Curriculum guidelines for teacher use in organizing and teaching a course to prepare 11th and 12th grade students for entry level child care occupations were developed as part of a pilot study which is reported in VT 006 870. Major emphasis of the program included orientation to the world of work, types of child care services, duties of the child care aide, and needs, growth, development, behavior, and guidance of children. The 1-year program requires 1 hour daily plus 300 hours on-the-job work experience. Content areas are: (1) Overview to World of Work, (2) Today's Labor Force, (3) Securing A Job, (4) Success on the Job, (5) Child Care Services, (6) The Child Care Aide, (7) Basic Needs of Children, (8) Growth and Development of Children, (9) Behavior and Guidance, and (10) Play of Children. Unit organization is composed of objectives, generalizations, sub-concepts designating experiences, student generalizations, and evaluation. Resource materials keyed to each sub-concept are included in the units. The document also contains bibliographies of books, pamphlets, films, and supplementary materials for the world of work and child care services. (FP)
FINAL REPORT
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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS

VOLUME II - A SUGGESTED CURRICULUM GUIDE FOR
PREPARING CHILD CARE WORKERS FOR ENTRY LEVEL JOBS

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Final Report
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VOLUME II - A SUGGESTED CURRICULUM GUIDE FOR PREPARING
CHILD CARE WORKERS FOR ENTRY LEVEL JOBS

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Stillwater, Oklahoma
August, 1968

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judgment in the conduct of the project. Points of view or opinions
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U. S. Department of
HEALTH, EDUCATION, AND WELFARE

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OVERVIEW TO CHILD CARE SERVICES

1. Scope - A suggested Curriculum Guide for Child Care Service Workers for Entry Level Jobs was developed for use with high school students at the 11th and 12th grade levels. Major emphases include orientation to the world of work; types of child care services; duties of a child care aide; and needs, growth, development, behavior, and guidance of children.

Length of Program - one year or 36 weeks of classes, one hour in length, and 300 hours during the year of on-the-job work experience duty.

Credit - 2 units of credit

2. Purpose - The purpose of the program is to prepare high school junior and senior girls to become employable in entry level jobs in child care services.

3. Overall Objectives for the Program:

To develop an increased awareness of the various job opportunities available to a child care service worker.

To develop an awareness of and a desire to develop personal characteristics or qualities needed for job success.

To develop a positive attitude toward work as a part of life and a desirable segment of education.

To acquire some basic knowledge about the needs, growth, development, behavior and guidance of children.

To develop skills for successful performance as required for child care service workers.

To develop a desire to obtain a job in child care services on completion of the training program or to continue education for a more technical job or profession in child care or a related area.

4. Need Based on Survey Findings - The area of child care services offers varied entry level jobs for specially trained high school girls. A survey of Stillwater revealed twenty-one day care centers and/or private kindergartens. Twenty of the twenty-one "owner-operators" or directors of the child care services interviewed stated that there is a need for trained child care service workers. Thirty homemakers were interviewed also, and a much smaller proportion of the homemakers indicated a need for help with this type training. Additional evidence has been obtained from other sources to support the belief that a need does exist for this type training.
Since the survey was made, a day care center has been opened as a part of the community action program, and a continuous Head Start Program is in operation.

The specific skills indicated by a majority of the respondents in both groups interviewed (owner-operators and homemakers) as being important for the students to perform were directing and supervising play, administering first aid, serving food, personal care of child, preparing for rest periods and for bed, preparing and caring for equipment and supplies, and housekeeping tasks, such as putting away equipment and straightening the room.

A job analysis based on survey findings indicated that a child care service worker needed knowledge of and skill in first aid, food preparation, methods of guiding and supervising children, and preschool development and organization. Preparation and use of materials and equipment and planning and guiding preschool activities are also important. Owner-operators indicated that a wholesome attitude toward work would be beneficial in employer-employee relations, as well as other items included in a unit on the world of work.

5. Use of Materials - The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a child care service program based on the needs of her own community as identified through a survey. Each teacher will want to assess her own experiences and competences, the needs and opportunities in her community, and the needs and capabilities of her students before outlining her program. A survey of the community will be helpful, as well as the appointment and use of an advisory committee.

As each individual teacher plans her program, she should carefully review the objectives, concepts, generalizations, learning experiences, and evaluation methods and select those most appropriate for her situation. These should be adapted and supplemented to meet the needs of her students. Specific suggestions follow for each of the component parts of the framework used in developing each curriculum.

Behavioral Objectives - It is recommended that these be cooperatively developed by the teacher and student after the teacher has prepared a tentative list of objectives to be included. Objectives have been stated to include both the specific behavior and the content, and to include specific behavior in the cognitive, affective and psychomotor domains. Overall objectives are stated in the overview with more specific objectives being included for each concept.

Concepts - Concepts are the big overall ideas and subconcepts are used for breakdown of the broader, more inclusive term, phrase or key idea. No attempt was made to include a complete or all-inclusive list of either concepts or subconcepts.
Generalizations - Two types are listed. The first is considered overall for the purpose of guiding the teacher in selecting learning experiences, evaluation methods, etc. The second "Student Generalization" is presented as an example of the type of generalization which it is hoped that students would be able to state as a result of the learning experiences provided. In most instances the teacher could expect students to be able to state several generalizations.

Evaluation - Emphasis should be placed on cooperative evaluation and self-evaluation techniques.

Resource Materials - Resource materials are listed in two places. At the end of each unit, resource materials are listed for each subconcept. In the bibliography is a complete listing of all references suggested for the course. These materials should be supplemented by those available in each classroom.

The units "Orientation to the World of Work" and "Introduction to Child Care Services" were presented at the beginning of the school year. Throughout the year various aspects of the World of Work were emphasized. However, units may be taught in any sequence which fits the student, the community, and the teacher. The teacher may find ideas in the materials from which she can create units which are more applicable in her situation.

Various evaluation forms and teaching devices are included in the supplementary materials. These have proved useful in the particular situation in Stillwater. They are included as being suggestive of the type materials the teacher may adapt or develop for use in her particular situation.
UNIT I - CHILD CARE SERVICES

OBJECTIVES: To develop an awareness of the need for child care services.

To become acquainted with the various types of child care services available.

To recognize opportunities for gainful employment in child care services.

To be aware of physical facilities and programming in child care services.

To learn the responsibilities of staff members in child care centers.

GENERALIZATIONS: The needs of children, of parents, and of the community influence the type and number of child care services available in a community.

Increasing awareness of the importance of the early childhood years to human development affects expectations people have of child care services.

Physical facilities, staff, and programming of a child care center, if based on the needs of the children they serve, enhance the social, emotional, mental, and physical development of those children.

The amount of education, experience, and responsibility of the staff members in child care centers varies resulting in different programs and facilities.

Persons with knowledge and skills that promote child development can help make the experiences in child care centers enriching as well as protective.

Flexibility in programming for children promotes enjoyment and benefits for the children.

A variety of experiences provides opportunities for growth and development of children.

Keeping accurate records is conducive to good management in child care services.

The prime concern for the health, protection, and safety of children has resulted in the setting of standards for the licensing of child care centers.
Subconcept A. PURPOSES OF AND NEEDS FOR CHILD CARE SERVICES

Experiences:
...Study history of the nursery school.
...Define child care services.
...Discuss the various purposes of child care services.
...View and discuss film: "A Chance at the Beginning."
...List the needs of parents, children, teachers, and society in regard to child care services.
...Discuss the increasing use of services for children and reasons why there is a need and desirability for supplementary care of children beyond what parents give.
...Listen to mothers (or interview them and report to class) tell of services they use and why they use them.
...Read about the working mother and discuss her problems in securing needed child care services.

Student Generalization:
...Child care services may serve various needs and purposes.

Evaluation:
...Film evaluations.
...Oral examinations.

Subconcept B. TYPES OF CHILD CARE SERVICES

Experiences:
...Prepare bulletin boards illustrating types of child care services.
...Report on different child care services available.
...Identify local child care services by conducting a survey.
...Obtain list of child care services from Child Welfare or other public service organizations.
...Invite owner of child care service to explain her program.
...Discuss special needs of children and services available: crippled children, children's hospitals, schools for the mentally retarded, foster homes, orphanages, juvenile detention homes, and others.
...Take field trips to special services mentioned above.
...Invite minister or education director to discuss church-related activities for children.
...Bring articles from periodicals dealing with child care services.
...Invite or interview persons who work with services for children to tell about the services available.
...Take a field trip to various types of child care services represented in the community.
...Suggest individual observations and visits to child care services.
...Show films on babysitting: "ABC's of Baby Sitting" and "Baby Sitter."
Student Generalization:
...Not all children would profit from the same type of day care.

Evaluation:
...Field trip evaluations.

Subconcept C. DAY CARE CENTERS

Experiences:
...Show film - "Little World" noting characteristics of this day care center. Have individual class members report on the characteristics listed in above film.
...Take field trips to day care centers and complete observation sheets containing questions on indoor and outdoor facilities, equipment, and storage.
...Prepare bulletin boards illustrating characteristics of a good day care center.
...Prepare and experiment with enrichment materials for day care centers.
...Listen to guest speakers (art, music, science teachers).
...Report on observations of routines and activities in the day care center.
...Identify and study the routines of the day care center program.
...Identify and practice activities of the day care center. (play, art, music, literature, and science.)
...Listen to public health nurse or doctor tell of health and safety factors in child care services.
...Invite a nurse to discuss, demonstrate, and use films on health and first aid.
...Discuss health inspection in child care centers, purposes and what to look for.
...Observe health inspection of children during observation in day care center and possibly perform as a part of work experience.
...Report and study common childhood diseases, immunizations and symptoms of illnesses.
...Discuss prevention of illness, sanitation, proper dish washing, isolation, and immunization.
...Discuss household items that may be dangerous to children.
...Discuss what to do in the event of an emergency, severe illness or injury to a child.
...Discuss laws governing medical treatment of children in day care centers.
...Become aware of hazards in children's environment.
...Demonstrate and practice the taking of temperature.
...Learn how to make beds that may be found in day care centers.
...Have a panel discussion on safety of children--fire chief, sanitarian, or public health nurse.
...Discuss admission fees and policies of local centers.
...Study record forms of all types used for the business aspect of the center.
Discuss and become familiar with standards of licensing in Oklahoma.

Have persons in charge of licensing day care centers speak to class.

Study the licensing standards of day care centers in Oklahoma and compare with standards of other states.

**Student Generalization:**

The day care center is primarily concerned with the care and protection of the child.

**Evaluation:**

Contest to see which section of the class can answer the most questions correctly concerning licensing standards.

**Subconcept D. CHILD CARE SERVICE WORKERS**

**Experiences:**

List types of workers in various centers.

(Director, Assistant Director, Teacher, Nurse, Cook, Aide.)

Interview or have workers speak to class about responsibilities in child care centers.

Have group work on the various types of workers. Have each group list the duties of particular workers on newsprint with a marking pencil and use for reference and discussion.

Observe workers in child care center and list their responsibilities.

**Student Generalization:**

Different types of child care services are operated by different types of workers.

**Evaluation:**

Group work evaluation.
## RESOURCES

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<td>American Red Cross</td>
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<td>Green and Woods</td>
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<tr>
<td>Hammond, Dales, Skipper, and Witherspoon</td>
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<td>Langford</td>
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**Films:**
- ABC's of Baby Sitting                       |  X |
- Baby Sitter                                 |  X |
- A Chance at the Beginning                    |  X |
- Little World                                 |  X |

**Pamphlets:**
- Benefits of a Good Nursery School           |  X |
- Children of Working Mothers                 |  X |
- Day Care a Preventive Service               |  X |
- Day Care for Your Child in a Family Home    |  X |
- Day Care for Other Peoples' Children in Your Home |  X |
- Day Care Services                           |  X |
- Formula For Child Safety                    |  X |
- New Hope for the Retarded Child             |  X |
- Pointers for Parents Choosing Day Care Service for a Young Child |  X |
- Program Guide for Day Care Centers          |  X |
- Sitting Safely                               |  X |
- Standards Related to Day Care Centers       |  X |
- What Are Nursery Schools For?               |  X |
- What is Good Day Care?                      |  X |
- What Research Says About the Kindergarten   |  X |
- Your Child From One to Six                  |  X |
- Your Child's Safety                         |  X |
UNIT II - THE CHILD CARE AIDE

OBJECTIVES: To learn characteristics and responsibilities of a good employee in child care services.

To become aware of professional ethics in the area of child care.

To learn how to make application for employment in child care services.

To begin to develop special characteristics needed by persons who work with children.

To become aware of the role of the child care aide in promoting the physical, mental, social, and emotional well-being of children.

To become aware of the variety of duties an aide might perform in a child care center and of the importance of her job.

To develop skill in performing the duties of an aide in the child care center.

To learn to make good use of energy and time resources in performing the duties of an aide in a child care center.

GENERALIZATION: Good working relationships begin to develop as one becomes acquainted with the child care center and its policies, the staff, and the children.

The special traits which help one to work well with children may be developed through study and work experience.

The experiences and abilities of the child care aide affect the duties which she may be expected to perform in various child care centers.

The management of energy, time, and materials promotes an aide's efficiency on the job.

Any duty in the child care center will be important since it contributes to the well-being of children.

Contact with children contributes to the aide's satisfaction and learnings on the job.
Experiences:

...View slide series on "The Child Care Aide" as described in supplementary material.

...Read about and discuss desirable qualities in persons who work with children.

...Have a bulletin board illustrating desirable and undesirable qualities of persons who work with children.

...Study and discuss personality, popularity, and the six types of maturity: chronological, physical, intellectual, emotional, social, philosophical.

