and hold breakfast.		
6:45 - Assemble module for serving.		
7:00 - Load oven. Set up tray line with cold food and supplies.		
7:15 - Prepare eggs.		
7:30 - Start tray line - assemble complete meal. Responsible for all items except hot beverage and cereal.		
8:00 - Tray line complete - clean up kitchen, refrigerate any left over food.		
8:30 - Pick up trays and throw away.		
8:45 - Take down cart for supplies (either Monday, Wednesday and Friday, or Tuesday, Thursday and Saturday).		
9:00 - Go on break.		
9:15 - Pick up cart and return to sub-kitchen.		
9:20 - Put away supplies.		
9:30 - Clean kitchen.		
10:00 - Pick up menus for lunch.		
10:30 - Lunch - take down frozen food cart at lunch.		
11:00 - Return to sub-kitchen. Check in all frozen food before leaving kitchen and sign receipt.		
11:30 - Load oven. Set up tray assembly area - supplies and cold food, remove from refrigerator at last minute.		
12:00 - Begin tray line - responsible for assembly of all items except hot beverage.		
12:30 - Clean up tray line. Put away or refrigerate any food that is left.		
1:00 - Pick up trays.		
1:30 - Clean up kitchen.		

3.4.2 #4

A TYPICAL DAY FOR THE PART-TIME WORKER AT A MEDICAL CENTER

The day starts at 4:00 and ends at 7:00. Look at the jobs which will be done at the different times and check whether you think you would like or dislike the job.

	LIKE	DISLIKE
4:00 - Check in and bring cold food cart for 24 hours.		
4:15 - Turn on oven and load cart for oven - check diet changes.		
4:30 - Roll racks in oven. Assemble tray line for dinner.		
5:00 - Remove meals from oven. Begin tray line. Diet Technician will put on hot and cold beverages and check each tray.		
5:30 - Clean kitchen and refrigerate left-over food.		
6:00 - Pick up trays and discard.		
6:30 - Clean kitchen. Look and check out at 7:00.		

ANSWER THESE QUESTIONS:

1. What time do you eat lunch? _____ What amount of time do you have for breaks? _____
2. How many hours do you work daily? _____
3. What training do you think would be required for this job? _____
4. What responsibility do you have before you leave the job? _____
5. What is one advantage you see to this job? _____
6. What is one disadvantage you see to this job? _____
7. What employee will work with you on your job? _____

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970 pages 46-47

3.4.2 #5

A TYPICAL DAY FOR THE KITCHEN DIET AIDE AT A MEDICAL CENTER

The day starts at 8:00 and ends at 4:30. Look at the jobs which will be done at different times and check whether you think you would like or dislike the job.

	LIKE	DISLIKE
8:00 - On duty. Assemble any special diets for entrees such as puree, low protein, renal diets, etc.		
10:15 - Break.		
10:30 - Load special diets on cart with frozen food.		
11:00 - Make nourishments, tube feedings and other specials for refrigerated carts.		
12:30 - Eat lunch.		
1:00 - Assemble special diets, salads and desserts.		
3:00 - Help fill carts with refrigerated foods, salads, and desserts.		
4:30 - Off duty.		

ANSWER THE FOLLOWING QUESTIONS:

1. What amount of time do you have off for eating lunch? _____ for a mid-morning break? _____ for an afternoon break? _____
2. How many hours' do you work daily? _____
3. What kind of equipment do you need to know how to operate? _____

4. What special information will you need to understand for this job? _____

5. Who will be your "customers" for this job? _____
6. What is one advantage you see to this job? _____
7. What is one disadvantage you see to this job? _____
8. What training do you think would be required for this job? _____

Adapted from "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970 pages 46-47

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.4.3	Analyze FOOD and NUTRITION JOB activities.	3.4.3	Choosing 2 jobs, with which you have had experience during hands-on or elsewhere, complete hand-out: "Does It All Fit Together?"	3.4.3	Hand-out: "DOES IT ALL FIT TOGETHER?"	161

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3.4.2 ANSWERS TO HANDOUTS #1, 2, 3

3.4.2 #1 FOOD TECHNICIAN ANSWERS

1. 30 min., 15 min., 15 min.
2. 7½
3. reconstitutes
4. serving utensils
5. chance for advancement
working time
6. on-the-job training, high school, work experience

3.4.2 #2 CAFETERIA AIDE ANSWERS

1. 30 min., 30 min., 30 min.
2. 8
3. dishwashing machine
4. set up cafeteria line
5. cleaning cloths, dishes, silver, napkins.
6. personal satisfaction if you like the work
long hours
7. on-the-job, high school education, work experience

3.4.2 #3 DIET AIDE ANSWERS

1. none, 15, none
2. 9 hours - 15 minutes
3. oven, assembly line equipment
4. if you can stay in, you're off early
5. too much work for one person
6. training for 2 people

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, 1970. pages 46-47

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0

Accreditation Standard:
X-4.157 Level 1-g,j (#18)

On completion of a series of planned learning experiences illustrating the Home Service Occupational Cluster, at least 76% of the students will demonstrate awareness of the variety of career opportunities, recognize positive and negative aspects of careers, classify jobs according to education and training needed, and designate requirements and personal qualifications; as evidenced by correctly completing 7 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES														
		4.0	<p>HOME SERVICES OCCUPATIONAL CLUSTER TEST</p> <p>Directions: Match the answers in Column II with the appropriate words in Column I.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;"><u>COLUMN I</u></td> <td style="text-align: center; width: 50%;"><u>COLUMN II</u></td> </tr> <tr> <td>1. ___ Intermediate level job</td> <td>A. Jobs usually available</td> </tr> <tr> <td>2. ___ Advantage to being a handyman</td> <td>B. Work could seem lonely and boring</td> </tr> <tr> <td>3. ___ Hotel Manager</td> <td>C. Requires honesty and dependability</td> </tr> <tr> <td>4. ___ Homemaker's assistant</td> <td>D. Ability to give instructions</td> </tr> <tr> <td>5. ___ Entry level job</td> <td>E. Executive house-keeper</td> </tr> <tr> <td>6. ___ Disadvantage to being a School Custodian</td> <td>F. Laundry room worker</td> </tr> </table> <p>7-10. Directions: List below 4 jobs using home economics knowledge and skills from the Home Service Occupational Cluster.</p> <p>7. 8. 9. 10.</p>	<u>COLUMN I</u>	<u>COLUMN II</u>	1. ___ Intermediate level job	A. Jobs usually available	2. ___ Advantage to being a handyman	B. Work could seem lonely and boring	3. ___ Hotel Manager	C. Requires honesty and dependability	4. ___ Homemaker's assistant	D. Ability to give instructions	5. ___ Entry level job	E. Executive house-keeper	6. ___ Disadvantage to being a School Custodian	F. Laundry room worker
<u>COLUMN I</u>	<u>COLUMN II</u>																
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5. ___ Entry level job	E. Executive house-keeper																
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COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 4.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.1	The student will identify opportunities for jobs related to Home Service Occupations.	4.1	<p align="center">JOB OPPORTUNITIES RELATED TO HOME SERVICE OCCUPATIONS</p> <p>Directions: From the list of jobs, complete the sentences with the job opportunity each describes.</p> <p align="center">CUSTODIAN HOMEMAKER'S ASSISTANT HOTEL MANAGER LAUNDRY ROOM WORKER EXECUTIVE HOUSEKEEPER</p> <ol style="list-style-type: none"> 1. A _____ sorts clothes and linens and/or operates machines at a commercial cleaning establishment. 2. The top executive for a hotel is the _____. 3. The _____ is responsible for cleaning schools, businesses or other institutions. 4. A(n) _____ can use his management skills at a hotel or at home to supervise cleaning. 5. You can be a _____ in your own home or assisting in someone else's home.

FUNCTIONAL PERFORMANCE ANALYSIS

ANAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>by local opportunities for ment in home service re- occupations.</p>	4.1.1	<p>Using the "HOME SERVICE OCCUPATION PYRAMID", class will create a bulletin board, "The Many Faces of Home Service".</p> <ol style="list-style-type: none"> 1. <u>Manager</u> selects one job from pyramid list. 2. <u>Artist</u> draws face. 3. <u>Cutter</u> cuts face. 4. <u>Printer</u> prints job title on face. 5. <u>Advertiser</u> places on bulletin board. 6. <u>Filler</u> looks for illustrations of jobs shown on bulletin board. <p>NOTE: 4 jobs X 5 classes = 20 jobs.</p>	4.1.1	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Students collect clippings from newspapers and magazines related to Home Service Related Occupations in homes, commercial establishments and institutions. Discuss in class and put together a bulletin board. 2. Student committees survey neighborhoods to determine individual need for services in the community. <p>Hand-out: "HOME SERVICES OCCUPATIONS PYRAMID" (Appendix)</p> <p><u>Encyclopedia of Careers and Voc. Guidance Vol. II</u></p> <p>Local newspaper want-ads. Advertising of commercial establishments and institutions. Civic associations Chamber of Commerce</p>	
<p>the LOCAL job opportunities community homemaking jobs.</p>	4.1.2	<p>Using the transparency, "Community Homemaking Jobs", class discuss local job opportunities using the skills of the Occupation of Homemaking. (9th grade)</p> <ol style="list-style-type: none"> 1. cleaning and vacuuming 2. managing home 3. sewing 	4.1.2	<p>Prepare transparency: "Community Homemaking Jobs"</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

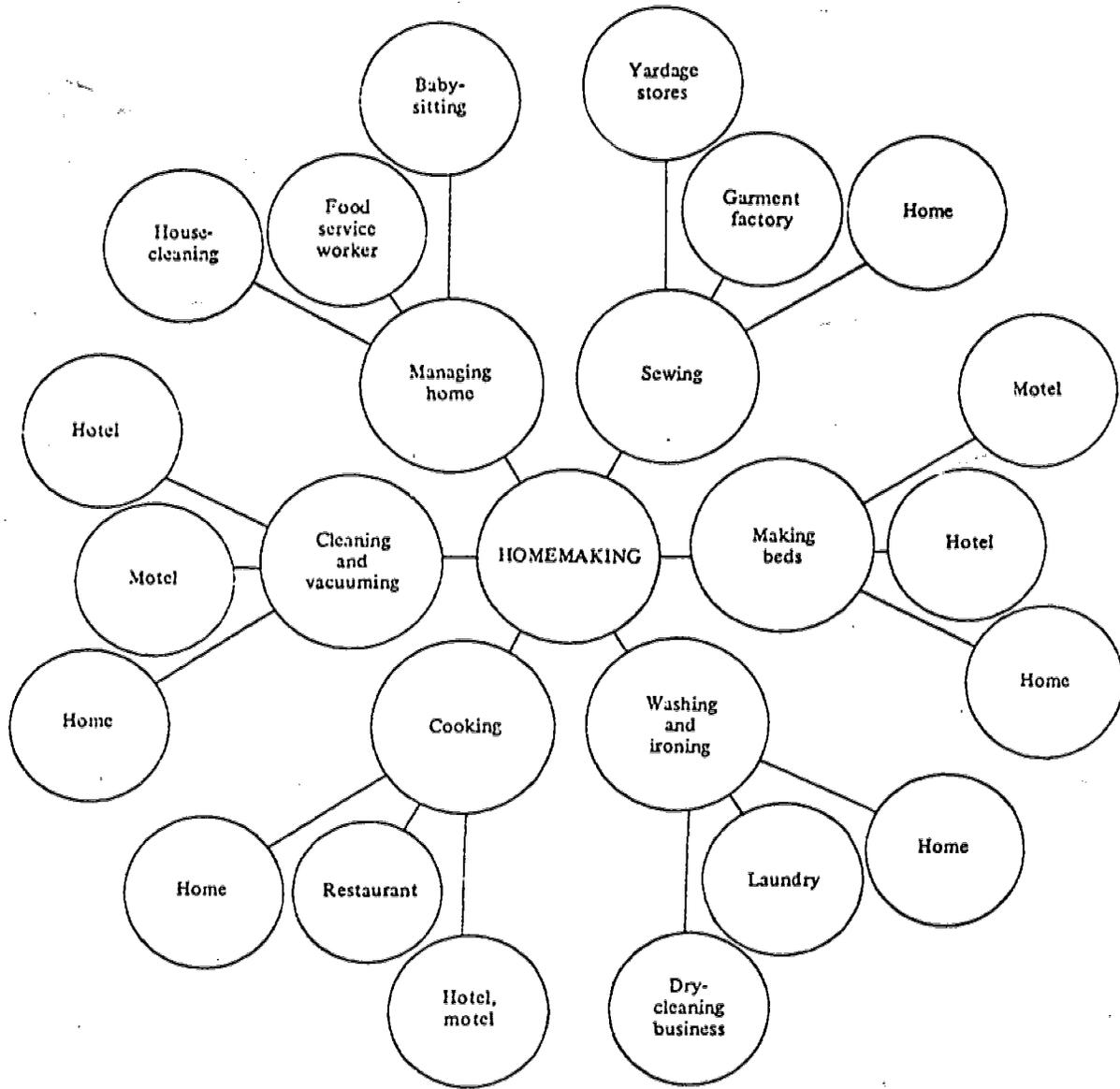
TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		4.1.2	(continued) 4. making beds 5. washing and ironing 6. cooking			

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The End Goal: Community Homemaking Jobs 1

¹ Campbell, L. Wayne, Todd, Medford, O'Rourke, Everett V., Work-Study Handbook, Division of Special Education California State Department of Education, 721 Capital Mall, Sacramento, California 95814, 1971

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 4.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.2	The student will differentiate between jobs needing advanced, intermediate or entry level training; as evidenced by answering correctly at least 3 questions.	4.2	<p align="center">JOB TRAINING LEVELS</p> <p>Directions: Beside each of the following jobs, write the letter which indicates the level of training required.</p> <p align="center">A - Advanced I - Intermediate E - Entry</p> <p>___ 1. Motel Maid</p> <p>___ 2. Maintenance Manager</p> <p>___ 3. Carpet Cleaner</p> <p>___ 4. Repair Person</p> <p>___ 5. Linen and/or Drapery Mender</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1	Indicate LEVEL of TRAINING needed for 15 HOME SERVICE JOBS.	4.2.1	Using hand-out, TRAINING LEVELS for HOME SERVICE JOBS, indicate the level of training required for each job by placing a check in the appropriate column.	4.2.1	Hand-out: TRAINING LEVELS FOR HOME SERVICE JOBS KEY: <u>E</u> <u>I</u> <u>A</u> 1. x 2. x 3. x 4. x 5. x 6. x 7. x 8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x	

4.2.1

**TRAINING LEVELS
for
HOME SERVICE JOBS**

Directions: For each job, place a check under the level of training needed. You may refer to the Pyramid.

	<u>ENTRY</u>	<u>INTERMEDIATE</u>	<u>ADVANCED</u>
1. Handyman	_____	_____	_____
2. Hotel Manager	_____	_____	_____
3. Homemaker's Assistant	_____	_____	_____
4. Laundry Room Worker	_____	_____	_____
5. Executive Housekeeper	_____	_____	_____
6. Custodian	_____	_____	_____
7. Motel Maid	_____	_____	_____
8. Carpet Cleaner	_____	_____	_____
9. Maintenance Manager	_____	_____	_____
10. Repair Person	_____	_____	_____
11. Linen and/or Drapery Mender	_____	_____	_____
12. Wall Washer	_____	_____	_____
13. Stock Room Worker	_____	_____	_____
14. Market Research Interviewer	_____	_____	_____
15. Dry Cleaner Worker	_____	_____	_____

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 4.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																		
4.3	The student will identify personal qualities and job requirements that affect employability in Home Services; as evidenced by responding correctly to at least 3 test questions.	4.3	<p>PERSONAL QUALITIES AND JOB REQUIREMENTS</p> <p>Directions: Match the job with the description of personal qualities and job requirements that best describe it.</p> <table border="1"> <thead> <tr> <th data-bbox="768 892 820 919"><u>JOB</u></th> <th data-bbox="1036 863 1182 919"><u>PERSONAL QUALITIES</u></th> <th data-bbox="1321 892 1516 919"><u>REQUIREMENTS</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="768 953 992 980">1. Handyman</td> <td data-bbox="1036 953 1260 1010">A. Works well with people</td> <td data-bbox="1321 953 1484 1010">Management ability</td> </tr> <tr> <td data-bbox="768 1014 959 1071">2. Wall Washer</td> <td data-bbox="1036 1045 1260 1102">B. Appreciates orderliness</td> <td data-bbox="1321 1045 1528 1073">Dependability</td> </tr> <tr> <td data-bbox="768 1106 959 1192">3. Stock Room Worker</td> <td data-bbox="1036 1138 1227 1165">C. Inventive</td> <td data-bbox="1321 1127 1576 1184">Must perform a variety of tasks</td> </tr> <tr> <td data-bbox="768 1226 972 1283">4. Hotel Manager</td> <td data-bbox="1036 1197 1211 1253">D. Neat and accurate</td> <td data-bbox="1321 1194 1516 1251">Needs sewing skills</td> </tr> <tr> <td data-bbox="768 1316 972 1436">5. Linen and/or Drapery Mender</td> <td data-bbox="1036 1287 1305 1373">E. Not bored by repetitious work</td> <td data-bbox="1321 1287 1463 1344">Physical strength</td> </tr> </tbody> </table>	<u>JOB</u>	<u>PERSONAL QUALITIES</u>	<u>REQUIREMENTS</u>	1. Handyman	A. Works well with people	Management ability	2. Wall Washer	B. Appreciates orderliness	Dependability	3. Stock Room Worker	C. Inventive	Must perform a variety of tasks	4. Hotel Manager	D. Neat and accurate	Needs sewing skills	5. Linen and/or Drapery Mender	E. Not bored by repetitious work	Physical strength
<u>JOB</u>	<u>PERSONAL QUALITIES</u>	<u>REQUIREMENTS</u>																			
1. Handyman	A. Works well with people	Management ability																			
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5. Linen and/or Drapery Mender	E. Not bored by repetitious work	Physical strength																			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.3.1	Recognize TASKS typical of HOME SERVICE OCCUPATIONS.	4.3.1	Using TRAINING LEVELS FOR HOME SERVICE JOBS hand-out, or PYRAMID, volunteers pantomime one or more jobs; class guess the name of the job.	4.3.1	Hand-out: TRAINING LEVELS FOR HOME SERVICE JOBS or PYRAMID (Appendix)	
4.3.2	Identify PERSONAL QUALITIES which contribute to EMPLOYABILITY.	4.3.2	Check your responses to "PERSONAL QUALITIES FOR JOB SUCCESS" (for the HOME SERVICE WORKER) check-list.	4.3.2	Hand-out: PERSONAL QUALITIES FOR JOB SUCCESS ("Housekeeping Management Assistant" School of Home Economics, Texas Tech Univ., 1969)	
4.3.3	Recognize PERSONAL QUALITIES for JOB SUCCESS.	4.3.3	a) Discuss ways by which a person demonstrates promptness, dependability, cooperativeness and good attitude toward work. b) Prepare a mobile or window poster, PERSONAL QUALITIES for JOB SUCCESS: <u>Artist:</u> design, draw <u>Cutter:</u> cut out <u>Paster:</u> paste or glue <u>Printer:</u> print <u>Hanger:</u> punch holes, tie string <u>Manager:</u> hang, supervise workers	4.3.3	Desirable personal qualities of a person engaged in home services: 1. Acceptable appearance 2. Promptness 3. Dependability 4. Cooperation 5. Good attitude 6. Ability to follow instructions.	
4.3.4	Recognize steps in DECISION-MAKING.	4.3.4	List, draw or prepare mobile or poster titled STEPS IN DECISION-MAKING.	4.3.4	Transparency: STEPS IN DECISION-MAKING 1. ... define the problem 2. ... gather and examine the facts 3. ... recognize possible solutions	



4.3.2

PERSONAL QUALITIES FOR JOB SUCCESS

What kind of HOME SERVICE worker would you make? Answer the following questions honestly and see how you rate. If you have not had a job, think about your attitudes toward going to school, which is your world of work.

WHAT DESIRABLE CHARACTERISTICS DO YOU HAVE?YES NO

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Do you have real willingness and desire to learn new skills and new ways of doing things? |
| ___ | ___ | 2. Can you apply yourself to a job without being easily bored or distracted? |
| ___ | ___ | 3. Can you adapt to new and unexpected situations easily? |
| ___ | ___ | 4. Can you meet a complaint with good humor, not an argumentative answer? |
| ___ | ___ | 5. Can you work under pressure, when necessary, without becoming nervous or upset? |
| ___ | ___ | 6. Are you friendly with everyone? |
| ___ | ___ | 7. Do you have confidence in your abilities? |
| ___ | ___ | 8. Are you emotionally stable, capable of taking things in your stride? |
| ___ | ___ | 9. Do you have a sense of duty and responsibility? |
| ___ | ___ | 10. Are you reliable? Can you be depended on to do a job satisfactorily? |
| ___ | ___ | 11. Do you avoid gossip about business matters? |
| ___ | ___ | 12. Are you willing to cooperate with all your fellow workers? |
| ___ | ___ | 13. Do you give careful attention to routine details of your job or do you neglect things you don't like? |
| ___ | ___ | 14. Can you follow directions willingly and accurately? |
| ___ | ___ | 15. Do you leave personal problems <u>at home</u> so you can give your full attention and effort to your job? |
| ___ | ___ | 16. Are you always on time to work? |
| ___ | ___ | 17. Do you get enough sleep so you don't have that "tired feeling" at work? |

4.3.2

PERSONAL QUALITIES FOR JOB SUCCESS (continued)YES NO

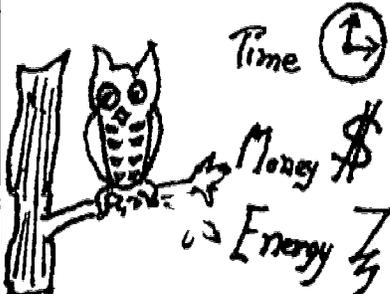
18. Can you work without constant supervision?
19. Do you ask questions about things you don't understand?
20. Are you neat in appearance?

If you answered yes to at least 13 of the questions, you have the characteristics necessary to be a good employee in HOME SERVICE.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				.3.4	(continued) 4. ... choose a solution 5. ... make and follow a plan of action <u>Florida State Resource Guide</u> MANAGEMENT and FAMILY ECONOMICS page 5	
.3.5	Apply STEPS IN DECISION-MAKING to housekeeping problems at home or on the job.	4.3.5	Using the 5 STEPS IN DECISION-MAKING, answer "What would you do?" and "Why" on hand-out, APPLYING STEPS IN DECISION-MAKING to HOUSEKEEPING PROBLEMS.	4.3.5	Hand-out: APPLYING STEPS IN DECISION-MAKING to HOUSEKEEPING PROBLEMS (Manatee County Lesson Guide, 6/73 D2-P3)	
.3.6	Recognize basic TOOLS for HOME SERVICE TASKS.	4.3.6	Work crossword puzzle, TOOLS for HOME SERVICE TASKS.	4.3.6	Hand-out: TOOLS for HOME SERVICE TASKS (crossword puzzle)	
.3.7	Recognize need for CONSERVATION of RESOURCES.	4.3.7	Class discuss bulletin board to define and explain the need for conserving resources of: TIME ENERGY MONEY HEALTH	4.3.7	Bulletin Board: "A WISE OWL IS CAREFUL WITH 	

4.3.5 APPLYING STEPS IN DECISION-MAKING TO HOUSEKEEPING PROBLEMS AT HOME OR ON THE JOB

STEPS IN DECISION-MAKING

Directions: Complete the 5 steps in decision-making with the word from the word list.

