A framework is provided for teacher use in coordinating related classroom instruction, vocational homemaking student career objectives, and planned training station learning experiences. The details were prepared and revised by students of Home Economics Related Occupations 585 at Indiana State University. Child care occupation plans include those for aids in the home, kindergarten, nursery school, and the playground. Clothing related jobs for alterations personnel, maintenance and repair workers, and receivers and spotters at the dry cleaners are outlined. Food service occupation experiences are outlined for: (1) assistant baker, (2) caterer assistant, (3) counterman in a lunch room or coffee shop, (4) dishwasher, (5) grocery checker, (6) hospital diet order clerk, (7) hospital tray girl, (8) salad girl, and (9) short order cook. Suggested areas of training and experiences for household management jobs are included for a home maintenance aid, homemakers assistant, hotel housekeeper, and school janitorress. Experiences for jobs in sales and care of the elderly are also planned.
HOME ECONOMICS

RELATED OCCUPATIONS

TRAINING PLANS
HOME ECONOMICS RELATED OCCUPATIONS

TRAINING PLANS

prepared by:
Home Economics Related Occupations
Home Economics 585, ISU
Professor: Dr. P. Kupsinel

OFFICE OF STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

Richard D. Wells
State Superintendent of Public Instruction

Walter J. Penrod
Director of Vocational Education

January, 1969

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Department of Vocational/Technical Education
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(Address) School of Technology, Indiana State University, Terre Haute, Indiana

DATE: April 28, 1969

RE: (Author, Title, Publisher, Date) Kupsinel, P. (editor)
Home Economics Related Occupations Training Plans 1969

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<td>Hospital Diet Order Clerk</td>
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<td>Salad Girl</td>
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<td>Short Order Cook</td>
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<td>HOUSEHOLD MANAGEMENT</td>
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<td>SALES CLERK</td>
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<td>Children's Toys</td>
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</table>
"American schools use the work environment in many ways to secure general education and vocational education outcomes. In particular, the cooperative plan of vocational education has grown rapidly over the past 23 years. There needs to be a rather clear-cut understanding of the objectives and capabilities of these programs. The position taken here is that: (1) the student-learner's career objective determines his program classification and (2) the subject matter presented in the related instruction and the educational opportunities at the training station, as revealed by a carefully prepared training plan, determine how well his career objective may be served. In addition, the teacher-coordinator may ask himself: 'In light of this enrollee's career objective and his planned training station learning experiences, which type of related classroom instruction would have the most vocationally useful outcome for him?' (Mason, Ralph E., Ph. D., and Haines, Peter G., Ph. D., COOPERATIVE OCCUPATIONAL EDUCATION, The Interstate Printers and Publishers, Inc., Danville, Illinois)

The step-by-step training plans in this composite were prepared by students in Home Economics Related Occupations 585 at Indiana State University in June, 1967 and were revised by the class of June, 1968. Represented is a cross-section of plans in home economics related occupations which are to be used as models and revised as the individual and program warrant. The form was developed by Ralph E. Mason, Ph. D.

References include:
Dictionary of Occupational Titles
State Curriculum Guides
Mason, Ralph E.: Methods in Distributive Education and Cooperative Occupational Education
STEP-BY-STEP TRAINING PLAN

A career in child care offers many opportunities not only in the home but in day care centers, nursery schools, babysitting areas in department stores, and many other places. This step-by-step plan, however, deals only with that aspect of child care in the home. The following paper is adapted from Mr. Mason's step-by-step training plan for a waitress or bus boy.

Suggested areas of training and experience:

1. Learning about child care employment

   Securing facts about the importance of child care
   Classifying the different types of child care aides
   Making a survey of child care aides and employers of these aides to classify the various areas child care in the home covers.
   Making a survey to discover the job opportunities in the area

2. Qualifying for a career as a child care aide

   Meeting physical, personal and educational requirements
   Learning the role of the child care aide
   Learning ethical standards such as not reading others mail, honesty
   Being physically and mentally healthy
   Being cooperative
   Being responsible
   Follows directions
   Interested and likes children
   Able to handle emergency situations
   Able to manage time and energy
   Learns to dress neatly and pleasing to children
   Learns cleanliness of the body
   Learns cleanliness of clothing

3. Developing child care skills

   Knowing what to expect of children at different ages
   Learning the ways and standards of various families
   Learning to feed babies and children
<table>
<thead>
<tr>
<th>Learning precautions in handling a baby</th>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to select appropriate clothing to be worn by children</td>
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<tr>
<td>Learning how to help babies and children enjoy the bath</td>
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<td>Preparing children for nap</td>
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<tr>
<td>Helping children to get along with other children</td>
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<td>____</td>
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<tr>
<td>Knowing how to keep children amused</td>
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<tr>
<td>Knowing the do's and don'ts of story telling</td>
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<tr>
<td>Learning safety precautions of caring for children</td>
<td>____</td>
<td>____</td>
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<tr>
<td>Learning to care for handicapped children</td>
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<td>____</td>
</tr>
</tbody>
</table>

4. Developing food preparation skills for babies and children

| Learning the preparation of formula and baby foods according to the employer's directions | ____ | ____ |
| Learning what the nutritional needs are for children | ____ | ____ |
| Learning how to prepare foods for children | ____ | ____ |
| Knowing short cuts in preparation | ____ | ____ |
| Learning to prepare foods for snacks and meals | ____ | ____ |
| Knowing how to encourage children to enjoy meals | ____ | ____ |
| Knowing how to feed babies | ____ | ____ |
| Knowing how to operate kitchen appliances | ____ | ____ |
| Maintaining standards of cleanliness | ____ | ____ |

5. Developing housekeeping skills

| Mastering the various housekeeping skills which a child care aide may have to employ: | ____ | ____ |
| Laundry | ____ | ____ |
| Ironing | ____ | ____ |
| Mending | ____ | ____ |
| Dusting | ____ | ____ |
| Running vacuum cleaner | ____ | ____ |
| Changing bed linens | ____ | ____ |
| Cleaning mirrors | ____ | ____ |
| Polishing furniture | ____ | ____ |
| Mopping and waxing floors | ____ | ____ |
| Washing dishes | ____ | ____ |
| Running errands | ____ | ____ |
| Mastering safety techniques that should be employed when using the housekeeping skills, materials, and equipment | ____ | ____ |

6. Developing home nursing skills

| Entertaining a sick child | ____ | ____ |
| Comforting a child in pain | ____ | ____ |
| Selecting and preparing foods for a sick child | ____ | ____ |
Knowing how to read a thermometer
Knowing how to give medicine and follow specific orders prescribed by doctor
Keeping records of sick child for parents and doctor
Knowing how to make a back rest and other aids for comfort
Mastering all other areas in homenursing such as making a bed with patient in it, sponge bath and back rub.

<table>
<thead>
<tr>
<th>Training In Class</th>
<th>Experience On-the-job</th>
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</table>

7. Employing safety at all times
Knowing where fuses or circuit breakers are
Knowing all escape routes from the house
Knowing what to do and who to call in case of fire, poisoning, sudden illness
Employing safety measures when children are outside using playground equipment or around animals
Knowing safety measures to prevent accidents in the home
Knowing how to prevent accidents

<table>
<thead>
<tr>
<th>Training In Class</th>
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</table>

8. Completing individual projects
Reading the wide variety of resources on child care, textbooks, magazines, publications, pamphlets

<table>
<thead>
<tr>
<th>Training In Class</th>
<th>Experience On-the-job</th>
</tr>
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Signatures:

Employer
Parent

Teacher-coordinator
School
The child care occupations offer the student-trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of child care benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:

1. Learn about the functions of kindergartens.
   A. Learn about the behavior and characteristics of the five year old.
   B. Learn the ways the first school structured experience affects a child's behavior.
   C. Learn the facts about the physical facilities of kindergarten.

2. Qualifications as a kindergarten aide.
   A. Meet physical requirements.
      1. Health certificate.
      2. Good posture.
   B. Standards of grooming.
      1. Clean body and easily cleaned, comfortable clothes.
      2. Care for hair, nails, and teeth.
      3. Learn to use appropriate amounts of cosmetics.
   C. Personal requirements.
      1. Friendly attitude toward others.
      2. Like children
      3. Cooperation with school personnel.
      4. Honesty
      5. Patience.
   D. Educational requirements.
      1. Showing ingenuity.
      2. Follow instructions explicitly.
      3. Accept honest share of responsibility.
      4. Handle equipment and supplies carefully.
   E. Demonstrate concern for children.
      1. Know each child's name.
      2. Know something about each child.
      3. Give each child a fair amount of time.
3. Work Habits.
   A. Daily task plan.
   B. Ideas of work simplification.
   C. Management of time and energy.
   D. Cleanliness of work area.

4. Interaction with children.
   A. Developing a pleasant attitude and response to children.
   B. Learning how to handle accidents.
   C. Explaining procedures to children.
   D. Using language children will understand.
   E. Creating an environment conducive to learning.
   F. Teaching safety.
   G. Promoting wholesome relationships among the youngsters.

5. Other procedures.
   A. Taking attendance.
   B. Assisting with the hanging up of coats, hats, and boots.
   C. Preparing snacks.
   D. Leading songs.
   E. Telling stories.
   F. Teaching printing.
   G. Teaching painting and drawing.
   H. Playing games.
   I. Teaching use of the play equipment.

6. Student projects.
   A. Reading about child care in all appropriate materials.
   B. Keeping a case study on a particular child while participating in a kindergarten situation.

Signatures:
Employer ___________________________ Parent ___________________________
Teacher-coordinator _________________ School ___________________________
Faye Scherzinger  
Adapted from Mrs. Nancy Hunter

STEP-BY-STEP TRAINING PLAN

CHILD CARE: NURSERY SCHOOL AIDE

Supervisor's name __________________ Name of student __________________

Employer's address __________________ Address of student __________________

The child care occupations offer the student-trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of child care benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:

1. Learning about nursery schools

   A. Learning about three and four year old's behavior characteristics and ranges of development.

   B. Learning how nursery school affects a child's behavior and why he reacts in a particular way.

   C. Securing facts concerning the importance of nursery school for the child and his needs and development.

2. Qualifying as a nursery school aide

   A. Meeting the physical and personal requirements.
   1. Being suitably dressed for work with children.
   2. Learning to improve personal appearance.
      a. Care of nails, hair, face and teeth.
      b. Avoid extremes of make-up and hair styles.
      c. Maintain good posture.
      d. Keep clean.