...Study findings from interviews with employers concerning desirable qualities of child care workers.

...Discuss ways of improving accuracy in following directions, notetaking, asking for explanation, and paying attention.

...Listen to talk by school nurse or public health nurse on health and sanitation in nursery school.

...Take a field trip to public health department and, if possible, take the required steps to qualify for the health card defined in licensing standards.

...Identify situations that would require an understanding of professional ethics. Compare with ethics of other professions.

...Discuss proper dress and grooming for work in child care services.

...Watch (or participate in) style show by class members illustrating correct and incorrect clothing and grooming for child care aides.

...Listen to talk by Child Care Service Director or head teacher on qualities she hopes to find in a child care aide, or interview for the same information.

...Participate in role-playing: good and poor "conversations" with preschool children. Discuss such items as use of names and answering questions.

...Identify the voice qualities that are desirable for people who work with small children.

...Listen to talk by recreation director, physical education teacher, or some other person in this field on potential dangers on playground and during play activities.

...Read about and discuss safety for children.

...Report on safety practices from work experience observations.

...Make safety posters which might be displayed in the child care centers and which use pictures to illustrate hazards.

...Observe safety and protective practices for children.

...Collect newspaper stories or magazine articles regarding accidents with small children that could possibly have been avoided if the person caring for the child had been more alert.
Student Generalization:

...A person must possess or develop certain qualities to be successful in working with small children.

Evaluation:

...Have students do a self-evaluation on the qualities they possess that are desirable in a child care center worker. "What Do I Have To Offer?" (See supplementary material.)

Subconcept B. GETTING ACQUAINTED ON THE JOB

Experiences:

...Secure employment using the procedures discussed previously in the world of work unit which are appropriate to the particular situation.

...Develop a notebook or folder for keeping a record of work experience. Include names of director, teachers, children, and other staff.

...Have students visit a child care center and listen to staff discussing policies, rules, and schedules with director. If possible, obtain copies of the policies, rules, schedules, and a list of the names of the staff and children.

...Have students learn names of children and correct pronunciation and spelling of the names, and report to the class how many of the children they know.

...Set up regular times to observe in a center in preparation to begin work. Have students help with attendance, greeting children, and supervision of play whenever possible. Discuss observations and problems encountered during the next class period.

...Describe work experiences in class and evaluate experience.

Student Generalization:

...Observation in the day care center permits one to learn how things are done as well as the names of the staff and children.

Evaluation:

...Evaluate student's ability to complete a successful interview and obtain a job. Have students keep adequate records of work experiences.

Subconcept C. JOB DESCRIPTION OF ACTIVITIES

Experiences:

...List types of activities in child care centers.

...List equipment used in various activities.

...Individual class members study and report on various activities for children and practice telling stories, reading poems, leading songs or music activities in class.
Prepare and experiment with creative art materials.

Review values of activities for children. Suggest methods of guidance and supervision.

Observe as many activities as possible in child care centers during work experience and assist in guiding activities when possible.

Relate to children in free play activities.

Have students plan an activity and supervise or guide children engaging in it.

Keep a record of children's conversation during dramatic play.

List types of materials used in activities.


Have each student prepare a science experience to use with the class.

Have each student prepare to lead a music period for the class.

List criteria for selection of materials for children.

Prepare a file or notebook with directions for preparing materials for children's activities.

Observe materials used in child care centers during work experience.

Prepare and/or select materials for an activity with children. Use these materials with permission during work experience.

Describe the "activities" observed during work experiences or observations in class.

Have school or city librarian visit class and talk about selecting and telling stories to different age children and demonstrate care and repair of books.

Make a list of books which would be helpful in selecting desirable books to read and purchase for children.

Discuss fairy tales and their advantages and disadvantages.

Repair books in child care center if possible.

Select a suitable book from a child care center or library, and read to children in child care center.

Tell stories to a child or group of children and make a "Story Telling Report." (See supplementary materials.)

Discuss desirable characteristics of stories for children.

Evaluate children's books according to criteria set up on the check sheet included in the supplementary materials.

Bring to class a book for children, read and evaluate according to criteria for books for various ages of children. Review the book and tell why it was designated for that particular age.

Practice reading books to children and practice telling stories. (This may be done in class.)

Assist with children's activities in child care center.
Student Generalization:
...Preparation is required on the part of the child care worker before the activities of the day care center can take place.

Evaluation:
...Evaluate students according to score card on their ability to select a book and evaluate it. (See supplementary materials.)
...Practical exams on story telling, reading books, leading music periods, leading science experiences.

Subconcept D. JOB DESCRIPTION OF ROUTINES

Experiences:
...Differentiate between routines and activities.
...List routines in child care centers.
...Have individual class members prepare reports on different routines. Use posters to illustrate ideas.
...Describe experiences in the child care center that revolve around the routines.
...Observe routines in child care center, assisting when possible.
...Prepare job analysis for each routine and review reasons for and values of routines. Follow job analysis in several routines.
...Discuss need for wise and varied arrangements of equipment and furniture. Try (in class or on paper plan) various room arrangements.
...Try new arrangements of equipment and/or furniture on the job if permitted.
...Observe types of housekeeping duties in child care centers. Assist when asked and assume responsibilities for duties when permitted.
...List equipment and furniture used in routines and activities.
...Have a guest speaker, a teacher from a nursery school or kindergarten, talk about the housekeeping tasks involved in her job.
...List kinds of clean-up activities.
...Prepare a job analysis for clean-up activities.
...Evaluate work experiences and job analysis--revise if necessary.
...Assist with clean-up activities or assume responsibility if requested.
...Follow job analysis in several clean-up activities.
...Study the kinds of records kept by child care centers.
...List characteristics of good record keeping.
...Fill out sample forms, if applicable.
...Observe other staff members performing their duties during work experience.
...Collect samples of forms used in child care centers.
...List jobs related to food preparation that could be done by child care aides.
...Report on methods to be used in performing these jobs.
...Interview and observe cook to see how an aide could help her.
...Help the cook prepare lunch or a snack and describe experiences in class.
...Identify possible situations where the need for first aid may arise.
...Discuss with school nurse or county health nurse what first aid techniques are appropriate and acceptable for use in child care centers. Review legal aspects involved.
...Study and practice simple first aid techniques.
...Survey child care center to discover policies and preparation for first aid.

Student Generalizations:
...The teacher working with small children spends a large portion of her time carrying out housekeeping tasks or routines.
...Completing routine jobs makes it possible to have the activities in the day care center.

Evaluation:
...Check sheet for students on attitudes concerning the completion of routine jobs in the day care center.
### RESOURCES

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** Pamphlets: **

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## Resources (Cont.)

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UNIT III---BASIC NEEDS OF CHILDREN

OBJECTIVES: To become aware of the basic needs of children.

To recognize how needs influence behavior of children.

To learn ways of providing for the basic needs of children.

GENERALIZATIONS: All children have needs which influence their behavior and development.

Programs and facilities for children should be based on an understanding of the needs of children.

The strength of the needs varies not only from child to child but also at different age levels.

An understanding of the different emotions children experience helps one to understand their behavior.

The emotional climate which surrounds children affects their development and understanding this emotional climate helps the aide make a positive contribution.

Subconcept A. PHYSICAL NEEDS

Experiences:
...Identify needs of children by having each student contribute a list of needs.
...Study pictures of children and answer the questions, "What are the needs of the child in the picture?" Try to determine whether they are being met.
...Make a list of physical needs and tell what effect they have on growth.
...Show pictures of children whose physical needs have or have not been met.
...Plan appropriate luncheon menus for children.
...Prepare food displays that will illustrate concepts taught in class, such as color, texture, serving size, and finger foods.
...Compare the differences in the sizes of servings children eat at various age levels with that of an adult.
...Show film - "Food As Children See It."
...Examine different sizes and types of eating utensils. Determine which would aid the child in eating.
...Debate the question: "Should children be required to eat all the food on their plates?"
...Identify reasons why children may not eat at mealtime. Prepare a list of foods children may not prefer. Discuss reasons why.
...Have students list foods they dislike. See if the dislikes can be traced back to their childhood.

...Visit a clothing store or factory to study desirable features of children's clothing. Bring pictures or examples that illustrate features such as self-help, durability, and ease of care.

...Have a doctor or nurse talk to class on health needs of children and the importance of good health habits.

...Study the importance of adequate diet, rest and sleep, exercise, fresh air and sunshine, and other factors in meeting children's physical needs. Suggest ways children can have plenty of sunlight, fresh air, and play without too much interference from adults.

...Observe and report on ways of meeting children's physical needs in child care centers.

...Help with daily routines and activities at the child care center.

**Student Generalization:**

...The child care center has a responsibility in meeting the physical needs of children.

**Evaluation:**

...Student observation reports.

...Teacher observation of student in work experiences.

...Group work and special reports.

**Subconcept B. EMOTIONAL NEEDS**

**Experiences:**

...Read and report on the fears children express.

...Discuss why children have fears and what can be done to overcome fears.

...Tell about strong emotions one can remember experiencing as a child.

...Give examples of children's behaviors in which fear or anger proved to be helpful to them.

...Discuss other emotions and how children express them.

...Discuss guidance for wholesome expression of emotions.

...Show films - "Terrible Two's and Trusting Three's" and "Frustrating Four's and Fascinating Five's".

...Discuss the films and relate them to social, emotional, and physical needs.

...Observe children's emotions as revealed through behavior.

...Discuss the causes of emotionality.

...Have students tell of instances they have observed of emotionality.

...Discuss guidance for children expressing strong emotion.

...Show film - "Shyness," and discuss by circular discussion. Have each student list five things he has learned from the film and read them one at a time as the teacher goes around the room. Students should not repeat ideas mentioned before by another student.

...Observe children who are exhibiting strong emotion.
...Discuss how emotional needs of children are met at various age levels.
...Compare emotions of teenagers with those of small children.
...Set up an example of some discipline problem resulting from emotion. Dramatize how this might be handled.
...Observe and report to class on how children's emotional needs were met in a child care center or in some other situation.
...Show film "Children's Emotions."

Student Generalization:
...Small children possess the same emotions as teenagers, but they express them in different ways.

Evaluation:
...Using case studies, evaluate the student's understanding of emotional needs.

Subconcept C. INTELLECTUAL NEEDS

Experiences:
...Study the development of language of children.
...Report on conversations recorded during observation periods.
...Record children's conversations on tape if possible.
...Study ways in which children learn.
...Observe material and equipment in child care center that will contribute to learning.
...Identify ways that intellectual growth may be measured.

Student Generalization:
...Language is sometimes used as an indication of intellectual development.

Evaluation:
...Have students take a practical test using a tape recording and identify the age of the child according to his speech development.

Subconcept D. SOCIAL NEEDS

Experiences:
...Describe people who work well with children. List the characteristics they possess that make this possible.
...Bring to class poems and pictures that relate to the contributions children make to their families.
...Discuss TV programs that show parent-child relationships.
...Observe children and adults in child care center and in other social situations—home, church, stores.
...Discuss how a child develops socially.
...Discuss why children need close contacts with both adults and other children.
...Suggest ways of helping children be accepted by others.
...Find pictures that show children in social situations. Use for bulletin boards or posters.
...Report to class on social behavior observed in child care center.
...Discuss own early social experience.
...Show films "Helping the Child Accept the Do's" and "Helping the Child to Face the Don'ts."
...Discuss guidance for children to help them learn respect for rights of others and of property.
...Observe situations in which children are learning how to behave toward persons and things.
...Discuss "All Behavior is Caused." Give situations as evidence.
...Role play behavior a child might exhibit in an effort to meet specific needs.
...Have students tell of TB programs, stories they have read, or plots of books in which behavior obviously was caused in an effort to meet a need.
...Observe and report on behavior exhibited in child care centers and suggest causes for this behavior.

**Student Generalization:**
...A child first learns to get along with his family, and then with other children outside his family.

**Evaluation:**
...Observation forms showing a good understanding of social development may be used for evaluation purposes.
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Films:

- Children's Emotions
- Food as Children See It
- Frustrating Fours and
  Fascinating Fives
- Helping the Child Accept the Do's
- Helping the Child Accept the Don't's
- Terrible Two's and Trusting Three's
- Shyness

Pamphlets:

- Between One and Five
- Fears of Young Children
- Food and Children They Need
  Many Kinds
- Food for Groups of Young Children
  Cared for During the Day
- How to Live With Children
- Your Child From One to Six

Also select appropriate references from Unit II.
UNIT IV - GROWTH AND DEVELOPMENT OF CHILDREN

OBJECTIVES:
To acquire increased knowledge and understanding of the growth and development of children.

To increase understanding of children through observation.

To become aware of how child care workers and child care centers can contribute to the development of children.

To develop an appreciation for the individual differences in children.

To develop an awareness of the importance of infancy as a stage in child development.

GENERALIZATIONS:
Understanding the principles of development gives one a basis for guiding children.

Recognizing that children tend to have similar characteristics at certain ages facilitates study and understanding of child development.

Sequence is more important than the age at which specific characteristics of development appear since individuals differ in their rate and pattern of development.

The various areas of development (social, emotional, physical and intellectual) are interrelated so that a study of the "whole child" contributes to understanding of children's growth and behavior.

Opportunities for observation enhance the study of child development.

Children need opportunities for experiences which promote their development.

Acceptance of individual differences in development contributes to the ability to work with children.

Subconcept A. IMPORTANCE OF INFANCY

Experiences:
...(A study of reproduction may be used as preparation for this unit.)

...Have Red Cross nurse talk on prenatal and infant care.

...Read from current literature about the period of infancy.
List the desirable characteristics of an environment which promotes prenatal and postnatal growth.