WORD LIST

- | | |
|--|-----------|
| 1. define the _____. | facts |
| 2. gather and examine the _____. | plan |
| 3. recognize possible _____ and consequences of each. | solution |
| 4. choose a _____. | problem |
| 5. make and follow a _____ of action. | solutions |

Directions: Using the 5 STEPS IN DECISION-MAKING, answer - "What Would You Do?" and "Why?"

Harold was working at the Holiday Inn in Sarasota, operating large machines - cleaning and waxing floors.

His job was to do the large meeting room and have it all completed by noon.

Some guests came into the room where Harold was working. Harold did not know their reasons for being in the room. The machines were noisy and difficult to handle.

The guests were standing in the area where Harold needed to work to complete the job by noon.

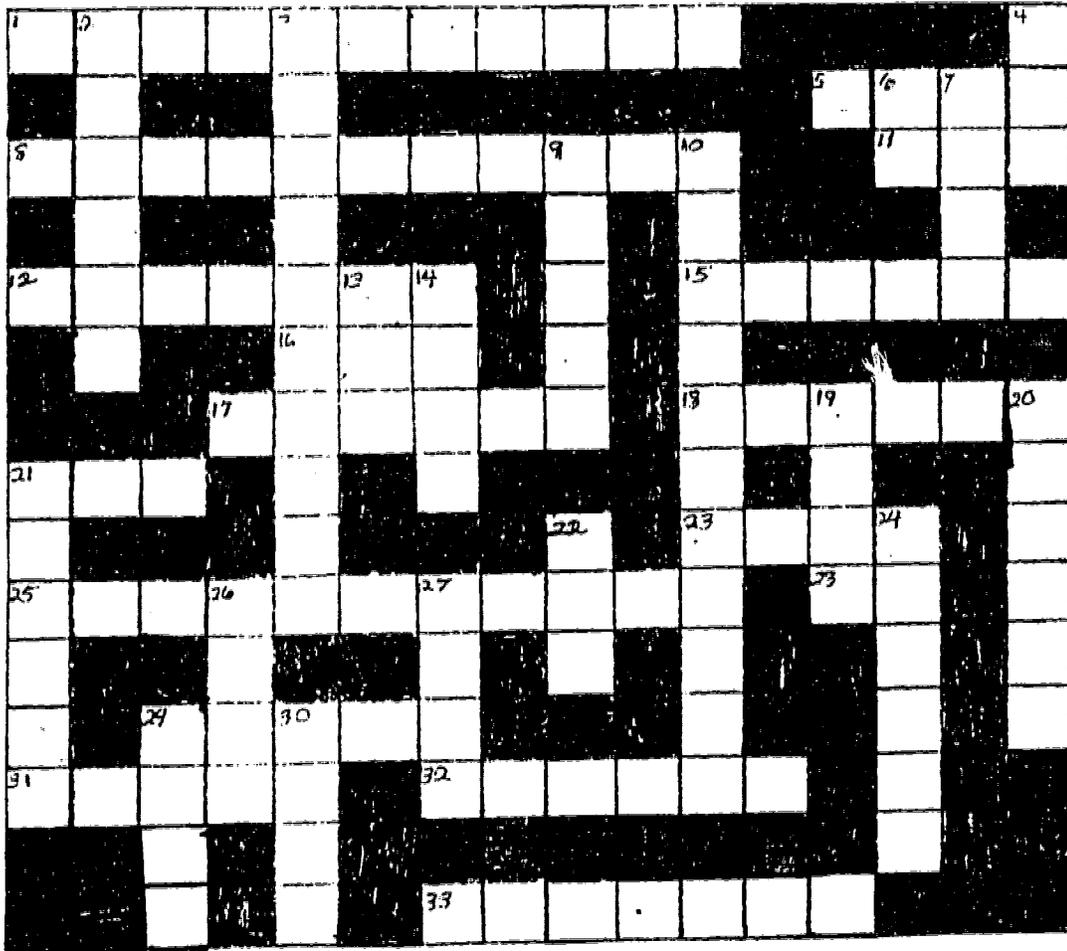
What would you do if you were Harold?

What would you say?

How would you do it?

CROSSWORD PUZZLE

HOME SERVICE EQUIPMENT

ACROSS

1. Used to clean the range
5. Household Product that comes in a box and cleans many things
8. Scrubs pots, pans and sinks
11. Similar to a carpet
12. Containers used to hold water while cleaning
15. Used to make a bed
16. Opposite of bottom
17. Used to sweep
18. Pane of glass
21. Used to shine furniture or floors
23. Used to wash hands
25. Used to clean bathroom bowl
28. Preposition
29. Detergents sometime _____ your hands
31. _____ towels
32. Pads used to absorb liquids
33. _____ is used for cleaning rugs

DOWN

2. Electric sweeper
3. Used to "fluff" up shag
4. Old piece of cloth used for cleaning
6. Either... _____
7. To wipe particles from furniture with a cloth
9. Buckets
10. _____ liquid is used for washing plates
13. Also
14. _____ remover is used for cleaning small stains
19. Tidy
20. A window _____ cleans windows
21. Implement used to wash floors
22. A creature you'll get if things aren't clean
24. Used to make things shine
26. Never be _____ for a job
27. Garbage _____ will keep the can clean
29. Fight
30. Used for pressing

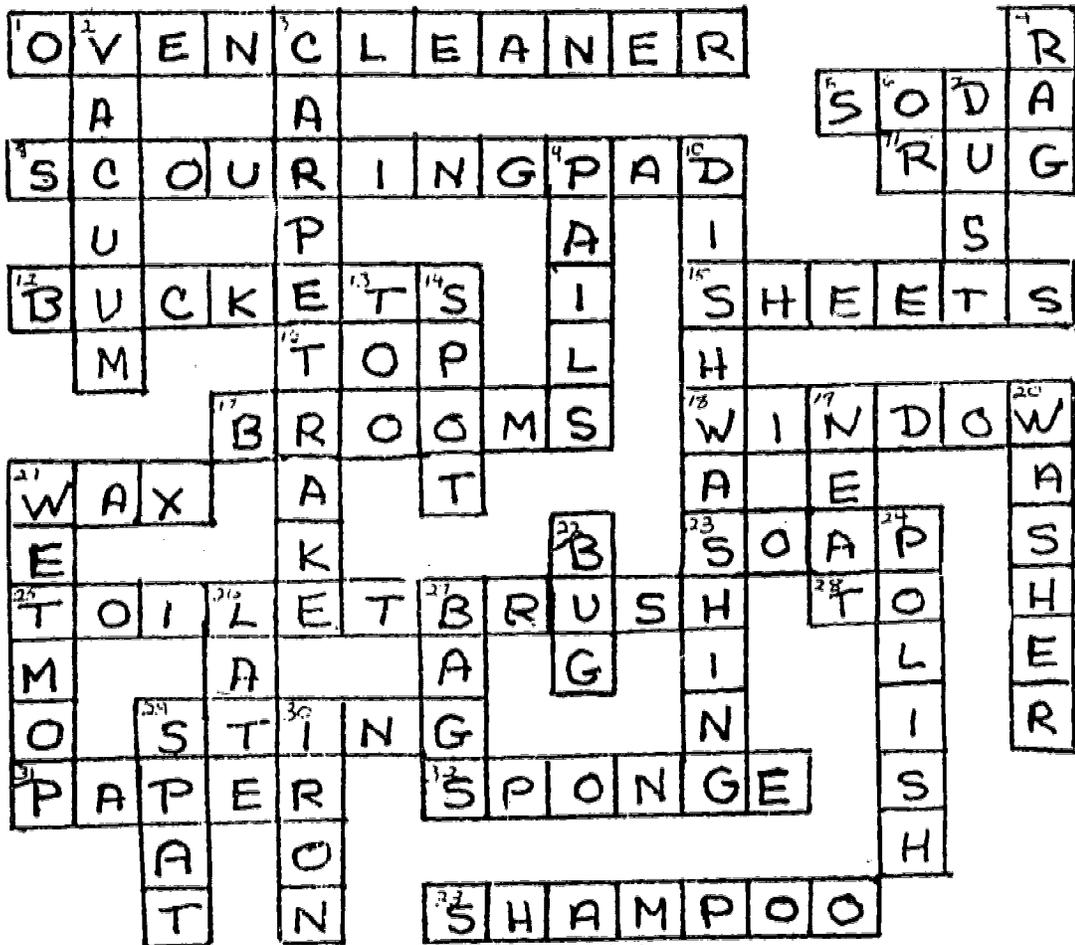
4.3.6 CROSSWORD PUZZLE KEY

NOTE: Below are listed all of the words in the CROSSWORD PUZZLE. The teacher may want to write them on the board as an aid to the students while they work the Crossword Puzzle.

DUST
SHEETS
TO
SPAT
WASHER
SHAMPOO
WAY
BROOMS
PAIS
NEAT
IRON
RUG

STING
OR
OVEN CLEANER
BAGS
WINDOW
SPOT
LATE
RAG
ACUUM
ISHWASHING
SOAP
BUCKETS

PAPER
CARPET RAKE
TOO
TOILET BRUSH
TOP
SCOURING PAD
BUG
POLISH
SODA
SPONGE
WET MOP



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.3.8	Demonstrate skill in saving TIME, ENERGY and MONEY on the job or at home.	4.3.8	<p>After teacher demonstrations, students go to hands-on station of their choice; after which groups will discuss and report to class their answers to RESOURCE analysis questions.</p> <p>1) Sorting clothes for before laundry.</p> <p>2) Bed making; using regular bed or improvising using 2 boxes.</p> <p>Question: What RESOURCES did we <u>save</u> by organizing supplies in order of use?</p> <p>3) Preparing a Handy Caddy.</p> <p>Question: What RESOURCES do we <u>save</u> by organizing small tools and supplies needed for a job?</p>	4.3.7	<p>(continued)</p> <p>"300 Ways to Save Time in Home-making", <u>Good Housekeeping Bulletin</u>.</p> <p><u>Housecleaning Management and Methods</u>.</p> <p><u>Managing Living Time</u> pp.10-23</p> <p><u>Exploring Home and Family Living</u> Chapter 16</p>	
				4.3.8	<p>Teacher prepare 2 transparencies COMPONENTS OF SKILL TRAINING RELATED TO SPECIFIC JOBS.</p> <p>1) Proctor and Gamble Take-Home Leaflet, "LAUNDERING"</p> <p>2) Steps for "Once-Around Bed-making" (Texas Tech University, Home Economics, "Housekeeping Management Assistant", p.A-53)</p> <p>Answer: TIME, ENERGY</p> <p>3) Use and decorate soft drink carton or fruit basket</p> <p>Answer: TIME, ENERGY</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		4.3.8	<p>(continued)</p> <p>4) Dusting furniture and/or setting the table. Question: What RESOURCES did we <u>save</u> by using both hands?</p> <p>5) Picking up dustpan or newspaper from the floor. Question: What RESOURCE do we <u>save</u> by dressing comfortably and practicing good posture at all times?</p> <p>6) Cleaning windows with newspaper and either ($\frac{1}{2}$ vinegar + $\frac{1}{2}$ water solution) or amonia. Question: What RESOURCE do you <u>save</u> using home supplies, on hand, instead of commercially prepared products?</p> <p>7) Launder a load of towels. Question: What RESOURCE do you <u>save</u> by using the correct amount of detergent?</p> <p>8) Making a POT SCRUBBER or lint remover. Question: What RESOURCE do you <u>save</u> by making your own Pot Scrubber?</p>	4.3.8	<p>(continued)</p> <p>4) Use both hands to show dusting or tablesetting. Answer: TIME, ENERGY</p> <p>5) Answer: HEALTH</p> <p>6) Answer: MONEY</p> <p>7) Answer: MONEY SUPPLIES</p> <p>8) Hand-out: POT SCRUBBER or LINT REMOVER Answer: MONEY</p>	

Home Service
4.3.8

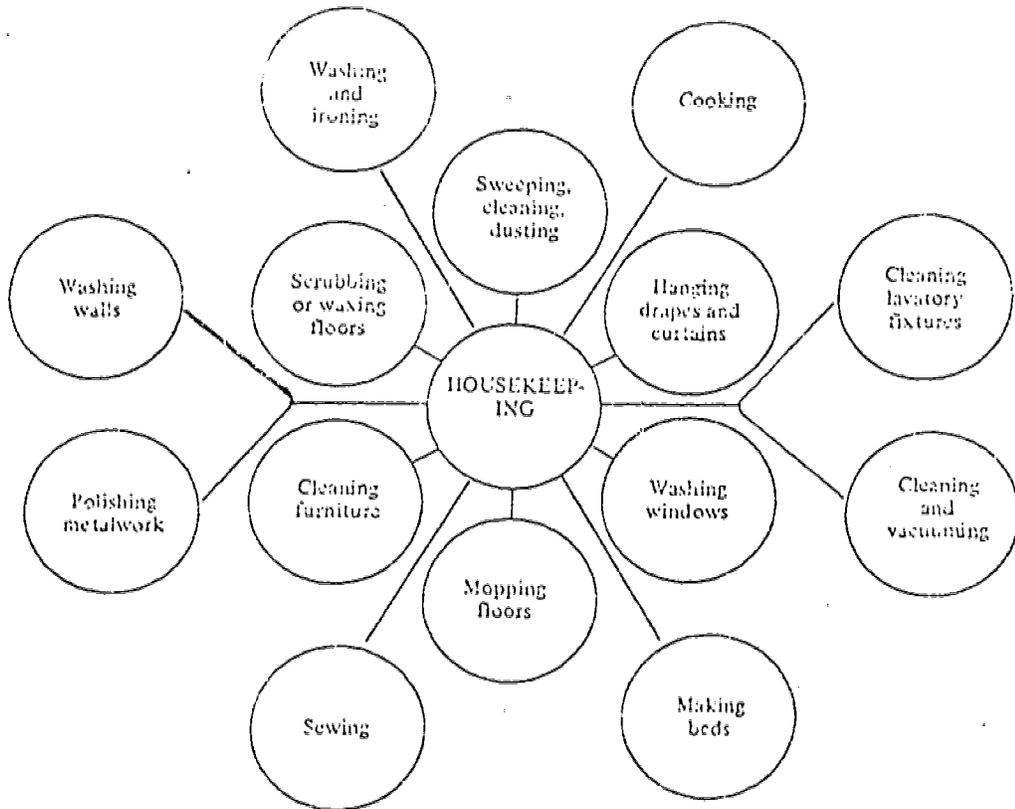
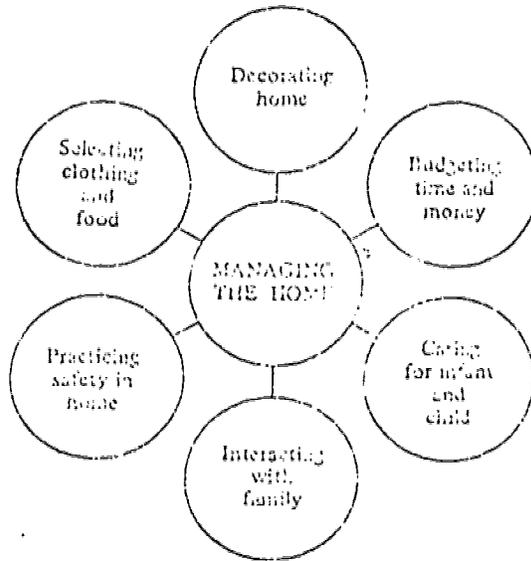
HANDY CADDY INSTRUCTIONS

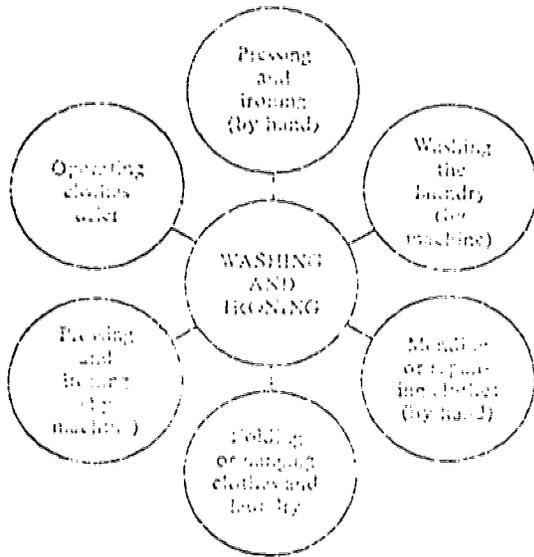
Use a cardboard carton in which soft drinks are packaged. Paint the carton with a bright colored enamel. The paint will not only cover the printing on the carton, but also add strength. You might also want to cover the paint with clear shellac. For added decoration on the caddy, add decals, magazine cut-outs or cut-outs from adhesive backed paper.

In each of the sections of the carton, please an item - cleanser, paper towels, window cleaner, furniture polish, or what have you. The caddy may be carried from room to room.

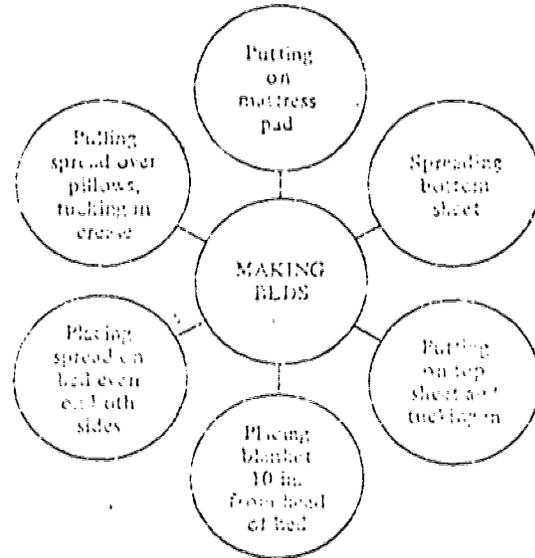
4.3.8

COMPONENTS OF SKILL TRAINING RELATED TO HOMEMAKING

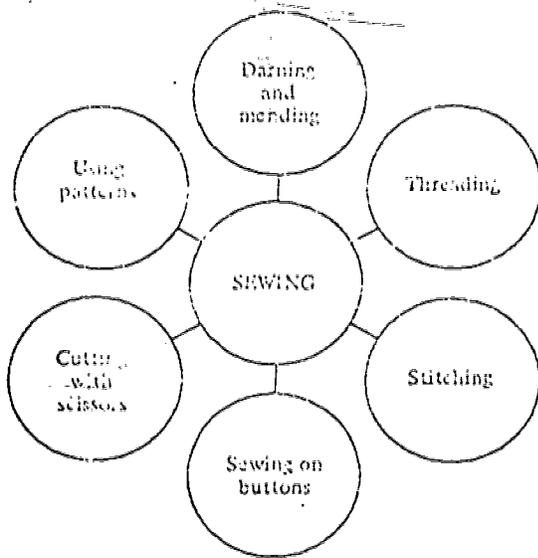




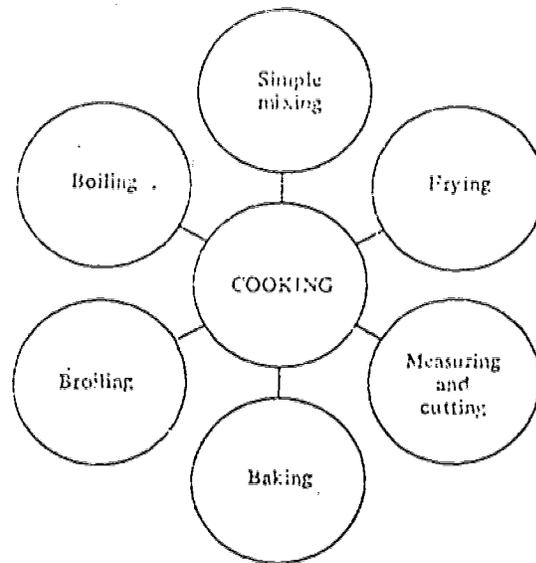
Skill Components for Washing and Ironing



Skill Components for Making Beds



Skill Components for Sewing



Skill Components for Cooking

4.3.8 (2)

"ONCE-AROUND" BEDMAKING

1. Center bottom sheet on bed. Unfolding lengthwise, place lower hem edge at foot. At head of bed, tuck under surplus length and miter the corner. Tuck under side edge.
2. Center top sheet on bed with upper edge against headboard. Unfold, letting surplus fall over foot of bed.
3. Unfold and center blanket over top sheet with upper edges 8 - 10 inches down from the headboard.
4. Fold top sheet back over top edge of blanket. Smooth blanket, working toward foot of bed.
5. At lower corner, tuck under surplus length and miter the blanket and top sheet together. (Do not tuck in side edge of blanket and top sheet.)
6. Unfold and center spread on bed. Smooth, working toward head. Fold down top edge of spread to receive pillow.
7. Place pillow in case using hands only. Place pillow over folded down spread and arrange spread smoothly over the pillow.
8. On other side of bed at foot, pull bottom sheet taut. Tuck bottom sheet under mattress - about half-way up side of bed.
9. Straighten top sheet on lower corner, letting surplus hang over foot. Pull blanket over lower corner of bed. Tuck blanket and top sheet of surplus length under end of mattress together, mitering corners together. Smooth spread over lower corner.
10. At head of bed, pull bottom sheet taut over corner. Tuck surplus length under mattress and miter corner. Tuck under remaining side edge.
11. Straighten top sheet and blanket, folding top sheet over top edge of blanket. Smooth and adjust spread over pillow.

POT SCRUBBER (OR LINT REMOVER)

SUPPLIES NEEDED FOR TWO:

COST

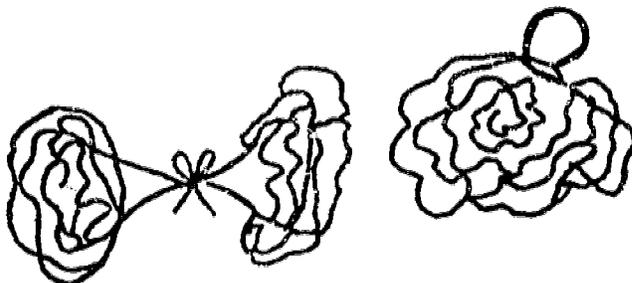
- 20" of stiff net (72" wide)
- Needle
- Thread
- Scissors
- 12 - 16 Embroidery Floss, string or cord

DIRECTIONS:

<u>JOB</u>	<u>TASK</u>
MEASURER #1	Measures and marks off (lengthwise) 20" sections of net (each 20"x72" section will make two)
CUTTER #1	Cuts net into 20"x72" sections. Then cuts each section in half to make 20"x36" sections which will make 2 pot scrubbers.
MEASURER #2	Marks 20" lengths into 5 inch intervals.
CUTTER #2	Cuts net into 5"x36" strips
PINNER	Pins 4 strips together.
FOLDERS (2)	Accordion folds net lengthwise to 1"x5" and pins to hold until sewn.
SEWER (1-2)	Gather with hand or machine. Stitch through all thicknesses at the center.



- TYER Ties string or cord tightly around center.
- FLUFFER Fluffs net into circles.