   B. Meeting educational requirements.
   1. Liking children.
   2. Showing ingenuity.
   3. Following instructions.
   4. Accepting responsibility.
   5. Being honest.
   6. Cooperating with fellow employees.
   7. Handling equipment and supplies carefully.

   Training Experience
   In Class On-the-job
C. Satisfying each child's individuality.

1. Remembering each child's name.
2. Showing genuine interest in each child.
3. Giving prompt attention where it is needed

3. Developing good work habits.
   A. Planning work to be done.
   B. Saving time and steps by organization of thoughts and processes.
   C. Considering proper timing for various activities.
   D. Maintaining standards for cleanliness in the school room.

   A. Developing a pleasant attitude toward children.
   B. Learning the procedures in handling accidents.
   C. Explaining procedures to children.
   D. Using language children understand.
   E. Creating an environment conducive to learning.
   F. Promoting sharing among children.
   G. Teaching safety in and out of school.

5. Learning other procedures.
   A. Taking attendance.
   B. Helping with coats, hats, and boots.
   C. Preparing snacks.
   D. Leading songs.
   E. Telling stories.
   F. Playing games.
   G. Leading dancer.

6. Individual projects.
   A. Reading articles on child care in magazines, books, and pamphlets.
   B. Preparing a notebook concerning nursery school activities and procedures.

Signatures:

Employer ___________________________ Parent ___________________________
Teacher-coordinator ___________________________ School ___________________________
STEP-BY-STEP TRAINING PLAN

CHILD CARE: PLAYGROUND ASSISTANT

Bessie L. Turner
Teacher Corps-Intern
Indiana State University
Terre Haute, Indiana

Supervisor's name ___________________________ Student's name ___________________________
Employer's address ___________________________ Student's address ___________________________

Working as a playground assistant can offer the student-learner various career opportunities in the area of child care. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of learning for the student-learner. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom.

Suggested areas of training and experience:

1. Learning the role of playground assistant

Securing and studying information on play activities for different age groups of children
Classifying playground equipment according to age groups
Observing playground supervisors and assistants on the job
Listing duties of playground supervisors and assistants as observed

2. Qualifying for a career as a playground assistant

Meeting the physical and personal requirements:
Maintaining good personal appearance
Wearing clothing appropriate for the job and appealing to children
Having a genuine liking for children
Developing an understanding of young children
Being reliable and honest
Being courteous
Being enthusiastic and alert
Having a sense of humor
Maintaining good health
Being able to work under supervision and follow instructions
Cooperating with others
Accepting criticism and advice

Meeting the educational requirements:
Learning to care for playground equipment, games, etc.
Developing communicative skills
Developing creativity and imagination
Developing an ability to work effectively with children

Training Experience
In Class On-the-job
Cooperating with others on the job
Learning to recognize signs of illness
Learning to administer simple first-aid treatment
Planning, preparing and serving snacks and/or refreshments
Developing simple mathematical skills
Satisfying the employer's requirements:
  Displaying initiative
  Respecting children and adults
  Being obedient
  Being prompt
  Showing a genuine interest in following the demands of the employer
  Displaying enthusiasm and willingness to perform extra duties
  Learning names of children and adults
  Being attentive to children at all times
  Organizing and conducting play activities for children
  Developing flexibility
  Taking disciplinary steps when necessary

3. Developing good work habits

Knowing the number, age, sex, names, and whereabouts of children at all times
Punctuality
Planning ahead of time for several possible activities with which to entertain the children
Protecting the health and safety of children at all times
Knowing how to locate parents or guardians at all times
Writing down all directions
Maintaining orderliness and cleanliness of self, children, and equipment
Assisting children in forming good work and play habits with others
Assisting and displaying a good example in the formation of good manners
Helping children learn self-discipline, decision and choice making
Writing down emergency telephone numbers--fire department, police, doctors, etc.

4. Learning about children

Understanding young children:
  Individual differences
  Emotional needs
  Physical needs
  Social needs
  Interests and abilities
Meeting needs of young children:
- Play and activities
- Nutritional
- Personal hygiene
- Rest and sleep

5. Learning about related careers
- Day care center assistant
- Community and private nursery school assistant
- Assistant in children's home
- Assistant in pediatric ward of hospital
- Playground supervisor

6. Completing Individual Projects
- Preparing a job manual based on activities at the training station. Do a case study on one of the children at the training station.

Signatures:
Employer ________________________ Parent ________________________
Teacher-coordinator ______________ School ________________________

(Copies to: Employer, Teacher-coordinator, Student)
STEP-BY-STEP TRAINING PLAN

CHILD CARE: TEMPORARY BABY-SITTER

<table>
<thead>
<tr>
<th>Supervisor's name</th>
<th>Student's name</th>
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<table>
<thead>
<tr>
<th>Employer's address</th>
<th>Student's address</th>
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</table>

The area of child care offers the student-trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of child care benefits the employer by making the student-trainee an efficient, valuable, and trustworthy employee. It benefits the student by helping her toward her career objective.

Suggested areas of training and experience:

<table>
<thead>
<tr>
<th>Training Experience</th>
<th>In Class</th>
<th>Experience On-the-job</th>
</tr>
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</table>

1. Learning about the baby-sitting business

- Securing facts on the importance of being a good baby-sitter
- Gathering data about the different types of homes in the community (ex. apartments, trailers, etc.)
- Classifying the different children in the community (ex. infants, growing child, foster, adopted, handicapped, epileptic, etc.)
- Making a survey of the number and types of baby-sitters needed in the community
- Determining status symbols of baby-sitting
- Learning to apply for a job and carry out a good interview

2. Qualifying for a career as a temporary baby-sitter

- Meeting the physical and personal requirements:
  - Appearing in clothing that appeals to children
  - Caring of shoes, clothing, and accessories
  - Caring of body-posture, weight and cleanliness
  - Caring of good grooming habits
  - Maintaining good health
  - Maintaining physical stamina and emotional stability (ability to relax, etc.)
  - Developing ability to work under supervision and to follow directions
  - Developing skill in communication with adults and children
  - Displaying flexibility, initiative, and reliability; honesty
Displaying a warm interest and enthusiasm with children

Being imaginative and have a sense of humor

Respecting privacy of employees and child (ren)

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<thead>
<tr>
<th>Training In Class</th>
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</table>

3. Developing good work habits

Being aware at all times of the health and safety of the child (ren)

Displaying ability to carry out extra assignments of employee

Handling of household and play equipment carefully

Knowing emergency telephone numbers fire, police departments

Knowing whereabouts of parents or guardians at all times

Maintaining orderliness and cleanliness in the home

Writing down all messages and directions

Assisting child(ren) in forming of good housekeeping and health habits

Assisting and being an example in the formation of good manners

4. Learning about children

Distinguishing between the role of the parent or guardian and the role of baby-sitter

Caring of infants

Precautions in handling

Preparation of formula and baby foods

Special care in bathing and dressing

Understanding younger children

Individual differences, interests, and abilities

Emotional, physical, and social needs

Knowing about specific habits of child(ren) food, rest, and play

Helping the child(ren) discipline himself and to make choices and decisions

Understanding the changing needs of the growing child

Importance of homes to teen-age child

5. Learning other procedures

Handling critical discipline situations such as temper tantrums, holding breath, etc.

Securing first-aid knowledge to meet minor mishaps at home

Securing knowledge about childhood diseases and illnesses

Securing knowledge about special diseases such as epilepsy

Securing knowledge of safety precautions in the home

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<thead>
<tr>
<th>Training In Class</th>
<th>Experience On-the-job</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Learning to prepare simple meals and snacks for children
Learning to figure hours worked and total money earned
Securing knowledge of community—know streets, neighbors

6. Learning about related careers

Day care center assistant
Recreational center aide
Community and private nursery school assistant
Assistant in children's home
Assistant in pediatric ward of hospital
Self-employment care of children in own home
Employment as full-time baby-sitter

7. Completing individual projects

Reading childcare books, magazines, pamphlets, and publications. Preparing a job manual based on activities at the training station. Developing career manuals.

Signatures:

Employer ___________________________ Parent ___________________________
Teacher-coordinator ______________________ School ______________________
CLOTHING
STEP-BY-STEP TRAINING PLAN

CLOTHING: ALTERATIONS FOR MEN’S CLOTHING

Supervisor’s name __________________________ Name of student __________________________

Employer’s address __________________________ Address of student __________________________

The clothing industry offers the student-trainee many career opportunities. A variety of learning experiences will be needed to develop the kinds of abilities required in clothing related occupations. A student will be trained to work under supervision of a qualified seamstress in alteration of men’s clothing. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:

1. Personal Appearance and Characteristics
   - Honesty and dependability
   - Understands how to be well groomed
   - Understands type clothing best for work
   - Maintaining good posture
   - Taking care of shoes, clothing and accessories

2. Occupational qualities
   - Displaying initiative
   - Showing interest
   - Ability to read and follow directions
   - Ability to make decisions
   - Ability to work and cooperate with others
   - Recognizes the importance of honesty
   - Ability to get along with customers
   - Conserving supplies and preventing waste
   - Handling equipment carefully
   - Satisfying the customer’s requirements:
     - Remembering names and faces
     - Showing a genuine interest in the customer’s likes
     - Giving prompt attention
     - Reasonable cost - posted

3. Employer-Employee relations
   - Scope and limitations of job
   - Work agreements
   - Interpersonal relationships
   - Social Security
   - Laws affecting employment
4. Manipulative skills

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
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</thead>
<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
</tr>
<tr>
<td>Ability to use equipment for home sewing, laundering, and pressing</td>
<td></td>
</tr>
<tr>
<td>Hand sewing ability</td>
<td></td>
</tr>
</tbody>
</table>

5. Experience

| Knowing basic sewing skills necessary for job |
| Having aware of men's styles |
| Understanding working with men |
| Understanding differences of age groups |

6. Developing good work habits

| Planning the work to be done |
| Saving time and steps by proper routing |
| Avoiding useless and ineffective motions |
| Considering proper timing |
| Maintaining standards for cleanliness |
| Maintaining standards for work performed |

7. Techniques and standards for alterations

| Making and using hand and machine stitches |
| Stitches for attaching hooks and eyes, snaps, and buttons |
| Turning frayed shirt collar and cuffs |
| Cutting men's trousers; hemming trousers |
| Patching |
| Enlarging or taking up clothes |
| Replacing zippers |
| Determining needed repairs and alterations |
| Judging quality of workmanship |

8. Guides for pressing

| Press with the warp to avoid stretching |
| Press on wrong side to avoid shine |
| Use correct temperature for fabric |
| Know new fabrics on market |

9. Learning to use equipment

| Operating regular and power machines for this work |

10. Completing individual projects

| Prepare a job manual based on activities at the training station |
| Develop career manuals |

Signatures:

Employer ___________________________ Parent ___________________________

Teacher-coordinator ___________________ School ___________________________

(copies to: employer, teacher-coordinator, student)
STE-BY-STEP TRAINING PLAN

CLOTHING: ALTERATIONS AND REPAIR TRAINEE

The alterations area offers the student direct placement after training and opportunities for advancement. This plan is presented as a means for defining and organizing the training program for the student. Through the plan, an attempt is made to relate the classroom instruction to on-the-job training. The job supervisor and teacher-coordinator are to indicate, by checking, the trainee activities they are including for the job and for the classroom.