Have students chart the ages at which they sat up, began walking, had first tooth, said first word, and were toilet trained, and their lengths and weights at birth.

Compare the charts for sequence in growth and differences in rates of growth. Bring baby books to class if possible.

Have students bring baby pictures to class, number the pictures and have class members guess the identity.

Invite a mother to bring her infant to class and answer questions about the development of the baby.

Have mothers bring children to class and answer questions about the children's development.

Prepare a display of infant's clothing.

Student Generalization:

Growth rates vary more than sequence or order of growth.

Evaluation:

Evaluate group work on bulletin boards and charts and special reports.

Subconcept B. WAYS CHILDREN GROW AND DEVELOP

Experiences:

Compare children in the same family. Discuss their similarities and differences due to heredity.

Prepare a bulletin board of candid snapshots of children or pictures from magazines and newspapers of children with the caption, "Can you tell their ages by what they do?"

Read and report on physical, emotional, intellectual, and social development.

Report how the activities of the center aid in the growth and development of the child in all areas.

Have groups work on posters showing how children grow at different ages and what they can be expected to do.

Listen to a tape recording of children at play and have class decide age of group as they consider play interest and vocabulary of the children.

Present the principles of development utilizing an overhead projector.

Observe muscular coordination of different children at the same age level.

Use tape recorder to record play groups at the child care center.

Note physical differences in children at the child care center.

Identify surroundings of the child care center which aid in the growth and development of children.

Observe two children of the same age in the child care center and record how they are alike and different in development.
Demonstrate origami (making of objects by folding paper) and try out with children of different ages. Observe the differences in their muscular coordination.

Show film "A Long Time To Grow," and discuss the characteristics of various aged children shown in the film.

Student Generalization:
...The growth rate of a child does not necessarily correspond with his age.

Evaluation:
...Evaluate groups work on posters and other activities.
...Observation reports may also be an indication of understanding on the part of the student about the growth and development of children.

Subconcept C. GUIDING GROWTH AND DEVELOPMENT

Experiences:
...Review films "Terrible Two's and Trusting Three's" "Frustrating Four's and Facinating Five's."
...Discuss the difference in "seeing" and "observing."
...Plan specific observations for child care center by use of observation sheets.
...Read and summarize readings on child growth and development using study questions as guides.
...Describe the incidents from child care experiences which are pertinent.
...Report from child care center how various pieces of equipment and other aspects of the program aid in growth and development.
...Choose a piece of equipment from the child care center and list ways children may benefit from using it.

Student Generalization:
...A person can increase his understanding of children by observing them.

Evaluation:
...Students complete observations sheets exhibiting some depth of understanding.
## RESOURCES

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**Films:**
- Terrible Two's and Trusting Three's  X
- Long Time To Grow                     X
- Frustrating Four's and Facinating Five's X

**Pamphlets:**
- Between One and Five                  X X X
- Nine to Twelve                        X X
- Six to Eight Years of Discovery       X X
- Your Child From One to Six            X X X
UNIT V - BEHAVIOR AND GUIDANCE

OBJECTIVES: To become aware of factors which influence the behavior of children.

To gain knowledge of effective techniques for guiding children toward wholesome development.

To develop some skill in working with children.

GENERALIZATIONS: All behavior is caused; therefore, to alter behavior, one must find the cause.

Guidance will vary for children in different stages of development and for different children.

The setting of clear limits and enforcing them is conducive to feelings of security in children.

Understanding that patterns of behavior are developed early in life promotes concern for guidance that will contribute to the wholesome development of children.

Good habits may be encouraged and reinforced by setting good examples for children and helping children to understand the importance of such habits.

The reassuring presence of an adult promotes feelings of security for children when unfamiliar or uncertain situations confront them.

Letting a child know that he is liked even when his behavior is not condoned enhances his developing self-concept.

The use of positive guidance by child care service workers is conducive to cooperation and the learning of acceptable behavior by the children; skill in using positive guidance techniques may be developed through study and practice.

The arrangement of the playroom and materials influence play activities.

Subconcept A. MEETING INDIVIDUAL PROBLEMS

Experiences:

...Compare the behavior of two children at different age levels. Note changes in behavior due to the child's not feeling well.

...Collect cartoons depicting behavior of children, such as "Dennis the Menace" and "Peanuts".

...Using circular discussion, have students describe what they think would be a "well-adjusted" child.
...View films which depict behavior of children of different age levels. (e.g. "Terrible Two's and Trusting Three's").

...Define behavior problems such as thumbsucking, bed wetting, lying, and use of bad language.

...Role play behavior problems of children and how to guide them. (Desirable and undesirable methods.)

...Discuss problems students encounter in work. Read about behavior and how to guide the child to more acceptable behavior.

...Have students choose and report on specific behavior problems, giving opinions of three authors and student's own opinion.

...Have students report on behavior problems they encountered and how these problems were handled.

Student Generalization:

...Using positive guidance with young children helps to get the children to behave.

Evaluation:

...Student's observation reports.

...Observation of student during work experience.

...Evaluate class participation.

...Evaluate special assignments and reports on behavior problems.

Subconcept B. AIDS AND METHODS OF GUIDANCE

Experiences:

...Discuss changes in the methods of guidance of children during the past century.

...Prepare a list of key words, positive in nature, that students can use in verbal guidance.

...Give students a list of negative statements and have them rephrase into positive ones.

...Prepare a bulletin board showing both positive and negative statements and/or illustrations.

...See or review films - "Helping the Child Accept Do's" and "Helping the Child to Face the Don'ts."

...Identify ways you can show affection and acceptance to children.

...Report observations from work experience to class.

...Determine the supporting limits in the day care center.

...Discuss the importance of freedom in play and the importance of setting supporting limits for a child's welfare.

...Have students report to class an attempt they have made to enforce a limit in a day care center.

...Look at different programs in child care centers. Identify how this programing serves as indirect guidance of children.

...Discuss how the arrangement of equipment and placement of
materials influences children's behavior, thereby affecting guidance.
...Cite instances in which physical guidance would be used to restrain activity.
...Have students demonstrate how to teach a child a simple task.
...Observe the different methods of guidance used in the child care center.
...Have students note the arrangement of the day care center and report how it affects behavior. If possible, have students teach the child how to perform a task at the day care center, using positive guidance techniques on the job.

Student Generalization:
...Using positive statements in guiding children takes practice.

Evaluation:
...Have conferences with the employer concerning the student's skill in guiding children.

Subconcept C: ESTABLISHING HABITS AND ROUTINES

Experiences:
...Have students list the habits they think are desirable for children to form.
...Relate these to routines and activities in the child care centers.
...Study the ways in which children may be helped to develop good habits.
...Have students note storage areas in the child care center. Identify how arrangement and types of storage help the children to put up toys and clothing.
...Observe the children and note their behavior in toileting, sleep, and mealtime. Note how the procedures, equipment, and teachers influence their behavior.
...Discuss and list how children can be taught to put away toys and equipment which have been used.
...Collect pictures of indoor play areas for children.
...Discuss and plan ways to store playthings.
...Identify how self-help features in clothing can be a tool in developing self-reliance.
...List finger foods that would be easy for children to eat.
...View and discuss film - "Food As Children See It."
...List other ways in which eating experiences may promote independence.
...Plan ways to help children do things for themselves.
...Eat with the children and observe how the children eat.
...Observe adaptations made in child care center which promote independence in children.
...Have students help with the preparation of food in the child care center.
...Have students cite instances of times when they were in new or strange situations and tell how they felt.
...View and discuss film, "Shyness."
...Review fears of children and children's emotions.
...List ways adults may help children prepare for and adjust to new experiences.
...Observe reactions of children to new or unfamiliar experiences.
...Have students share with the class an experience in which they observed a child learning through imitation.
...Working in groups, list personal behaviors which merit imitation.
...Observe experiences in day care center where learning took place.

**Student Generalization:**
...The activities and routines of the day care center have a role to play in the habit formation of children.

**Evaluation:**
...Film evaluations and observation records.
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UNIT VI - PLAY OF CHILDREN

OBJECTIVES: To gain more understanding of the importance of play for children.

To develop and increase skill in guiding children's play activities.

To become familiar with materials and activities suitable for children of various ages.

GENERALIZATIONS: Play is one means through which children learn.

Play contributes directly to the physical, mental, emotional and social development of children.

The type of play in which children engage is related to their stage in development.

The use children make of toys and materials is affected by their needs and abilities.

Play equipment is most useful to children when it is suited to their stage of development.

Guidance of play activities requires alertness to provide for both safety and enrichment for the children.

Subconcept A. TOYS AND PLAY EQUIPMENT AND MATERIALS

Experiences:

...Discuss the value of toys in the physical and social development of children.

...Make an exhibit of toys which children enjoy. Read about the value of toys in the child's play. Tell how a child plays with each toy; explain how it helps him develop—physically, socially, emotionally, and intellectually.

...Set up criteria for judging toys and play equipment for children of different ages and stages of development. Consider such criteria as attractiveness, durability, safety, and ease of use.

...Bring toys or pictures of toys to class and judge them by these criteria.

...Arrange an exhibit of household objects with which young children would enjoy playing. Include pots, pans, purse, oatmeal carton, wooden spoon, and other such items in your exhibit. List household articles that are unsafe when used as toys.
...Note children playing with household objects in the day care center.

...Have class members bring to class a picture of a toy showing play in the toy and one showing play in the child.

...Assemble a bulletin board entitled "Play Should Be in the Child; Not in the Toy."

...Prepare or list articles for a "Surprise Kit" of no-cost toys and play materials and share ideas with class.

...Take a "Surprise Kit" of no-cost toys and play materials to the child care center and use it with the children.

...View film "Planning Creative Play Equipment for Young Children."

...Develop play materials and discuss for which age child this toy is appropriate. Cite learnings anticipated. (Supplementary Materials.)

...View slides on "outdoor Play Equipment:" (See Supplementary Materials for description of slide series.)

...Select or make play equipment for different ages and sexes.

...Discuss commonalities of indoor and outdoor play equipment.

...Study and compile ideas on the selection of toys, games, music, and stories for children.

...Prepare a notebook of ideas for games, songs, stories, finger plays, and other children's activities.

Student Generalization:
...Children need toys to help them in their play.

Evaluation:
...Observe student during work experience.

...Students judge toy according to criteria set up.

...Evaluate special reports in class, individual assignments, and special projects.

Subconcept B - TYPES AND STAGES OF PLAY

Experiences:
...Relate experiences with small children that point out how children play.

...Review the stages of play and give examples of each from personal experiences and day care center experiences.

...View slides on "Stages of Play." (Supplementary Materials.)

...Observe children's play in child care center, write up an observation sheet, and try to determine the various stages of play in which the children are engaged.

...Summarize observations and cite examples of how play contributes to acceptable behavior such as sharing, taking turns, cooperating, respect for belongings of others.

...Observe small children in order to discover the various types of play that children of various ages seem to enjoy.

...Discuss observations in light of what students have already learned about the development of children. Refer to previous notes made on observation sheets.
...View and discuss film-"Understanding Children's Play."
...Cite learning experiences derived from play activities.
...Work in groups to report on types of play and their importance to the growth and development of children.
...Discuss equipment suitable for each type of play activity.
...Bring to class pictures that illustrate types of play and relate values of each.
...Have each student lead the class in a game, storytime, finger play and song.
...List and play some games which are appropriate for children of various ages.
...Set up guidelines to follow in the supervision of play.
...Discuss the role of adults in children's play. Include such topics as the guidance of children at play, arrangement of storage space for toys, and providing for safe play.
...Students use guidelines at the day care center and report experience to class.

**Student Generalization:**
...Observing children helps one to understand that play is work to children and work is play.

**Evaluation:**
...Evaluate student's observation reports.
...Give oral test using slides depicting children engaged in certain stages and types of play.
...Practical examination on telling stories, leading games, leading finger plays, leading music periods, and guiding science experiences.
...Evaluate student's improved skills in working with children in day care centers, and in leading play activities in classroom and on the job.
...Student does self-evaluation of skills used on the job.
## Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Subconcept</th>
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<tbody>
<tr>
<td><strong>Resource Subconcept</strong></td>
<td>A</td>
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<tr>
<td>Brisbane and Ricker</td>
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<tr>
<td>Colorado Association of Future Homemakers of America</td>
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<td>Goodspeed, Mason, and Woods</td>
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<td>Green and Woods</td>
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<td>Smart and Smart</td>
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<td><strong>Films:</strong></td>
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<tr>
<td>Planning Creative Play Equipment for Young Children</td>
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<tr>
<td>Understanding Children's Play</td>
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<td><strong>Pamphlets:</strong></td>
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<tr>
<td>All in Play</td>
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<td>Children Need Toys</td>
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<tr>
<td>Choosing Toys for Children of All Ages</td>
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</tr>
<tr>
<td>Criteria for Selecting Play Equipment for Early Childhood Education</td>
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<td>Home Play and Play Equipment</td>
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<tr>
<td>How to Choose Toys</td>
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<tr>
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<tr>
<td>Play Needs of Children Aged 6-12</td>
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<td>Program Guides for Day Care Centers:</td>
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<tr>
<td>Arrangement of Playroom</td>
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<tr>
<td>Finger Plays</td>
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<td>Indoor Play Equipment</td>
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<tr>
<td>Introduction to the Use of Creative Materials</td>
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<tr>
<td>The Playground and Outdoor Play Equipment</td>
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<tr>
<td>Suggested Play Materials for Child's Good Growth and Development</td>
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<tr>
<td>Toys for All Children</td>
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<tr>
<td>Toys You Can Make</td>
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<tr>
<td>Your Child From One to Six</td>
<td>X</td>
</tr>
<tr>
<td>Water, Sand, and Mud as Play Materials</td>
<td>X</td>
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</table>
BIBLIOGRAPHY

Books


Brisbane, Holly E. and Audrey Plam Ricker. The Developing Child. Peoria, Ill.: Charles A. Bennett Co.