- PACKAGER Stores in plastic bags.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
4.3.9	Identify TASKS involved in preparing simple meals for the family.	4.3.9	<p>a) Check which of the following tasks are important when preparing meals or snacks for others:</p> <p> ___ Follow instructions of the homemaker in regards to preparation.</p> <p> ___ Be familiar with correct storage and care of all equipment.</p> <p> ___ Explain limits of cooking ability to employer.</p> <p> ___ Practice sanitary habits at all times.</p> <p>b) After watching demonstration of correct HANDWASHING, students practice. Include the 3 requirements for cleansing: SOAP, WATER, FRICTION.</p> <p>c) Organize assembly-line to prepare Party Mix; serve in muffin-size paper liners on tray.</p> <p>d) Plan and prepare a snack using a "family" assembly line: Decorate vanilla wafers with decorator frosting; serve to class.</p>	4.3.9	<p>b) <u>Red Cross Home Nursing Manual</u> If sinks not available, improvise using basin and pitcher of water.</p> <p>c) <u>PARTY MIX</u> 2 c. Wheat Chex 2 c. Corn Chex 2 c. Rice Chex ½ c. nuts 2/3 c. oleo 1½ t. salt 1 T. Worcestershire sauce</p> <p>d) Use tubes of ready-prepared frosting.</p>	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 4.0 (cont'd)

X-4,152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES												
4.4	The student will identify advantages and disadvantages of Home Service Careers; as evidenced by answering correctly at least 3 questions.	4.4	<p>ADVANTAGES-DISADVANTAGES OF HOME SERVICE CAREERS</p> <p>Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.</p> <p align="center"><u>JOB</u></p> <ol style="list-style-type: none"> 1. Market Research Interviewer 2. Executive Housekeeper 3. Floor Cleaner 4. Dry Cleaner Worker 5. Repair Person <table border="0" style="width: 100%;"> <thead> <tr> <th align="left" style="width: 50%;"><u>ADVANTAGES</u></th> <th align="left" style="width: 50%;"><u>DISADVANTAGES</u></th> </tr> </thead> <tbody> <tr> <td>— A. Freer to make Decisions</td> <td>Must take the blame for worker's errors</td> </tr> <tr> <td>— B. Can specialize using mechanical skills</td> <td>Sometimes must get along with disagreeable customers</td> </tr> <tr> <td>— C. Interesting work interviewing people</td> <td>Working odd hours</td> </tr> <tr> <td>— D. Gives opportunity for physical activity</td> <td>Could be messy, boring or tiring</td> </tr> <tr> <td>— E. Can be trained on the job</td> <td>Responsible for damages to garments</td> </tr> </tbody> </table>	<u>ADVANTAGES</u>	<u>DISADVANTAGES</u>	— A. Freer to make Decisions	Must take the blame for worker's errors	— B. Can specialize using mechanical skills	Sometimes must get along with disagreeable customers	— C. Interesting work interviewing people	Working odd hours	— D. Gives opportunity for physical activity	Could be messy, boring or tiring	— E. Can be trained on the job	Responsible for damages to garments
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FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.4.1	Identify: ADVANTAGES and DISADVANTAGES of HOME SERVICE related JOBS.	4.4.1	Eight students hold job signs for class to see. Class discuss, by looking at the advantages and disadvantages listed, and tells which one matches with each of the jobs.	4.4.1	<p>Write on transparency or the board these ADVANTAGES and DISADVANTAGES:</p> <p>A. Works for his/her own home.</p> <p>B. Jobs plentiful; entry wage minimum; physically demanding</p> <p>C. Is able to use home related skills.</p> <p>D. Can specialize using mechanical skills; might have disagreeable customers.</p> <p>E. Free to make decisions; must take blame for worker errors.</p> <p>Print 10 large signs (such as on manila folders) naming HOME SERVICE JOBS:</p> <p><input type="checkbox"/> HOMEMAKER</p> <p><input type="checkbox"/> HOUSEHOLD WORKER</p> <p><input type="checkbox"/> DRY-CLEANING WORKERS</p> <p><input type="checkbox"/> COMMERCIAL LAUNDRY WORKERS</p> <p><input type="checkbox"/> GARMENT FACTORY WORKERS</p> <p><input type="checkbox"/> FOOD SERVICE: RESTAURANT</p> <p><input type="checkbox"/> FOOD SERVICE: HOTEL</p> <p><input type="checkbox"/> FOOD SERVICE: MOTEL</p> <p><input type="checkbox"/> REPAIR PERSON</p> <p><input type="checkbox"/> EXECUTIVE HOUSEKEEPER</p> <p>Answers: A,B,C,C,C,C,C,D,E</p>	
			Invite parents or community workers from any of the HOME SERVICE JOBS to explain ADVANTAGES and DISADVANTAGES of their jobs; and to answer two questions (4.4.2).			



COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 5.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.1	The student will identify opportunities for jobs related to Textiles and Clothing.	5.1	<p align="center">JOB OPPORTUNITIES RELATED TO TEXTILES AND CLOTHING</p> <p>Directions: From the list of jobs, complete the sentences with the job opportunity each describes.</p> <p align="center">FASHION JOURNALIST TEXTILE DESIGNER WORKER IN TEXTILE FACTORY CLOTHING STOCK CLERK FASHION DESIGNER</p> <ol style="list-style-type: none"> 1. Organizing and keeping inventory of merchandise for a clothing store are the functions of a _____. 2. One who has a flair for creating clothes could qualify for a job as a _____. 3. A _____ writes about fashions for a magazine or newspaper. 4. One who performs any job in the making of fabric is a _____. 5. The creator of fabric color and design is the _____.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.1.1	Identify OPPORTUNITIES for JOBS related to TEXTILES and CLOTHING.	5.1.1	a) Assignment: Bring want ads related to TEXTILES and CLOTHING JOBS. b) Unscramble CLOTHING and TEXTILE JOB Word Scramble.	5.1.1	Newspaper classified ads. Hand-out: CLOTHING AND TEXTILE Pyramid (Appendix) CLOTHING and TEXTILE Word Scramble A CAREER IN RETAIL BUYING (six minute filmstrip & record) This six minute filmstrip and record describe what a retail store children's clothes buyer does on the job. It emphasizes the buyer's understanding of consumer needs and how he finds merchandise that offers consumer satisfaction. Cost for Filmstrip, Record and Script: \$3.50 Educational & Consumer Relations J.C. Penney Company, Inc. 1301 Avenue of the Americas New York, N.Y. 10019	

204
147

203

5.1.1

W O R D S C R A M B L E

Directions: Unscramble the letters to name the jobs in CLOTHING and TEXTILES that are listed below.

1. ssertsmaes _____
2. ortail _____
3. hanofsi gresndie _____
4. kcrle _____
5. manssale _____
6. ydalselas _____
7. kerdresmas _____
8. lanjroivts _____
9. rbeuy _____
10. mraenag _____
11. rweokr _____
12. sreherac wkoerr _____
13. cruett _____
14. friett _____
15. xiettel serngdie _____
16. rprssee _____
17. riopetnsc _____
18. rdy lecnare _____
19. lemod _____
20. hcmaein _____

WORKER
CLERK
MODEL
INSPECTOR
TAILOR
FITTER
RESEARCH WORKER
SEAMSTRESS
PRESSER
FASHION DESIGNER

BUYER
DRY CLEANER
SALESMAN
CUTTER
SALESLADY
TEXTILE DESIGNER
MACHINE OPERATOR
MANAGER
DRESSMAKER
JOURNALIST

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 5.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.2	The student will differentiate between jobs needing advanced, intermediate or entry level training; as evidenced by answering correctly at least 3 questions.	5.2	<p align="center">JOB TRAINING LEVELS</p> <p>Directions: Beside each of the following jobs, write the letter which indicates the level of training required.</p> <p align="center">A - Advanced I - Intermediate E - Entry</p> <p>_____ 1. Extension Agent</p> <p>_____ 2. Assistant in Textile Laboratory</p> <p>_____ 3. Bridal Consultant</p> <p>_____ 4. Clothing Store Sales Person</p> <p>_____ 5. Pattern Cutter</p>

FUNCTIONAL PERFORMANCE ANALYSIS

AL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

ING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>ish between jobs needing INTERMEDIATE or ADVANCED TRAINING.</p>	5.2.1	<p>a) Class view overhead projection of PYRAMID.</p> <p>b) Play "Student Scramble". Directions: Each student will receive a card naming one CLOTHING and TEXTILE occupation. Classroom areas will be designated for each level of training. When the teacher calls "scramble", students will be required to place themselves in the area of training required for each job.</p>	5.2.1	<p>a) CLOTHING and TEXTILE PYRAMID (Appendix)</p> <p>Bulletin board depicting kinds of jobs and careers to create interest.</p> <p>b) Teacher make list of jobs from the Pyramid. List <u>must</u> include: Extension Agent Assistant in Textile Laboratory Bridal Consultant Clothing Store Sales Person Pattern Cutter</p>	
<p>re OCCUPATIONS requiring TRAINING which combine economics areas.</p>	5.2.2	<p>Tape record interview or invite to class resource person to discuss:</p> <ol style="list-style-type: none"> 1. JOBS combining HOME ECONOMICS AREAS 2. What kind of TRAINING is required 	5.2.2	<p>Suggestion: Prepare transparency Occupations requiring advanced training or higher education:</p> <ol style="list-style-type: none"> 1. Teacher of home economics classes in secondary schools, college and adult education. 2. Extension worker, home advisor. 3. Editor or assistant in publishing magazines, newspapers, business literature. 4. Advertising editor, writer. 5. Coordinator, writer for radio and T.V. programs. 6. Demonstrator on T.V. 7. Homemaking Consultant. 8. Writers of women's columns, homemaking books. 	<p>208</p> <p>150</p>

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 5.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																		
5.3	The student will identify personal qualities and job requirements that affect employability in Clothing and Textile Services; as evidenced by responding correctly to at least 3 test questions.	5.3	<p align="center">PERSONAL QUALITIES AND JOB REQUIREMENTS</p> <p>Directions: Match the job with the description of personal qualities and job requirements that best describe it.</p> <table border="1"> <thead> <tr> <th data-bbox="760 814 812 846"><u>JOB</u></th> <th data-bbox="1060 789 1206 846"><u>PERSONAL QUALITIES</u></th> <th data-bbox="1328 814 1528 846"><u>REQUIREMENTS</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="805 877 1029 934">1. Fashion Illustrator</td> <td data-bbox="1060 877 1219 909">A. Patient</td> <td data-bbox="1328 877 1479 934">Must be accurate</td> </tr> <tr> <td data-bbox="805 968 984 1056">2. Clothing Store Manager</td> <td data-bbox="1060 968 1300 1056">B. Courteous, poised and well groomed</td> <td data-bbox="1328 968 1539 1024">Suitable figure type</td> </tr> <tr> <td data-bbox="805 1089 967 1146">3. Pattern Maker</td> <td data-bbox="1060 1089 1284 1178">C. Careful and safety conscious</td> <td data-bbox="1328 1089 1539 1205">Must be coordinated to operate machine</td> </tr> <tr> <td data-bbox="805 1180 980 1268">4. Sewing Machine Operator</td> <td data-bbox="1060 1241 1235 1272">D. Creative</td> <td data-bbox="1328 1241 1490 1297">Must be artistic</td> </tr> <tr> <td data-bbox="805 1302 932 1333">5. Model</td> <td data-bbox="1060 1333 1268 1421">E. Works well with people</td> <td data-bbox="1328 1333 1507 1421">Must have organizing ability</td> </tr> </tbody> </table>	<u>JOB</u>	<u>PERSONAL QUALITIES</u>	<u>REQUIREMENTS</u>	1. Fashion Illustrator	A. Patient	Must be accurate	2. Clothing Store Manager	B. Courteous, poised and well groomed	Suitable figure type	3. Pattern Maker	C. Careful and safety conscious	Must be coordinated to operate machine	4. Sewing Machine Operator	D. Creative	Must be artistic	5. Model	E. Works well with people	Must have organizing ability
<u>JOB</u>	<u>PERSONAL QUALITIES</u>	<u>REQUIREMENTS</u>																			
1. Fashion Illustrator	A. Patient	Must be accurate																			
2. Clothing Store Manager	B. Courteous, poised and well groomed	Suitable figure type																			
3. Pattern Maker	C. Careful and safety conscious	Must be coordinated to operate machine																			
4. Sewing Machine Operator	D. Creative	Must be artistic																			
5. Model	E. Works well with people	Must have organizing ability																			

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FUNCTIONAL PERFORMANCE ANALYSIS

PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
PERSONAL CHARACTER- istics required for EMPLOYABILITY	5.3.1	<p>Do self-evaluation PERSONAL CHARACTERISTICS for GOOD JOB PERFORMANCE.</p> <p>Directions: As an aid to measuring your HABITS and ATTITUDES for JOB SUCCESS, circle the number, on a scale from 1(poor) to 5(excellent) which best describes your present characteristics.</p> <p>12345 Sense of responsibility 12345 Sense of humor 12345 Desire to succeed 12345 Patience 12345 Cooperativeness 12345 Well-groomed 12345 Courteous 12345 Poised 12345 Creative 12345 Safety conscious 12345 Careful 12345 Respectful 12345 Interested 12345 Eats at least 3 balanced meals a day 12345 Gets enough sleep (8-10 hrs)</p>	5.3.1	<p>Reproduce as a hand-out for students.</p>	
Knowledge and skills TEXTILE and CLOTHING	5.3.2	<p>a) Role play occupations.</p>	5.3.2	<p>a) Use "grab bag" technique: Students draw a slip of paper on which will be listed an occupation.</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

PERFORMANCE OBJECTIVE 5.0

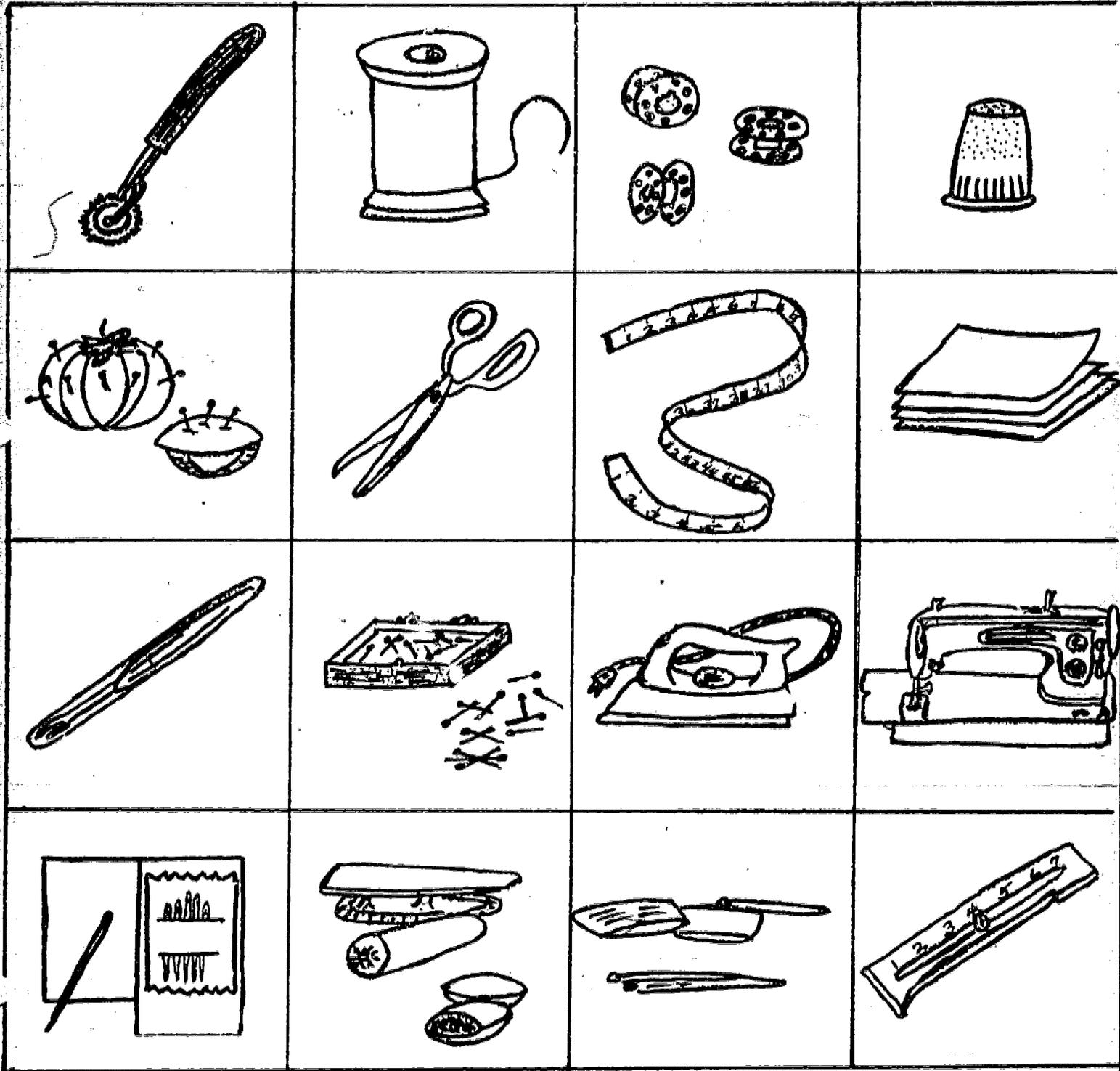
INTERIM PERFORMANCE OBJECTIVE 5.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
Understand the basic principles of sewing and IRONING.	5.3.2	(continued) b) Students participate in an "I Am... Fashion Show". Volunteers hold a picture of a worker for class to see and read, from the back of the card, a job description.	5.3.2	(continued) b) Prepare picture and job description cards.	
	5.3.3	a) Show equipment and ask class to name pressing and ironing equipment: iron ironing board (adjustable) press cloth b) Role play OCCUPATION of HOME-MAKER by pressing a shirt or blouse. Class observe and compare: TIME to press _____ APPEARANCE before _____ and after pressing _____	5.3.3	a) Display equipment. b) Teacher demonstrate-student(s) teach-back <u>Exploring Home & Family Living</u> pp. 299-302	
	5.3.4	Do Sewing Swizzle.	5.3.4	<u>Directions:</u> Teacher calls out name of pieces of equipment. As students locate the equipment on their paper they cover the picture of that piece of equipment with a small square of paper. The winner is the first person to have covered (4) squares in a row - down, across or diagonally.	

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5.3.4 SEWING SWIZZLE



FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
			5.3.4	(continued) <u>EQUIPMENT:</u> Tracing Wheel Seam Ripper Thread Pins Bobbins Iron Thimble Sewing Machine Pin Cushion Needles Shears Pressing Equip- Tape Measure ment Tracing Paper Tailor's Chalk Sewing Guage <u>NOTE:</u> Before playing game the first time, cut squares apart and paste on cardboard. Items should be arranged differently on each card.	
ize RESPONSIBILITIES when SEWING EQUIPMENT.	5.3.5	After group discussion, each student check one of two responses to each guideline for SAFE USE OF SEWING EQUIPMENT.	5.3.5	Hand-out: SEWING SAFETY <u>Young Living (1970)</u> pp. 240-246	
AFETY principles while SEWING EQUIPMENT.	5.3.6	a) Discuss transparency: BAD HABITS b) Stitch patterns to practice eye-hand coordination. c) Students apply for job of MAINTENANCE WORKERS by: winding the bobbin(s) threading the machine(s)	5.3.6	a) Transparency suggestion. Teacher assign machine use. b) STITCHING PRACTICE hand-out c) Teacher demonstration-student teach-back	

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5.3.5

SEWING SAFETY

Directions: Respond to each of these safety guidelines by placing a check in the appropriate column.

I DO I WILL

- | | | |
|-------|-------|--|
| _____ | _____ | 1. remember that only one person sits on the sewing machine stool. |
| _____ | _____ | 2. not touch a machine or the operator at any time. |
| _____ | _____ | 3. keep pins and needles in pin cushion. |
| _____ | _____ | 4. keep shoes on! "There may be pins on the floor. The machine is a piece of machinery using electricity - shoes make it safer". |
| _____ | _____ | 5. not sew with wet feet. |
| _____ | _____ | 6. keep power off except for times when the machine is in operation. |
| _____ | _____ | 7. carry scissors with points down or better still, hold them with handle down. |
| _____ | _____ | 8. remember - NO PLAYING WITH MACHINES OR ANY SEWING EQUIPMENT! |
| _____ | _____ | 9. not operate the sewing machine without the permission of the teacher. |
| _____ | _____ | 10. keep hands on wooden part of the machine and away from metal slide and throat plates when sewing. |
| _____ | _____ | 11. try to prevent the three main causes of broken needles: <ul style="list-style-type: none"> a. loose presser foot or needle b. hitting pins c. pulling the thread or fabric |
| _____ | _____ | 12. when pressing: <ul style="list-style-type: none"> a. be checked by teacher when using the iron. b. use a rayon to cotton setting. c. when finished ironing, turn off the iron. d. use both hands when turning iron on or off. One to hold the iron, the other to set the heat regulator. |
| _____ | _____ | 13. keep pins out of mouth! |
| _____ | _____ | 14. not bite thread. |
| _____ | _____ | 15. hold by plug when disconnecting the ironing cord from wall socket. |

FUNCTIONAL PERFORMANCE ANALYSIS

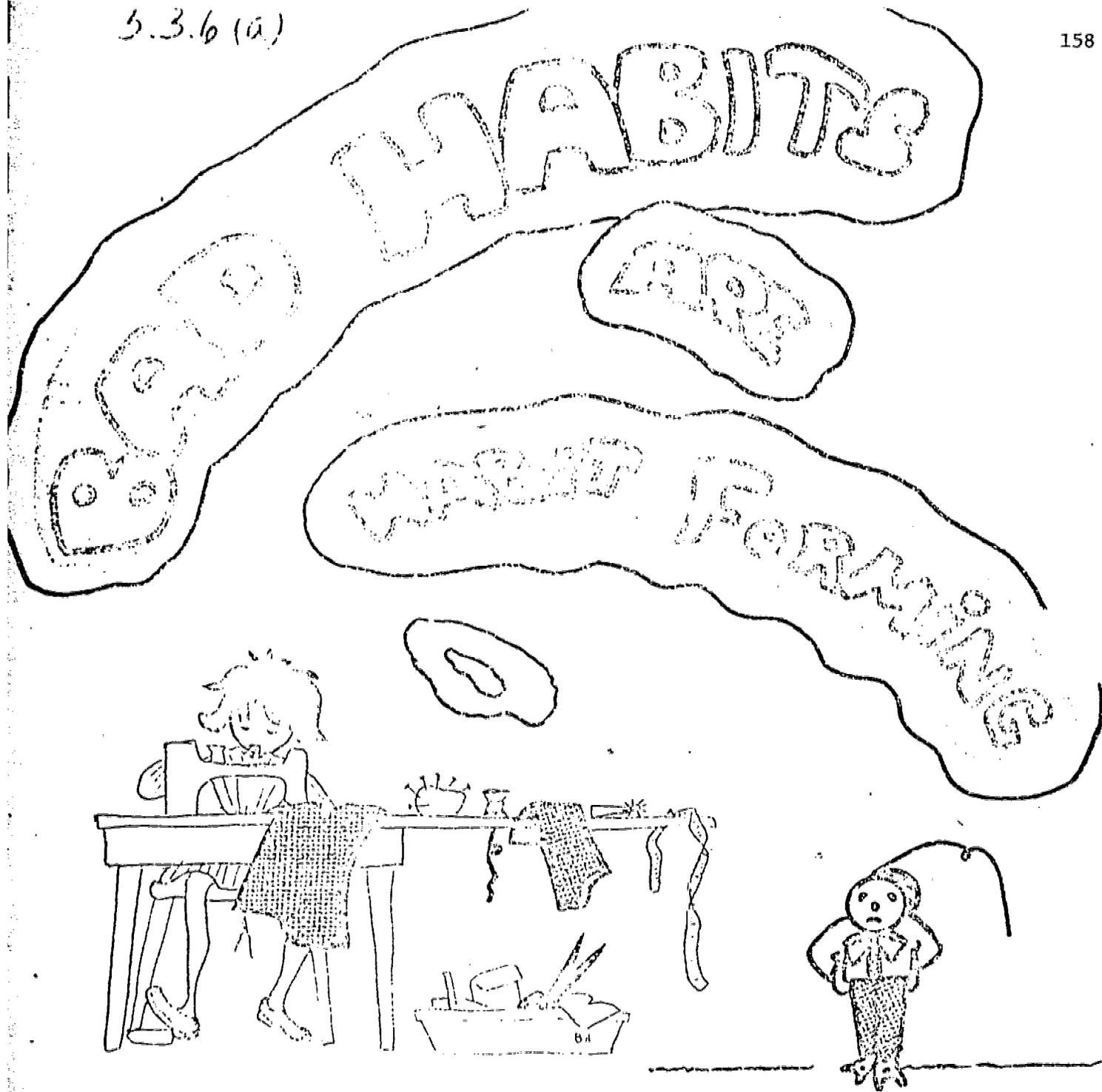
PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	5.3.6	<p>d) Students apply for the job of SEWING MACHINE REPAIRMAN to supervise use of the SEWING MACHINE(S):</p> <ol style="list-style-type: none"> 1. Remind sewers to use fabric because paper frays and hinders the proper function of the bobbin. 2. Remind sewers if they forget to practice any of the SEWING SAFETY guidelines. <p>e) Students apply for the job of SEWING MACHINE OPERATOR:</p> <ol style="list-style-type: none"> 1. Practice straight stitching on single thickness of fabric. 2. Stitch seams on double thickness. 		<p>Make box or bag of fabric scraps available.</p> <p>See hand-out (5.3.5)</p> <p><u>Lessons in Living</u> P.231,234</p> <p>Teacher demonstration/student teach-back</p>	
<p>on a project related to opportunities in TEXTILES SEWING.</p>	5.3.7	<p>Class choose one of the following projects to complete, using an assembly-line method of production:</p> <ul style="list-style-type: none"> book markers magnetic note holders pot holder (woven) pot holder (stitch 4 layers of fabric together; bind the edges) bean bags (see hand-out) key ring (see hand-out) small stuffed animal 	5.3.7	<p>Collect drapery upholstery scraps, remnants and other scraps to be used in making projects - odds and ends, buttons, trims, threads of odd colors.</p> <p><u>Girls and Clothes</u>, Unit 1, Bk. 1 & 2</p> <p>University of Florida, Gainesville, Fla.</p> <p>Cooperative Extension Service Institute of Food & Agriculture Sciences.</p>	