<table>
<thead>
<tr>
<th>Suggested areas of training and experience:</th>
<th>Training</th>
<th>Experience</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>In Class</td>
<td>On-the-job</td>
</tr>
<tr>
<td>1. Learning about alteration and repair job opportunities</td>
<td></td>
<td></td>
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<tr>
<td>A. Gathering data on the establishments that provide alterations and repair services</td>
<td></td>
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<tr>
<td>B. Surveying community establishments that offer alterations and repair services and the extent of the services</td>
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<tr>
<td>C. Determining the effect of alterations and repairs upon the establishment and customer</td>
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<tr>
<td>D. Investigating the specific job opportunities</td>
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<tr>
<td>E. Services in the home</td>
<td></td>
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</tr>
<tr>
<td>2. Qualifying for a career as an alterations and repair employee</td>
<td></td>
<td></td>
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<tr>
<td>A. Physical requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Neat appearance of hair, nails, face, and teeth</td>
<td></td>
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<tr>
<td>2. Cleanliness and the use of deodorants</td>
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<tr>
<td>3. Avoidance of extremes in make-up, clothing, and hair styles</td>
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<tr>
<td>4. Maintaining good posture for work and appearance</td>
<td></td>
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<tr>
<td>5. Maintaining fitness through diet, rest, and exercise</td>
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<tr>
<td>B. Personal requirements</td>
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<td></td>
</tr>
<tr>
<td>1. Shows understanding of self and others</td>
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<tr>
<td>2. Adjusts to difficult situations</td>
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<tr>
<td>3. Cooperates with other workers and employer</td>
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<tr>
<td>4. Shows respect for property and people</td>
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<tr>
<td>5. Demonstrates responsibility, honesty, interest and initiative</td>
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<tr>
<td>C. Work habit requirements</td>
<td></td>
<td></td>
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<tr>
<td>1. Following directions</td>
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<tr>
<td>2. Planning and routing work to be done</td>
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<tr>
<td>3. Familiar with skills and techniques</td>
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<tr>
<td>4. Avoiding unnecessary motions</td>
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<tr>
<td>5. Maintaining values of cleanliness and neatness</td>
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</tbody>
</table>
6. Meeting deadlines and time schedules
7. Using equipment and supplies carefully and conservatively
8. Desire to maintain the job
D. Satisfying the customer's requirements
1. Remembering names and faces
2. Showing interest in customer's desires
3. Giving prompt and considerate attention
4. Handling the dissatisfied customer

3. Skills and procedures necessary for receiving alterations and repairs assignments
A. Customer and worker review and evaluate task to be performed
B. Employee measures and marks alteration
C. Garment is tagged for identification
D. Claim check is made
E. Estimate and pick-up date is determined

4. Skills and procedures necessary for performing alterations and repairs assignments
A. Proper and efficient methods for removing seams
B. Evaluation of garment fit with regard to grain of fabric and design of garment
C. Correction of fitting problems of all types in jackets and coats
D. Performance of various hem types
E. Alteration of waistline of skirts at dart and side-seam locations
F. Replacement of zippers
G. Replacements of other fasteners
H. Relocation of darts in dress bodice
I. Replacement of dress linings and coat linings
J. Alteration of trousers at waistline and hipline
K. Cuffing trousers
L. Repairing holes, knit and woven fabrics
M. Ability to handle special fabrics properly
N. Ability to use pressing equipment effectively and efficiently
O. Ability to use various types of sewing machines
P. Ability to use smaller sewing equipment

5. Learning other procedures
A. Store policies on lost items, mistakes, failures, and damaged garments
B. Safety regulations
C. Use of facilities
D. Employee rights and responsibilities
6. Completing individual projects
   A. Develop career manuals
   B. Prepare a job manual showing activities at the station
   C. Evaluate progress

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
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<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
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</tbody>
</table>

Signatures:

Employer ___________________________ Parent ___________________________

Teacher-coordinator ___________________ Student _______________________

School Principal _____________________

(Copies to: Employer, teacher-coordinator, student)
STEP-BY-STEP TRAINING PLAN

CLOTHING: DRY CLEANERS - RECEIVER OR SPOTTER

Supervisor’s name ______________________ Name of student ______________________

Employer’s address ______________________ Address of student ______________________

The dry cleaning establishment offers the student-trainee various employment opportunities. The step-by-step plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different areas of the dry cleaning business benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:

1. Learning about the dry cleaning establishments
   A. Observe activities within dry cleaning establishment
   B. Secure facts on the importance of the dry cleaning business
   C. Learn the difference between the processes used in dry cleaning and laundering
   D. Learn how people are benefited
   E. Gather data on services provided by dry cleaning business
   F. Classify the types of jobs within the cleaning establishment
   G. Make a survey of the number of dry cleaning establishments in the area
   H. Learn what the legal procedures would be if a garment were damaged

2. Qualifying for a career as a dry cleaning receiver and/or spotter
   A. Meet the personal requirements
      1. Be prompt
      2. Be neat, clean, and well groomed
      3. Show a genuine interest in the business and customers
      4. Have a pleasing personality
   B. Meet the occupational requirements
      1. Display initiative
      2. Show interest
      3. Be obedient
      4. Follow directions
      5. Accept responsibilities
      6. Get along with customers
      7. Cooperate with other employees
8. Conserve supplies and prevent waste
9. Handle equipment carefully
10. Handle customer complaints tactfully

3. Developing good work habits
   A. Be prompt
   B. Plan work to be done
   C. Avoid useless and ineffective motions
   D. Save time and energy by proper routing of procedures to be completed
   E. Complete work in orderly manner

4. Promoting dry cleaning business
   A. Develop pleasing personality
   B. Be cooperative, courteous, informed, and efficient
   C. Be prompt in customer assistance
   D. Be accurate in labeling garments for correct cleaning procedures

5. Duties performed by the receiver-spotter
   A. Greet the customers
   B. Receive the clothes
   C. Label the clothes
   D. Separate clothes according to laundry and dry cleaning
   E. Learn how to use the "write-in" machine
   F. Check articles for spots or stains
   G. Fold drapes after they are cleaned
   H. Bag articles after being inspected
   I. Place cleaned garments on conveyor and put customer call tag on bag

6. Complete individual projects
   A. Read publications on care and handling of fibers.
   B. List duties performed by various workers in dry cleaning establishment.
   C. Keep a daily log of activities and a list of new things learned.

Signatures:

Employer ___________________________ Parent ___________________________
Teacher-coordinator ________________ School ___________________________
An aide in a laundromat might be a step in the direction to career opportunities in the commercial laundromat business. The following list is a step-by-step plan devised as a guide for setting up a work program of various areas of experience in a laundromat. Such a plan benefits the student-learner by helping him obtain his objectives.

Suggested areas of training and experience:

1. **Gaining knowledge of the laundry business**
   - A. Learning about the different facilities located in a laundromat  
   - B. Observing activities in the laundromat  
   - C. Survey number of laundromats in local area  
   - D. Learning the importance of laundromats to our way of life

2. **Qualifying as a laundry aide**
   - A. Personal qualities
     1. Dresses appropriately
     2. Clothes fit properly
     3. Wears hair in a simple style
     4. Wears make-up not too extreme
     5. Wears well-fitting shoes
     6. Cleanliness of body
        a. hair
        b. teeth
        c. nails
        d. deodorant

* **Occupational Requirements**
  - Display initiative
  - Shows interest
  - Being obedient
  - Follows directions
  - Recognizes importance of honesty
  - Accepts responsibility
  - Gets along with the customers
  - Conserves supplies and prevents wastes
  - Handles equipment carefully

* All material included under occupational requirements taken from handout material by Dr. Mason
Other Occupational Requirements

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
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<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
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</tbody>
</table>

- Knowing how to handle an emergency
- Ability to handle complaints tactfully
- Ability to take care of lost and found articles properly
- Ability to handle telephone calls
- Ability to make minor repairs on equipment
- Knowing how to watch for vandalism and what to do in such a case
- Ability to watch out for children

Customer Requirements

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
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<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
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</tbody>
</table>

- Gives prompt attention to customer requests
- Demonstrates use of various machines (washer, dryer, dying machine, wringer, presser, dry cleaning machines, soap dispensers)
- Ability to make change for coin operated equipment
- Knowledge of machine cycles
- Knowledge of types of fabrics that can or cannot be laundered
- Knowledge of the use of detergents, bleaches, and rinses
- Ability to measure detergents and bleaches
- Knowledge of how to dye garments, etc.
- Knowledge of water temperatures in relation to clothing laundered
- Knowledge of stain removal and spotting
- Ability to assist customer in any way necessary