Faegre, Marion L., John E. Anderson, and Dale B. Harris. Child Care Training. Minneapolis, Minn.: University of Minnesota Press.


**Pamphlets**

*Aggressiveness in Children*. A Child Study Publication. Child Study Association of America, 9 East 89th Street, New York 28, N. Y.

*All in Play*. Play Schools Association, Inc., 41 West 57th Street, New York 19, N. Y.


*Between One and Five*. John Hancock Mutual Life Insurance Company, Boston, Massachusetts.


*Chats With Parents - Emotions*. Leaflet L-83, Oklahoma State University Extension Service.

*Children's Books for $1.25 or Less*. Association for Childhood International, 3615 Wisconsin Avenue, N. W., Washington 16, D. C.


Choosing Toys for Children of All Ages. Grace Langdon. American Toy Institute, 200 Fifth Avenue, New York 10, N.Y.


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Discipline. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C.


Figure Magic. Formfit/Rogers. A Fashion Division of Genesco, 1964.

38
First Steps in Health Education. Metropolitan Life Insurance Company. 1 Madison Avenue. New York, N. Y.

Food and Children - They Need Many Kinds. Mary E. Currier and Katherine Ogilvie Musgrave. Department of Family Relations and Child Development, Oklahoma State University, Stillwater, Oklahoma, and State Department of Health, Oklahoma City.


Girls Your Appearance Counts. Extension Service. Oklahoma State University, Stillwater, Oklahoma.


How Do I Get A Job? Oklahoma State Employment Service, Oklahoma City, Oklahoma.


How to Do It Book - For Feeding Children in Group Care Centers. Texas State Department of Health. Division of Maternal and Child Health, Austin, Texas.


Is Your Child Safe? Family Relations and Child Development Department, Oklahoma State University, Stillwater, Oklahoma.
It's Fun to Teach Creative Music. Martha Rosenberg. The Play Schools Association. 120 West 57th Street, New York 19, N. Y.

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Mealtime Can Be An Enjoyable Experience for Children. Family Relations and Child Development Department, Oklahoma State University, Stillwater, Oklahoma.

Music for Children's Living. Association for Childhood Education International, 3615 Wisconsin, N. W., Washington 16, D. C.


Nine to Twelve. Metropolitan Life Insurance Company. 1 Madison Avenue, New York, N. Y.


Sitting Safely. Metropolitan Life Insurance Company, 1 Madison Avenue, New York, N. Y.

Six to Eight Years of Discovery. Metropolitan Life Insurance Company, 1 Madison Avenue. New York, N. Y.

Standards Related to Day Care Centers. Department of Public Welfare, Sequoyah Memorial Building, Oklahoma City, Oklahoma.

Suggested Play Materials for Child's Good Growth and Development. Oklahoma State Department of Health, Material and Child Health Division, 3400 North Easter, Oklahoma City, Oklahoma.


Toys You Can Make. Extension Service, Kansas State University, Manhattan, Kansas.

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Water, Sand, and Mud as Play Materials. National Association for Nursery Education. College of Home Economics, University of Rhode Island, Kingston, Rhode Island/ or 155 East Ohio Street, Chicago.

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Your Child's Safety. Public Affairs Pamphlet No, 225. 22 East 38th Street, New York 16, N. Y.

"A Chance at the Beginning." The film is concerned with a nursery school taking on special meaning for a deprived child. 29 min. Martin Deutsch, Office of Economic Opportunity, Department of Health, Education and Welfare, Washington, D. C.

"A Long Time to Grow." Part I. Two and Three Year Olds. Part II. Four and Five Year Olds in School. 37 min. Vassar College, New York University Film Library, 26 Washington Place, N. Y., N. Y.


"Children's Emotions." This film points out what the parent can do to lessen fears and promote the child's happiness and natural development. 22 min. c-a, 1950. Oklahoma State Dept. of Health, Oklahoma City, Oklahoma.

Major emotions of childhood--fear, anger, jealousy, curiosity, joy. What parents can do to lessen fears, promote child's happiness and natural development. 22 min. OSU.

"Food as Children See It." Stresses menu planning and food preparation for health and efficiency. 18 min., color, 1952. Oklahoma State Dept. of Health, Oklahoma City, Oklahoma.

"Frustrating Four's and Fascinating Five's." Study of behavior of four and five-year-olds at home and in kindergarten. 22 min., 1952. Oklahoma State Dept. of Health, Oklahoma City, Oklahoma.

Child's normal behavior at four and five years, at home and nursery school, 19 min. Oklahoma State University, Stillwater. Rent $3.25.

"Helping the Child Accept the Don'ts." Personality Development, Part II. How the child's personality develops as he conforms in his own way to society's restraints: protection from danger, respect for rights of others (EHF) 10 min. OSU Audio-Visual Center. Rent $1.85.

"Helping the Child Accept the Do's." Personality Development, Part II. How the child's personality is influenced by society's established patterns of acceptable behavior; parent's role. 10 min., bkw. OSU Audio-Visual Center, OSU. Rent $1.85.

"Little World." A presentation about a day care center and its services to children as well as parents. 20 min. Health and Welfare, Materials Center, 10 E. 44 St., N. Y., N. Y.
"Planning Creative Play Equipment for Young Children." Shows a variety of play materials for young children, tells how one community pooled talents and resources to make these creative play materials. 10 min., color (Cal. U) OSU Audio Visual Center, OSU. Rent $5.00.

"Shyness." Shyness in children, its causes, and how, through a greater understanding by parents and teachers, this problem may be dealt with, are studied in this film. 23 min. 1955. Oklahoma State Dept. of Health, Oklahoma City, Okla.

Shyness in children has the same description as above. 20 min., OSU Audio Visual.

"Terrible Two's and Trusting Three's." Presents a close examination of the growing years, between two and four, in a nursery school. 22 min., 1950. Oklahoma State Dept. of Health, 3400 North Eastern, Oklahoma City 5, Okla.

What to expect of children of these ages: problems such as destructiveness, tantrums, unreasonable fears, etc., as met in nursery school groups, and by a typical Mother in the home. 22 min., OSU Audio Visual Center, OSU Campus, Stillwater, Okla. Rent $3.55.

"Understanding Children's Play." How adults can understand and help children through observation of their use of play materials. Shows that by increasing their awareness of children's various play activities, adults can function more effectively in guiding children. 11 min., OSU Audio Visual Center, Stillwater, Okla.

*Some of the films may be obtained from two different sources; when this is the case both sources are given.

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OTHER SOURCES OF MATERIALS FOR CHILD CARE SERVICES

<table>
<thead>
<tr>
<th>Association for Childhood Education</th>
<th>Metropolitan Life Insurance Co. Advisory Educational Group</th>
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<tbody>
<tr>
<td>1200 Fifteenth St.</td>
<td>1 Madison Ave.</td>
</tr>
<tr>
<td>Washington, D. C.</td>
<td>New York, N. Y.</td>
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<tr>
<td>Association for Childhood Education International</td>
<td>National Association of Mental Health</td>
</tr>
<tr>
<td>3615 Wisconsin Avenue, N.W.</td>
<td>1790 Broadway</td>
</tr>
<tr>
<td>Association for Family Living</td>
<td>National Safety Council</td>
</tr>
<tr>
<td>28 E. Jackson Blvd.</td>
<td>425 N. Michigan Ave.</td>
</tr>
<tr>
<td>Chicago 4, Ill.</td>
<td>Chicago 11, Ill.</td>
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<tr>
<td>Children's Bureau of Publications</td>
<td>New York City Department of Welfare</td>
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<tr>
<td>Superintendent of Documents</td>
<td>Division of Day Care</td>
</tr>
<tr>
<td>Government Printing Office</td>
<td>Information and Counseling Service</td>
</tr>
<tr>
<td>Washington 25, D. C. 20402</td>
<td>601 E. 9th St.</td>
</tr>
<tr>
<td>Child Study Association of America</td>
<td>New York, New York</td>
</tr>
<tr>
<td>132 East 74th Street</td>
<td>Public Affairs Committee</td>
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<tr>
<td>New York 21, N. Y.</td>
<td>22 East 38th St.</td>
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<tr>
<td>Child Welfare League of America</td>
<td>New York 16, N. Y.</td>
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<tr>
<td>24 W. 40th St.</td>
<td>Ross Laboratories</td>
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<tr>
<td>New York 18, N. Y.</td>
<td>Columbus 16, Ohio</td>
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<tr>
<td>Colorado Association of Future</td>
<td>Science Research Associates, Inc.</td>
</tr>
<tr>
<td>Homemakers of America</td>
<td>259 East Erie Street</td>
</tr>
<tr>
<td>510 State Office Building</td>
<td>Chicago 11, Ill.</td>
</tr>
<tr>
<td>Denver, Colorado</td>
<td>Teachers College Columbia University</td>
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<td>Committee on Mental Health of State</td>
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<tr>
<td>Charities Aid Association</td>
<td>New York 19, N. Y.</td>
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<tr>
<td>105 E. 22nd St.</td>
<td>Texas State Department of Public Welfare</td>
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<tr>
<td>New York 10, N. Y.</td>
<td>Child Welfare Division</td>
</tr>
<tr>
<td>Department of Health</td>
<td>2nd Floor, Old Court House</td>
</tr>
<tr>
<td>The City of New York</td>
<td>Dallas, Texas</td>
</tr>
<tr>
<td>125 Worth Street</td>
<td>The Division of Day Care and Foster Homes</td>
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<tr>
<td>New York 13, N. Y.</td>
<td>Bureau of Child Health</td>
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<tr>
<td>Julius Rosenwald</td>
<td>Room 1420 A, 100 Centre St.</td>
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<tr>
<td>4901 Ellis Ave.</td>
<td>New York 13, N. Y.</td>
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<tr>
<td>Chicago, Ill.</td>
<td>The Play School Association</td>
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<tr>
<td>Mental Health Materials Center, Inc.</td>
<td>120 W. 57th St.</td>
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<tr>
<td>104 E. 25th Street</td>
<td>New York 10, N. Y.</td>
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DESCRIPTION OF THE CHILD CARE AID SLIDE SERIES*

<table>
<thead>
<tr>
<th>Slide No.</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>(Title slide) The Child Care Aide</td>
</tr>
<tr>
<td>2.</td>
<td>(Title slide) Class Experiences</td>
</tr>
<tr>
<td>3.</td>
<td>Students showing posters made during group work</td>
</tr>
<tr>
<td>4.</td>
<td>Students telling stories to children who have been brought to class</td>
</tr>
<tr>
<td>5.</td>
<td>Student telling stories with flannel board</td>
</tr>
<tr>
<td>6.</td>
<td>Students experimenting with finger paints</td>
</tr>
<tr>
<td>7.</td>
<td>Students making pictures with various materials</td>
</tr>
<tr>
<td>8.</td>
<td>Students working with actual children in art work</td>
</tr>
<tr>
<td>9.</td>
<td>Student working with children in the music area</td>
</tr>
<tr>
<td>10.</td>
<td>Student leading children in singing</td>
</tr>
<tr>
<td>11.</td>
<td>Teacher painting makeshift equipment</td>
</tr>
<tr>
<td>12.</td>
<td>Student making toys from soap bottles</td>
</tr>
<tr>
<td>13.</td>
<td>Students painting cans, spools, boards, etc. for toys</td>
</tr>
<tr>
<td>14.</td>
<td>Children playing with the makeshift equipment</td>
</tr>
<tr>
<td>15.</td>
<td>(Title slide) Work Experiences</td>
</tr>
<tr>
<td>16.</td>
<td>Student supervising children on day care center playground</td>
</tr>
<tr>
<td>17.</td>
<td>Student assisting children on the slide</td>
</tr>
<tr>
<td>18.</td>
<td>Two students supervising an entire playground at a day care center</td>
</tr>
<tr>
<td>19.</td>
<td>Students assisting children with their coats</td>
</tr>
<tr>
<td>20.</td>
<td>Student supervising children indoors at a kindergarten</td>
</tr>
<tr>
<td>21.</td>
<td>Student supervising outdoors at a combination day care-kindergarten establishment</td>
</tr>
<tr>
<td>22.</td>
<td>Student assisting children on the jungle gym</td>
</tr>
<tr>
<td>23.</td>
<td>Student assisting with story time in a kindergarten</td>
</tr>
<tr>
<td>24.</td>
<td>Three students supervising children playing on hay bales</td>
</tr>
<tr>
<td>25.</td>
<td>Student working with children in the university child care center</td>
</tr>
<tr>
<td>26.</td>
<td>Student reading a book to two children in a corner of a large room</td>
</tr>
<tr>
<td>27.</td>
<td>Student supervising children at the opportunity school - a school for retarded children</td>
</tr>
<tr>
<td>28.</td>
<td>Student working as a baby sitter</td>
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</table>

*A script was developed to accompany the slides and give additional information about class and work experiences.
### DESCRIPTION OF THE SEVEN STAGES OF PLAY SLIDE SERIES*