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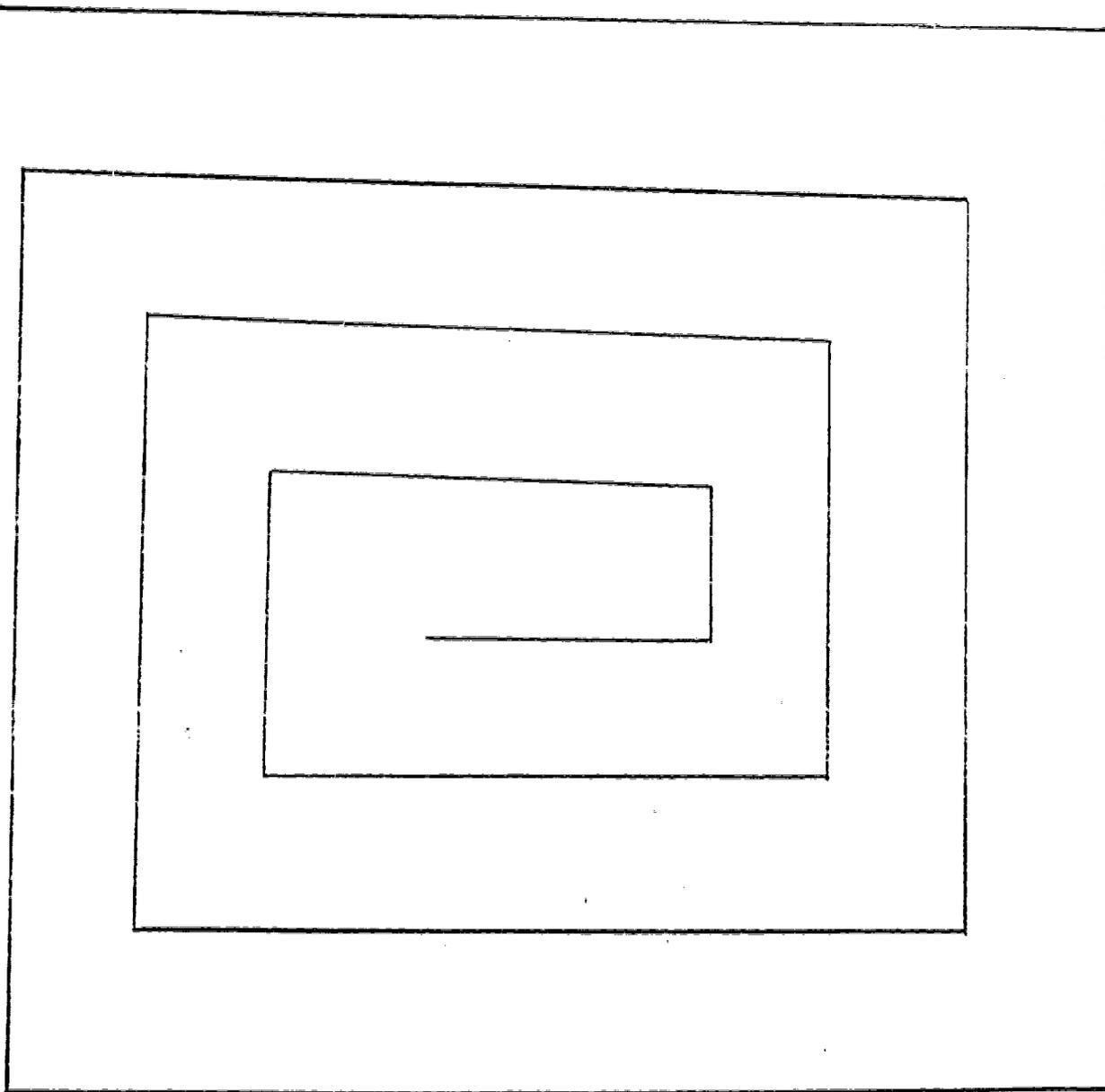
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Happiness is using a machine correctly & skillfully.

(D)

STITCHING PRACTICE
(Square Corners - Straight Stitching)



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200

200

FUNCTIONAL PERFORMANCE ANALYSIS

AL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

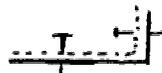
ING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	5.3.7	(continued) mitts stocking puppet triangle scarf pin cushion pillows pajama bag hot pad cloth pocket books draw string change purse, marble or jacks bag Christmas stocking	5.3.7	(continued) Use current magazines: example - <u>Better Homes & Gardens</u> - for project ideas. <u>McCall's Creative Handcrafts</u> \$1.00 <u>Steps in Clothing Skills</u> (1970) pp. 260-261 (scissors holder) see hand-out see hand-out	
rganize an ASSEMBLY-LINE producing a class pro- the TEXTILES and CLOTHING	5.3.8	Each student will choose a RESPONSIBILITY for a specific task related to preparing and/or selling a project. (a) bean bags (b) key rings (c) draw string change purse, marble or jacks bag (d) Christmas stocking	5.3.8	Project suggestions 5.3.7 See hand-outs c) TEXTILES PROJECT IDEAS d) Industrial Arts Education The University of the State of New York - Albany <u>NOTE:</u> An assembler puts together parts of a product during the various steps of the manufacturing process and during the assembly of the product. There are two basic kinds of assemblers: floor assemblers and bench assemblers. Floor assemblers work with heavy, large equipment on shop floors (stand-	

5.3.8 (a-b)

BEAN BAG or KEY RING

MATERIALS NEEDED: fabric beans (bean bags)
 thread polyester stuffing (key ring)
 pins eyelets and puncher (key ring)
 needles

CLASS PERIOD: _____ Select 2 students for each job.

<u>JOBS</u>	<u>TASKS</u>	<u>STUDENTS</u>
Supervisors	Hire workers, assign work spaces	_____ 1
	Distribute supplies. Supervise clean-up	_____ 2
Designers	Select or make pattern	_____ 3
	Select fabric	_____ 4
Pinners	Lay out pattern and pin it to fabric. NOTE: bean bag should be placed on <u>fold</u>	_____ 5
		_____ 6
Cutters	Cut fabric and pattern on solid line, leaving pattern on fabric	_____ 7
		_____ 8
Markers	Using tracing paper and wheel, trace the broken lines (which are the stitching lines) on the wrong sides of the material	_____ 9
		_____ 10
Pinners	Remove pattern from fabric and re-pin 2 fabric pieces back together. Pins should be perpendicular to the stitching line	_____ 11
		_____ 12
Maintenance Workers	Thread machine with thread and bobbin	_____ 13
	Check safe use of machines and enforce sewing rules	_____ 14
Sewing Machine Operators	Stitch on broken line, making sure to backstitch at beginning and end	_____ 15
		_____ 16
Trimmers	Clip corners	_____ 11
		_____ 12
Pressers	Turn project right side out and press	_____ 5
		_____ 6
*Eyelet Workers	Punch eyelet hole and put eyelet into place and clamp	_____ 7
		_____ 8

5.3.8 (a-b) BEAN BAG or KEY RING (continued)

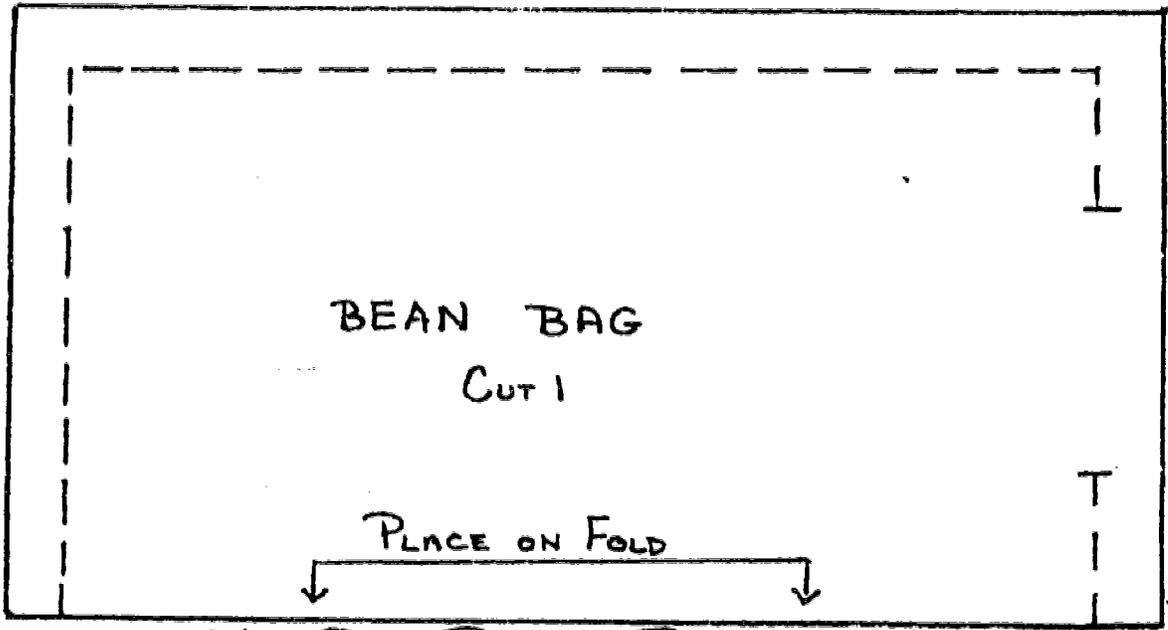
<u>JOBS</u>	<u>TASKS</u>	<u>STUDENTS</u>
Stuffers	Stuff bean bag with beans and key ring with polyester stuffing	9
		10
Hand Sewers	Slip stitch openings closed	11
		12
*Braiders	Braid 3 pieces of 5" string or yarn together to make key ring Run through eyelet and tie ends together	13
		14
Inspectors	Check the quality or workmanship Send back to workers if necessary	1
		2
Salesmen	Figure price; make price tags; advertise and store and sell products	3
		4

NOTE: * Key ring only

5.3.8(a)

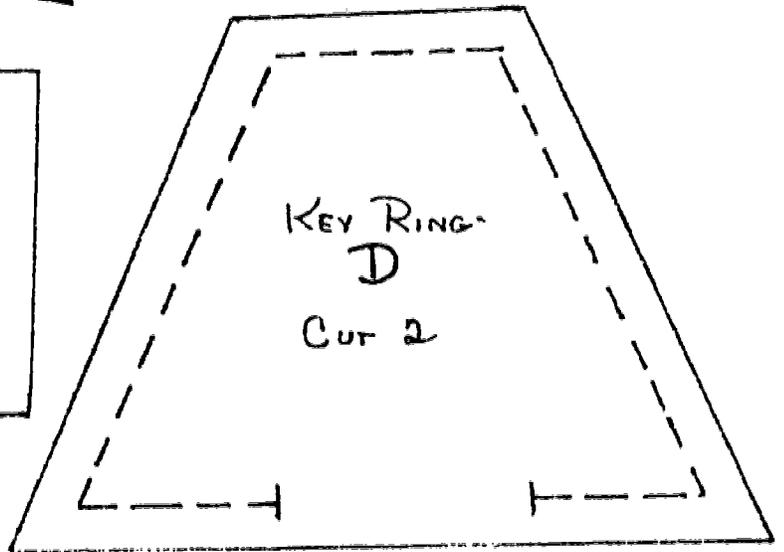
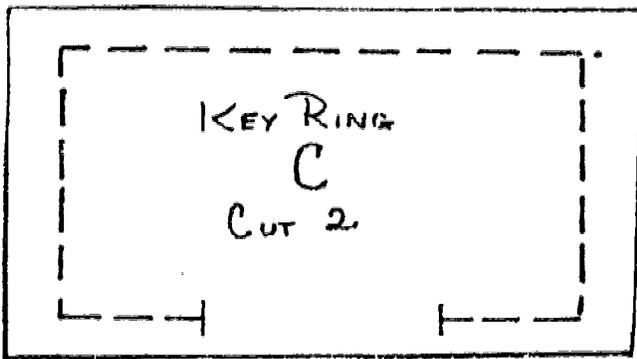
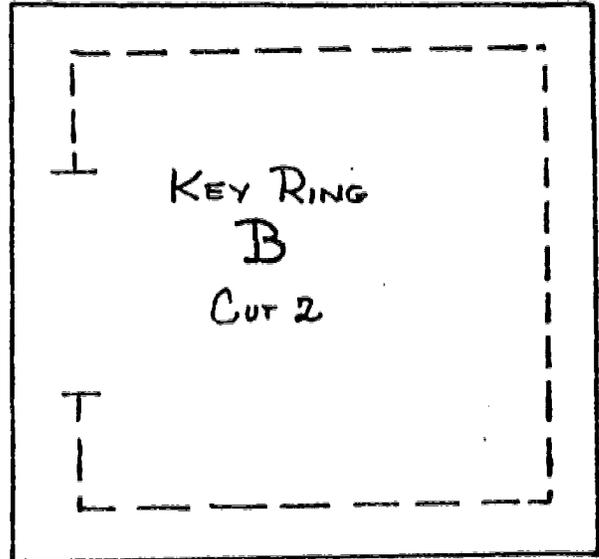
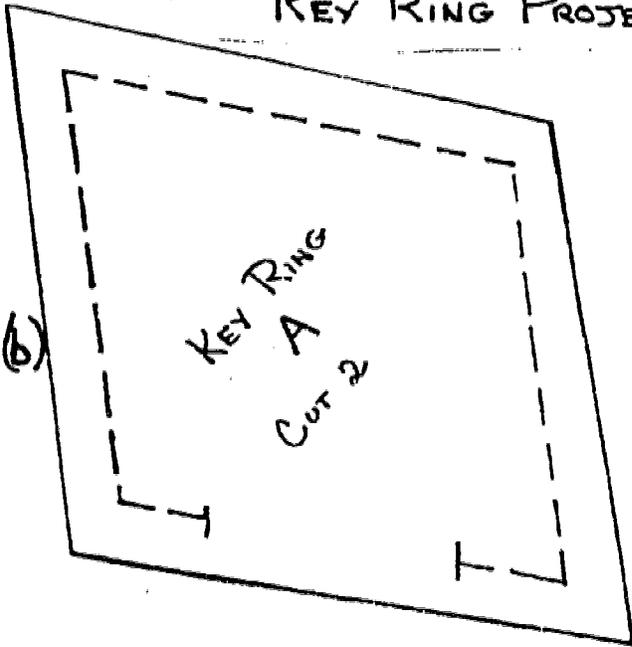
BEAN BAG PROJECT PATTERN

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KEY RING PROJECT PATTERNS

5.3.8(b)



5.3.8 (c)

DRAW STRING CHANGE PURSE,
JACKS OR MARBLE BAG

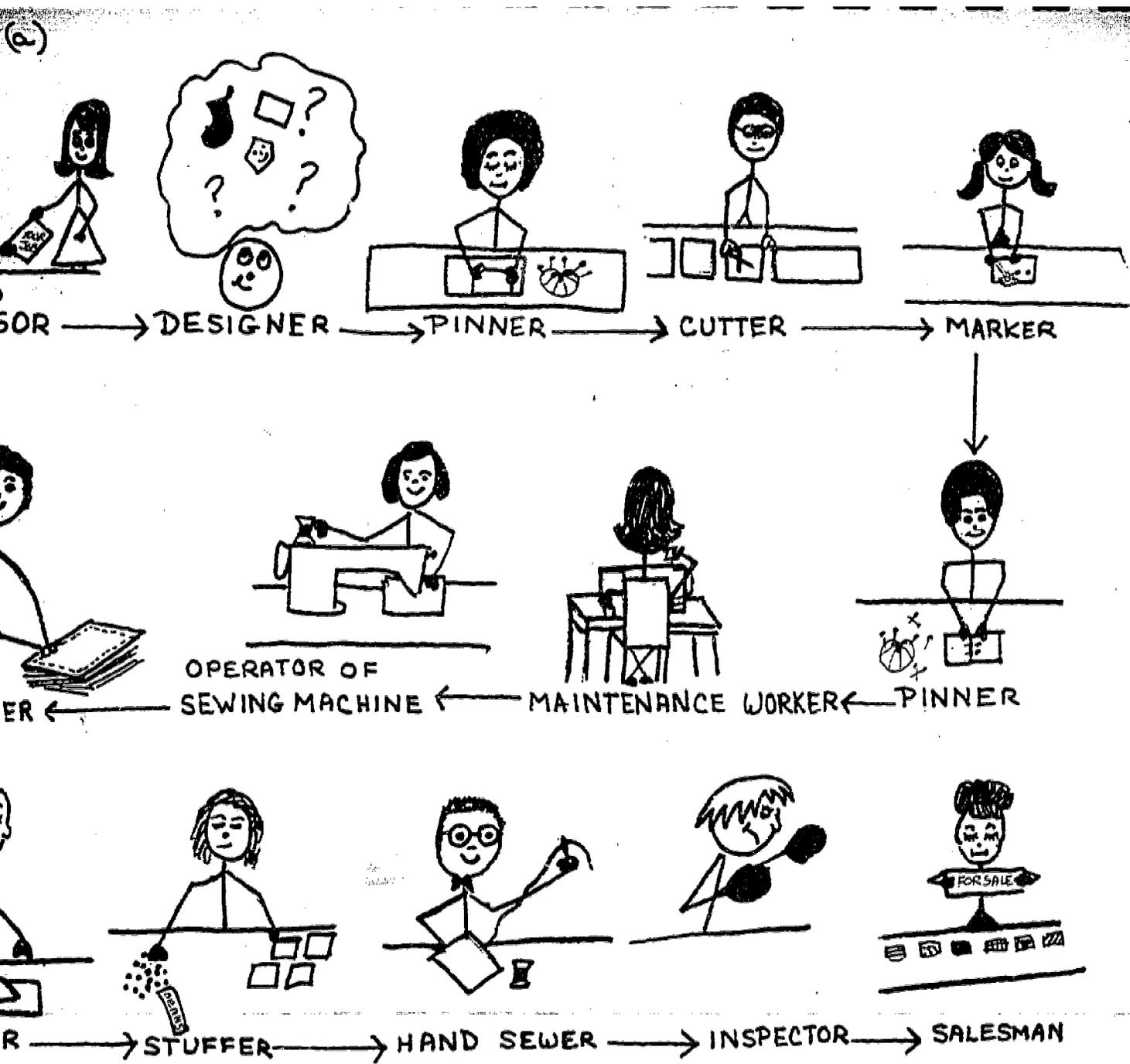
MATERIALS NEEDED: fabric decorations (optional)
 thread and pins eyelets and puncher
 string

CLASS PERIOD: _____ Select 2 students for each job.

<u>JOBS</u>	<u>TASKS</u>	<u>STUDENTS</u>
Supervisors	Hire workers	_____ 1
	Assign work spaces	_____ 2
	Distribute supplies	_____
	Supervise daily clean-up	_____
Designers	Select or make pattern	_____ 3
	Select fabric	_____ 4
Measurers	Measure and mark fabric	_____ 5
	for ripping or cutting strips 5" x 6"	_____ 6
Pinners	Pin patterns to fabric if	_____ 9
	fabric can't be ripped	_____ 10
Rippers or Cutters	Snip and rip or cut rectangles	_____ 7
	5"x6" (bottom may be rounded)	_____ 8
Presser	Press fabric pieces	_____ 8
Pinners	Pin pattern to	_____ 9
	fabric	_____ 10
Markers	Trace the broken lines (which are	_____ 3
	stitching guidelines) on the wrong side of the fabric, using tracing paper and wheel. Trace 2 fold lines for casing. Mark holes to be punched.	_____ 4
Pinners	Pin 2 pieces with	_____ 9
	right sides together	_____ 10
Maintenance Worker	Wind bobbin	_____ 11
	Thread machine with thread and bobbin. Check safe use of machines	_____ 12
Machine Operators	Sew 2 sides and bottom with $\frac{1}{4}$	_____ 13
	inch seam. Machine knot at ends of seams	_____ 14

5.3.8 (c) DRAW STRING CHANGE PURSE, JACKS
OR MARBLE BAG (continued)

<u>JOBS</u>	<u>TASKS</u>	<u>STUDENTS</u>
Trimmer	Clips corners of seams.	15
	Turns right side out	16
Presser	Presses bag	7
	Press to wrong side along fold lines as marked	8
Machine Operators	Sew a ½ inch casing (or double-fold hem) around top of bag	13
		14
Hole Puncher	Punches holes at hole marks	11
	Punches eyelets	12
Thread Cutters	Measure 18"; cuts draw-string (draw string knots may be dipped in airplane cement to prevent raveling)	5
		6
Threaders	Thread draw-strings with use of bodkin or safety pin	9
		10
Decorators	Decorate bags (beads or buttons may be used on draw strings) (name or initials may be embroidered on)	3
		4
Inspectors	Check quality of workmanship; send back to workers if necessary	1
		2
Salesmen	Figure price; make price tags; advertise, store and sell products	15
		16



ASSEMBLY LINE (FOR BEANBAGS)

5.3.8 (d)

CHRISTMAS STOCKING

MATERIALS NEEDED: felt or fabric seam binding (optional)
 thread decorations (optional)
 pins

CLASS PERIOD: _____ Select 2 students for each job.