3. Developing good work habits

Be prompt
Plan work to be done
Organize daily routine (cleaning machines, mopping floors, checking change machines, etc.)
Meet new situations with ease
Learn to conserve energy
Maintain standards for cleanliness

4. Completing individual projects

Read related material
Keep a daily log of events
Prepare a job manual based on activities at training station

Signatures:

Employer ___________________________ Parent ___________________________
Teacher-coordinator ______________________ School _______________________

26
CARE OF THE ELDERLY
STEP-BY-STEP TRAINING PLAN

CARE OF AN ELDERLY PERSON

Supervisor's name __________________________ Name of student __________________________

Employer's address __________________________ Address of student __________________________

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. The responsibilities of the job include: assistance to older person in meeting his own psychological and physical needs; helping an elderly person with personal, social, and routine business matters; and securing assistance in case of emergencies. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:

1. Work of the trainee to an elderly person
   - Helping elderly person accept his stage in the life cycle
   - Helping with grooming and dressing
   - Preparing and serving suitable meals
   - Helping elderly person maintain dignity and sense of worth
   - Respecting religious and cultural values, patterns and differences
   - Preventing accidents through proper safety measures
   - Emergency situations, administering first-aid before physician arrives

2. Desirable personal physical appearance
   - Dressing appropriately
   - Maintaining good posture
   - Improving personal appearance through proper hair care and styles
   - Caring for nails, face, and teeth
   - Learning the importance of bathing, and the correct use of deodorants
   - Learning to care for shoes, clothing, and accessories
   - Wearing shoes that are comfortable and cover the feet
   - Applying make-up properly and appropriately

3. Desirable personal qualities to cultivate
   - Interest in people, especially the elderly
   - Ability to express feelings of tenderness, warmth, and affection
   - Accepts responsibility
   - Being obedient
   - Willing to accept constructive criticism
   - Controls emotions at all times
   - Ability to make independent decisions when necessary

Training In Class Experience On-the-job

27
Adjusts to difficult situations
Recognizes the importance of honesty
Patience, understanding of slow movements of the elderly
Discretion
Respects other people's beliefs and values
Ability to maintain harmonious personal relationships
Ability to speak clearly, write legibly, and read aloud effectively
Communicates easily with others

4. Understanding employment policies
Ways to apply for work
Policies regarding wages, pay periods, transportation, health examinations, etc.
Special concerns if an individual family or person is employer
Social Security and laws affecting employment
Work agreement concerning hours, wages, job to be done
Mutual responsibilities of employer and employee

5. Understanding physical and mental health needs of the elderly
Disabilities common to elderly; frailty, loss of hearing, sight, memory, and senility
Needs of an older person who has any of these disabilities
Ways of helping person with disabilities
How to use available health services
Includes adequate amounts of foods from each food group
Reasons for inadequate nutrition --economic, food habits, food fads, frailty, lack of interest, dislikes eating alone
Encourages person to help himself as much as possible in daily activities

6. Assistance with personal, social, and business matters
Accompanying elderly person to barber shop, beauty parlor, doctor's office, shopping, to a movie, or on an extended tour
Addressing Christmas cards or writing letters
Attending to business transactions--going to bank, paying bills, writing checks, making telephone calls
Accompanying person to church, to social gatherings, to call on friends
Arranging to entertain friends or relatives
Reading aloud, playing games, or being an interested listener
Can be entrusted with private or secret matters

Training
Experience

In Class
On-the-job
7. Social amenities

- Entertaining and setting as hostess to callers
- Using the telephone
- Writing letters and notes
- Being entrusted with personal matters and information
- Reading to an elderly person

8. Simple household tasks

- Keeping the living area clean, orderly, and attractive
- Plan sequence of cleaning jobs to avoid upsetting daily routine of elderly
- Uses equipment and methods for each job to cause least amount of confusion and noise

9. Personal tasks

- Assisting the elderly person in bathing
- Assisting the elderly person in changing clothes
- Respecting elderly person's wish for privacy

10. Caring for clothes

- Washing clothes--hose, fine lingerie, gloves, drip-dry fabrics
- Pressing and repairing
- Storing in accustomed places anything used
- Taking or sending clothes to commercial cleaners
- Polishing shoes and taking them to be repaired

11. Food for an elderly person

- Understand basic food groups and function of each group
- Plan nutritionally special meals for elderly
- Become acquainted with special nutrition needs and food problems of the individual
- Use basic food group as guide in menu planning
- Consider coat, flavor, texture, and color in planning attractive, appetizing meals
- Recognize personal habits, likes, and dislikes
- Prepare meals for elderly
- Conserve food nutrients
- Study principles of preparation of foods such as meats, fish, eggs, vegetables, salads and dressings, fruits and simple desserts
- Prevention of spoilage and contamination
- Importance of sanitary methods of dishwashing and cleaning up the kitchen
- Arrange table attractively
- Serve food in appetizing manner and in appropriate quantities
12. Accident prevention in the home

Types of home accidents--falls, burns, cuts
Causes of home accidents
Encourage elimination of common household hazards, small rugs, waxed floors
Encourage installation of safety devices--stair railings, wall handles at tub and toilet, carpeting floors
Anticipate danger zones and give extra precautionary help

13. Actions to take in an emergency

Notify doctor and/or family
Keep telephone numbers to use in emergencies--person legally responsible for the elderly person, neighbors or friend, doctor, hospital, ambulance, police, fire department, plumber, electrician
Apply appropriate first aid measures for cuts, burns, or fainting

14. Completing individual projects

Preparing a job manual based on activities at the training station. Develop career manuals

Signatures:

Employer ____________________________ Parent ____________________________
Teacher-coordinator __________________ School ____________________________

(Copies to: employer, teacher-coordinator, student)
FOOD SERVICE: ASSISTANT BAKER

The assistant baker helps the baker in scaling off ingredients; prepares bake sheets, muffin tins and bread pans; keeps bread cloths and bread boxes clean and keeps the bake shop in sanitary condition.

Suggested areas of training and experience:

1. Learning about the food industry
   - Secure facts about the field of food service
   - Know about the food service and its place in today's society
   - Know of job opportunities in your field
   - Be familiar with the establishments in the area and the policies and standards

2. Qualifying for a career in the industry
   - Meet the physical and personal requirements
   - Obtain high standards of personal appearance and grooming
   - Maintain high moral standards
   - Be ethical in your business relationships
   - Develop good personality traits

3. Requirements for the position of assistant baker
   - Development of good sanitary habits - personal hygiene, cleanliness and sanitation
   - Knowledge of food storage, food poisoning, food borne diseases, controlling of flies and insects, and need for control of heat and cold
   - Be knowledgable about the safety guide lines in food service
   - Be able to use time and energy wisely

4. Knowledge of baking skills
   - Preparation of food reads recipes measuring quantity cooking food storage food use

5. Care and cleaning of equipment
   - Knowledge of the use of all types of equipment, large and small mixers ovens utensils small pans
   - Knowledge of care and clean-up of all equipment used
   - Storage of equipment
6. Personal requirements in occupational positions

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Training In Class</th>
<th>Experience On-the-job</th>
</tr>
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<tbody>
<tr>
<td>Displaying initiative</td>
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<tr>
<td>Showing interest</td>
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<tr>
<td>Following directions</td>
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<tr>
<td>Recognizing the importance of honesty</td>
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<tr>
<td>Accepting responsibility</td>
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<tr>
<td>Cooperating with other employees</td>
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<tr>
<td>Conserving supplies and preventing waste</td>
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<td>Handling equipment carefully</td>
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7. Public relations

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<tr>
<th>Public relations</th>
<th>Training In Class</th>
<th>Experience On-the-job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing good will by preparing good, attractive food on time</td>
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<tr>
<td>Develop good worker to worker relationships</td>
<td></td>
<td></td>
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<tr>
<td>Develop good employer-employee relationship</td>
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</table>

8. Developing oneself

<table>
<thead>
<tr>
<th>Developing oneself</th>
<th>Training In Class</th>
<th>Experience On-the-job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works on his own</td>
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<tr>
<td>Completes individual projects</td>
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</tbody>
</table>

Signatures:

Employer ___________________________________________ Parent ___________________________________________

Teacher-coordinator _______________________________ School ___________________________________________

32
### STEP-BY-STEP TRAINING PLAN

**FOOD SERVICE: CATERER ASSISTANT**

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<tr>
<th>Training</th>
<th>Experience</th>
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<td>In Class</td>
<td>On-the-job</td>
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<table>
<thead>
<tr>
<th>Supervisor's name</th>
<th>Name of student</th>
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<table>
<thead>
<tr>
<th>Employer's address</th>
<th>Address of student</th>
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The food industry offers many career opportunities. One of the careers is catering service. The caterer has varied responsibilities; know the jobs of all personnel, chef, cook, baker, etc; must be a good manager and party consultant; needs to have vast knowledge of food buying, preparation, and serving; and must be public relations minded.

### Suggested areas of training and experience:

1. **Learning about the catering business**
   - Securing facts on the importance of the food service industry.
   - Learning place catering has in today's living.
   - Gathering data on industries that benefit by purchases of the caterer.
   - Classifying the different types of catering service.

2. **Qualifying for a career as a caterer assistant**
   - Meet the physical and personal requirements.
   - Meet high standards of personal appearance and grooming.
   - Maintain high moral standards.
   - Be ethical in your business relationships.
   - Develop good personal traits.

3. **Educational requirements**
   - Showing interest.
   - Being obedient.
   - Following instructions.
   - Recognizing the importance of honesty.
   - Accepting responsibility.
   - Getting along with customers.
   - Cooperating with the employees.
   - Conserv ing supplies and preventing waste.
   - Handling equipment carefully.
   - Satisfying the customers.
   - Remembering names and faces.
   - Showing a genuine interest in the customer.
   - Giving prompt attention.

4. **Developing good work habits**
   - Planning the work to be done.
   - Saving time and steps by proper planning.
   - Avoiding useless and ineffective motions.
   - Considering proper timing.
   - Maintaining standards for cleanliness.
   - Learning safety measures.
   - Combating food poisoning through proper sanitation.
5. **Learning to prepare and serve quality food**

- Plan menus that can be catered
- Quantity food purchasing
- Quantity food preparation
- Establishment of serving lines
- Select appropriate decorations
- Keep foods at proper temperature
- Use left-overs wisely
- Price menus or service
- Learn quick and easy clean-up methods

6. **Public relations**

- Learn methods of advertising
- Learn to prepare advertisements
- Learn about food service organizations

7. **Learning related procedures**

- Hostess
- Waitress
- Cook
- Bakers
- Dishwasher

8. **Learn about employment procedures**

- Salary
- Taxes
- Insurance
- Unions
- Laws
- Health regulations
- Employment relationships

---

**Signatures:**

- Employer
- Parent
- Teacher-coordinator
- School
**STEP-BY-STEP TRAINING PLAN**

**FOOD SERVICE: COUNTERMAN, LUNCHROOM OR COFFEE SHOP**

<table>
<thead>
<tr>
<th>Supervisor's name</th>
<th>Name of student</th>
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<table>
<thead>
<tr>
<th>Employer's address</th>
<th>Address of student</th>
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</thead>
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**Job Description:** Serves food to diners seated at counter, calls order to kitchen and picks up and serves order when ready, accepts payment or makes up itemized check for service, may prepare sandwiches, salads, and other short order items, may perform other duties, such as cleaning counters, washing dishes, and selling cigars and cigarettes. Feminine title: counter girl.

**Suggested areas of training and experience:**

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
</tr>
</tbody>
</table>

1. **Learning about restaurants**
   - Securing facts on the food service industry
   - Learning how restaurants affect the nation's health
   - Classifying the different types of service restaurants

2. **Qualifying for a career in the restaurant business**
   - Meeting the physical and personal requirements:
     - Appearing well in uniform
     - Learning to improve personal appearance through:
       - Caring for nails, hair, face, and teeth
       - Avoiding extremes in make-up and hair styles
       - Controlling weight through proper diet
       - Using deodorant properly
       - Taking care of shoes, clothes, and accessories
       - Maintaining good posture
       - Bathing properly and regularly
       - Have regular health examinations
   - Meeting the educational requirements:
     - Developing a legible handwriting
     - Learning to speak distinctly and clearly
     - Writing menus
     - Figuring sales slips quickly and accurately
     - Becoming familiar with different menu items
     - Learning the fundamentals of making change
     - Operating the cash register
     - Learning to make adjustments and refunds
   - Meeting the occupational requirements:
     - Displaying initiative
     - Showing interest
     - Being obedient
     - Following directions
     - Recognizing the importance of honesty
     - Accepting responsibility
     - Getting along with the customers
     - Cooperating with other employees
     - Conserving supplies and preventing waste
     - Handling equipment carefully
Keeping the soda fountain, tables, and counters clean
Using selling sentences and acceptable conversation with customers
Using ice cream dipper correctly
Making carbonated drinks, freezes, ades, and floats
Making sundaes, banana splits, and milk shakes
Selecting and proper holking of service-ware
Learning sales check procedures
Learning the specialities of the establishment
Satisfying the customer's requirements:
  Remembering names and faces
  Showing a genuine interest in the customer likes
  Giving prompt attention
  Being courteous

3. Developing good work habits
  Saving time and steps by proper routing
  Avoiding useless and ineffective motions
  Considering proper timing
  Maintaining standards for cleanliness
  Building good will by prompt, courteous service
  Explaining the menu to the customer

4. Learning other procedures
  Setting the table
  Using the dishwashing facilities
  Obeying safety regulations
  Tipping

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
</tr>
</tbody>
</table>

Signatures:

Employer ________________________ Parent ________________________

Teacher-coordinator ________________________ School ________________________
STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: DISHWASHER

Suggested areas of training and experience:

1. Understanding the relationship between health and proper sanitation in food handling

   Securing information on local, state and federal controls on the handling of foods before they reach the consumer
   Visiting a restaurant, discuss meaning of "sanitary inspection"

2. Qualifying for a career in the restaurant business

   Meeting the physical and personal requirements:
   - Appearing properly dressed in uniform
   - Learning to improve personal appearance through good grooming with special emphasis on bathing and care of nails, hair, face, and teeth
   - Avoiding extremes in make-up and hair styles
   - Controlling weight through wise choice of food
   - Using deodorants properly
   - Taking care of shoes, clothing and accessories
   - Maintaining good posture
   - Meeting the occupational requirements:
     - Displaying initiative
     - Showing interest
     - Following directions
     - Recognizing the importance of honesty
     - Accepting responsibility
     - Cooperating with the other employees and supervisors
     - Handling equipment carefully

3. Developing good work habits

   Prepare dish machine for use:
   - Check machine for adequate operation
   - Check wash and rinse temperatures

Safe and sanitary practices in the handling of food contributes to the health and welfare of everyone. It matters not what your job is in the restaurant, the job of handling of dishes is important in "breaking the chain of infection." Your work is important in keeping the dishes, knives, forks, spoons, cups, saucers and glasses sanitary as they move from the dishwasher to the customer.
Add cleaning agent and water
Start booster heating element if so instructed
Get other materials ready
Carts for stacking clean dishes
Wash dishes
Sort dishes and silver
Scrape dishes and pre-rinse
Place silver in soak pans
Place dishes in machine rack
Load dish machine and wash dishes
Rinse dishes in machine
Sanitize dishes in machine
Air dry dishes
Unload dish machine
Check for proper cleaning
Place clean dishes on cart or rack
Place clean silver in proper containers
Re-run any dirty dishes through machine
Use safe and sanitary methods in handling dishes
Store dishes in proper place
Report breakage or chipped china to supervisor

4. Care of dish machine

Daily
Clean dish tables with detergent
Rinse with fresh water
Turn off heat on wash and rinse tanks
Drain water from tanks and pumps
Check and clean final rinse spray
Remove and clean scrap trays
Hose and scrub inside of machine
Replace scrap trays
Check machine for next operation, leaving all inspection doors open
Clean and refill detergent dispenser
Check filler openings, final rinse and pump-packing for leakage
Check by manufacturing personnel every six months

5. Completing individual projects

Read restaurant trade magazines, government publications and Restaurant Association publications.
Prepare a job manual based on activities at the training station.
Develop career manuals.

Signatures:
Employer
Teacher-coordinator
Parent
School

(Copies to: employer, teacher-coordinator, and student)
The grocery checker is an important person in the food industry that works to get the food from the producer to the dinner table. The responsibilities of the job include: recording and totaling prices on the cash register, receiving money and making change, packing groceries, and other store duties. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of checker work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:

1. Gaining knowledge of the grocery store business
   - Learning general knowledge of retail grocery store business
   - Learning facts about purchasing and marketing
   - Analyzing the personnel structure
   - Analyzing the structure of the various departments within the grocery store
   - Making a comparison of the grocery stores in the community
   - Studying how advertising and displays influence customers to buy

2. Qualifying for a career as a grocery checker
   A. Meeting physical and personal requirements
      - Dress appropriately
      - Maintaining good posture
      - Learning to improve personal appearances through proper hair care and styles
      - Caring for nails, face, and teeth
      - Learning the importance of bathing, and the correct use of deodorants
      - Learning to care for shoes, clothing, and accessories
      - Wearing shoes that are comfortable and cover the feet
      - Applying make-up properly and appropriately
   B. Meeting social behavior requirements
      - Being prompt
      - Displaying initiative
      - Willing to cooperate
      - Accepting responsibility
      - Showing reliability and integrity
      - Being obedient
      - Accepting and getting along with management, employees, and customers

Sharon Clem
Home Ec. Related Occupations
Indiana State University
Willing to accept constructive criticism
Recognizing the importance of honesty
Controlling emotions at all times
Adjusting to difficult situations

C. Meeting occupational requirements
Using basic math skills
Using proper language
Speaking distinctly
Correctly manipulating cash register
Being able to handle complaints and criticisms

D. Satisfying customer's requirements
Showing courtesy to customers
Giving a friendly smile
Cultivating a pleasing personality
Developing the ability to meet all types of people
Maintaining a genuine interest and concern for people
Giving prompt and considerate attention
Showing respect for persons

3. Developing good work habits
Being on time at work each day
Learning to follow instructions carefully
Learning to be dependable
Working as efficiently as possible to conserve time, energy, and resources
Being skilled with duties in order to transmit confidence to customers
Maintaining standards for cleanliness
Learning safety measures
Being aware of the necessity for accuracy

4. Checking out a customer
Greeting each customer
Manipulating cash register to ring up and total sales prices
Figuring sales taxes
Writing charge slips
Making change
Sacking the grocery items
Thanking the customer and make him feel you appreciated his business
Keeping belt and working area clean
Knowing all items on special
Knowing prices of items not marked
Learning to issue stamps and promotion gimmicks
Using scales to weigh produce

5. Learning other procedures
Being able to handle complaints and criticisms
Keeping counters and racks clean
Learning to keep busy when no customers are ready to be checked out
Learning the layout of the grocery store
Learning what foods are in each section of grocery store
Knowing store policies on lost items, mistakes, failures, and damaged items
Being constantly on the look-out for shoplifters
Knowing what to do in case of shoplifting

6. Completing individual projects
- Reading newspaper ads to become aware of competition and advertisement
- Preparing a job summary of activities at the training station
- Developing career manuals
- Keeping a "log" of experiences and problems

Signatures:

Employer ______________________________ Parent ______________________________

Teacher-coordinator __________________________ School __________________________

(Copies to: employer, teacher-coordinator, student)
STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: HOSPITAL DIET ORDER CLERK

Supervisor's name ___________________________ Student's name ___________________________

Employer's address ___________________________ Student's address ___________________________

Hospital training in food service offers the serious student many opportunities. This step-by-step training plan offers the student a guide to use when studying in the related class and as a checklist for experiences on the job. It also provides the instructor, employer, parent and student with a visual record of the student's progress.

Suggested areas of training and experience:

1. Personal qualities of the diet order clerk

   A. To be appropriately dressed at all times
   B. To improve personal appearance through good grooming with emphasis on:
      1. Caring for nails, hair, face and teeth
      2. Avoiding extremes in make-up and hair styles
      3. Controlling weight through proper diet
      4. Using deodorants properly
      5. Taking care of shoes, clothing and accessories
      6. Wearing shoes that are comfortable and cover the feet
      7. Maintaining good posture

2. Special skills needed by the diet order clerk

   A. To cultivate a pleasing personality in meeting people and working with them
   B. To demonstrate proper etiquette when using the phone for business
   C. To develop the ability to use telecommunications accurately
   D. To write and/or take legible shorthand
   E. To type accurately
   F. To understand basic bookkeeping
   G. To understand charting procedures
   H. To understand how to give information to other personnel
   I. To be capable of using a diet manual efficiently
   J. To become aware of possible substitutions in patients' diets
   K. To be familiar with scheduling procedures
   L. To be aware of the necessity for accuracy in order counting
   M. To learn the layout of the hospital
3. Learning about food service within the hospital organization

A. To understand the chain of administrative responsibility
B. To become familiar with the schedules of hospital personnel
C. To become familiar with the role of food service within the institution
D. To become familiar with the food service philosophy of the hospital
E. To master the vocabulary used in hospital food service
F. To become aware and understand the necessity for accuracy when recording dietary orders
G. To become aware of routine diet procedures as opposed to special diets
H. To be aware of the diet order that must be written and those given orally

4. Qualifying for a career as a dietitian's assistant

A. To have a sincere desire to help the hospitalized patient
B. To develop a deep and sincere interest in therapeutic food preparation and service
C. To develop a continual awareness of changing practices in dietary service
D. To develop supervisory qualities
E. To develop the ability to make decisions on size of portions in accordance with the diet
F. To become familiar with dealing and placing orders with public vendors
G. To develop the ability to decide on substitutions allowed on the special diets
H. To practice the use of professional ethics

5. Completing individual projects

A. To prepare a job summary of activities at the training station
B. To develop a career manual for the dietitian's assistant

Signatures:

Employer __________________________ Parent __________________________
Teacher-coordinator __________________________ Student __________________________
Step-by-Step Training Plan

Food Service: Hospital Tray Girl

Supervisor's Name ___________________________  Student's Name ___________________________
Employer's Address ___________________________  Student's Address ___________________________

Job Description: Prepares and delivers food trays to hospital patients, performing any combination of the following duties on the tray lines; prepares trays by placing on them such items as silver, fruit juice, sugar, cream, milk and butter, filling vacuum bottles with coffee, and apportioning food servings according to diet list; may place servings in blender to make foods for soft or liquid diets, examines filled trays for completeness and places on cart or dumbwaiter. Pushes carts to halls or ward in kitchens. Serves trays to patients. Collects dirty dishes and cleans work area, tables, cabinets and ovens.

Suggested areas of training and experience:

1. Learning about hospitals
   - Knowing the functions of hospitals
   - Gathering facts about the importance of hospitals in communities
   - Classifying the types of food service in hospitals
   - Knowing the demands of around-the-clock service

2. Qualifying for a career in hospital food service
   - Meeting the physical and personal requirements:
     - Appearing neat in uniform
     - Having regular health examinations
     - Being able to stand heat, walking, and pressure
     - Understanding patients reaction to illness
     - Being able to understand illness and death
   - Improving personal appearance through:
     - Caring for nails, hair, face, and teeth
     - Bathing regularly and properly
     - Avoiding extremes in make-up and hair styles
     - Controlling weight through proper diet and exercise
   - Using deodorant properly
   - Defuzzing underarms
   - Caring for shoes, clothing and accessories
   - Bathing regularly and properly
   - Wearing shoes that are comfortable and cover the feet
   - Meeting the educational requirements:
     - Learning to speak distinctly and clearly
     - Reading and understanding terms and menus for regular and special diets
   - Meeting the occupational requirements:
     - Cooperating with other employees and other services
     - Displaying initiative
     - Being honest

Training
In Class  On-the-job

Experience

45
<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
</tr>
<tr>
<td>Handling food in accordance with sanitary regulations</td>
<td></td>
</tr>
<tr>
<td>Conserving supplies correctly and preventing waste</td>
<td></td>
</tr>
<tr>
<td>Handling equipment correctly</td>
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<tr>
<td>Serving only foods specified by diet lists</td>
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<tr>
<td>Knowing the physical arrangement of the hospital</td>
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<tr>
<td>Accepting responsibility</td>
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<tr>
<td>Getting along with the patients and customers</td>
<td></td>
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<tr>
<td>Following instructions implicitly</td>
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<tr>
<td>Understanding allowed substitutions which can be made on a diet</td>
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<tr>
<td>Satisfying the patient's and customer's needs: Being courteous and tactful</td>
<td></td>
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<tr>
<td>Giving prompt attention</td>
<td></td>
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<tr>
<td>Respecting patients' privacy</td>
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<tr>
<td>Communicating with patients, relatives and friends</td>
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</tbody>
</table>

3. Developing good work habits
   - Planning duties to meet meal schedules
   - Saving time and steps by proper routing
   - Avoiding useless and ineffective motions
   - Maintaining standards for cleanliness
   - Planning personal time to coordinate with different shifts, holidays, etc.

4. Learning other procedures
   - Understanding the limits of patient care
   - Setting the table
   - Setting a tray
   - Delivering trays to patients
   - Using a food cart properly
   - Operating a dumbwaiter
   - Using the dish washing facilities
   - Clearing tables
   - Using a steam table

Signatures:

Employer

Parent

Teacher-coordinator

School
The step-by-step training plan lists the various areas of experience as a guide for setting up a specific training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of food service work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:

1. **Learning about the restaurant business**
   - Understanding the relationship between health and proper sanitation in food handling
   - Gathering facts concerning the magnitude or scope of the food service industry
   - Learning trends in food service establishments
   - Learning health requirements which employees of food service establishments must meet
   - Becoming familiar with related industries
   - Classifying the different types of service available in restaurants
   - Comparing the methods by which food is served to guests

2. **Qualifying for a career as a restaurant employee**
   - Meeting the physical and personal requirements:
     - Having a Health Certificate
     - Appearing neat in uniform
   - Learning to improve personal appearance through:
     - Caring for nails, hair, face and teeth
     - Avoiding extremes in make-up and hair styles
     - Using deodorants properly
     - Taking care of shoes and clothing
     - Maintaining good posture
     - Controlling weight through proper diet

3. **Meeting the educational requirements**
   - Displaying initiative
   - Showing interest
   - Being obedient
   - Following directions
   - Recognizing the importance of honesty
   - Accepting responsibility
   - Cooperating with other employees
   - Conserving supplies and preventing waste
   - Handling equipment carefully

---

**FOOD SERVICE: SALAD GIRL**

**Supervisor's name** ____________________ **Student's name** ____________________

**Employer's address** ____________________ **Student's address** ____________________

**STEP-BY-STEP TRAINING PLAN**

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
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</thead>
<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
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Linda Garringer
Home Ec. Related Occupations
Indiana State University
Revised from Caroll Deem Workshop - June, 1968
4. Developing good work habits

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
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<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
</tr>
<tr>
<td>Being prompt</td>
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<tr>
<td>Planning the work to be done</td>
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<tr>
<td>Saving time and steps by proper routing</td>
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<tr>
<td>Avoiding useless and ineffective motions</td>
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<tr>
<td>Considering proper timing</td>
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<tr>
<td>Maintaining standards for cleanliness</td>
<td></td>
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<tr>
<td>Maintaining habits of cleanliness while working with food</td>
<td></td>
</tr>
</tbody>
</table>

5. Purpose and serving techniques for salads

| Dinner salads | | |
| Green salads | | |
| Main course salads | | |
| Meat salads | | |
| Sea-food salads | | |
| Egg salads | | |
| Molded or jellied salads | | |
| Fruit salads | | |

6. Making standard salads

| Recognizing importance of salads in all types of service | | |
| Knowing in detail how to prepare ingredients for an attractive salad: | | |
| greens | | |
| vegetables | | |
| fruits | | |
| meats | | |
| fish | | |
| poultry | | |
| eggs | | |
| cheese | | |
| dried, salted and pickled foods | | |
| nuts | | |
| Caring for and storing salad ingredients | | |
| Knowing factors in selecting ingredients for salads | | |
| Combining salad ingredients correctly | | |
| Garnishing salads with variety and appeal | | |
| Applying principles to gelatine | | |
| Demonstrating the requisites for a good salad | | |

7. Making standard salad dressings

| Classifying salad dressings and describing each | | |
| Using knowledge of relationship of dressing to salad | | |
| Listing all the possible variations of mayonnaise formula | | |
| Correcting demulsified mayonnaise | | |
| Discerning advantages of starch base over egg base for institutions | | |
| Storing mayonnaise to prevent food spoilage | | |
| Practicing procedures to temporarily hold French dressing emulsion | | |
| Knowing variations of French dressing formula | | |
| Using French dressing on a variety of salads | | |
| Using variations for the cooked dressing formula | | |
Preparing other salad dressings
Using commercially prepared dressings properly
Preparing salad dressing mixes properly

8. Learning other procedures
   - Obeying safety regulations
   - Using equipment correctly
   - Using preparation utensils correctly
   - Preparing work analysis sheets
   - Preparing food orders
   - Applying knowledge for protection from rodents, insects
   - Understanding and applying principles of sanitation
   - Showing a genuine interest in the guest's likes
   - Keeping standards of preparation high
   - Upholding the reputation of the business

9. Completing individual projects
   - Reading restaurant trade magazines, government publications, and Restaurant Association publications
   - Preparing a job manual based on activities at the training station
   - Assimilating career manual on food service occupations
   - Compiling a recipe file
   - Securing information on local, state and federal controls over handling of food before reaching consumer

Signatures:

Employer ___________________________ Parent ___________________________

Teacher-coordinator ___________________________ School ___________________________

(Copies to: employer, teacher-coordinator, student)
STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: SHORT ORDER COOK

The step-by-step training plan lists the various areas of experience as a guide for setting up a specific training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of food service work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:

1. Learning about the restaurant business
   - Securing facts on the importance of the food service industry
   - Learning how restaurants affect the health of the nation
   - Gathering data on industries that benefit by restaurant purchases
   - Classifying the different types of service available in restaurants
   - Learning present trends in food establishments

2. Qualifying for a career as a restaurant short order cook
   - Meeting the physical and personal requirements:
     - Having a Health Certificate
     - Being able to work on feet for long periods of time
     - Having keen sense of taste and smell
     - Being able to lift and carry heavy objects
     - Looking neat in uniform
   - Learning to improve personal appearance through:
     - Caring for nails, hair, face and teeth
     - Avoiding extremes in makeup and hair styles
     - Using deodorants properly
     - Taking care of shoes and clothing
     - Maintaining good posture
     - Controlling weight through proper diet

3. Meeting the educational requirements
   - Having ability to plan menus
   - Having ability to compute quantities of food
   - Having ability to correctly follow menus
   - Ability to learn theory and techniques of food preparation
   - Ability to prepare all kinds of foods which require only a short cooking time
   - Ability to figure bills and make change

<table>
<thead>
<tr>
<th>Training In Class</th>
<th>Experience On-the-job</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

51
4. Developing good work habits
   | Ability to use motions, time effectively | Training | Experience |
   | Ability to cooperate with other employees | In Class | On-the-job |
   | Ability to adjust to work situation |          |            |
   | Willingness to work to set work standards |          |            |
   | Ability to remain courteous under stress |          |            |
   | Ability to work rapidly |          |            |
   | Willingness to assume responsibility |          |            |

5. Selling food and service
   | Putting food establishments' interest ahead of one's private interests during business hours | Training | Experience |
   | Understanding food cost and portion control | In Class | On-the-job |
   | Building good will by rapid service |          |            |
   | Preparing uniformly attractive, well-cooked food |          |            |
   | Preparing garnishes |          |            |
   | Upholding the reputation of the business |          |            |

6. Advertising and displaying
   | Learning vocabulary terms | Training | Experience |
   | Knowing advertising media used by restaurants | In Class | On-the-job |
   | Helping to arrange displays |          |            |

7. Learning other procedures
   | Learning proper sanitation in food handling | Training | Experience |
   | Understanding food spoilage, poisoning and infections | In Class | On-the-job |
   | Using precautionary health and safety measures |          |            |
   | Using dishwashing facilities |          |            |
   | Using various institutional equipment properly |          |            |
   | Carving meats and filling orders from a steam table |          |            |

8. Completing the individual projects
   | Reading restaurant trade magazines, government publications, and Restaurant Association publications | Training | Experience |
   | Preparing a job manual based on activities at the training station | In Class | On-the-job |
   | Develop career manual in food service areas; amount of training needed |          |            |
   | Computing portion cost of food |          |            |

Signatures:

Employer ___________________________ Parent ___________________________

Teacher-coordinator ___________________________ School ___________________________

(Copies to: employer, teacher-coordinator, student)
HOUSEHOLD MANAGEMENT
STEP-BY-STEP TRAINING PLAN

HOUSEHOLD MANAGEMENT: HOME MAINTENANCE AIDE

The home care area offers the student-trainee many career opportunities. The step-by-step training plan lists various areas of experiences as a guide for setting up a specific program of training for a student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom.

Suggested areas of training and experience:

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
</tr>
</tbody>
</table>

1. **Examining the role of a home maintenance aide**
   - Need for the home maintenance business
   - Survey tasks people would rather hire to have done
   - Survey of opportunities available in the community
   - Interview persons employed in this career
   - Summarize advantages of this type of work

2. **Qualifying for a career as a home maintenance aide**
   - Meeting the physical and appearance requirements
     - Maintenance of good health
     - Getting a health examination
     - Importance of good nutrition
     - Being able to work on feet for long periods of time
     - Good grooming for the job
     - Caring for hair, nails, face, and teeth
     - Appropriate make-up
     - Importance of good posture
     - Tending to body
     - Suitable clothing for the job
     - Clean uniform daily
     - Clean and appropriate shoes
   - Meeting job requirements
     - Making a job application
     - Going for an interview
     - Answering the telephone correctly
   - Services to employees
     - Social Security
     - Employment agency
     - Income tax
     - Unemployment compensation
     - Unemployment insurance
     - Labor unions
   - Personal requirements
     - Promptness
     - Courtesy to fellow workers and customers
     - Initiative
     - Cooperativeness
Accept responsibility
Reliable
Enthusiastic
Honesty
Accept criticism
Take and follow directions

Job ethics
Respect for property and privacy of employer
Temptations on the job
Successful relations with employer

3. Developing good work habits
Planning work
Avoiding useless and ineffective motions
Maintaining standards of cleanliness
Keeping up to date on new products and procedures
Obeying safety regulations
Checking with supervisors on work to be done

4. Learning skills of the job
Use and care of cleaning equipment
Types and uses of cleaning supplies
Cleaning floors
  Washing and waxing floors
  Care and cleaning of carpets
  Care of wood floors
Cleaning windows
Maintaining furniture
  Wood pieces
  Upholstered pieces
Cleaning wall surfaces
  Washing walls
  Painting walls and woodwork
  Cleaning wallpaper
Laundry
  Knowledge of how fabrics are to be laundered
  Detergents and bleaches and their uses
  Ironing and pressing techniques

Personal projects:
Developing a career manual, reading literature on home maintenance and management problems, reading literature on the legal aspects of the business, and conducting experiments with various cleaning supplies and agents to determine suitability and quality.

Signatures:
Employer ___________________________ Parent ___________________________
Teacher-coordinator __________________ School ___________________________

(Copies to: employer, teacher-coordinator, student)
STEP-BY-STEP TRAINING PLAN

HOUSEHOLD MANAGEMENT: HOMEMAKER'S ASSISTANT

<table>
<thead>
<tr>
<th>Supervisor's name</th>
<th>Student's name</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Employer's address</th>
<th>Student's address</th>
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</table>

A homemaker's assistant performs any combination of the following duties in keeping private home clean and orderly, in cooking and serving meals, and in rendering personal service to family members. Plans meals and purchases foodstuffs and household supplies. Prepares and cooks vegetables, meats and other foods according to employer's instructions or following own methods. Washes dishes and cleans silverware. Oversees activities of children, assisting them in dressing and bathing, cleans furnishings, floors, and windows, changes linen and makes beds. Washes linen and other garments by hand or machine and mends and irons clothing. Performs additional duties such as answering telephone and doorbell and feeding pets.

Suggested areas of training and experience:

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
</tr>
</tbody>
</table>

1. **Learning about homemaker's assistant career**
   - Obtaining facts about job - duties, qualifications, and salary
   - Learning about type of employers
   - Making a survey of opportunities available in community
   - Gathering data on responsibilities
   - Surveying advantages and need for type of work
   - Interviewing persons employed in this career

2. **Qualifying for a career as a homemaker's assistant**
   - Meeting physical requirements
   - Maintaining good nutritional habits
   - Being able to work on feet for long periods of time
   - Getting a health examination
   - Meeting appearance requirements
   - Caring for nails and hands
   - Caring for hair and appropriate style
   - Caring for face and proper make-up
   - Caring for teeth and a check-up
   - Bathing regularly and using deodorants
   - Maintaining good posture
   - Wearing clean and appropriate apparel

   Applying for the job
   - Making a job application
   - Going for an interview
   - Answering the telephone

   Personal requirements
   - Following directions
   - Accepting responsibility
   - Being honest
   - Showing interest
   - Being obedient
   - Displaying initiative
<table>
<thead>
<tr>
<th>Job Ethics</th>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for property of employer</td>
<td></td>
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<tr>
<td>Respect for privacy of employer</td>
<td></td>
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<tr>
<td>Temptations on the job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful relations with employers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Developing good work habits

| Planning work to be done                      |          |            |
| Avoiding useless and ineffective motions      |          |            |
| Maintaining standards for cleanliness         |          |            |
| Observing safety regulations                  |          |            |

4. Learning skills of job

| Serving meals                                  |          |            |
| Planning varied nutritious menus              |          |            |
| Purchasing foodstuffs wisely                  |          |            |
| Basic knowledge of preparation of food        |          |            |
| Serving meals attractively                    |          |            |
| Learning to care for dishes and other cooking utensils | | |
| Cleaning household                            |          |            |
| Use and care of cleaning equipment            |          |            |
| Types of cleaning supplies and their uses     |          |            |
| Procedure for cleaning hard and soft floors   |          |            |
| Procedure for cleaning windows                |          |            |
| Maintaining furniture - wood and upholstered  |          |            |
| Cleaning wall surfaces                        |          |            |
| Changing a bed                                |          |            |
| Procedure in cleaning a bedroom               |          |            |
| Procedure in cleaning a bathroom              |          |            |
| Procedure in cleaning the kitchen             |          |            |
| Procedure in cleaning the living area         |          |            |

5. Services to employees

| Social Security                                |          |            |
| Employment agencies                           |          |            |
| Income taxes                                  |          |            |
| Unemployment compensation                     |          |            |
| Unemployment insurance                        |          |            |
| Labor unions                                  |          |            |
6. Completing individual projects
    Preparing a job manual based on activities at the training station
    Developing career manuals

Signatures:
    Employer ___________________________ Parent ___________________________
    Teacher-coordinator ________________ School __________________________

(Copies to: employer, teacher-coordinator, student)
A hotel is basically a home away from home. If you multiply every possible job in a home by millions, you will see why hotel work is called the biggest housekeeping operation in the world. The following lists the various areas of experience as a guide for setting up a specific program in housekeeping for hotels. The supervisor and teacher indicate, by checking, the training activities they are scheduling for the job and the classroom.

Suggested areas of training and experience:

1. Learning about the hotel business
   A. Gathering data on the different job opportunities
   B. Securing facts of the hotel house regulations concerning employee procedures
   C. Listing the advantages of this type of work
   D. Considering the steps for promotion in this type of work
   E. Considering the importance of good housekeeping in the hotel business

2. Qualifying for a career as a hotel housekeeper
   A. Meeting the physical and appearance requirements
      1. Having good personal hygiene
      2. Having clean hands and nails, proper make-up, good posture
      3. Suitable clothing, fresh uniform, polished shoes
      4. Having a pleasant expression and an easy smile
      5. Wearing appropriate jewelry if any at all, rings and simple personal items
   B. Meeting the job requirements
      1. Able to read directions
      2. Dependable
      3. Recognizing the importance of honesty in this work
      4. Showing interest in the work
      5. Displaying initiative
      6. Conserving supplies and preventing waste
      7. Cooperating with others
      8. Being able to follow directions
      9. Ability to work under supervision
      10. Knowing the value of the work to the employer, the guests and self
      11. Handling equipment carefully
      12. Knowing the importance of patience and tact
C. Satisfying the customer's needs
1. Being courteous
2. Showing interest in guests
3. Giving prompt attention to the needs of the guests
4. Anticipating the needs of the guests
5. Knowing how to enter a room
6. Doing job quickly and up to the standards set by the employer

3. Developing good work habits
A. Planning the work that is to be done so that it can be done with the best possible management in mind
B. Consistently saving time and steps with the proper routine
C. Knowing how to arrange the supplies on the cart
D. Knowing and maintaining good standards of cleanliness
E. Learning and developing major skills needed to clean a room
F. Knowing how to space cleaning jobs at appropriate intervals
G. Knowing the importance of being punctual
H. Working at proper speed
I. Knowing importance of following safety regulations

4. Learning procedures
A. Learning use and care of large cleaning equipment
B. Learning use of small cleaning equipment
C. Learning types of, and uses for, cleaning supplies and disinfectants
D. Learning to care for floors - wood, tile, ceramic
E. Learning to clean and care for carpeting
F. Learning to clean and care for glass and plastic surfaces
G. Learning to generally clean the bathroom with special emphasis on chrome and porceline
H. Learning to care for and clean wooden and upholstered furniture
I. Learning what to disinfect and how to disinfect
J. Learning to clean the closet
K. Learning the correct procedures for emptying the trash
L. Learning the procedures to follow for lost articles that have been found in the rooms

5. Completing individual and group projects
A. Reading pertinent articles from the hotel and motel periodicals
B. Developing step-by-step work schedules for some aspects of the job
C. Comparing methods of doing a task by doing simple time and motion studies
D. Doing actual jobs like spotting upholstery, carpets, drapes
E. Developing a standard of excellence
F. Making a self evaluation of learning progress

Signatures:
Employer ___________________________ Parent ___________________________
Teacher-coordinator ___________________________ School ___________________________

Written originally by Barbara Mauger, adapted from Barbara Mauger and revised by Ann Sakaguchi
STEP-BY-STEP TRAINING PLAN

HOUSEHOLD MANAGEMENT: SCHOOL JANITORESS

<table>
<thead>
<tr>
<th>Supervisor's name</th>
<th>Student's name</th>
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<table>
<thead>
<tr>
<th>Employer's address</th>
<th>Student's address</th>
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</table>

School janitorial training offers the student-trainee a career opportunity. In turn the student-trainee provides the employer with an efficient employee trained for a specific job. The importance of this career lies in the fact that the life of any building is maintained and perhaps prolonged by the janitorial staff. In addition it is important to remember that the immediate pleasures of the people in the school are directly related to the cleanliness of the building and the orderliness of the total surroundings. Through the specific step-by-step program the job supervisor and the teacher-coordinator together are able to evaluate the student's performance, weaknesses and strengths. This evaluation should direct further trends of instruction in the classroom situation.

Suggested areas of training and experience:

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>On-the-job</td>
</tr>
</tbody>
</table>

1. Learning about a janitorial service

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Securing facts on the importance of the service
- Gathering data on janitorial responsibility
- Classifying responsibility
- Becoming familiar with the hierarchy of personnel

2. Educational requirements

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

- Ability to read and understand the directions on labels
- Displaying knowledge of correct cleaning materials for each duty
- Being prompt
- Showing interest
- Following directions from head
- Displaying honesty and integrity
- Accepting responsibility
- Cooperating with employees
- Cooperating with employers
- Handling supplies and equipment carefully
- Accepting extra work assignments that are within reason without undue complaints

3. Developing good work habits

<table>
<thead>
<tr>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- Checking with immediate superiors about the work that must be done
- Conserving time and energy through good management
- Organizing a plan of work and following the plan

+/63
Completing one job before another begins
Being very thorough

4. Meeting personal requirements

Being in good physical shape
Wearing appropriate clothing
Wearing correct and comfortable shoes
Maintaining a cheerful attitude
Being honest and having other helpful character traits

5. Completing projects during the work day

Sweeping classrooms
Washing boards
Dusting furniture
Emptying waste containers properly
Washing door windows
Cleaning around pencil sharpener and light switch
Sweeping any rugs
Restrooms
Wet mopping
Checking and replacing paper supplies
Cleaning the toilets
Cleaning the porcelain
Cleaning and shining the chrome
Cleaning the mirrors
Cleaning hallway
Cleaning drinking fountains
Sweeping halls
Dusting any furniture or cases
Cleaning the glass display cases

6. Once a year projects

Waxing lockers
Waxing floors
Cleaning walls

7. Displays a familiarity with cleaning equipment

Wet and dry mops
Cleaning supplies and rags
Buckets
Brooms
Barrels

Signatures:

Employer ____________________________________________ Parent

Teacher-coordinator ___________________________ School
SALES CLERK
STEP-BY-STEP TRAINING PLAN

SALES CLERK: CHILDREN'S TOYS

<table>
<thead>
<tr>
<th>Suggested areas of training and experience:</th>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning the duties of a toy sales clerk</td>
<td>In Class</td>
<td>On-the-job</td>
</tr>
<tr>
<td>Observing toy department personnel in stores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Securing and studying information concerning toys for all ages</td>
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<td></td>
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<tr>
<td>Observing children at play in nursery schools, kindergarten, etc.</td>
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<td></td>
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<tr>
<td>Studying materials from which toys of different types are made</td>
<td></td>
<td></td>
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<tr>
<td>Learning facts about purchasing and marketing</td>
<td></td>
<td></td>
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<tr>
<td>Discussing and listing general duties of toy sales clerks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewing a toy sales clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Qualifying for a career as a toy sales clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting the physical and personal requirements</td>
<td></td>
<td></td>
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<tr>
<td>Maintaining good personal appearance</td>
<td></td>
<td></td>
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<tr>
<td>Being appropriately dressed for the job</td>
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<tr>
<td>Maintaining good posture</td>
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<tr>
<td>Maintaining good health</td>
<td></td>
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<tr>
<td>Being honest and reliable</td>
<td></td>
<td></td>
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<tr>
<td>Being warm, congenial, courteous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating with others</td>
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<td></td>
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<tr>
<td>Respecting adults and children</td>
<td></td>
<td></td>
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<tr>
<td>Being enthusiastic</td>
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<tr>
<td>Having an imagination</td>
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<tr>
<td>Being able to follow instructions</td>
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<tr>
<td>Accepting advice and criticism</td>
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<tr>
<td>Performing extra duties</td>
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<tr>
<td>Understanding and accepting people of all ages</td>
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<tr>
<td>Meeting the educational requirements</td>
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<tr>
<td>Developing skills in simple mathematics</td>
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<tr>
<td>Reading and writing skills</td>
<td></td>
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<tr>
<td>Being able to communicate effectively with adults and children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a knowledge of toys for differing ages</td>
<td></td>
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<tr>
<td><strong>Satisfying the employer's requirements</strong></td>
<td><strong>Training In Class</strong></td>
<td><strong>Experience On-the-job</strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
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<tr>
<td>Being punctual</td>
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<tr>
<td>Displaying initiative</td>
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<tr>
<td>Displaying interest in customers</td>
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<tr>
<td>Displaying courtesy and friendliness to</td>
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<tr>
<td>management, fellow workers, customers, etc.</td>
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<td></td>
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<tr>
<td>Manipulating cash register and other clerical equipment</td>
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<td></td>
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<tr>
<td>Displaying enthusiasm, willingness to learn, and perform extra duties</td>
<td></td>
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<tr>
<td>Being honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following instructions</td>
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</tr>
</tbody>
</table>

3. **Developing good work habits**

<table>
<thead>
<tr>
<th><strong>Managing time effectively</strong></th>
<th><strong>Training In Class</strong></th>
<th><strong>Experience On-the-job</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing efficiency in waiting on customers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and obeying store policies</td>
<td></td>
<td></td>
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<tr>
<td>Learning to write charge slips</td>
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<tr>
<td>Learning where to locate and replace specific toys</td>
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<td></td>
</tr>
</tbody>
</table>

4. **Learning other procedures**

<table>
<thead>
<tr>
<th><strong>Applying knowledge gained about toys for different age groups</strong></th>
<th><strong>Training In Class</strong></th>
<th><strong>Experience On-the-job</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisting customers in selecting toys</td>
<td></td>
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<tr>
<td>Developing a congenial personality</td>
<td></td>
<td></td>
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<tr>
<td>Learning the techniques of selling in the particular store</td>
<td></td>
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<tr>
<td>Learning and using the principles of display</td>
<td></td>
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<tr>
<td>Studying how displays influence customers to buy</td>
<td></td>
<td></td>
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<tr>
<td>Preparing toy displays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studying the types and methods of advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping to prepare advertisements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Learning about related careers**

<table>
<thead>
<tr>
<th><strong>Toy industry</strong></th>
<th><strong>Training In Class</strong></th>
<th><strong>Experience On-the-job</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery schools</td>
<td></td>
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<tr>
<td>Kindergartens</td>
<td></td>
<td></td>
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<tr>
<td>Private homes</td>
<td></td>
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<tr>
<td>Children's recreation centers</td>
<td></td>
<td></td>
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<tr>
<td>Children's hospitals</td>
<td></td>
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<tr>
<td>Pediatric wards of hospitals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Completing individual projects**

<table>
<thead>
<tr>
<th><strong>Prepare a handbook on toys for all ages, and how they contribute to development of the child</strong></th>
<th><strong>Training In Class</strong></th>
<th><strong>Experience On-the-job</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare a job description based on experiences at the work station</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observe toy departments in other stores for ideas that you might use in your career as a toy sales clerk</strong></td>
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</tr>
</tbody>
</table>

**Signatures:**

Employer ........................................... Parent ...........................................

Teacher-coordinator ............................... School ...........................................

(Copies to: employer, teacher-coordinator, student)