<table>
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<tr>
<th>Slide No.</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>(Title slide) Seven Stages of Play</td>
</tr>
<tr>
<td>2.</td>
<td>(Title slide) Unoccupied</td>
</tr>
<tr>
<td>3.</td>
<td>Baby lying on quilt</td>
</tr>
<tr>
<td>4.</td>
<td>Baby in infant seat</td>
</tr>
<tr>
<td>5.</td>
<td>(Title slide) Solitary Play</td>
</tr>
<tr>
<td>6.</td>
<td>Small boy alone in plastic swimming pool</td>
</tr>
<tr>
<td>7.</td>
<td>Girl putting together a puzzle.</td>
</tr>
<tr>
<td>8.</td>
<td>Boy inside horizontal barrel, looking at a book</td>
</tr>
<tr>
<td>9.</td>
<td>Little girl sitting on large plastic ball</td>
</tr>
<tr>
<td>10.</td>
<td>Little girl playing alone in a sandbox</td>
</tr>
<tr>
<td>11.</td>
<td>(Title slide) Onlooker stage</td>
</tr>
<tr>
<td>12.</td>
<td>Child watching children in large pool at child care center</td>
</tr>
<tr>
<td>13.</td>
<td>Little boy watching two other children in small pool</td>
</tr>
<tr>
<td>14.</td>
<td>(Title slide) Parallel Play</td>
</tr>
<tr>
<td>15.</td>
<td>Two boys playing in the water - one on each side of the pool</td>
</tr>
<tr>
<td>16.</td>
<td>Two children, each putting a puzzle together</td>
</tr>
<tr>
<td>17.</td>
<td>(Title slide) Associative Play</td>
</tr>
<tr>
<td>18.</td>
<td>Two children working on a puzzle together</td>
</tr>
<tr>
<td>19.</td>
<td>Four children playing together in a small pool</td>
</tr>
<tr>
<td>20.</td>
<td>Children sliding down large hill on cardboard boxes</td>
</tr>
<tr>
<td>21.</td>
<td>(Title slide) Cooperative Play</td>
</tr>
<tr>
<td>22.</td>
<td>Four boys swinging on a swinging board</td>
</tr>
<tr>
<td>23.</td>
<td>Two boys pushing three others in a wagon</td>
</tr>
<tr>
<td>24.</td>
<td>Children playing Flying Dutchman</td>
</tr>
<tr>
<td>25.</td>
<td>Children playing School</td>
</tr>
<tr>
<td>26.</td>
<td>(Title slide) Organized Play</td>
</tr>
<tr>
<td>27.</td>
<td>Girl Scouts in a flag ceremony</td>
</tr>
<tr>
<td>28.</td>
<td>One Girl Scout showing the others how to tie knots</td>
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</table>

* A script was developed to accompany the slides and give additional information on the stages of play.
## DESCRIPTION OF THE OUTDOOR PLAY EQUIPMENT SLIDE SERIES

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<tbody>
<tr>
<td>1.</td>
<td>(Title slide) Outdoor Play Equipment</td>
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<tr>
<td>2.</td>
<td>Long range shot of playground featuring commercial equipment</td>
</tr>
<tr>
<td>3.</td>
<td>Long range shot of playground featuring homemade equipment</td>
</tr>
<tr>
<td>4.</td>
<td>(Title slide) Climbing Equipment</td>
</tr>
<tr>
<td>5.</td>
<td>Jungle Gym</td>
</tr>
<tr>
<td>6.</td>
<td>Dome-shaped jungle gym, or monkey climb</td>
</tr>
<tr>
<td>7.</td>
<td>Variplay house-gym, or outdoor gym-house</td>
</tr>
<tr>
<td>8.</td>
<td>Three-way ladder</td>
</tr>
<tr>
<td>9.</td>
<td>Play gym, or toddler's climber</td>
</tr>
<tr>
<td>10.</td>
<td>Playground in use - children playing on equipment</td>
</tr>
<tr>
<td>11.</td>
<td>(Title slide) Swings and Seesaws</td>
</tr>
<tr>
<td>12.</td>
<td>Swing set with makeshift rope swing and traveling rings</td>
</tr>
<tr>
<td>13.</td>
<td>Swing set with rubber seat belts, horizontal bar, and seesaw</td>
</tr>
<tr>
<td>14.</td>
<td>Swing set with metal seats and a porch-type swing</td>
</tr>
<tr>
<td>15.</td>
<td>Rocking seesaw</td>
</tr>
<tr>
<td>16.</td>
<td>Spring-mounted seesaw</td>
</tr>
<tr>
<td>17.</td>
<td>Swingate</td>
</tr>
<tr>
<td>18.</td>
<td>Candy-cane poles and three-point chain suspension - rocket swings</td>
</tr>
<tr>
<td>19.</td>
<td>(Title slide) Slides</td>
</tr>
<tr>
<td>20.</td>
<td>Free-standing slide</td>
</tr>
<tr>
<td>21.</td>
<td>Close-up of reinforced metal slide</td>
</tr>
<tr>
<td>22.</td>
<td>Large slide with humps</td>
</tr>
<tr>
<td>23.</td>
<td>(Title slide) Sand Boxes</td>
</tr>
<tr>
<td>24.</td>
<td>Close-up of sand box with wooden sides</td>
</tr>
<tr>
<td>25.</td>
<td>Sand box with lid</td>
</tr>
<tr>
<td>26.</td>
<td>Sand box with sun shade</td>
</tr>
<tr>
<td>27.</td>
<td>(Title slide) Swimming Pools</td>
</tr>
<tr>
<td>28.</td>
<td>Inflatable rubber pool</td>
</tr>
<tr>
<td>29.</td>
<td>Metal pool</td>
</tr>
<tr>
<td>30.</td>
<td>(Title slide) Makeshift Equipment</td>
</tr>
<tr>
<td>31.</td>
<td>Painted wooden packing crates, barrels, and boards</td>
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<tr>
<td>32.</td>
<td>Rope ladder</td>
</tr>
<tr>
<td>33.</td>
<td>Rubber tire swing</td>
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<tr>
<td>34.</td>
<td>Tractor tire sand box</td>
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<tr>
<td>35.</td>
<td>Hay bales for climbing</td>
</tr>
<tr>
<td>36.</td>
<td>Home built climbing equipment - made from pipes</td>
</tr>
</tbody>
</table>

* A script was developed to accompany the slides and give additional information on play equipment.
# Resource Groups and Individuals for Child Care Services

### Schools, Colleges, Universities

<table>
<thead>
<tr>
<th>Role</th>
<th>Advisory Committee</th>
<th>Community Survey</th>
<th>Curriculum</th>
<th>Work Experience</th>
<th>Teaching Resource Person</th>
<th>Materials, Equipment</th>
<th>Placement</th>
<th>Evaluation</th>
<th>Public Relations</th>
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<td>School Board</td>
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### Public Agencies and Groups

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<th>Community Survey</th>
<th>Curriculum</th>
<th>Work Experience</th>
<th>Teaching Resource Person</th>
<th>Materials, Equipment</th>
<th>Placement</th>
<th>Evaluation</th>
<th>Public Relations</th>
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48
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<th>Private Groups and Individuals</th>
<th>Advisory Committee</th>
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<th>Work Experience</th>
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SUGGESTIONS FOR PLAY EQUIPMENT TO BE MADE BY STUDENTS
INTERESTED IN CHILD CARE SERVICES

Homemade toys and play equipment may be used to create interest, stimulate the student to use her imagination, and give her an entry into a child care center where additional equipment is needed. Below are a few suggestions for making materials and equipment.

Make finger paints, paste, and dough clay from recipes in booklets.

With a little imagination, use can be made of scrap materials around the home and in the neighborhood.

Painting aprons---------------------------men and boys shirts cut down to size, plastic raincoats

Materials for finger painting ----------shelf paper
butcher paper
protected table tops
pie pans

Paper for easel ----------------------newsprint paper ends
butcher paper
wants-ads of newspaper
backs of wall paper samples

top protection for table tops

Wood packing crates -------------------house keeping equipment
storage shelves
easels

Cardboard ----------------------------easels if tacked to walls

Plastic curtains,
Plastic and oilcloth table cloths,
Formica scraps, and
Tile samples --------------------------protection for table tops

Glass jars ---------------------------storage for paints, clay, etc.

Empty cans of all sizes,
Milk cartons, coffee cans
with plastic tops ---------------------painted and used for size and color concepts, ends covered and used as drums, accessories for dramatic play, sandbox accessories
Plastic milk bottle caps ---------------paste containers

Spools ---------------------------------string beads, spool toys, spool boards

Scraps of materials, string, paper, cotton, feathers, macaroni, straws ----pasting; used in learning different textures

Cigar boxes -------------------------------painted and mounted for pulling; blocks for stacking, storage of items

Scraps of wood from Lumber companies, industrial arts shop and construction work -----------------------------------cut into different sizes and sanded for blocks, made into small toys, spool boards, nail boards, puzzles

Broom handles -------------------------------cut into small pieces for blocks; with decorated stuffed sock attached to the end, becomes a stick horse

Plastic bleach bottles ----------------------decorated and made into animals, cut into scoops, horns, containers, etc.

Pictures of animals and people from magazines and catalogues -----------------mounted on cardboard become accessories for block and dramatic play

Acoustical tile and golf ball tees ------peg board

Styrofoam from packing crates ---------toys, animals, etc.

Students may also enjoy making puppets, doll clothes, dress up dresses, cloth books, and numerous other items.
CHILD CARE SERVICES---FORMS

Teachers may wish to develop with their students various observation report forms and evaluation sheets. Appendices to other guides will have some of these.

The following may be helpful:

"Observation Forms" from A Nursery School Handbook for Teachers and Parents by Marjorie M. Green and Elizabeth L. Woods.


"What Experiences Have You Had with Young Children?" Resource Unit in Child Development, 1958. State of Indiana, Department of Public Instruction, Division of Vocational Education.


Curriculum Guides.
WEEKLY LOG OF WORK EXPERIENCE

Student ___________________________ Week ending ____________

I. I participated in the following activities: (not classes)

II. These were the most outstanding experiences this week: (successful, happy, unsuccessful, new, different)
   First experience
   Second experience
   Third experience

III. Some problems, topics, questions which I need to discuss or study are:

IV. I feel I made progress in:

V. A method or technique I tried with children this week was:
   This is what happened:
   If I used this method again I would make these changes:

VI. Comments:

REPORT OF STORY TELLING

1. My name

2. Number of girls who listened Ages

3. Number of boys who listened Ages

4. Are you related to one of the children If so, how?

5. Occasion when the story was told

6. What do you think of your choice of occasion?

7. Name of the story

8. From what book did you select the story?

9. Where did you secure the book?

10. Underline the method which you used: Read the story
Told the story

11. If you told the story:
A. What assurance have you that you used good English?
B. How did you adapt the vocabulary to the child's development?

12. Was your selection a good choice considering the age and development of the child? Why?

13. How did you gain the child's attention?

14. Did he enter into the spirit of the story?

15. Did you succeed in holding his interest? How could you tell?

16. Is the child accustomed to being entertained with stories?

17. Was the child frightened? How could you tell?

18. If the child was frightened, answer A, B, and C:
A. Was it because of the time the story was told?
B. Did you make the story too real, too scary?
C. Should you have prepared the child more carefully, making him realize that the story was only in fun?

19. How do you think the story might help the child develop high ideals or worthwhile personality characteristics?
SCORE SHEET FOR CHOOSING BOOKS FOR PRE-SCHOOLERS

<table>
<thead>
<tr>
<th>Name of the book</th>
<th>Author of the book</th>
<th>Age level for which suitable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Your Score</th>
<th>Comments</th>
</tr>
</thead>
</table>

**THE BOOK ITSELF**
- **20 points**
  - Durable: 10 points
  - Easily handled size: 5 points
  - Colorful cover: 5 points

Total

**ILLUSTRATIONS**
- **20 points**
  - Colorful: 10 points
  - Simple: 5 points
  - Have child appeal: 5 points

Total

**STORY**
- **60 points**
  - Well written: 10 points
  - Appropriate for age level: 10 points
  - Authentic information (if of this type): 5 points
  - Easily comprehended: 10 points
  - Plot incorporates things with which the child is familiar: 5 points
  - Story enjoyable in itself: 5 points
  - Provides opportunities for imitation: 5 points
  - Provides creative possibilities for the child: 5 points
  - May lead to new interest for the child: 5 points

Total

Grand Total 100 points

* Developed by Elaine Jorgenson, Spring, 1966.
SCORE SHEET FOR CHOOSING BOOKS FOR PRE-SCHOOLERS*  
(To be used by the teacher)

<table>
<thead>
<tr>
<th>The story book:</th>
<th>Type or quality of answer given by student</th>
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</thead>
<tbody>
<tr>
<td>1. is durable.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>2. is of a size easily handled by a child of this age.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>3. has a colorful cover.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>4. has colorful illustrations.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>5. has simple illustrations.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>6. has simple child appeal.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>7. contains a well written story, appropriate for this age level.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>8. has authentic information (if child is this type).</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>9. is easily comprehended.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>10. contains a story or stories about things with which the child is familiar.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>11. has a story that is enjoyable in itself without all of the illustrations.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>12. provides possibilities for imitation or other creative possibilities for the child.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
<tr>
<td>13. may lead to new interests for the child.</td>
<td>good  fair  poor  not mentioned</td>
</tr>
</tbody>
</table>

* Developed by Elaine Jorgenson, Spring, 1966.
OBSERVATION SHEET

Play Equipment

1. Which toys did the children seem to like best?

2. What toys were used by the two year olds?

3. What toys were used by the four year olds?

4. List some specific activities the children were doing.
   
   Examples: finger painting, looking at books, playing with toys such as dolls, blocks, cars, tricycles, etc., painting on easel, playing house.

5. Were they having fun? What were they learning?

6. Were there any arguments over toys? Did the children settle the argument themselves or did the teacher or mother have to step in?