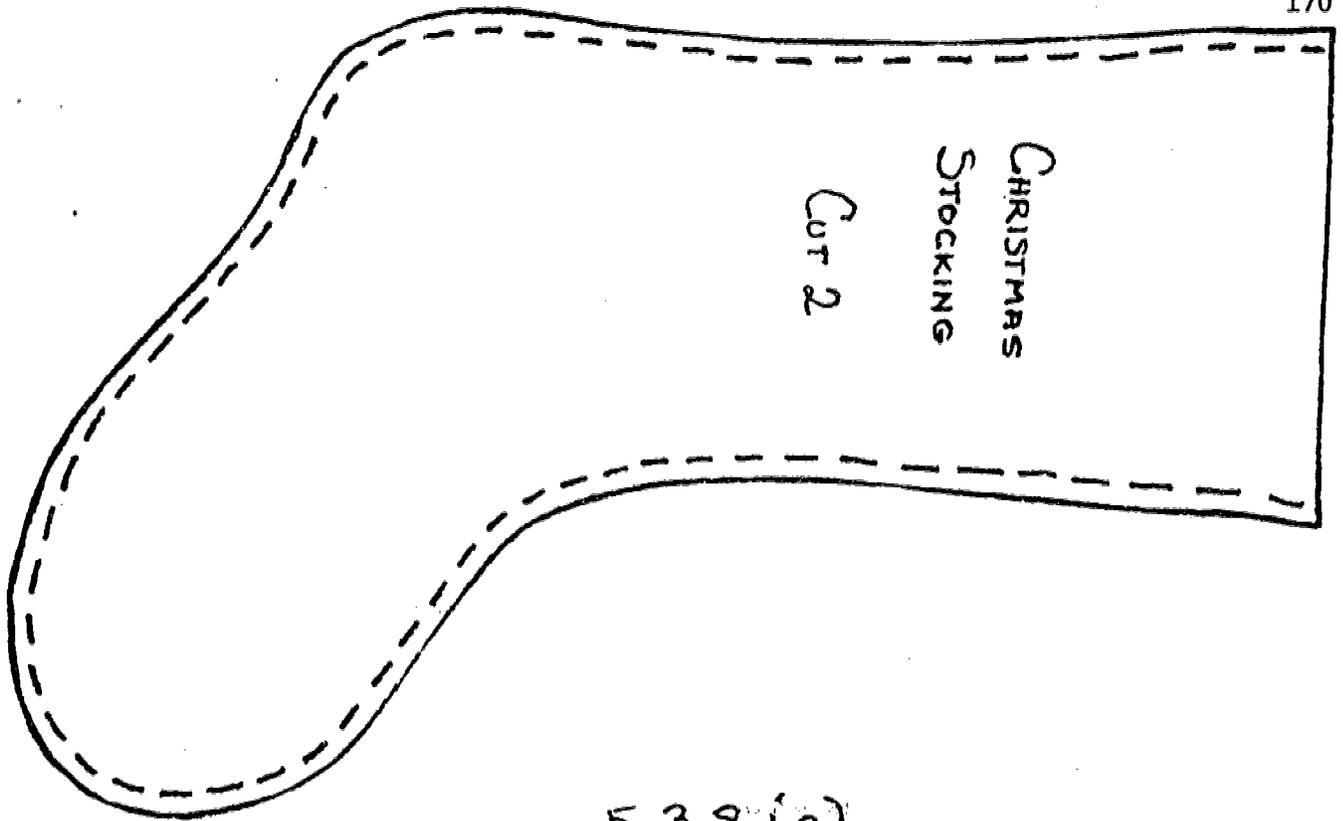
<u>JOBS</u>	<u>TASKS</u>	<u>STUDENTS</u>
Supervisors	Hire workers	_____ 1
	Assign work spaces	_____ 2
	Distribute supplies	_____
	Supervise daily clean-up	_____
Designers	Draw & cut ___ patterns on heavy wrapping paper	_____ 3
		_____ 4
Pinners	Pin ___ patterns across ___ width of fabric	_____ 5
		_____ 6
Cutters	Cut patterns while pinners pin the other patterns	_____ 7
		_____ 8
One Pinner	Pin 2 pattern pieces, wrong sides together, at foot of stocking	_____ 6
Clean Finishers	Pin seam binding around top edge	_____ 9
		_____ 10
Maintenance Worker	Wind bobbin - thread machine with thread and bobbin. Check safe use of machines	_____ 11
		_____ 12
Machine Operators	Stitch seam binding	_____ 13
		_____ 14
Decorators	Sew or attach names, appliques, or embroidery on front piece	_____ 3
		_____ 4
Pinners	Pin 2 pieces wrong sides together	_____ 5
		_____ 6
Sewers	Stitch around outer edge of stocking, 1/8 inch from the edge, leaving top open	_____ 13
		_____ 14
		_____ 11
		_____ 12
Finishers (optional)	Blanket stitch edges or stitch seam binding, making loop at top	_____ 9
		_____ 10

5.3.8 CHRISTMAS STOCKING (continued)

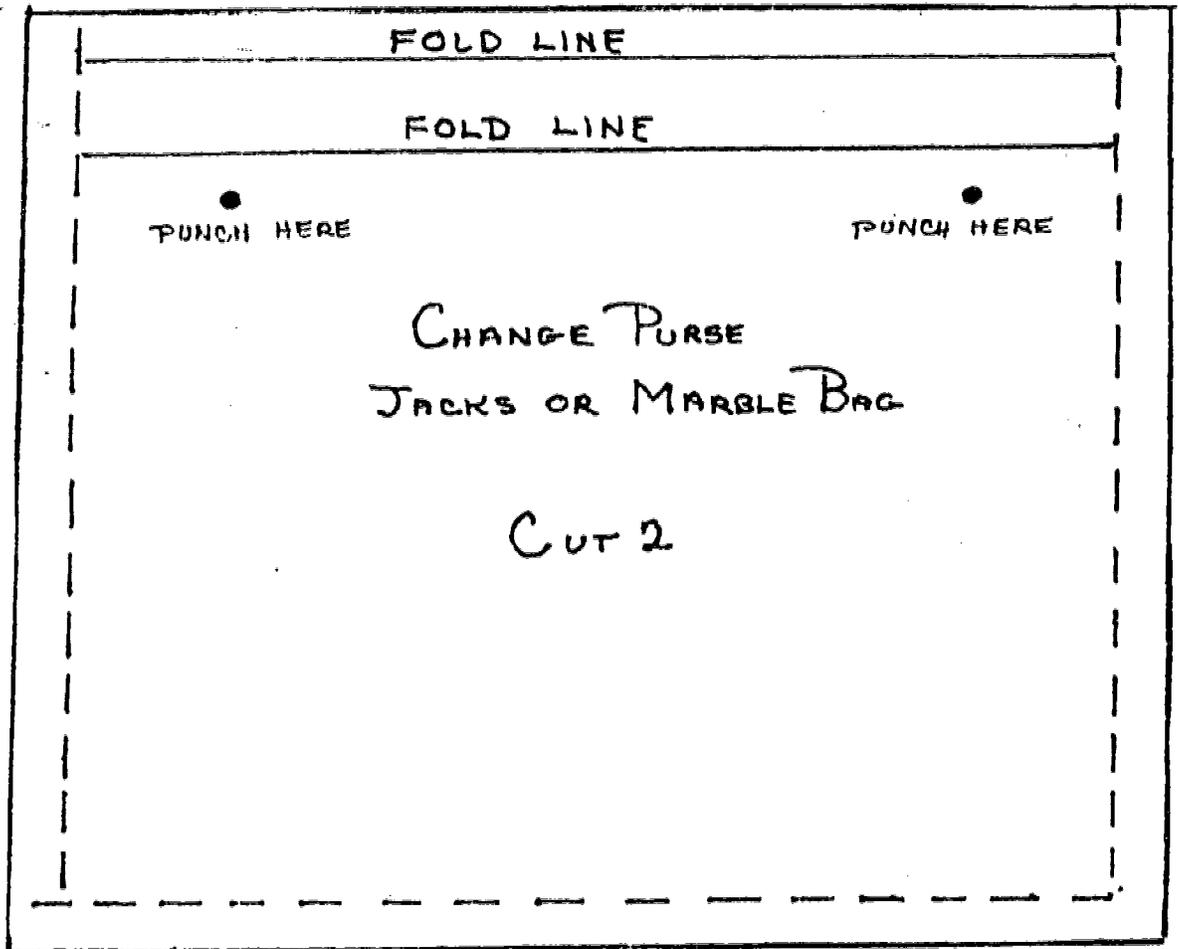
<u>JOBS</u>	<u>TASKS</u>	<u>STUDENTS</u>
Inspectors	Check quality of workmanship; send back to workers if necessary	_____ 1
		_____ 2
Salesmen	Figure price; make price tags; advertise, store and sell products	_____ 7
		_____ 8

5.3.8 (d)

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5.3.8 (c)



COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
 OBJECTIVE NO. 5.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES												
5.4	The student will identify advantages and disadvantages of Clothing and Textile Careers; as evidenced by answering correctly at least 3 questions.	5.4	<p>ADVANTAGES-DISADVANTAGES OF HOME SERVICE CAREERS</p> <p>Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.</p> <p style="text-align: center;"><u>JOB</u></p> <ol style="list-style-type: none"> 1. Junior High Clothing Teacher 2. Department Store Buyer 3. Worker in Garment Factory 4. Fashion Coordinator 5. Dress-maker (self employed) <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><u>ADVANTAGES</u></td> <td style="text-align: center; width: 50%;"><u>DISADVANTAGES</u></td> </tr> <tr> <td>A. Presents opportunity for advancement</td> <td>Work could be boring</td> </tr> <tr> <td>B. Enjoys a variety of tasks related to fashion</td> <td>Always needing to live up to his/her image</td> </tr> <tr> <td>C. Good working hours</td> <td>Keeping all students interested is difficult</td> </tr> <tr> <td>D. Works on own time schedule</td> <td>Pressure of garment completion deadlines</td> </tr> <tr> <td>E. Interesting work (travel, keeping up-to-date)</td> <td>Difficult to foresee customer needs and wants</td> </tr> </table>	<u>ADVANTAGES</u>	<u>DISADVANTAGES</u>	A. Presents opportunity for advancement	Work could be boring	B. Enjoys a variety of tasks related to fashion	Always needing to live up to his/her image	C. Good working hours	Keeping all students interested is difficult	D. Works on own time schedule	Pressure of garment completion deadlines	E. Interesting work (travel, keeping up-to-date)	Difficult to foresee customer needs and wants
<u>ADVANTAGES</u>	<u>DISADVANTAGES</u>														
A. Presents opportunity for advancement	Work could be boring														
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C. Good working hours	Keeping all students interested is difficult														
D. Works on own time schedule	Pressure of garment completion deadlines														
E. Interesting work (travel, keeping up-to-date)	Difficult to foresee customer needs and wants														



FUNCTIONAL PERFORMANCE ANALYSIS

AL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.4

ING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
e the effects reading, mathematics and speech occupational opportunit-textiles and clothing.	5.4.1	Class discuss: <ol style="list-style-type: none"> 1. What jobs can be named which do not require that the work-er know how to read or how to write? 2. Is spoken communication dif-ficult? Could there be mis-understandings if many people "pass on orders"? 3. How have technological ad-vances changed skill require-ments needed in many work areas? 	5.4.1	Prepare transparency of ques-tions to show class. Play the game of "Gossip" for a few minutes in class. The leader whispers some work instruction to one student who whispers it to another and so on. The last student compares what he heard with the original instruction. 3) Consider factors such as: <ul style="list-style-type: none"> Style changes Patterns of living Automation Scientific developments 	
ADVANTAGES and DIS-ES of the CLOTHING and OCCUPATIONS now and in re.	5.4.2	Invite resource person(s) to ex-plain present and future outlook for CLOTHING and TEXTILE Occupa-tions; include: <ol style="list-style-type: none"> 1. Job Opportunities 2. Training or education required 3. Personal qualifications and job requirements 4. Advantages and disadvantages 5. Possible trends that could affect TEXTILE and CLOTH-ING OCCUPATIONS within the next 10 years. 	5.4.2	Resource Persons: <ul style="list-style-type: none"> .Department store buyer Fabric store manager Model Garment factory foreman Dry-cleaner Dressmaker Sales person in fabric or ready-to-wear shop Worker in a garment factory Self-employed dressmaker Alterationist in ready-to-wear Shop Trainee model from fashion school 	172 239

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.4

TRAINING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
			5.4.2	(continued) Student in on-the-job training program Articles from newspapers and magazines on current and projected conditions. Examples: "Women's Wear Daily" Bulletins Leaflets from Department stores	

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COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0

Accreditation Standards:

X-4.152 X-4.157 X-4.158

On completion of a series of planned learning experiences illustrating the Housing and Home Furnishings Occupational Cluster, at least 76% of the students will demonstrate awareness of the wide variety of career opportunities, recognize positive and negative aspects of careers, classify jobs according to education and training needed and designate requirements and personal qualifications; as evidenced by correctly completing at least 7 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																								
		6.0	<p align="center">HOUSING AND HOME FURNISHINGS OCCUPATIONAL CLUSTER TEST</p> <p>Directions: Match the answers in Column II with the appropriate words in Column I.</p> <table border="0"> <thead> <tr> <th align="center" data-bbox="792 1016 922 1045">COLUMN I</th> <th align="center" data-bbox="1256 1016 1403 1045">COLUMN II</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 1075 1192 1159">1. ___ Advantage to being a self-employed upholsterer</td> <td data-bbox="1224 1075 1560 1138">A. Intermediate level job</td> </tr> <tr> <td data-bbox="792 1192 1192 1276">2. ___ Department store appliance demonstrator</td> <td data-bbox="1224 1163 1560 1192">B. Reupholsterer</td> </tr> <tr> <td data-bbox="792 1310 1192 1373">3. ___ Disadvantage to being an architect</td> <td data-bbox="1224 1226 1560 1289">C. Window display job</td> </tr> <tr> <td data-bbox="792 1407 1192 1491">4. ___ Needs mathematical skills, and physical strength</td> <td data-bbox="1224 1310 1560 1394">D. Works long hours to complete projects</td> </tr> <tr> <td data-bbox="792 1524 1192 1642">5. ___ Needs knowledge of art principles and furniture arrangement</td> <td data-bbox="1224 1436 1560 1520">E. Free to work own time schedule arrangement</td> </tr> <tr> <td data-bbox="792 1675 1192 1705">6. ___ Drapery Maker</td> <td data-bbox="1224 1562 1560 1591">F. Entry level job</td> </tr> <tr> <td data-bbox="792 1747 1192 1864">7-10. Directions: List below 4 jobs using home economics knowledge and skills from the Housing and Home Furnishings Occupational Cluster</td> <td></td> </tr> <tr> <td data-bbox="792 1873 1192 1902">7.</td> <td></td> </tr> <tr> <td data-bbox="792 1902 1192 1932">8.</td> <td></td> </tr> <tr> <td data-bbox="792 1932 1192 1961">9.</td> <td></td> </tr> <tr> <td data-bbox="792 1961 1192 1990">10.</td> <td></td> </tr> </tbody> </table>	COLUMN I	COLUMN II	1. ___ Advantage to being a self-employed upholsterer	A. Intermediate level job	2. ___ Department store appliance demonstrator	B. Reupholsterer	3. ___ Disadvantage to being an architect	C. Window display job	4. ___ Needs mathematical skills, and physical strength	D. Works long hours to complete projects	5. ___ Needs knowledge of art principles and furniture arrangement	E. Free to work own time schedule arrangement	6. ___ Drapery Maker	F. Entry level job	7-10. Directions: List below 4 jobs using home economics knowledge and skills from the Housing and Home Furnishings Occupational Cluster		7.		8.		9.		10.	
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COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 6.0 (cont'd)

X-4.152

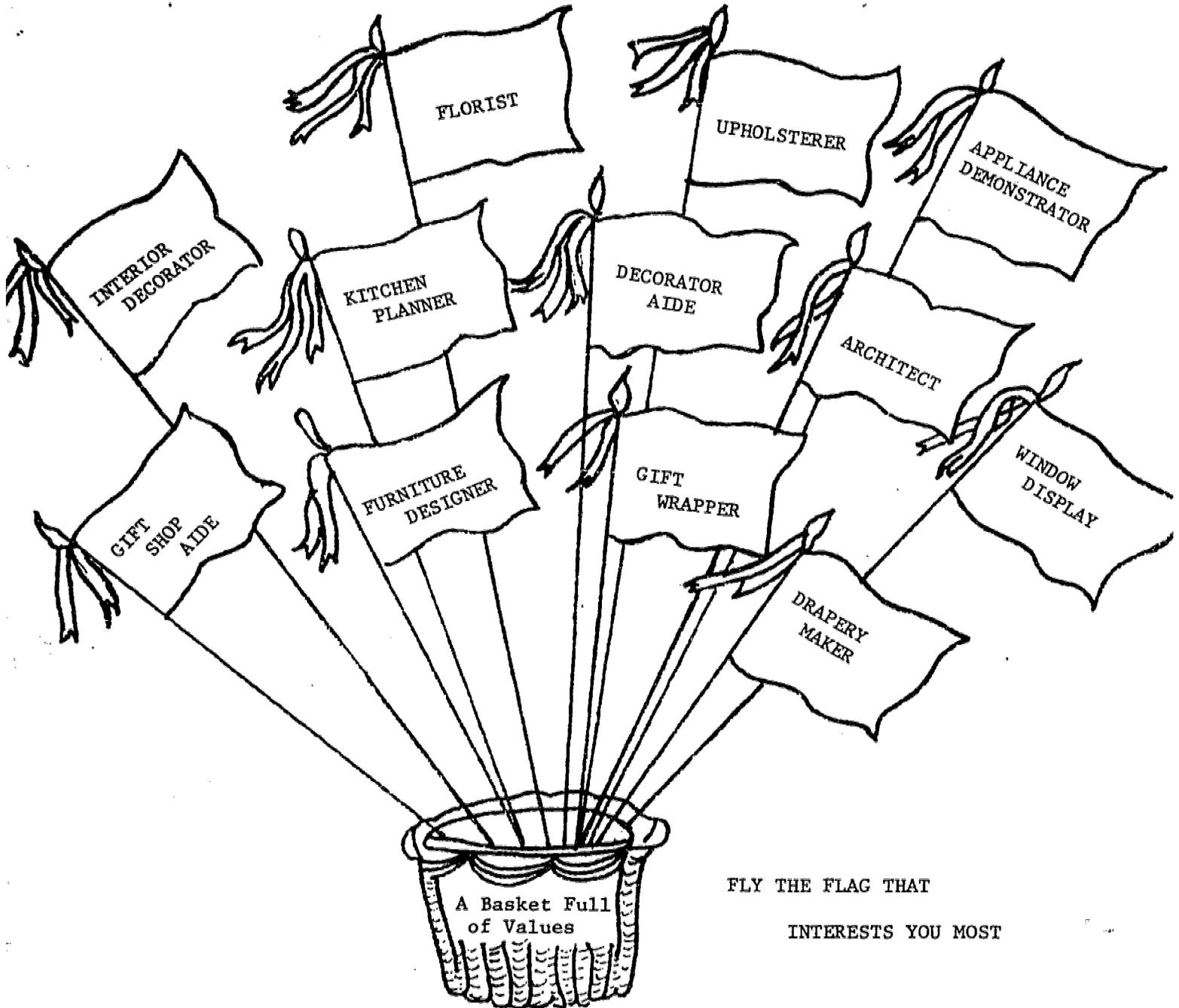
NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.1	The student will identify opportunities for jobs related to Housing and Home Furnishings.	6.1	<p align="center">JOB OPPORTUNITIES RELATED TO HOUSING AND HOME FURNISHINGS</p> <p>Directions: From the list of jobs, complete the sentences with the job opportunity each describes.</p> <p align="center">DECORATOR AIDE FLORIST KITCHEN PLANNER INTERIOR DECORATOR GIFT SHOP AIDE</p> <ol style="list-style-type: none"> 1. One who applies the principles of color and design to decorating rooms is a(n) _____. 2. One who applies the principles of color and design to arranging flowers is a(n) _____. 3. A person who works with and sells crafts and the products of hobbies is a(n) _____. 4. Department stores often offer the job opportunity, as a(n) _____, advising homemakers on arranging their kitchen. 5. One who assists the interior decorator is a(n) _____.

FUNCTIONAL PERFORMANCE ANALYSIS

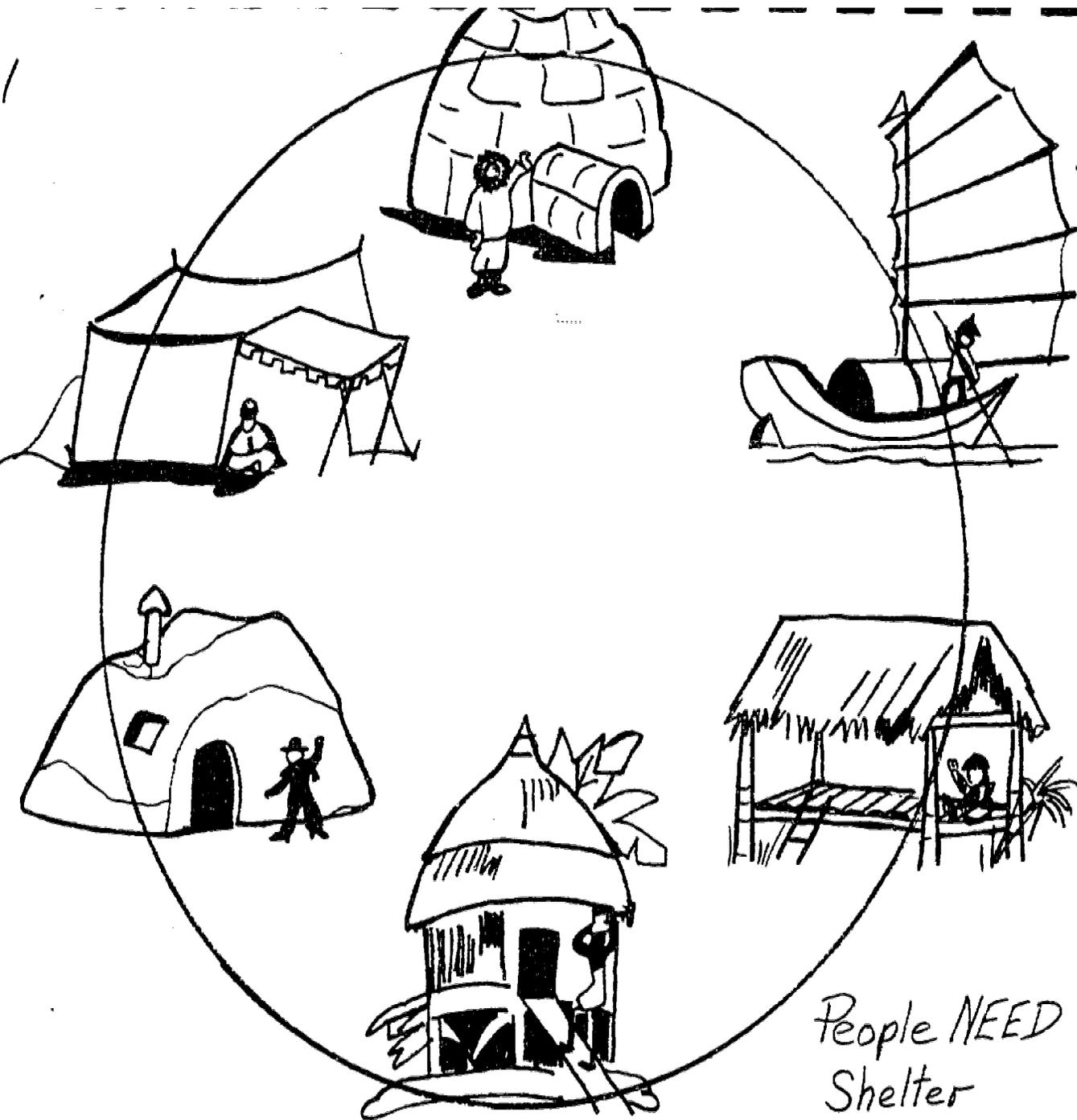
FINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.1

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>1. Analyze the variety of occupational opportunities for jobs related to housing and home furnishings.</p>	6.1.1	<p>Class discuss people's need for shelter. Answer: 1. What are the needs of people for shelter? 2. Which job opportunities do you see that try to meet these needs? 3. Class play game WHO AM I? 4. Name the jobs available in your community.</p>	6.1.1	<p>Bulletin Board: HOUSING and HOME FURNISHINGS....</p> <ol style="list-style-type: none"> Show transparency: PEOPLE NEED SHELTER Show transparency: HOUSING and HOME FURNISHING PYRAMID Game: WHO AM I? Students wear signs, naming jobs (on their backs which they can't see); ask questions requiring "yes" or "no" answers; in order to guess their job. <p>Filmstrips: <u>Construction of Furniture</u> Southern Furniture Mfg. Co. <u>Let's Talk About Furniture Quality and Construction</u> Kroehler Mfg. Corp., New York <u>It's An Exciting Career</u> New York: J. C. Penny Co.</p> <p>4. Newspaper Want-Ads Resource People: Local employment officer Possible employer Guidance counselor</p>	245
<p>2. Analyze JOB OPPORTUNITIES related to HOUSING and HOME FURNISHINGS.</p>	6.1.2	<p>Using hand-out, match JOB OPPORTUNITIES with NEEDS of PEOPLE for HOUSING and HOME FURNISHINGS.</p>	6.1.2	<p>Use hand-out: HOUSING and HOME FURNISHINGS JOB OPPORTUNITIES. Do orally with teacher (vocabulary help) or students write.</p>	176



FLY THE FLAG THAT
INTERESTS YOU MOST



People NEED
Shelter

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6.1.2

HOUSING AND HOME FURNISHINGS JOB OPPORTUNITIES

The NEEDS of people create JOB OPPORTUNITIES. From the list of JOBS in Column II, select the JOB that tries to meet each of the NEEDS in Column I.