7. In any group games you observed, did all children participate?

8. Did the children start the activities themselves or did the teacher or mother suggest what to do? How much direction did the adult give once the games were started?

9. Did the children help to put away their toys?

10. Did they have a place for their toys? Describe.
Name: __________________________
Date: __________________________

WHAT HAVE YOU GOT TO OFFER?

1. Do you have a real willingness and desire to learn new skills and new ways of doing things?  Yes  No  1.
2. Are you neat in your personal appearance and work habits?  Yes  No  2.
3. Are you punctual?  Yes  No  3.
4. Can you apply yourself to a job without being easily bored or distracted?  Yes  No  4.
5. Can you adapt to new and unexpected situations easily?  Yes  No  5.
6. Can you work under pressure, when necessary, without becoming nervous and upset?  Yes  No  6.
7. Do you have confidence in your abilities?  Yes  No  7.
9. Have you enough initiative to be able to work on your own?  Yes  No  9.
10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer?  Yes  No  10.
11. Do you have a sense of duty and responsibility?  Yes  No  11.
13. Can you gain the friendship and respect of fellow workers?  Yes  No  13.
15. Can you cooperate with supervision and management?  Yes  No  15.
16. Can you follow directions willingly and without argument because you respect authority?  Yes  No  16.
17. Can you understand instructions and carry them out accurately?  Yes  No  17.
18. Can you accept criticism without feeling hurt?  Yes  No  18.
19. Can you work without constant supervision?  Yes  No  19.
20. Do you ask questions about things you don't understand?  Yes  No  20.
21. Can you complete a job once you start it?  Yes  No  21.
22. Are you a pleasant person to work with?  Yes  No  22.
23. Do you like people?  Yes  No  23.

BOOSTING THE SCORE

How did you do? If you answered yes to most of the questions, you have the makings of a good employee. All you need now are the necessary skills and training.

If on the other hand, you answered no to more than a few of the questions, you have some work to do. These are your weak spots, the things about you that can stand improvement. You can go into your "job training" right now by changing those things about yourself and your way of doing things that will help make your career successful.

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STILLWATER INDEPENDENT SCHOOL DISTRICT
FINAL APPRAISAL FORM
CHILD CARE SERVICES
A HOME ECONOMICS OCCUPATIONAL EDUCATION PROGRAM*

NAME OF STUDENT-LEARNER______________________________

POSITION______________________________

EMPLOYER______________________________

IMMEDIATE SUPERVISOR______________________________

Since the gainful employment program is a cooperative effort between an employer and the school, the completion of this rating or appraisal sheet by encircling a number will help us determine a grade for the student. Please use the reverse side of this sheet for any comments that would aid in evaluating the student's work. Thanks.

<table>
<thead>
<tr>
<th>Traits for Holding a Job in Child Care Services</th>
<th>Not Applicable</th>
<th>Deficient</th>
<th>Fair</th>
<th>Average</th>
<th>Exceptionally Good</th>
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<tr>
<td>Gets along well with others</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is dependable - reliable</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is well groomed for the job</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to follow instructions</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is cooperative</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows initiative</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows ability to work independently</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has toleration for distractions</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
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<tr>
<td>Has ability to adjust to change and pressure</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
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<tr>
<td>Has physical stamina required</td>
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<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
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<tr>
<td>Possesses emotional stability</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
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<tr>
<td>Is able to accept criticism</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is cheerful</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has understanding of children</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has skill in communication with children</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possesses personal qualities desirable of workers with children</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an interest in her work</td>
<td></td>
<td>0 1 2 3</td>
<td>4 5 6</td>
<td></td>
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Rank (If applicable)________ Score________

Suggested Letter Grade________ Date________

Signed:______________________________

HOME VISIT SCHEDULE FOR GAINFUL EMPLOYMENT CLASSES

1. Student's name:______________________________________________

2. Student's address:__________________________________________ Telephone:_____

3. Parent's name: (or Guardian)________________________________ Telephone:_____

4. Parent's address:__________________________________________ Telephone:_____

5. Gainful employment class in which enrolled:
   Child Care Service ___ Clothing Service ___ Food Service ___

6. Student has had previous experience in:
   Child Care Service ___ Clothing Service ___ Food Service ___
   Explain:_____________________________________________________

7. Hours you would prefer student to work for convenience of family and/or student:
   Afternoons after school
   Mornings before school
   Noon hour
   Evenings
   Saturdays
   Sundays
   Afternoons after 2:10

8. Are there any of the above times students cannot work? Yes___ No___
   Specify:_____________________________________________________

9. Check the following topics as they are discussed during the home visit:
   ___ Explanation of total program
   ___ Explanation of specific service
   ___ Work requirements for credit
   ___ Five references
   ___ Fees and equipment to be furnished by students

   Reaction or comments:

   ___________________________________________________________
   ___________________________________________________________

   Teacher:__________________________
   Date:__________________________
OVERVIEW TO WORLD OF WORK

1. **Scope.** A Suggested Curriculum Guide for Orientation to the World of Work was developed to be used with high school students at the 11th and 12th grades as a part of the training program for each of the three areas - Child Care, Clothing, and Food Service. Major emphases included are an introduction to the world of work, youth and women in today's labor force, securing a job, and success on the job.

   Length of program - Four to six weeks as one of the units in the year's program in each of the three areas. It may be taught as a separate unit and/or combined throughout the year with the units for each of the three areas. Since it is a part of the total year's program no additional credit is recommended.

2. **Purpose.** The purpose of this unit is to acquaint students with the world of work and help them to take their places in it.

3. **Overall Objectives for the Unit.**

   To become interested in the development of competencies for employment.

   To develop some understanding of today's world of work and the socio-economic conditions and technological developments involved.

   To recognize and develop qualities which contribute to securing and holding a job.

   To develop some skill in serving effectively in the world of work.

   To develop a positive attitude toward work as a part of life and a desirable segment of education.

4. **Need Based on Survey Finding.** The survey indicated that there was a need for providing students with an orientation to the world of work. While some unique personal characteristics were desired by employers of the three areas, Child Care, Clothing, and Food Service, there was an overlapping of many characteristics desired in workers. All employers felt that personal appearance, good grooming and cleanliness were important. All were interested in the attitude of workers toward their work. Clothing and Food Service employers ranked honesty as the most important single personal characteristic. Many of the employers indicated a specific interest in having students study a unit on orientation to the world of work.
5. **Use of Materials.** The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a unit, "Orientation to the World of Work." Each teacher will want to assess her own experiences and competencies, the needs and opportunities in her own community, and the needs and capabilities of her students before outlining her program. A survey of the community will be helpful as well as the appointment and use of an advisory committee.

As each individual teacher plans her program she should carefully review the objectives, concepts, generalizations, learning experiences, and evaluation methods and select those most appropriate for her situation. These should be adapted and supplemented to meet the needs of her students. Specific suggestions follow for each of the component parts of the framework used in developing each curriculum.

**Behavioral Objectives** - It is recommended that these be cooperatively developed by the teacher and student after the teacher has prepared a tentative list of objectives to be included. Objectives have been stated to include both the specific behavior and the content and include specific behavior in the cognitive, affective, and psychomotor domains. Overall objectives are stated in the overview with more specific objectives being included for each concept.

**Concepts** - Concepts are the big overall ideas and subconcepts are used for breakdown of the broader, more inclusive term, phrase or key idea. No attempt was made to include a complete or all-inclusive list of either concepts or subconcepts.

**Generalizations** - Two types are listed, the first being considered overall for the purpose of guiding the teacher in selection of learning experiences, evaluation methods, etc. The second Student Generalization is presented as an example of the type of generalization which it is hoped that students would be able to state as a result of the learning experiences provided. In most instances the teacher could expect students to be able to state several generalizations.

**Evaluation** - Emphasis should be placed on cooperative evaluation and self-evaluation techniques.

Resource materials should be supplemented by those available in the classroom.
UNIT I - TODAY'S LABOR FORCE

OBJECTIVES:
To develop an understanding of the gainful employment program in home economics.

To acquire knowledge of the increasing importance of youth in the labor force.

To understand the nature of problems peculiar to women who work.

To develop awareness of current and future changes in the labor force.

To become aware of factors influencing the decision to work and problems associated with work.

GENERALIZATIONS:
The gainful employment program in home economics contributes to the employability of youth.

The occupational revolution has resulted in large numbers of women and youth entering the labor force.

Lack of mobility and stability of women and youth in the labor force contributes to an intermittent work pattern.

Current technological changes require training and retraining in order to hold a job.

Problems created by work often affect the decision to work.

Subconcept A. GAINFUL EMPLOYMENT

Experiences:
... Bulletin Board: "A Job for You."

... Study and discuss the socio-economic conditions affecting employment such as:
- industrialization
- urbanization
- population explosion
- increased life span
- family more consuming than producing unit
- increased number of gainfully employed women

... Discuss the effect of technological changes upon employment, i.e., computers, automation, job obsolescence, retraining.

... Discuss the introduction, adoption, and role of the Vocational Education Act of 1963.

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... Acquaint students with other vocational programs in the school.
... List contributions that vocational and technical training have made to the economy of the nation.
... List contributions that the gainful employment program can make to the student, the community, and the nation.

**Student Generalization:**
... Vocational training can lead to a job.

**Evaluation:**
... Individual essays on the purposes of gainful employment.

**Subconcept B. YOUTH IN THE LABOR FORCE**

**Experiences:**
... Bulletin Board: "The YOU in YOUTH."
... Study graph comparing figures representing this year with figures representing 20 years ago for (1) number in labor force (2) number of youth in the labor force (3) number of women in labor force.
... Discuss implications of the increasing numbers.
... Study and discuss the implications of current socio-economic condition and technological change for beginning workers such as:
  - level of education
  - training and retraining
  - creation of new job
  - use of leisure time
  - education for family living
... Make a list of reasons why people work placing particular emphasis on youth and women.
... Talk to people in the community to find out why they chose their particular job and location.
... Discuss levels of jobs and equate the educational training for each:
  - unskilled
  - semi-skilled
  - skilled
  - technical
  - professional

**Student Generalization:**
... Education and skill are required for beginning workers in our country today.

**Evaluation:**
... Students check list of reasons for working. (Sup. Mat.)

**Subconcept C. WOMEN IN THE LABOR FORCE**

**Experiences:**
... Bulletin Board "Predicted Life Pattern for a Girl of Today."
... Discuss reasons for increasing numbers of women in the labor force.
... Compare role of women at turn of the century with the role of women today.
... Draw papers from hat revealing statistics in regard to women in the labor force. Discuss each fact.
... Discuss desirable and undesirable characteristics of women in the labor force from the employer's point of view.
... Interview working women with the dual role of working and homemaking.
... Contrast problems of married and single workers.
... Discuss possible ways of solving these problems.

Student Generalization:
... A girl is likely to work outside her home sometime during her life.

Evaluation:
... Essay "Important Considerations in Determining When to Work Outside the Home."

RESOURCES.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Subconcept</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albrecht</td>
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<td>X</td>
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<td>Zapolean</td>
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<td>Pamphlets:</td>
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<td>American Women</td>
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<tr>
<td>Education for a Changing World of Work</td>
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<td>X</td>
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<tr>
<td>Management Problems of Homemakers Employed Outside the Home</td>
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<td>X</td>
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<tr>
<td>What's New About Women Workers</td>
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<td>X</td>
</tr>
<tr>
<td>Working Women Who Are They</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
</tbody>
</table>
UNIT II - SECURING A JOB

OBJECTIVES: To become aware of job opportunities available to students in the community.

To become familiar with various methods of applying for employment.

GENERALIZATIONS: Knowledge of possible job opportunities provides a basis for job preparation.

Effective application procedures contribute to success in acquiring a job.

Subconcept A. JOB OPPORTUNITIES

Experiences:

... Survey community for possible job opportunities. Consult local or state employment service for additional suggestions.

... Periodically check want ad section of newspaper to find job opportunities.

... Have individual reports on the different methods of locating job leads.

... Bring a current event related to gainful employment for women with vocational or technical training and discuss implications.

... Make a study of occupations which would be particularly suited to women. Keep a running list of all occupations available for women today.

... List factors which should be considered in selecting a job. Individual students check those which would be most important to them.

Student Generalization:

... In order to get a job you need to know the possible opportunities.

Evaluation:

... Have students list a number of job opportunities in the community.

Subconcept B. JOB APPLICATIONS

Experiences:

... Listen to principal, high school counselor, employment service representative, or other guest speaker on how to get a job.
... Explain how to write a letter of application.
... Practice writing letters of application.
... Discuss what facts should be included in a personal resume to enclose with letters of application.
... Prepare a personal resume.
... Discuss ethics in selecting appropriate references to list on resume or application forms.
... Bulletin Board: "Important Points to Remember in Filling Out Application Form."
... Practice filling out application form.
... Bring to class photos appropriate for application picture. Discuss qualifications for application pictures. Determine which picture is best for an application photo.
... Have telephone company representative demonstrate phone manners in applying for a job or making arrangements for an interview.
... Study references on clothing suitable for job application and interview. Present fashion show of appropriate and inappropriate dress for interview.
... Role play introductions and interviews. Use tape recorder to evaluate and improve voice quality.
... Prepare skit "Good Questions - Poor Questions to Ask on Interviews."
... Have counselor interview students using application form that they have filled out previously.
... Report to class on an actual interview with a prospective employer.

Student Generalization:
... Knowing what to expect helps one to be at ease in a job interview.

Evaluation:
... Have students draw for a job. Have one student interview the other. Evaluate this performance.