<u>NEEDS</u>	<u>JOBS</u>
_____ 1. for shelter	A. Architect
_____ 2. making furniture comfortable	B. Housing and Home Furnishings Teacher
_____ 3. to see furnishings available for sale	C. Appliance Demonstrator
_____ 4. window privacy and protection from the sun	D. Kitchen Planner
_____ 5. to learn skills for decision-making for home care and furnishings	E. Upholsterer
_____ 6. ready-made flower arrangements, corsages	F. Interior Decorator
_____ 7. for help in organizing the kitchen for efficient use	G. Drapery Maker
_____ 8. advice for decorating the home or place of work	H. Gift Shop Aide
_____ 9. customer assistance when purchasing home accessory gifts	I. Window Display
_____ 10. consumer help when purchasing or operating appliances	J. Florist

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 6.0 (cont'd)

X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.2	The student will differentiate between jobs needing advanced, intermediate or entry level training; as evidenced by answering correctly at least 3 questions.	6.2	<p align="center">JOB TRAINING LEVELS</p> <p>Directions: Beside each of the following jobs, write the letter which indicates the level of training required.</p> <p align="center">A - Advanced I - Intermediate E - Entry</p> <p>___ 1. Interior Designer</p> <p>___ 2. Florist Aide</p> <p>___ 3. Drapery and Upholstery Estimator</p> <p>___ 4. Furniture Designer</p> <p>___ 5. Furniture Upholsterer</p>

FUNCTIONAL PERFORMANCE ANALYSIS

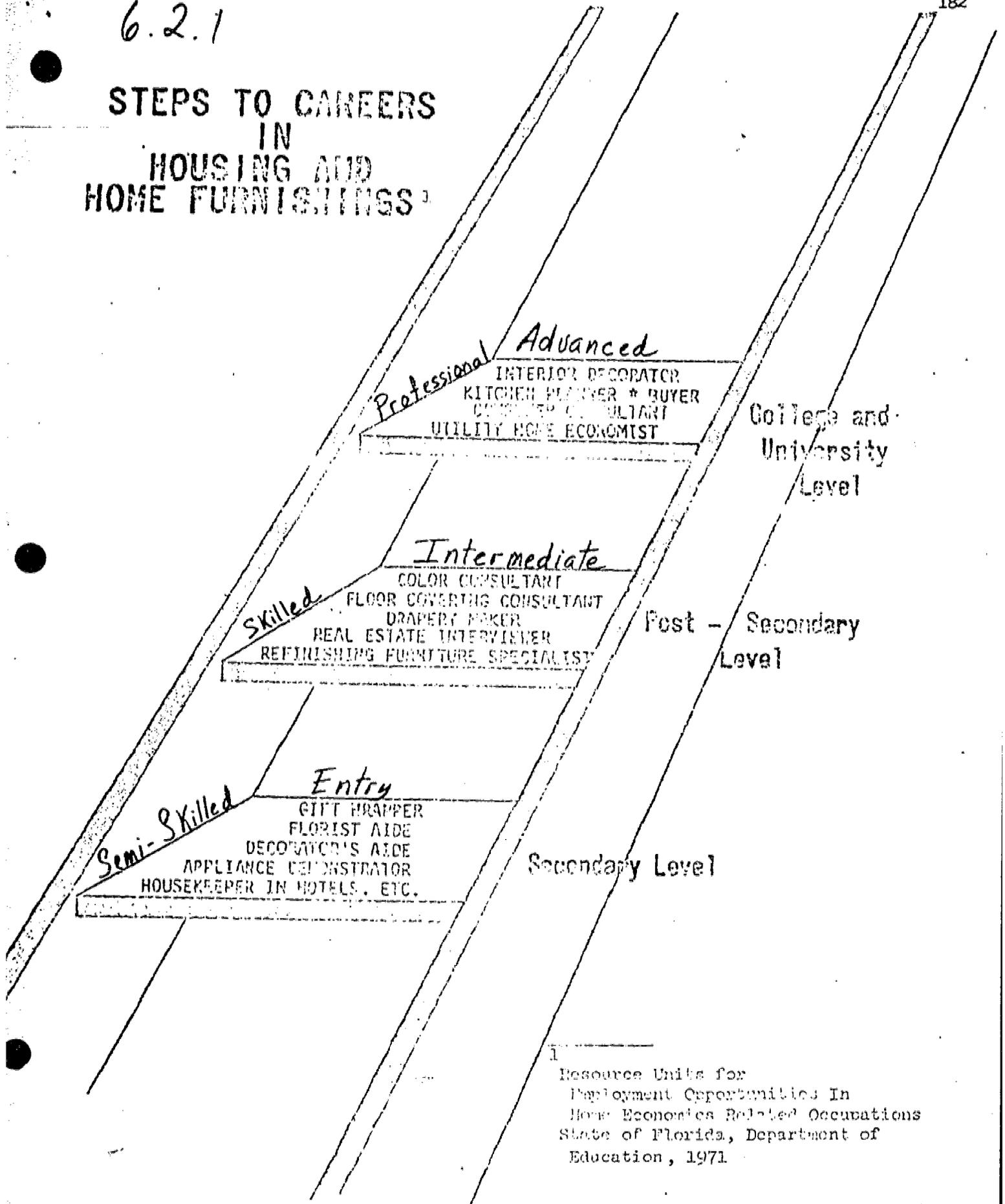
ORIGINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.2

TRAINING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
the levels of training or occupational opportunities in housing and home furnishings.	6.2.1	Class discuss transparency, STEPS TO CAREERS IN HOUSING AND HOME FURNISHINGS.	6.2.1	Use transparency: STEPS TO CAREERS IN HOUSING AND HOME FURNISHINGS Teacher explains: ENTRY level INTERMEDIATE level ADVANCED level	
the JOBS that require different LEVELS of TRAINING.	6.2.2	After discussing hand-out, GRAPHIC ILLUSTRATIONS OF JOB OPPORTUNITIES IN HOUSING AND HOME FURNISHINGS, students print in center circle the level of training required: ADVANCED (or professional) INTERMEDIATE (skilled, technical) ENTRY (unskilled, semi-skilled)	6.2.2	Hand-out: GRAPHIC ILLUSTRATIONS OF JOB OPPORTUNITIES....	

6.2.1

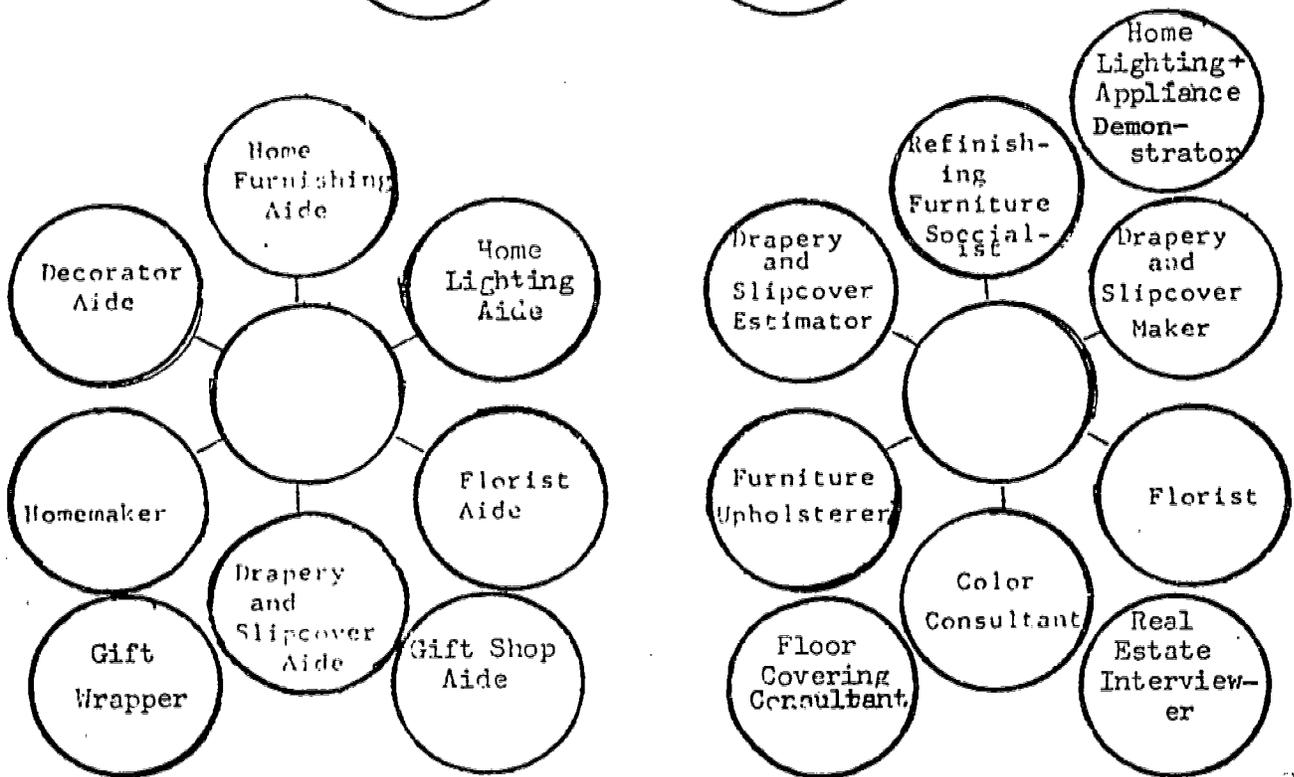
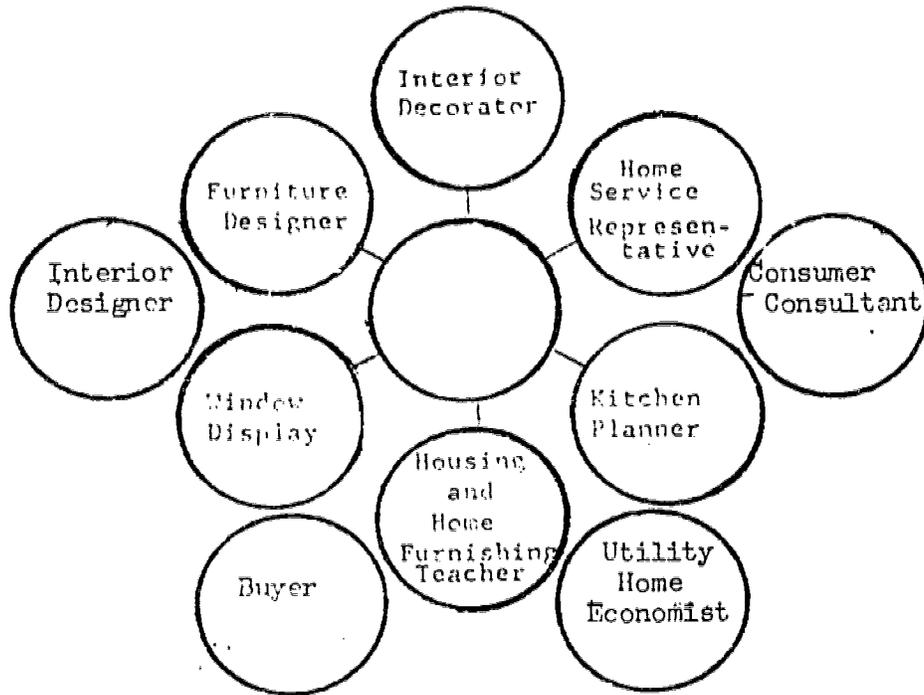
STEPS TO CAREERS IN HOUSING AND HOME FURNISHINGS¹



¹ Resource Units for
Employment Opportunities In
Home Economics Related Occupations
State of Florida, Department of
Education, 1971

6.2.2

GRAPHIC ILLUSTRATIONS OF JOB OPPORTUNITIES IN
HOUSING AND HOME FURNISHINGS



COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 6.0 (cont'd)

X-4.158

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																		
6.3	The student will identify personal qualities and job requirements that affect employability in Housing and Home Furnishing Services; as evidenced by responding correctly to at least 3 test questions.	6.3	<p>PERSONAL QUALITIES AND JOB REQUIREMENTS</p> <p>Directions: Match the job with the description of personal qualities and job requirements that best describe it.</p> <table border="1"> <thead> <tr> <th data-bbox="774 785 824 844"><u>JOB</u></th> <th data-bbox="1068 785 1219 844"><u>PERSONAL QUALITIES</u></th> <th data-bbox="1341 785 1539 844"><u>REQUIREMENTS</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="774 877 1008 961">1. Utility Home Economist</td> <td data-bbox="1068 877 1247 905">A. Creative</td> <td data-bbox="1341 877 1570 995">Able to assist with several projects at one time</td> </tr> <tr> <td data-bbox="774 995 976 1054">2. Gift Wrapper</td> <td data-bbox="1068 1024 1292 1115">B. Self-confident, pleasant</td> <td data-bbox="1341 1024 1552 1083">Public speaking ability</td> </tr> <tr> <td data-bbox="774 1087 1024 1146">3. Color Consultant</td> <td data-bbox="1068 1146 1230 1173">C. Patient</td> <td data-bbox="1341 1146 1552 1236">Possesses knowledge of wood types</td> </tr> <tr> <td data-bbox="774 1180 1008 1239">4. Decorator Aide</td> <td data-bbox="1068 1268 1247 1386">D. Enjoys working with people</td> <td data-bbox="1341 1268 1536 1358">Knowledge of the color wheel</td> </tr> <tr> <td data-bbox="774 1268 1019 1327">5. Furniture Refinisher</td> <td data-bbox="1068 1421 1227 1449">E. Careful</td> <td data-bbox="1341 1421 1520 1539">Neatness, a flair for attractive packaging</td> </tr> </tbody> </table>	<u>JOB</u>	<u>PERSONAL QUALITIES</u>	<u>REQUIREMENTS</u>	1. Utility Home Economist	A. Creative	Able to assist with several projects at one time	2. Gift Wrapper	B. Self-confident, pleasant	Public speaking ability	3. Color Consultant	C. Patient	Possesses knowledge of wood types	4. Decorator Aide	D. Enjoys working with people	Knowledge of the color wheel	5. Furniture Refinisher	E. Careful	Neatness, a flair for attractive packaging
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FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIREMENT
<p>Identify PERSONAL QUALITIES that affect JOB OPPORTUNITIES.</p>	<p>6.3.1 Class discuss PERSONAL QUALITIES for JOBS:</p> <ol style="list-style-type: none"> 1. Students move to one of 3 areas in the room, according to their JOB INTEREST. 2. Students in each group re-act to the questions on the card. Score keeper count the number of "yes" answers to each question. 3. Score keeper write name(s) of student(s) who answer "yes" to every question on the board(opposite JOB title). 	<p>6.3.1</p> <ol style="list-style-type: none"> 1) Divide the room into three areas. Label each area with one of these jobs: FLORIST AIDE UPHOLSTERER INTERIOR DECORATOR 2) Attach the following groups of questions to three 5"x7" cards: <u>FLORIST AIDE</u> a. Are you creative? b. Are you interested in flowers? c. Do you like to work with your hands? d. Do you have cooperative work habits and attitudes? e. Can you follow instructions? f. Does the pay scale suit you? g. Are you willing to work holidays, week-ends and over-time? <u>UPHOLSTERER</u> 1. Are you physically strong? 2. Are you free from allergies from cloth, varnish, glue, etc.? 3. Do you like to work with hand tools such as hammers, staples, etc.? 4. Do you like to see the end product re-newed to usefulness and attractiveness? 			

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FUNCTIONAL PERFORMANCE ANALYSIS

PERSONAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
			6.3.1	(continued) 5. Do you like definite working hours? 6. Do you like the possibility of owning your own business? Being your own boss? <u>INTERIOR DECORATOR</u> 1. Do you desire the extensive training necessary? 2. Do you like to work with people? 3. Are you creative? 4. Do you have self-confidence? 5. Would you like a vocation of service? 6. Would you like irregular working hours? 7. Does the pay schedule interest you? 8. Are you willing to do continuous study in this career? 9. Would you like carrying out several projects at one time?	
PERSONAL QUALITIES to JOB OPPORTUNITIES.	6.3.2	Using hand-out, 1) check the PERSONAL QUALITIES that apply to you. 2) Compare the qualities you checked with the list under each job opportunity. 3) Write the job(s) for which you might be most suited.	6.3.2	Use hand-out: HOUSING JOB OPPORTUNITIES AND ME	

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6.3.2

HOUSING JOB OPPORTUNITIES AND ME

Do I have personal qualities that will help me if I should want to work in the areas of housing and home furnishing? Check all that apply to you in each group. After you have checked in each group, circle the letters that you checked under each job. Look for the job(s) with the most circled letters. List in the space provided the job(s) for which you might be most suited.

I. I enjoy and like to:

JOBS

- a) ___ publically speak to groups of people.
- b) ___ assist in creating ideas for others.
- c) ___ work with things more than people.
- d) ___ meet with different people.
- e) ___ be with people while working.
- f) ___ work alone.

A. Utility Home Economist
a, d, e, i, l, n, r, v

B. Color Consultant
b, d, e, h, i, p, r, v

C. Gift Wrapper,
c, g, i, o, * s/t, w

D. Decorator's Aide
b, d, h, i, ** k, m, o,
** q/r, v

E. Furniture Refinisher
c, f, g, j, k, p, q, v

II. I like to:

- g) ___ work with my hands.
- h) ___ plan color combinations.
- i) ___ work inside-office-home.
- j) ___ work with wood.
- k) ___ work with tools.
- l) ___ work with equipment.
- m) ___ redecorate rooms.

III. I plan to:

- n) ___ go to college.
- o) ___ develop a skill through job training.
- p) ___ have special training from a course or school.

* Depends on where you work

** Depends on what your duties are

IV. I think I'd be most comfortable in:

- q) ___ work clothes or jeans.
- r) ___ business suit/men.
attractive dress or pant suit/women.
- s) ___ daytime dress/casual.
- t) ___ uniform.

The job(s) for which I might be most suited is(are): _____

V. I want to earn:

- u) ___ a lot of money.
- v) ___ an average income.
- w) ___ only what I need to get by.

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>Size TOOLS and EQUIPMENT used in HOUSING and HOME REPAIRING OCCUPATIONS.</p>	<p>6.3.3</p> <p>Class survey of TOOLS and EQUIPMENT used:</p> <ol style="list-style-type: none"> 1. Divide class into groups. Distribute a piece of paper to each. 2. Students view list of equipment on transparency. 3. Groups discuss which of the listed tools they have seen or used. 4. Secretary write list on paper. 5. Supervisor collects lists and reads the longest list to the class. 	<p>6.3.3</p> <p>Transparency: TOOLS WE USE SURVEY</p> <p>sewing machines commercial sewing machines measuring tools: rulers yardsticks tapes hammers & magnetic hammer scissors needles curved upholstery needles pliers screw driver thread cloth tape heavy duty thread tacks electric drill ripping tools dressmaker chalk ice pick webbing stretcher curved needle thimble ladder</p> <p>Display tools and equipment and explain a little about the use of each.</p> <p>Invite persons from community who make drapes or slipcovers to show tools of the trade.</p> <p>Home Extension Agent.</p>	<p>262</p> <p>188</p>		

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>fy safety precautions for me and various occupations d to housing and home things.</p>	6.3.4	<p>a) Class divide into groups to discuss SAFE use of tools and equipment:</p> <ol style="list-style-type: none"> 1. Show, or list on card, tools and equipment to be discussed by each group. 2. Artists prepare posters for classroom and/or school; such as, "Accidents Can Be Prevented" - SAFETY, Everywhere Should Become a HABIT" 3. Group FOREMEN explain SAFETY PRECAUTIONS to class. <p>b) Class view safety film; discuss: HOW could ACCIDENTS be PREVENTED?</p>	6.3.3	<p>(continued) Visit various department stores, upholstery shops, drapery shops, or industries. Persons from housing and home furnishing occupations.</p>	
	6.3.4	<p>Assignment: Ask students to bring and/or explain how to use electric tools safely. Divide tool and equipment into several groups. Teacher should demonstrate safety precautions to observe when using electric tools. Add any pointers students miss. 2) Provide one card in an envelope for each slogan; printing one word on each card. Artists would assemble on poster paper, color, and illustrate. "Ladder Safety" <u>McCall's</u> August 1972. Film: <u>Crimes of Carelessness</u> National Board of Underwriters Film: "<u>Why, Daddy: Accident Prevention</u>" (15 minutes) #815 Florida Division of Health</p>			

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>rate some skills of the SENIOR DECORATOR SENIOR DESIGNER ARTIST SENIOR CONSULTANT</p>	6.3.5	<p>Answer questions and follow directions on COLOR WHEEL COMBO hand-out.</p>	6.3.5	<p>Hand-out: COLOR WHEEL COMBO</p> <ol style="list-style-type: none"> 1. Divide boxes of crayons among groups of students. 2. Students follow printed directions. <p>Teacher explain color combinations triad complementary analogous</p>	
<p>budget and assemble a accessory related to job activities in HOUSING and FINISHINGS.</p>	6.3.6	<p>a) <u>Plan</u></p> <ol style="list-style-type: none"> 1. From a list of suggested simple room or home accessory projects, groups discuss things they would like to make. 2. Groups vote to select one or two projects for class assembly line to make. <u>NOTE:</u> Students may suggest and <u>demonstrate</u> how to make other room accessories. These articles may be: used in the classroom used as FHA projects purchased by students completed for student's personal use (if the student furnishes the materials) 	6.3.6	<p>Divide class into groups to discuss transparency or hand-out: ACCESSORY ASSEMBLY suggestions. Which will you do?</p> <ul style="list-style-type: none"> fabric flowers desk-top organization stuffed animals toss pillows covered coat hangers paperweights trivet door-stop pencil holders using egg cartons in various ways covering cardboard with burlap use felt cutouts to make pictures - patterns can be made from coloring books flower holder others?.... 	

FUNCTIONAL PERFORMANCE ANALYSIS

ANAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	<p>6.3.6 (continued)</p> <p>3. Write an ASSEMBLY LINE PLAN OF WORK for a project not already planned.</p> <p>b) <u>Budget</u></p> <ol style="list-style-type: none"> 1. Groups list the supplies and equipment needed to make one room accessory. 2. Write the cost of each. 3. Total the cost to make accessory. 4. Estimate the number to make. 5. Divide total cost by number produced. 6. Suggest a reasonable sale price. 7. Determine methods of selling projects either individually or as group. 8. Keep complete records of cost, sales and profits. 	<p>6.3.6 (continued)</p> <p><u>Do It Yourself Home Decorating Ideas</u> Favorite Recipes Press Montgomery, Ala. 36109</p> <p>Booklet: <u>How to Furnish a Private World for Teens</u> J.C. Penney, Inc. Educational Relations 330 West 34th Street New York 1, N. Y.</p>			



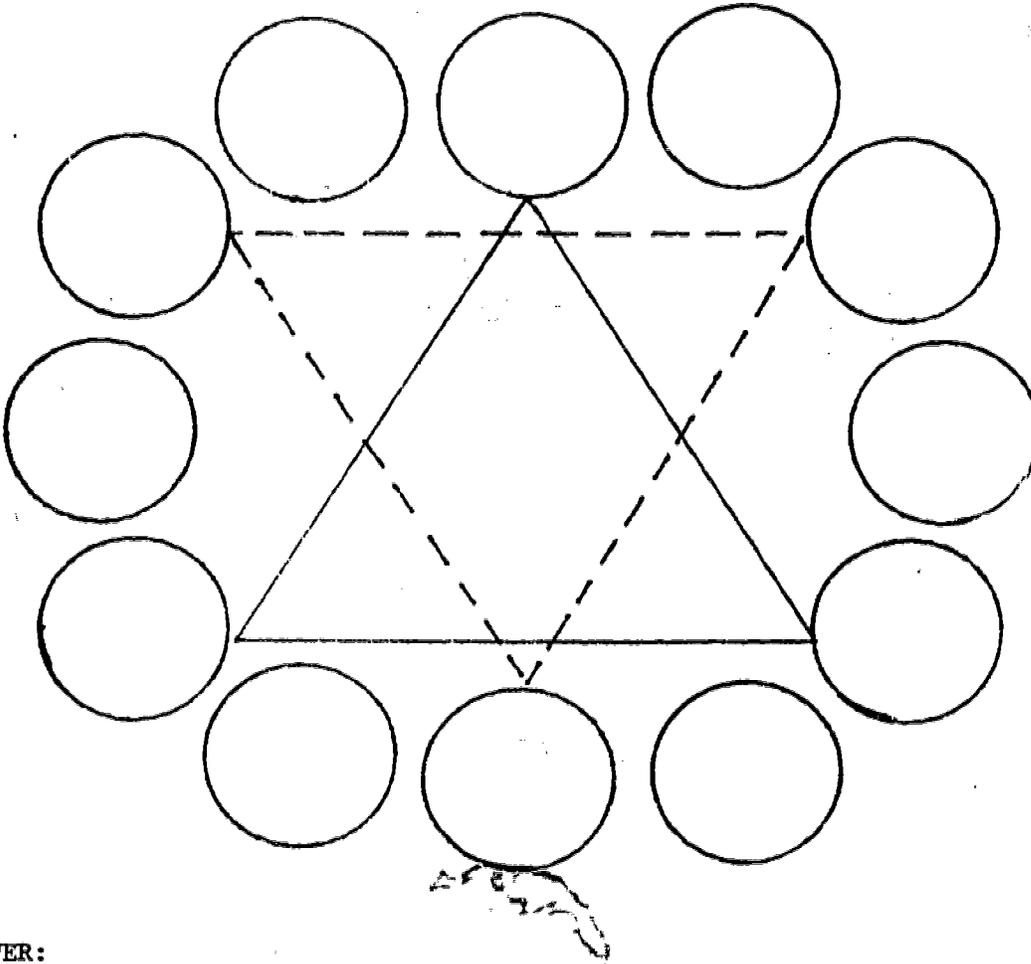
FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
	6.3.6	<p>(continued)</p> <p>9. Make chart to show complete sales records, individual or group.</p> <p>c) <u>Assemble:</u></p> <ol style="list-style-type: none"> 1. List JOBS needed to assemble the accessory. 2. Describe TASKS required of each JOB. 3. Decide groups of STUDENTS to do the JOBS. 4. Plan WORK AREAS for each; using WORK PLAN. 5. Assemble necessary EQUIPMENT and SUPPLIES. 6. Activate WORK PLAN. 	6.3.6	<p>Teacher may prefer to divide JOB TASKS into groups.</p> <p><u>GROUP 1</u> Housekeeper in charge of supplies and equipment.</p> <p><u>GROUP 11</u> Cleaning and preparing cartons, cans, etc., for covering.</p> <p><u>GROUP 111</u> Covering with various materials.</p> <p><u>GROUP IV</u> Adding finishing touches such as tape, braid, ribbon, flowers, etc., printing of words, names or initials.</p> <p><u>GROUP V</u> Caring for finished product; checking for defects, with suggested improvements; arranging for sale of articles, etc.</p> <p><u>GROUP VI</u> Bookkeeping - costs of each article, budgeting - money made on each article.</p>	

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ANSWER:

1. What are the 3 primary colors from which all other colors are made?

2. Locate the position of the 3 PRIMARY COLORS on this color wheel. Color them.

3. What color can you make when you combine....

RED + YELLOW = _____

BLUE + RED = _____

BLUE + YELLOW = _____

4. Color the 3 SECONDARY COLORS on the wheel.

5. What colors do you make when you combine a PRIMARY COLOR with a SECONDARY COLOR?

_____, _____, _____,
 _____, _____, _____

6. Color the 6 INTERMEDIATE COLORS on the wheel.

6.3.5 COLOR WHEEL COMBOS (continued)

7. Can you name colors that would combine to make these COLOR COMBINATIONS:

<u>TRIAD</u>	<u>COMPLIMENTARY</u>	<u>ANALOGOUS</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

6.3.6 (a)

FABRIC FLOWERS

MATERIALS NEEDED:

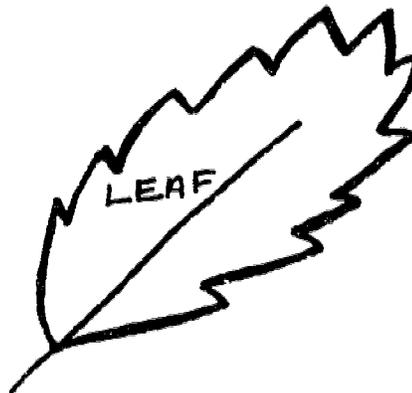
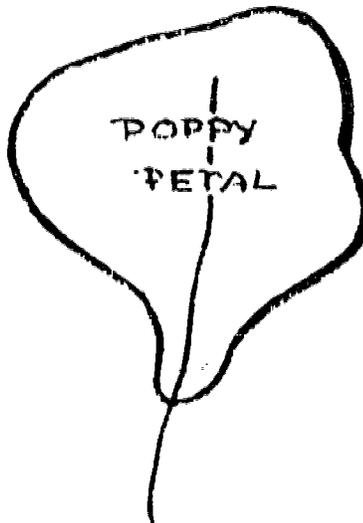
- scissors
- yarn
- cloth scraps
- florist wire
- florist tape
- white glue (suggest Mod Podge)
- wire cutters or pliers
- pinking or scalloping shears

AMOUNT NEEDED

COST

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PATTERNS:



JOBS

TASKS

NAMES

Supervisors

Assigns jobs/work space
Distribute, collect & store supplies
Make & keep time schedule

Pattern Makers

Makes patterns for flowers & petals

Pinner

Pins pattern to fabric scraps

Cutters

Cuts 14 petals and 4 leaves for each flower (petals more attractive if cut with scalloping or pinking shears)

Wire Cutters

Cut 7 pieces of 2½ inch florist wire for each flower and an extra 2 inch piece for each leaf

6.3.6 (a) FABRIC FLOWERS (continued)

<u>JOBS</u>	<u>TASKS</u>	<u>NAMES</u>
Gluers	Drip glue on wrong side of fabric around edge of one petal and up the center. Do the same for each leaf.	_____

Fabric and Wire Setters	Place wire in center of fabric petal or leaf and another petal or leaf on top. Let dry	_____

Measurer and Cutters	Measure and cut 7 pieces of 2 inch yarn for each flower	_____

Stem Wire Cutters	Cut an 8 inch piece of stem wire for each flower	_____

Florist Aides	Bend the tip of the wire over the middle of the 7 yarn pieces. Pinch the wire and twist to secure the yarn	_____

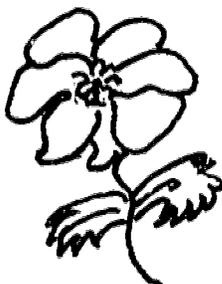
Florists	Take 7 petals. Add one at a time to the stem, overlapping petals as you rotate the stem in your hand	_____

Florist Aides	Apply florist tape to base of petals and work down stem to cover exposed wire. Remember to add 2 leaves to lower stem before completely covering the wire with tape	_____

Florists	Bend petal and leaf wires to shape the flower. Arrange flowers in container if you have one	_____

Inspectors	Inspect quality of flowers and send back to workers if necessary	_____

Salesmen	Take charge of packaging and selling products	_____



6.3.6 (b)

A C C E S S O R Y A S S E M B L Y

PENCIL BUCKET or FLOWER CONTAINER

<u>SUPPLIES NEEDED</u>	<u>NUMBER NEEDED</u>	<u>COST</u>
tin can - 3½" high, any width	_____	_____
wooden clip clothespins	_____	_____
glue	_____	_____
paint	_____	_____
paint brushes	2	_____
(optional) pencils or flowers	_____	_____

<u>JOBS</u>	<u>TASKS</u>	<u>STUDENT/GROUP</u>	<u>WORK AREA</u>
Supervisors	Hire workers daily	_____	_____
	Assign to work areas	_____	_____
	Distribute, collect & store supplies	_____	_____
	Plan & keep time schedule	_____	_____
Wire Removers	Remove wire spring from clothespins	_____	_____
Gluers	Glue the halves around the can, notch out and round ends at the top	_____	_____
Painters	Paint the bucket	_____	_____
Inspectors	Check quality of workmanship	_____	_____
Stock Clerk	Ship/store finished products	_____	_____
Salesmen	Price/tag/sell	_____	_____
Commercial Artists	advertise products	_____	_____

6.3.6 (c)

A C C E S S O R Y A S S E M B L Y

PATCHWORK TRIVET

<u>SUPPLIES NEEDED</u>	<u>NUMBER NEEDED</u>	<u>COST</u>
wooden clip clothespins	24	
glue		

<u>JOBS</u>	<u>TASKS</u>	<u>STUDENT/GROUP</u>	<u>WORK AREA</u>
Supervisors	Hire workers daily		
	Assign work areas		
	Distribute, collect & store supplies		
	Plan and keep time schedule		
Wire Removers	Remove wire spring from 24 clothespins		
Gluers (halves)	Glue halves together, making 24 pairs		
	(pairs) Glue 6 pairs into a square		
	(squares) Make 4 squares; glue together alternating to make patch-work		
Painters	Paint or varnish the trivet		
Inspectors	Check quality of workmanship		
Stock Clerks	Store finished products		
Salesmen	Price/tag/sell		
Commercial Artists	Advertise products		

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIREMENT
Analyzes JOB REQUIREMENTS for some CAREERS in and HOME FURNISHINGS.	6.3.7	Match JOB SKILLS with one of the following CAREERS: A. FLORIST AIDE B. UPHOLSTERER C. INTERIOR DECORATOR D. HOMEMAKER	6.3.7	Hand-out: MIX AND MATCH THE JOB <u>D</u> 1. <u>B</u> 2. <u>A</u> 3. <u>C</u> 4. <u>C</u> 5. <u>D</u> 6. <u>D</u> 7. <u>A</u> 8. <u>B</u> 9. <u>B</u> 10.	278

6.3.7

JOBS AND SKILLS

Directions: Here are only four of the specialized jobs associated with HOUSING and HOME FURNISHINGS. After reading and discussing the JOB SKILLS for each, match the SKILLS to the JOB or CAREER on "Mix and Match Job Sheet".

Samples of daily activities from semi-skilled, skilled and professional job opportunities.

I. FLORIST AIDE (semi-skilled)

- a. Taking orders in person or by telephone.
- b. Giving customer suggestions when asked.
- c. Writing up sales and keeping records.
- d. Sorting supplies.
- e. Learning professional names of flowers and foliage.
- f. Learning tools of the trade.
- g. Coordinating activities.
- h. Making display articles.
- i. Caring for fresh and artificial flowers.
- j. Learning methods of wrapping.
- k. Preparing to work overtime, holidays and week-ends.
- l. Keeping shop clean and orderly.

II. UPHOLSTERER (skilled)

- a. Contacting customers.
- b. Measuring accurately for fabric, trim, etc.
- c. Knowing method of covering customer desires: tufted, buttons, cording, pleats, padding, webbing, etc.
- d. Picking up and delivering furniture.
- e. Removing all fabric and repairing furniture.
- f. Cutting or drafting pattern; cutting fabric.
- g. Refinishing wood, if needed.
- h. Using heavy duty machine for sewing, cording, etc.
- i. Skill in placement of fabric.
- j. Satisfying the customer!

III. INTERIOR DECORATOR (professional)

- a. Contacting clients.
- b. Evaluating each client and interior.
- c. Measuring accurately for floor covering, slipcovers and draperies.
- d. Knowing furniture styles and needs.
- e. Knowing fabrics and fibers.
- f. Making contacts with drapery shops, slipcover maker, drapery maker, carpet shops and accessory shops.
- g. Knowing line, design and color.
- h. Working out complete estimates and designs for customer.
- i. Satisfying the individual client.

6.3.7 JOBS AND SKILLS (continued)

IV. HOMEMAKER

- a. Make final decisions for the home and its furnishings.
- b. Often does his own painting, repairs and construction.
- c. Receives no pay; but work is equivalent to salaries needed to pay others for accomplishing homemaking tasks.

6.3.7

MIX AND MATCH THE JOB

DIRECTIONS: Place the capital letter, that is in front of a career, in the blank before the job or skill that is his/her responsibility.

<u>THE JOB OR SKILL</u>	<u>THE CAREER IN HOUSING AND HOME FURNISHINGS</u>
___ 1. Makes a wall hanging for the hall.	A. Florist Aide
___ 2. Measuring accurately for upholstery fabric, trim, etc.	B. Upholsterer
___ 3. Caring for fresh and artificial flowers.	C. Interior Decorator
___ 4. Evaluating each client and his needs.	D. Homemaker
___ 5. Knowing furniture styles.	
___ 6. Repairs the broken hinge on the china cabinet.	
___ 7. Plans to put a two-story house on the property.	
___ 8. Learns professional names of flowers.	
___ 9. Picking up and delivering furniture.	
___ 10. Uses heavy duty machine for sewing.	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
 OBJECTIVE NO. 6.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES												
6.4	The student will identify advantages and disadvantages of Housing and Home Furnishings Careers; as evidenced by answering correctly at least 3 questions.	6.4	<p align="center">ADVANTAGES-DISADVANTAGES OF HOUSING AND HOME FURNISHINGS CAREERS</p> <p>Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.</p> <p align="center"><u>JOB</u></p> <ol style="list-style-type: none"> 1. Home Lighting and Appliance Demonstrator 2. Florist 3. Drapery and Slipcover Aide 4. Buyer 5. Window Display <table border="0" style="width: 100%;"> <tr> <td align="center" data-bbox="753 989 1161 1020"><u>ADVANTAGES</u></td> <td align="center" data-bbox="1166 989 1555 1020"><u>DISADVANTAGES</u></td> </tr> <tr> <td data-bbox="753 1045 1161 1171">A. Training on the job, with opportunity for advancement</td> <td data-bbox="1166 1045 1555 1171">Responsible for miscalculations</td> </tr> <tr> <td data-bbox="753 1199 1161 1293">B. Opportunity for communicating home decorating ideas</td> <td data-bbox="1166 1199 1555 1293">Pressure of deadlines</td> </tr> <tr> <td data-bbox="753 1320 1161 1415">C. Pleasant working with natural beauty</td> <td data-bbox="1166 1320 1555 1415">Must work holidays, weekends, and overtime</td> </tr> <tr> <td data-bbox="753 1442 1161 1568">D. Becomes knowledgeable of new developments in home furnishings</td> <td data-bbox="1166 1442 1555 1568">Traveling makes family life difficult</td> </tr> <tr> <td data-bbox="753 1596 1161 1722">E. Could receive fringe benefits from appliance company</td> <td data-bbox="1166 1596 1555 1722">Requires being on feet all day</td> </tr> </table>	<u>ADVANTAGES</u>	<u>DISADVANTAGES</u>	A. Training on the job, with opportunity for advancement	Responsible for miscalculations	B. Opportunity for communicating home decorating ideas	Pressure of deadlines	C. Pleasant working with natural beauty	Must work holidays, weekends, and overtime	D. Becomes knowledgeable of new developments in home furnishings	Traveling makes family life difficult	E. Could receive fringe benefits from appliance company	Requires being on feet all day
<u>ADVANTAGES</u>	<u>DISADVANTAGES</u>														
A. Training on the job, with opportunity for advancement	Responsible for miscalculations														
B. Opportunity for communicating home decorating ideas	Pressure of deadlines														
C. Pleasant working with natural beauty	Must work holidays, weekends, and overtime														
D. Becomes knowledgeable of new developments in home furnishings	Traveling makes family life difficult														
E. Could receive fringe benefits from appliance company	Requires being on feet all day														

FUNCTIONAL PERFORMANCE ANALYSIS

ANAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

TRAINING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
Size ADVANTAGES and DISADVANTAGES of JOBS in HOUSING and HOME FURNISHINGS.	6.4.1	Match JOBS with ADVANTAGES and DISADVANTAGES, using MATCH THE JOB GAME.	6.4.1	Hand-out: MATCH THE JOB GAME	
HOUSING and HOME FURNISHINGS CAREERS.	6.4.2	<p>Students interview family or friends, employed in HOUSING and HOME FURNISHINGS CAREERS, about:</p> <p>TRAINING REQUIRED PERSONAL QUALIFICATIONS JOB REQUIREMENTS ADVANTAGES and DISADVANTAGES</p> <p>Report to class orally, on bulletin board; or write in class notebook.</p>	6.4.2	<p><u>JOB INTERVIEW</u></p> <p>Name of JOB _____</p> <p>Address _____</p> <p>Employer _____</p> <ol style="list-style-type: none"> 1. What TRAINING is required for this job? 2. What PERSONAL QUALIFICATIONS do you recommend for this job? 3. Describe the SKILLS and other REQUIREMENTS for this job. 4. Explain the ADVANTAGES and DISADVANTAGES of your job. 	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 7.0

X-4.144

After examining HOME ECONOMICS RELATED OCCUPATIONS, at least 76% of the students will complete a hand-out, "LOOKING AHEAD"; as evidenced by responding to at least one question.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		7.0	<p align="center">LOOKING AHEAD</p> <p>Directions: Check your response to at least <u>one</u> of the following:</p> <p>HOME ECONOMICS COURSES I might take are:</p> <p><u>8th grade (one semester)</u></p> <p><input type="checkbox"/> Exploration of Food Management, Production and Service Occupations</p> <p><input type="checkbox"/> Exploration of Child Care, Guidance and Service Occupations</p> <p><input type="checkbox"/> Exploration of Clothing Management, Production and Service Occupations</p> <p><input type="checkbox"/> Exploration of Home Furnishings, Equipment and Service Occupations</p> <p><input type="checkbox"/> Exploration of Home Service Occupations</p> <p><u>9th grade (one year)</u></p> <p><input type="checkbox"/> Exploration of the Occupation of Home-making</p> <p><input type="checkbox"/> None of the above</p>

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE

OBJECTIVE NO. 7.0 (cont'd)

X-4.144

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.1	Examine HOME ECONOMICS COURSE ELECTIVES for eighth and ninth grade students; as evidenced by at least viewing the transparency, LOOKING AHEAD.	7.1	<p align="center">LOOKING AHEAD</p> <p>While viewing transparency, students will discuss the following:</p> <p>HOME ECONOMICS COURSES I MIGHT TAKE:</p> <p><u>8th Grade (one semester)</u></p> <ol style="list-style-type: none"> 1. Exploration of Food Management, Production and Service Occupations 2. Exploration of Child Care, Guidance and Service Occupations 3. Exploration of Clothing Management, Production and Service Occupations 4. Exploration of Home Furnishings, Equipment and Service Occupations 5. Exploration of Home Service Occupations <p><u>9th Grade (one year)</u></p> <ol style="list-style-type: none"> 1. Exploration of the Occupation of Homemaking

KEY TO CURRICULUM OBJECTIVE TESTI. OCCUPATIONAL CLUSTERS

1. D	6. C	11. E	16. E
2. C	7. A	12. A	
3. B	8. B	13. C	
4. B	9. D	14. D	
5. A	10. E	15. B	

II. CAREER OPPORTUNITIES

(answers do not have to be in order under the occupational clusters)

		HOUSING & HOME FURNISHINGS	FOOD & NUTRITION	CLOTHING & TEXTILES
<u>HUMAN CARE</u>	<u>HOME SERVICES</u>			
17. B	21. G	25. H	29. A	33. D
18. C	22. I	26. J	30. E	34. F
19. R	23. M	27. L	31. K	35. N
20. T	24. O	28. S	32. Q	36. P

III. POSITIVE - NEGATIVE ASPECTS

<u>0</u> 37	<u>+</u> 42	<u>0</u> 47
<u>0</u> 38	<u>0</u> 43	<u>+</u> 48
<u>0</u> 39	<u>+</u> 44	<u>0</u> 49
<u>+</u> 40	<u>0</u> 45	<u>+</u> 50
<u>+</u> 41	<u>+</u> 46	<u>+</u> 51

IV. EDUCATION AND TRAINING REQUIREMENTS

52. B	57. A	62. B
53. A	58. A	63. A
54. C	59. B	64. C
55. B	60. C	65. A
56. C	61. C	66. B

V. PERSONAL QUALIFICATIONS AND REQUIREMENTS

67. +	72. +	77. 0	82. +	87. +
68. 0	73. +	78. +	83. 0	88. +
69. 0	74. 0	79. 0	84. +	89. +
70. +	75. +	80. +	85. +	90. +
71. +	76. 0	81. +	86. 0	91. +

92 thru 100 - There are no correct answers for these; you will earn one point for each response.

KEYS TO T.P.O. AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 1.0 Home Economics Occupational Clusters

Correct Answers:

- | | |
|----------------------------------|----------------------------------|
| 1. Home Services | 14. Clothing and Textiles |
| 2. Clothing and Textiles | 15. Housing and Home Furnishings |
| 3. Human Care | 16. Food and Nutrition |
| 4. Clothing and Textiles | 17. Human Care |
| 5. Housing and Home Furnishings | 18. Home Services |
| 6. Human Care | 19. Clothing and Textiles |
| 7. Food and Nutrition | 20. Food and Nutrition |
| 8. Home Services | 21. Home Services |
| 9. Food and Nutrition | 22. Human Care |
| 10. Human Care | 23. Clothing and Textiles |
| 11. Housing and Home Furnishings | 24. Food and Nutrition |
| 12. Home Services | 25. Housing and Home Furnishings |
| 13. Housing and Home Furnishings | |

Keys to 1.1: 1 4 6 9 10
 1.2: 1 3 4 8 10
 1.3: 1 2 4 7 9
 1.4: 1 2 5 7 9
 1.5: 3 5 6 8 10

KEYS TO T.P.O AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 2.0 Human Care Occupational Cluster Test

1. D
 2. A
 3. E
 4. F
 5. C
 6. B
- 7 thru 10. Any jobs in Human Care
Occupational Cluster
acceptable.

KEYS to 2.1: 1. Church School Worker
2. Child Guidance Counselor
3. Toymaker
4. Companion to the disabled or elderly
5. Babysitter

2.2: E A I E A
2.3: C E A D B
2.4: 4 3 5 2 1

KEYS TO T.P.O. AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 3.0 Food and Nutrition Occupational Cluster Test

1. E
2. D 7 thru 10. Any jobs in Food and Nutrition
Occupational Cluster acceptable.
3. C
4. B
5. F
6. A

KEYS to 3.1: 1. Bus Boy
2. Host/Hostess
3. Chef
4. Food and Drug Inspector
5. Peace Corps Worker

3.2: E I E I A

3.3: D C A E B

3.4: 4 1 2 5 3

KEYS TO T.P.O. AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 4.0 Home Service Occupational Cluster Test

- 1. E
- 2. A 7 thru 10. Any jobs in Home Service
Occupational Cluster
acceptable.
- 3. D
- 4. C
- 5. F
- 6. B

KEYS to 4.1: 1. Laundry Room Worker
2. Hotel Manager
3. Custodian
4. Executive Housekeeper
5. Homemaker's Assistant

4.2: E I E I E

4.3: C E B A D

4.4: 2 5 1 3 4

KEYS TO T.P.O. AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 5.0 Clothing and Textiles Occupational Cluster Test

1. E
2. D 7 thru 10. - Any jobs in Clothing and Textiles
Occupational Cluster acceptable.
3. B
4. A
5. F
6. C

KEYS to 5.1: 1. Clothing Store Stock Clerk
2. Fashion Designer
3. Fashion Journalist
4. Worker in Textile Factory
5. Textile Designer

5.2: A I I E E

5.3: D E A C B

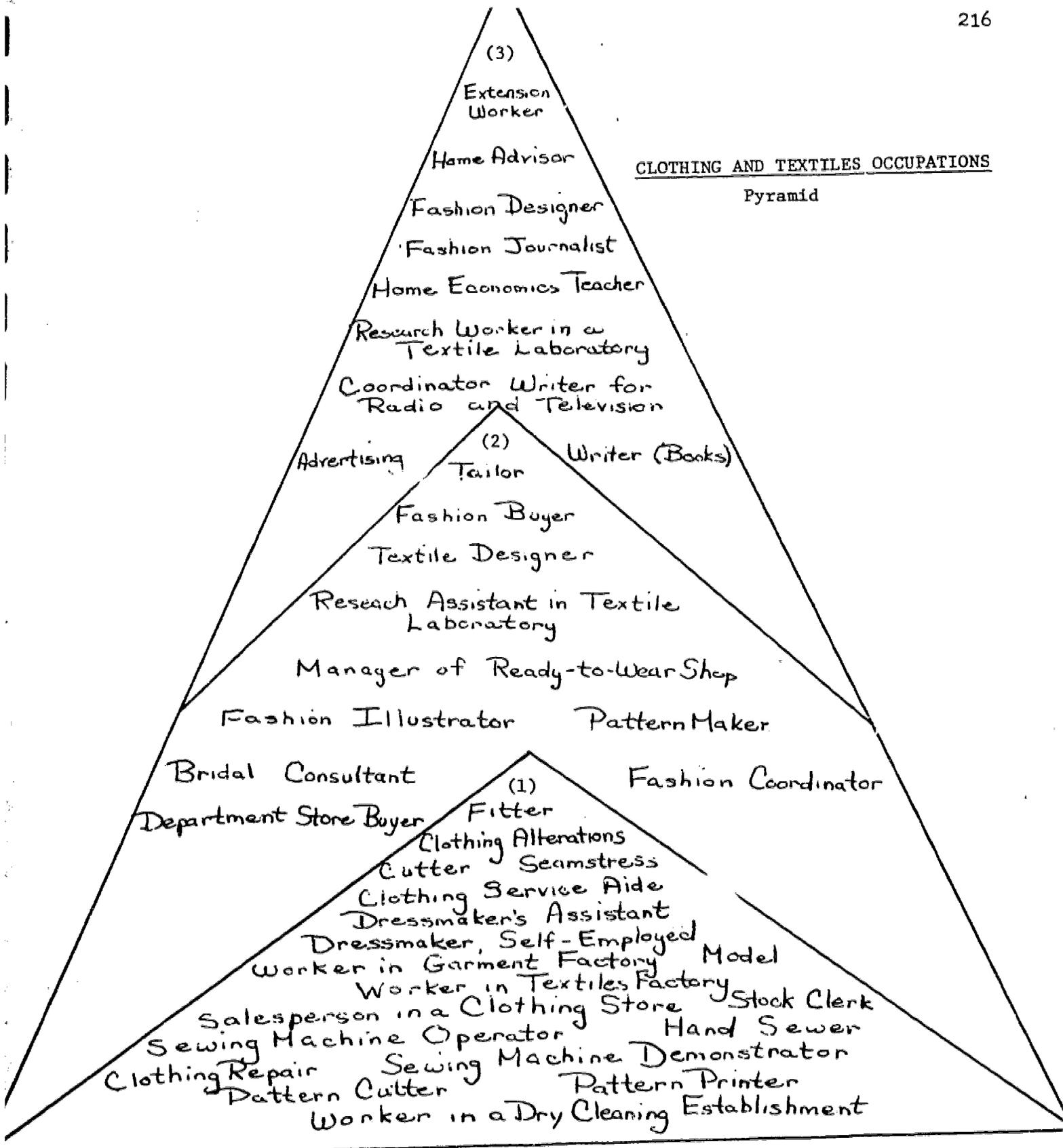
5.4: 3 4 1 5 2

A P P E N D I X

- 2.1.3: To order film - "JENNY IS A GOOD THING" -
telephone 359-0306 - Mrs. Roulhac
request dates needed
pick up and sign out for at:
Head Start Center
125 West Church Street - 4th Floor
return for next school use (only one
copy available at present)

CLOTHING AND TEXTILES OCCUPATIONS

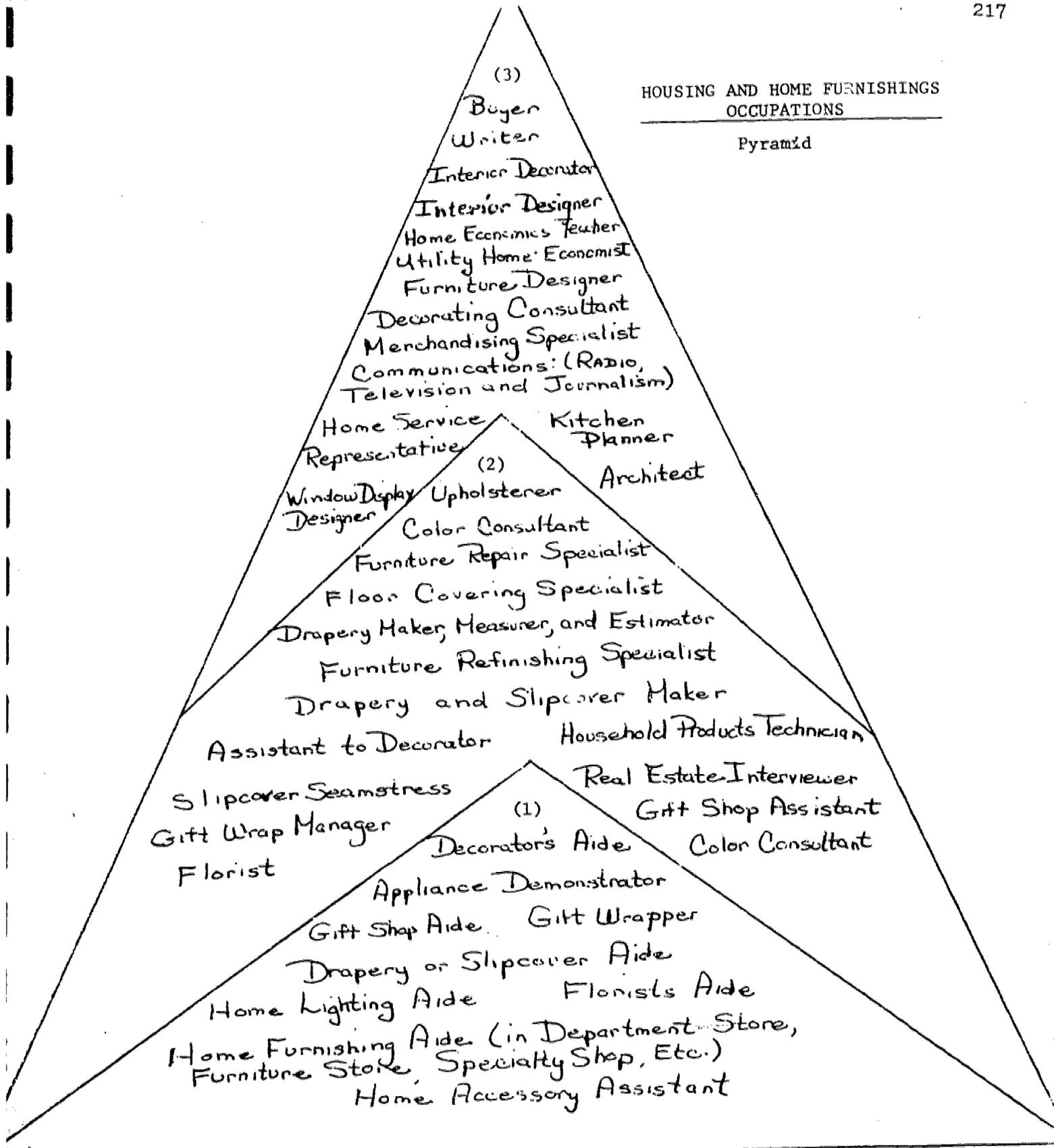
Pyramid



- 1 Entry Level - On-The-Job Training or High School Training
- 2 Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience
- 3 Advanced or Professional Level - Usually College or University Education - four or more years

HOUSING AND HOME FURNISHINGS
OCCUPATIONS

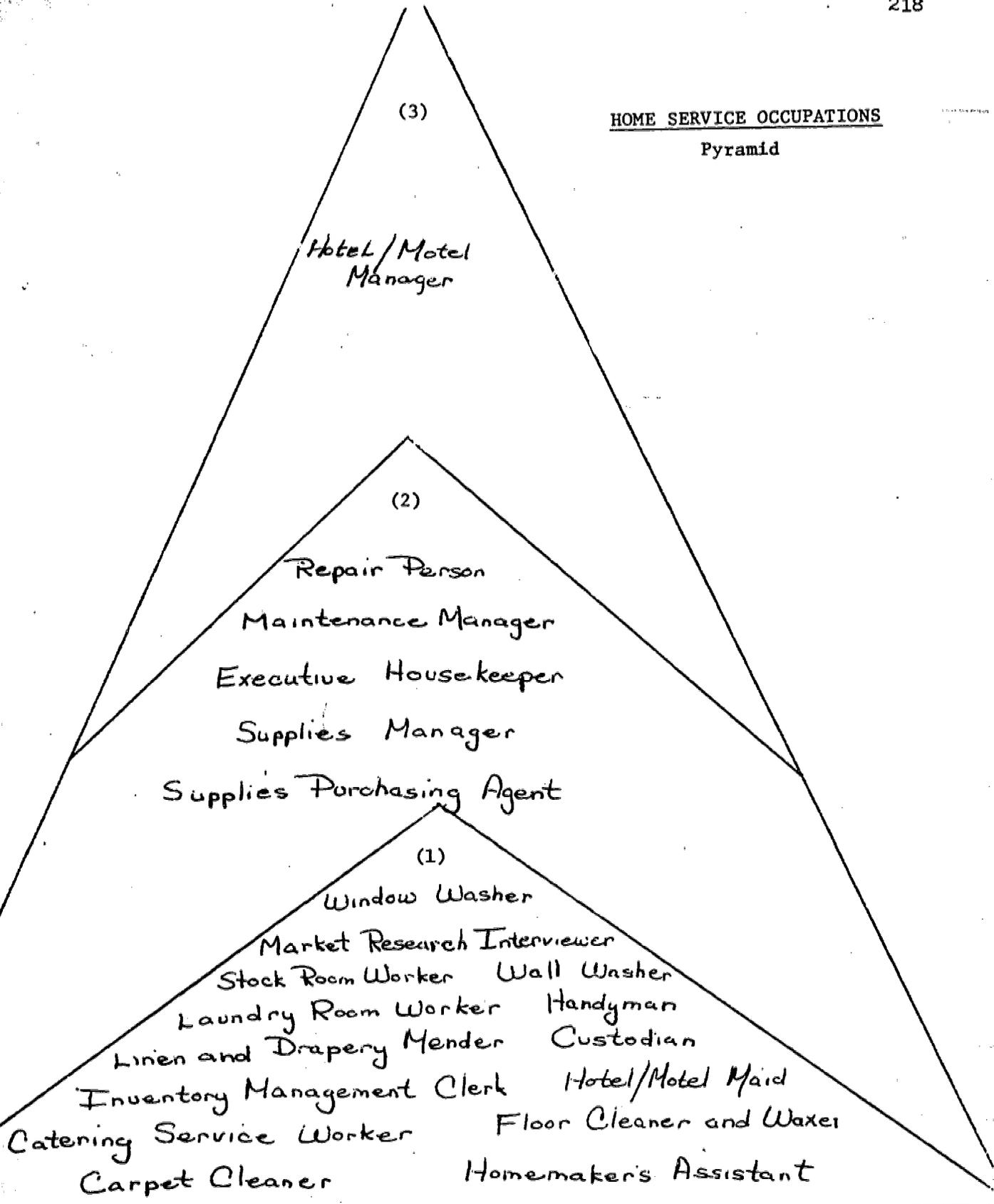
Pyramid



- 1 Entry Level - On-The-Job Training or High School Training
- 2 Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience
- 3 Advanced or Professional Level - Usually College or University Education - four or more years

HOME SERVICE OCCUPATIONS

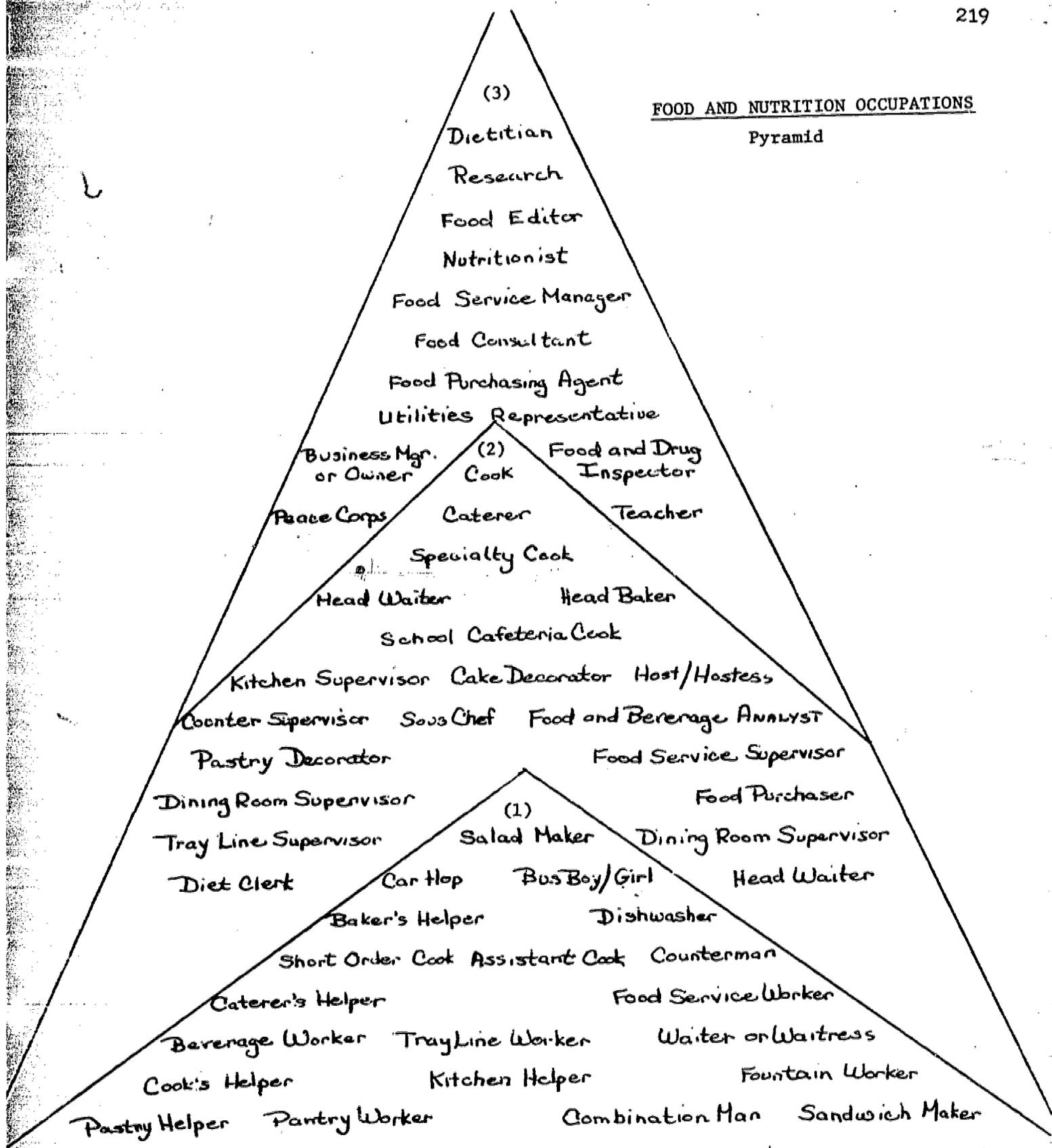
Pyramid



- 1 Entry Level - On-The-Job Training or High School Training
- 2 Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience
- 3 Advanced or Professional Level - Usually College or University Education - four or more years

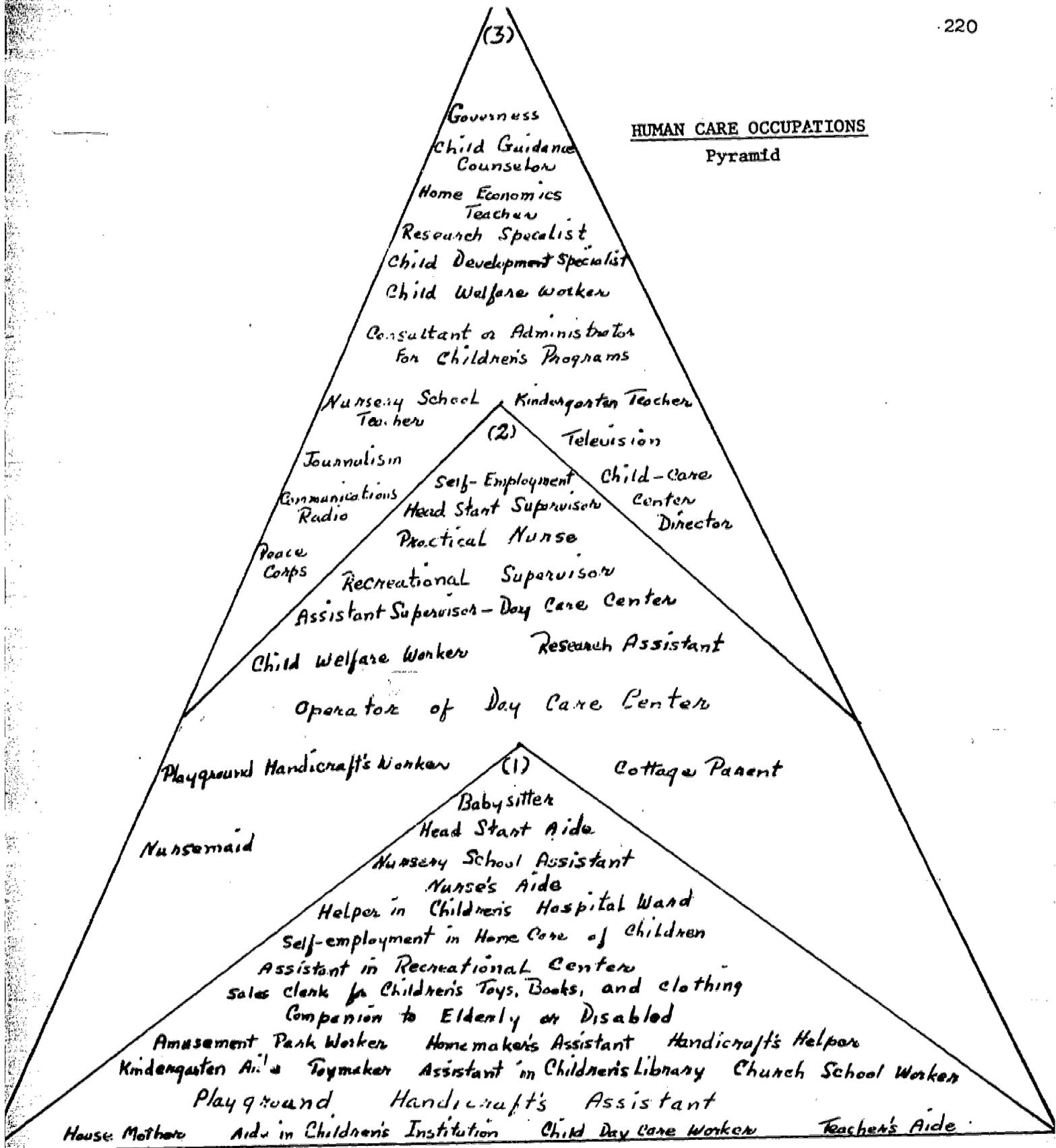
FOOD AND NUTRITION OCCUPATIONS

Pyramid



- 1** Entry Level - On-The-Job Training or High School Training
- 2** Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience
- 3** Advanced or Professional Level - Usually College or University Education - four or more years

HUMAN CARE OCCUPATIONS
Pyramid



- 1** Entry Level - On-the-Job Training or High School Training
- 2** Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience
- 3** Advanced or Professional Level - Usually College or University Education - four or more years

SUGGESTIONS FOR USING FHA IN THE CLASSROOM

To interpret F H A to school and community:

 Serve Continental breakfast

Choose 15 community leaders from a master list compiled of county commissioners, professional people, the press and school administrators.

Breakfast includes a tour, talk and time out for refreshments

	<u>PAGES</u>
Committees - Duties - see <u>F H A Resource Unit</u>	17
Treasurer's Duties	19
Conducting Meetings	20-21
F H A Symbols	22-23
Ceremonies	24-25
Activities	26-27-31
Bulletin Board Ideas	41-43-45-47
Transparencies	49-53-55-65 67-69

Use officer leaders to introduce resource-people speakers.

..... recreation committee to serve refreshments

PRE-VOCATIONAL WORKSHOP TEACHER HAND-OUT

RATE OF LEARNING RETENTION RELATED TO TYPES OF LEARNING EXPERIENCES:

(UNIFAC - V. Mason)

- 10% of learning is remembered from READING
- 20% of learning is remembered from LISTENING
- 30% of learning is remembered from VIEWING
- 50% of learning is remembered from SEEING and HEARING
- 70% of learning is remembered from TALKING
- 90% of learning is remembered from DOING

EXPLORATION OF HOME ECONOMICS OCCUPATIONS

Letter to Parents and Students

Ask students to bring notebooks for classroom filing - for storing hand-outs. (Teacher could provide folder for students who don't)

Tests

TPO Test could be used as a pre-test (if time??). "Correctly answering" could mean by writing or orally. Give tests orally to group of non-reading students.

Pyramid

Intermediate level = skilled or technical

Food and Nutrition

Food handlers must take City Health Department Food Handler's Course; no longer need health card.

Housing and Home Furnishings

Men are preferred for job of drapery maker.

B I B L I O G R A P H Y

(Florida State Prepared)

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