RESOURCES

<table>
<thead>
<tr>
<th>Resources</th>
<th>Subconcept</th>
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</thead>
<tbody>
<tr>
<td>Peake</td>
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<td>Peskin</td>
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<tr>
<td>Pamphlets:</td>
<td></td>
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<tr>
<td>How To Get the Job</td>
<td>X</td>
</tr>
<tr>
<td>Making the Most of Your Job Interview</td>
<td>X</td>
</tr>
</tbody>
</table>

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UNIT III - SUCCESS ON THE JOB

OBJECTIVES:
To develop qualities necessary for success in employment.
To understand types of and reasons for payroll deductions.
To recognize factors involved in wise money management.

GENERALIZATIONS:
Being well groomed results in increased self-confidence and respect from others.
Good health habits and proper diet result in energy and enthusiasm for work.
Acceptable work relationships contribute to success on the job.
An understanding of payroll deductions contributes to personal satisfaction and success on the job.
Successful money management contributes to security.

Subconcept A. PERSONAL APPEARANCE

Experiences:
... Bulletin Boards:
"Groomed for the Job"
"A Pretty Girl is Like a Melody"
"Keys to Good Grooming"
"One Flower Doesn't Make a Bouquet"
... Have school or county health nurse talk to class regarding how health habits and proper diet affect appearance and cleanliness.
... Study the relationship of mouth hygiene to health and grooming.
... Have physical education teacher talk on good posture and demonstrate ways to improve posture. Practice posture exercises for a period of time.
... Bring to class a list of pet peeves about poor grooming. Mix lists. Read one item at a time and discuss. From list develop check list for students to evaluate themselves.
... Show movie or filmstrip on grooming.
... Encourage beginning of individual improvement notebook with pictures, measurements, check sheets, goals, etc.
... Demonstrate manicuring, hair styling, and make-up as needed by the group.
Discuss how to emphasize best features and camouflage figure faults.

**Student Generalization:**
... Other people judge a person first on his appearance.

**Evaluation:**
... Evaluate self on grooming check lists over period of time.

Subconcept B. PERSONAL DEVELOPMENT

**Experiences:**
... Have students make evaluation sheets of desirable and undesirable personal qualities. Refer to it again at end of unit.
... Have students make lists of qualities they think employers will expect of them.
... Have a panel of prospective employers discuss qualities desired in employees.
... Compare students' list with qualities emphasized in panel discussion.
... Buzz groups quickly list annoying mannerisms they have observed in others.
... Discuss how attitude toward work affects success on the job.
... Discuss importance of acceptable work relationships between:
  employee - employer
  employer - employee
  employee - customer
... Emphasize the place of loyalty, responsibility, courtesy, tolerance, consideration; etc.
... Role play personality conflicts in work situations and ways to avoid or solve conflicts.
... React to "Case Studies on Obtaining and Holding a Job."

**Student Generalization:**
... The ability to get along with people is helpful in keeping a job.

**Evaluation:**
... List 15 qualities to help keep a job; also 15 ways to lose a job.

Subconcept D. PAYROLL DEDUCTIONS

**Experiences:**
... Have Certified Public Accountant explain standard deductions for all employees and the reasons for them.
... Use flannel board or overhead transparencies to explain Social Security.
... Have employer explain fringe benefits and their cost to the employee. (e.g., vocation, insurance, profit sharing.)
... Study income tax manual to see how to fill out income tax form.
Student Generalization:
... Money earned should be recorded promptly and accurately in order to use for filling income tax form.

Evaluation:
... Analyze fictitious pay check. Explain reasons for difference between gross pay and take home pay.

Subconcept E. MONEY MANAGEMENT

Experience:
... Make a survey to determine approximate costs of living for a person (1) living at home (2) living alone (3) living with a roommate.
... List additional expenses created by work such as clothing or uniforms, bus fare or automobile expense, child care, and extra help at home.
... Study and discuss budgets. Plan a budget for oneself.
... Visit a local bank to learn about banking procedures. Practice writing checks and balancing bank statements.

Student Generalization:
... A budget helps a person to use money more wisely.

Evaluation:
... Write a paragraph telling how you plan to spend your earnings.

OVERALL EVALUATION: Use self-evaluation devices such as "Are You Ready for Work," "My Job Success Trait," "What Do You Have to Offer?"
Student Generalization:
... Money earned should be recorded promptly and accurately in order to use for filling income tax form.

Evaluation:
... Analyze fictitious pay check. Explain reasons for difference between gross pay and take home pay.

Subconcept E. MONEY MANAGEMENT

Experience:
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Student Generalization:
... A budget helps a person to use money more wisely.

Evaluation:
... Write a paragraph telling how you plan to spend your earnings.

OVERALL EVALUATION: Use self-evaluation devices such as "Are You Ready for Work," "My Job Success Trait," "What Do You Have to Offer?"
ORIENTATION TO THE WORLD OF WORK

BIBLIOGRAPHY

Books


Magazine Articles


Pamphlets


Making the Most of Your Job Interview. New York Life Insurance, New York, N. Y.


Working Women --- Who are They? Institute of Life Insurance, New York, N. Y.


Film

"Five Magic Mirrors" - Five Magic Mirrors, P. O. Box 6953, Cleveland, Ohio.

"Telephone Courtesy" - Southwestern Bell Telephone Co.
"Your Tell-Tale Voice" - Southwestern Bell Telephone Co.

OVERHEAD TRANSPARENCIES

<table>
<thead>
<tr>
<th>Slide No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(Title slide) Two Aspects of Home Economics</td>
</tr>
<tr>
<td>2.</td>
<td>(Title slide) Aspect A - Homemaking</td>
</tr>
<tr>
<td>3.</td>
<td>(Title slide) Aspect B - Gainful employment</td>
</tr>
<tr>
<td>4.</td>
<td>(Title slide) Learn As You Earn</td>
</tr>
<tr>
<td>5.</td>
<td>(Title slide) Child Care Services, Clothing Services, Food Service</td>
</tr>
<tr>
<td>6.</td>
<td>Students at work in a day care center</td>
</tr>
<tr>
<td>7.</td>
<td>Students at work in a kindergarten</td>
</tr>
<tr>
<td>8.</td>
<td>An alterationist at work in a large department store</td>
</tr>
<tr>
<td>9.</td>
<td>A dry cleaning establishment where students might work</td>
</tr>
<tr>
<td>10.</td>
<td>A restaurant where students might work</td>
</tr>
<tr>
<td>11.</td>
<td>A drive-in restaurant</td>
</tr>
<tr>
<td>12.</td>
<td>(Title slide) Class Work and On-the-Job Training</td>
</tr>
<tr>
<td>13.</td>
<td>Teacher assists student in filling out a job application</td>
</tr>
<tr>
<td>14.</td>
<td>Student and prospective employer engaged in job interview</td>
</tr>
<tr>
<td>15.</td>
<td>Student working with live children in child care class</td>
</tr>
<tr>
<td>16.</td>
<td>Student telling story with aid of flannel board</td>
</tr>
<tr>
<td>17.</td>
<td>Students experimenting with paints and large brushes</td>
</tr>
<tr>
<td>18.</td>
<td>Clothing services student making satin pillowcases</td>
</tr>
<tr>
<td>19.</td>
<td>Student pressing during the construction process</td>
</tr>
<tr>
<td>20.</td>
<td>Customer ordering satin pillowcases</td>
</tr>
<tr>
<td>21.</td>
<td>Food service student working at range</td>
</tr>
<tr>
<td>22.</td>
<td>Two students making individual pies</td>
</tr>
<tr>
<td>23.</td>
<td>Field trip to child care center</td>
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<tr>
<td>24.</td>
<td>Field trip to alteration department in large department store</td>
</tr>
<tr>
<td>25.</td>
<td>Field trip to school cafeteria</td>
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<tr>
<td>26.</td>
<td>(Title slide) On-the-Job Training</td>
</tr>
<tr>
<td>27.</td>
<td>Student &quot;checking in&quot; the children at a day care center</td>
</tr>
<tr>
<td>28.</td>
<td>Student working in the opportunity school for trainable retarded children</td>
</tr>
<tr>
<td>29.</td>
<td>Student working in the alteration section of a dry cleaning establishment</td>
</tr>
<tr>
<td>30.</td>
<td>Student assisting in alteration room of speciality shop</td>
</tr>
<tr>
<td>31.</td>
<td>Student cleaning grill in drive-in restaurant</td>
</tr>
<tr>
<td>32.</td>
<td>Student preparing food in restaurant</td>
</tr>
<tr>
<td>33.</td>
<td>Student keeping record of hours worked</td>
</tr>
<tr>
<td>34.</td>
<td>(Title slide) What next?</td>
</tr>
<tr>
<td>35.</td>
<td>Student on his job as night manager of a drive-in restaurant</td>
</tr>
<tr>
<td>36.</td>
<td>Student on her job of caring for four children</td>
</tr>
</tbody>
</table>

* A script was developed to accompany the slides and the series was used during pre-enrollment for recruitment of students.
Why Do I Want To Work?*

1. Of the following reasons for working, check the four (4) reasons that are of most importance to you.

[ ] to achieve success
[ ] to gain personal development
[ ] to earn money
[ ] to have fellowship and companionship
[ ] to have self-satisfaction and accomplishment
[ ] to please parents, friends, or other people
[ ] to be of service to mankind

2. Of the following factors to consider when choosing a job, check the five (5) factors that you consider most important.

[ ] security in keeping the job
[ ] amount of training required
[ ] location
[ ] working conditions
[ ] benefits such as vacation, sick pay, insurance
[ ] possibilities for advancement and promotion
[ ] type of work - interesting
[ ] number of hours worked
[ ] amount of pay
[ ] status of job

3. Rate these outlooks on work in the way that you feel they apply to you. The one you feel is **most** applicable to you would be numbered 1 and the one you feel is **least** applicable to you would be numbered 5.

[ ] would be proud to have a job

would avoid all work possible
would find satisfaction in working
would have prestige in having a job
would take pride in work

What Kind of Work Would I Like?*

After reading each job characteristic below,
Mark in column one (1) if it is a characteristic that you **would**
like.
Mark in column two (2) if it is a characteristic that you **would not**
like.

<table>
<thead>
<tr>
<th></th>
<th>Like</th>
<th>Not Like</th>
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<tbody>
<tr>
<td>1. Work in which I would do an identical task every day</td>
<td></td>
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<tr>
<td>2. Work in which I am mostly seated</td>
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<tr>
<td>3. Work that puts me in contact with many different people</td>
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<td></td>
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<tr>
<td>4. Work that involves association with both adults and children</td>
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<tr>
<td>5. Work in which I must keep up-to-date on new products</td>
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<td>6. Work where I try to please customers</td>
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<td>7. Work where competition is keen</td>
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<td>8. Work in which I develop several skills</td>
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<tr>
<td>9. Work that is located in a busy, unglamorous place</td>
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<td>10. Work that gives satisfaction from having improved something</td>
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<td>11. Work in which my job would be only part-time</td>
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<tr>
<td>12. Work in which there is great pressure to meet deadlines</td>
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<tr>
<td>13. Work where type of dress does not matter</td>
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<td>14. Work in which no decisions are necessary</td>
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<td></td>
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<td>15. Work in which my only contacts are other employees</td>
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<td>16. Work that demands rapid production</td>
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<tr>
<td>17. Work in which my opinions and decisions are necessary</td>
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<tr>
<td>18. Work in which I receive appreciation for what I have done</td>
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<th></th>
<th>Like</th>
<th>Not Like</th>
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<tbody>
<tr>
<td>19.</td>
<td>Work in which I may do some selling.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Work in which maintenance of customer goodwill is essential.</td>
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</tr>
<tr>
<td>21.</td>
<td>Work that must be done in a business establishment.</td>
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<tr>
<td>22.</td>
<td>Work where neat dress is required.</td>
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<tr>
<td>23.</td>
<td>Work where major decisions are made by someone more experienced.</td>
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<tr>
<td>24.</td>
<td>Work where I could have a variety of activities.</td>
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<tr>
<td>25.</td>
<td>Work that can be done in or near a homelike atmosphere.</td>
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<tr>
<td>26.</td>
<td>Work in which there is opportunity for advancement.</td>
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<tr>
<td>27.</td>
<td>Work in which I would be mostly on my feet.</td>
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<td>28.</td>
<td>Work that involves only adults.</td>
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<tr>
<td>29.</td>
<td>Work in which I manage my own time and energy.</td>
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<td>30.</td>
<td>Work that demands imagination and resourcefulness.</td>
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<tr>
<td>31.</td>
<td>Work done by machine.</td>
<td></td>
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<tr>
<td>32.</td>
<td>Work in which I have responsibility for handling money.</td>
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<tr>
<td>33.</td>
<td>Work that is scheduled by customer demand.</td>
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<td>34.</td>
<td>Work that includes completion of a product.</td>
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<tr>
<td>35.</td>
<td>Work done by hand.</td>
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<tr>
<td>36.</td>
<td>Work that involves only one part of something.</td>
<td></td>
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<tr>
<td>37.</td>
<td>Work where noise is always present.</td>
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<tr>
<td>38.</td>
<td>Work where competition is keen.</td>
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</tr>
<tr>
<td>39.</td>
<td>Work that allows me to be mostly alone.</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>Work that is definitely a specified number of hours per week.</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Work for which I am trained in one skill.</td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>Work in which salary is guaranteed.</td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>Work in which many others are present.</td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>Work that allows opportunity for overtime.</td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>Work that is in a clean, decorated establishment.</td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>Work in which my speed, ability, and output determine salary.</td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>Work that involves many employees.</td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>Work that takes me into other people's homes.</td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>Work that involves only a few employees.</td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>Work that involves various upkeep procedures.</td>
<td></td>
</tr>
</tbody>
</table>
CONCEPTS OF WORK

ASSIGNMENT: Divide up into groups and discuss various concepts of work. Analyze how each may influence a person's attitude toward work and his ability to perform work successfully.

1. Work is drudgery.
2. Work is lowly.
3. Man is designed for labor.
4. All play and no work makes Jack a dull boy.
5. Idleness is despair.
6. Work is honorable, dignified, and necessary.
7. Work gives meaning to life.
8. Only through dedicated work does man fulfill his purpose.
9. Man's perfection is in his work.
10. Work is the best wonder drug God ever gave to man.
11. No man needs sympathy because he has to work.
12. Every man's work shall be made manifest.
EMPLOYEE EVALUATION REPORT

COMPANY ___________________________  EMPLOYEE ___________________________

SUPERVISOR ___________________________  DATE ___________  GRADE PERIOD ___________

HOW DO YOU EVALUATE THE EMPLOYEE ON THE FOLLOWING POINTS? BE SURE TO CONSIDER EACH CHARACTERISTIC SEPARATELY.

<table>
<thead>
<tr>
<th>POINT</th>
<th>POOR</th>
<th>FAIR</th>
<th>GOOD</th>
<th>EXCELLENT</th>
<th>UNOBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. PRODUCTION EFFICIENCY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of standard quality work he is capable of producing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. INITIATIVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to proceed with job without constant supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. MENTAL ALERTNESS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work with new ideas and to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. COOPERATIVENESS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work with others and win good will of other employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. RESPONSIBILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General attitude toward job and company</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. LEADERSHIP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to direct activity to others and handle new problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII. HONESTY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude toward company time and property</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII. ATTENDANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record for arriving at work on time and staying on the job unless excused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VOCATIONAL EDUCATION RATING SHEET

Will you please complete the following and return within 5 days

TRAINEE __________________________ Date __________________________

ATTENDANCE:  
Regular (Excellent)  Excellent  Satisfactory  Un satisfactory
Occasionally Absent (Satisfactory)  
Excessive Absence (Unsatisfactory)

ADJUSTMENT:  
(Does this trainee) go about his work cheerfully?
Understand what is included in his duties?
Associate acceptably with fellow employees?
Manifest an interest in his work?
Contribute toward the welfare of your organization?

YOUR GRADE OF THIS STUDENT (Please Circle) (See explanation below)
(See explanation below)  A B C D E F

Explanation of Grading System:

<table>
<thead>
<tr>
<th>Grade Symbol</th>
<th>Degree of Achievement</th>
<th>Explanation</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>Approximately 90% of all marks are lower</td>
<td>10%</td>
</tr>
<tr>
<td>B</td>
<td>Above average</td>
<td>Approximately 70% of all marks are lower</td>
<td>20%</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>Approximately 30% of all marks are lower</td>
<td>40%</td>
</tr>
<tr>
<td>D</td>
<td>Below average</td>
<td>Approximately 15% of all marks are lower</td>
<td>15%</td>
</tr>
<tr>
<td>E</td>
<td>Minimum passing mark</td>
<td>Approximately 5% of all marks are lower</td>
<td>10%</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory</td>
<td>Approximately No credit</td>
<td>5%</td>
</tr>
</tbody>
</table>

TRAINING AGENCY __________________________
RATED BY __________________________
POSITION __________________________
CONFIDENTIAL RATING REPORT FOR IN-SCHOOL EMPLOYEES

Report on ___________________________ (Name)  
Work Station ___________________________  
Length of time at this work station ___________________________

Please check the grade of work which you feel this student has done on the job. Above average, average, or below average.

<table>
<thead>
<tr>
<th>PLEASE CHECK</th>
<th>ABOVE AVERAGE</th>
<th>AVERAGE</th>
<th>BELOW AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows Directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed and amount of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest In Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtesy and Tact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence in Himself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularity in Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate of Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does he do (only, more than, less than) what he is asked to do? ____________

If he has any contacts with the public in his work, does he get along well? ________

In what ways does he need to strive most for improvement? ____________
### Personal Rating Chart

**Student Trainee**

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Date</th>
<th>Grade Period</th>
<th>Semester</th>
<th>Student-trainee's Sponsor</th>
</tr>
</thead>
</table>

In rating this student, please mark (x) the column that is the most applicable after each trait listed.

#### Affirmative Traits

**Co-operation**
- Shows sincerity and interest
- Observes stores rules
- Co-operates naturally and willingly
- Works harmoniously with employer or supervisor
- Works harmoniously with other employees

**Dependability**
- Sticks to the job through difficulties
- Assures responsibility
- Gets to work on time
- Returns from lunch or relief on time
- Does a dependable job, though supervision is not at hand

**Manners and Appearance**
- Wears clean, neat clothes
- Wears appropriate clothes for job
- Shows courtesy to customers
- Shows consideration for other employees
- Speaks in a refined voice
- Maintains poise

**Quality of Work**
- Shows skill and accuracy
- Suggests additional merchandise
- Tries to make customer satisfied

**Attitudes**
- Indicates enthusiasm for work
- Asks for constructive criticism and help
- Welcomes suggestions wholeheartedly
- Feels that it is important to do a job well
- Shows loyalty to firm
- Maintains cheerful disposition

**Industry and Initiative**
- Takes pride in completing job
- Works continuously
- Studies merchandise when there are no customers
- Does stock work
- Shows ambition for advancement

**Observation and Memory**
- Observes customer types
- Observes trends in customer’s tastes
- Observes selling points in merchandise
- Remembers prices
- Remembers stock locations
- Remembers customers and their names
- Remembers customer’s need and wants

#### Negative Traits

- Headstrong
- Talks too much
- Talks too loudly
- Requires tact in handling
- Alibis
- Indifferent to his work
- Has to be told things to do
- Wastes time while on the job
- Chews gum
- Complains about not feeling well
- Talks about personal life

Remarks:

---

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INTERVIEW SCHEDULE FOR PERSONNEL OF CHILD CARE CENTERS

Part A

PERSONAL INFORMATION OF INTERVIEWEE

1. Name ____________________________ 2. Position ________________________
3. Agency __________________________ 4. Address _________________________
   Telephone _________________________

5. List your previous experience and/or training which you feel qualified you
   for your present position: _________________________________________________
   _________________________________________________
   _________________________________________________

6. Give the name and location of the Child Care Centers with which you have
   worked._________________________________________________________________
   ______________________________________________________________________

Part B

GENERAL INFORMATION FOR THE CENTER

1. Type of care: Infant care _______ Day care _______
   Play School _______ Nursery School _______ Kindergarten _______

2. Age of children served: (circle)
   1 2 2½ 3 3½ 4 4½ 5 5½ 6 School Age ______

3. Total number of children:
   All day __________________________
   Morning __________________________
   Afternoon __________________________
   Weekly __________________________
   Drop-ins __________________________

4. Fees charged: (Basis and rate of pay) By the hour ______ By the week ______
   By the day ______ By the month ______

5. Do any of the following factors affect fee assessment?
   Several children from one family ______
   Drop-ins ______
   Overtime ______
   Irregularity of schedule ______
   Meals included ______
   Day or night ______
   Other ______

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6. Total number of staff:  
   Full time ____  Part Time ____  
   Paid ____  Volunteer ____  

7. Rate of pay for the staff:  
   By the hour ______  By the week ______  
   By the day ______  By the month ______  

Part C  WILLINGNESS TO COOPERATE AND PARTICIPATE IN TRAINING PROGRAM  

(Check the desired response or otherwise indicate answer for the question in the blanks provided.)  

1. Do you feel that there is a need for trained child care workers in Stillwater?  
   1. Yes ____  No ____  

2. Would you be willing to work with the local schools in developing a training program?  
   2. Yes ____  No ____  

   If so, in which of the following capacities?  
   
   - Serving on advisory committee  
   - Serving as consultant for class or individuals  
   - Cooperating in providing observation or field trip experiences  
   - Providing opportunity for work experience  
   - Supervising the development and improvement of skills  
   - Assisting with evaluation of total program and work experience of trainees  
   - Other  

3. Would you be willing to allow students to observe and assist without pay for a short time?  
   3. Yes ____  No ____  

4. Would you be willing to cooperate in a work experience for the trainees?  
   4. Yes ____  No ____  

5. What hours would you prefer to use the student trainees?  
   
   - before school  
   - morning  
   - noon hour  
   - afternoons  
   - after school  
   - evenings  
   - weekends  

6. Would it be possible for you to cooperate with the trainee in arranging a work schedule to fit her class schedule?  
   6. Yes ____  No ____
7. How many student workers could you employ at one time? Qualify: ____________________________

8. Would you be willing to pay the student a fair price or the going rate for child care services? Yes ___ No ___

9. How much would you be willing to pay the student workers? By the hour By the day By the week By the month ________

10. What percentage of a worker's day in your preschool would be spent working directly with the children? ________

11. What percentage of a worker's day in your preschool would be spent in taking care of physical facilities or arrangements? ________

12. With which of the two main types of duties listed do you need most help? Working with children Care of physical facilities ________

13. Would the trainee ever have the sole responsibility for a child or group of children? Yes ___ No ____

14. If yes, for how long? for a few minutes for 15 to 30 minutes for 30 to 60 minutes for more than an hour ________

15. What other duties or responsibilities would a worker have? (list briefly) __________________________

16. Do you have difficulty in filling vacancies with qualified persons? Yes ___ No ___

17. Would you be willing to hire a person who has completed the gainful employment program if you had an opening? Yes ___ No ___

18. Would a worker have an opportunity for advancement with additional training? Yes ___ No ___

19. How many hours a week is the average worker employed? ________

Part D CHARACTERISTICS OF STUDENTS AND TRAINING PROGRAM

20. For which of the following groups do you feel this training would be the most valuable based on your preference for employing? High School students Recent high school graduates Recent high school non-graduates Adults (20-50 years of age) Older adults (Over 50 years of age) ________
21. Which of the following characteristics do you feel are important to consider when employing? Check:  
   Appearance  
   Education  
   Experience  
   Marital status  
   Personality  
   Training  
   Love for children  
   Understanding of children  
   Age

22. Which of the following topics do you think would be important for classroom study or laboratory instruction in this training program? (course)  
   First aid and safety  
   Foods and nutrition for children  
   Methods of guiding and supervising children  
   Orientation to the world of work  
   Personal grooming and health  
   Planning and guiding preschool activities  
   Preparation and use of material and equipment  
   Preschool development and organization  
   Principles of child development  
   Others

23. Comments or reactions:
# INTERVIEW SCHEDULE FOR HOMEMAKERS CONCERNING CHILD CARE SERVICES IN THE HOME

## Part A

### PERSONAL INFORMATION OF INTERVIEWEE

1. **Interviewer:** ____________________________  **Date:** ________________
2. **Name of Homemaker:** ____________________________
3. **Marital Status:**
   - Single ______
   - Married ______
   - Divorced ______
   - Widowed ______
4. **Number of Children:** ______
   - Under one year:
   - Two years:
   - Three years:
   - Four years:
   - Five years:
   - Over five years:
   - Check age:
   - (M) Check Sex (F)
5. **Personal Age Group:** (Circle age group nearest your own.)
   - 20-29:
   - 30-39:
   - 40-49:
   - 50-59:
   - 60 or over:
6. **Do you work outside the home?**
   - Yes ______
   - No ______
7. **Position held:** ____________________________
   - Full time ______
   - Part time ______
8. **Husband's Occupation:** ____________________________

## Part B

### WILLINGNESS TO COOPERATE IN THE DEVELOPMENT OF TRAINING PROGRAM

9. **Would you be willing to cooperate with the Stillwater Schools in developing a training program for workers in child care services?**
   - Yes ______
   - No ______
   - Qualify: ____________________________

10. **Would you be willing to provide work experiences by allowing students in training for child care services to work for you?** (Students would be under the supervision of a teacher; however you would be asked to evaluate work and attitudes.)
    - Yes ______
    - No ______
    - Qualify: ____________________________

11. **Would you be willing to cooperate with the trainee in arranging a work schedule to fit her class schedule?**
    - Yes ______
    - No ______
    - Explain: ____________________________
12. What hours could a student work in your home?
   
   Weekdays   Weekends   On call
   Morning    Afternoons  Evenings
   Others

13. Estimate the number of hours this would entail per week? ___
    per month? ___

14. How many trainees could be employed at one time?
   Qualify or explain:

15. Would you be willing to pay the student a fair price or the "going rate" for such services?
   Yes ___  No ___

16. How much would you be willing to pay workers?
   By the hour
   By the day
   By the week
   By the month
   Other

17. Would you be willing to be contacted later concerning students working in your home?
   Yes ___  No ___

Part C DESIRED CHARACTERISTICS OF STUDENTS FOR TRAINING PROGRAM

18. For which of the following groups do you feel this training would be most valuable based on your preference for employing?
   
   High school students
   Recent high school graduates
   Recent non-high school graduates
   Adults (20-50 years of age)
   Older adults (Over 50 years of age)
19. Which of the following characteristics do you feel are important to consider in employing someone to care for your child or children?

- Appearance
- Education
- Experience
- Marital Status
- Personality
- Training
- Love for Children
- Understanding of Children
- Age

20. What responsibilities or activities would you expect the student to perform while on the job?

- Taking care of the child
- Cooking meals
- Straightening rooms
- Playing with child
- Dressing child
- Bathing child
- Putting child to bed
- Administering first aid
- Feeding child snacks or meals
- Other housekeeping tasks

21. Comments or Reactions: