Prepared by elementary teachers during a summer workshop, this curriculum guide is designed to aid teachers in integrating career development experiences into the elementary curriculum. The learning activities for Grades K-5 and special education students are intended to help students develop an understanding of themselves and the world of work and begin to plan and make decisions regarding a career. The instructional units are built around 14 career development concepts, and learning activities, resources, and evaluation techniques for each major concept are suggested for integration into various curriculum areas. (SB)
A GUIDE TO THE INTEGRATION OF CAREER DEVELOPMENT INTO CURRICULUM OF JOINT SCHOOL DISTRICT 8
SHAWANO, WISCONSIN

GRADES K-5

Funds provided through ESEA Title III; Dr. Richard Roth,
Director, Bureau for Pupil Services,
Wisconsin Department of Public Instruction

Participants
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Julie Worachek
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Mark Megna, Editor
Dr. Normar Gysbers, Consultant

Joint School District 8
Shawano, Wisconsin
June, 1972
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Shawano, Wisconsin
June, 1972
RATIONALE

An overview of curriculum offerings in the district showed that Career Development concepts and objectives were either not included or they were not adequately represented in grades K-5. Because of the priority and image this aspect of education has and will continue to receive, it was apparent that steps must be taken at the local level to improve this condition.

The outcomes of a quality career development program are intended to provide the means through which teachers and counselors view and understand their students. Instead of focusing on students as objects, trying to bring them all up to grade level in basic content areas at the end of a specific time and stressing content-oriented curricular materials and techniques, Career Development puts a premium on the student's as persons. This end, subsequently, makes education more meaningful to students by relating the school and its curriculum to them and the components of the outside world.

In order to construct a program of this nature, the following outcomes have been identified as essential to attain this goal.

1. To upgrade the present Career Education curriculum in light of the Wisconsin Department of Public Instruction Career Development Guidelines.
2. To introduce career concepts into subject areas where they are not now evident.
3. To develop an interdisciplinary curriculum using the Wisconsin Career Development concepts as a vehicle.
4. To identify the changing role of the counseling staff relating to the K-12 Career Development Guidelines by bringing them into the mainstream of the educational program.
5. To promote total teacher involvement through key administrative and staff personnel.

The initial writing program contained here is an attempt by teachers and specialists in subject areas to meet these five goals.
MESSAGE TO TEACHERS

Career Development has been a priority item in educational needs for some time. It has recently been placed in the number one position by the United States Office of Education. William Kahl, State Superintendent of Schools, echoed this position of priority. District 8 has recognized this need area and has made previous attempts to include aspects of it in its educational offerings.

Prior to this summer, what had previously been identified as a Career Development program has proved to be inadequate. However, Dr. Gysbers, consultant to the local program from the University of Missouri and one of the foremost leaders in the nation directing Career Development emphasis in education, feels that the "inadequate" status of Career Development at the local level nevertheless places the District at least one year ahead of other school systems who are attempting to include this aspect of education into their curriculums.

The District has recently strengthened its approach by adopting the new Department of Public Instruction K-12 Guide For Integrating Career Development Into Local Curriculum. As a result of past involvements and commitments with Career Development, the District has been selected as a model and pilot school by the Department of Public Instruction. The District has and will continue to receive federal funding for the planning and operation of its program. Subsequent summers will be devoted to developing a program for grades 6-8 and 9-12.

At a workshop during this past summer, phase one produced a K-5 Career Development program that was built into existing curriculum. As a result, the interdisciplinary curriculum including counseling services was formulated with Career Development concepts as the vehicle.

The local program is unique in several respects: it was developed by local K-5 teachers; the role of a counselor was included; the approach will provide guidelines for many schools who are looking for direction.
CAREER DEVELOPMENT MODEL

SELF

Decision Making

Emerging Self and Vocational Identity

WORK WORLD

Decision Making

CAREER PLANNING and PREPARATION

FACTORs

Social-Economic-Political Individual Psychological Structure and Nature

Information Gathering Family, Peers, Community Education and Training
CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of occupations which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
SELF

The Career Development Model views SELF for SELF UNDERSTANDING as a process in which an individual integrates personal perceptions with perceptions of others and their perceptions of the surrounding environment. This process involves an awareness of what one knows individually and how one knows it, as well as how others perceive it. In the self-concept, one consciously develops an understanding of oneself and others, including perceptions and attitudes toward one's role in the self-social world. The process of understanding oneself and others is a continual one, as perceptions and attitudes change over time. Understanding oneself and others is crucial for effective communication and interpersonal relationships.

Wisconsin Department of Public Instruction, K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM (1971), p. 16.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in diversified society.

RESOURCES
Home
School
Films:
(G-28 Neopit, Keshena
(G-24 Neopit, Keshena
(G-27 Neopit, Keshena
(#7879-"Why Exercise"
BAVI)

SELF

ACTIVITIES

Good Health Habits
The student should exchange patterns of their morning activities before they come to school ("I got up, washed, brushed my teeth, etc.")

Collect pictures from magazines of people utilizing good health habits. Each child finds five or more pictures and makes a collage.

View films on:
Brushing teeth
Keep clean and neat
Proper rest - health helpers
Keeping fit

Physical Education
Demonstrate basic movement - clapping, hopping, jumping, skipping, creeping, running, walking.
The student, hopefully, will be able to succeed and improve.

The teacher student a health, at to others.
The teacher teacher's collages, reinforcement
Teacher care as to
SELF

ACTIVITIES

Good Health Habits
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Collect pictures from magazines of people utilizing good health habits. Each child finds five or more pictures and makes a collage.

View films on:
- Brushing teeth
- Keep clean and neat
- Proper rest - health helpers
- Keeping fit

Physical Education
Demonstrate basic movement - clapping, hopping, jumping, skipping, creeping, running, walking. The student, hopefully, will be able to succeed and improve.

EVALUATION

The teacher will observe student attitude towards health, ability to relate to others.

The teacher will observe collages, giving positive reinforcement very often.

Teacher can question children as to content of films.

Teacher will observe rate of student ability and improvement.

GRADE K
CURR. Health - P.E.
AREA(S) Art.

1 - An understanding and acceptance of self is important throughout life.
1 - begin to recognize the need for continuous self-appraisal in diversified society.
CONCEPT

A understanding and a sense of self throughout life.

GEN. CH.

- Begin to recognize the need for personal appraisal in a diversified society.

GRADE

- Kindergarten Social Science Unit - "Self-Development"

AREA(S)

SELF

School (DUSO Kit)
School Public Library

Pantomime the role playing activity

' A: The Tree House

Play identification game - Three or four children stand in front of the class. Blindfold them to see which one can identify himself from spoken description of his clothing or other characteristics.

Read story - I Like to be Me by Barbara Bel Geddes

Puppet Activity 1-A: Ginny and Jerry
SELF

Pantomime the role playing activity
1-A: The Tree House

Play identification game- Three or four children stand in front of the class.
Blindfold them to see which one can identify himself from spoken description
of his clothing or other characteristics.

Read story - I Like to Be Me by Barbara Bel Geddes

Puppet Activity 1-A: Ginny and Jerry

The child will be able to pantomime simple action which enact roles of story
situation about self-appraisal.

The child can identify others by characteristics other than a given name.

Students can recognize and describe situations that led to neglect of
their own interests.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES
School

ACTIVITIES
Make a "picture book." Have children begin "A Book About Me," drawing pictures to show such things as my home, my best friend, my favorite story, what I like to do best, a picture of me, etc.

The child tell stories of their own.
1 - An understanding and acceptance of self is important throughout life.

2 - Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

SELF

ACTIVITIES

Make a "picture book." Have children begin "A Book About Me," drawing pictures to show such things as my home, my best friend, my favorite story, what I like to do best, a picture of me, etc.

EVALUATION

The child will be able to tell some things about his own preferences and opinions which make him unique.
CONCEPT  1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ.  2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life styles.

RESOURCES

School
(Kindergarten Rock-Ginn and Co.)

Teacher

ACTIVITIES

Tone Matching - Play "Sing Me Your Name." Teacher sings simple phrase:
"Sing me, sing me, sing me your name."
Point to one child and he answers back in some tones:
"My name, my name, my name is John."
This could be used for roll call on some days. Start with most out-going children and soon all will participate. Sing with the child at first, if necessary.
1 - An understanding and acceptance of self is important throughout life.

2 - begin to develop awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life styles.

SELF

ACTIVITIES

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"Sing me, sing me, sing me your name."
Point to one child and he answers back in some tones:
"My name, my name, my name is John."
This could be used for roll call on some days. Start with most out-going children and soon all will participate. Sing with the child at first, if necessary.

EVALUATION

The student will be able to match notes and patterns of music with those he hears.
CONCEPT: An understanding and acceptance of self is important throughout life.

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES

School
(MUSO Kit, Social Science, Unit: "Self-Development")

ACTIVITIES

Teacher Unit Song 1: "I'm Glad That I Am Me"

Use the Story and Record:
The Red and White Bluebird (Story 1-A) Record: Side B

Discuss Poster 1-A: I am the only me in the world. Have the children cut and paste a "ME" button or badge to wear. Supply a variety of material so that finished products will denote how each child has different ideas.

Discuss how each child is different. Provide a mirror in the room. Choose a child to go to the mirror and describe himself to others.
An understanding and acceptance of self is important throughout life.

Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging lifestyle.

**SELF**

**ACTIVITIES**

Teacher Unit Song 1: "I'm Glad That I Am Me"

Use the Story and Record:
*The Red and White Bluebird* (Story 1-A) Record Side B

Discuss Poster 1-A: I am the only me in the world. Have the children cut and paste a "ME" button or badge to wear. Supply a variety of material so that finished products will denote how each child has different ideas.

Discuss how each child is different. Provide a mirror in the room. Choose a child to go to the mirror and describe himself to others.

**EVALUATION**

The child will be able to describe unique characteristics about himself.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

SELF

RESOURCES
Community School

ACTIVITIES
Walk around the school block. Notice as many types of working people as possible. After arriving back at the school, the students help the teacher list the occupations they saw people involved in. The teacher should have pictures of the people in occupations observed to place on a bulletin board. Discuss different types of uniforms worn (police-man, mailman, fireman, milkman, soldier, custodian, waitress, cook). Does their appearance make any difference in your opinion of them? What things about their appearance do you like (clothing, grooming, posture, manners)? Discuss each of these with the children.

Have children:
1. walk like soldiers
2. walk with a book on their head
3. answer the telephone correctly

Teacher: whether lates go manners in a job
2 - Persons need to be recognized as having dignity and worth.

3 - Discover that people bring dignity and worth to their job.

SELF

ACTIVITIES

Walk around the school block. Notice as many types of working people as possible. After arriving back at the school, the students help the teacher list the occupations they saw people involved in. The teacher should have pictures of the people in occupations observed to place on a bulletin board. Discuss different types of uniforms worn (police, mailman, fireman, milkman, soldier, custodian, waitress, cook). Does their appearance make any difference in your opinion of them? What things about their appearance do you like (clothing, grooming, posture, manners)? Discuss each of these with the children.

Have children:
1. Walk like soldiers
2. Walk with a book on their head
3. Answer the telephone correctly

EVALUATION

The child should be able to note that manners, posture, and grooming add dignity and worth to a job.

Teacher will observe whether the student relates good posture and manners to dignity in a job.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

RESOURCES

Teacher
School
(Kindergarten Science Unit- "Animals")

ACTIVITIES

Relate to the students that courtesy and kindness to animals should also be practiced toward the people. Demonstrate and orally express comparative examples. Have students demonstrate and orally express themselves. Students may be evaluated by responses, identification, actions, etc.

SELF

GRADE

CURR. AREA(S)
2 - Persons need to be recognized as having dignity and worth.

OBJ. 3 - discover that people bring dignity and worth to their job.

GRADE K

CURR. Science (Animals)

AREA(S)

SELF

ACTIVITIES

Relate to the students that courtesy and kindness to animals should also be practiced toward the people. Demonstrate and orally express comparative examples. Have students demonstrate and orally express themselves. Students may be evaluated by responses, identification, actions, etc.

EVALUATION

The student will be able to state orally what acts of courtesy and kindness are.
CONCEPT  2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their jobs.

SELF

RESOURCES
Combs, brushes, mirrors
Teacher
School
(Kindergarten Science Unit: "Health")

GRADE

CURR. AREA(S)

ACTIVITIES
Compile pictures of children that depict healthy children and those that are well groomed. Explain how good grooming practices foster a good self image. Cite examples of why this is important (e.g. social aspects, maintaining jobs, etc.).

The student to comb his hair and wash his hands. Evaluate student grooming practices by inspection.
2 - Persons need to be recognized as having dignity and worth.

3 - discover that people bring dignity and worth to their jobs.

SELF

ACTIVITIES

Compile pictures of children that depict healthy children and those that are well groomed. Explain how good grooming practices foster a good self image. Cite examples of why this is important (e.g. social aspects, maintaining jobs, etc.).

Have students identify good grooming by picture selection. Let the student comb his hair and wash his hands. Evaluate student grooming practices by inspection.

GRADE K

CURR. Science (Health)

AREA(S)

EVALUATION

The student will be able to to comb his hair, wash his hands and identify these as good grooming practices.
CONCEPT 2 - Persons need to be recognized as having dignity and worth

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

RESOURCES
School
(You and Your Friends
Student activity book,
Investigating Man's
World, "Rules"
pp. 1-4)

(Social Science Unit-
"School")

ACTIVITIES
Discuss with the students their job at school.
Emphasize that each person must do his part.

Use Expermental Development Book (E)
You and Your Friends:
  Taking turns (p.12)
  Sharing (p.13)
  Honesty (p.14)
  Making and following rules (p.15)
  Care of toys and equipment (p.16)
  Everyone is a helper (p.17)

Color corresponding papers from student independent activity book.

Discuss Investigating Man's World section on "Rules."

The child is reasons that make school to work.
Persons need to be recognized as having dignity and worth.

Discover that people bring dignity and worth to their job.

**SELF**

**ACTIVITIES**

Discuss with the students their job at school.
Emphasize that each person must do his part.

Use Experimental Development Book (B)
You and Your Friends:
- Taking turns (p.12)
- Sharing (p.13)
- Honesty (p.14)
- Making and following rules (p.15)
- Care of toys and equipment (p.16)
- Everyone is a helper (p.17)

Color corresponding papers from student independent activity book.

Discuss Investigating Man's World section on "Rules."

**EVALUATION**

The child is able to tell the reasons that we need rules to make school a pleasant place to work.

**GRADE** K

**CURR.** Social Science (School)

**AREA(S)**

2 - Persons need to be recognized as having dignity and worth.

3 - Discover that people bring dignity and worth to their job.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4 - discover that work provides the opportunity for one to enhance his dignity and worth.

SELF

RESOURCES
School (Paint, brushes, roll paper)

ACTIVITIES
Paint a mural (any appropriate subject).
Divide into groups and make each group responsible for a part of it. Emphasize how each group is important. Observe how the finished project beautifies the room.

GRADE K
CURR. AREA(S)

The child will tell his par the total mu
2 - Persons need to be recognized as having dignity and worth.

4 - discover that work provides the opportunity for one to enhance his dignity and worth.

SELF

ACTIVITIES

Paint a mural (any appropriate subject). Divide into groups and make each group responsible for a part of it. Emphasize how each group is important. Observe how the finished project beautifies the room.

GRADE  K
CURR.  Art
AREA(S)  

EVALUATION

The child will be able to tell his part of creating the total mural.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 1 - discover that work provides the opportunity for one to enhance his dignity and worth.

SELF

RESOURCES

School (Kindergarten Book, First Grade Book, Singing Fun, Our First music)

ACTIVITIES

After a certain repertoire of songs is developed so that all are familiar with them, ask for volunteers to come up and sing a "solo." For those who are unwilling, try duets, trios, or quartets using at least one child in the group who has a strong voice.

EVALUATION

The child will appreciate the and worth of their performance by listening to their performance.
Persons need to be recognized as having dignity and worth.

- discover that work provides the opportunity for one to enhance his dignity and worth.

SELF

ACTIVITIES

After a certain repertoire of songs is developed so that all are familiar with them, ask for volunteers to come up and sing a "solo." For those who are unwilling, try duets, trios, or quartets using at least one child in the group who has a strong voice.

CURR. Music

GRADE K

AREA(S)

EVALUATION

The child will be able to appreciate the dignity and worth of classmates by listening quietly to their performance.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4 - discover that work provides the opportunity for one to enhance his dignity and worth.

RESOURCES

School

Teacher suggests that after activities where materials (paste, paper, crayons, etc.) are used, each student accept responsibility of "policing" his own area. The students are praised when their responsibilities are accepted and completed. (This can also hold true for "policing" at dismissal.)
2 - Persons need to be recognized as having dignity and worth.

4 - discover that work provides the opportunity for one to enhance his dignity and worth.

GRADE  K
CURR.  Health - P.E.
AREA(S)

SELF

ACTIVITIES
Teacher suggests that after activities where materials (paste, paper, crayons, etc.) are used, each student accept responsibility of "policing" his own area. The students are praised when their responsibilities are accepted and completed. (This can also hold true for "policing" at dismissal.)

EVALUATION
The child should be able to become aware of these responsibilities.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

RESOURCES
School
(Art supplies, popsicle sticks, paper plates)

(Kindergarten Social Science Unit= "School")

ACTIVITIES
Use a Helper Chart
Each day a different child is a "helper." He performs necessary tasks for that day such as:
- bringing in milk;
- leader for going outdoors, lunch, etc.;
- reading the calendar;
- taking attendance card to office, etc.;

Have each child draw a picture of himself doing his favorite job (at home or school). The teacher could write a sentence on each picture to explain what task each child like to do.

"How Do You Feel?" Game
Have each child make a happy-sad face from two small paper plates or circles. Paste them back to back on a pencil or popsicle stick. Ask questions and have children respond by showing the face that expresses how they feel. The questions to be used are:
1. How do you feel when someone says you did good work?
2. How do you feel when you get up in the morning?
3. How do you feel if someone pushes you?
4. How do you feel when someone scolds you?
5. How do you feel when everyone talks at once?
6. How do you feel when you finish picking up toys?
7. How do you feel when you button your coat?
8. How do you feel when someone says you look nice?
9. How do you feel when you hang up your coat?
10. How do you feel when mother lets you set the table?
2 - Persons need to be recognized as having dignity and worth.

4 - discover that work provides the opportunity for one to enhance his dignity and worth.

**SELF**

**ACTIVITIES**

Use a Helper Chart
- Each day a different child is a "helper."
- He performs necessary tasks for that day such as:
  - bringing in milk;
  - leader for going outdoors, lunch, etc.;
  - reading the calendar;
  - taking attendance card to office, etc.;

Have each child draw a picture of himself doing his favorite job (at home or school). The teacher could write a sentence on each picture to explain what task each child like to do.

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  2. How do you feel when you get up in the morning?
  3. How do you feel if someone pushes you?
  4. How do you feel when someone scolds you?
  5. How do you feel when everyone talks at once?
  6. How do you feel when you finish picking up toys?
  7. How do you feel when you button your coat?
  8. How do you feel when someone says you look nice?
  9. How do you feel when you hang up your coat?
  10. How do you feel when mother lets you set the table?

**CURR.** Social Science (School)

**AREA(S)**

**EVALUATION**

The child should be able to tell how he feels when he completes a task.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 5 - become aware that there are different types of work.

RESOURCES

ACTIVITIES

School Teacher displays pictures of people involved in the health and welfare of people. Let student name the person and each specific service (police-man, fireman, doctor, nurse, garbage man, parents, dentist, teacher).

SELF

GRADE K

CURR. AREA(S)

EV

Student will form some of the said formed.
5 - Work means different things to different people.

5 - Become aware that there are different types of work.

Teacher displays pictures of people involved in the health and welfare of people. Let students name the person and each specific service (policeman, fireman, doctor, nurse, garbage man, parents, dentist, teacher).

Student will learn the name of each occupation and some of the services performed.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 5 - become aware that there are different kinds of work.

RESOURCES
School
(Magazines, Kindergarten Science Unit- "Water")

ACTIVITIES
With the students prepare a bulletin board of how water gets from the ground to their homes. Discuss the well, laying the pipe, city water tower, more pipes and city crews. Plumber and others in the process (reading the meter, collecting the money) should be included in the display.

CURR. AREA(S) Science

EVA
The student to identify kinds of job necessary to water from the to their home.
With the students prepare a bulletin board of how water gets from the ground to their homes. Discuss the well, laying the pipe, city water tower, more pipes and city crews. Plumbers and others in the process (reading the meter, collecting the money) should be included in the display.

The student will be able to identify the different kinds of jobs that are necessary to get the water from the ground to their homes.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 5 - become aware that there are different kinds of work.

RESOURCES
School (Investigating Man's World, You and Your Family)
Filmstrip ("Working Together in the Family")
School (Kindergarten Social Science Unit - "Home and Family")

ACTIVITIES
Discuss pictures in I. M. W. section on "Wants" with study prints.
Discuss pictures in book, You and Your Family, emphasizing how mother, father, and children work to help whole family. (pp. 3, 4, 16, 17)
Show filmstrip "Working Together in the Family."

SELF
Child will create a grocery chart by listing items worked to get in the home.

CURR. AREA(S)
5 - Work means different things to different people.

5 - Become aware that there are different kinds of work.

**SELF**

**ACTIVITIES**

Discuss pictures in I. M. W. section on "Wants" with study prints.

Discuss pictures in book, *You and Your Family*, emphasizing how mother, father, and children work to help whole family. (pp. 3, 4, 16, 17)

Show filmstrip "Working Together in the Family."

**EVALUATION**

Child will be able to relate the sequence of how the boy worked to get a desired item by stating this orally.

The child will be able to create a group experience chart by listing jobs done in the home by family members.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ.  6 - become aware of the different meaning work may have for individuals.

SELF

RESOURCES
School (Art supplies)

ACTIVITIES
Use water base clay to let each child mold a dish or vase using pinch-pot or coil method. These may be glazed and fired; or simply allowed to dry and then painted with tempera.

Discuss how an artist would have to produce many items in a day and would have to have a quality which other people would admire. This could require many hours of work. Other persons choose to create things simply for hobbies (fun).
- Work means different things to different people.

- Become aware of the different meaning work may have for individuals.

**SELF ACTIVITIES**

Use water base clay to let each child mold a dish or vase using pinch-pot or coil method. These may be glazed and fired; or simply allowed to dry and then painted with tempera.

Discuss how an artist would have to produce many items in a day and would have to have a quality which other people would admire. This could require many hours of work. Other persons choose to create things simply for hobbies (fun).

**GRADE** K

**CURR.** Art

**AREA(S)**

**EVALUATION**

The child will be able to compare art as an occupation with art as a hobby.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 6 - become aware of the different meaning work may have for individuals.

RESOURCES
School
(Picture of T.V. personalities)

ACTIVITIES
After listening to some children sing solos, ask children to name their favorite singers and/or entertainers on television. Point out that this is an occupation for these entertainers rather than singing for fun. Bring in pictures of performers if children seem quite interested.

The child will identify some with some music occupations.
5 - Work means different things to different people.

6 - become aware of the different meaning work may have for individuals.

SELF

ACTIVITIES

After listening to some children sing solos, ask children to name their favorite singers and/or entertainers on television. Point out that this is an occupation for these entertainers rather than singing for fun. Bring in pictures of performers if children seem quite interested.

EVALUATION

The child will be able to identify some personalities with some music oriented occupations.
CONCEPT 5 - Work means different things to different people

GEN. OBJ. 6 - become aware of the different meanings work may have for individuals.

RESOURCES
School (Peabody Language Kit Level #1; Kindergarten Social Science Unit-"Home and Family")

ACTIVITIES
Discuss fathers' occupations.

Show activity cards and have students classify according to work or play. Discuss in occupations such as: artist, fisherman, race driver, football player, gardener, tour guide, zoo keeper, etc. Relate child's activities at school and classify according to work or play.
5 - Work means different things to different people

6 - become aware of the different meanings work may have for individuals.

SELF

ACTIVITIES

Discuss fathers' occupations.

Show activity cards and have students classify according to work or play. Discuss in occupations such as: artist, fisherman, race driver, football payer, gardener, tour guide, zoo keeper, etc. Relate child's activities at school and classify according to work or play.

GRADE K

CURR.

Social Science (Home-Area(s): Family

EVALUATION

The student will be able to name some jobs that are work for some and play for others.
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others

GRADE  K
CURR.  Art
AREA(S)

SELF

RESOURCES  School

ACTIVITIES  Construct a large collage. Divide the class into four groups. Offer a variety of media (tempera, magic markers, crayons, cut and paste from construction paper, wallpaper, magazine). Explain that each person should do what he wants. Discuss all the different ideas when it is completed. One group a day could work on this during Free Activity Period.

EVAL  The student will see a variety of activities which entice interests and abilities within class.
Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others

SELF

ACTIVITIES

Construct a large collage. Divide the class into four groups. Offer a variety of media (tempera, magic markers, crayons, cut and paste from construction paper, wallpaper, magazine). Explain that each person should do what he wants. Discuss all the different ideas when it is completed. One group a day could work on this during Free Activity Period.

EVALUATION

The student will be able to see a variety of art activities which differentiate interest and abilities within the class.
CONCEPT 7 - Individuals differ in their interests, abilities and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

GRADE K
CURR. He AREA(S) Sc

SELF

Self School

All students sit in the center of the room. The teacher says, "All boys go to right; all girls go to the left". Then return to large group again. Students can be divided by:

a- height
b- hair color
c- eye color
d- color of clothing (or type of clothing, i.e. pants, dress)

Students would realize that in some ways in other ways
7 - Individuals differ in their interests, abilities and values.

7 - begin to differentiate oneself from others.

SELF

All students sit in the center of the room. The teacher says, "All boys go to right; all girls go to the left". Then return to large group again. Students can be divided by:

a- height
b- hair color
c- eye color
d- color of clothing (or type of clothing, i.e. pants, dress)

Students would be able to realize that we are alike in some ways and different in other ways.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES
Teacher and Student (Smelling party)
School (Kindergarten Science Unit- "Senses")

ACTIVITIES
Explain to the students that many workers use their sense of smell to detect dangers, to prepare food, etc. Cite the people work for the gas and oil companies, food service workers, etc. Indicate how workers are protected from undesirable odors.

GRADE K
CURR. E
AREA(S)
7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

GRADE       K
CURR.       Science (Senses)
AREA(S)

SELF

ACTIVITIES

Explain to the students that many workers use their sense of smell to detect dangers, to prepare food, etc. Cite the people work for the gas and oil companies, food service workers, etc. Indicate how workers are protected from undesirable odors.

EVALUATION

The student will be able to determine the importance of smell as it relates to our work and determine that different smells are pleasant to some people and not to others.
CONCEPT 7 - Individuals differ in their interests, abilities, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCE

Home (Parent Participation)

School (Bulletin Board; Kindergarten Social Science Unit—"Home and Family")

Construct a Child of the Week bulletin board. Each week one child (one from a.m. group and one from p.m. group) is the "Child of the Week." With the help of parents, he selects pictures, etc., to display. He has the opportunity to tell about himself and family interests through pictures. This activity can be continued throughout the year. An explanatory note could be sent to all parents early in the year.
Individuals differ in their interests, abilities, attitudes and values. Individuals begin to differentiate oneself from others.

SELF

ACTIVITIES

Construct a Child of the Week bulletin board. Each week one child (one from a.m. group and one from p.m. group) is the "Child of the Week". With help of parents he selects pictures, etc., to display. He has an opportunity to tell about himself and family interests through pictures. This activity can be continued throughout the year. An explanatory note could be sent to all parents early in the year.

GRADE K

CURR. Social Science (Home and Family)

AREA(S)

EVALUATION

The child will be able to tell some unique characteristics of his own family and himself.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES

School
(Pocket chart with spots for individual manuscript names; Kindergarten Social Science Unit "School Orientation")

SELF

ACTIVITIES

Introduce children to Name Tags. Discussion of why name helps to differentiate one from another and printed names help us to identify our belongings. Child is directed to go to pocket chart, select his name tag and copy letters on his papers. Teacher assistance may be required for awhile.

Inform students that they should be concerned with self-appearance. Discussion will lead to evaluation.

GRADE K
CURR. Soc
AREA(S) Or
EVAL Teacher observes child's paper activity will be repeated in other disciplines at the end of the year.

Children can and identify with self and show how tall color of eyes hair, age).
Individuals differ in their interests, abilities, attitudes and values.

7 - Individuals begin to differentiate oneself from others.

SELF

ACTIVITIES

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Inform students that they should be concerned self-appearance. Discussion will lead to evaluation.

EVALUATION

Teacher observation of child's paper. This activity will be repeated in other disciplines at other times of the year.

Children can come forward and identify themselves with self-analysis (e.g., show how tall with hand, color of eyes, color of hair, age).
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

RESOURCES

SELF

ACTIVITIES

School

Have each child draw a picture of the most beautiful thing he has ever seen, or the funniest, or the most frightening. Have everyone draw on the same theme. Let each child tell about his picture. Point out that we are often different in what each of us considers as beautiful, funny or frightening.

The children to tell some ideas and val child has fro
7 - Individuals differ in their interests, abilities, attitudes and values.

8 - Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

SELF

ACTIVITIES

Have each child draw a picture of the most beautiful thing he has ever seen, or the funniest, or the most frightening. Have everyone draw on the same theme. Let each child tell about his picture. Point out that we are often different in what each of us considers as beautiful, funny or frightening.

EVALUATION

The children will be able to tell some different ideas and values each child has from the other.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of various ways individuals differ. (Interests, abilities, attitudes, values, attitudes.)

RESOURCE

School (NSO Kit, Kindergarten Social Science Unit-"Self-Development")

School and Home (Various examples of sweet-sugar cubes, sour-lemon slices, salty-popcorn, bitter-green olives)

SELF

ACTIVITIES

Read story 1-B: "The Fairfield Five Dept." with record 2, side A.

Teach or review song, "I'm Glad That I Am Me."

Relate how some classroom activities are improved by different characteristics of class members.

Role playing activity 1-B "The Boy Who Was Perfect."

Following a "Tasting Party," make a chart on the chalk board or poster board with pictures of items tasted. Take a count to see how tastes differ for different foods (lemon, olives, sugar, popcorn). Have the children determine which items received more votes.

CURR. AREA(S) Soc Dev Sci Mat

GRADE K

EVA The child will identify individual characteristics and effort of a
7 - Individuals differ in their interests, abilities, attitudes and values.

8 - become aware of various ways individuals differ. (Interests, abilities, attitudes, values, attitudes.)

SELF

ACTIVITIES

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GRADE        K

CURR.          Social Science (Self Development)
AREA(S)        Science (Senses)
                Math (Comparing Sets)

EVALUATION

The child will be able to identify individual differences and tell how individuality of each person contributes to the total effort of a given situation.
CONCEPT  
1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ.  
1 - begin to recognize the need for continuous self appraisal in diversified society.

SELF

RESOURCES

School (Plastic modeling clay)

ACTIVITIES

Have students construct a clay model (a self portrait) of entire body.

GRADE

CURR. AREA(S)

Students to construct a clay model (a self portrait) of entire body.
An understanding and acceptance of self is important throughout life.

Begin to recognize the need for continuous self appraisal in diversified society.

SELF

ACTIVITIES

Have students construct a clay model (a self portrait) of entire body.

EVALUATION

Students will be expected to construct a figure including all limbs and digits.

GRADE

CURP.

AREA(S)

Art
CONCEPT

1

- An understanddng and a,
throughout life.

GEN. OBS.

1

- begin to rt-cogmize the nec:d 17;r continuous
appraisal in dr,:ersified scniety.

eptanee of self is amportdnt

GRADE

CURR.

ARFA(S)

SELF
RESOURCES
Furl
(At -Olga Brener
5cho.-,1

ACTIVITIES
Ils2dyllarls (Health)

Student identifies body par

or: himzelf as
t4',ar.her shows their location C,D a nom!.

"Health-Learn:.ng

about Health"
EnGyciopedia
Britaanica
Films)
School

(First Grade

Teacher wa
dent know'

Body Parts (P. E.)
Students danc.E the, "H9liry PokEy" (put your
right foot in put year r:ght foot out etc.)

Play game of "I have n9.,."
a,
bones

Soleme Unit-

b.

"A Healthy Boctr")

c.

d.

Tea Chet wi

dent Knowl
and "left"
rhylarm, an

voice
legs, hands
eyes

V.,ew films on:
Sk-In

Eyce

Ear
Teeth
Pones

Tea,:her wi

about film


1 - An understanding and acceptance of self is important throughout life.

2 - Begin to recognize the need for continuous self-appraisal in diversified society.

SELF

ACTIVITIES

- **Body Parts (Health)**
  - Student identifies body part on himself as teacher shows their location on a model.

- **Body Parts (P.E.)**
  - Students dance the "Hokey Pokey" (put your right foot in, put your left foot out, etc.)

- **Play games of "I have no..."**
  - a. bones
  - b. voice
  - c. legs, hands
  - d. eyes

View films on:
- Skin
- Eyes
- Ears
- Teeth
- Bones

GRADE: 1

CURR.  Health: P. E.
AREA(S)  Science (A Healthy Body)
         Art

EVALUATION

Teacher will observe student knowledge of body parts.

Teacher will observe student knowledge of "right" and "left" body parts, rhythm, and creativity.

Teacher will ask questions about films.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self appraisal in a diversified society.

GRADE

CURR. AREA(S)

SELF

RESOURCES

ACTIVITIES

School (Teacher, children's voices)

Begin by making an incorrect singing sound and then lead child to tell how it could be better. For young children obvious examples used could be:

1. voice too loud... screaming.
2. voice has breathy sound in it.
3. sound isn't clear because mouth and throat aren't open.

The student identify a self-appraisal.
1. An understanding and acceptance of self is important throughout life.

1. Begin to recognize the need for continuous self-appraisal in a diversified society.

**SELF ACTIVITIES**

Begin by making an incorrect singing sound and then lead child to tell how it could be better. For young children obvious examples used could be:

1. voice too loud, screaming.
2. voice has breathy sound in it.
3. sound isn't clear because mouth and throat aren't open.

**EVALUATION**

The student will be able to identify a means by which a self-appraisal can be made.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self appraisal in a diversified society.

RESOURCES
- Filmstrip ("Neatness")
- School (Magazines, First Grade Science Unit-"A Healthy Body")

SELF ACTIVITIES
- Discuss with the students how proper body grooming fosters a good self image.
- Collect pictures of well groomed children in magazines. Make a booklet or bulletin board display.
- Use individual hand mirrors for the children to experiment with. If there are good grooming deficiencies ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks. Children who continue to have good grooming deficiencies which are effecting their self-concept should be identified for further help.

GRADE CURR. AREA(S)
Given two people, having a well groomed child and one who is not.
Teacher and Counselor
- Contact the parents of those children identified by the teacher. Discuss the problem as it affects their child in school.
- Plan ways in which parents can help their child come to school looking and feeling ready for school.

Parent
- Child will feel more comfortable in the school.
1. An understanding and acceptance of self is important throughout life.

2. Begin to recognize the need for continuous self appraisal in a diversified society.

**SELF**

**ACTIVITIES**

Discuss with the students how proper body grooming fosters a good self image.

Collect pictures of well groomed children in magazines. Make a booklet or bulletin board display.

Use individual hand mirrors for children to experiment with. If there are good grooming deficiencies ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks. Children who continue to have good grooming deficiencies which are effecting their self-concept should be identified for further help.

**EVALUATION**

Given two pictures, one having a well groomed child and one other of a child not well groomed, the child will be able to choose the well groomed child and orally list grooming deficiencies of the lesser groomed child.

Contact the parents of those children identified by the teacher. Discuss the problem as it affects their child in school.

Plan ways in which parents can help their child come to school looking and feeling ready for school.

Child will be able to feel more comfortable in the school setting.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self appraisal in a diversified society.

RESOURCES

Self
School
(First Grade Science Unit- "Self")

ACTIVITIES

My Own Story Book: Help children staple together seven sheets of drawing paper. On the cover print the title: My Own Story Book or A Book About Me. Then, give the following directions:

On page 2 draw a self-portrait. Draw what you think you look like. Write your name under your picture.

On page 3 draw a picture of your family. Write their names, if you can.

On page 4 draw a picture of your house.

On page 5 draw a picture of your friends.

On page 5 draw a picture of your school.

On page 7 draw a picture of what you like to do best.

On the back cover paste a snapshot or photograph of child, if available.

Children can take turns "reading" their biographies to their classmates. Peer group can ask questions of each child as he is telling his story.

Comparison can be made of the child's self-portrait and the snapshot. (This is what I really look like.)
1 - An understanding and acceptance of self is important throughout life.

GRADE 1

1 - begin to recognize the need for continuous self appraisal in a diversified society.

CURR. Social Science (Self)

AREA(S)

SELF

ACTIVITIES

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On page 5 draw a picture of your school.

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Comparison can be made of the child's self-portrait and the snapshot. (This is what I really look like.)

EVALUATION

The child will be able to identify each picture and relate them to self (my).
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OJ. 2 - Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCE

Home
Film (At Olga Brener- "Health Learning About Health" Encyclopedia Britannica Films)
School (In P.E. class)
(P.E. Curriculum Guide and Handbook 1-5; Dist. #8 Shawano)

SELF

ACTIVITIES

Bring a baby picture to school and display it on the bulletin board. Place a current snapshot next to it, and compare the two. (Baby teeth, hair, physical ability to walk, run, etc. What were your most important concerns as a baby? Have they changed? What made you cry then? Would that make you cry today?)

Learn basic movements, trying to improve skill, balance, speed, etc. (Running, rolling balls, catching balls, bouncing ball with two and then one hand, or throwing ball.)

Learn and use very basic exercises: pull-ups, sit-ups, arm circles, running in place, blast off (up on toes, down to squat slowly while counting down (10, 9, 8...) when 0 is reached, jump high in the air.)

Show and discuss film on growth and exercise.

Teacher will observe.
1 - An understanding and acceptance of self is important throughout life.

2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

**SELF ACTIVITIES**

Bring a baby picture to school and display it on the bulletin board. Place a current snapshot next to it, and compare the two. (Baby teeth, hair, physical ability to walk, run, etc. What were your most important concerns as a baby? Have they changed? What made you cry then? Would that make you cry today?)

Learn basic movements, trying to improve skill, balance, speed, etc. (Running, rolling balls, catching balls, bouncing ball with two and then one hand, or throwing ball.)

Learn and use very basic exercises: pull-ups, sit-ups, arm circles, running in place, blast off (up on toes, down to squa', slowly while counting down (10, 9, 8...)) when 0 is reached, jump high in the air.

Show and discuss film on growth and exercise.

**EVALUATION**

Teacher will note the number of difference the student observes.
CONCEPT
1. An understanding and acceptance of self is important throughout life.

GEN. OBJ.
2. Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES

Magazines
(Our Working World
SRA)
(The Life I Live
Scott Foresman)

Books

Filmstrip
(Multimedia Readiness—"Family
Around the World")

School
(First Grade Social
Science Unit—"Home
and Family")

ACTIVITIES

Collect pictures from magazines showing families of long ago (pioneer type) for bulletin board.

The child gives reasons for the rules.

Family rules use chalkboard to list various family members and how different types of rules apply to different family members... (baby, sister, older brother, mother, etc.). Attempt to connect rules, reasons, and ages of people.
1. An understanding and acceptance of self is important throughout life.

2. Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging lifestyle.

**SELF**

**ACTIVITIES**

Collect pictures from magazines showing families of long ago (pioneer type) for bulletin board. and;

Family rules use chalkboard to list various family and how different types of rules apply to different family members... (baby, sister, older brother, mother, etc.). Attempt to connect rules, reasons, and ages of people.

**EVALUATION**

The child will be able to give reasons for specific rules.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

SELF

RESOURCES

Self
School
(P.E. Curriculum Guide and Handbook, 1st-5th Dist. #8, Shawano)

ACTIVITIES

Teacher and students discuss manners. Why are they important? Who should use them? List on the board situations where manners are important to your image.
1. answer phone
2. being introduced to someone
3. meal time
4. open door for someone
5. in church or school while someone is talking.
The students at this point can, in groups of three, introduce one another, shake hands, etc.

View film on courtesy.

Film (#6663-"Courtest for Beginners", EAVI)

Allow students to volunteer to explain rules of game and to be "it." (Duck, Duck, Grey Duck and other low skill ability game—refer to curriculum guide (pp.16-25). Being "it" will give the child a feeling of worth.

GRADE

CURR.

AREA(S)

The teacher can participate in his awareness.
2. Persons need to be recognized as having dignity and worth.

3. Discover that people bring dignity and worth to their job.

SELF

ACTIVITIES

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View film on courtesy.

Allow students to volunteer to explain rules of game and to be "it." (Duck, Duck, Grey Duck and other low skill ability game—refer to curriculum guide pp. 16-25). Being "it" will give the child a feeling of worth.

EVALUATION

The teacher will notice participation in the discussion and his awareness of manners.

The child should be able to explain the rules correctly and accept the idea of him being "it."
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

RESOURCES

Poem
("Of Quarrels")

School
(First Grade Social Science Unit-"Self")

ACTIVITIES

Ask children for their ideas on how fights and quarrels are started; how they are ended.

Read the poem, "Of Quarrels," by Arthur Guiterman from First Book of Short Verse select by Coralie Howard. Ask children: What does this poem say to you?

Explore with the children their ideas on fighting. Ask: When is it necessary to fight? (Answers might include such occasions as, for instance, when the class bully is picking on my little sister.)

Make a story chart of "What is a Smile?" incorporating the ideas expressed by the children.

Follow-up: Ask children such questions as: How do smiles do for other people? What do smiles do for you? When does your mother smile? When does your father smile? When do you smile? When does your teacher smile? (Don't miss the answer to this one!)

Counselor and teacher role play a fight started over another child. e.g. "He was picking on my little sister." "________ doesn't want to be my friend."

Students how fight affect ot

Children are asked to tell how the fight made them feel and to suggest ways to prevent fighting and quarreling.
2 - Persons need to be recognized as having dignity and worth.

3 - Discover that people bring dignity and worth to their job.

SELF

ACTIVITIES

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Follow-up: Ask children such questions as:

- How do smiles do for other people? What do smiles do for you? When does your mother smile?
- When does your father smile? When do you smile?
- When does your teacher smile? (Don't miss the answer to this one!)

EVALUATION

The child will be able to select behavior that is appropriate and will help him in his job. (School)

Teacher and counselor role play a fight started over another child. E.g. "He was picking on my little sister." "_____ doesn't want to be my friend."

Students become aware of how fighting and quarreling affect other people.

Children are asked to tell how the fight made them feel and to suggest ways to prevent fighting and quarreling.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

RESOURCES
Self School (First Grade Social Science Unit- "Self")

ACTIVITIES
What are some of the things we share with other people (time, friends, family, toys, candy, turns, etc.)?

Ask the children the question: Why is sharing important?

Make a chart story of children's answers to this question. Include ALL suggestions offered by the class. DO NOT "turn off" any youngster by failing to included what, to you, as an adult, may seem insignificant or trite.

Guide a group-writing experience exploring values in relation to honesty. Suggested titles:
- We should be honest when ______
- Times when I feel like lying ______
- Why should I be honest? ______
- I feel like stealing ______
- I don't steal because ______
2 - Persons need to be recognized as having dignity and worth.

3 - discover that people bring dignity and worth to their job.

SELF

ACTIVITIES

What are some of the things we share with other people (time, friends, family, toys, candy, turns, etc.)?

Ask the children the question: Why is sharing important?

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We should be honest when ______
Times when I feel like lying ______
Why should I be honest? ______
I feel like stealing ______
I don't steal because ______

EVALUATION

The child will be able to select behavior that is appropriate and that will help him in his job (school).
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4 - discover that work provides the opportunity for one to enhance his dignity and worth.

RESOURCES

School
(School safety patrol)

ACTIVITIES

Have one of the school safety patrol talk to the class about his responsibilities. (He could also at this time explain various safety factors.) He could relate how he feels when other people show respect to him for his services and how he feels when they do not respect him.

or

School custodian and cook could discuss their responsibilities.

GRADE 1
CURR. AREA(S)
2 - Persons need to be recognized as having dignity and worth.

4 - discover that work provides the opportunity for one to enhance his dignity and worth.

**SELF ACTIVITIES**

Have one of the school safety patrol talk to the class about his responsibilities. (He could also at this time explain various safety factors.) He could relate how he feels when other people show respect to him for his services and how he feels when they do not respect him.

or

School custodian and cook could discuss their responsibilities.

**EVALUATION**

After the patrol member's talk, question the students as to how he gains respect for his job.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

RESOURCES
School (First Grade Science Unit-"A Healthy Body")

ACTIVITIES
Discuss with the students how proper body grooming fosters a good self image. Collect pictures of well groomed children from magazines. Make a booklet or bulletin board display of well groomed boys and girls. Have the students comb their hair and wash their hands; then ask the students to view themselves in a mirror. If deficiencies are noted, ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks.
2 - Persons need to be recognized as having dignity and worth.  
4 - discover that work provides the opportunities for one to enhance his dignity and worth.

**SELF**

**ACTIVITIES**

Discuss with the students how proper body grooming fosters a good self image. Collect pictures of well groomed children from magazines. Make a booklet or bulletin board display of well groomed boys and girls. Have the students comb their hair and wash their hands; then ask the students to view themselves in a mirror. If deficiencies are noted, ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks.

**EVALUATION**

The student will be able to identify good grooming habits and detect grooming deficiencies.
## CONCEPT
2 - Persons need to be recognized as having dignity and worth.

## GEN. OBJ.
4 - discover that work provides the opportunities for one to enhance his dignity and worth.

## RESOURCES
| School | (Helper chart, First Grade
| (at Science
| Unit: "School") |

## ACTIVITIES
- **Designate a helper for specific classroom tasks** (water plants, clean boards, pass out paper, leader for lines, etc.) in which all children have the opportunity to be responsible. This activity can be continued throughout the year.

  or

- **Arrange for school helpers to talk to the children.** Each child may then select one helper he would like to make a picture of or write a riddle about.
Persons need to be left as having dignity and worth.

Discover that work provides the opportunities for one to enhance his dignity and worth.

**SELF**

**ACTIVITIES**

Designate a helper for specific classroom tasks (water plants, clean boards, pass out paper, leader for lines, etc.) in which all children have the opportunity to be responsible. This activity can be continued throughout the year.

Arrange for school helpers to talk to the children. Each child may then select one helper he would like to make a picture of or write a riddle about.

**EVALUATION**

The child will be able to complete each task without being reminded to do so.

The child will be able to draw or write about a school helper and his work.

**GRADE:** 1

**CURR.:** Social Science (School)

**AREA(S):** Language Arts-Reading
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 5 - Become aware that there are different kinds of work.

RESOURCES

Home
(Newspaper, magazine pictures)

School
(Drawing paper, paste)

ACTIVITIES

Have students bring from home several pictures depicting people at work. Instruct the students to look for as many different types of work and recreation they can find.

Assemble a class scrapbook (one picture per page). Allow students, individually, to page through the scrapbook and identify the activities they are interested in by having them print their names on that page.
5 - Work means different things to different people.

5 - Become aware that there are different kinds of work.

SELF

ACTIVITIES

Have students bring from home several pictures depicting people at work. Instruct the students to look for as many different types of work and recreation they can find.

Assemble a class scrapbook (one picture per page). Allow students, individually, to page through the scrapbook and identify the activities they are interested in by having them print their names on that page.

EVALUATION

Students will become aware that there are many kinds of work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 5 - Become aware that there are different kinds of work.

GRADE

CURR.

AREA(S)

SELF

RESOURCE

ACTIVITIES

School

Play "On My Way To School Today, I Saw." Students are seated in circle with one in the middle. This student pantomimes a type of work he saw this morning. Other children attempt to guess the work.

Observe if an understanding task he has also has related it to...
5 - Work means different things to different people.

5 - become aware that there are different kinds of work.

SELF

ACTIVITIES

Play "On My Way To School Today, I Saw." Students are seated in circle with one in the middle. This student pantomimes a type of work he saw this morning. Other children attempt to guess the work.

EVALUATION

Observe if the student has an understanding of the task he is performing and also has the ability to relate it to others.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 5 - become aware that there are different kinds of work.

RESOURCES

School (First Grade Science Unit-"Animals")

ACTIVITIES

Make a list of jobs that are performed around the school and home to care for living things. Relate these jobs to commercial operations (e.g., forestry, conservation, agriculture). Show pictures for comparisons. Ask the students to list business, industry, and people in the area that are involved in these occupations. Have the students differentiate between domestic and commercial situations by picture selection.

Teacher and students cite examples where man has not cared for living things. Compare with examples of similar situations where man has taken care of living things. Have the students respond to a list of statements concerning this subject to check their interpretations.
5 - Work means different things to different people.

5 - Become aware that there are different kinds of work.

SELF

ACTIVITIES

Make a list of jobs that are performed around the school and home to care for living things. Relate these jobs to commercial operations (e.g., forestry, conservation, agriculture). Show pictures for comparisons. Ask the students to list business, industry, and people in the area that are involved in these occupations. Have the student differentiate between domestic and commercial situations by picture selection.

Teacher and students cite examples where man has not cared for living things. Compare with examples of similar situations where man has taken care of living things. Have the students respond to a list of statements concerning this subject to check their interpretations.

EVALUATION

The student will be able to compare domestic and commercial implications as related to caring for living things.

The student will be able to name people, business, and industry in the area that relate to caring for living things.

The student will be able to itemize the results of caring for living things.

GRADE 1

CURR. Science (Animals)

AREA(S)
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 5 - become aware that there are different kinds of work.

RESOURCES

Filmstrip
("World of Work"-10 in series, Dist. #3, Shawano)

Films
(#5717-"Everyone Helps In a Community," #0708-"Fire Engines," #1321-"Mailman"

HAVI School
(First Grade Social Science Unit-"Neighborhood Living")

ACTIVITIES

Show the filmstrip "Wally the Work Watcher" (introductory). Each child will create a picture of the most important part of the filmstrip to them, or create a three or four picture cartoon series based on the filmstrip, or write a story and make a picture.

These can be used in a series and individual booklets completed.

or

Make a mural. Each child must choose a different job and paint the worker dressed appropriately with some of the specific tools of his work.
Work means different things to different people.

- become aware that there are different kinds of work.

**SELF**

**ACTIVITIES**

Show the filmstrip "Wally the Work Watcher" (introductory). Each child will create a picture of the most important part of the filmstrip to them, or create a three or four picture cartoon series based on the filmstrip, or write a story and make a picture.

These can be used in a series and individual booklets completed.

**EVALUATION**

The child will be able to create a picture or write a story based on the filmstrip.

**or**

Make a mural. Each child must choose a different job and paint the worker dressed appropriately with some of the specific tools of his work.

GRADE 1

CURR. Social Science

AREA(S) (Neighborhood Living) Art
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 6 - become aware of the different meanings work may have for different people.

RESOURCE

School
(Flannel board and flannel coins, magnetic blackboard and magnetic coins; First Grade Social Science Unit- "Neighborhood Living")

ACTIVITIES

Set up a toy store in the classroom. Choose one child to serve as a storekeeper. Choose a second child to come to the store and select a toy he would like to purchase. The second child must give the storekeeper the exact amount of money that is needed to buy the toy in order to purchase it. This amount is placed on the flannel board or magnetic blackboard. At a later time the storekeeper could give the buyer the exact amount of change.

The child would see that adults work, but children play.
5 - Work means different things to different people.

6 - become aware of the different meanings work may have for different people.

**SELF**

**ACTIVITIES**

Set up a toy store in the classroom. Choose one child to serve as a storekeeper. Choose a second child to come to the store and select a toy he would like to purchase. The second child must give the storekeeper the exact amount of money that is needed to buy the toy in order to purchase it. This amount is placed on the flannel board or magnetic blackboard. At a later time the storekeeper could give the buyer the exact amount of change.

**EVALUATION**

The child will be able to see that school tasks are work, but can seem to be play.
**CONCEPT**  
5 - Work means different things to different people.

**GEN. OBJ.**  
6 - become aware of the different meanings work may have for individuals.

**SELF**

**RESOURCES**
School and Home (Magazines)

**ACTIVITIES**
Collect pictures of people at work and people at play. Compare the pictures, then contrast those that are both work and play (mother-girl playing house; football-professional athletes). Let the children discover that work and play are related, and mean different things to different people. Post the pictures on a bulletin board. Title display "Work and Play."

Ask the children if they sometimes play school at home or at a friend's house. Let them discover that school tasks can be played at home, but they are their work at school.
5 - Work means different things to different people.

6 - become aware of the different meanings work may have for individuals.

SELF

ACTIVITIES

Collect pictures of people at work and people at play. Compare the pictures, then contrast those that are both work and play (mother-girl playing house; football-professional athlete). Let the children discover that work and play are related, and mean different things to different people. Post the pictures on a bulletin board. Title display "Work and Play."

Ask the children if they sometimes play school at home or at a friend's house. Let them discover that school tasks can be played at home, but they are their work at school.

GRADE 1

CURR. Social Science

AREA(S)

EVALUATION

The child will be able to name different types of work and explain why it can mean different things to different people.
CONCEPT 7 - Individual differ in their interest, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES

School
(Reproductions are available at the Franklin School and High School art rooms.)

ACTIVITIES

Have students observe a non-objective (abstract) painting or reproduction (colored slide, filmstrip, print) selected by the teacher with the expectation that it will cause varied response.

Discuss with the class the various reaction to leading questions:

- Is this a happy or sad picture?
- Is this a restful or active picture?
- Does this picture make you feel cold?
- Does this picture make you feel warm?
- Do you like the painting?
- What do the colors and shapes suggest to you?

GRADE 1

CURRENcy AREA(S)

SELF

Students will there are rece from the same stimul...
7 - Individual differ in their interest, abilities, attitudes and values.
7 - begin to differentiate oneself from others.

SELF ACTIVITIES

Have students observe a non-objective (abstract) painting or reproduction (colored slide, filmstrip, print) selected by the teacher with the expectation that it will cause varied response.

Discuss with the class the various reaction to leading questions:
Is this a happy or sad picture?
Is this a restful or active picture?
Does this picture make you feel cold?
Does this picture make you feel warm?
Do you like the painting?
What do the colors and shapes suggest to you?

EVALUATION

Students will recognize that there are reactions different from their own to the same stimulus.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

SELF

RESOURCES

ACTIVITIES

Students can act out:

a. giant opening huge door,
   mouse opening huge door,
   you opening huge door,

b. squeezing between two walls

c. lightning

d. bacon frying

e. popcorn popping

f. bread toasting

g. climbing a steep hill

h. sneaking into the kitchen for a snack

Watch one another in small groups. "Does everyone use the same actions and expressions?"
7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

SELF

ACTIVITIES

Students can act out:

a. giant opening huge door,
   you opening huge door,
   mouse opening huge door
b. squeezing between two walls
c. lightning
d. bacon frying
e. popcorn popping
f. bread toasting
g. climbing a steep hill
h. sneaking into the kitchen for a snack

Watch one another in small groups. "Does everyone use the same actions and expressions?"

GRADE 1
CURR. Health - P.E.
AREA(S) Language Arts - Reading

EVALUATION

The student should be able to observe that, although each action is accomplished, it is done in a different way by each student.
CONCEPT

7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

RESOURCES

SELF

ACTIVITIES

The student makes a picture booklet of "Me and My Favorites":
1. favorite food
2. favorite sport
3. favorite color
4. favorite thing in nature
5. favorite animal
6. favorite health helper
7. favorite hobby
7 - Individuals differ in their interests, abilities, attitudes and values.

8 - Become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

**SELF**

**ACTIVITIES**

The student makes a picture booklet of "Me and My Favorites":

1. favorite food
2. favorite sport
3. favorite color
4. favorite thing in nature
5. favorite animal
6. favorite health helper
7. favorite hobby

**EVALUATION**

Students will be able to comprehend that they have different interests.
CONCEPT: Individual differences in interests, attitudes and values.

GRADE: 7 - begin to differentiate oneself from others.

GEN. OFJ: 7 - begin to differentiate oneself from others.

CURR. AREA(S): SELF

RESOURCES: School (Blackboard, rhythm instruments)

ACTIVITIES: Clap in rhythm. The teacher then says a name and children clap it. Show how this clapping pattern may look in a series of short and long lines. These lines may in turn become notes of varying values if children are knowledgeable in their use.

Each child's name is shown in a series of lines or notes. Now teacher names a child and any student may show this name by clapping the way it sounds or by putting the sound on the board.

The teacher gives the child two names and claps the pattern of one. The child tell which name fits that pattern. Children discover how many names have the same pattern. Rhythm instruments can be used in showing name patterns also.
Clap in rhythm. The teacher then says a name and children clap it. Show how this clapping pattern may look in a series of short and long lines. These lines may in turn become notes of varying values if children are knowledgeable in their use.

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The teacher gives the child two names and claps the pattern of one. The child tells which name fits that pattern. Children discover how many names have the same pattern. Rhythm instruments can be used in showing name patterns also.
CONCEPT 7 - individuals differ in their interests, abilities, attitudes, and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES
Teacher and Students (First Grade Science Unit - "Classifying and Measuring")

ACTIVITIES
After the students have classified the leaves into different categories, classify the students of the class according to boy or girls, color of hair, eyes, bigger than, smaller than, etc.
7 - individuals differ in their interest, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

GRADE 1

CURR. Science (Classifying and Measuring)

AREA(S)

SELF

ACTIVITIES

After the students have classified the leaves into the different categories, classify the students of the class according to boy or girl, color of hair, eyes, bigger than, smaller than, etc.

EVALUATION

The student will be able to associate himself with the different classes according to the criteria used in the initial classification.
CONCEPT
7 - Individuals differ in their interests, ability, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES
Self
School
(Lamp, paper, scissors; First Grade Science Unit- "Day and Night and the Universe")

SELF

ACTIVITIES
Trace children's silhouettes using multiple light such as from a filmstrip projector. Project the light on the child while he is standing close to a wall. Trace the child's shadow on drawing paper or other available paper. The outline may be cut and pasted on contrasting paper. The silhouettes may be arranged on a bulletin board without names to allow the child to first find himself. Then each child should be allowed to find his classmates. Later name tags should be placed beneath each silhouette. The use of beginning sounds and name reading can be encouraged.

GRADE

CURR. AREA(S)
Individuals differ in their interests, ability, attitudes and values.

- begin to differentiate oneself from others.

**SELF**

**ACTIVITIES**

Trace children's silhouettes using light such as from a filmstrip projector. Project the light on the child while he is standing close to a wall. Trace the child's shadow on drawing paper or other available paper. The outline may be cut and pasted on contrasting paper. The silhouettes may be arranged on a bulletin board without names to allow the child to first find himself. Then each child should be allowed to find his classmates. Later name tags should be placed beneath each silhouette. The use of beginning sounds and name reading can be encouraged.

**GRADE**

1

**CURR. AREA(S)**

Social Science (Self)

Science (Day and Night and the Universe)

Language Arts—Reading

**EVALUATION**

The child will be able to point to and name his silhouette and some of his classmates' silhouettes.
CONCEPT 7 - Individuals differ in their interests, ability, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES
Self
School
(Lamp, paper, scissors; First Grade Social Science Unit-"Self."; First Grade Science Unit-"Day and Night and the Universe")

ACTIVITIES
Trace children's silhouettes using suitable light such as from a filmstrip projector. Project the light on the child while he is standing close to a wall. Trace the child's silhouette on drawing paper or other available paper. The outline may be cut and pasted on contrasting paper. The silhouettes may be arranged on a bulletin board without names to allow the child to first find himself. Then each child should be allowed to find his classmates. Later name tags should be placed beneath each silhouette. The use of beginning sounds and name reading can be encouraged.

GRADE
CURR. AREA(S)
SELF
7 - Individuals differ in their interests, ability, attitudes and values.

7 - begin to differentiate oneself from others.

SELF

ACTIVITIES

Trace children's silhouettes using suitable light such as from a filmstrip projector. Project the light on the child while he is standing close to a wall. Trace the child's shadow on drawing paper or other available paper. The outline may be cut and pasted on contrasting paper. The silhouettes may be arranged on a bulletin board without names to allow the child to first find himself. Then each child should be allowed to find his classmates. Later name tags should be placed beneath each silhouette. The use of beginning sounds and name reading can be encouraged.

EVALUATION

The child will be able to point to and name his silhouette and some of his classmates' silhouettes.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, and aptitudes).

RESOURCES  
School (Picture of man, woman, child; tape recording of different voices)

ACTIVITIES  
Display pictures of a man, woman, and child on the board. Play a tape recording of the voice of each singing a simple song.

Children are then asked how the voices sound different, which ones sound most alike - and then identify the type of voice heard.
7. Individuals differ in their interests, abilities, attitudes and values.

8. Become aware of the various ways individuals differ (interests, abilities, attitudes, values, and aptitudes).

ACTIVITIES

Display pictures of a man, woman, and child on the board. Play a tape recording of the voice of each singing a simple song.

Children are then asked how the voices sound different, which ones sound most alike - and then identify the type of voice heard.

EVALUATION

The student will be able to cite how individuals differ by voice identification.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in a diversified society.

RESOURCES

School (12 x 18 drawing paper, crayons)

ACTIVITIES

Have students draw themselves doing something helpful for another person. Students should select something that they actually did. Student will write their helpare.
1 - An understanding and acceptance of self is important throughout life.

2 - Begin to recognize the need for continuous self-appraisal in a diversified society.

SELF

ACTIVITIES

Have students draw themselves doing something helpful for another person. Students should select something that they actually did.

EVALUATION

Student will synthesize what their helpful characteristics are.

GRADE  2
CURR.  Art
AREA(S) Social Science
CONCEPT
1. An understanding and acceptance of self is important throughout life.

GEN. OBJ.
1. Begin to recognize the need for continuous self-appraisal in a diversified society.

RESOURCES
School
(P.E. Curriculum Guide and Handbook 1-5 Dist. #8, Shawano)
Films
Elementary P.E. (#1220 "Elementary P.E. Skills: Ball Skills"; #2090 "Stanley Takes a Trip" BAVI)

SELFT
/ACTIVITIES
Roll ball in forward direction, run after it and stop.
Roll ball to partner
Roll ball along painted line.
Roll ball between legs to partner.
Roll ball, attempting to knock pins over.

Bounce
Bounce ball with either hand.
Bounce ball while running or walking.

Throw
Two-hand underhand toss to partner (Utility ball).
Two-hand side toss to partner.
Toss toward basket.

Catch
Under-hand toss from partner.
Bounce and catch.

Kick
Skill games (Curriculum guide and handbook page 16-84)
Rhythms
Exercises (pages 6-7)

List foods eaten at breakfast. After learning basic food groups by way of posters, films, or bulletin boards, decide if breakfast was nutritional. Is this what I should be eating? If not, what am I going to do about it?

Teacher will...
1 - An understanding and acceptance of self is important throughout life.

1 - begin to recognize the need for continuous self-appraisal in a diversified society.

SELF

ACTIVITIES

Roll ball in forward direction, run after it and stop.
Roll ball to partner
Roll ball along painted line.
Roll ball between legs to partner.
Roll ball, attempting to knock pins over.

Bounce
Bounce ball with either hand.
Bounce ball while running or walking.

Throw
Two-hand underhand toss to partner (Utility ball).
Two-hand side toss to partner.
Toss toward basket.

Catch
Under-hand toss from partner.
Bounce and catch.

Kick
Skill games (Curriculum guide and handbook page 15-84)
Rhythms
Exercises (pages 6-7)

List foods eaten at breakfast. After learning basic food groups by way of posters, films, or bulletin boards, decide if breakfast was nutritional. Is this what I should be eating? If not, what am I going to do about it?
CONCEPT  I - An understanding and acceptance of self is important throughout life.

GEN. OBJ.  I - begin to recognize the need for continued self-appraisal in a diversified society.

GRADE
CURR. AREA(S)

RESOURCES
School
(Teacher, Children's voices, mirrors, tape recorders, songbooks)

ACTIVITIES

The children can make a game in which one child produces a correct or incorrect sound and the others tell which it was and why it was incorrect.

Discussion can be held on the physical production of sound—what actually happens in your mouth and throat when you produce both types of sound. Mirrors may be helpful in noticing position of tongue and lips.

Vocal exercises on syllables with the different types of vowel sounds are helpful if done correctly—open throat, unified shape of lips, focused sound.

The student demonstrates self appraisal.
1. An understanding and acceptance of self is important throughout life.
2. Begin to recognize the need for continued self-appraisal in a diversified society.

**SELF ACTIVITIES**

The children can make a game in which one child produces a correct or incorrect sound and the others tell which it was and why it was incorrect.

Discussion can be held on the physical production of sound—what actually happens in your mouth and throat when you produce both types of sound. Mirrors may be helpful in noticing position of tongue and lips.

Vocal exercises on syllables with the different types of vowel sounds are helpful if done correctly—open throat, unified shape of lips, focused sound.

**EVALUATION**

The student will be able to demonstrate personalized self-appraisals.
CONCEPT
1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in a diversified society.

RESOURCES
Self School
(Second Grade Social Science Unit-"Self")

ACTIVITIES
Have the children look at themselves in a mirror to see their outside selves. "Now look at your inner self by completing these sentences."

"I feel sad about..."
"I am happy when..."
"I get angry..."
"I like to play..."
"I like to eat..."
"I love..."
"I dislike..."
"I hate..."
"Most of the time, I feel..."

File results. Have the children do the activity again after a period of time (about three or four weeks). Then discuss the following questions: Do we ever stop learning about ourselves? Why is it important to learn about yourself?

Teacher Counselor
Go through these results together after the children repeat this activity. Identify those students who may be developing a poor self-concept.

Teacher-Counselor to determine needs of children.
1 - An understanding and acceptance of self is important throughout life.

1 - Begin to recognize the need for continuous self-appraisal in a diversified society.

GRADE 2

CURR. Social Science (Self)

AREA(S) Language Arts-Reading

SELF

ACTIVITIES

Have the children look at themselves in a mirror to see their outside selves. "Now look at your inner self by completing these sentences."

"I feel sad about...
"I am happy when...
"I get angry...
"I like to play...
"I like to eat...
"I love...
"I dislike...
"I hate...
"Most of the time, I feel...

File results. Have the children do the activity again after a period of time (about three or four weeks). Then discuss the following questions: Do we ever stop learning about ourselves? Why is it important to learn about yourself?

Go through these results together after the children repeat this activity. Identify those students who may be developing a poor self-concept.

EVALUATION

The child will be able to compare self by listing feelings of inner self.

Teacher-Counselor evaluation to determine individual needs of children.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 2 - begin to develop an awareness that there is continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES

SELF

ACTIVITIES

Draw a picture of you as a baby. Draw a picture of you today. What can you do today that you couldn't do then? How have you changed?

How did I move as a baby? How do I move if I want to:
be quiet
be fast
be slow
be like a soldier
be like a rabbit
be like a snake

Record on growth chart-
height
weight
and keep track once a month throughout the year.

School
(P.E. Curriculum Guide and Handbook -5 Dist. #8, Shawano)

CURR. AREA(S)
1 - An understanding and acceptance of self is important throughout life.

2 - begin to develop an awareness that there is continuous interaction between one's knowledge and acceptance of self and his emerging lifestyle.

SELF

ACTIVITIES

Draw a picture of you as a baby. Draw a picture of you today. What can you do today that you couldn't do then? How have you changed?

How did I move as a baby?
How do I move if I want to:
  be quiet
  be fast
  be slow
  be like a soldier
  be like a rabbit
  be like a snake

Record on growth chart:
  height
  weight
and keep track once a month throughout the year.

EVALUATION

Notice whether the student draws a body with a head, two arms, two legs, etc. Is there a difference in the two pictures?

The teacher will notice if the student can tell how much he has grown.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES

Library (school)
School
Our Working World-SRA textbook and recordings, Second Grade Social Science Unit-"Community"
Filmstrips (Eye Gate-"Little Towns-USA" "Big City USA")

ACTIVITIES

How do you think people in a farming town might be different from the city?

As the children make their contributions, write them on the board, making two lists. Your lists might look like this:

COUNTRY
roads, paths
fields
houses

CITY
sidewalks
streets
apartment buildings

and

Discuss: What would happen if everyone lived in the country on a farm. What would happen if everyone lived in the city in apartment buildings?

or

Write a paragraph on either of these two subjects?

How People in the Country Help Us,
How people in the City Help Us.
1. An understanding and acceptance of self is important throughout life.

2. Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

**SELF**

**ACTIVITIES**

How do you think people in a farming town might be different from the city?

As the children make their contributions, write them on the board, making two lists. Your lists might look like this:

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>CITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>roads, paths</td>
<td>sidewalks</td>
</tr>
<tr>
<td>fields</td>
<td>streets</td>
</tr>
<tr>
<td>houses</td>
<td>apartment buildings</td>
</tr>
</tbody>
</table>

Discuss: What would happen if everyone lived in the country on a farm. What would happen if everyone lived in the city in apartment buildings?

or

Write a paragraph on either of these two subjects?

How People in the Country Help Us,
How people in the City Help Us.
CONCEPT  2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ.  3 - discover that people bring dignity and worth to their job.

SELF

RESOURCES

Community
School
None

ACTIVITIES

Have the school nurse or the county nurse speak to the class on the importance of good grooming. After the talk, students should list as many good grooming habits as they can think of.

or

Make a display of items we use for good grooming (brush, comb, toothbrush, nail clipper, etc.).

or

Role-play various good grooming habits (brushing teeth correctly, washing and combing hair, washing before meals).

Allow a student to lead the class in one or two exercises each morning. Permit him to explain the exercise program and decide how many repetitions to complete.
Persons need to be recognized as having dignity and worth.

Discover that people bring dignity and worth to their job.

SELF

ACTIVITIES

Have the school nurse or the county nurse speak to the class on the importance of good grooming. After the talk, students should list as many good grooming habits as they can think of.

or

Make a display of items we use for good grooming (brush, comb, toothbrush, nail clipper, etc.).

or

Role-play various good grooming habits (brushing teeth correctly, washing and combing hair, washing before meals).

Allow a student to lead the class in one or two exercises each morning. Permit him to explain the exercise program and decide how many repetitions to complete.

GRADE 2

CURR. Health - P.E.

AREA(S)

EVALUATION

The teacher can have students match pictures of items used in good grooming with the activity.

The student will show that he is capable of leading and demonstrating on activity.
CONCEPT  2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

RESOURCES
- Filmstrip-Records ("Little Things That Count," Eye Gate)
- School (Second Grade Social Science Unit-"Self")

ACTIVITIES
- View filmstrips on "Little Things That Count."
- Each filmstrip includes a quality such as honesty, manners, listening, etc. After viewing a filmstrip, discuss the quality and how the child should use it in the role of a school worker.
- The child identify a good school
- The child apply these in their daily work.
2 - Persons need to be recognized as having dignity and worth.

3 - discover that people bring dignity and worth to their job.

**SELF**

**ACTIVITIES**

View filmstrips on "Little Things That Count." Each filmstrip includes a quality such as honesty, manners, listening, etc. After viewing a filmstrip, discuss the quality and how the child should use it in the role of a school worker.

**EVALUATION**

The child will be able to identify the qualities of a good school worker.

The child will be able to apply these qualities to their daily work.
CONCEPT  2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ.  4 - discover that work provides the opportunities for one to enhance his dignity and worth.

SELF

ACTIVITIES

Discuss with the students all jobs related to their transportation to home from school (bus manufacturing, repair, bus driver, parents, police, safety patrol, bicycle manufacture, road construction, etc.).

Have the students construct a mural or bulletin board (teacher choice) showing the importance of the jobs discussed. This activity might include situations which would arise if these jobs were not carried out.

GRADE

CURR. AREA(S)

RESOURCES

School

(Large drawing paper or roll, craft paper, colored chalk, paste.)

Student will appraise the jobs which...
2 - Persons need to be recognized as having dignity and worth.

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

SELF

ACTIVITIES

Discuss with the students all jobs related to their transportation to home from school (bus manufacturing, repair, bus driver, parents, police, safety patrol, bicycle manufacture, road construction, etc.).

Have the students construct a mural or bulletin board (teacher choice) showing the importance of the jobs discussed. This activity might include situations which would arise if these jobs were not carried out.

GRADE 2

CURR. Art

AREA(S)

EVALUATION

Student will be able to appraise the value of jobs which serve them.
CONCEPT
2. Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4. Discover that work provides the opportunities for one to enhance his dignity and worth.

RESOURCES
Home

ACTIVITIES
Have students draw pictures of responsibilities they have at home. Share pictures and explanation of them with the other students. Teacher can ask questions such as:
"Do you enjoy doing your work?"
"What happens if you don't do it or if you do a poor job?"
"How do you feel if you do a good job or do it before someone asks you to?"
"Do your younger brothers or sisters have the same responsibilities as you?" "Why?"
"What is your reward for doing a good job?"

Teacher should guide the student to find the importance of their work.
2 - Persons need to be recognized as having dignity and worth.

4 - Discover that work provides the opportunities for one to enhance his dignity and worth.

SELF

ACTIVITIES

Have students draw pictures of responsibilities they have at home. Share pictures and explanation of them with the other students. Teacher can ask questions such as--

"Do you enjoy doing your work?"

"What happens if you don't do it or if you do a poor job?"

"How do you feel if you do a good job or do it before someone asks you to?"

"Do your younger brothers or sisters have the same responsibilities as you?" "Why?"

"What is your reward for doing a good job?"

EVALUATION

Teacher should determine if the student realizes the importance of responsibilities.
CONCEPT  2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ.  4 - discover that work provides the opportunities for one to enhance his dignity and worth.

RESOURCES

School
(Our Working World: "Cities at Work," p. 27; Second Grade Social Science Unit-"Community")

ACTIVITIES

Use the song, "What Is A City?" found on p. 27 of the teacher's manual in SRA Our Working World: "Cities At Work."

Correlate the learning of the above song with discussion on the topic of people working together make up a city.

The child will sing a song.

The child will discuss how people working together enhance the concept.
2 - Persons need to be recognized as having dignity and worth.

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

GRADE 2

CURR. Music
AREA(S) Social Science (Community)

SELF

ACTIVITIES

Use the song, "What Is A City?" found on p. 27 of the teacher's manual in SRA Our Working World: "Cities At Work."

Correlate the learning of the above song with discussion on the topic of people working together make up a city.

EVALUATION

The child will be able to sing a song.

The child will be able to discuss how working together enhances his self concept.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

RESOURCES

Home
School
(Second Grade Social Science Unit - "Self")

ACTIVITIES

Role-play family situations such as: (1) around the dinner table, (2) a family birthday, (3) time to go to bed, (4) when mother's best dish breaks, etc.

GRADE 2

CURR. AREA(S)

SELF

The child will perform the role for family
2 - Persons need to be recognized as having dignity and worth.

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

SELF

ACTIVITIES

Role-play family situations such as: (1) around the dinner table, (2) a family birthday, (3) time to go to bed, (4) when mother's best dish breaks, etc.

EVALUATION

The child will be able to perform the work required for family responsibilities.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 5 - become aware that there are different kinds of work.

RESOURCES
- Self
- Magazines
- Community
- Telephone Book
- Film
  - (#0187-"Health: You and Your Helpers" BAVI)

ACTIVITIES
- View film on "health helpers."

- Have students make a bulletin board of various services. Then find the name (or names) of these people in the town or area and add to the bulletin board.

GRADE 2
CURR. AREA(S) E

The student list various shown in the

The student determine o relate to h
Work means different things to different people.

Become aware that there are different kinds of work.

**ACTIVITIES**

- View film on "health helpers."
- Have students make a bulletin board of various services. Then find the name (or names) of those people in the town or area and add to the bulletin board.

**EVALUATION**

- The student will be able to list various "health helpers" shown in the film.
- The student will be able to determine occupations that relate to health.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 5 - become aware that there are different kinds of work.

RESOURCES

- Local Newspaper
- School
  (Second Grade
  Social Science
  Unit-"Community"

SELF

ACTIVITIES

Collect pictures of people working in their community from the local newspaper. Do this throughout the unit. Near the end of the unit construct a bulletin board entitled "Workers of Our Community." Discuss the different types of work found in our community.

GRADE CURR. AREA(S)

2 5 Community
5 - Work means different things to different people.

5 - become aware that there are different kinds of work.

SELF

ACTIVITIES

Collect pictures of people working in their community from the local newspaper. Do this throughout the unit. Near the end of the unit construct a bulletin board entitled "Workers of Our Community." Discuss the different types of work found in our community.

EVALUATION

Given a collection of pictures, the student will be able to identify workers in the community.

GRADE 2

CURR. AREA(S) Social Science (Community)
CONCEPT  5 - Work means different things to different people.

GEN. OBJ.  6 - become aware of the different meanings work may have for individuals.

RESOURCES

Teacher
Self

ACTIVITIES

Teacher holds up a picture of a group of boys playing football; then she holds up a picture of some professional football players. Which is work and which is play? (Girls playing house—mother ironing; students taking a test—mother writing a letter; man hunting for recreation—Indian hunting for food; baseball, golf, basketball, etc. may also be used.)

Discussion can follow on work, play, hobby, recreation.

Students discuss different play, and
5 - Work means different things to different people.

6 - Become aware of the different meanings work may have for individuals.

SELF

ACTIVITIES

Teacher holds up a picture of a group of boys playing football. Then she holds up a picture of some professional football players. Which is work and which is play? (Girls playing housemother ironing; students taking a test—mother writing a letter; man hunting for recreation—Indian hunting for food; baseball, golf, basketball, etc. may also be used.)

Discussion can follow on work, play, hobby, recreation.

EVALUATION

Students should be able to differentiate between work, play, and hobby.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 6 - become aware of the different meanings work may have for individuals.

GRADE CURR. AREA(S)

SELF

RESOURCES

ACTIVITIES

School (Clock, chart) Develop a chart of work done during a particular day. Be conscious of the clock when work activities change. Write the time an activity starts next to the activity on the list.

The child name the and the the hands

Summarize the concept of a particular time span by discussing whether it seemed long or short. Point out the idea that it will seem short if the work is enjoyable or easy and long if it is difficult.
5 - Work means different things to different people.
6 - become aware of the different meanings work may have for individuals.

GRADE 2

CURR. Math (Ordinals and AREA(S) Time-Unit 19)

SELF

ACTIVITIES

Develop a chart of work done during a particular day. Be conscious of the clock when work activities change. Write the time an activity starts next to the activity on the list.

Summarize the concept of a particular time span by discussing whether it seemed long or short. Point out the idea that it will seem short if the work is enjoyable or easy and long if it is difficult.

EVALUATION

The child will be able to name the number of minutes and the hour by looking at the hands of a clock.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 6 - become aware of the different meanings work may have for individuals.

RESOURCES

Teacher
School (Second Grade Science Unit-"Machines")

SELF

ACTIVITIES

Cite specific examples of work done by people. Select several of these examples and have the students prepare a list of reasons why people work (e.g., basic need, satisfaction (happy) competition, money, wants, help each other recognition, life process, etc.)
5 - Work means different things to different people.

6 - become aware of the different meanings work may have for individuals.

SELF

ACTIVITIES

Cite specific examples of work done by people. Select several of these examples and have the students prepare a list of reasons why people work (e.g., basic need, satisfaction (happy) competition, money, wants, help each other recognition, life process, etc.)

GRADE 2

CURR. Science (Machines)

AREA(S)

EVALUATION

The student will be able to compare work to the understanding of why people work.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ.  6 - become aware of the different meanings work may have for individuals.

RESOURCES

School (Magazines, Second Grade Social Science Unit-"Self"; worksheet)

ACTIVITIES

Collect pictures of people doing some activity. Classify pictures according to work and play. Assemble pictures in booklet form. Discuss reasons for the choices made, stressing a certain activity might be fun for you and work for another.

or

Make up a list of activities the child does during the day. From the dittoed list decide whether an activity is work or play and check the appropriate box.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WORK</th>
<th>PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tabulate results. Discuss the reasons for choices.
5 - Work means different things to different people.

6 - Become aware of the different meanings work may have for individuals.

SELF

ACTIVITIES
Collect pictures of people doing some activity.
Classify pictures according to work and play.
Assemble pictures in booklet form. Discuss reasons for the choices made, stressing a certain activity might be fun for you and work for another.

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<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tabulate results. Discuss the reasons for choices.

EVALUATION
The child will be able to assemble people and their jobs in booklet form.

The child will be able to differentiate between work and play.

The child will be able to categorize pictures between work and play.
CONCEPT 7 - Individuals differ in their interests, abilities, and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES

School
(Collection of various shaped and sized leaves, drawing paper, crayons, Second Grade-Science Unit-"Classifying and Measuring")

ACTIVITIES

Have students observe individual leaves at their desks and draw them arranged into a symmetric or geometric pattern.

After completion of activity, have students discuss the physical similarities and visual differences and relate to the diversified appearances of people.

GRADE CURR. AREA(S)

SELF

Students will generalize differences with nature.
Individuals differ in their interests, abilities, and values.

Begin to differentiate oneself from others.

SELF

ACTIVITIES

Have students observe individual leaves at their desks and draw them arranged into a symmetric or geometric pattern.

After completion of activity, have students discuss the physical similarities and visual differences and relate to the diversified appearances of people.

GRADE 2

CURR. Art

AREA(S) Science (Classifying and Measuring)

EVALUATION

Students will be able to generalize about visual differences by analogy with natural structure.
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

SELF

RESOURCES

Self

ACTIVITIES

Write individual poems on a specific ability or a recognized limitation: (e.g.

I can read.
I can write.
But how I wish,
I could type.)
7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

**SELF**

**ACTIVITIES**

Write individual poems on a specific ability or a recognized limitation: (e.g.

I can read.
I can write.
But how I wish,
I could type.)

**EVALUATION**

The child will be able to write a poem about specific ability or limitation using correct punctuation and capitalization.

GRADE 2

CURR. Language Art-Reading

AREA(S)
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES
Self
School
(Second Grade Social Science Unit- "Self")

SELF

ACTIVITIES
Role-play the story scene of two children walking together down the street. The children participating must create dialogue around their own special abilities or things they like to do.

GRADE 2
CURR. AREA(S) Social

The child will perform a skill and become aware in abilities
Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

**SELF**

**ACTIVITIES**

Role-play the story scene of two children walking together down the street. The children participating must create dialogue around their own special abilities or things they like to do.

**EVALUATION**

The child will be able to perform a situation to become aware of differences in abilities.

GRADE 2

CURR. Social Science(Self)

AREA(S)
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - Become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

RESOURCES

Self
Magazines

ACTIVITIES

Each child makes a "wish." Each student is given a magazine and find two pictures to apply to either:

"I wish I has..."

"I wish I would not have to worry about..."
7 - Individuals differ in their interests, abilities, attitudes and values.

8 - Become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

**SELF**

**ACTIVITIES**

Each child makes a "wish." Each student is given a magazine and find two pictures to apply to either:

"I wish I has..."

"I wish I would not have to worry about..."

**EVALUATION**

As the pictures are displayed, students should be able to compare the various interests and values of one another.
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - Become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

SELF

RESOURCES

School

ACTIVITIES

Develop a shadow play by having the child pantomime special ability or proficiency.

The child will block out his shadow.
7 - Individuals differ in their interests, abilities, attitudes and values.

8 - Become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

SELF

ACTIVITIES

Develop a shadow play by having the child pantomime special ability or proficiency.

CURR.  Science (Light)

AREA(S)  Language Arts-Reading

EVALUATION

The child will be able to block out light to form a shadow.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

RESOURCES
Self
Classmates
School
(Second Grade Social Science Unit-"Self")

ACTIVITIES
Make a comparative chart:
Our boys
Jim can...
Lois can...
Terry can...
Jeanne can...

Use the chart to point out differences and similarities. Guide children to a positive acceptance of their potential and limitation as future men and women in society.

or

Do you feel you are different in any way from other boys or girls in your class? Write down on a piece of paper the way you think you are different.

Complete the following sentences: "If everyone were the same...." "It is good to be different because...."
Individuals differ in their interests, abilities, attitudes and values.

Become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

**SELF**

**ACTIVITIES**

Make a comparative chart:

- **Our boys**
  - Jim can...
  - Terry can...

- **Our girls**
  - Lois can...
  - Jeanne can...

Social ("Self")

Use the chart to point out differences and similarities. Guide children to a positive acceptance of their potential and limitation as future men and women in society.

**EVALUATION**

Given a chart the child will be able to analyze how people differ.

Do you feel you are different in any way from other boys or girls in your class? Write down on a piece of paper the way you think you are different.

Complete the following sentences: "If everyone were the same...." "It is good to be different because...."
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in a diversified society.

RESOURCES

SELF

ACTIVITIES

Physical Improvement
Bouncing - around obstacles
Throwing - one hand toss for distance, accuracy
Catching - catch softball thrown into air by self
Kicking - for direction, distance, control from a run
Hitting - with bat
two hand underhand volleyball hit
two hand overhand volleyball hit
serve volleyball 15 ft. from net.

Exercises - pp. 7-8
Basic games - pp. 16-52
Balance and Tumbling activities - pp. 53-58

Write a paragraph on "What I like about me."
Write another one on "What I don't like about me." Discuss reasons why we can be angry, fearful, happy, sad, impatient, kind, etc. Definition of emotion. Relate how things used to affect me and how they do now (loud noises, school, little brother, striking out, responsibilities, going to bed).
1 - An understanding and acceptance of self is important throughout life.

1 - Begin to recognize the need for continuous self-appraisal in a diversified society.

SEIF

ACTIVITIES

Physical Improvement
Bouncing - around obstacles
change direction

Throwing - one hand toss for distance, accuracy

Catching - catch softball thrown into air by self
catch softball thrown into air by partner

Kicking - for direction, distance, control from a run

Hitting - with bat
two hand underhand volleyball hit
two hand overhand volleyball hit
serve volleyball 15 ft. from net.

Exercises - pp. 7-8
Basic games - pp. 16-52
Balance and Tumbling activities - pp. 53-

Write a paragraph on "What I like about me."
Write another one on "What I don't like about me." Discuss reasons why we can be angry, fearful, happy, sad, impatient, kind, etc. Definition of emotion. Relate how things used to affect me and how they do now (loud noises, school, little brother, striking out, responsibilities, going to bed).

EVALUATION

The teacher will notice if
the student has improved
physically in the areas.

The student should be able to
see himself as "growing up."
CONCEPT: 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in a diversified society.

SELF

RESOURCES

Self
School
(Third Grade Social Science Unit "Self")

ACTIVITIES

Discuss how children could write a story about themselves. Give them the title "Why Am I Special Person?"

Their stories may include such things as what makes them happy or sad, what they like to do, what they don't like to do, what they'd like to be, their friends, their family, and their pets.

Instruct the children to put their names on the back of their papers in very small letters. After a period of two or three weeks read the papers written by the children. Play "guess who" game as the papers are read.

Follow up activity would be to rewrite a paper on self and include any changes they see in self.

Teacher
Counselor

Review these stories together. Identify those children who may be developing poor or unrealistic self-concepts.

Teacher and Counselor

Aware of it of children
1. An understanding and acceptance of self is important throughout life.

2. Begin to recognize the need for continuous self-appraisal in a diversified society.

**SELF**

**ACTIVITIES**

Discuss how children could write a story about themselves. Give them the title "Why Am I Special Person?"

Their stories may include such things as what makes them happy or sad, what they like to do, what they don't like to do, what they'd like to be, their friends, their family, and their pets.

Instruct the children to put their names on the back of their papers in very small letters. After a period of two or three weeks read the papers written by the children. Play "guess who" game as the papers are read.

Follow up activity would be to rewrite a paper on self and include any changes they see in self.

**EVALUATION**

The child will be able to write a story to illustrate the uniqueness of self.

Review these stories together. Identify those children who may be developing poor or unrealistic self-concepts.

Teacher and counselor are aware of individual needs of children.
CONCEPT - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 2 - Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES - School
(Old magazines, old newspapers, scissors, paste, 12 x 18 drawing paper)

ACTIVITIES
Have students cut from magazines and newspapers the outline of people engaged in work or play with interests the students. The cut figures should be arranged and pasted on drawing paper with emphasis on the negative area (empty space).

CURR. AREA(S)
Students will synthesize an show evidence skill.
1. An understanding and acceptance of self is important throughout life.

2. Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

**SELF ACTIVITIES**

Have students cut from magazines and newspapers the outline of people engaged in work or play, with interests the students. The cut figures should be arranged and pasted on drawing paper with emphasis on the negative area (empty space).

**EVALUATION**

Students will be able to synthesize their interests and show evidence of cutting skill.
CONCEPT: An understanding and acceptance of self is important throughout life.

GEN. OBJ.: Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES

Library (school)
Suggested Text: "Community and Social Need" Third Grade Social Science Unit - "Communities in Other Lands"
Filmstrips (in school libraries)

ACTIVITIES

Discuss life style of native groups of people in warm and cold communities. Divide children into two groups - one to deal with warm lands, the other to deal with cold lands. Each child will write a report pretending that he is a native of his land covering such topics as food, shelter, clothing, mores or behavior which would affect his life style. Optional activity would be to make a drawing to illustrate a part of his report.
1. An understanding and an acceptance of self is important throughout life.

2. Begin to develop an awareness that there is a continuous interaction between our knowledge and acceptance of self and his emerging life style.

**SELF ACTIVITIES**

Display life style of native groups of people in warm and cold communities. Divide children into two groups—one to deal with warm lands, the other to deal with cold lands. Each child will write a report pretending that he is a native of his land covering such topics as food, shelter, clothing, mores or behavior which would affect his life style. Optional activity would be to make a drawing to illustrate a part of his report.

**EVALUATION**

The child would be able to describe his life style if he were a member of a given, warm or cold land.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

RESOURCES

School
(Large white paper, tempera paint, No. 7 brushes)

ACTIVITIES

Have students make a painting of their mothers or fathers doing what the student considers to be their most important jobs. Teacher should stress largeness of figures and fitting picture parts together. The class should view the completed paintings and discuss the importance of the work illustrated in the paintings.
2 - Persons need to be recognized as having dignity and worth.

3 - Discover that people bring dignity and worth to their job.

Self

Activities

Have students make a painting of their mothers or fathers doing what the student considers to be their most important jobs. Teacher should stress largeness of figures and fitting picture parts together. The class should view the completed paintings and discuss the importance of the work illustrated in the paintings.

Evaluation

Students will have expressed their judgments concerning the worth of their parents' efforts to provide for them.

Grade 3

Curriculum

Area(s) Art

GRADE CURR.

AREA(S)
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their jobs.

RESOURCES
Teacher
Self

ACTIVITIES
Discuss the words "worth," "value."
What makes a person of "value" or "worth?" (Talk about doctors, nurses, garbage men, policemen, firemen, mothers, fathers.)

Write paragraphs on (1) "Why I am Valuable" and (2) "Everyone is Worthy of Respect."

Discuss reasons why older people, people our own age, and younger people all deserve respect.
6. Persons need to be recognized as having dignity and worth.

3. Discover that people bring dignity and worth to their jobs.

**SELF ACTIVITIES**

Discuss the words "worth," "value."

What makes a person of "value" or "worth?" (Talk about doctors, nurses, garbage men, policemen, firemen, mothers, fathers.)

Write paragraphs on (1) "Why I am Valuable" and (2) "Everyone is Worthy of Respect."

Discuss reasons why older people, people our own age, and younger people all deserve respect.

**EVALUATION**

Student should be able to grasp the idea of value, worth and respect.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

RESOURCES

School (Library reference book, Third Grade Social Science Unit- "Self")

ACTIVITIES

Introductory Activity

Write the following code on the board.

A. 1  J. 10  S. 19
B. 2  K. 11  T. 20
C. 3  L. 12  U. 21
D. 4  M. 13  V. 22
E. 5  N. 14  W. 23
F. 6  O. 15  X. 24
G. 7  P. 16  Y. 25
H. 8  Q. 17  Z. 26
I. 9  R. 18

Then say to the children: In code on the board each letter of the alphabet has been given a number. When you find and match the letters to the numbers given below, you will have the names of some famous people. Such as:


Code the following names and then let the children research to find out at least one thing for which each of the following is famous:

Neil Armstrong (first man to set foot on the moon)
Dr. Martin Luther King, Jr. (believed in using peace to fight for freedom)
Ernie Banks (first baseman for the Chicago Cubs)
Orlando Cepeda (first baseman for the St. Louis Cardinals)
Alexander Graham Bell (invented the telephone)
Marian Anderson (outstanding contralto of her times)

Discussion should follow on how these famous people brought dignity and worth to their jobs.
7. Persons need to be recognized as having dignity and worth.

3. Discover that people bring dignity and worth to their jobs.

SELF

ACTIVITIES

Introducory Activity

Write the following code on the board.

A. 1 J. 10 S. 19
B. 2 K. 11 T. 20
C. 3 L. 12 U. 21
D. 4 M. 13 V. 22
E. 5 N. 14 W. 23
F. 6 O. 15 X. 24
G. 7 P. 16 Y. 25
H. 8 Q. 17 Z. 26
I. 9 R. 18

Then say to the children: In code on the board each letter of the alphabet has been given a number. When you find and match the letters to the numbers given below, you will have the names of some famous people. Such as:

J-A-C-K-I-E R-N-S-O-N

Code the following names and then let the children research to find out at least one thing for which each of the following is famous:

Neil Armstrong (first man to set foot on the moon)
Dr. Martin Luther King, Jr. (believed in using peace to fight for freedom)
Ernie Banks (first baseman for the Chicago Cubs)
Orlando Cepeda (first baseman for the St. Louis Cardinals)
Alexander Graham Bell (invented the telephone)
Marian Anderson (outstanding contralto of her times)

Discussion should follow on how these famous people brought dignity and worth to their jobs.

GRADE 3

CURR. Social Science (Self)

AREA(S) Language Arts-Reading

EVALUATION

The child will be able to decode given names.

The child will be able to identify a characteristic that made each famous.

Discussion should follow on how these famous people brought dignity and worth to their jobs.

The child will be able to discuss how a famous person brings dignity and worth to his job.
CONCEPT  2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ.  4 - discover that work provides the opportunity for one to enhance his dignity and worth.

SELF

RESOURCES  
School (Third Grade Social Science Unit: "Self")

ACTIVITIES  
Define terms "dignity" and "worth" in words of child. Make a chart listing together how each child brings dignity and worth to his job of helper and worker in school. Keep the chart up so that ideas may be added as the school year progresses.

GRADE  3
CURR.  5
AREA(S)  

The child will define terms "dignity," "worth." The child will relate how work in school and worth.
2. Persons need to be recognized as having dignity and worth.

3. Discover that work provides the opportunity for one to enhance his dignity and worth.

**SELF ACTIVITIES**

Define terms "dignity" and "worth" in words of child. Make a chart listing together how each child brings dignity and worth to his job of helper and worker in school. Keep the chart up so that ideas may be added as the school year progresses.

**EVALUATION**

The child will be able to define terms "dignity" and "worth."

The child will be able to relate how his duties or work in school have dignity and worth.
RESOURCES

Library (School and Community) or

The student can trace the path penicillin takes from production to his receiving it as medicine.

SELF

ACTIVITIES

List as many occupations related to the field of health as possible.

The student can realize the importance of different kinds of work.

AREA(s)

CURRICULUM
SELF

ACTIVITIES

list as many occupations related to the field of health as possible.

or

The student can trace the path penicillin takes from production to his receiving it as medicine.

EVALUATION

The student should be able to realize the variety of occupations related to health.
Students at the University of Porto, Portugal, in the 1970s were encouraged to take an active role in their education. They were encouraged to participate in self-directed learning activities, such as forming study groups and discussing topics of interest. This approach aimed to foster a more autonomous and collaborative learning environment. Students were given the freedom to explore different areas of interest and to develop their own projects, which they could then present and discuss with others on a bulletin board.
To help the students understand the fact that the convenience of electricity in the home is the result of a large number of people working at specific jobs, have the students make a list of as many different jobs as they can think of that people do to get electricity to the home. Start at the generating plant, building it, purchasing plant, lines, city, town, industrial businesses, etc. Have the students fill out many pictures of different people performing jobs in the electrical field as they can and then develop these pictures into a bulletin board.

The student will be able to explain in simple form the sequence of jobs required to get the electricity from the generating plant to the home.
CONCEPT:  Work reveals different roles in different places.

GEN. OB.  5: Become aware that there are different kinds of work.

RESOURCES

Home
Supplies
(Third Grade Social Study Unit-"Self"

ACTIVITIES

Role a "guest who" day when each child comes to school dressed in a costume of a worker of his or her choice. Have the class figure out the worker and the major duties and responsibilities of their occupation.

The child is putting a story into a picture.

The child learns the responsibilities of garment workers.
Wcrk reas,

At sow.

ACTIVITIES

The child will be able to

1. Learn about a worker by dressing in a uniform. Have the class figure out the worker's duties and responsibilities of their occupation.

EVALUATION

The child will be able to

name the duties and responsibilties of a particular worker.

Social Science (SKILL)

ADAMS

CURRICULUM DEVELOPMENT

- Work with different jobs will help them be aware that there are different kinds of work.

- Activities such as who does what duty, who does what job, etc., help bring a worker to life.
CONCEPT - Work means different things to different people.

GEN. OBJ. 6 - Become aware of the different meanings work may have for individuals.

RESOURCES

School (Plastic clay, an exhibit area)

ACTIVITIES

Have students model a clay figure depicting a human form activity engaged in a specific type of work or recreation.

Then have students set up an exhibit of the clay figures for the student body. The exhibit should be grouped and labeled:

- Things we do for income.
- Things we do for pleasure.
- Things we do for income and/or pleasure.
- Work means different things to different people.

6 - Become aware of the different meanings work may have for individuals.

ES

ACTIVITIES

Have students model a clay figure depicting a human form activity engaged in a specific type of work or recreation.

Then have students set up an exhibit of the clay figures for the student body. The exhibit should be grouped and labeled:

- Things we do for income.
- Things we do for pleasure.
- Things we do for income and/or pleasure.

GRADE 3
CURR. Art
AREA(S)

EVALUATION

Student will formulate the association of work and pleasure by grouping figures in the exhibit.
Concept 5 - Work means different things to different people.

Gen. Obj. 6 - Become aware of the different meanings work may have for individuals.

Self

Resources
School
("Idea Boxes")

Activities
Divide the class into two groups. One group will deal with activities as play, the other will deal with activities as work. Have a play idea and work idea box. Each box will contain the same ideas. A child from the play group may select an idea such as fishing from the play box. Another child in the work group will also have fishing but as a work activity. After each child chooses an idea, he writes a riddle about his activity as work or as play. Some suggested ideas to use are fishing, hunting, driving cars or trucks, building things, collecting rocks, growing plants.

The child writes a riddle about his activity.
5. Work means different things to different people.

6. Become aware of the different meanings work may have for individuals.

**SELF ACTIVITIES**

Divide the class into two groups. One group will deal with activities as play, the other will deal with activities as work. Have a play idea and work idea box. Each box will contain the same ideas. A child from the play group may select an idea such as fishing from the play box. Another child in the work group will also have fishing but as a work activity. After each child chooses one idea, he writes a riddle about his activity as work or as play. Some suggested ideas to use are fishing, hunting, driving cars or trucks, building things, collecting rocks, growing plants.

**GRADE**

3

**CURR. AREA(S)**

Language Arts—Reading

**EVALUATION**

The child will be able to write a riddle portraying his activity from the idea box as work or play.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 6 - become aware of the different meanings work may have for individuals.

RESOURCES

School (SRA Math Text, Grade 3; One second pendulum or stop watch.)

SELF

ACTIVITIES

Make a pendulum as described on page 25 of teacher's guide or use a stop watch to show children the length of one second. Have the class investigate the number of seconds it takes to carry out some activities or jobs which children do in school at a normal rate of speed. Construct a chart similar to the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. comb hair</td>
<td></td>
</tr>
<tr>
<td>2. sharpen pencil</td>
<td></td>
</tr>
<tr>
<td>3. take off boots</td>
<td></td>
</tr>
<tr>
<td>4. put on coat and button it</td>
<td></td>
</tr>
<tr>
<td>5. get recess milk</td>
<td></td>
</tr>
<tr>
<td>6. put a heading on paper</td>
<td></td>
</tr>
</tbody>
</table>

Pick a child to do each activity and time the activity. Stress this is not a race, but is to be done as a normal activity. Have children count the swings of the pendulum or the number of seconds. Record the results. Stress that these and similar activities are a part of the child's work at school and the time each activity requires is important.
6 - Work means different things to different people. Become aware of the different meanings work may have for individual.

SELF

ACTIVITIES

Make a pendulum as described on page 75 of teacher's guide, or use a stop watch to show children the length of one second. Have the class investigate the number of seconds it takes to carry out some activities or jobs which children do in school at a normal rate of speed. Construct a chart similar to the following:

<table>
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</tr>
</tbody>
</table>

Pick a child to do each activity and time the activity. Stress this is not a race, but is to be done as a normal activity. Have children count the swings of the pendulum or the number of seconds. Record the results. Stress that these and similar activities are a part of the child's work at school and the time each activity requires is important.

EVALUATION

The child will be able to name the number of seconds it takes to perform an activity.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

SELF

RESOURCES

School
(12 x 18 drawing paper, colored chalk.)

ACTIVITIES

Have students draw themselves with three other students in class standing in a group. Teacher will introduce the idea of overlapping (foreground figures covering background figures) of the group, and student identification through clothing color and type.

Teacher and students in the group will be able to observe overlapping.
7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

SELF

ACTIVITIES

Have students draw themselves with three other students in class standing in a group. Teacher will introduce the idea of overlapping (foreground figures covering background figures) of the group, and student identification through clothing color and type.

GRADE 3

CURR. Art

AREA(S)

EVALUATION

Teacher and some students will be able to differentiate between students included in the group and be able to observe evidence of overlapping.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES
Worksheet (Teacher made)

ACTIVITIES
Prepare a worksheet of simple word problems similar to the following type:

During recess some the third grade boys had a ball game. Four boys on Tim's team each hit five homeruns. How many homeruns were hit by Tim's team?

The children can find answers by any method - drawing, counting, adding, or multiplication. The computations should be shown on the paper. Upon completion, go through the worksheet together and check answers. Discuss the different methods used in finding the answers.
Individuals differ in their interests, abilities, attitudes and values.

7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

7 - begin to differentiate oneself from others.

SELF

ACTIVITIES

Prepare a worksheet of simple word problems similar to the following type:

During recess some the third grade boys had a ball game. Four boys on Tim's team each hit five homeruns. How many homeruns were hit by Tim's team?

The children can find answers by any method - drawing, counting, adding, or multiplication. The computations should be shown on the paper. Upon completion, go through the worksheet together and check answers. Discuss the different methods used in finding the answers.

EVALUATION

The child will be able to compare the answers of word problems by using various methods.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES
Self
Classmates
School
(Third Grade Social Science Unit-"Self")

SELF

ACTIVITIES
Give each child a list of the names of the class members. Have him write the most positive special ability or interest for each name on the list including his own. Then compare different abilities and/or interests listed. Tabulate the interests and/or abilities listed for each child. Find the most prevalent ability for each. Discuss why each person might have that specific ability.
7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

**ACTIVITIES**

Give each child a list of the names of the class members. Have him write the most positive special ability or interest for each name on the list including his own. Then compare different abilities and/or interests listed. Tabulate the interests and/or abilities listed for each child. Find the most prevalent ability for each. Discuss why each person might have that specific ability.

**EVALUATION**

The child will be able to name at least one interest or ability of each classmate.

The child will be able to name possible reasons or characteristics for each child's interest or ability.
CONCEPT: Individuals differ in their interests, attitudes and values.

GEN. OBJ: Become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

RESOURCES

Self
Teacher

ACTIVITIES

Allow students to choose their favorite game or activity for a class period. Vote on them, with the three or five most popular being played.

or

Run a miniature Olympics with the class (including dasher, long distance, softball and basketball throws, running, long jump, high jump, shuttle run, shot, jump rope). After results are completed, list the winners in each event under the title "I'm Number 1!"
7 - Individuals differ in their interests, attitudes and values.

8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

**SELF**

**ACTIVITIES**

Allow students to choose their favorite game or activity for a class period. Vote on them, with the three or five most popular being played.

or

Run a miniature Olympics with the class (including dasher, long distance, softball and basketball throws, running long jump, high jump, shuttle run, shot, jump rope). After results are completed, list the winners in each event under the title "I'm Number 1!"

**EVALUATION**

Students should realize they have different interests.

Students should realize that they have varying abilities.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, and aptitudes).

RESOURCES

Library-School and Public
(Biographies, encyclopedias)
School
(Third Grade Social Science Unit-"Self"
Our Language Today-3)

ACTIVITIES

Research biographies of selected famous people such as Benjamin Franklin, George Washington Carver, Thomas Edison, Booker T. Washington, and George Washington, to see how their individual interests and abilities may have influenced their lives. Present an oral or written report on one figure.

SELF

The child use the li materials famous per
The child write a re given pers in written
Individuals differ in their interests, abilities, attitudes and values.

Become aware of the various ways individuals differ (interests, abilities, attitudes, values, and aptitudes).

**SELF**

**ACTIVITIES**

Research biographies of selected famous people such as Benjamin Franklin, George Washington Carver, Thomas Edison, Booker T. Washington, and George Washington to see how their individual interests and abilities may have influenced their lives. Present an oral or written report on one figure.

**GRADE 3**

**CURR. AREA(S)**

- Language Art-Reading
- Social Science (Self)

**EVALUATION**

The child will be able to use the library to find materials on selected famous person.

The child will be able to write a report about a given person to be given in written or oral form.
<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>7 - Individuals differ in their interests, abilities, attitudes and values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJ.</td>
<td>8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).</td>
</tr>
</tbody>
</table>

**RESOURCES**

School
(Atlas; Third Grade Social Science Unit - "Communities in Other Lands"; Our Language Today-3)

**ACTIVITIES**

Select a place studied in warm and cold lands unit. Write a friendly letter in correct form to a school in that community. Tell about your special interests or hobbies, your community, etc., and for a similar response. As responses are received, discuss how these children have different interests from those of the class.

The child write a friendly letter in correct form to a school in that community. Tell about your special interests or hobbies, your community, etc., and for a similar response. As responses are received, discuss how these children have different interests from those of the class.

The child compare and contrast these children to...
7 - Individuals differ in their interests, abilities, attitudes and values.

8 - Become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

GRADE 3

CURR. AREA(S)
Language Arts-Reading (Friendly Letters)
Social Science (Communities in Other Lands)

SELF

ACTIVITIES

Select a place studied in warm and cold lands unit. Write a friendly letter in correct form to a school in that community. Tell about your special interests or hobbies, your community, etc. and for a similar response. As responses are received, discuss how these children have different interests from those of the class.

EVALUATION

The child will be able to write a friendly letter telling about his school, community and interests.

The child will be able to compare and contrast other children to himself.
<table>
<thead>
<tr>
<th>GRADE</th>
<th>3</th>
</tr>
</thead>
</table>

**CONCEPT**  
7 - Individuals differ in their interests, abilities, attitudes and values.

**GEN. OBJ.**  
7 - begin to differentiate oneself from others.  
8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

**RESOURCES**

School (Rhythm instrument; melody bells, etc. in pentatonic scale; music track with songs from various countries; Third Grade Social Science Unit—"Communities in Other Lands")

**SELF**

2. **ACTIVITIES**

Teacher will select key songs from any of the warm or cold lands studied that have peculiar characteristics. Children will listen to, sing, and analyze the music.

Students will associate this music with the songs from other lands as a means of understanding differences between them.
Individuals differ in their interests, abilities, attitudes, and values. Individuals begin to differentiate oneself from others. They become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

**SELF**

**ACTIVITIES**

Teacher will select key songs from any of the warm or cold lands studied that have peculiar characteristics. Children will listen to, sing, and analyze the music.

**EVALUATION**

Students will be able to associate the characteristics of songs from other lands as a means of discovering differences between self and others.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 6 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes)

RESOURCES
School
(teacher, activity for concept 5, objective 5, school library, Third-grade Science Unit- "Electricity")

ACTIVITIES
Have the students pick any three jobs shown on the bulletin board that they would like. Have the student list two reasons why he would like each job. Make a list of the choices that the class has made. Discussion that follow should deal with the different interests, abilities, attitudes, values, and aptitudes that different individuals have.

SELF
CURR. AREA(S)
7 - Individuals differ in their interests, abilities, attitudes and values.

8 - Become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes)

SELF ACTIVITIES

Have the students pick any three jobs shown on the bulletin board that they would like. Have the student list two reasons why he would like each job. Make a list of the choices that the class has made. Discus the reasons that follow should deal with the different interests, abilities, attitudes, values, and aptitudes that different individuals have.

EVALUATION

The student will be able to explain orally that not everyone like the same things and why different people like different things.

GRADE 3

CURR. Science (Electricity)

AREA(S) Language Arts-Reading
CONCEPT

1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

RESOURCES

School
(P.E. Curriculum Guide and Handbook 1-5 Dist. #8, Shawano)

Film
(#7423-"Physical Fitness and Good Health, : BAVI)

Self

ACTIVITIES

Physical fitness
Student has a series of exercises to do. Each day he attempts to decrease the time it takes to do a specific exercise or to increase distance of throws and jumps (sit-ups, jumping jacks, dash, softball or playground ball throw, pull-ups, running long jumps, laps around the gym).

Basic skills
Kicking for distance or accuracy
shooting baskets
dribbling
hitting
balance and tumble (pp. 53-58 in Dist. #8 P.E. Curriculum Guide and Handbook 1-5)

View film on fitness and health.

Write a paragraph on why it is important to be physically fit.

Make a list of as many as the emotions you can remember experiencing today. Check whether the emotion was sign of the "young" you or the "grown-up" you.
An understanding and acceptance of self is important throughout life. Understand the importance of examining one's strengths and limitations.

SELF

ACTIVITIES

Physical fitness-
Student has a series of exercises to do. Each day he attempts to decrease the time it takes to do a specific exercise or to increase distance of throws and jumps (sit-ups, jumping jacks, dash, softball or playground ball throw, pull-ups, running long jumps, laps around the gym).

Basic skills
- Kicking for distance or accuracy
- Shooting baskets
- Dribbling
- Hitting
- Balance and tumble (pp. 53-58 in Dist. #8 P.E. Curriculum Guide and Handbook 1-5)

View film on fitness and health.

Write a paragraph on why it is important to be physically fit.

Make a list of as many as the emotions you can remember experiencing today. Check whether the emotion was sign of the "young" you or the "grown-up" you.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - Understand the importance of examining one's strengths and limitations.

RESOURCES
Teacher
Counselor

ACTIVITIES
Complete a prepared checklist of individual strengths and weaknesses related to physical activities, school subjects, free time activities, and job performance, etc. Discuss answers with teacher or counselor individually as to the possible affects on career development and improvement of self.

EVALUATION
The child will tell some of his strengths and weaknesses at possible reasons why and how each affect his life.
An understanding and acceptance of self is important throughout life.

- understand the importance of examining one's strengths and limitations.

**SELF**

**ACTIVITIES**

Complete a prepared checklist of individual strengths and weaknesses related to physical activities, school subjects, free time activities, and job performance, etc. Discuss answers with teacher or counselor individually as to the possible affects on career development and improvement of self.

**EVALUATION**

The child will be able to tell some of his strengths and weaknesses and arrive at possible reasons as to why and how each might affect his later life.

**GRADE** 4

**CURR. AREA(S)** Language Arts-Reading
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

RESOURCES

School
(Tape recorder, reading textbook-student's level, math worksheet-student's level)
Counselor
Reading Consultant

ACTIVITIES

Record on tape a selection read aloud by each student at the beginning of the year. (Use his present reading level.)

Record the same selection read aloud by the same student on a quarterly basis.

Discuss with the student or have him fill out a prepared questionnaire relating to such responses as: "Did I improve?" "Did I do poorer?" "Why did I change?" and "Did doing this help me or how did this help me?" Ask student if doing more of this (listening to self read), could help him do better in school.*

and

Have the students complete (at the beginning of the year) a prepared math page (problems at students' present level) checking time and accuracy. Have students complete the same page, checking time and accuracy, on a quarterly basis.

Discuss with the student weaknesses and strengths and how of doing this activity. Comparing self's progress could help him in school.*

*(Teacher could use counselor or reading consultant to discuss this with the individual students.)
An understanding and acceptance of self is important throughout life.

- understand the importance of examining one's strengths and limitations.

**SELF ACTIVITIES**

Record on tape a selection read aloud by each student at the beginning of the year. (Use his present reading level.)

Record the same selection read aloud by the same student on a quarterly basis.

Discuss with the student or have him fill out a prepared questionnaire relating to such responses as: "Did I improve?" "Did I do poorer?" "Why did I change?" and "Did doing this help me or how did this help me?" Ask student if doing more of this (listening to self read), could help him do better in school.*

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Have the students complete (at the beginning of the year) a prepared math page (problems at students' present level) checking time and accuracy. Have students complete the same page, checking time and accuracy, on a quarterly basis.

Discuss with the student weaknesses and strengths and how of doing this activity. Comparing self's progress could help him in school.*

*(Teacher could use counselor or reading consultant to discuss this with the individual students.)

**EVALUATION**

The student will be able to explaining that his abilities can or will change and why; and explain why examining his abilities are important to himself.

**GRADE** 4

**CURR.** Language Arts-Reading

**AREA(S):** Social Science
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

RESOURCES

Film
(#8009-"Indian Boy in Today's World" BAVI)

School
(Fourth Grade Social Science Unit-"Wisconsin Today")

ACTIVITIES

Show the film "Indian Boy in Today's World." Discussion after the film should center on problems presented in the film.

EVALUATION

The student is to examine or own values.
An understanding and acceptance of self is important throughout life. 

- understand the importance of examining one’s strengths and limitations.

**SELF**

**ACTIVITIES**

Show the film "Indian Boy in Today's World." Discussion after the film should center on problems presented in the film.

**EVALUATION**

The student is better able to examine or look at his own values.

**GRADE** 4

**CURR. AREA(S)** Social Science (Wisconsin Today)
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 26 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging lifestyle.

RESOURCES
Self and classmates
Film (#7184-"Understanding Stresses and Strains"; #673-"Growing Up Day By Day" BAVI)

ACTIVITIES
Students in small groups discuss what might happen if:
"Bill tries to ride a bike before learning to ride a tricycle."
"She jumps into the deep water even though she cannot swim."
"First grader Tom plays tackle football with the sixth graders."

Do these people have proper attitudes about themselves? How will they feel? How can they improve their attitudes?

View film on growing up.

GRADE 4
CURR. AREA(S)
Health

EVA
Student will identify emotions in the film.
List activities which did not work out well in the film.
An understanding and acceptance of self is important throughout life. Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

**SELF ACTIVITIES**

Students in small groups discuss what might happen if:
- "Bill tries to ride a bike before learning to ride a tricycle."
- "Sue jumps into the deep water even though she cannot swim."
- "First grader Tom plays tackle football with the sixth graders."

Do these people have proper attitudes about themselves? How will they feel? How can they improve their attitudes?

View film on growing up.

**EVALUATION**

Student will understand and identify emotions.

List activities shown in the movie which displayed "growing-up."
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 26 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES

Home-family
Student knowledge
Student photograph

ACTIVITIES

In the center of a 12 x 18 (or larger) piece of tagboard print "Me: When I Grow Up" and place a sketch or photograph, (put the title on two lines.) On both sides of the title, attach three 3 x 5 index cards. These six cards are to be labeled as follows: family recreation, family occupation, school interests, my future recreation, my future occupation, and my future interests. Write a short paragraph on each of the appropriate cards.

When student has finished his chart, have him discuss or write on how each of the areas relate to him in the middle and to each other.

(This activity can be extended over several days.)
An understanding and acceptance of self is important throughout life.

- understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

SELF

ACTIVITIES

In the center of a 12 x 18 (or larger) piece of tagboard print "Me: When I Grow Up" and place a sketch or photograph, (put the title on two lines.) On both sides of the title, attach three 3 x 5 index cards. These six cards are to be labeled as follows: family recreation, family occupation, school interests, my future recreation, my future occupation, and my future interests. Write a short paragraph on each of the appropriate cards.

When student has finished his chart, have him discuss or write on how each of the areas relate to him in the middle and to each other.

(This activity can be extended over several days.)
CONCEPT
1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 26 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

RESOURCES
School (Magazines, newspapers)
Teacher-Pupil knowledge

ACTIVITIES
Make a scrapbook of articles and pictures from newspapers and magazines. This should reflect his interests and abilities. Discuss periodically his selections as to what and why. Have students compare with each other.

Write anagrams using letter of his name. Think of action words.
Example: (T)hrow
(O)rder
(M)anage
Then the student should use the words in a sentence to himself.

The student should keep a daily diary; put in good and bad things about himself. At the end of a given time period, he should write a paper entitled, "Me-The Good Guy," or "Me-The Bad Guy," using descriptions from his diary.
- An understanding and acceptance of self is important throughout life.

- Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

SELF

ACTIVITIES

Make a scrapbook of articles and pictures from newspapers and magazines. This should reflect his interests and abilities. Discuss periodically his selections as to what and why. Have students compare with each other.

Write anagrams using letter of his name. Think of action words.

Example: (T)hrow
(0)rder
(M)anage

Then the student should use the words in a sentence to himself.

The student should keep a daily diary; put in good and bad things about himself. At the end of a given time period, he should write a paper entitled, "Me-The Good Guy," or "Me-The Bad Guy," using descriptions from his diary.

EVALUATION

The student is able to understand that there is a relationship between what he thinks of himself and what he does.

GRADE 4

CURR. Language Arts-Reading

AREA(S)
CONCEPT 2 - Persons need to be recognized as having dignity and worth.
GEN. OBJ. 27 - accept that people bring dignity and worth to their job.

RESOURCES
School
(Drawing paper, ink, pens)

ACTIVITIES
Take the class to the school heating plant. Have the custodian explain the basic parts of equipment there. The teacher should then explain the visual design caused by the geometric shapes of the equipment.

Have the students select a portion of the equipment to use as the subject of their design and draw it using just "line."

When the students have returned to the classroom, students should explain the importance of what they have drawn.
Persons need to be recognized as having dignity and worth.

accept that people bring dignity and worth to their job.

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**SELF**

**ACTIVITIES**

Take the class to the school heating plant. Have the custodian explain the basic parts of equipment there. The teacher should then explain the visual design caused by the geometric shapes of the equipment.

Have the students select a portion of the equipment to use as the subject of their design and draw it using just "line."

When the students have returned to the classroom, students should explain the importance of what they have drawn.

**GRADE** 4

**CURR.** Art

**AREA(S)**

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**EVALUATION**

Students will recognize the importance of the work related to heating the school.
CONCEPT 2 - Persons need to be recognized as having dignity and worth

GEN. OBJ. 27 - accept that people bring dignity and worth to their job.

GRADE 4
CURR. Health
AREA(S)

RESOURCES
Films:
(#7422-"Social Side of Health")
(#3912-"Every Day of Our Lives")
Teacher
Self

ACTIVITIES
View film "Social Side of Health."
Discuss how and why people are accepted and recognized by others.
View film on job responsibility.
Choose students to be captains of their teams for a P.E. class. Allow them to decide who plays which position, in what order they bat, etc.

EVALUATION
The teacher may ask students to write what they learned from the film.
Student should be able to comprehend the concept of job responsibility.
The student should take the responsibility of being the team leader and using the resources accordingly.
Persons need to be recognized as having dignity and worth and accept that people bring dignity and worth to their job.

**SELF ACTIVITIES**

- View film "Social Side of Health."
- Discuss how and why people are accepted and recognized by others.
- View film on job responsibility.
- Choose students to be captains of their teams for a P.E. class. Allow them to decide who plays which position, in what order they bat, etc.

**EVALUATION**

- The teacher may ask students to write what they learned from the film.
- Students should be able to comprehend the importance of job responsibility.
- The student should recognize the responsibility in evaluating other people's abilities and using these abilities accordingly.
CONCEPT  2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 27. - accept that people bring dignity and worth to their job.

SELF

RESOURCES

ACTIVITIES

Throughout the year ask individual students to complete simple tasks involving self-discipline (i.e. deliver a verbal message to the principal promptly with responses).

Try to involve as many different students in a variety of activities, each appropriate to the student involved. Another example might be trusting the class or individuals to work independently or to work in the absence of the teacher.

Correction or praise should be given as each situation warrants. At this time, stress the ideas of dignity and worth in completing a simple task.

EVAL

The teacher will evaluate how well or how the students bring dignity and worth.
Persons need to recognize as having dignity and worth.  
accept that people bring dignity and worth to their job.

SELF

ACTIVITIES
Throughout the year ask individual students to complete simple tasks involving self-discipline (i.e. deliver a verbal message to the principal promptly with responses).

Try to involve as many different students in a variety of activities, each appropriate to the student involved. Another example might be trusting the class or individuals to work independently or to work in the absence of the teacher.

Correction or praise should be given as each situation warrants. At this time, stress the ideas; of dignity and worth in completing a simple task.

EVALUATION
The teacher will evaluate how well or how poorly the students underscored the values of dignity and worth.

GRADE 4
CURR#: Social Science
AREA(S)
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 28. - appreciate the manner in which work may provide the opportunity for individual to enhance his dignity and worth.

RESOURCES

Home

ACTIVITIES

The student will search for newspaper articles that demonstrate how a person's actions or work, in fields of health or P.E., enhances his dignity and worth. (Breaking records, Olympics, discovering vaccines)

EVA

Teacher should find at least three articles and will appropriateness.
Persons need to be recognized as having dignity and worth. Appreciate the manner in which work may provide the opportunity for individual to enhance his dignity and worth.

**SELF ACTIVITIES**

The student will search for newspaper articles that demonstrate how a person's actions or work, in fields of health or P.E., enhances his dignity and worth. (Breaking records, Olympics, discovering vaccines)

**EVALUATION**

Teacher should require at least three articles to be found and will evaluate appropriateness.

**GRADE 4 CURR.** Health-P.E. **AREA(S)**
CONCEPT 2 - Persons need to be recognized as having dignity and worth. 

GEN. OBJ. 28 - appreciate the manners in which work may provide the opportunity for individuals to enhance his dignity and worth.

RESOURCES
School staff (Custodian, nurse, cook, teachers, principal, secretary, counselor, etc.)
Home-Parents

ACTIVITIES
The custodian (or nurse, cook, etc.) will come in and speak of the unpleasant features of his job and how he treats them during his work.

GRADE 4
CURR. AREA(S) Social

EVAL
The teacher will

student's values
people and the
Persons need to be recognized as having dignity and worth.

- appreciate the manners in which work may provide the opportunity for individuals to enhance his dignity and worth.

**SELF**

**ACTIVITIES**

The custodian (or nurse, cook, etc.) will come in and speak of the unpleasant features of his job and how he treats them during his work.

**EVALUATION**

The teacher will observe student's value of other people and their occupations.
CONCEPT
2. Persons need to be recognized as having dignity and worth.

After student has completed various tasks by the teacher (working independently, being left alone, etc.), the student brings messages or materials (e.g., in a room, working independently, being left alone, etc.) to his or her task, how these qualities could be brought to other tasks or situations, and the value of having dignity and worth. The student will appreciate the manner in which work may provide the opportunity for individuals to enhance their dignity and worth.
Persons need to be recognized as having dignity and worth. They need to appreciate the manner in which work may provide the opportunity for individuals to enhance their dignity and worth.

**ACTIVITIES**

After student has completed various tasks by the teacher (working independently, being left alone in a room, delivering messages or materials, etc.), discuss with the student or the class how he brought "dignity" and "worth" to his task, how those qualities could be brought to other tasks or situations, and the value of having "dignity" and "worth", etc.

**EVALUATION**

The student will be able to appreciate the value of having dignity and worth in any task by explaining how they affect him and others.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 29 - become aware of some critical environmental elements which have an affect upon one's career development.

RESOURCES

Teacher
Student
Films
(#2X042-"First Cigarette";
#2X148- "The First Decision"
U of W. LaCrosse.)

ACTIVITIES

Study the problems to tobacco and drugs. List some disadvantages of using these. Could one's career be damaged or hindered? How? Is your entire life affected? How? (Use health and/or sports related occupations.)

Discuss the physical, psychological, and economic problems which can evolve from these "hang-ups."

View films "First Cigarette," and "Drugs: the First Decision."

CURR. AREA(S)
Environment and individual potential interact to influence career development.

- become aware of some critical environmental elements which have an affect upon one's career development.

GRADE 4

CURR. Health-P.E.

AREA(S)

SELF

ACTIVITIES

Study the problems to tobacco and drugs. List some disadvantages of using these. Could one's career be damaged or hindered? How? Is your entire life affected? How? (Use health and/or sports related occupations.)

Discuss the physical, psychological, and economic problems which can evolve from these "hang-ups."

View films "First Cigarette," and "Drugs: the First Decision."

EVALUATION

Written test on information acquired and presented.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 29 - become aware of some critical environmental elements which have an affect upon one's career development.

RESOURCES

School (Class activity)

ACTIVITIES

Make a list of five or six room rules which you feel are the most important to help students learn in the classroom. Read all the rules and vote on those felt to be most essential. Tell the "why's" and "why not's" of each selection. Make a chart for the room of the rules which were selected. (May need to revise as school year progresses.)

The student be of some enviro elements which by being able list limitation himself and/or his immediate
Environment and individual potential interact to influence career development.

- become aware of some critical environmental elements which have an affect upon one's career development.

SELF

ACTIVITIES

Make a list of five or six room rules which you feel are the most important to help students learn in the classroom. Read all the rules and vote on those felt to be most essential. Tell the "why's" and "why not's" of each selection. Make a chart for the room of the rules which were selected. (May need to revise as school year progresses.)

EVALUATION

The student becomes aware of some environmental elements which affect him by being able to state or list limitations set by himself and/or others in his immediate environment.

GRADE 4

CURR. LANGUAGE ART-READING

AREA(S) SOCIAL SCIENCE
CONCEPT 10 - Environmental and individual potential interact to influence career development.

GEN. OBJ. 29 - become aware of some critical environmental elements which have an effect upon one's career development.

RESOURCES

Teacher
School
(Fourth Grade Science Unit-"Graphing and Predicting")

SELF

ACTIVITIES

Have the students predict what they will be doing at a given time two days from now. Have them write this on a piece of paper to be opened two days later. Have them predict on Thursday what they will be doing at 2:00 on Sunday. On Monday, pass back the slips and have the student write what he actually was doing. Then have him give reasons why his prediction was or was not correct. Discussion should center around the factors that were the greatest influence on what he had done. (Weather, T.V., parents, etc.)

EVALUATE

The student will identify several things in his life that influence his choices.
Environmental and individual potential interact to influence career development.

- become aware of some critical environmental elements which have an effect upon one's career development.

SELF ACTIVITIES

Have the students predict what they will be doing at a given time two days from now. Have them write this on a piece of paper to be opened two days later. Have them predict on Thursday what they will be doing at 2:00 on Sunday. On Monday, pass back the slips and have the student write what he actually was doing. Then have him give reasons why his prediction was or was not correct. Discussion should center around the factors that were the greatest influence on what he had done. (Weather, T.V., parents, etc.)

EVALUATION

The student will be able to identify several major things in his environment that influence his career choices.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career potential.

SELF

RESOURCES

ACTIVITIES

List in a column your family's leisure time activities. Across from this list indicate your own leisure time activities.

Now look at the list and determine whether or not your family activities influenced your interests.

EVALL

Teacher should if the student his activities his family.
Environment and individual potential interact to influence career development.

- begin to realize that individual and environmental factors affect one's career potential.

**SELF**

**ACTIVITIES**

List in a column your family's leisure time activities. Across from this list indicate your own leisure time activities.

Now look at the list and determine whether or not your family activities influenced your interests.

**EVALUATION**

Teacher should observe if the student can relate his activities to that of his family.

**GRADE**

| 4 |

**CURR.**

Health-P.E.

**AREA(S)**
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career development.

RESOURCES

School
(Room Rules as developed by class and teacher)

ACTIVITIES

Write responses, room rules or building rules, as to what might happen of how it would affect the student and others around them if a rule was deleted or a rule was added. Do this using several different changes. Discuss responses. (May exhibit papers to other by displaying them on corridor well with the room rules.)

EVAL

Student will begin to realize that individual and environmental factors affect the student and others around them.
Environment and individual potential interact to influence career development.

- begin to realize that individual and environmental factors affect one's career development.

**SELF ACTIVITIES**

Write responses, room rules or building rules, as to what might happen if a rule was deleted or a rule was added. Do this using several different changes. Discuss responses. (May exhibit papers to others by displaying them on corridor wall with the room rules.)

**EVALUATION**

Student will be able to list how rules or environmental factors affect his life.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 33 - understand the various ways of describing meanings of work.

RESOURCES
Home (Picture, model, toys)

ACTIVITIES
Have students bring from home a model or picture of how two or three occupations would appear to them (farmer-model tractor, housewife-toy vacuum cleaner, clerk-toy cash register, etc.). Label and display.

The student is to explain that work is symbolic representation.
Work means different things to different people. Understand the various ways of describing meanings of work.

**SELF ACTIVITIES**

Have students bring from home a model or picture of how two or three occupations would appear to them (farmer-model tractor, housewife-toy vacuum cleaner, clerk-toy cash register, etc.). Label and display.

**EVALUATION**

The student is able to explain that work or occupations can have symbolic representation.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 34 - begin to assess the meanings work may have to individuals.

RESOURCES

Home  (Pictures, toys, models)
School  (Class discussion)

ACTIVITIES

After students have brought in models or pictures of various occupation (farmer-model combine, housewife-dishwasher, etc.), label and display these.

Discuss with the students why some occupations have different symbols (farmer-tractor, combine, silo, cows, fields, etc.). Note that they may view work from different point of view because of their experiences with it.

GRADE 4

CURR. AREA(S) Social

EVAL

The student is plain through work means different because of experience
Work means different things to different people. Begin to assess the meanings work may have to individuals.

ACTIVITIES

After students have brought in models or pictures of various occupation (farmer-model combine, housewife-dishwasher, etc.), label and display these.

Discuss with the students why some occupations have different symbols (farmer-tractor, combine, silo, cows, fields, etc.). Note that they may view work from different point of view because of their experiences with it.

EVALUATION

The student is able to explain through symbols that work means different things because of experiences with it.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 35 - Differentiate himself from others by describing how he resembles and differs from others.

RESOURCES

Film: View the film "Values: Understanding Ourselves" and discuss.

CURR. AREA(S)

SELF ACTIVITIES

EVAL

The teacher will discuss on the film presented.
Individuals differ in their interests, abilities, attitudes and values.

Differentiate himself from others by describing now he resembles and differs from others.

SELF

ACTIVITIES

View the film "Values: Understanding Ourselves" and discuss.

EVALUATION

The teacher will give a quiz on the film presented.

GRADE  4

CURR.  Health-P.E.

AREA(S)
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes, and values.

GEN. OBJ. 35 - Differentiate himself from others by describing how he resembles and differs from others.

RESOURCES

SELF

ACTIVITIES

Set up a class chart on math pages completed with grade received or on extra credit work done (naming kind of paper and amount done) with each student's name on it. At various time throughout the unit or year, discuss with each student how his work resembles or differs from his classmates' and why.

(This comparison chart could be done with several class subjects: spelling tests or assignments, reading book reports, etc.)
Individuals differ in their interests, abilities, attitudes, and values.

differentiate himself from others by describing how he resembles and differs from others.

SELF

ACTIVITIES

Set up a class chart on math pages completed with grade received or on extra credit work done (naming kind of paper and amount done) with each student's name on it. At various times throughout the unit or year, discuss with each student how his work resembles or differs from his classmates' and why.

(This comparison chart could be done with several class subjects: spelling tests or assignments, reading book reports, etc.)

EVALUATION

The student is able to describe how he is similar to or different from his classmates in a subject and give possible reasons why the difference or similarity exists.

GRADE 4

CURR. Language Arts-Reading

AREA(S) Math

22.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes, and values.

GEN. OBJ. 35 - differentiate himself from others by describing how he resembles and differ from others.

RESOURCES

Scale (for height and weight measurement)

ACTIVITIES

Measure and weigh each other, learning how to use the scale. Compare two students (which weighs more? which is taller? how does the weight of one compare to the weight of another? etc.)

The student will explain that he is different (or others by hei
- Individuals differ in their interests, abilities, attitudes, and values.

- Differentiate himself from others by describing how he resembles and differ from others.

**SELF**

**ACTIVITIES**

Measure and weigh each other, learning how to use the scale. Compare two students (which weighs more? which is taller? how does the weight of one compare to the weight of another? etc.)

**EVALUATION**

The student will be able to explain that he is physically different (or alike) from others by height and weight.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

GRADE 4
CURR. Art
AREA(S)

RESOURCES
School
(Drawing paper, ink and pens, ballpoint pen; colored slides available at SHS are slides 358, 384, 441, 444, 450, 472, 479, 492, 493, 494, 495, 500-Wyeth Set)

ACTIVITIES
Have the students view a colored slide presentation (possibly given by a high school student) showing a variety of methods and styles of portraiture.

Have the students draw a self-portrait in class if mirrors are available.

or

Have the students draw a self-portrait at home and bring to school.

Have students group drawings according to style of students work.

EVAL
Students will group drawings to styles cause individual differences.
- Individuals differ in their interests, abilities, attitudes and values.
- Understand the various ways of identifying and describing individual differences.

**SELF ACTIVITIES**

- Have the students view a colored slide presentation (possibly given by a high school student) showing a variety of methods and styles of portraiture.
- Have the students draw a self-portrait in class if mirrors are available.
- Have the students draw a self-portrait at home and bring to school.
- Have students group drawings according to style of students' work.

**EVALUATION**

Students will recognize and group drawings according to styles caused by individual differences.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

RESOURCES
Student
Teacher
Light source

ACTIVITIES
Make silhouettes of everyone in the class. Then above their silhouettes list their "favorites" (food, T.V. program, sport, hobby, color, class).

EVALUATE
The student should notice the differences in individuals.
Individuals differ in their interests, abilities, attitudes and values.

Understand the various ways of identifying and describing individual differences.

**SELF**

**ACTIVITIES**

Make silhouettes of everyone in the class. Then above their silhouettes list their "favorites" (food, T.V. program, sport, hobby, color, class).

**EVALUATION**

The student should be able to notice the differences in individuals.

**GRADE**: 4

**CURR.**: Health - P.E.
**AREA(S)**: Art

25.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes, and values.

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

RESOURCES

- School
  - Resource people: band director, band
  - Teacher-pupil knowledge

ACTIVITIES

- Set up a class music program, with to be performed within the classroom or for the school. With the help of the students, arrange the group according to their heights, voice characteristics, singing ability, etc. (Example: tall students in back, altos together, etc.)

- or

- Invite a band to play for the students. Have the band director explain how a band is set up (grouped by instruments, within each group arrange according to ability, instruments are chosen by individual interest and/or ability etc.).

EVAL

- The student is plain that individual interests and values differ according to individual differences.
Individuals differ in their interests, abilities, attitudes, and values.

- understand the various ways of identifying and describing individual differences.

**SELF ACTIVITIES**

Set up a class music program, with to be performed within the classroom or for the school. With the help of the students, arrange the group according to their heights, voice characteristics, singing ability, etc. (Example: tall students in back, altos together, etc.)

or

Invite a band to play for the students. Have the band director explain how a band is set up (grouped by instruments, within each group arrange according to ability, instruments are chosen by individual interest and/or ability etc.).

**EVALUATION**

The student is able to explain that individuals differ according to abilities and interests.

**GRADE 4**

**CURR.** Music

**AREA(S)**
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes, and values.

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

RESOURCES
Home (Parents, older sisters, and brothers; records)

ACTIVITIES
Interview parents, brothers, and sisters, on the type of music they heard and liked, danced to when they were young or ten years ago and compare to taste in music now. Ask if they still like it now.

or

Play a record that was a hit ten or twenty years ago and play a hit of today. Have students compare and discuss.
- Individuals differ in their interests, abilities, attitudes, and values.

- Understand the various ways of identifying and describing individual differences.

自我

活动

采访父母、兄弟姐妹，询问他们年轻时或十年前喜欢和跳舞的音乐类型，并与现在的音乐品味进行比较。

或者

播放十年前或二十年前的热门歌曲，或者播放今天的热门歌曲。让学生比较和讨论。

评价

学生能够解释个人的兴趣确实会改变。
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes, and values.

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

RESOURCES

Teacher
School
(Fourth Grade Science Unit-"Graphing and Predicting")

ACTIVITIES

The teacher could structure four graphs for the class - two for the boys and two for the girls. One graph should deal with weight and the other with height. During the day have the students measure one another and weigh themselves. This information should then be transferred to the class graph (bar graph). Comparisons can then be drawn as to numbers in each class, averages among boys and girls, etc. This activity should be expanded by having the fifth grade teacher furnish data for a graph of his class and then compare the two groups. This graph idea could be expanded to involve, color of hair, color of eyes, chest and waist measurement, etc.
Individuals differ in their interests, abilities, attitudes, and values.

understand the various ways of identifying and describing individual differences.

The teacher could structure four graphs for the class - two for the boys and two for the girls. One graph should deal with weight and the other with height. During the day have the students measure one another and weigh themselves. This information should then be transferred to the class graph (bar graph). Comparisons can then be drawn as to numbers in each class, averages among boys and girls, etc. This activity should be expanded by having the fifth grade teacher furnish data for a graph of his class and then compare the two groups. This graph idea could be expanded to involve, color of hair, color of eyes, chest and waist measurement, etc.

EVALUATION

The student will be able to state ways in which he is similar to and different from his classmates.
CONCEPT 11 - Occupations and life styles are interrelated.

GEN. OBJ. 31 - Begin to understand that an individual's occupation can influence his life style.

RESOURCES

- Student
- Family

ACTIVITIES

Have student list as many ways as possible that his father's occupation influences him and his family's life style.

EVALUATE

The student will see that occupation affects life style.
- Occupations and life styles are interrelated.

- begin to understand that an individual's occupation can influence his life style.

SELF

ACTIVITIES

Have student list as many ways as possible that his father's occupation influences him and his family's life style.

EVALUATION

The student will be able to see that occupations affect life style.
CONCEPT 11 - Occupations and life style are interrelated.

GEN. OBJ. 31- begin to understand that an individual's occupation can influence his life style.

AREA(S) Lang

RESOURCES ACTIVITIES EVAL

Home-Family Write a paragraph on what your father's or mother's occupation is and how they or the rest of the family are affected by it (hours spent together, home surroundings, recreation or leisure time, etc.). When students are finished, or the following day, have them reread what they have written and add another paragraph on whether they would like to do the same type of work. What would they change if they could and how might it affect them? The student will relate the occupation of the members of the life style.
- Occupations and lifestyle are interrelated.
- Begin to understand that an individual's occupation can influence his lifestyle.

SELF

ACTIVITIES

Write a paragraph on what your father's or mother's occupation is and how they or the rest of the family are affected by it (hours spent together, home surroundings, recreation or leisure time, etc.). When students are finished, or the following day, have them reread what they have written and add another paragraph on whether they would like to do the same type of work. What would they change if they could and how might it affect them?

GRADE 4

CURR. Social Science
AREA(S) Language Arts-Reading

EVALUATION

The student will be able to relate the occupation(s) of members of the family to his lifestyle.
CONCEPT 11 - Occupations and life styles are intercorrelated.

GEN. OBJ. 32 - begin to understand that preferred life style may influence one's occupational choice.

SELF

RESOURCES

Self

ACTIVITIES

Draw a picture showing where you would like to live and some of the things you would like to have and do when you grow up (home, hobbies, pets, transportation, etc.). When the picture is finished, write a brief paragraph on what type of occupation you might have to fit that picture and why that occupation is necessary.

The student explain that wants to live influence on he will need
Occupations and life styles are interrelated. Begin to understand that preferred life style may influence one's occupational choice.

**SELF ACTIVITIES**

Draw a picture showing where you would like to live and some of the things you would like to have and do when you grow up (home, hobbies, pets, transportation, etc.). When the picture is finished, write a brief paragraph on what type of occupation you might have to fit that picture and why that occupation is necessary.

**EVALUATION**

The student will be able to explain that the way he wants to live might be an influence on the occupation he will need to choose.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

SELF

RESOURCES

Teacher

Student

Sentence completion
I am happiest when...
I am sad when...
I am kind because...
I am afraid...
I am angry when...

List your strengths and weaknesses.

Make a collage showing the three major emotions: anger, fear, and love.

Students will learn and practice skill activities through organized games. They should be aware of the rules and skills involved.

Let each student take a turn at leading the rest of the students in exercises (pp. 79-80 Dist. 8 Curriculum Guide).

ACTIVITIES

The students discuss the events and emotions.

The students locate the events on each other.

Students: it was太...

Observe students remember to act in a...
1 - An understanding and acceptance of self is important throughout life.

25 - understand the importance of examining one's strengths and limitations.

**SELF**

**ACTIVITIES**

Sentence completion:
- I am happiest when...
- I am sad when...
- I am kind because...
- I am afraid...
- I am angry when...

List your strengths and weaknesses.

Make a collage showing the three major emotions - anger, fear, and love.

Students will learn and practice skill activities through organized games. They should be aware of the rules and skills involved.

Let each student take a turn at leading the rest of the students in exercises (pp. 79-80 Dist. 8 Curriculum Guide).

**EVALUATION**

The student will be able to discuss the situations listed and emotions involved.

The students will be able to locate three basic emotions on each collage.

Students can discuss how hard it was to do skill activities.

Observe student's ability to remember exercises and to act in a leadership role.
CONCEPT - An understanding and acceptance of self is important throughout life.

GEN. Obj. 25 - understand the importance of exercising one's strengths and weaknesses.

SELF

RESOURCES

School

Filmstrips:
(At Olaa Hospital
 #152, #153, #54,
 #141, #125, #517;
 At Wellness E-106,
 C-7;
 At Teacher's A-15;
 At Library - Set of
 6 filmstrips #613,
 Set of 6 filmstrips
 #500)

Film

(#182 "Story of Our
New Baby" HAVI)

School

(Fifth Grade Science
Unit - "Body System")

ACTIVITIES

Brian Body Systems:

a. digestive system (including teeth)

b. respiratory system

c. circulatory system

d. skeletal system

e. muscular system (and etc.)

f. reproductive system

Each child will make a booklet of "My Body".

Label sheets of each system will be given to
each student. As the units are studied:

a. Follow path of food through digestive system.

b. label teeth and parts, esophagus, windpipe,
estomach, small intestine, large intestine,

liver, gall bladder.

f. label lungs, heart, opisthe, larynx, tongue,

vocal cords, trachea, diaphragm, bronchial tubes.

c. label heart, main artery in red, color veins in

blue. Also find pulse and count heart beat before
and after exercise. Trace round trip of blood on

handout sheet.

d. label skull, petals, ribs, joints. List reasons why

we need bones. Skeleton model may be used.

e. List some voluntary and involuntary muscles. Draw

a picture of a relaxed and a tensed muscle. List

some functions of the skin.

f. list differences of boys and girls (physical, emotional,

and social).

The teacher

The complete
determine

know and

body. 
An understanding and acceptance of self is important throughout life.

Understand the importance of exercising one's strengths and weaknesses.

SELF

ACTIVITIES

- Human Body Systems
  - a. digestive system (including teeth)
  - b. respiratory system
  - c. circulatory system
  - d. skeletal system
  - e. nervous system (and reflex)
  - f. reproductive system

EVALUATION

The teacher will analyze the completed project to determine if the student knows and understands the body.

Area(s)                           Science (Body System)
Curric.                        Health - P.E.

Grade:          7

- Label skull, pelvis, ribs, joints. List reasons why we need bone. Skeleton model may be used.
- List some voluntary and involuntary muscles. Draw a picture of a relaxed and a tensed muscle. List some functions of the skin.
- List differences of boys and girls (physical, emotional, and social).
CONCEPT. 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

RESOURCES

School (Reproduction of report card of each pupil)

ACTIVITIES

Reproduce the social assessment section of the report card. Discuss together the meaning of each item. Direct the individual pupil to assign themselves a grade for each item. Save the papers to be compared with the teacher's actual grades on the same items.

SELF

CURR. AREA(S)

The pupil make a sel his own co attitude; assessment teacher's.
1. An understanding and acceptance of self is important throughout life.

2. Understand the importance of examining one's strengths and limitations.

**SELF**

**ACTIVITIES**

Reproduce the social assessment section of the report card. Discuss together the meaning of each item. Direct the individual pupils to assign themselves a grade for each item. Save the papers to be compared with the teacher's actual grade on the same items.

**EVALUATION**

The pupil will be able to make a self evaluation of his own conduct and attitudes and can compare assessment with his teacher's.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

RESOURCES

School
   (Language text - Our English Language 3)

Home
   (Newspaper-ad section)

ACTIVITIES

Write a classified ad offering yourself for hire.

List all your attributes. Use models from language text and/or newspaper.

The pupil describes abilities to compose newspaper ad section.
An understanding and acceptance of self is important throughout life.

25 - understand the importance of examining one's strengths and limitations.

SELF

ACTIVITIES

Write a classified ad offering yourself for hire.
List all your attributes. Use models from language text and/or newspaper.

EVALUATION

The pupil will be able to describe himself and his abilities and will be able to compose a classified newspaper ad.
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

RESOURCES
School (Class activity, prepared graphs)

ACTIVITIES
Assign a one or two minute drill using the one hundred facts sheets. Have the results charted on individual bar graphs. Repeat each week.

GRADE 5
CURR. AREA(S) SELF

The pupil keeps his progress on the basic arithmetic program.
1 - An understanding and acceptance of self is important throughout life.

25 - Understand the importance of examining one's strengths and limitations.

SELF

ACTIVITIES

Assign a one or two minute drill using the one hundred facts sheets. Have the results charted on individual bar graphs. Repeat each week.

EVALUATION

The pupil is able to examine his progress in mastering the basic facts of the four arithmetic processes.
CONCEPT

1. An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25. Understand the importance of examining one's strengths and limitations.

SELF

RESOURCES

Film

(#3458-"The Torment of Beethoven"

ACTIVITIES

View the 16mm film, "The Torment of Beethoven.

GRADE

CURR.

AREA(S)

The pupil relate BeEd of his har own limits
1. An understanding and acceptance of self is important throughout life.
2. Understand the importance of examining one's strengths and limitations.

**SELF ACTIVITIES**

- View the 16 mm film, "The Torrent of Beethoven."

**EVALUATION**

- The pupil will be able to relate Beethoven's mastery of his handicap to his own limitations.
CONCEPT - An understanding of the importance of self throughout life.

GEN. OBJ. 26 - Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

SELF

RESOURCES

Self

ACTIVITIES

At the beginning of the school year, have the pupils complete a self-interest inventory concerning such things as pets, food, school subjects, friends, sports, and heroes. Have the same inventory completed at mid-year and at the end of the year.

Point out at the end of the year that some of the responses have changed.

GRADE

AREA(5)

The pupil recognizes interest in his development.
An understanding of acceptance of self is important throughout life.

26. Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

**SELF**

**ACTIVITIES**

At the beginning of the school year, have the pupil complete a self-interest inventory concerning such things as pets, food, school subjects, friends, sports, and interests. Have the same inventory completed at mid-year and at the end of the year.

Point out at the end of the year that some of the responses have changed.

**GRADE 5**

**CURR.** Social Science

**AREA(S)**

**EVALUATION**

The pupil will be able to recognize that personal interests and preferences may be changed.
CONCEPT 3: Persons need to be recognized as having dignity and worth.

GEN. OBJ. 17: Accept that people bring dignity and worth to their jobs.

SELF

RESOURCES

Film
(#754L-"Work Around the World"

ACTIVITIES

Show 16mm film "Work around the World" and discuss.

GRADE AREA(S)

The pupil verbalize where in the work, their necessity cations.
The pupil is able to verbalize that no matter where in the world people work, there is worth and necessity in their occupations.

EVALUATION

Social Science

GRADE

5

AREA (5)

1.7 - accept that people are dignified and worthy in their work.
Persons need to be recognized as having dignity and worth.

GEN. Obs. 29 - appreciate the career or work one provides the opportunity for individuals to enhance his dignity and worth.

RESOURCES

Self
School
(Magazines)
Home
(Magazines)
P.E. Instructor

SELF

ACTIVITIES

Construct a collage of people in the area of sports who have become famous because of their abilities.

or

Construct a collage of people in any area of health who have become famous because of their work.

Throughout the year, the student should be tested in physical fitness. They should be encouraged to practice and improve in these abilities. Make a progress chart noting those "most improved" in each area.

Teacher should provide a variety of profession.
Self

ACTIVITIES

Construct a collage of people in the area of sports who have become famous because of their abilities.

or

Construct a collage of people in any area of health who have become famous because of their work.

Throughout the year, the student should be tested in physical fitness. They should be encouraged to practice and improve in these abilities. Make a progress chart noting those "most improved" in each area.

EVALUATION

Teacher should note the variety of sports or health professions student finds.

Presidential Physical Fitness Program Scale will be used as evaluative tool.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 28 - appreciate the manner in which work may provide the opportunity for individuals to enhance their dignity and worth.

RESOURCES

Music teacher

ACTIVITIES

Collect all the songs you can that are about work or workers (e.g. "John Henry," "Casey Jones," "Mike Fink," "Pecos Bill," "Sixteen Tons").
Persons need to be recognized as having dignity and worth. 

Appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

**SELF ACTIVITIES**

Collect all the songs you can that are about work or workers (e.g. "John Henry," "Casey Jones," "Mike Fink," "Pike's Bill," "Sixteen Tons").

**EVALUATION**

The pupil is able to see that work or workers are held in social esteem.
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 28 - Appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

RESOURCES

SELF

ACTIVITIES

Have the pupils answer several questions like:

What would happen if:
1. No one cleaned the streets?
2. No one removed the snow?
3. No one collected the garbage?
4. No one emptied our cesspools?
5. No one managed the city or town dump?
Persons need to be recognized as having dignity and worth. They need to appreciate the manner in which work may provide the opportunity for individuals to enhance their dignity and worth.

**Self Activities**

Have the pupils answer several questions like:

What would happen if:

1. No one cleaned the streets?
2. No one removed the snow?
3. No one collected the garbage?
4. No one emptied our cesspools?
5. No one managed the city or town dump?

**Evaluation**

The pupil will be able to describe the situation that might exist if any of several less desirable occupations went unfilled.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 33 - understand the various ways of describing meanings of work.

RESOURCES

SELF

ACTIVITIES

Without using a dictionary or glossary, define the word "work." Read or have read the different definitions. Encourage constructive comments and criticisms.

The pupil press his other definitions.
5 - Work means different things to different people.

33 - Understand the various ways of describing meanings of work.

**ACTIVITIES**

Without using a dictionary or glossary, define the word "work." Read or have read the different definitions. Encourage constructive comments and criticisms.

**EVALUATION**

The pupil is able to write his definition of the word "work" and can orally express his criticisms of other definitions.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 3h - begin to assess the meanings work may have to individuals.

RESOURCES

ACTIVITIES

Film (#3087 "Am I Dependable" BAVI) View the film "Am I Dependable?" After the film, discuss the dependability aspect of work.

GRADE

CURR. AREA(S)

SELF

The student being dependable in work.
5 - Work means different things to different people. Begin to assess the meanings work may have to individuals.

**SELF ACTIVITIES**

View the film "Am I Dependable?" After the film, discuss the dependability aspect of work.

**EVALUATION**

The student should realize that being dependable is part of work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 3½ - begin to access the meanings work may have to individuals.

SELF

RESOURCES

Film
(1344 - "Plain White Envelope"

BAVI)

ACTIVITIES

View the film "Plain White Envelope." After the film have the students write a paragraph on Steve's conception of work as compared with theirs.
5 - Work means different things to different people.

34 - begin to assess the meanings work may have to individuals.

SELF

ACTIVITIES

View the film "Plain White Envelope." After the film have the students write a paragraph on Steve's conception of work as compared with theirs.

EVALUATION

The student should be able to evaluate his own concepts of work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 3c - begin to assess the meanings work may have to individuals.

RESOURCES

Film (#2910 - "Music: Career or Hobby"

Film BAVI)

ACTIVITIES

View the 16mm film, "Music Career or Hobby."

Point the post film discussion to other activities that may be either a career or a hobby.

GRADE CURR. AREA(S)

SELF
GRADE 5
CURR. Music
AREA(S) 

SELF

ACTIVITIES

View the 16mm film, "Music Career or Hobby."

Point the post film discussion to other activities that may be either a career or a hobby.

EVALUATION

The pupil is able to realize that some activities may be either a hobby or an occupation.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 3½ - begin to assess the meanings work may have to individuals.

RESOURCES

School
(High school music students)

ACTIVITIES

Bring in high school students to give a short talk on the meaning of their music experience.

- a. member of H.S. band
- b. member of H.S. chorus
- c. member of rock and roll band
- d. piano player (hobby or accompanist)

Through class discussion bring out different meanings of each student's example.

Students who perform in a group obtain social experience. The piano player probably relies more on self-satisfaction, and may play alone more.

A student in rock and roll band probably obtains financial help through his work.

Try to find similarities and differences between the four students' talks.
Work means different things to different people. Begin to assess the meanings work may have to individuals.

**SELF**

**ACTIVITIES**

Bring in high school students to give a short talk on the meaning of their music experience.

- member of H.S. band
- member of H.S. chorus
- member of rock and roll band
- piano player (hobby or accompanist)

Through class discussion bring out different meanings of each student's example.

Students who perform in a group obtain social experience. The piano player probably relies more on self-satisfaction, and may play alone more.

A student in rock and roll band probably obtains financial help through his work.

Try to find similarities and differences between the four students' talks.

---

**GRADE 5**

**CURR.** Music

**AREA(S)** Language Arts-Reading

**EVALUATION**

The student will be able to write a short paragraph on the various meanings that musical experience can provide.
CONCEPT 5 - Work means different things to different people.

GEN. OBS. 34 - begin to assess the meanings work may have to individual.

ACTIVITIES

Say to your class something like: "All fathers are means of making a living but can you think of some other things that some kinds of work may mean to people?" For instance, I'll give you the name of an occupation and you tell me some of the satisfactions you think these people may receive from their jobs. An example might be that an artist might feel that he has created something beautiful and people might receive pleasure from his work."
5 - Work means different things to different people.
34 - begin to assess the meanings work may have to individuals.

GRADE 5
CURR. Social Science
AREA(S)

SELF

ACTIVITIES

Say to your class something like: "All careers are a means of making a living but can you think of some other things that some kinds of work may mean to some people. For instance, I'll give you the name of an occupation and you tell me some of the satisfactions you think these people might receive from their jobs. An example might be that an artist might feel that he has created something beautiful and people might receive pleasure from his work."

EVALUATION

The pupil will be able to write or verbalize some values (other than material) that may be derived from work.
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 35 - Differentiate himself from others by describing how he resembles and differs from others.

SELF

RESOURCES

School
(Clay)

ACTIVITIES

Have students use clay to model their facial features. Do not allow the students to use mirrors. Have the students try to determine sizes and shapes of their face by touch only.

Emphasize through discussion that identification of shapes and sizes by touch could be an asset for an individual.
Individuals differ in their interests, abilities, attitudes and values.

Differentiate himself from others by describing how he resembles and differs from others.

SELF

ACTIVITIES

Have students use clay to model their facial features. Do not allow the students to use mirrors. Have the students try to determine sizes and shapes of their face by touch only.

Emphasize through discussion that identification of shapes and sizes by touch could be an asset for an individual.

EVALUATION

Students will be able to group faces according to similarities and differences.
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ.  35 - differentiate himself from others by describing how he resembles and differs from others.

SELF

RESOURCES

Write an autobiography stating similarities and differences between you and your classmates.

or

Make a collage of sports or leisure time activities. Each person should contribute one or two pictures to the collage.
7 - Individuals differ in their interests, abilities, attitudes and values.

35 - Differentiate himself from others by describing how he resembles and differs from others.

**SESELF**

**ACTIVITIES**

Write an autobiography stating similarities and differences between you and your classmates.

or

Make a collage of sports or leisure time activities. Each person should contribute one or two pictures to the collage.

**EVALUATION**

Student should be able to recognize himself as an individual different from anyone else.

Students should contribute pictures to the collage.
CONCEPT 7 - Individuals differ in their interests, attitudes and values.

GEN. OBJ. 35 - Differentiate himself from others by describing how he resembles and differs from others.

SELF

RESOURCES

School
(Class activity)

ACTIVITIES

Write a paragraph entitles "A Perfect Friend." In the paragraph, describe a person that would satisfy all the requirements for being a perfect friend. Read or have read aloud the paragraphs pointing out that the perfect friend is probably a mirror image of the author and that there are many similarities and differences in the paragraphs.
7 - Individuals differ in their interests, attitudes and values.

35 - Differentiate himself from others by describing how he resembles and differs from others.

**SELF**

**ACTIVITIES**

Write a paragraph entitled "A Perfect Friend." In the paragraph, describe a person that would satisfy all the requirements for being a perfect friend. Read or have read aloud the paragraphs pointing out that the perfect friend is probably a mirror image of the author and that there are many similarities and differences in the paragraphs.

**EVALUATION**

The pupil is able to write the attributes that he considers desirable in a friend and, therefore, in himself.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 35 - differentiate himself from others by describing how he resembles and differs from others.

RESOURCES
Teacher
School (Fifth Grade Science Unit: "Body System")

ACTIVITIES
After studying the body systems, the teacher-directed discussion should bring out the understanding that all humans are alike in internal structure (with some exceptions). The brain could then be discussed as being the same in all humans but as not functioning the same in all humans (high, average, low intelligence). The students should gain an appreciation from this discussion of how fortunate they were to be born healthy and that people with low intelligence shouldn't be ridiculed but helped.

GRADE 5
CURR. AREA(S) SCIENCE
7 - Individuals differ in their interests, abilities, attitudes and values.

35 - Differentiate himself from others by describing how he resembles and differs from others.

**SELF**

**ACTIVITIES**

After studying the body systems, the teacher-directed discussion should bring out the understanding that all humans are alike in internal structure (with some exceptions). The brain could then be discussed as being the same in all humans but as not functioning the same in all humans (high, average, low intelligence). The students should gain an appreciation from this discussion of how fortunate they were to be born healthy and that people with low intelligence shouldn't be ridiculed but helped.

**EVALUATION**

The student will be able to identify similarities and differences in individuals.

**GRADE** 5

**CURR.** Science (Body System)

**AREA(S)**
Concept 7 - Individuals differ in their interests, abilities, attitudes and values.

Gen. Obj. 36 - understand the various ways of identifying and describing individual differences.

Self

Resources

Film

(#2ED84: "Values: Understanding Others" WSU-LaCrosse)

Activities

View film "Values: Understanding Others."

The teacher will give a quiz on the film.
Individuals differ in their interests, abilities, attitudes and values.

Understand the various ways of identifying and describing individual differences.

Self

Activities

View film "Values: Understanding Others."

Evaluation

The teacher will give a quiz on the film presented.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

RESOURCES

Have all members of the class listened to a piece of music. Select a piece that is not familiar to the students. As they listen tell them to draw a picture that represents what the music brings to their minds. Point out in discussion that stimuli evoke different responses in different individuals and that none are necessarily right or wrong, or good or bad.

ACTIVITIES

Try to select music without a descriptive title. A student who drew an elephant while listening to "Swim Lake" or "To a Water Lily" might feel a bit inadequate when he hears the title. This would destroy the whole point of the lesson.
7 - Individuals differ in their interests, abilities, attitudes and values.

36 - Understand the various ways of identifying and describing individual differences.

ACTIVITIES

Have all members of the class listened to a piece of music. Select a piece that is not familiar to the students.* As they listen tell them to draw a picture that represents what the music brings to their minds. Point out in discussion that stimuli evoke different responses in different individuals and that none are necessarily right or wrong, or good or bad.

Try to select music without a descriptive title, a student who drew an elephant while listening to "Swan Lake" or "A Water Lily" might feel a bit inadequate when he hears the title. This would destroy the whole point of the lesson.

EVALUATION

The pupil is able to recognize that the same stimulus may bring different responses from different people.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 29 - Become aware of some critical environmental elements which have an affect upon one's career development.

RESOURCES

Teacher
Student

ACTIVITIES

Relate careers in health and recreation to geographical areas and town size.

1. Where could I be a professional scuba diver?
2. Where could I be a forest ranger?
3. Where could I be a hockey player?
4. Where could I be a snow ski professional?
5. Where could I be a professional dancer?
6. Where could I be a resort owner?
7. Where could I be a hunting guide?
8. Where could I be a physical therapist?
9. Where could I be a salt water fisherman?
10. Where could I be a sailor?
11. Where could I be a jockey?
12. Where could I be a golfer?
13. Where could I be a heart or brain surgeon?
14. Where could I be a milk inspector?
10 - Environment and individual potential interact to influence career development.

29 - become aware of some critical environmental elements which have an affect upon one's career development.

SELF

ACTIVITIES

Relate careers in health and recreation to geographical areas and town size.

1. Where could I be a professional scuba diver?
2. Where could I be a forest ranger?
3. Where could I be a hockey player?
4. Where could I be a ski professional?
5. Where could I be a professional dancer?
6. Where could I be a resort owner?
7. Where could I be a hunting guide?
8. Where could I be a physical therapist?
9. Where could I be a salt water fisherman?
10. Where could I be a sailor?
11. Where could I be a jockey?
12. Where could I be a golfer?
13. Where could I be a heart or brain surgeon?
14. Where could I be a milk inspector?

GRADE 5

CURR. Health- P.E.

AREA(S)

The student will be able to realize that geographical location influences careers.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 29 - become aware of some critical elements which have an affect upon one's career development.

SELF

RESOURCES

Library (School and community; records)

ACTIVITIES

This is an activity in which the child will listen to recordings of various songs and identify the geographical area which they represent, such as: "Pick a Bale of Cotton," "Blow the Man Down," "Home on the Range."

CURR. AREA(S)

The pupil will state brief environmental factors and geographical area affecting development.

GRADE 10

M 29
10 - Environment and individual potential interact to influence career development.

29 - become aware of some critical elements which have an affect upon one's career development.

SELF

ACTIVITIES

This is an activity in which the child will listen to recordings of various songs and identify the geographical area which they represent, such as: "Pick a Bale of Cotton," "Blow the Man Down," "Home on the Range."

EVALUATION

The pupil will be able to state briefly how environmental factors of a geographic area affect career development.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 29 - Become aware of some critical environmental elements which have an affect upon one's career development.

RESOURCES

ACTIVITIES

Community Make a list, either oral or written, either cooperatively or individually, of the things that could have happened to your environment (i.e., your town or your family) that would change your plans for making a living.

Family

The pupil will list or discuss some environmental events that would affect plans for occupation.
10 - Environment and individual potential interact to influence career development.

29 - Become aware of some critical environmental elements which have an affect upon one's career development.

**SELF**

**ACTIVITIES**

Make a list, either oral or written, either cooperatively or individually, of the things that could happened to your environment (i.e., your town or your family) that would change your plans for making a living.

**EVALUATION**

The pupil will be able to list or discuss orally some environmental factors that would affect his plans for occupation.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 29 - become aware of some critical environmental elements which have an affect upon one's career development.

RESOURCES

School (Class Activity)

ACTIVITIES

The child will place on a map of the United States, tags which identify the general occupations of each area.

The pupil will show the relationship between physical and economic occupations.
10. Environment and individual potential interact to influence career development.

29. Become aware of some critical environmental elements which have an affect upon one's career development.

**ACTIVITIES**

The child will place on a map of the United States, states which identify the general occupations of each area.

**EVALUATION**

The pupil will be able to show the relationship between physical environment and occupations.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career development.

RESOURCES

Using the list developed in concept 10, objective 9, Grade 5, put "yes" in front of the activities you would enjoy doing; "no" in front of the undesirable ones. Discuss reasons for your decisions.
10 - Environment and individual potential interact to influence career development.

30 - begin to realize that individual and environmental factors affect one's career development.

SELF

ACTIVITIES

Using the list developed in concept 10, objective 9, Grade 5, put "yes" in front of the activities you would enjoy doing; "no" in front of the undesirable ones. Discuss reasons for your decisions.

EVALUATION

Student should be able to relate occupations to his personal likes and dislikes.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career development.

RESOURCES
Film
(#1909- "Stephen Foster and His Songs")

ACTIVITIES
View the 16mm film, "Stephen Foster and His Songs."

Point the discussion to Foster's surroundings and how they influenced his career.

GRADE 9
CURR. AREA(S)
SELF
ACTIVITIES

View the 16mm film, "Stephen Foster and His Songs."

Point the discussion to Foster's surroundings and how they influenced his career.

EVALUATION

The pupil will be able to point out that Foster's environment influenced his musical career.
CONCEPT:  Environment and individual potential interact to influence career development.

GEN. OBJ.: 30 — begin to realize that individual and environmental factors affect one's career development.

RESOURCES: School (Fifth Grade Science Unit: "Scientific Study of a Wood Lot")

ACTIVITIES:

After completing the study of the wood lot, have the students make a summary report of the different skills they used in accumulating the information and presenting it.

Have them identify the parts of the study they enjoyed the most and the portions they enjoyed the least.

Discussion should be directed at bringing out an understanding within the students that different people like different types of tasks and that these likes should be considered when planning their careers.

These areas should be considered:
1. planning the study
2. gathering the information (outside)
3. sort the information (categorize)
4. organizing the information for presentation
5. making the presentation
30 - Environment and intrinsic potential interact to influence career development.

30 - begin to realize that individual and environmental factors affect one's career development.

SELF

ACTIVITIES

Science (A Study of a Wood Lot)

After completing the study of the wood lot, have the students make a summary report of the different skills they used in accumulating the information and presenting it.

Have them identify the parts of the study they enjoyed the most and the portions they enjoyed the least.

Discussion should be directed at bringing out an understanding within the students that different people like different types of tasks and that these likes should be considered when planning their careers.

These areas should be considered:
1. planning the study
2. gathering the information (outside)
3. sorting the information (categorize)
4. organizing the information for presentation
5. making the presentation

EVALUATION

The student will be able to identify different tasks that he likes and does not like and will learn how this will affect his future choices.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OLD. 30 - begin to realize that individual and environmental factors affect one's career development.

RESOURCES

ACTIVITIES

"Considering the digestive, respiratory, circulatory, skeletal, and muscular body systems, have the students list reasons that would keep them from human development. Considering the same categories, have the students identify individual differences, e.g., short and tall people; length of life; diseases, ability in sports, etc." ("Body System," Grade 5 Science Unit)
10 - Environment and individual potential interact to influence career development.

30 - begin to realize that individual and environmental factors affect one's career development.

**SELF ACTIVITIES**

"Considering the digestive, respiratory, circulatory, skeletal, and muscular body systems, have the students identify reasons that would hamper and foster human development. Considering the same categories, have the students identify individual differences, e.g., short and tall people; length of life; diseases, ability in sport, etc." ("Body Systems," Grade 5 Science Unit)

**EVALUATION**

The student will be able to list reasons that hamper and foster human development..." ("Body Systems," Grade 5 Science Unit)
CONCEPT 11 - Occupations and life styles are interrelated.

GEN. OBJ. 31 - begin to understand that an individual's occupation can influence his life style.

RESOURCES

Home (Television)

ACTIVITIES

Study T.V. programs based on a family situation. How do the life styles vary according to occupations?

11 - Occupations and life styles are interrelated.

31 - begin to understand that an individual's occupation can influence his life style.

GRADE 5

CURR. Health- P.E.

AREA(S)

SELF

ACTIVITIES

Study T.V. programs based on a family situation. How do the life styles vary according to occupations?


EVALUATION

The student will be able to see that occupations affect life style.
CONCEPT  31 - Occupations and life styles are interrelated.

GEN. OBJ.  31 - begin to understand that an individual's occupation can influence his life style.

RESOURCES
School  (Class Activity)

ACTIVITIES
Have the pupils write a one paragraph theme entitled "My Daydream." Have them describe the kind of home and fixtures they would like to live with when they are adults.

Have the paragraphs read to the class and have the other class members discuss the ways that the things desired might be obtained.
11 - Occupations and life styles are interrelated.

31 - begin to understand that an individual's occupation can influence his life style.

SELF

ACTIVITIES

Have the pupils write a one paragraph theme entitled "My Daydream." Have them describe the kind of home and fixtures they would like to live with when they are adults.

Have the paragraphs read to the class and have the other class members discuss the ways that the things desired might be obtained.

EVALUATION

The pupil is able to express is writing some of his material aspirations.
CONCEPT 11 - Occupations and life styles are interrelated.

GEN OBJ. 31 - begin to understand that an individual's occupation can influence his life style.
32 - begin to understand that a preferred life style may influence one's occupational choice.

SELF

RESOURCES

ACTIVITIES

Have students view the film "Wyeth Phenomenon." The film presents examples of Andrew Wyeth's paintings and discuss the controversial issues concerning Wyeth as an artist; interviews with art critics, Wyeth's sister and Wyeth's son. After the film has been shown, have students note by discussion and listing advantages and disadvantages of Mr. Wyeth's way of life.
Occupations and life styles are interrelated.

11. Begin to understand that an individual's occupation can influence his life style.

31. Begin to understand that a preferred life style may influence one's occupational choice.

SELF ACTIVITIES

Have students view the film "Wyeth Phenomenon." The film presents examples of Andrew Wyeth's painting and discuss the controversial issues concerning Wyeth as an artist; interviews with art critics, Wyeth's sister, and Wyeth's son.

After the film has been shown, have students note by discussion and listing advantages and disadvantages of Mr. Wyeth's way of life.

EVALUATION

Although this film is intended for older students, students can recognize and list the more obvious characteristics of an artist's life style.

GRADE 5

CURR. ART

AREA(S)
CONCEPT 11 - Occupation and life styles are interrelated.

GEN. OBJ. 32 - begin to understand that a preferred life style may influence one's occupational choice.

ACTIVITIES

View the film "Evan's Corner." After the film, ask if the students would rather be alone or with someone most of the time. Then have them determine (from their answers) if their occupational goals are more directed toward producing goods or services.
11 - Occupation and life styles are interrelated.

32 - Begin to understand that a preferred life style may influence one's occupational choice.

SELF

ACTIVITIES

View the film "Evan's Corner." After the film, ask if the students would rather be alone or with someone most of the time. Then have them determine (from their answers) if their occupational goals are more directed toward producing goods or services.

EVALUATION

The student should realize that contact with others will have an influence upon his occupational choice.

GRADE 5

CURR. Health-P.E.

AREA(S)
CONCEPT
11 - Occupations and life styles are interrelated.

GEN. OBJ. 32 - begin to understand that a preferred life style may influence one's occupational choice.

RESOURCES
School
(Pictures from periodicals or slides)

ACTIVITIES
Show the class a series of homes either typical or perhaps slides of actual homes around the community or area.

State the propositions: "Given a free choice, which of these dwellings would you prefer? Why? What are some of the things that your choice might require to obtain?"

GRADE 5
CURR. 32
AREA(S)
11 - Occupations and life styles are interrelated.

32 - begin to understand that a preferred life style may influence one's occupational choice.

SELF

ACTIVITIES

Show the class a series of homes either typical or perhaps slides of actual homes around the community or area.

State the propositions: "Given a free choice, which of these dwellings would you prefer? Why? What are some of the things that your choice might require to obtain?"

EVALUATION

The pupil will be able to explain that certain types of homes reflect certain life styles and may require
CONCEPT
1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and emerging life style.

RESOURCES
School
Community (Doctor, dentist, nurse)

ACTIVITIES
Begin to understand and practice good physical health.

Discuss good posture rules.

Observe and make posters showing and stressing good postures.

Magic Mirror-Look in mirror to observe sitting, standing, walking, teeth, and hair.

Demonstrate on sitting properly, in church, school and relaxing.

Visit by class to a doctor or visit to the office of a doctor or dentist.

Make a scrapbook of cut-outs of doctors, nurse, hospitals and ambulances.

Teach the use of a scale, and the meaning of pounds and inches.

Dramatize good posture habits.

Contribute sentences for chart.
1. An understanding and acceptance of self is important throughout life.
2. Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and emerging life style.

**SELF ACTIVITIES**

- Begin to understand and practice good physical health.
- Discuss good posture rules.
- Observe and make posters showing and stressing good postures.
- Magic Mirror - Look in mirror to observe sitting, standing, walking, teeth, and hair.
- Demonstrate on sitting properly, in church, school and relaxing.
- Visit by class to a doctor or visit to the office of a doctor or dentist.
- Make a scrapbook of cut-outs of doctors, nurses, hospitals and ambulances.
- Teach the use of a scale, and the meaning of pounds and inches.
- Dramatize good posture habits.
- Contribute sentences for chart.

**EVALUATION**

Teacher will appraise children by personal appearance, change in attitudes towards the medical and dental profession.

Daily health inspection will be made by assigned students or self-evaluation by a check sheet.

The teacher will analyze the children's willingness to talk or relate to the medical and dental profession.

Willingness to relate towards others in class through the reading of chart stories will be evaluated by the teacher.

**GRADE** Spec. Ed. Primary I

**CURR.** Science

**AREA(3)** Art

Social Science
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

GRADE

CURR. SC.

AREA(S)

RESOURCES

ACTIVITIES

School

Discuss in class why people need to work.

Discuss why some people are unable to work because of ill health.

Discuss "Why We Go To School."

Illustrate or make a mural on "Why We Go To School."

The children are to orally list the learned for:

The children are to orally list the reasons why the
2 - Persons need to be recognized as having dignity and worth.
3 - discover that people bring dignity and worth to their job.

SELF

ACTIVITIES

Discuss in class why people need to work.
Discuss why some people are unable to work because of ill health.
Discuss "Why We Go To School."
Illustrate or make a mural on "Why We Go To School."

EVALUATION

The children will be able to orally list what they learned for the day.
The children will be able to orally list eight reasons why they are in school.

GRADE Spec. Ed. Primary I
CURR. Social Science
AREA(S) Art
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

RESOURCES

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>SELF</th>
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<tbody>
<tr>
<td>School</td>
<td>Clean out desks and wash top and seat. (individual responsibility).</td>
</tr>
<tr>
<td>Home and School</td>
<td>Empty waste paper from room into containers in hall.</td>
</tr>
<tr>
<td></td>
<td>Pick up toys and place them in proper place when playtime is over.</td>
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<tr>
<td></td>
<td>Hang up clothing.</td>
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<tr>
<td></td>
<td>Make a chart showing duties children can do in school. (Teacher constructs chart)</td>
</tr>
<tr>
<td></td>
<td>Make a chart showing duties children can do at home. (Teacher constructs chart)</td>
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GRADE | Curr. |
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<td>AREA(S)</td>
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</table>

Self-evaluation in order. The child will start for good work. Children will chart. The child will state duty doing at home.
Persons need to be recognized as having dignity and worth. "Persons need to discover that work provides the opportunities for one to enhance his dignity and worth."

### SELF ACTIVITIES

- Clean out desks and wash top and seat (individual responsibility).
- Empty waste paper from room into containers in hall.
- Pick up toys and place them in proper place when playtime is over.
- Hang up clothing.
- Make a chart showing duties children can do in school. (Teacher constructs chart)
- Make a chart showing duties children can do at home. (Teacher constructs chart)

### GRADE

Spec. Ed. Primary I

### CURR.

Social Science

### AREA(S)

### EVALUATION

Self-evaluation, teacher evaluation if desk is in order.

The child will be awarded a star for good work. Children affix stars to chart.

The child will be able to state duty he has been doing at home.
Discuss the areas of work within the home. (Family workers)

Girls may dramatize work mother does at home. Boys may dramatize work father does at home. Each child will tell where parents work type of work, tape recording or above will be made.

Children may bring samples of things parents make if factory work, or display hobbies of parents.

Parents may come and explain the work they do. Each child s to tell important work parent: parents do at home.

The children will make a bulletin board showing various products and pictures that are the result of their parents work.
Work means different things to different people.

5 - become aware that there are different kinds of work.

Discuss the areas of work within the home. (Family workers)

Girls may dramatize work mother does at home. Boys may dramatize work father does at home.

Each child will tell where parents work; type of work. Tape recording of above will be made.

Parents may come and explain the work they do.

Children may bring samples of things parents make if factory work, or display hobbies of parents.

The children will make a bulletin board showing various products and pictures that are the results of their parents' work.

EVALUATION

Each child should be able to tell what work is done in home.

Each child should be able to tell importance of the work parents or foster parents do outside of the home.

GRADE Spec. Ed. Primary I

CURR. Social Science

AREA(S) Art
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

SELF

RESOURCES

School

ACTIVITIES

Recognize own name and recognize the names of other children by use of name cards.

Discuss why some children write with left hand and others use right hand.

Make clay impression of feet and hands.
5.

7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

**SELF**

**ACTIVITIES**

Recognize own name and recognize the names of other children by use of name cards.

Discuss why some children write with left hand and others use right hand.

Make clay impression of feet and hands.

**EVALUATION**

The children will recognize own name as well as the names of others.

After the teacher places name tags on the desks, the children will find their respective desks.

The children will be able to identify their right and left hands.

The children will be able to put their boots and gloves on correctly.
CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interest, abilities, attitudes, values, aptitudes).

RESOURCES

Home
School (First Grade Science Unit-"Classifying and Measuring")

ACTIVITIES

Discuss with the children as a group any personal problems found within the group.

Discuss personal problems individually with the teachers.

Discuss learning to live with strengths and weaknesses.

Discuss handicaps children in the room may have and how children can help each other.

Children may bring hobbies to school and tell about them.

Children may collect things from nature to share with the group.

Discuss why student medication is kept in the office and that some children must go to the office and be responsible for medication.

Counselor

Refer seriously handicapped children to the counselor.

Counselor

Interview the seriously handicapped child. Counsel individually with the seriously handicapped child if there is a need.

Counselor

Refer seriously handicapped children to the counselor.

Teacher evaluates children individually with the teacher.
7 - Individuals differ in their interests, abilities, attitudes and values.

8 - Become aware of the various ways individuals differ (interest, abilities, attitudes, values, aptitudes).

SELF

ACTIVITIES

Discuss with the children as a group any personal problems found within the group.

Discuss personal problems individually with the teachers.

Discuss learning to live with strengths and weaknesses.

Discuss handicaps children in the room may have and how children can help each other.

Children may bring hobbies to school and tell about them.

Children may collect things from nature to share with the group.

Discuss why student medication is kept in the office and that some children must go to the office and be responsible for medication.

Refer seriously handicapped children to the counselor.

Teacher evaluation on how children accept one another in group situation.

GRADE Spec. Ed. Primary I

CURR. Social Science

AREA(S) Science (Classifying and Measuring)

Interview the seriously handicapped child. Counsel individually with the seriously handicapped child if there is a need.

Child begins to accept his handicap and the controls it imposes on his life style.
Concept: 1 - An understanding and acceptance of self is important throughout life.

Gen. Ob.: 2 - Begin to develop an awareness that there is a continuous interaction emerging life style.

Self

Resources

School
Community
(Barber, beauty shop)
Counselor
Film
(#963 - "Your Clearliness"
BAVI)

Activities

Discuss personal appearance. Make a teacher-pupil chart on good grooming.

Conduct a field trip for girls to a beauty shop.
Conduct a field trip for boys to a barber shop.
Getting parental permission have one boy get a haircut while others in the class watch.

Ask the cost of equipment, call attention to the licenses that operators have. How people become barbers and operators should be noted through questioning.

Check the time that it takes for the haircut.

Make a list of the machines they find in the barber shop.

Figure the cost of haircut for a family of four.

Compare cost of girls' and boys' haircuts.

Call attention to the fact that shop owners have people hired to keep the shops clean.

Collect pictures of hair styles for boys and girls and paste on a chart.

Show film "Your Clearliness."

Grade

Area(s)

Curriculum

Summary

The teacher begins to improve the

(Continued on next page)
1. An understanding and acceptance of self is important throughout life.

2. Begin to develop an awareness that there is a continuous interaction emerging life style.

SELF

ACTIVITIES

Discuss personal appearance. Make a teacher-pupil chart on good grooming.

Conduct a field trip for girls to a beauty shop.

Conduct a field trip for boys to a barber shop.

Getting parental permission have one boy get a haircut while others in the class watch.

Ask the cost of equipment. Call attention to the licenses that operators have. How people become barbers and operators should be noted through questioning.

Check the time that it takes for the haircut.

Make a list of the machines they found in the barber shop.

Figure the cost of haircut for a family of four.

Compare cost of girls' and boys' haircuts.

Call attention to the fact that shop owners have people hired to keep the shop clean.

Collect pictures of hair styles for boys and girls and paste on a chart.

Show film "Your Cleanliness."

(Continued on next page)
CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 2 - Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life-style.

RESOURCES

ACTIVITIES

Collect pictures of hair styles for girls.

Ask the children to shampoo their own hair over the week-end.

Draw pictures of a barber shop and beauty shop. Compare equipment in each.

A counselor could be called in to help with small groups of children.
1. An understanding and acceptance of self is important throughout life.
2. Begin to develop an awareness that there is a continuous interaction between one’s knowledge and acceptance of self and his emerging lifestyle.

**SELF**

**ACTIVITIES**

Collect pictures of hair styles for girls.

Ask the children to shampoo their own hair over the week-end.

Draw pictures of a barber shop and beauty salon.

Compare equipment in each.

A counselor could be called in to help with small groups of children.

**EVALUATION**


AREA(S): Social Science, Language Arts-Reading, Math, Art
CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

RESOURCES

School
(Class discussion)
Community
(Resource person/auctioneer)

ACTIVITIES

Develop ability to use means of communication by having an auction.
Discuss why people have an auction.
Describe an auctioneer and the training he must have.
Describe the duties of the auction clerk and of the collector of the money.
Collect items to be sold.
Each child is given a given amount of play money. He must be able to bid and count his money. Collect real auction bills and make bulletin board. Make own auction bills for things class would have for sale.
Invite a real auctioneer into the room and hold an auction.
Tape record this auction.
2 - Persons need to be recognized as having dignity and worth.

3 - discover that people bring dignity and worth to their job.

**SELF**

**ACTIVITIES**

Develop ability to use means of communication by having an auction.

Discuss why people have an auction.

Describe an auctioneer and the training he must have.

Describe the duties of the auction clerk and of the collector of the money.

Collect items to be sold.

Each child is given a given amount of play money. He must be able to bid and count his money. Collect real auction bills and make bulletin board. Make own auction bills for things class would have for sale.

Invite a real auctioneer into the room and hold an auction.

Tape record this auction.

**EVALUATION**

The children will be able to explain the role of the auctioneer and clerk, and be accountable for an amount of money.
CONCEPT
2 - Persons need to be recognized as having dignity and worth

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

RESOURCES
School
(Peabody Language Lab II and III, play money, art supplies)

SELF
ACTIVITIES

Pretend each child is a sales person and must orally sell something to the class or individual. These can include:
1. a machine
2. musical instruments
3. books
4. furniture
5. clothing
6. toys
7. child's choice

Children may use colored pictures or real objects or items from the Peabody Language Labs II and III.

After the article is sold, play money may be used for payment.

Children should draw pictures of the articles that they purchase or refused to buy.
Persons need to be recognized as having dignity and worth and discover that work provides the opportunities for one to enhance his dignity and worth.

**SELF ACTIVITIES**

Pretend each child is a sales person and must orally sell something to the class or individual. These can include:

1. a machine
2. musical instruments
3. books
4. furniture
5. clothing
6. toys
7. child's choice

Children may use colored pictures or real objects or items from the Peabody Language Labs II and III.

After the article is sold, play money may be used for payment.

Children should draw pictures of the articles that they purchase or refused to buy.

**EVALUATION**

The children's ability to talk about and answer questions on the article they are selling.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 5 - become aware that there are different kinds of work.

RESOURCES

Community (Resource person)

ACTIVITIES

Have a "Toy Party" representative come into the room and present her toy party. Giving the prices, showing children how to make out an order blank, using the proper numbers, name of article. Complete an order.

Draw pictures of your order of toys.
5 - Work means different things to different people.

5 - become aware that there are different kinds of work.

SELF

ACTIVITIES

Have a "Toy Party" representative come into the room and present her toy party. Giving the prices, showing children how to make out an order blank, using the proper numbers, name of article. Complete an order.

Draw pictures of your order of toys.

EVALUATION

The pupils will be evaluated by the correct use of the order form.

GRADE Spec. Ed. Intermediate

CURR. Social Science

AREA(S) Language Arts-Reading

Math

Art
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 6 - become aware of different meanings work may have for individuals.

SELF

RESOURCES

School (Counselor)

ACTIVITIES

Children will write stories describing selves and what work means to them.

Put on a puppet show - showing feelings toward work. Using as a theme "What I Would Like To Do When I Grow Up" - also "What I Wouldn't Like To Do." (Allow three minutes per act. Use a timer.)

Build a puppet theater, using a washing machine box.

Counselor may be invited to observe the reactions of the children while giving the show.

Teacher Counselor

Review the puppet show. Identify those children who need help in setting realistic goals.

Teacher and Counselor are aware of...
5 - Work means different things to different people.
6 - become aware of different meanings work may have for individuals.

SELF

ACTIVITIES

Children will write stories describing selves and what work means to them.

Put on a puppet show - showing feelings toward work. Using as a theme "What I Would Like To Do When I Grow Up" - also "What I Wouldn't Like To Do." (Allow three minutes per act. Use a timer.)

Build a puppet theater, using a washing machine box.

Counselor may be invited to observe the reactions of the children while giving the show.

EVALUATION

The teacher will analyze the children's willingness to express feelings.

Review the puppet show. Identify those children who need help in setting realistic goals.

Teacher and counselor are more aware of individual needs.
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

RESOURCES
- School
- Counselor

ACTIVITIES
The children could create (write) stories or sentences about what they like to do and compare them to the stories or sentences that other children have written.

Draw pictures of themselves involved in the stories.

Identify those need to be more in expression.

If children overly imagination may be called group counsel.
Individuals differ in their interests, abilities, attitudes and values.  

7 - Individuals differ in their interests, abilities, attitudes and values.  
7 - begin to differentiate oneself from others.  

SELF  
ACTIVITIES  

The children could create (write) stories or sentences about what they like to do and compare them to the stories or sentences that other children have written.  

Draw pictures of themselves involved in the stories.  

GRADE Spec. Ed. Intermediate  
CURR. Social Science  
AREA(S) Language Arts-Reading  
Art  

EVALUATION  

Identify those children who need to be more realistic in expression.  
If children are found to be overly imaginative, a counselor may be called in for small group counseling.
CONCEPT  7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

RESOURCES

School (Class discussion)

Discuss our needs for friends and how we select them. Ask:

Why we want friends?
Where we find friends?
How we select friends?
1. by appearance.
2. by good manners?
3. by fair play?
4. by good behavior?

How we enjoy our friends?
1. by willingness to share?
2. by willingness to play together?
3. by willingness to go places together?

Discuss people to avoid as friends:
1. those belonging to gangs.
2. those with bad reputations.

Discuss neighbors:
1. who they are.
2. what we expect from them.

Have students make a list of their friends.

Teacher evaluates students interaction responses.
7. Individuals differ in their interests, abilities, attitudes and values.

8. Become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

SELF ACTIVITIES

Discuss our needs for friends and how we select them.

Ask:

Why we want friends?
Where we find friends?
How we select friends?
1. by appearance.
2. by good manners?
3. by fair play?
4. by good behavior?

How we enjoy our friends?
1. by willingness to share?
2. by willingness to play together?
3. by willingness to go places together?

Discuss people to avoid as friends:
1. those belonging to gangs.
2. those with bad reputations.

Discuss neighbors:
1. who they are.
2. what we expect from them.

Have students make a list of their friends.

Teacher evaluation by how students interact and respond.
WORM WORLD

During their lifetime, probably one half the children in school will be employed in occupations non-existent today. Therefore, instead of emphasis being placed upon an existing occupation that non-existent today attention should be devoted to understanding the work world, attitudes toward work, and recognizing the need for continued occupational growth. Emphasis should also be placed on the fact that potential requires continuous growth. Additionally, society operates within an economic climate that affects each individual and his opportunities. Economic conditions not only influence his food and clothing but also his educational setting, occupational life, leisure time, and self-expression. Because of the fact that economic conditions affect each person in many ways, it is important that information be provided as well as the occupational information.

In the 20th Century, scientific discoveries have affected the work world. Scientific discoveries and their applications in industry and business technology have changed organization functions and thus have changed the nature of the work world. As industries change, so do the manpower requirements. The number and kinds of new jobs created are large, but also a large number of jobs are displaced as a result of scientific discoveries.

The composition of the labor force has changed from one in which goods producing industries were predominant. Moreover, occupational requirements have changed in favor of jobs needing more education and experience. Education then needs to change toward helping individuals gain the kinds of skills and attitudes necessary to find jobs that will assist them in finding fulfillment of self. At the same time the individual needs to examine the relationship of his present job to a family of jobs into which he may move in the future.

Changing Role of Work in Life of Individual

Work must be perceived as being an integral part of self expression and self realization. Work should be regarded as an opportunity for expression, growth and development. If work is to be viewed as expression of oneself and if one is ever changing, then his job and probably his occupation should change -- maybe more frequently during some periods of his life than other stages of his development. Perhaps the frame of reference should be one in which the normal development of an ever-maturing individual includes a succession of jobs during the course of his lifetime in which each job contributes to his growth and self improvement in preparation for the next.

Ibid., p. 18.
WORK WORLD

lifetime, probably one half the children in school will be employed in occupations that are today. Therefore, instead of emphasis being placed upon an existing occupation, more should be devoted to understanding the work world, attitudes toward work, and recognition of continued occupational growth. Emphasis should also be placed on the fact that realization requires continuous growth. Additionally, society operates within an economic atmosphere each individual and his opportunities. Economic conditions not only influence his food, shelter but also his educational setting, occupational life, leisure time, and self-expression time. The fact that economic conditions affect each person in many ways, it is important that this provided as well as the occupational information.

ntury, scientific discoveries have affected the work world. Scientific discoveries and in industry and business, technology have changed organization functions and tasks, changed the nature of the work world. As industries change, so do the manpower needs, kinds of new jobs created are large, but also a large number of jobs are discontinued scientific discoveries.

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of Work in Life of Individual

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CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES

School
(Old magazines paste, large wrapping paper)

ACTIVITIES

Have the children find pictures of machines, tools, and products to use and paste down to form a photo montage. This pasting should be done on large paper which has been cut to bulletin board size and should be assembled on the floor and then transferred to the wall when completed. Encourage the students to overlap the pictures.

GRADE K, CURR. AREA(S) K - GENERAL OBJECTIVE
GRADE 1, CURR. AREA(S) 1 - begin to recognize the development of occupations from society's needs
GRADE 2, CURR. AREA(S) 2 - begin to understand the contributions that occupations make to society

EVALUATION

The children will have a number of occupations that have advanced society.
- Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Have the children find pictures of machines, tools, and products to use and paste down to form a photo montage. This pasting should be done on large paper which has been cut to bulletin board size and should be assembled on the floor and then transferred to the wall when completed. Encourage the students to overlap the pictures.

EVALUATION

The child will identify a number of products that occupations make to the advancement of society.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

RESOURCES
School
(Pictures of Indian art work, three long poles, plastoline, paint, string)

CURR. Social Sc
AREA(S) Art

GRADE K

WORK WORLD

ACTIVITIES

Construct a large tepee for children's use. Use three poles and fasten to the floor by anchoring in large lumps of plastoline. Tie the top with string. Fit large wrapping paper around the outside. Talk about designs and patterns. Show pictures of early Indian designs. Let the children paint the paper. (Do this on the floor before fastening paper to the tepee.)

Discuss how families then made their own dwellings and how new occupations have developed until now most homes require many specialists: carpenter, mason, electrician, landscaper, roofer, plumber, trucker, etc.

Also relate how persons still use tents for camping and for enjoying nature.
3 - Occupations exist for a purpose.

GRADE  K

11 - begin to recognize that occupations develop from needs of society.

CURR.  Social Science

AREA(S)  Art

12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Construct a large tepee for children's use. Use three poles and fasten to the floor by anchoring in large lumps of plastoline. Tie the top with string. Fit large wrapping paper around the outside. Talk about designs and patterns. Show pictures of early Indian designs. Let the children paint the paper. (Do this on the floor before fastening paper to the tepee.)

Discuss how families then made their own dwellings and how new occupations have developed until now most homes require many specialists: carpenter, mason, electrician, landscaper, roofer, plumber, trucker, etc.

Also relate how persons still use tents for camping and for enjoying nature.

EVALUATION

The child will be able to name many occupations which are needed to construct homes today.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

GRADE K
CURR. Health-P. E.
AREA(S)

WORK WORLD

RESOURCES
School (Peabody Language Kit available at each grade school)

ACTIVITIES
Teacher displays pictures of health and safety helpers. Students should name these occupations and how they help us (doctors, dentists, nurse, pharmacist, firemen, policemen, safety patrol, ambulance driver, etc.).

EVALUATION
The student should learn the names, functions of each
3 - Occupations exist for a purpose.

GRADE K

1 - begin to recognize that occupations develop from needs of society.

CURR. Health-P. E.

2 - begin to understand the contributions that occupations make to the advancement of society.

AREA(S)

WORK WORLD

ACTIVITIES
Teacher displays pictures of health and safety helpers: Students should name these occupations and how they help us (doctors, dentists, nurse, pharmacist, firemen, policemen, safety patrol, ambulance driver, etc.).

EVALUATION
The student should be able to learn the names and major functions of each occupation.
CONCEPT

3 - Occupations exist for a purpose.

GEN. OBJ.

11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

GRADE

K

CURR.

Math. (Geometric)

AREA(S)

Unit 1

UNIT 1

WORK WORLD

RESOURCES

Community Class

ACTIVITIES

Take a walk around the building to look for shapes in building. Point out that carpenters, masons, roofers, arrange shapes in patterns to build structures (windows, shingles, bricks, stone walls, glass blocks). Return to the room and list some structures and shapes we observed.

Let students use blocks and cylinders to build structures and discuss how many different shapes they used.

EVALUATION

The students will identify circles, triangles and structures we built.
1. Occupations exist for a purpose.

2. Begin to recognize that occupations develop from needs of society.

3. Begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Take a walk around the building to look for shapes in building. Point out that carpenters, masons, roofers, arrange shapes in patterns to build structures (windows, shingles, bricks, stone walls, glass blocks). Return to the room and list some structures and shapes we observed.

Let students use blocks and cylinders to build structures and discuss how many different shapes they used.

GRADE  K
CURR.  Math 'Geometry: Figures-
AREA(S)  Unit 1"

EVALUATION

The students will be able to identify circles, squares, triangles and rectangles in structures which man has built.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES

School
(Record player, records of march music)

ACTIVITIES

Use a variety of rhythm instruments. Let children play their instruments with a record and discuss the sounds heard. Discuss the differences between pleasant sounds (music) and noise. Discuss the fact that people like to listen to pleasant sounds; therefore, many musicians are employed for T.V., movies, bands, etc. for entertainment.

EVALUATION

The student recognizes musicians as a result of need.
3 - Occupations exist for a purpose.

5 - begin to recognize that occupations develop from needs of society.

12 - begin to understand the contributions that occupations make to the advancement of society.

GRADE K

CURR. Music

AREA(S)

WORK WORLD

ACTIVITIES

Use a variety of rhythm instruments. Let children play their instruments with a record and discuss the sounds heard. Discuss the differences between pleasant sounds (music) and noise. Discuss the fact that people like to listen to pleasant sounds; therefore, many musicians are employed for T.V., movies, bands, etc. for entertainment.

EVALUATION

The students will be able to recognize musical productions as a result of society's need.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to advancement of society.

RESOURCES
School
(Filmstrip: "Squanto and the First Thanksgiving")
(Book: "Pilgrim Thanksgiving")

WORK WORLD

ACTIVITIES
View filmstrip and follow with discussion of things pilgrims needed when they came to a new land. Point out how persons needed to specialize their occupations to make the United States what it is today. Try to imagine life without stores. Have children tell the types of stores and products available on Main Street in their community now.

EVALUATION
The child will be able to distinguish the contributions occupations made at different times with some occupations now.
Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to advancement of society.

GRADE K
CURR. Social Science (Holidays)
AREA(S)

WORK WORLD

ACTIVITIES

View filmstrip and follow with discussion of things pilgrims needed when they came to a new land. Point out how persons needed to specialize their occupations to make the United States what it is today. Try to imagine life without stores. Have children tell the types of stores and products available on Main Street in their community now.

EVALUATION

The child will be able to compare occupations needed in Pilgrim times with some occupations now.
Occupations exist for a purpose, from needs of society. Begin to recognize that occupations develop from needs of society. Begin to understand the contributions that occupations make to the advancement of society.

Inform the student about the variety of jobs that are made available from seed and plant growth. Farmer, sales personnel, food service, canning operations, food markets, power equipment manufacturers, machines, tool industry, forest service, science research, etc. Ask the students who they know has a job because of seed and plant growth. What work will the student have to do to make their plants grow? Compare with production growing.

The student will identify jobs related to the production of seed and plant growth. The student will understand the caring for plants and harvesting of plants.
occupations exist for a purpose.

Begin to recognize that occupations develop from needs of society.

Begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Inform the student about the variety of jobs that are made available from seed and plant growth. Farmer, sales personnel, food service, canning operations, food markets, power equipment manufacturers, machines, tool industry, forest service, science research, etc. Ask the students who they know has a job because of seed and plant growth. What work will the student have to do to make their plants grow? Compare with production growing.

GRADE

K

CURR.

Science (Seeds and Plants)

AREA(S)

EVALUATION

The student will be able to identify jobs related to seed and plant growth.

The student will be able to understand the planting, caring for plants, and harvesting of plants.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

GRADE K

CURR. Social Science

AREA(S)

WORK WORLD

ACTIVITIES

RESOURCES

School

(You and Your Family-A; Kindergarten Social Science Unit - "Home and Family")

Use You and Your Family-A.

(Family having fun together - p. 17)

Let the children tell things that their families do for fun. List a number of occupations required to make the activity possible - such as camping: grocer, service station operator, camp ground owner, sporting goods store operator, clothing store clerk, highway dept. worker.

Each child will draw a picture of his family having fun together.

EVALUATE

The student name work fulfill social
Occupations exist for a purpose.
Recognize that occupations develop to fulfill social needs.

**GRADE K**

**CURR.** Social Science (Home and Family)

**AREA(S)**

**WORK WORLD**

**ACTIVITIES**

Use *You and Your Family-A.*
(Family having fun together - p. 17)
Let the children tell things that their families do for fun. List a number of occupations required to make the activity possible - such as camping: grocer, service station operator, camp ground owner, sporting goods store operator, clothing store clerk, highway dept. worker.

Each child will draw a picture of his family having fun together.

**EVALUATION**

The students will be able to name workers who help them fulfill social needs.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

GRADE K

CURR. Science

AREA(S)

WORK WORLD

RESOURCES

Teacher
School (Magazines, newspapers; Kindergarten Science Unit- "Plants")

ACTIVITIES

Make a list of what the students eat for breakfast or lunch. Multiply what the students had in your school. Ask the students, "Where does the food come from?"

With the students make a list of all the people that were involved in growing, harvesting, transplanting, selling and preparing of the food. Highlight the discussion with pictures. Have the students arrange the pictures in order from planting to eating.

EVAL

The student identify jobs that produce...
3 - Occupations exist for a purpose.

13 - recognize that occupations develop to fulfill social needs.

GRADE  K
CURR.  Science (Plants)
AREA(S)

Work World Activities

Make a list of what the students eat for breakfast or lunch. Multiply what the students had in your school. Ask the students, "Where does the food come from?"

With the students make a list of all the people that were involved in growing, harvesting, transplanting, selling and preparing of the food. Highlight the discussion with pictures. Have the students arrange the pictures in order from planting to eating.

EVALUATION

The student will be able to identify the many different jobs that are related to producing food for society.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society

GRADE K

CURR. Social Sci

AREA(S) Family

WORK WORLD

RESOURCES

ACTIVITIES

Discuss section on homes:

School

(Investigating Man's World
L.M.W. Study
Prints; Kindergartens Social Science Unit-
"Home and Family")

p. 1. Single family home, older 2 story
p. 2. Single family home, newer 1 story
p. 3. Small apartment building
p. 4. High rise multi-family apartment building
p. 5. The earth is a sphere. The surface of the earth consists of land and water.

p. 6. Stilt homes in Venezuela, South America;
    Small modern home in hills of Uruguay,
    South America

p. 7. Boat home in Hong Kong, Asia;
    Tent home in Afghanistan, Asia

EVAL

The child compare how occupations contribute to society

Explain to the students the simple way of life resulting when a family is required to meet all its basic needs without help of others' occupations. Children on p. 7 do not have time to go to school as the family depends on all members to find food and they do not have permanent residences (homes).

Send study prints home so that discussion may be continued.
3. Occupations exist for a purpose.

14. Become aware of the contributions of occupations to the advancement of society

GRADE K
CURR. Social Science (Home and Family)
AREA(S) Family

WORK WORLD

ACTIVITIES

Discuss section on homes:

p. 1. Single family home, older 2 story
p. 2. Single family home, newer 1 story
p. 3. Small apartment building
p. 4. High rise multi-family apartment building
p. 5. The earth is a sphere. The surface of the earth consists of land and water.
p. 6. Stilt homes in Venezuela, South America;
    Small modern home in hills of Uruguay, South America
p. 7. Boat home in Hong Kong, Asia;
    Tent home in Afganistan, Asia

Explain to the students the simple way of life resulting when a family is required to meet all its basic needs without help of others occupations. Children on p. 7 do not have time to go to school as the family depends on all members to find food and they do not have permanent residences (homes).

Send study prints home so that discussion may be continued.

EVALUATION

The child will be able to compare life-styles so that he can determine how occupations contribute to society.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

GRADE  K
CURR.  Social Sc
AREA(S) and Fam

RESOURCES
School  (Kindergarten
Social Science
Unit-"Home and Family")

WORK WORLD

ACTIVITIES
Discuss the "entertainment field" as an occupation. What purpose does entertainment serve? What are the children's sources of entertainment? their family's? What are the names of the occupations in the entertainment field? (actor, writer, singer, ball players)

EVALUATION
The child will be able to recognize some occupations in the entertainment.
Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

EVALUATION
The child will be able to identify some occupations that provide entertainment.

GRADE K
CURR. Social Science (Home and Family)

WORK WORLD
ACTIVITIES
Discuss the "entertainment field" as an occupation. What purpose does entertainment serve? What are the children's sources of entertainment? their family's? What are the names of the occupations in the entertainment field? (actor, writer, singer, ball players)
**CONCEPT** 3 - Occupations exist for a purpose.  

**GEN. OBJ.** 15 - recognize that occupations develop to fulfill social needs.

**GRADE** K  
**CURR.** Science  
**AREA(S)**

### WORK WORLD

### RESOURCES

- School  
- Kindergarten  
- Science Unit- "Seeds and Plants"

### ACTIVITIES

Discuss how we use plants to show feeling (wedding, funerals, Mother's Day, etc.). From the students' experience with plants, discuss with the students how they would go about getting a nice floral plant for someone. Could they grow one (where they live, time of year, etc.)? Could they buy one? From whom? Discussion should bring out the understanding that a florist grows flowers and plants for other people to buy.

**EVA**  
The student explains the florist's role in our world.
- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES
Discuss how we use plants to show feeling (wedding, funerals, Mother's Day, etc.). From the students' experience with plants, discuss with the students how they would go about getting a nice floral plant for someone. Could they grow one (where they live, time of year, etc.)? Could they buy one? From whom? Discussion should bring out the understanding that a florist grows flowers and plants for other people to buy.

EVALUATION
The student will be able to explain the role of the florist in society.

GRADE K
CURR. Science (Seeds and Plants)
AREA(S)

12.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

GRADE K
CURR. Science
AREA(S)

WORK WORLD

RESOURCES
Teacher
School
(Kindergarten Science Unit- "Water")

ACTIVITIES
Explain to the students how water is utilized by workers on their jobs to produce products, power, materials, refining, etc.

Ask the students to identify the various uses of water at home, in school, in the community.

Have the class make a chart and match these water usages with jobs and people.

EVALUATE
The students will relate water uses and their jobs.

- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Explain to the students how water is utilized by workers on their jobs to produce products, power, materials, refining, etc.

Ask the students to identify the various uses of water at home, in school, in the community.

Have the class make a chart and match these water usages with jobs and people.

EVALUATION

The students will be able to relate water usage to people and their jobs.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

RESOURCES

School (Books: Columbus, by Ingri and Edgar Parin D'Aulaire; The Columbus Story by Alice Dalgliesh; three large cartons; Kindergarten Science Unit "Holidays")

ACTIVITIES

Tell some portions of the books and read some short sections as you show the illustrations. Discuss why Columbus traveled to the New World by sailing ship. Discuss the conditions on board his ships as compared with modern day travel. (What did the men eat? How long did it take? How fast could they travel? How much room did they have aboard ship?) Relate to spacemen today.

On the floor, draw a large chalk outline to represent land. A few children stand within the outlined shape and pretend to be natives. Others occupy three large cartons (to represent the Nina, Pinta and Santa Maria). To experience a storm at sea, the children can pantomime the following poem (by Virginia S. Brown):

Hold on Men! (Sway while holding onto chairs or boxes)
The wind is blowing.
Bend your heads! (Bend heads low as though bucking the wind)
The waves are growing.
Hit the deck! (Stretch out on the floor)
Hold the sides! (Hold seats of chairs)
We'll soon be docking
Stand tall men! (Stand and stretch)
The storm is stopping. (Relax)
Scrub the decks! (Pretend to scrub the floor)
Finish mopping. (Pretend to mop)
Weapons exist for a purpose.

GRADE  K

become aware of the contributions that occupations make to the advancement of society.

CURR.  Social Science (Holidays)

AREA(S)  

WORK WORLD

ACTIVITIES

Tell some portions of the books and read some short sections as you show the illustrations. Discuss why Columbus traveled to the New World by sailing ship. Discuss the conditions on board his ships as compared with modern day travel. (What did the men eat? How long did it take? How fast could they travel? How much room did they have aboard ship?) Relate to spacemen today.

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The waves are growing.
Hit the deck! (Stretch out on the floor)
Hold the sides! (Hold seats of chairs)
We'll soon be docking
Stand tall men! (Stand and stretch)
The storm is stopping. (Relax)
Scrub the decks! (Pretend to scrub the floor)
Finish mopping. (Pretend to mop)

EVALUATION

The child will be able to tell some occupations which have helped society advance in traveling.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - recognize that occupations develop to fulfill social needs.

GRADE K

CURR. Science

AREA(S)

WORK WORLD

RESOURCES

School
(Water Come, Water Go, Kindergarten Science Unit-"Water")

Filmstrip
("Water," Eye Gate, with tape on water)

Home-School (Magazines)

ACTIVITIES

Explain to students how water is utilized by workers on their jobs to produce products, power, materials, etc.

Ask the students to identify the various uses of water at home, at school and in the community. Make a chart using magazine pictures and match these water usages with jobs and people.

Discuss the three states of water in regard to weather. Emphasize how certain occupations (weatherman, snow plow driver, snow removal crew, radio announcer, etc.) operate in order that people can plan their activities and get to work or to school.

EVALUATION

The child will utilize water usages with people and jobs in the community.
Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

GRADE K
CURR. Science (Water)
AREA(S)

WORK WORLD

ACTIVITIES

Explain to students how water is utilized by workers on their jobs to produce products, power, materials, etc. (Ask the students to identify the various uses of water at home, at school and in the community. Make a chart using magazine pictures and match these water usages with jobs and people. Discuss the three states of water in regard to weather. Emphasize how certain occupations (weatherman, snow plow driver, snow removal crew, radio announcer, etc.) operate in order that people can plan their activities and get to work or to school.

EVALUATION

The child will be able to match water usages with occupations and people in those occupations.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

GRADE K

CURR. Mat: (Set AREA(S)

WORK WORLD

RESOURCES

School
(Peabody Kit
Level #1 - People
and Activity Cards

ACTIVITIES

Place cards along chalk tray. Introduce the idea that there is a set that has no members. Tell the class that we will classify these people in special ways to form new sets. Have a child come forward and pick the sets that go together:

- The set of workers who wear uniforms.
- The set of workers who work outside.
- The set of workers who work with animals.
- The set of workers who help us to stay healthy.
- The set of workers that have two noses.
- The set of workers who are as tall as the ceiling.

As the children observe that the last two of these sets have no members, briefly discuss the idea that a set can have no members.

EVALUATE

The student make sets or identify a set as the empty.
There is a wide variety of occupations which may be classified in several ways. Begin to recognize the various ways of classifying occupations.

**WORK WORLD**

**ACTIVITIES**

Place cards along chalk tray. Introduce the idea that there is a set that has no members. Tell the class that we will classify these people in special ways to form new sets. Have a child come forward and pick the sets that go together:

- The set of workers who wear uniforms.
- The set of workers who work inside.
- The set of workers who work outside.
- The set of workers who work with animals.
- The set of workers who help us to stay healthy.
- The set of workers that have two noses.
- The set of workers who are as tall as the ceiling.

As the children observe that the last two of these sets have no members, briefly discuss the idea that a set can have no members.

**EVALUATION**

The student will be able to make sets of objects and identify a set with no members as the empty set.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

GRADE K

CURR. Social Science

AREA(S) Family

WORK WORLD

RESOURCES

School
(Kindergarten Social Science Unit-"Home and Family")

Home Guidance Counselor
Resource persons (Parents)

ACTIVITIES

Have each student answer roll call on a given day by telling what his father and/or mother does at his job. If he cannot tell, ask him to find out.

Send notes home and invite any parents to volunteer to visit and explain their jobs to class.

Identify students who have difficulty communicating in a large group or students who get little help in their home situation. Possibly enlist the aid of Guidance Counselor to work with them.

Counselor (Play media-games, puppets, etc.)

Child begins to develop a recognition of the wide variety of occupations.

Invite those children identified by the teacher to join a small group.

Encourage verbal communication by utilizing play media.
There is a wide variety of occupations which may be classified in several ways.

- begin to develop a recognition of the wide and increasing variety of occupations.

**GRADE**
K  
**CURR.**
Social Science (Home and Family)  
**AREA(S)**
Family

**WORK WORLD**

**ACTIVITIES**

Have each student answer roll call on a given day by telling what his father and/or mother does at his job. If he cannot tell, ask him to find out.

Send notes home and invite any parents to volunteer to visit and to explain their jobs to class.

Identify students who have difficulty communicating in a large group or students who get little help in their home situation. Possibly enlist the aid of Guidance Counselor to work with them.

Invite those children identified by the teacher to join a small group.

Encourage verbal communication by utilizing play media.

**EVALUATION**

The child will be able to name a variety of jobs that parents of his classmates do.

Child begins to move from non-verbal to verbal communication.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - Begin to recognize the various ways of classifying occupations.

RESOURCES
School (Peabody Kit Level #1 People and Activity Cards; Kindergarten Social Science Unit-"Home and Family")

WORK WORLD

ACTIVITIES
Arrange pictures of workers on chalk tray. Class is to think of ways to classify them. Such as:
1. Those who wear a uniform.
2. Those who work at night.
3. Those who work outdoors.
4. Those who work indoors.
5. Those who take care of our health.
6. Those who deal with animals.
7. Those who need to drive.
8. Those who need to be quite strong.
9. Those who work during the day.
10. Those who produce or make something.
11. Those who repair something.

CURR. AREA(S) Social Science Family
GRADE K
EVALU
Given a set of the student should classify the people at least two ways.
There is a wide variety of occupations which may be classified in several ways. Begin to recognize the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Arrange pictures of workers on chalk tray. Class is Level #1 to think of ways to classify them. Such as:

1. Those who wear a uniform.
2. Those who work at night.
3. Those who work outdoors.
4. Those who work indoors.
5. Those who take care of our health.
6. Those who deal with animals.
7. Those who need to drive.
8. Those who need to be quite strong.
9. Those who work during the day.
10. Those who produce or make something.
11. Those who repair something.

GRADE K

CURR. Social Science (Home and Family)

AREA(S) Family

EVALUATION

Given a set of five pictures, the student should be able to classify the pictures in at least two ways.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

WORK WORLD

RESOURCES

School (Peabody Kit Level #1 - "People and Activity Cards")

ACTIVITIES

Arrange pictures of people at work on the chalk tray. The class is to think of ways to classify them - suggestions:
1. Those who wear a uniform.
2. Those who work with animals.
3. Those who need to drive.
4. Those who work outdoors.
5. Those who work indoors.
6. Those who take care of our bodies.
7. Those who protect us from danger.

EVALUATION
Given a set of cards, the child will be able to classify them in two ways.

GRADE K
CURR. Social Sci
AREA(S) Family
There is a wide variety of occupations which may be classified in several ways. Begin to recognize the various ways of classifying occupations.

WORK WORLD ACTIVITIES

Arrange pictures of people at work on the chalk tray. The class is to think of ways to classify them. Suggestions:

1. Those who wear a uniform.
2. Those who work with animals.
3. Those who need to drive.
4. Those who work outdoors.
5. Those who work indoors.
6. Those who take care of our bodies.
7. Those who protect us from danger.

EVALUATION

Given a set of five pictures the child will be able to classify them in two ways.

GRADE K
CURR. Social Science (Home and Family)
AREA(S)
CONCEPT 5 - Work means different things to different people.

GEN; OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE K

CURR. Social Sci.

AREA(S)

WORK WORLD

RESOURCES

Books
(The Plant Sitter,
The Little Red Hen,
Pelle's New Suit)

School
(Kindergarten
Social Science Unit-
"School")

ACTIVITIES

Read the picture books or stories that bring out the various types of education or training required to do specific work.

The child will recognize the ways to learn tasks.

EVALUATE
Work means different things to different people. 

begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Read the picture books or stories that bring out the various types of education or training required to do specific work.

EVALUATION

The child will be able to recognize that there are many ways to learn to do specific tasks.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

Teacher

School (Kindergarten Science Unit- "Animals")

ACTIVITIES

List the types of jobs that the zookeeper does. Show comparisons with caring for domestic animals. Ask the students why safety is practiced by zookeepers on their jobs. Ask the students how they practice safety in tasks they perform at school, at play, and at home.

EVALU

The student will describe the job of the zookeeper and re
practices to e
preparation.
Work means different things to different people. Begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

List the types of jobs that the zookeeper does. Show comparisons with caring for domestic animals. Ask the students why safety is practiced by zookeepers on their jobs. Ask the students how they practice safety in tasks they perform at school, at play, and at home.

EVALUATION

The student will be able to describe the job of a zookeeper and relate safe working practices to educational preparation.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

RESOURCES

School
(Props: play telephone, play typewriter, play stove, play broom, play dishes, furniture; Kindergarten Social Science Unit: "Home and Family")

WORK WORLD

ACTIVITIES

After discussing some of parents' occupations or having had a parent visit and tell about his occupation and preparation, call on volunteers to come forward and dramatize their mother or father at work. First let class decide: (1) what props might be used; (2) who would be to play role(s), and (3) how many persons would be needed to act out the work.

GRADE: K
CURR. AREA(S): Social Studies

EVA.
Work means different things to different people.

begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

**WORK WORLD**

**ACTIVITIES**

After discussing some of parents' occupations or having had a parent visit and tell about his occupation and preparation, call on volunteers to come forward and dramatize their mother or father at work. First let class decide: (1) what props might be used, (2) who would be to play role(s), and (3) how many persons would be needed to act out the work.

**EVALUATION**

The child will be able to match educational preparation to parents' occupations.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

WORK WORLD

RESOURCES

Film  (#7670 - "Lonely Scarecrow" BAVI)

ACTIVITIES

View the film "Lonely Scarecrow." After the film, discuss what the scarecrow's job was, how well he did his job, and if he was happy at his job.

EVALUATION

The student will have a different view of what a "job" is.
Work means different things to different people. Recognize the various ways of describing meanings of work.

**WORK WORLD**

**ACTIVITIES**

View the film "Lonely Scarecrow." After the film, discuss what the scarecrow's job was, how well he did his job, and if he was happy at his job.

**EVALUATION**

The student will gain a different viewpoint of what a "job" is.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

RESOURCES
School
(Kindergarten Social Science Unit- "Home and Family")
Filmstrip
("Keeping Busy," Encyclopedia Britannica)

WORK WORLD ACTIVITIES
Show filmstrip "Keeping Busy." Discuss how families work together to provide food, clothing, shelter, love, learning and protection. List contributions of each family member in the filmstrip.

EVALUATION
The student will describe the various ways of describing meanings of work in individual family work.
Work means different things to different people. So recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

Show filmstrip "Keeping Busy." Discuss how families work together to provide food, clothing, shelter, love, learning and protection. List contributions of each family member in the filmstrip.

EVALUATION

The student will be able to describe the various work of individual family members.
**CONCEPT** 5 - Work means different things to different people.

**GEN. OBJ.** 21 - recognize the various ways of describing meanings of work

### WORK WORLD

#### RESOURCES
- Teacher
- School  
  (Kindergarten Science Unit- "Animals")

#### ACTIVITIES
Discuss with the students, that the caring for pets may be classified as work or play, but that each classification can be meaningful and produce results. Have the students make a list of school activities and ask the students to identify those which they consider work and those which they consider play.

### EVALUATION
The student will classify school activities as to work or play.
Work means different things to different people.

recognize the various ways of describing meanings of work

WORK WORLD

ACTIVITIES

Discuss with the students, that the caring for pets may be classified as work or play, but that each classification can be meaningful and produce results. Have the students make a list of school activities and ask the students to identify those which they consider work and those which they consider play.

EVALUATION

The student will be able to classify school activities as to work or play.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

WORK WORLD

RESOURCES

Film
(#3851-"I'm No Fool As a Pedestrian"
BAVI)

ACTIVITIES

View the film "I'm No Fool As a Pedestrian."
Discuss the individual responsibilities students have as a pedestrian.

EVALUATION

The student shows basic safety knowledge job as a pedestrian.
- Work means different things to different people.
- recognize that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

View the film "I'm No Fool As a Pedestrian."
Discuss the individual responsibilities students have as a pedestrian.

GRADE K
CURR. Health-P.E.
AREA(S)

EVALUATION

The student should acquire basic safety knowledge of his job as a pedestrian.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

WORK WORLD

RESOURCES

School
(Large chart; Kindergarten Social Science Unit-"Home and Family")

ACTIVITIES

Have the children make a chart or bulletin board which is divided into four sections headed: Mother, Father, Brother, Sister. They can cut pictures from magazines of such scenes as setting the table, dusting the furniture, walking the dog, washing the dishes, cooking and baking, repairing the roof, etc. Record the number of students doing each task.

EVALUATE

The students tell how each family has
Work means different things to different people. So recognize that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Have the children make a chart or bulletin board which is divided into four sections headed: Mother, Father, Brother, Sister. They can cut pictures from magazines of such scenes as setting the table, dusting the furniture, walking the dog, washing the dishes, cooking and baking, repairing the roof, etc. Record the number of students doing each task.

EVALUATION

The student will be able to tell how each person in the family has tasks.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 27 - recognize that work has a personal meaning to every person.

WORK WORLD ACTIVITIES

RESOURCES

School (DUSO Kit-Role Playing Activity VI: D; Kindergarten Social Science Unit-"Understanding Self and Others")

Role Playing Activity VI-D: "The Careful Worker."

This activity provides an opportunity to enact different approaches to same job. Partners are asked to choose an occupation then enact both conscientious and careless performance of the work. The careful worker is also able to experience the satisfaction of doing a good job.

EVALUATE

The child is able to do some reason-ful work.
Work means different things to different people. Recognize that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Role Playing Activity VI-D: "The Careful Worker."

This activity provides an opportunity to enact different approaches to the same job. Partners are asked to choose an occupation then enact both conscientious and careless performance of the work. The careful worker is also able to experience the satisfaction of doing a good job.

EVALUATION

The child is able to state some reasons for doing careful work.
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

School
(Peabody Kit-Level # 1-People and Activity Cards;
Kindergarten Social Science Unit-"Home and Family")

WORK WORLD

ACTIVITIES

Discuss persons and their occupations.

List places in Shawano where person could learn to do specific things:

1. Recreation Center
2. Baker's Kraft Korner
3. Library
4. Shawano High School
5. Shawano Airport

EVALU.
The child some place he could work.
6 - Education and work are interrelated.

17 - recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Discuss persons and their occupations.

List places in Shawano where person could learn to do specific things:

1. Recreation Center
2. Baker's Kraft Korner
3. Library
4. Shawano High School
5. Shawano Airport

EVALUATION

The child will be able to tell some places in the area where he could learn to do special work.
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ.  17 - recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

Filmstrip
("School Helpers")
School
(You and Your Friends-B-Social Science Series;
Kindergarten Social Science Unit-"School")

ACTIVITIES

Show the filmstrip "School Helpers." Discuss the school helpers in the big book in relation to what they need to be able to do.

Discuss the school helpers in the big book in relation to what they need to be able to do (p. 3-teacher; p. 4-principal; p. 5-librarian; p. 6-nurse; p. 7-secretary; p. 9-custodian; p. 10-bus driver).

Tour the school building to observe specified school helpers at work.

Have the children pantomime different types of jobs performed by school workers and have other school workers guess who they are.

GRADE

CURR.

AREA(S)

EVALUATION

The child will show the ability to fulfill part of work.

The child will show the ability to fulfill part of work.
Education and work are interrelated.

- recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Show the filmstrip "School Helpers." Discuss the school helpers in the big book in relation to what they need to be able to do.

Discuss the school helpers in the big book in relation to what they need to be able to do (p. 3-teacher; p. 4-principal; p. 5-librarian; p. 6-nurse; p. 7-secretary; p. 9-custodian; p. 14-bus driver).

Tour the school building to observe specified school helpers at work.

Have the children pantomime different types of jobs performed by school workers and have other children guess who they are.

EVALUATION

The child will be able to state abilities and training required to fulfill particular kinds of work.

The child will be able to identify school workers by the actions.
CC 10EPT 6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

RESOURCES
- Pictures of pets
- Pictures of farm animals
- Pictures of zoo animals
- Filmstrips (Listed in Science filmstrips for Kindergarten)
- School (Kindergarten Science Unit "Animals")

WORK WORLD

ACTIVITIES
Discuss with the students how they care for their pets. How does a farmer care for his animals? How does a zookeeper care for the animals in the zoo? Discuss the preparation necessary to have a pet, run a farm, maintain a zoo.

EVALUATION
The students explain the education in animals.
Education and work are interrelated.

- recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Discuss with the students how they care for their pets. How does a farmer care for his animals? How does a zookeeper care for the animals in the zoo? Discuss the preparation necessary to have a pet, run a farm, maintain a zoo.

EVALUATION

The student will be able to explain the necessity of education in caring for animals.

GRADE K

CURR. Science (Animals)

AREA(S)
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ.  17 - recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

Community
- Field trips - rest home, grocery store
- Resource persons - nurse, dental hygienist, ambulance driver

School
- Kindergarten Science Unit - "Health"

ACTIVITIES

Visit these places to observe how many types of work we can locate in the place of business.

Invite persons to describe their work to the students and discuss how they learned to perform their tasks correctly.

EVALUATE

The child people at what training
Education and work are interrelated. Recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Visit these places to observe how many types of work we can locate in the place of business.

- Persons-
  - Hospital
  - Pharmacy
  - Personal hygienist
  - River

Invite persons to describe their work to the students and discuss how they learned to perform their tasks correctly.

EVALUATION

The child will list some things people at work do and identify what training they needed to perform these tasks.

GRADE: K
CURR.: Science (Health)
AREA(S):
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

RESOURCES

Resource Persons (Parents)
School (Kindergarten Social Science Unit - "Home and Family")
(DUSO Kit)

ACTIVITIES

Send a letter to all parents inviting them to list their occupation, hobby, or special interest, and explain that you might contact them during the school year to come to school and tell about their occupations and the training required. This activity could continue throughout the year.

Learn Unit VI song, "Have a Go at It." Read story S1-126 through S1-129 (Book 2) "Duso and Squeaker"
6 - Education and work are interrelated.

8 - Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

Send a letter to all parents inviting them to list their occupation, hobby, or special interest, and explain that you might contact them during the school year to come to school and tell about their occupations and the training required. This activity could continue throughout the year.

Learn Unit VI song, "Have a Go at It." Read story S1-126 through S1-129 (Book 2) "Duso and Squeaker".

EVALUATION

The child will be able to list two or more occupations which require special training.

The child will be able to tell of the progress of another in learning to do something new.

CURR. Social Science (Home and Family)

GRADE K
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

RESOURCES

School
(You and Your Friends-B; Peabody Language Kit, Level #1; Kindergarten Social Science Unit- "School")

GRADE

CURR:
AREA(S)

WORK WORLD

ACTIVITIES

Discuss "School Helpers" (pp. 4, 5, 6, 7, 9, 10).

Emphasize the abilities and training required in each job.

Bring in some small tools and machines which might be used to do the jobs at school - such as: telephone (toy or real), typewriter, broom, hammer, screwdriver, pens and pencils, scale, eye chart, paint brush, etc. Have the children associate which items go with which jobs and which items require special training or abilities. (If items are not available, substitute pictures of tools and machines.)
Education and work are interrelated.

8 - Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

Discuss "School Helpers" (pp. 4, 5, 6, 7, 9, 10).

Emphasize the abilities and training required in each job.

Bring in some small tools and machines which might be used to do the jobs at school - such as: telephone (toy or real), typewriter, broom, hammer, screwdriver, pens and pencils, scale, eye chart, paint brush, etc. Have the children associate which items go with which jobs and which items require special training or abilities. (If items are not available, substitute pictures of tools and machines.)

EVALUATION

The child will be able to name activities required to perform a particular occupation well.
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ.  18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

RESOURCES

Community
(Resource person - Optometrist)

School
(School nurse - eye test;  Kindergarten Science Unit - "Senses")

ACTIVITIES

Invite guests to describe their work to students and discuss how they learned to perform these tasks.

Discuss which person had to have most training to perform the jobs. Point out that the nurse would deal with many other aspects of health. If the optometrist is not available, discussion would suffice.

EVALUATION

CURR. AREA(S)

The child do and ide they need tasks.
Education and work are interrelated.

- become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

Invite guests to describe their work to students and discuss how they learned to perform these tasks.

Discuss which person had to have most training to perform the jobs. Point out that the nurse would deal with many other aspects of health. If the optometrist is not available, discussion would suffice.

EVALUATION

The child will be able to list some things people at work do and identify what training they needed to perform these tasks.
CONCEPT 3 - Occupations: st for a purpose.

GEN. OBJ. 11 - begin to understand the contributions that occupations made to the advancement of society.

WORK WORLD

RESOURCES

School
(First Grade Science Unit-"Temperature and Weather")

ACTIVITIES

Explain to the students how weather conditions affect various occupations (e.g., farming, forestry, transportation, construction). Ask the students to further explain how weather can affect the workers in these occupations. Examples: the weather determines high or low productivity in farming; hazardous weather conditions hampers the safety in transportation. Discuss with the students the role of the weatherman and the people that help him gather the weather information.

EVALUATION

The students should identify the role of the weatherman and workers and be able to explain how weather affects various occupations.
Occupations exist for a purpose.

- begin to understand the contributions that occupations made to the advancement of society.

WORK WORLD

ACTIVITES

Explain to the students how weather conditions affect various occupations (e.g. farming, forestry, transportation, construction). Ask the students to further explain how weather can affect the workers in these occupations. Examples: the weather determines high or low productivity in farming; hazardous weather conditions hampers the safety in transportation. Discuss with the students the role of the weatherman and the people that help him gather the weather information.

EVALUATION

The student will be able to identify the factors that weather plays on occupations and workers.

GRADE 1

CURR. Science (Temperature and Weather)

AREA(S)
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  11 - begin to recognize that occupations develop from needs of society.
   12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES

Self

ACTIVITIES

Draw a picture of one health or safety helper. Have the students who drew the doctors form one group; dentists; another; firemen; etc. Each group displays pictures and relates a personal experience that he or she has had with this health or safety helper.

EVA:

The student develops a group of the many health helpers.
Occupations exist for a purpose.

- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Draw a picture of one health or safety helper. Have the students who drew the doctors form one group; dentists; another; firemen; etc. Each group displays pictures and relates a personal experience that he or she has had with this health or safety helper.

EVALUATION

The students should be able to develop a greater knowledge of the many functions performed by health and safety helpers.
CONCEPT

3 - Occupations exist for a purpose.

GEN. OBJ.

11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES

School
(First Grade Social Science Unit: "Neighborhood Living;"
SRA Math text, pp. 238-239)

ACTIVITIES

Take the class on a walk through neighborhoods near the school. Discuss people, places, street numbers, house numbers.

Develop a class constructed map of their homes, neighborhood and school. Discuss the way in which houses are numbered (skip counting by 2's). Why is it important for them to be able to know how to use a house number? Examples are in order to locate a friend or relatives house, deliver something, tell others where they live.

List occupations that involve house numbers. Examples are mailman, milkman, delivery man, newspaper boy, movers.

GRADE CURR. AREA(S)

EVALUATE

The child will be able to locate a house number and use it.
- Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Take the class on a walk through neighborhoods near the school. Discuss people, places, street numbers, house numbers.

Develop a class constructed map of their homes, neighborhood and school. Discuss the way in which houses are numbered (skip counting by 2's). Why is it important for them to be able to know how to use a house number? Examples are in order to locate a friend or relatives house, deliver something, tell others where they live.

List occupations that involve house numbers. Examples are mailman, milkman, delivery man, newspaper boy, movers.

EVALUATION

The child will be able to locate a house by using the house number.

GRADE 1

CURR. Social Science
AREA(S) (Neighborhood Living)
Math (Skip Counting-Unit 21)
CONCEPT

3 - Occupations exist for a purpose.

GEN. OBJ.

11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

RESOURCES

Filmstrip-Cassette
(Keshena - Eye Gate series, The Story of Houses, "The First Homes")

ACTIVITIES

Using the information from the filmstrip, "The First Homes," discuss the work of early man. Compare the ways in which society of long ago met its basic needs and the way these same needs are met today. Write creative stories for a booklet titled "Change?" The children should illustrate their story for the book.

EVALUATION

The child will evaluate society's occupations.
Occupations exist for a purpose.

- begin to recognize that occupations develop from needs of society
- begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Using the information from the filmstrip, "The First Homes," discuss the work of early man. Compare the ways in which society of long ago met its basic needs and the way these same needs are met today. Write creative stories for a booklet titled "Change?" The children should illustrate their story for the book.

EVALUATION

The child will be able to name ways society has advanced as occupations changed.

GRADE 1

CURR. Social Science (Home and Family)
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES

Teacher
School
(First Grade Science Unit- "A Healthy Body")

ACTIVITIES

In discussing foods that people need to stay healthy, you should discuss the people that check foods to see that they are safe for people to eat. We have inspectors in all areas of food growing, processing, and selling. This can be related to the school lunch program. Arrange to have the cook talk to the class about the regulations that govern the kitchen.

EVALUATION

The student will explain different jobs that were established to improve society.
Occupations exist for a purpose.

- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

In discussing foods that people need to stay healthy, you should discuss the people that check foods to see that they are safe for people to eat. We have inspectors in all areas of food growing, processing, and selling. This can be related to the school lunch program. Arrange to have the cook talk to the class about the regulations that govern the kitchen.

EVALUATION

The student will be able to explain different jobs that were established to protect society.

GRADE 1

CURR. Science (A Healthy AREA(S) Body)
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

School
  (Colored slides available at SHS art department)
Student discussion
Teacher presentation

ACTIVITIES

Have students view a colored slide presentation organized by the teacher. Slides will be of paintings from Paleolithic to contemporary, but will not be shown in sequence. Have students react to visuals:

1. Does this picture show people helping people?
2. Does this picture show people at work?
3. Does the work help other people?
4. Is this picture mostly for decoration?
5. Does decoration help people?

EVAL

Students work can help society.
Occupations exist for a purpose.

- recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Have students view a colored slide presentation organized by the teacher. Slides will be of paintings from Paleolithic to contemporary, but will not be shown in sequence. Have students react to visuals:

1. Does this picture show people helping people?
2. Does this picture show people at work?
3. Does the work help other people?
4. Is this picture mostly for decoration?
5. Does decoration help people?

EVALUATION

Students will recognize that work can help the individual or society.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Film
- (#7884-"What Should I Do: A Game"

ACTIVITIES

View film, "What Should I Do: A Game."

EVALUATION

Student should basic rules for a successful
Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

View film "What Should I Do: A Game."

EVALUATION

Student should realize that basic rules are necessary for a successful activity.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

RESOURCES

School
(Man in Action-
"People in Their Actions" p. 66,
pictures, Multimedia Readiness Kit; First Grade Social Science Unit-"Neighborhood")

Display a picture of a chef and of a soldier on the board. Ask the students to talk about the actions which these people may perform in their jobs. Let each child tell which he would prefer to do.

Display pictures of a policeman, the President, a bank worker.

Discuss these questions:
1. Who is most likely to make a speech?
2. Why might the President want to make a speech?

Continue in a similar manner with each picture.

Then ask "What must each of these people like to do?"
- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Display a picture of a chef and of a soldier on the board. Ask the students to talk about the actions which these people may perform in their jobs. Let each child tell which he would prefer to do.

Display pictures of a policeman, the President, a bank worker.

Discuss these questions:
1. Who is most likely to make a speech?
2. Why might the President want to make a speech?

Continue in a similar manner with each picture.

Then ask "What must each of these people like to do?"

EVALUATION

The pupil will be able to identify actions necessary for each occupation and what actions each worker would expect to perform.

GRADE 1
CURR. Soc. al Science
AREA(S) Neighborhood
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Teacher
School
(First Grade Science Unit- "A Healthy Body")

ACTIVITIES

In your discussion of foods which we must eat to stay healthy, you should include the possibility that we still may get sick. Have a student pretend that he gets sick. Who will take care of his needs? Mother? nurse? doctor? hospital? more nurses? more doctors? lab and x-ray people? all the helpers in a hospital? This could be developed into a bulletin board with a sequence of pictures.

EVALUAT

The student explain and that help hi sick.
- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

In your discussion of foods which we must eat to stay healthy, you should include the possibility that we still may get sick. Have a student pretend that he gets sick. Who will take care of his needs? Mother? nurse? doctor? hospital? more nurses? more doctors? lab and x-ray people? all the helpers in a hospital? This could be developed into a bulletin board with a sequence of pictures.

EVALUATION

The student will be able to explain and identify people that help him when he gets sick.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES

School
(Clock with moveable hands)

ACTIVITIES

Discuss the importance of being "on time." Begin by showing the class a play clock with moveable hands. Place the hands of the clock to show the time that the school day begins, lunch time and the end of the school day. After discussing why clocks are needed, steer the class into a discussion of what it means to be late. Ask such questions as: "Were you ever late?" "What happened?" "How did being late make you feel?" "How did it make those who were waiting for you feel?" "What would happen if a doctor, or an ambulance were late getting to a patient who needed help?"

Have the children contribute other stories illustrating situations in the work world when being late could cause discomfort and/or danger.

GRADE CURR. AREA(S)

The child will identify what on time is in school and
- Occupations exist for a purpose.
- Become aware of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Discuss the importance of being "on time." Begin by showing the class a play clock with moveable hands. Place the hands of the clock to show the time that the school day begins, lunch time and the end of the school day. After discussing why clocks are needed, steer the class into a discussion of what it means to be late. Ask such questions as: "Were you ever late?" "What happened?" "How did being late make you feel?" "How did it make those who were waiting for you feel?" "What would happen if a doctor, or an ambulance were late getting to a patient who needed help?"

Have the children contribute other stories illustrating situations in the work world when being late could cause discomfort and/or danger.

EVALUATION

The child will be able to identify ways in which being on time is important at home, school and in the work world.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES

Resource persons
(Parents, grandparents)
School
(Bulletin board, pictures,
First Grade Social Science
Unit-"Holidays")

ACTIVITIES

Make a birthday calendar for a bulletin board. Collect pictures of birthdays being celebrated from long ago until the present time. Discuss each picture. Each child must discuss with his parents and/or grandparents how birthdays were celebrated when they were children. Then discuss: How have occupations changed birthdays? How are the workers different?

EVALUATION

The child will relate how occupational changes have affected the way birthdays are celebrated.
- Occupations exist for a purpose.
- Become aware of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Make a birthday calendar for a bulletin board. Collect pictures of birthdays being celebrated from long ago until the present time. Discuss each picture. Each child must discuss with his parents and/or grandparents how birthdays were celebrated when they were children. Then discuss: How have occupations changed birthdays? How are the workers different?

EVALUATION

The child will be able to relate how different occupational interests have changed birthdays.

GRADE 1
CURR. Social Science
AREA(S) (Holidays)
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  15 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Teacher

Class

ACTIVITIES

P. E. teacher allows students to do "anything" after entering gym for class (they can run, talk, etc.) and no action is taken to control class, then... have students play a game. Teacher does not enforce any rules.

After a time, stop the game and have students sit down. Ask them why they didn't like the game? What was missing? Why are rules necessary? Who makes up the rules?

EVAL

Student shows occupation need.
- Occupations exist for a purpose.
- Recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

P.E. teacher allows students to do "anything" after entering gym for class (they can run, talk, etc.) and no action is taken to control class, then...have students play a game. Teacher does not enforce any rules.

After a time, stop the game and have students sit down. Ask them why they didn't like the game? What was missing? Why are rules necessary? Who makes up the rules?

EVALUATION

Student should realize that an occupation does fulfill some need.
CONCEPT  3 - Occupations exist for a purpose.

CEN. OBJ. 19 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

School
(First Grade
Social Science
Unit-"Home,
and Family")

ACTIVITIES

Name as many home activities as the children can discover that parallel occupations; for instance:
sewing-dress design, cooking-hotel chef, gardening-florist. Discuss why some home activities are occupations for others. Ask, "If it's a home activity, can it be an occupation without further training? Why?"

Follow up with pantomimes of home activities by one group of children and a related job by the second group.

EVALUATION

The child will relate a wide variety of home activities to actual occupations.
3 - Occupations exist for a purpose.
5 - recognize that occupations develop to fulfill social needs.

**WORK WORLD**

**ACTIVITIES**

Name as many home activities as the children can discover that parallel occupations; for instance: sewing - dress design, cooking - hotel chef, gardening - florist. Discuss why some home activities are occupations for others. Ask, "If it's a home activity, can it be an occupation without further training? Why?"

Follow up with pantomimes of home activities by one group of children and a related job by the second group.

**EVALUATION**

The child will be able to relate a wide variety of home activities to occupations.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES
School (Blackboard: First Grade Social Science Unit: "Neighborhood Living")

ACTIVITIES
Select one specific activity at a time and name as many related occupations as possible. For instance, how many occupations can children list which are related to sewing (home economics teacher, dressmaker, fashion editor, tailor, shoe repairman, fabric shop clerk or manager, sewing machine salesman, knitting-mill employee, space exploration designer)?

Have pupils make pictures or cartoons of a person who needs a worker in one of the listed occupations (example: hole in shoe needs a shoe repairman).

EVALUATE
The child identify the services
Occupations exist for a purpose. 
- become aware of the contributions that occupations make to the advancement of society.

GRADE 1
CURR. Social Science
AREA(S) (Neighborhood Living)

WORK WORLD

ACTIVITIES

Select one specific activity at a time and name as many related occupations as possible. For instance, how many occupations can children list which are related to sewing (home economics teacher, dressmaker, fashion editor, tailor, shoe repairman, fabric shop clerk or manager, sewing machine salesman, knitting-mill employee, space exploration designer)?

Have pupils make pictures or cartoons of a person who needs a worker in one of the listed occupations (example: hole in shoe needs a shoe repairman).

EVALUATION

The child will be able to identify the need for related services.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

RESOURCES

School
(Magazines, pictures, I Aim, Ask, and Act)
American Book, pp. 100-104; First Grade Social Science Unit - "Neighborhood Living")

ACTIVITIES

Collect and mount pictures of worker's tools. For example, you might use pictures of a stethoscope, thermometer, wrench, night stick, whistle, rake, order pad, pencil, tray and bat. Turn five pictures face down. Give one each to five children. Give them the opportunity to show their pictures to other children in the class. Direct the class members to name as many occupations as they can think of whose workers would use the tool. The child with the picture must decide if the answers are correct. A list of occupations can be written on the blackboard.

GRADE
CURR. AREA(S)
WORK WORLD
EVA.
There is a wide variety of occupations which may be classified in several ways.

- begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Collect and mount pictures of worker's tools. For example, you might use pictures of a stethoscope, thermometer, wrench, night stick, whistle, rake, order pad, pencil, tray and bat. Turn five pictures face down. Give one each to five children. Give them the opportunity to show their pictures to other children in the class. Direct the class members to name as many occupations as they can think of whose workers would use the tool. The child with the picture must decide if the answers are correct. A list of occupations can be written on the blackboard.

EVALUATION

The child will be able to name several occupations whose workers may use the same tools.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

WORK WORLD

RESOURCES

Film
(#0278 "Going to School is Your Job")

ACTIVITIES

View the film "Going to School is Your Job." List the occupations shown which make the school a success.

EVALUATION

The student will realize that occupation own as a success.
There is a wide variety of occupations which may be classified in several ways. Begin to recognize the various ways of classifying occupations.

**WORK WORLD**

**ACTIVITIES**

View the film "Going to School is Your Job." List the occupations shown which make the school a success.

**EVALUATION**

The student should be able to realize that all types of occupations (including their own as a student) make for success.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

WORK WORLD

RESOURCES

School
(Instruments for linear measurements and objects to measure;
First Grade Science Unit - "Classifying and Beginning Measurement")

ACTIVITIES

Make a list of workers who frequently use linear measurement on their jobs. Examples are carpenters, brick layers, plumbers, draftsman.
Show different instruments for linear measurement.
Collect a sampling of objects that the craftsman would work with. Examples are bricks, pipes, wood, nails, screws. Have the students measure these objects. Assign students to measure various items in the room to the nearest inch or half inch. Answers should be written individually.

EVA
There is a wide variety of occupations which may be classified in several ways.

- begin to recognize the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

- Make a list of workers who frequently use linear measurement on their jobs. Examples are carpenters, brick layers, plumbers, draftsman.
- Show different instruments for linear measurement. Collect a sampling of objects that the craftsman would work with. Examples are bricks, pipes, wood, nails, screws. Have the students measure these objects. Assign students to measure various items in the room to the nearest inch or half inch. Answers should be written individually.

EVALUATION

The student will be able to name occupations that use linear measurement and measure accurately to the nearest inch or half inch.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

WORK WORLD

RESOURCES

School
(I Aim, Ask, Act-
American Bock, pp.
101-103; magazines;
First Grade Social
Science Unit-"Neigh-
borhood Living")

ACTIVITIES

Discuss different jobs related to one building or one activity. These different jobs belong to a "job family." Collect pictures in order to assemble scrapbooks of "job families." If magazine pictures are scarce, children can draw workers on 9x12 manilla drawing paper and label pictures. Begin with the familiar - home builders, policemen, firemen. Incorporate a recent concept - workers at an airport, workers at a television station, workers at a space center.

Make a class dictionary of new words learned in connection with "job families."

EVALUATE

The child will correlate the various occupations and the occupations of themselves.
There is a wide variety of occupations which may be classified in several ways. Begin to recognize the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Discuss different jobs related to one building or one activity. These different jobs belong to a "job family." Collect pictures in order to assemble scrapbooks of "job families." If magazine pictures are scarce, children can draw workers on 9x12 manilla drawing paper and label pictures. Begin with the familiar—home builders, policemen, firemen. Incorporate a recent concept—workers at an airport, workers at a television station, workers at a space center.

Make a class dictionary of new words learned in connection with "job families."

EVALUATION

The child will be able to correlate the places at which various occupations are done and the occupations themselves.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES
School (First Grade Social Science Unit-"Neighborhood Living")
Class activity
Counselor

ACTIVITIES
Ask each child to write his name on a piece of paper and then write the answer to this question: What do you want to be when you grow up? Call on children individually or in groups of two or three (if some children are very shy) to tell why he (they) must learn to read for his particular career aspiration. The other children in the class can guess the "job" from the reasons given. The child guessing correctly may be assigned the next turn. Children too shy to participate should be identified for small group work with the counselor.

Counselor
Play Media
Invite those children identified by the teacher to join a small group.

EVALUATE
The child will associate some future jobs

Child will be in a small group

Encourage participation in group activities by utilizing play media.
- Work means different things to different people.
- Begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

## WORK WORLD

### ACTIVITIES

Ask each child to write his name on a piece of paper and then write the answer to this question: What do you want to be when you grow up? Call on children individually or in groups of two or three (if some children are very shy) to tell why he (they) must learn to read for his particular career aspiration. The other children in the class can guess the "job" from the reasons given. The child guessing correctly may be assigned the next turn. Children too shy to participate should be identified for small group work with the counselor.

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### EVALUATION

The child will be able to associate schoolwork and future jobs.

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Invite those children identified by the teacher to join a small group.

Child will learn to interact in a small group situation.

Encourage participation in group activities by utilizing play media.
CONCEPT  5. Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

School libraries
(I Want To Be books; (Our Working World, SRA, p. 123; First Grade Social Science Unit: "Neighborhood Living")

WORK WORLD

ACTIVITIES

Read two I Want To Be books. After reading both books to the class, compare the two occupations. For example, I Want To Be A Baseball Player and I Want To Be A Teacher can be read. The class might compare the special skills, length of training, hours of work, productive years for each occupation. (A baseball player earns more, but is able to play for only a few years; a teacher earns less, but can teach longer, and even become a better teacher.)
Work means different things to different people.

- begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Read two I Want To Be books. After reading both books in the class, compare the two occupations. For example, I Want To Be A Baseball Player and I Want To Be A Teacher can be read. The class might compare the special skills, length of training, hours of work, productive years for each occupation. (A baseball player earns more, but is able to play for only a few years; a teacher earns less, but can teach longer and even become a better teacher.)

EVALUATION

The child will be able to compare workers in different occupations.

GRADE 1

CURR. Social Science
AREA(S) (Neighborhood Living)
Language Arts - Reading
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

School
(Colored slides available at SHS art department)
Student discussion
Teacher presentation

ACTIVITIES

Have students view a colored slide presentation organized by the teacher. Slides will be of paintings from Paleolithic to contemporary, but will not be shown in sequence. Have students react to visuals:

1. Does this picture show people helping people?
2. Does this picture show people at work?
3. Does the work help other people?
4. Is this picture mostly for decoration?
5. Does decoration help people?

EVAL.

Students will work can help or society.
Work means different things to different people.

- begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

Divide a bulletin board into two sections labeled "Today - In School" and "Tomorrow in the World of Work." In the first section place children's self-portraits as they look working at school. In the second section, place children's self-portraits as they will look in their future jobs. A piece of yarn can connect the self-portraits of each child.

Place a list of the subjects they are presently learning in school next to the "Today-In School" section. Then ask for volunteers to tell the class what work they would enjoy. Go down the list of subjects with each volunteer, asking which subjects he would have to know for his chosen work, and why he would have to know them. Encourage each child to speak in complete sentences.

EVALUATION

The child will be able to name subjects in school that are most important to specific jobs.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

RESOURCES

School

ACTIVITIES

Divide a bulletin board into two sections labeled "Today - In School" and "Tomorrow in the World of Work." In the first section place children's self-portraits as they look working at school. In the second section, place children's self-portraits as they will look in their future jobs. A piece of yarn can connect the self-portraits of each child.

Place a list of the subjects they are presently learning in school next to the "Today-In School" section. Then ask for volunteers to tell the class what work they would enjoy. Go down the list of subjects with each volunteer, asking which subjects he would have to know for his chosen work, and why he would have to know them. Encourage each child to speak in complete sentences.

EVALUATE

The child will have learned that subjects in school will be important to him in his future work.
Work means different things to different people. Students begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

Divide a bulletin board into two sections labeled "Today - In School" and "Tomorrow in the World of Work." In the first section place children's self-portraits as they look working at school. In the second section, place children's self-portraits as they will look in their future jobs. A piece of yarn can connect the self-portraits of each child.

Place a list of the subjects they are presently learning in school next to the "Today-In School" section. Then ask for volunteers to tell the class what work they would enjoy. Go down the list of subjects with each volunteer, asking which subjects he would have to know for his chosen work, and why he would have to know them. Encourage each child to speak in complete sentences.

EVALUATION

The child will be able to name subjects in school that are most important to specific jobs.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

RESOURCES
School
(Our Working World,
SRA, Lesson 4; First
Grade Social Science,
Unit - "Home and Family")

WORK WORLD

ACTIVITIES

Play the record for lesson 4 which relates that a person who does useful work is a producer. People who are producers are producers of goods or producers of services. Collect pictures and have the children divide them into two groups containing producers of goods and producers of services. Discuss each with the children.

Play a game based on the song "Here We Go Round the Mulberry Bush." Divide the class into two groups and take turns in leading the class in pantomiming family members producing a goods or a service, with the class imitating the leading group's actions and singing, "This is the way we bake the bread, etc." The first group to run out of ideas sits down and the other group is the winner.

EVALUATION
The child will recognize that and/or serv
- Work means different things to different people.
- recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

Play the record for lesson 4 which relates that a person who does useful work is a producer. People who are producers are producers of goods or producers of services. Collect pictures and have the children divide them into two groups containing producers of goods and producers of services. Discuss each with the children.

Play a game based on the song "Here We Go Round the Mulberry Bush." Divide the class into two groups and take turns in leading the class in pantomiming family members producing a goods or a service, with the class imitating the leading group's actions and singing; "This is the way we bake the bread, etc." The first group to run out of ideas sits down and the other group is the winner.

EVALUATION

The child will be able to recognize that work is goods and/or services

CURR. Social Science (Home and Family) / Music

GRADE 1
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of, work.

WORK WORLD

RESOURCES

Self

ACTIVITIES

After viewing the film concept 5, objective 22, grade 1, have each child draw a picture showing which is the most important job he has as a bicycle rider. Compare pictures afterwards and notice the variety of meanings that bicycle safety involves (signals, maintenance, laws).

EVALUATION

The child should be able to identify the variety of meanings in work.
- Work means different things to different people.
- recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

After viewing the film concept 5, objective 22; grade 1, have each child draw a picture showing which is the most important job he has as a bicycle rider. Compare pictures afterwards and notice the variety of meanings that bicycle safety involves (signals, maintenance, laws).

EVALUATION

The child should become aware of the various aspects involved in work.

GRADE 1

CURR. Health-P. E.

AREA(S)
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

RESOURCES

Teacher
School
(First Grade Social Science Unit-"A Healthy Body")

After the activity in which the class pretended that one of the students got sick, have each student select one of the jobs that he would like to perform that was mentioned in the previous activity. Have the student write several reasons why he made the selection that he did. Compare the choices that the students made with the reasons they gave for their choices.
- Work means different things to different people.

- recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

After the activity in which the class pretended that one of the students got sick, have each student select one of the jobs that he would like to perform that was mentioned in the previous activity. Have the student write several reasons why he made the selection that he did. Compare the choices that the students made with the reasons they gave for their choices.

EVALUATION

The student will be able to relate that not everyone made the same choices and that people that did make the same choice may have made them for different reasons.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.
22 - recognize that work has a personal meaning to every person.

WORK WORLD

RESOURCES

School

ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

EVALUATION

Students will activities and after work
5 - Work means different things to different people.

1 - recognize the various ways of describing meanings of work.
2 - recognize that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

GRADE 1

CURR. Art

AREA(S)

EVALUATION

Students will recognize that activities also include before and after work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

WORK WORLD

RESOURCES

Film (3817:"I'm No Fool With a Bicycle"

ACTIVITIES

View the film "I'm No Fool With a Bicycle" and discuss the individual responsibilities each student has as a bicyclist.

EVALU.

The student recognizes the responsibilities of a bicyclist.
- Work means different things to different people.
- recognize that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

View the film "I'm No Fool With a Bicycle" and discuss the individual responsibilities each student has as a bicyclist.

EVALUATION

The student should be able to recognize biking safety as a responsibility.

GRADE 1

CURR. Health-P.E.

AREA(S)
CONCEPT  5 - Work means different things to different people.

GEN. OBJ.  22 - recognize that work has a personal meaning to every person.

RESOURCES

School
(Our Working World-
"Families at Work,"
SRA, p. 40; First Grade Social Science Unit-"Home and Family"

WORK WORLD ACTIVITIES

Read the poem "Automobile Mechanics" by Dorothy Baruch to the class. The poem describes a boy and his father washing and servicing a car. The children can draw pictures of something that their mothers, fathers, and they themselves produce at home. The children can discuss each picture using complete sentences and indicating if a goods or a service is produced.

or

The children can draw pictures of someone they know who cannot produce. Examples are babies, sick, elderly. They can tell a story about their drawing, pointing out why such persons cannot produce. As the speaker is encouraged to develop good speech habits, the rest of the class should be practicing good listening habits.
Work means different things to different people.
- recognize that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Read the poem "Automobile Mechanics" by Dorothy Baruch to the class. The poem describes a boy and his father washing and servicing a car. The children can draw pictures of something that their mothers, fathers, and they themselves produce at home. The children can discuss each picture using complete sentences and indicating if a goods or a service is produced.

or

The children can draw pictures of someone they know who cannot produce. Examples are babies, sick, elderly. They can tell a story about their drawing, pointing out why such persons cannot produce. As the speaker is encouraged to develop good speech habits, the rest of the class should be practicing good listening habits.

EVALUATION

The child will be able to relate that work produces either a goods or a service.
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

School (Blackboard, chalk)

ACTIVITIES

Have the children write the numerals 0 through 12. While they are doing this put 4 simple equations on the board. In each equation, make one numeral difficult to read. Then ask the children to copy the equations on the board and to complete them. Wait for the children to begin to ask questions as to what some of the numerals are. Ask the children to look at their numerals 0 through 12. Each child can evaluate his own numerals to see if he has written each numeral clearly. Discuss the reasons for writing clearly now while doing schoolwork and later as an adult in the work world.

EVALUATION

The child will identify the numerals 0 through 12 today with the understanding that he will later be able to read and write each numeral clearly.
Education and work are interrelated. Recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Have the children write the numerals 0 through 12. While they are doing this put 4 simple equations on the board. In each equation, make one numeral difficult to read. Then ask the children to copy the equations on the board and to complete them. Wait for the children to begin to ask questions as to what some of the numerals are. Ask the children to look at their numerals 0 through 12. Each child can evaluate his own numerals to see if he has written each numeral clearly. Discuss the reasons for writing clearly now while doing schoolwork and later as an adult in the work world.

GRADE 1

CURR. Math (Numbers
AREA(S) and Numerals 0 through 12-Unit 5)

EVALUATION

The child will be able to identify the ways that writing numerals clearly helps him today with schoolwork and that will later help him as an adult.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

Parents
School
(First Grade
Social Science
Unit - "Home and Family")

ACTIVITIES

Make a large mural. Each child must make a picture of his parent/parent dressed appropriately working at his and/or her special job. The workers should be clustered into those jobs that are similar. The children find out from their parent/parents what he and/or she had to learn and what special training he and/or she had to have to work at the job(s). Information will then be placed on a list near each type of worker's job on the mural.

EVALUATION

The pupil will be able to identify different workers and the preparation which prepared them for different jobs.
Education and work are interrelated.

- recognize that different kinds of work require varying degrees and types of educational preparation.

**WORK WORLD**

**ACTIVITIES**

Make a large mural. Each child must make a picture of his parent/parent's dressed appropriately working at his and/or her special job. The workers should be clustered into those jobs that are similar. The children find out from their parent/parents what he and/or she had to learn and what special training he and/or she had to have to work at the job(s). Information will then be placed on a list near each type of worker's job on the mural.

**EVALUATION**

The pupil will be able to identify different workers and ways in which preparation varies for different jobs.

**GRADE**

1

**CURR.** Social Science (Home and Family)

**AREA(S)** Art
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

RESOURCES

School (First Grade Science Unit - "Classifying and Beginning Measurement")

ACTIVITIES

Note: This is an extension of Concepts 7, 8, 9, 10, 11.

Pass out to the students the rulers and various length dowels. Have the children measure the dowels. Direct the children to place all their 3" dowels on the reading table. Continue in a similar fashion until all the dowels have been grouped according to their measurement in inches (1" - 7"").

Discuss why a ruler is a useful tool for schoolwork and in what occupations it is a necessary tool. List things that can be easily measured with a foot ruler. Name other tools of linear measurement. Discuss occupations in which accurate linear measurement is necessary.

EVALUATION

The child will identify occupational requirements that require accurate measurement.

CURR. AREA(S) N - Social Studies

GRADE 1
Education and work are interrelated. Children become aware that occupational requirements and competencies influence the content and direction of educational preparation.

**WORK WORLD**

**ACTIVITIES**

Note: This is an extension of Concepts 7, 8, 9, 10, 11.

Pass out to the students the rulers and various length dowels. Have the children measure the dowels. Direct the children to place all their 3" dowels on the reading table. Continue in a similar fashion until all the dowels have been grouped according to their measurement in inches (1" - 7").

Discuss why a ruler is a useful tool for schoolwork and in what occupations it is a necessary tool. List things that can be easily measured with a foot ruler. Name other tools of linear measurement. Discuss occupations in which accurate linear measurement is necessary.

**EVALUATION**

The child will be able to identify occupations that require accurate linear measurement.

**GRADE 1**

**CURR.** Math (Fractional

**AREA(S)** Numbers - Unit 16

Science (Classifying and Beginning Measurement)
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ.  18 - become aware that occupational requirements, and competencies influence the content and direction of educational preparation.

WORK WORLD

RESOURCES

School
(First Grade Social Science
Unit- 'School';

ACTIVITIES

Write on the blackboard the sentence starter, "I am in the first grade because..." Each child lists or names as many reasons as possible for being in the first grade. To help the child, thought questions could be, 'How old are you? Why aren't you in second grade or fourth grade? Why did you start to school? Why didn't you start sooner? Will you be in school next year?'

EVALUATION

The child will be expected to demonstrate what qualities a first grader should have in his community.
Education and work are interrelated, and become aware that occupational requirements and competencies influence the content and direction of educational preparation.

**WORK WORLD**

**ACTIVITIES**

Write on the blackboard the sentence starter, "I am in the first grade because..." Each child lists or names as many reasons as possible for being in the first grade. To help the child, thought questions could be, "How old are you? Why aren't you in second grade or fourth grade? Why did you start to school? Why didn't you start sooner? Will you be in school next year?"

**EVALUATION**

The child will be able to identify what qualities and competencies a first grader is expected to have in his community.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 18 - Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

RESOURCES
School
(First Grade Science Unit - "A Healthy Body")

ACTIVITIES
Discuss with the students, responsibilities associated with different jobs. What are or can be the consequences of mistakes in different jobs? Discuss the ways in which people prepare themselves for their jobs in order to minimize the probability of a mistake. What can be the results of a mistake made by a doctor? a nurse? a dentist? a gardener? a plumber? a teacher? etc.

(reversible vs irreversible mistakes)

EVAL.
The student relate orally the responses. Is the preparation for their jobs effective?
Education and work are interrelated. Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

**WORK WORLD**

**ACTIVITIES**

Discuss with the students, responsibilities associated with different jobs. What are or can be the consequences of mistakes in different jobs? Discuss the ways in which people prepare themselves for their jobs in order to minimize the probability of a mistake. What can be the results of a mistake made by a doctor? a nurse? a dentist? a gardener? a plumber? a teacher? etc.

(reversible vs irreversible mistakes)

**EVALUATION**

The student will be able to relate orally that the greater the responsibility, the greater is the preparation for the job.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

RESOURCES

School (General materials within the classroom or art room)

WORK WORLD

ACTIVITIES

Have students arrange tools, materials, and small furniture in an orderly manner which allows accessibility to these materials by the greatest number of students.

EVALUATION

The students demonstrated organization they had shown that they rearranged the class.
- Occupations exist for a purpose.
- begin to recognize that occupations
develop from needs of society.

WORK WORLD

ACTIVITIES

Have students arrange tools, materials,
and small furniture in an orderly manner
which allows accessibility to these materials
by the greatest number of students.

GRADE 2

CURR.  Art
AREA(S)  Social Science

EVALUATION

The students will have
demonstrated by the organ-
ization they have created
that they realize the needs of
the class.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES
School

ACTIVITIES
Play "Community Minus One." Divide the students into groups of five or six, each person having a specific occupation (doctor, recreation director, fireman, dentist, nurse, policeman). Take one person out of the community and have students discuss the outcomes. (What would we do with no firemen? no dentist? no policemen? etc.) After they have listed several outcomes, bring this profession back into the community and then eliminate another.

EVALUATE
Students should realize the occupation need.
Occupations exist for a purpose.

1. begin to recognize that occupations develop from needs of society.
2. begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Play "Community Minus One." Divide the students into groups of five or six, each person having a specific occupation (doctor, recreation director, fireman, dentist, nurse, policeman). Take one person out of the community and have students discuss the outcomes. (What would we do with no firemen? no dentist? no policemen? etc.) After they have listed several outcomes, bring this profession back into the community and then eliminate another.

ÉVALUATION

Students should be able to realize the importance of an occupation because of society's need.

GRADE 2

CURR. Health-P.E.

AREA(S)
CONCEPT
3 - Occupations exist for a purpose.

GEN. OBJ.
11 - begin to recognize that occupations development from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES
School (Play money, shelving, empty containers)

ACTIVITIES
Set up a supermarket. Have the products priced for sale. Some children can be customers; one child can be the cashier. The customer will buy products. The cashier will add the prices together so that the customer can pay the specified amount. List other occupations that use money.

EVALUATION
The child will be able to determine a specific amount of money.

GRADE 2
CURR. AREA(S)
- Occupations exist for a purpose.
- begin to recognize that occupations
develop from needs of society.
- begin to understand the contributions
that occupations make to the advancement
of society.

WORK WORLD

ACTIVITIES

Set up a supermarket. Have the products
priced for sale. Some children can be
customers; one child can be the cashier.
The customer will buy products. The cashier
will add the prices together so that the
customer can pay the specified amount. List
other occupations that use money.

EVALUATION

The child will be able to add money.
The child will be able to count coins
to determine a specific amount of
money.

GRADE 2
CURR. Math (Two-Digit
AREA(S) Addition-Unit 9)
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES

School (Second Grade Social Science Unit-"Community")

ACTIVITIES

Develop a model factory such as a card factory. One group could be responsible for the design of the card. One group could be responsible for folding of the card. Another group could be responsible for the writing of the card. After completion of the cards, discuss ways in which such a factory could be changed. Talk about ways in which such a factory is run today. Guide discussion so that the following idea is brought out: with the greater demand for a product, new jobs are created.

EVALUATION

The child explain how society creates a particular unit...
- Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Develop a model factory such as a card factory. One group could be responsible for the design of the card. One group could be responsible for folding of the card. Another group could be responsible for the writing of the card. After completion of the cards, discuss ways in which such a factory could be changed. Talk about ways in which such a factory is run today. Guide discussion so that the following idea is brought out: with the greater demand for a product, new jobs are created.

EVALUATION

The child will be able to explain how the needs of society create new jobs in a particular field.

GRADE 2

CURR.  Social Science
AREA(S)  (Community)
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

RESOURCES

School (Magazines;
Second Grade Science Unit-
"Light")

ACTIVITIES

With the students collect pictures or draw pictures showing the development of light. You could start with the caveman and fire, oil lamps, kerosene lamps, gas lights, early light bulbs, present light bulbs, etc. Discussion associated with this unit should bring out the contributions that occupations make to the advancement of society.
3 - Occupations exist for a purpose.

1 - begin to recognize that occupations develop from needs of society.

2 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

With the students collect pictures or draw pictures showing the development of light. You could start with the cayeman and fire, oil lamps, kerosene lamps, gas lights, early light bulbs, present light bulbs, etc. Discussion associated with this unit should bring out the contributions that occupations make to the advancement of society.

EVALUATION

The student will be able to explain the role that different occupations have played in the development of our present way of life.

GRADE 2

CURR.  Science (Light)

AREA(S)
CONCEPT
3 - Occupations exist for a purpose.

GEN. OBJ.
11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES
School
(Second Grade Science Unit- "Machines"

ACTIVITIES
Cite specific examples of work done by people. Select several of these examples and have the students prepare a list of reasons why people work (e.g. basic needs, satisfaction, competition, money, wants, help each other, recognition, life process, etc.).

Inform the students that work is a major contribution of people to a democratic society. Have the students extend the list of examples of work done by people. Ask the students to associate the identified work to specific jobs. Have the students rank these jobs in order of importance. Questioning will establish the fact that this is quite impossible.

EVALUATION
The student compare work understanding of grade.

The student relate work student will that all work important.
- Occupations exist for a purpose.
- Begin to recognize that occupations develop from needs of society.
- Begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD ACTIVITIES

Cite specific examples of work done by people. Select several of these examples and have the students prepare a list of reasons why people work (e.g. basic needs, satisfaction, competition, money, wants, help each other, recognition, life process, etc.).

Inform the students that work is a major contribution of people to a democratic society. Have the students extend the list of examples of work done by people. Ask the students to associate the identified work to specific jobs. Have the students rank these jobs in order of importance. Questioning will establish the fact that this is quite impossible.

GRADE 2 CURR. Science (Machines)
AREA(S)

EVALUATION

The student will be able to compare work to the understanding of why people work. The student will be able to relate work to jobs. The student will be able to recognize that all work and jobs are important.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES
School (Film, #7537- "Fight" BAVI)

ACTIVITIES
View film "Fight." (Boy is tripped, what could or should he do?)

Show two pictures - one of two opponents shaking hands after competition; the other of a quarrel or fight. Discuss words like "fairplay," "sportsmanship," "not giving up," "poor loser." How do sports and/or recreation help you improve in these areas?

EVALUATION

Students should understand a person to work for a
3. Occupations exist for a purpose.

- recognize that occupations develop to fulfill social needs.

**WORK WORLD**

**ACTIVITIES**

View film "Fight." (Boy is tripped, what could or should he do?)

Show two pictures - one of two opponents shaking hands after competition; the other of a quarrel or fight. Discuss words like "fairplay," "sportsmanship," "not giving up," "poor loser." How do sports and/or recreation help you improve in these areas?

**EVALUATION**

Students should be able to understand that sports allow a person to express his emotions, to achieve and to work for a common goal.

GRADE 2

CU RR. Health-P. E.

AREA(S)
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

School
(Second Grade
Social Science
Unit-"Self")

ACTIVITIES

Discuss noise pollution and the responsibility of each person in the classroom. Conduct a "quiet hour" of one hour sometime during the day. Neither the teacher nor the students may talk during that hour.

After the "quiet hour" discuss how all could make the classroom quieter so they could do a good job with their work. Stress the responsibility they have to their co-workers.

and

Relate the above activity by naming other workers in the work world that have to be constantly aware of the noise made on their jobs and of their responsibility to society.

EVALUATION

The child will demonstrate understanding of the responsibility of being quiet.
- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Discuss noise pollution and the responsibility of each person in the classroom. Conduct a "quiet hour" of one hour sometime during the day. Neither the teacher nor the students may talk during that hour.

After the "quiet hour" discuss how all could make the classroom quieter so they could do a good job with their work. Stress the responsibility they have to their co-workers, and Relate the above activity by naming other workers in the work world that have to be constantly aware of the noise made on their jobs and of their responsibility to society.

EVALUATION

The child will be able to accept the responsibility of respecting the right of his co-worker by being quiet.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES

Class Activity

ACTIVITIES

Simulate a TV stage, microphone, etc. Conduct spot interviews with children in the class. Ask each TV guest to finish this sentence: "If I could change things in the work world I would change..."
Occupations exist for a purpose.

- become aware of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Simulate a TV stage, microphone, etc. Conduct spot interviews with children in the class. Ask each TV guest to finish this sentence: "If I could change things in the work world I would change..."
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES

School (Construction paper, paste, scissors, rulers)

ACTIVITIES

While creating a picture, measure each figure that is put on the paper. For example: the trunk of a tree could be one inch wide and three inches high. After the project is completed, relate it to occupations that use linear measurement to improve society.

EVA The child measures the ruler.
- Occupations exist for a purpose.

- Become aware of the contributions of occupations to the advancement of society.

**WORK WORLD**

**ACTIVITIES**

While creating a picture, measure each figure that is put on the paper. For example: the trunk of a tree could be one inch wide and three inches high. After the project is completed, relate it to occupations that use linear measurement to improve society.

**EVALUATION**

The child will be able to measure objects by using a ruler.

GRADE 2

CURR. Math (Fractional Numbers-Unit 20) Art
CONCEPT 3 - Occupations exist for a purpose.

GEN/ OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

RESOURCES

Teacher
Class
School (Second Grade Science Unit - "Classifying and Measuring")

WORK WORLD

ACTIVITIES

Have a day without the use of measurement of time. Have any student with a watch turn it in when he comes to school; cover the clock, windows, etc. with paper so that the students cannot tell time by the movements of other students. Also disconnect the bells. At the end of the day, the teacher and students could have a discussion about the day and what it would be like to live without clocks. Where do clocks come from? Are there clocks in other lands? etc.

EVALUATION

The students explain the need for the clock in our way of life.

GRADE 2 CURR. SC AREA(S)
3 - Occupations exist for a purpose.

4 - Become aware of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Have a day without the use of measurement of time. Have any student with a watch turn it in when he comes to school; cover the clock, windows, etc. with paper so that the students cannot tell time by the movements of other students. Also disconnect the bells. At the end of the day, the teacher and students could have a discussion about the day and what it would be like to live without clocks. Where do clocks come from? Are there clocks in other lands? etc.

EVALUATION

The student will be able to explain the contribution that the clock maker has made to our way of life.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Community (Resource person)

ACTIVITIES

Ask the local recreation director or a swimming instructor to speak to class, explaining the activities offered, rules to be followed, the reasons for a recreation program.

EVALUATE

Student will identify the recreational programs available for community members.
3 - Occupations exist for a purpose.

5 - recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Ask the local recreation director or a swimming instructor to speak to class, explaining the activities offered, rules to be followed, the reasons for a recreation program.

EVALUATION

Student will become aware of recreational opportunities available for their use.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Survey
Home
School
(Second Grade Social Science Unit- "Transportation and Communication")

ACTIVITIES

Conduct a survey with the questions listed below:

1. Where did your great grandfather work?
2. Where did or does your grandfather work?
3. Where does your father or mother work?
4. How did each of these workers get to his job?

Discuss the results of the survey by talking about transportation needed for the job.

EVALUATE

Stress that the need for improved means of transportation has allowed for a wider range of occupations.
3. Occupations exist for a purpose.

5. Recognize that occupations develop to fulfill social needs.

**WORK WORLD**

**ACTIVITIES**

Conduct a survey with the questions listed below:

1. Where did your great grandfather work?

2. Where did or does your grandfather work?

3. Where does your father or mother work?

4. How did each of these workers get to his job?

Discuss the results of the survey by talking about transportation needed for the job.

Stress that the need for improved means of transportation has allowed for a wider range of occupations.

**EVALUATION**

By conducting a survey, the child will be able to list occupations that have developed because of better means of transportation.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

RESOURCES

School
(Second Grade Science Unit - "Classifying and Measuring")

WORK WORLD

ACTIVITIES

Have the students identify people who use volume measurements in their work. Ask the students to collect pictures that illustrate people using volume measurements on their jobs. (Examples: doctors, bakers, druggists, chemists, farmers, science teachers, homemakers, janitors, engineers, designers)

Have the students identify those people who use weight measurements in their work. Ask the students to collect pictures that illustrate people using weight measurements on their jobs. (Examples: farmers, supermarket workers, weight scales operators, engineers, designers, chemist, science teachers, material distributors, etc.)

EVALUATION

The students identify people who use volume measurements on their jobs.

The students identify people who use weight measurements on their jobs.
3 - Occupations exist for a purpose.

5 - recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Have the students identify people who use volume measurements in their work. Ask the students to collect pictures that illustrate people using volume measurements on their jobs. (Examples: doctors, bakers, druggists, chemists, farmers, science teachers, homemakers, janitors, engineers, designers)

Have the students identify those people who use weight measurements in their work. Ask the students to collect pictures that illustrate people using weight measurements on their jobs. (Examples: farmers, supermarket workers, weight scales operators, engineers, designers, chemist, science teachers, material distributors, etc.)

GRADE 2

CURR. Science (Classifying AREA(S) and Measuring)

EVALUATION

The student will be able to identify people who use volume measurement on their jobs.

The student will be able to identify people who use weight measurement on their jobs.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - become aware of the contributions that occupations make to the development of society.

WORK WORLD

RESOURCES

School (Yardsticks, class groups)

ACTIVITIES

Why would a computer be useful? What workers might use a computer? We can use a computer to play a computer game. Divide the class into two groups. Ask one member of each group to go to the front of the room where two yardsticks have been placed. The teacher will give a particular sum. The members from the groups will show how to compute the sums given. The child that finishes first wins a point for his group. Continue until each member of the group has a turn. Total the points. The group with the most points wins.

EVALUATION

The child demonstrates simple computation.
- Occupations exist for a purpose.
- Become aware of the contributions that occupations make to the development of society.

**WORK WORLD**

**ACTIVITIES**

Why would a computer be useful? What workers might use a computer? We can use a computer to play a computer game. Divide the class into two groups. Ask one member of each group to go to the front of the room where two yardsticks have been placed. The teacher will give a particular sum. The members from the groups will show how to compute the sums given. The child that finishes first wins a point for his group. Continue until each member of the group has a turn. Total the points. The group with the most points wins.

**EVALUATION**

The child will be able to demonstrate the use of a simple computer.

**GRADE 2**

**CURR.** Math (Computer

**AREA(S)** Mathematics - Unit 15)
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

RESOURCES

School
(Pictures of air transportation;
Second Grade Social Studies Unit "Transportation and Communication;
Slides: Sextant Series "Come to Work With Us: Aerospace.")

WORK WORLD ACTIVITIES

Make a picture timeline on the development of the airplane. List the jobs that have been created as a result of advanced methods of air travel. Discuss how each contributes to make society function better and view slides on "Come to Work With Us: Aerospace." Discuss each occupation and the contribution it makes to society.

EVALUATION

The child will construct a timeline on air travel and the contributions of the occupations.
- Occupations exist for a purpose.
- become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Make a picture time line on the development of the airplane. List the jobs that have been created as a result of advanced methods of air travel. Discuss how each contributes to make society function better.

View slides on "Come to Work With Us: Aerospace." Discuss each occupation and the contribution it makes to society.

EVALUATION

The child will be able to construct a time line on air transportation.

The child will be able to list air travel occupations and the contributions which each occupation makes.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 1 - become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES

School
(Magazines; Second Grade Science Unit-"Machines")

ACTIVITIES

Have the students bring in pictures of early tools used by the Indians, settlers, etc. Arrange the pictures to show the development and refinement of different tools.

Examples:
Drilling: red hot rod-bit and brace-electric drill
Cutting: stone ax-flint ax-brass ax-iron ax
bone knife-stone knife
ax-hand saw-electric saw

Show examples of stone ax, arrow points, stone or bone knives, etc.

Show the filmstrip "Did Indians Have Machines?" (Second grade science box on machines)

Discuss a relationship between the people that use the tools in their occupations and how new tools are produced.
3 - Occupations exist for a purpose.

6 - become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Have the students bring in pictures of early tools used by the Indians, settlers, etc. Arrange the pictures to show the development and refinement of different tools.

Examples:

Drilling: red hot rod-bit and brace-electric drill
Cutting: stone ax-flint ax-brass ax-iron ax
bone knife-stone knife
ax-hand saw-electric saw

Show examples of stone ax, arrow points, stone or bone knives, etc.

Show the filmstrip "Did Indians Have Machines?" (Second grade science box on machines)

Discuss a relationship between the people that use the tools in their occupations and how new tools are produced.
CONCEPT  4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ.  23 - begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

RESOURCES
Teacher
Film
(#7764 - "Why We Have Taxes: The Town That Had No Policeman" BAVI)

ACTIVITIES
Introduce the idea of "goods" and "services." Then view the film "Why We Have Taxes: The Town That Had No Policeman." For discussion ask:

1. Why did the town need a policeman?
2. What was different about his job compared to the shoemaker, farmer, housebuilder?
3. Was the policeman's job less important than the others?
4. Does the policeman have a profession that is mostly involved in goods or services?

EVALUATE
The students should realize that goods and services can be divided into two categories: goods (e.g., cotton, shoes) and services (e.g., police, education).
There is a wide variety of occupations which may be classified in several ways.

- begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Introduce the idea of "goods" and "services."

Then view the film "Why We Have Taxes: The Town That Had No Policeman." For discussion ask:

1. Why did the town need a policeman?
2. What was different about his job as compared to the shoemaker, farmer, housebuilder?
3. Was the policeman's job less important than the others?
4. Does the policeman have a profession that is mostly involved in goods or services?

EVALUATION

The student should be able to realize that occupations can be divided into "goods" or "services."

GRADE 2

CURR. Health-P. E.

AREA(S)
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

RESOURCES

School (Our Working World Neighbors At Work, teacher's manual, p. 41; Second Grade Social Science Unit "Community")

ACTIVITIES

Read the poem "A Happy Neighborhood" found in Our Working World Neighbors At Work (Teacher's manual, p. 41). Discuss the workers found in a neighborhood.

Write a story about a worker and tell how his work would make the neighborhood a happy one.

The child analyze a story.

CURR. AREA(S) 4

GRADE 23

The child organize a story.
4 - There is a wide variety of occupations which may be classified in several ways.

23 - begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Read the poem "A Happy Neighborhood" found in Our Working World Neighbors At Work (Teacher's manual, p. 41). Discuss the workers found in a neighborhood.

Write a story about a worker and tell how his work would make the neighborhood a happy one.

EVALUATION

The child will be able to analyze a poem.

The child will be able to organize sentences to form a story.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

RESOURCES

Community (Supermarket)
School (Second Grade Social Science Unit- "Community")

ACTIVITIES

Plan a field trip to a supermarket. Categorize the supermarket's workers beforehand (stock boy, manager, cashier, stamper, meat packer, butcher, checker, produce buyer).

Look for specific workers from the list during the trip.

After returning to school make an experience chart illustrating the wide variety of workers needed to run a supermarket.

GRADE 2 - The child will categorize workers in the supermarket.

CURR. So. AREA(S) (Community)

EVALUATE

The child will categorize workers in the supermarket.

The child will illustrate the wide variety of workers in particular occupations.
There is a wide variety of occupations which may be classified in several ways.

begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Plan a field trip to a supermarket. Categorize the supermarket's workers beforehand (stock boy, manager, cashier, stamper, meat packer, butcher, checker, produce buyer).

Look for specific workers from the list during the trip.

After returning to school make an experience chart illustrating the wide variety of workers needed to run a supermarket.

GRADE 2

CURR. Social Science

AREA(S) (Community)

EVALUATION

The child will be able to categorize workers in a supermarket.

The child will be able to illustrate the wide variety of workers needed in a particular occupations.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

WORK-WORLD ACTIVITIES

The teacher will establish a screened off area somewhere in the room. Within this area, place a variety of small tools and lead blindfolded students to this area to identify tools by touch. Caution the class to avoid exchange of discoveries, identifications, and ideas.

When the entire class has had an opportunity to touch and handle the tools, ask students to draw as many of them as they can identify and remember. Then have students cut their drawings into separate tools and place them on a job category bulletin board (teacher constructed).

RESOURCES

School  (Small tools)
Home  (Small tools)

EVALUATION

Students will jobs can be to the tools
There is a wide variety of occupations which may be classified in several ways.

begin to recognize the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

The teacher will establish a screened off area somewhere in the room. Within this area, place a variety of small tools and lead blindfolded students to this area to identify tools by touch. Caution the class to avoid exchange of discoveries, identifications, and ideas.

When the entire class has had an opportunity to touch and handle the tools, ask students to draw as many of them as they can identify and remember. Then have students cut their drawings into separate tools and place them on a job category bulletin board (teacher constructed).

EVALUATION

Students will recognize that jobs can be classified according to the tools used.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

RESOURCES

- Filmstrip
  (Sextant Series, "Come To Work With Us: Construction Project")
- School
  (Second Grade Social Science Unit - "Community")
- Art supplies

WORK WORLD

ACTIVITIES

- View the slides from "Come To Work With Us: Construction Project."
- Make a mural showing a particular job family (groups of jobs in a particular field). For example: Construction - bricklayers, carpenters, stone masons, painters, plumbers, plasterers.

EVALUATIONS

The child will construct a mural showing the ways in which workers are classified.
There is a wide variety of occupations which may be classified in several ways.

- begin to recognize the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

View the slides from "Come To Work With Us: Construction Project."

and

Make a mural showing a particular job family (groups of jobs in a particular field). For example: Construction-bricklayers, carpenters, stone masons, painters, plumbers, plasterers.

Stress the ways in which workers are classified.

EVALUATION

The child will be able to construct a mural showing several ways in which workers are classified.

GRADE 2

CURR. Social Science

AREA(S) (Community)

Art
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

School
(Second Grade Social Science Unit-Transportation and Communication”; Sextant Series Slides-“Come To Work With Us: Airport”; chart)

ACTIVITIES

Divide the class into groups and assign to each group a name such as a jetliner crew. Each person will be assigned a role such as pilot, co-pilot, navigator, stewardess, etc. Determine what the individual role entails and the skills which are needed by the individual. Make a chart of the jobs from the pilot to the maintenance crew showing preparation needed for each job.

Other groups that could be used are a train crew or a ship crew.

View the slides on "Come To Work With Us: Airport." Discuss each job in relationship to the skills and preparation needed for the job.

EVALUATION The child will describe education and skills given occupation.
Work means different things to different people.

begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Divide the class into groups and assign to each group a name such as a jetliner crew. Each person will be assigned a role such as pilot, co-pilot, navigator, stewardess, etc. Determine what the individual role entails and the skills which are needed by the individual. Make a chart of the jobs from the pilot to the maintenance crew showing preparation needed for each job.

Other groups that could be used are a train crew or a ship crew.

or

View the slides on "Come Work With Us: Airport." Discuss each job in relationship to the skills and preparation needed for the job.

EVALUATION

The child will be able to describe educational preparation and skills needed in a given occupation.

GRADE 2

CURR. Social Science

AREA(S) (T: sportation and Communication)
CONCEPT - Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

School
(Second Grade Science Unit: 'Animals')

ACTIVITIES

Using the same classified list of animals, relate work and play implications. Discuss with the students that both work and play understandings pertaining to animals should be realized. (Examples: (1) people fish to earn money, people fish for enjoyment; (2) people raise dogs for enjoyment, people raise dogs to earn money.)

Using several samples of the pictures that were used in the science activity, construct a chart that would classify these understandings.
- Work means different things to different people.

- Begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Using the same classified list of animals, relate work and play implications. Discuss with the students that both work and play understandings pertaining to animals should be realized.

(Examples: (1) people fish to earn money, people fish for enjoyment; (2) people raise dogs for enjoyment, people raise dogs to earn money.)

Using several samples of the pictures that were used in the science activity, construct a chart that would classify these understandings.

EVALUATION

The student will be able to differentiate work and play as applied to people's involvement with animals.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

RESOURCES

- Filmstrip
  - "The Wonderful World of Work, Telephone Workers Who Make the Phone Ring!"
- Community (Resource person - telephone worker)
- School (Second Grade Social Science Unit - "Transportation and Communication")

WORK WORLD ACTIVITIES

View the filmstrip "Telephone Workers Who Make the Phone Ring!" Point out that many of the requirements needed to be a telephone worker can be learned in school such as working with numbers and reading and writing.

and/or

A resource person can talk about the type of work he does and the educational preparation needed for his work. Bring out the fact that the telephone company has special schools where workers can learn how to get better jobs.

GRADE CURR. AREA(S) EVALUATION

GRADE 2 - Social Studies "Telephone Workers"

The child will include how successful people with work, telephone workers, are. The Work World unit will ensure the work world is presented.

Resource person - telephone worker

The child will include how successful people with work, telephone workers, are. The Work World unit will ensure the work world is presented.
- Work means different things to different people.
- begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

View the filmstrip "Telephone Workers Who Make the Phone Ring!" Point out that many of the requirements needed to be a telephone worker can be learned in school such as working with numbers and reading and writing.

and/or

A resource person can talk about the type of work he does and the educational preparation needed for his work. Bring out the fact that the telephone company has special schools where workers can learn how to get better jobs.

EVALUATION

The child will be able to conclude how school provides people with the basic education preparation necessary for the work world.

GRADE 2

CURR. Social Science

AREA(S) (Transportation and Communication)
CONCEPT  5 - Work means different things to different people.

GEN. OBJ.  21 - recognize the various ways of describing meanings of work.

WORK WORLD

RESOURCES

Self

ACTIVITIES

After viewing film in Concept 5, objective 22, grade 2, the children have each student prepare a poster of one area of water safety which he considers to be most important (swimming with others, knowing the area, not getting too fatigued, not showing off). Compare posters and notice the variety of most important.
Work means different things to different people.

1. Recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

After viewing film in Concept 5; objective 22, grade 2, have each student prepare a poster of one area of water safety which he considers to be most important (swimming with others, knowing the area, not getting too fatigued, not showing off). Compare posters and notice the variety of most important.

EVALUATION

The child will be able to understand that the meaning of a job can be quite varied.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

RESOURCES
Home
(Wire hanger)

School
(Magazine for pictures of workers; Second Grade Social Science Unit-"Community")

WORK WORLD

ACTIVITIES
List the producers of goods and services of workers in the community. Make a hanger mobile of the workers. One side of the mobile should be the producers of services and the other side should be the producers of goods. Teacher should stress the need for 'balance' of producers of goods and services.

EVALUATE
The child constructs the meaning relationship goods and services.
- Work means different things to different people.
- Recognize the various ways of describing meanings of work.

**WORK WORLD**

**ACTIVITIES**

List the producers of goods and producers of services of workers in the community. Make a hanger mobile of the workers. One side of the mobile should be the producers of services and the other side should be the producers of goods. Teacher should stress the need for "balance" of producers of goods and services.

**EVALUATION**

The child will be able to construct a mobile showing the meaning of work in relation to producers of goods and producers of services.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ.  21 - recognize the various ways of describing meanings of work.
22 - recognize that work has a personal meaning to every person.

WORK WORLD

RESOURCES
School

ACTIVITIES
Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

EVALUATION
Students will participate in art activities and after work.
- Work means different things to different people.
- recognize the various ways of describing meanings of work.
- recognize that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

GRADE  2
CURR.  Art
AREA(S)  

EVALUATION

Students will recognize that activities also include before and after work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

WORK WORLD

RESOURCES
School (Second Grade Social Science Unit-"Self")

ACTIVITIES
Consider each worker represented in the school building. Talk about reasons why each person would like his work. Divide the class into groups. Each group should ask an assigned worker why he likes his job. Compare the results with the speculated guess. Which job would you think you would like most? Write a story about it indicating why you made the choice. (The workers in the building which could be interviewed are principal, teacher, art teacher, music teacher, physical education teacher, custodian, counselor, coach, cooks, and secretary.)

EVALUATION
The child will write a story about his personal meaning of work.
29.

Work means different things to different people. 

recognize that work has a personal meaning to every person.

GRADE 2
CURR. Social Science (Self)
AREA(S) Language Arts-Reading

WORK WORLD

ACTIVITIES

Consider each worker represented in the school building. Talk about reasons why each person would like his work. Divide the class into groups. Each group should ask an assigned worker why he likes his job. Compare the results with the speculated guess. Which job would you think you would like most? Write a story about it indicating why you made the choice. (The workers in the building which could be interviewed are principal, teacher, art teacher, music teacher, physical education teacher, custodian, counselor, coach, cooks, and secretary.)

EVALUATION

The child will be able to write a story about work which has personal meaning to him.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

WORK WORLD

RESOURCES

Film (#4086-"I'm No Fool in Water" BAVI)

ACTIVITIES

View the film "I'm No Fool in Water" and discuss the responsibility each has as a swimmer.

EVALUATION

The student views swim responsibilities.
- Work means different things to different people.

- recognize that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

View the film "I'm No Fool in Water" and discuss the responsibility each has as a swimmer.

EVALUATION

The student should be able to view swimming as a personal responsibility.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES
Teacher
Student

ACTIVITIES
Teacher collects pictures of people working in the area of sports and recreation (professional football player, golfer, skater, dancer, P.E. instructor, recreation director, swimming instructor, coach).

Discuss:
"Did these people have to go to school to succeed?"
"Did they attend a special school? (training camp)"
"Could these people succeed without learning and knowing the rules of the game or how to learn the skills involved?"
"What other qualifications do they need?"

or
Complete the same activity with health related occupations.

EVALU

Students select something in order to work.
- Education and work are inter-related.
- recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Teacher collects pictures of people working in the area of sports and recreation (pro football player, golfer, skater, dancer, P.E. instructor, recreation director, swimming instructor, coach).

Discuss:
- "Did these people have to go to school to succeed?"
- "Did they attend a special school? (training camp)"
- "Could these people succeed without learning and knowing the rules of the game-or how to learn the skills involved?"
- "What other qualifications do they need?"

or

Complete the same activity with health related occupations.

EVALUATION

Students should realize that in order to work they must learn something about their work.
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

Community
(Resource people-Superintendent of Schools, Principal)

School
(Second Grade Social Science Unit-"Community")

ACTIVITIES

Have a resource person come to school and talk about schools of long ago and schools of today. Compare the preparation for work needed by boys and girls of long ago and the preparation needed by boys and girls of today. Make a cooperative chart to summarize results.

Discuss the jobs required to successfully run a school of today in comparison to the school of long ago.

EVAL

The child will compare educational requirements of today and those of the past.

The child will analyze jobs in a school of today.
- Education and work are interrelated.
- recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Have a resource person come to school and talk about schools of long ago and schools of today. Compare the preparation for work needed by boys and girls of long ago and the preparation needed by boys and girls of today. Make a cooperative chart to summarize results.

Discuss the jobs required to successfully run a school of today in comparison to the school of long ago.

EVALUATION

The child will be able to compare educational preparation requirements of long ago to those of today.

The child will be able to analyze jobs required to run a school of long ago and jobs required to run a school today.
CONCEPT 1 - Education and work are interrelated.

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

RESOURCES

School:
(SRA Math book - Grade 2; measuring cups, lemonade, pudding)

WORK WORLD

ACTIVITIES

Discuss people who use liquid measurement on their jobs. Pretend the class is a group of cooks. Divide the class into four groups. Two groups will prepare instant pudding by measuring out the needed number of cups. The other two groups will measure the needed number of quarts of lemonade. Some of the class can become other restaurant workers by being a waitress or waiter and by passing out the end products.

EVALUATE

The child will work with workers who use liquid measurement on their jobs.

The child will measure liquid cups and quarts.
Education and work are interrelated.

Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

Discuss people who use liquid measurement on their jobs. Pretend the class is a group of cooks. Divide the class into four groups. Two groups will prepare instant pudding by measuring out the needed number of cups. The other two groups will measure the needed number of quarts of lemonade. Some of the class can become other restaurant workers by being a waitress or waiter and by passing out the end products.

EVALUATION

The child will be able to list workers who use liquid measurement.

The child will be able to measure liquids by using cups and quarts.

GRADE 3

CURR. Math (Liquid Measurement Unit 22)

AREA(3) Measurement
CONCEPT: Education and work are integrated

GEN. OBJ. 18- become aware that occupational requirements and competencies influence the content and direction of educational preparation

RESOURCES

- Libraries - school and community (Magazines)
- School (Man in Action series: People and Their Social Actions; Second Grade Social Science Unit: "Community")

ACTIVITIES

Have each child collect three or four magazine pictures of people in different occupations to make posters. As a group, label each picture with the amount of training necessary to enter that job. Discuss why such training is necessary and use Man in Action series: People and Their Social Actions (p. 81 in teacher's book, p. 59 in student's book) to further the discussion of workers and their training

EVALUATION (CURR. AREA(S))

The child will have completed plans and needed for...
WORK WORLD

ACTIVITIES

Have each child collect three or four magazine pictures of people in different occupations to make posters. As a group, label each picture with the amount of training necessary to enter that job. Discuss why such training is necessary.

Use the Social Action series: People and Their Social Actions (p. 61) in teacher's book, p. 59 in student's book) to further the discussion of workers and their training.

EVALUATION

The child will be able to investigate a variety of occupations and the training needed for each.
CONCEPT

Occupations exist for a purpose.

GEN. OF

11 - begin to recognize that occupations develop from the needs of society.

12 - begin to understand the experiences that occupations make to advancement of society.

WORK WORLD

RESOURCES

- School
  - Library-Atlas, encyclopedias;
  - Third Grade Social Science Unit - "Communities in Other Lands"

ACTIVITIES

Construct a world map that shows the warm and cold communities studied. Link these communities by yarn. Take an occupation such as an international airline company. Pose these questions: Why do we need this airline? What does it do to the communities in other lands? How does it help all the people in the world? What kinds of things can we share? Guide the questions so some of these are the results: (1) International airlines allow all people to become interdependent upon one another. (2) It allows for a greater exchange of culture, products, and scientific ideas. (3) This would result in added job opportunities which promote the advancement of societies.

On the map show by tags some of the objects of exchange that are a result of greater interdependence.

EVALUATE

The child will construct a world map.

GRADE

CURR. AREAS:

The child will have a map that shows the communities in other lands.
occupations ex's for a purpose.

1. begin to recognize that occupations develop from the needs of society.
2. begin to understand the relationships that occupations make in advancement of society.

WORK WORLD
ACTIVITIES

Construct a world map that shows the warm and cold communities studied. Link these communities by yarn. Take an occupation such as an international airline company. Pose these questions: Why do we need this airline? What does it do to the communities in other lands? How does it help all the people in the world? What kinds of things can we share? Guide the questions so some of these are the results: (1) International airlines allow all people to become interdependent upon one another. (2) It allows for a greater exchange of culture, products, and scientific ideas. (3) This would result in added job opportunities which promote the advancement of societies.

On the map show by tags some of the objects of a result of greater interdependence.

CRADE 3
CURR. Social Science
AREA(S) Communities in Other Lands

EVALUATION

The child will be able to construct a part of a world map.

The child will be able to name some of the results of an occupation that causes greater interdependence of people.
Concept 3: Occupations exist for a purpose.

Gen. Ob. 13: recognize that occupations develop to fulfill social needs.

Work With:

Resources

What is children like about these chosen musicians? Why?

They may discover these people:
1. bring people together in groups.
2. evoke a physical response from children (usually in the form of dancing).
3. represent a level of skill in playing and singing that children may strive for.
Occupations exist for a purpose.

recognize that occupations develop to fulfill social needs.

GRADE 5

CURR. Music

AREA(S):

Music Education

What is a child like about these chosen musicians? Why?

They may discover these people:

1. Bring people together in groups.
2. Evoke a physical response from children (usually in the form of dancing).
3. Represent a level of skill in playing and singing that children may strive for.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

RESOURCES

School
(Play money, missing factor slips, feel bakery products)

WORK WORLD ACTIVITIES

Set up a bakery with items to be bought by individual pieces. Give each child a random amount of money. The children can make order slip to tell what they are to buy. Slips are written as follows: You have 30¢. How many 5¢ cupcakes can you buy?

Children then would follow the directions on the order slip to complete the equation. This activity could be used as a developmental activity in missing factor multiplication.

Pose the question: How can this kind of multiplying help you?

GRADE 3
CURR. M
AREA(S) M

EVALUATE

The child will solve problems in missing factor multiplication.
- Occupations exist for a purpose.
- Recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Set up a bakery with items to be bought by individual pieces. Give each child a random amount of money. The children can make order slip to tell what they are to buy. Slips are written as follows: You have 30¢. How many 5¢ cupcakes can you buy?

Children then would follow the directions on the order slip to complete the equation. This activity could be used as a developmental activity in missing factor multiplication.

Pose the question: How can this kind of multiplying help you?

GRADE 3

CURR. Math (Missing Factor)

AREA(S) Multiplication-Unit 15

EVALUATION

The child will be able to solve problems by using missing factor method.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

RESOURCES

Home
School
(Third Grade Social Science Unit-"Self")

ACTIVITIES

Make a list together of rights the children have in school and at home. After the list is completed, have them work in groups of three or four to list the responsibilities that accompany these rights. Discuss how rights and responsibilities are necessary in their work at school and at home. Ask the children if their parents have any of these same rights and responsibilities. Ask if the children will have any of the same rights and responsibilities when they are older.

EVALUATE

The child will be able to name the rights and responsibilities he has at home.

The child will be able to relate how the rights and responsibilities for all people warn...
- Occupations exist for a purpose.
- Recognize that occupations develop to fulfill social needs.

**WORK WORLD**

**ACTIVITIES**

Make a list together of rights the children have in school and at home. After the list is completed, have them work in groups of three or four to list the responsibilities that accompany these rights. Discuss how rights and responsibilities are necessary in their work at school and at home. Ask the children if their parents have any of these same rights and responsibilities. Ask if the children will have any of the same rights and responsibilities when they are older.

**EVALUATION**

The child will be able to list the rights and responsibilities he has at home and at school.

The child will be able to relate how these rights and responsibilities are necessary for all people.
CONCEPT

3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

RESOURCES

School (Third Grade Science Unit-"Rocks")

WORK WORLD

ACTIVITIES

Relate the job of the geologist and its results.

Discover mineral-metallic and non-metallic--(e.g. iron, copper, oil, gas). Ask the student what industries would hire a geologist--a metal manufacturing company, oil manufacturing company, etc.

Develop a chart showing why geologists are hired (e.g. average American is largest consumer of minerals in the world).

List local businesses that are dependent upon minerals for their operations.

EVALUATE

GRADE 3

CURR. Sci

AREA(S)

The student explain the relationship between the geologist and business.
3 - Occupations exist for a purpose.

3 - recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Relate the job of the geologist and its results. Discover mineral-metallic and non-metallic--(e.g. iron, copper, oil, gas). Ask the student what industries would hire a geologist--a metal manufacturing company, oil manufacturing company, etc.

Develop a chart showing why geologists are hired. (e.g. average American is largest consumer of minerals in the world).

List local businesses that are dependent upon minerals for their operations.

GRADE 3

CURR. Science (Rocks)

AREA(S)

EVALUATION

The student will be able to explain the role of the geologist and relate his job to business and industry.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

RESOURCES

School
(12x18 drawing paper, old magazines and newspapers, water base paint, crayons, chalk, paste)

WORK WORLD

ACTIVITIES

Have students use a multi-media approach (photo montage, collage, painting, drawing) to depict the machinery used to change environment.

Have the students consider:
- Who uses this machinery?
- Why do we change the natural environment?

EVALUATION

Students will people are doing each other for advancement.
Occupations exist for a purpose.

become aware of the contributions
of occupations to the advancement
of society.

WORK WORLD

ACTIVITIES

Have students use a multi-media approach (photo montage, collage, painting, drawing) to depict the machinery used to change environment.

Have the students consider:
Who uses this machinery?
Why do we change the natural environment?

EVALUATION

Students will recognize that people are dependent upon each other for survival and advancement.

GRADE 3
CURR. Art
AREA(S)
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES
- Teacher
- School (Magazines)
- Self

ACTIVITIES
Teacher displays magazine pictures of famous Americans in the area of sports who have had physical disabilities at one time or another (Bart Starr, Roy Campanella, Helen Keller, Jackie Robinson; Jim Thorpe, Pete Grey, Tom Dempsey, Ron Jefferson, Glen Cunningham, Wilma Rudolph, Jim Ryan, Ray Nitchke, Joe Namath, Ken Dyer).

All of these people have become famous because of their ability and attitudes; their willingness to "stick to it." List some of the characteristics of a good athlete: e.g., courage, patience, confidence, willingness to work, sportsmanship.

EVAL
Students write the action these people
- Occupations exist for a purpose.
- become aware of the contributions of occupations to the advancement of society.

WORK WORLD ACTIVITIES

Teacher displays magazine pictures of famous Americans in the area of sports who have had physical disabilities at one time or another (Bart Starr, Roy Campanella, Helen Keller, Jackie Robinson, Jim Thorpe, Pete Grey, Tom Dempsy, Ron Jefferson, Glen Cunningham, Wilma Rudolph, Jim Ryan, Ray Mitchke, Joe Namath, Ken Dyer).

All of these people have become famous because of their ability and attitudes; their willingness to "stick to it." List some of the characteristics of a good athlete: e.g., courage, patience, confidence, willingness to work, sportsmanship.

GRADE 3 CURR. Health-P.E. AREA(S)

EVALUATION

Students will be able to see the actions and attitudes of these people as "ideals."
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Research and report on occupations of one of parents (preferably the father). In the report the child should identify the occupation and tell how the particular occupation contributes to and improves the society.

Have some of the children give their reports orally to the class. Discussion should follow.
- Occupations exist for a purpose.
- Become aware of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Research and report on occupations of one of parents (preferably the father). In the report the child should identify the occupation and tell how the particular occupation contributes to and improves the society.

Have some of the children give their reports orally to the class. Discussion should follow.

EVALUATION

The child will be able to write a report about the contributions of his father's occupation to society.

GRADE  3

CURR.  Language Arts-Reading
AREA(S)  (Writing Reports)
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions that occupations make to the advancement of society.

16 - become aware of the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES  ACTIVITIES

School (Colored slides available at SHS art department) Have students view colored slides selected to show the arts and crafts of different societies. Encourage the students to recognize that there are different styles of work and to guess what contribution the art work has made to that particular society.

General slide groups available at the Shawano High School are Paleolithic, Neolithic, Mesopotamian, Egyptian, Agean, Greek, Roman, Medieval, Renaissance, Baroque, Modern, Latin American, African and Oceanic, and Pre-Columbian.

EVALUATE

The students that artists have contributed to different societies.
- Occupations exist for a purpose.
- Become aware of the contributions that occupations make to the advancement of society.
- Become aware of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Have students view colored slides selected to show the arts and crafts of different societies. Encourage the students to recognize that there are different styles of work and to guess what contribution the art work has made to that particular society.

General slide groups available at the Shawano High School are Paleolithic, Neolithic, Mesopotamian, Egyptian, Agean, Greek, Roman, Medieval, Renaissance, Baroque, Modern, Latin American, African and Oceanic, and Pre-Columbian.

EVALUATION

The students will appreciate that artists and craftsmen have contributed to their societies.
**CONCEPT** 3 - Occupations exist for a purpose.

**GEN. OBJ.** 15 - recognize that occupations develop to fulfill social needs.

**WORK WORLD**

**RESOURCES**
- School
- Phone Book

**ACTIVITIES**

Make a list of all the recreational activities available in the area. Across from the recreational activity, write an occupation which is responsible for or relates to this activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling</td>
<td>Proprietor of alleys</td>
</tr>
</tbody>
</table>

**EVALUATE**

Students should be able to identify the needs fulfilled by each of these activities.
- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES
Make a list of all the recreational activities available in the area. Across from the recreational activity, write an occupation which is responsible for or relates to this activity.

<table>
<thead>
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<tr>
<td>Bowling</td>
<td>proprietor of alleys</td>
</tr>
</tbody>
</table>

EVALUATION
Students should be able to recognize the needs fulfilled by the availability of these activities.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  15 - recognize that occupations develop to fulfill social needs.

RESOURCES

School
(Magazines; Third Grade Science Unit - "Heat and Energy").

WORK WORLD

ACTIVITIES

Construct a bulletin board of pictures relating to workers who helped in heating the home through the years. The children should draw or collect pictures from magazines to show persons involved in heating homes by wood, coal, oil, or gas. The children should discover that the more convenient the method of heating the home becomes, the more workers or occupations there must be to fulfill this convenience.

EVAL

GRADE

CURR. AREA(S)
3 - Occupations exist for a purpose.

5 - recognize that occupations develop to fulfill social needs.

GRADE 3

CURR. Science (Heat and Energy)

AREA(S) Energy

WORK WORLD

ACTIVITIES

Construct a bulletin board of pictures relating to workers who helped in heating the home through the years. The children should draw or collect pictures from magazines to show persons involved in heating homes by wood, coal, oil, or gas. The children should discover that the more convenient the method of heating the home becomes, the more workers or occupations there must be to fulfill this convenience.

EVALUATION

The child will be able to construct a bulletin board by collecting pictures of workers needed in heating the home.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

GRADE 3

CURR. Health

AREA(S) Language

WORK WORLD

RESOURCES

School (Library, magazines, books)

ACTIVITIES

Have students research information on areas of health. A report can be prepared on how the associated occupations and efforts improved society. (X-ray machine, polio Salk vaccine, TB tests, penicillin, Braille; malaria, Pasteur, heart transplant)

EVALUATION

Student should relate man's advances to specific occupations.
Occupations exist for a purpose. Become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Have students research information on areas of health. A report can be prepared on how the associated occupations and efforts improved society. (X-ray machine, polio Salk vaccine, TB tests, penicillin, Braille, malaria, Pasteur, heart transplant)

EVALUATION

Student should be able to relate man's advancement and improvement because of specific occupations.

GRADE 3

CURR. Health-P, E.

AREA(S) Language Arts-Reading
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

RESOURCES

Filmstrip
("The Newspaper")
Chart
School
(Third Grade Social Science Unit-"Transportation and Communication")

ACTIVITIES

Make a sequence chart of all the occupations needed to make a newspaper. The chart could begin as far back as cutting trees for paper processing through the delivery of the newspaper into the home. This would be a group activity. Discuss how each occupation is important in reaching the end product and how this newspaper serves as a communication link between people.

and

View the filmstrip "The Newspaper."

This activity may be applied to other occupations and products.

EVALUATION

The child will occupy occupations needed to a given product.
Occupations exist for a purpose. 

become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Make a sequence chart of all the occupations needed to make a newspaper. The chart could begin as far back as cutting trees for paper processing through the delivery of the newspaper into the home. This would be a group activity. Discuss how each occupation is important in reaching the end product and how this newspaper serves as a communication link between people.

and

View the filmstrip "The Newspaper."

This activity may be applied to other occupations and products.

EVALUATION

The child will be able to name occupations needed to produce a given product.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

RESOURCES

Have each child write one of the types of friendly letters studied - invitation, newsy letter or thank you letter - to a person of his choice. After the letters are written and proofread, address the envelopes correctly. Arrange a field trip to the Post Office where they may mail their letters. Ask the children to look for and inquire about all the different workers needed to maintain efficient postal service. Ask the postal worker to explain what happens to their letters.

ACTIVITIES

Write a cooperative thank you letter to the postal workers for helping us learn about the post office.

GRADE 3

CURR. Lang

AREA(S) (Fre)

EVALUATE

The child will a friendly letter form.

The child will explain how his letter came from mailbox through the work of the postal office.
There is a wide variety of occupations which may be classified in several ways. Begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Have each child write one of the types of friendly letters studied - invitation, newsy letter or thank you letter - to a person of his choice. After the letters are written and proofread, address the envelopes correctly. Arrange a field trip to the Post Office where they may mail their letters. Ask the children to look for and inquire about all the different workers needed to maintain efficient postal service. Ask the postal worker to explain what happens to their letters. And write a cooperative thank you letter to the postal workers for helping us learn about the post office.

EVALUATION

The child will be able to write a friendly letter in correct form.

The child will be able to explain how his letter gets from mailbox to friend through the workers of the post office.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

RESOURCES

School (Magazine pictures, articles)
Home (Magazine pictures, articles)

ACTIVITIES

The children should look through magazines and pick out pictures of people involved in musical activities. The teacher asks leading questions related to type of picture to help children think of other occupations that may lie behind the scenes of pictures obtained.

Answers may be grouped in three broad areas:

1. conductor
2. performer (solo or in a group)
   band, orchestra, chorus, dance
3. intelligent consumer in buying records, buying music, and buying instruments

The children are asked if they know any people that hold one of these occupations. It will probably be pertinent to point out that people use music as a vocation.

GRADE 3
CURR. Mus
AREA(S)

EVALUATION

The students identify occupations directly and indirectly into music.
There is a wide variety of occupations which may be classified in several ways.

begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

The children should look through magazines and pick out pictures of people involved in musical activities.

The teacher asks leading questions related to type of picture to help children think of other occupations that may lie behind the scenes of pictures obtained.

Answers may be grouped in three broad areas:

1. conductor
2. performer (solo or in a group)
   - band, orchestra, chorus, dance
3. intelligent consumer in buying records, buying music, and buying instruments

The children are asked if they know any people that hold one of these occupations. It will probably be pertinent to point out that people use music as a vocation.

GRADE 3

CURR. Music

AREA(S)

EVALUATION

The students will be able to identify occupations that are directly and indirectly linked to music.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

RESOURCES
Library-School or Community
("I Hear America Singing" by Walt Whitman)

ACTIVITIES
Read chorally Walt Whitman's "I Hear America Singing."
Discuss the jobs mentioned in the poem and their meaning.
Which jobs are not common today?
How does singing help people at work?

EVALUATE
The students classify some obsolete or common jobs.
The students write on how singing to the work.
The students increase their
There is a wide variety of occupations which may be classified in several ways. The students will begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

- Read chorally Walt Whitman's "I Hear America Singing."
- Discuss the jobs mentioned in the poem and their meaning.
- Which jobs are not common today?
- How does singing help people at work?

EVALUATION

The students will be able to classify some jobs as being obsolete or contemporary.

The students will be able to write on how workers apply singing to their jobs.

The students will be able to increase their job vocabulary.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

WORK WORLD

RESOURCES
School (Small sticks, drawing paper, colored paper, masking tape)

ACTIVITIES
Have students write the name of a job or work type which they think they would like to pursue.
Have students identify his sheet with his name on the back. Collect the papers and have class sort and regroup, four in a group, according to job similarities. Students identified in each group construct shadow puppets (decorated flat paper figure attached to top end of stick) and give a short presentation with puppets. The presentations should show the kind of work required within each group.

GRADE 3
CURR. Art
AREA(S)

EVALUATE

Students will illustrate the have selected will recognize be categorized
There is a wide variety of occupations which may be classified in several ways.

begin to recognize the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Have students write the name of a job or work type which they think they would like to pursue. Have student identify his sheet with his name on the back. Collect the papers and have class sort and regroup, four in a group, according to job similarities. Students identified in each group construct shadow puppets (decorated flat paper figure attached to top end of stick) and give a short presentation with puppets. The presentations should show the kind of work required within each group.

EVALUATION

Students will be able to illustrate the worker they have selected and students will recognize that work can be categorized.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

WORK WORLD

RESOURCES

- School
  (Third Grade Social Science Unit - "Self")
- Teacher prepared classification sheet

ACTIVITIES

Divide the class into five groups. Give each group a paper headed one of the following ways:
1. Ability with your hands,
2. Skill and strength of body,
3. Ability with words,
4. Ability with numbers,
5. Mechanical ability.

Discuss the meaning of five classifications.
Have each group work as a unit to list all of the occupations that they can fit under a given category. After a short time, have the groups switch lists and add any new occupations. Do this until each group has had all five papers. Discuss the occupations listed under each classification.

EVALUATION

The child will be able to identify a variety of occupations given classifications.
There is a wide variety of occupations which may be classified in several ways.

Begin to recognize the various ways of classifying occupations.

**WORK WORLD**

**ACTIVITIES**

Divide the class into five groups. Give each group a paper headed one of the following ways: (1) Ability with your hands, (2) Skill and strength of body, (3) Ability with words, (4) Ability with numbers, (5) Mechanical ability. Discuss the meaning of five classifications. Have each group work as a unit to list all of the occupations that they can fit under a given category. After a short time, have the groups switch lists and add any new occupations. Do this until each group has had all five papers. Discuss the occupations listed under each classification.

**EVALUATION**

The child will be able to list a variety of occupations for a given classification.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 19. - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

School
(Piano, staff, paper)

Resource people
(Band director, music specialist, piano student)

ACTIVITIES

The children are asked what they have to know in order to be able to create a melody from a poem. (This activity pre-supposes musical theory background in notation and pitch relationships.)

After each child has written his melody, each one can be performed by child or teacher, and favorable and unfavorable characteristics pointed out.

The children should discuss what specifically they would need to know in order to expand on their melody in the following:

1. To play their melody on the piano - a student in class that plays the piano could explain needed knowledge.

2. To have their melody orchestrated and played by a band - band director may briefly present how this is done.

EVALUATE

The students will demonstrate their knowledge in creating a melody.
Work means different things to different people. begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

The children are asked what they have to know in order to be able to create a melody from a poem. (This activity presupposes musical theory background in notation and pitch relationships.)

After each child has written his melody, each one can be performed by child or teacher, and favorable and unfavorable characteristics pointed out.

The children should discuss what specifically they would need to know in order to expand on their melody in the following:

1. To play their melody on the piano-a student in class that plays the piano could explain needed knowledge.
2. To have their melody orchestrated and played by a band - band director may briefly present how this is done.

EVALUATION

The students will be able to demonstrate their musical knowledge in creating their melody.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES
Home
School
(Magazines; Third Grade Social Science Unit-"Communities in Other Lands")

ACTIVITIES
Make a collection of pictures of people working in many occupations. Let the children do this as a homework activity and/or supply magazines in school. After pictures have been collected, discuss the amount of educational preparation or training needed for each occupation. After discussion, paste the pictures on a long strip of paper in a sequence starting with occupations needing the least amount of education or training to those needing the greatest amount of preparation.

GRADE 3
CURR. Soc (Communities in Other Lands)

EVALUATION
The child will place pictures in sequence from requiring the least amount of preparation to those requiring the greatest amount of preparation.
Work means different things to different people. begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Make a collection of pictures of people working in many occupations. Let the children do this as a homework activity and/or supply magazines in school. After pictures have been collected, discuss the amount of educational preparation or training needed for each occupation. After discussion, paste the pictures on a long strip of paper in a sequence starting with occupations needing the least amount of education or training to those needing the greatest amount of preparation.

EVALUATION

The child will be able to place pictures of occupations in sequence from those requiring the greatest amount of preparation to those requiring the least amount.

GRADE 3

CURR. Social Science
(Communities in Other Lands)
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

School
(Magazines, and newspapers; Third Grade Science Unit - "Rocks")

ACTIVITIES

Have the students make a list of all the different things we do with rocks. You should direct this list to work related uses: people that study rocks, people that build with rocks, people that move rocks, people that create art objects with rocks. Then have the students find out what type of preparation these people had to have to do the job they're doing.

Discussion should include:

Education vs Skill using these definitions:

Education = depends upon what one knows
Skill = depends upon what one can do.
Work means different things to different people. Begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Have the students make a list of all the different things we do with rocks. You should direct this list to work-related uses: people that study rocks, people that build with rocks, people that move rocks, people that create art objects with rocks. Then have the students find out what type of preparation these people had to have to do the job they're doing.

Discussion should include:

Education vs Skill using these definitions:

Education = depends upon what one knows
Skill = depends upon what one can do.

EVALUATION

The student will be able to relate education and skill to the different occupations associated with rocks.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

WORK WORLD

RESOURCES

School
(Poster board, magazines; Third Grade Social Science Unit- "Transportation and "Communication")

ACTIVITIES

Construct individual informational posters of any worker involved in the transportation and communication field. The posters should include picture of worker and the prerequisites for that worker. It may include general education, natural skills or abilities, field or on the job training, specialized schools, or college training.

Stress neatness and attractiveness of posters.

EVALUATION

The child will construct a poster needed to be the
Work means different things to different people. Begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

**WORK WORLD**

**ACTIVITIES**

Construct individual informational posters of any worker involved in the transportation and communication field. The posters should include picture of worker and the prerequisites for that worker. It may include general education, natural skills or abilities, field or on the job training, specialized schools, or college training.

Stress neatness and attractiveness of posters.

**EVALUATION**

The child will be able to construct a poster pertaining to a worker and the training needed to be that worker.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

With the students develop a bulletin board which demonstrates the series of steps from the planning of a power plant to the using of electricity in the home. In addition to the sequence of events and people involved in bringing the electricity to the home, you should include the people that design, buy, sell and maintain the electrical appliances.

After the bulletin board is completed, you could have your students select one of the people from the pictures on the bulletin board and write a paper "What I Would Like To Be and How I Would Prepare."

RESOURCES

School
(Magazines; Third Grade Science Unit- "Electricity")

EVALUATE

The student will explain different types of electricity and different types for these jobs.
Work means different things to different people. Begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

With the students develop a bulletin board which demonstrates the series of steps from the planning of a power plant to the using of electricity in the home. In addition to the sequence of events and people involved in bringing the electricity to the home, you should include the people that design, build, sell and maintain the electrical appliances.

After the bulletin board is completed, you could have your students select one of the people from the pictures on the bulletin board and write a paper "What I Would Like To Be and How I Would Prepare."

GRADE 3

CURR. Science (Electricity)

AREA(S) Language, Arts-Reading, Art

EVALUATION

The student will be able to explain different jobs relative to electricity and the need for different types of preparation for these jobs.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

WORK WORLD

RESOURCES

Self

ACTIVITIES

After viewing film(s) in concept 5, objective 22, grade 3, write a paragraph on which is the most important responsibility when building a fire. Break into discussion groups and analyze each paragraph and its job implication.

EVALUATION

The student should be aware of the various ways of describing meanings of work in a "job."
Work means different things to different people. Recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

After viewing film(s) in concept 5, objective 22, grade 3, write a paragraph on which is the most important responsibility when building a fire. Break into discussion groups and analyze each paragraph and its job implication.

EVALUATION

The student should become aware of the varied meanings in a "job."
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

WORK WORLD

RESOURCES

Poem Self

ACTIVITIES

Use the overhead projector to show the following poem:

I see that there are many things
That a worker must be.
What makes it right for others,
May not do for you and me.

Discuss the meaning and format of the poem.
Have the children select any worker and through the writing of a simple poem, describe what the meaning of work would be to that worker.

CURR. L. AREA(S) (P.E.)

GRADE 3

EVALUATE: The child will write a poem meaning of work particular wo
Work means different things to different people. Recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

Use the overhead projector to show the following poem:

I see that there are many things
That a worker must be.
What makes it right for others,
May not do for you and me.

Discuss the meaning and format of the poem. Have the children select any worker and through the writing of a simple poem, describe what the meaning of work would be to that worker.

EVALUATION

The child will be able to write a poem relating the meaning of work of a particular worker.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.
22 - recognize that work has a personal meaning to every person.

WORK WORLD

RESOURCES

School

ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

EVALUATION

The students will that activities are before and after
26. Work means different things to different people.

- Recognize the various ways of describing meanings of work.
- Recognize that work has a personal meaning to every person.

**WORK WORLD**

**ACTIVITIES**

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

**EVALUATION**

The students will recognize that activities also include before and after work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has personal meaning to every person.

RESOURCES

Film
(#5631-"I'm No Fool Having Fun"
or #3872-"I'm No Fool With Fire" BAVI)

ACTIVITIES

View one or both of the films listed and then discuss the personal responsibility involved regarding the use of fire.

EVALUATE

The student should recognize the meaning of "work."
Work means different things to different people.
recognize that work has personal meaning to every person.

WORK WORLD

ACTIVITIES

View one or both of the films listed and then discuss the personal responsibility involved regarding the use of fire.

EVALUATION

The student should be able to recognize safety as personal work.

GRADE 3
CURR. Health-P.E.
AREA(S)
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

RESOURCES

Home
School
(Third Grade Social Science Unit - "Self")

ACTIVITIES

Make a list of activities that children do in the home and at the school. Take each activity and write an example of one job that needs the skills developed from the activity. When completed, the children should choose one of the occupations for a writing activity.

Write a short report on why the selected occupation would be appealing.

GRADE 3

CURR. Soc

AREA(S) Lan

EVALUATE

The child will write a report on the occupations that him.

The child will jobs related to can do now.
Work means different things to different people. recognize that work has a personal meaning to every person.

**WORK WORLD**

**ACTIVITIES**

Make a list of activities that children do in the home and at the school. Take each activity and write an example of one job that needs the skills developed from the activity. When completed, the children should choose one of the occupations for a writing activity.

Write a short report on why the selected occupation would be appealing.

**EVALUATION**

The child will be able to name jobs related to activities he can do now.

The child will be able to write a report on one of the occupations that appeals to him.

**GRADE 3**

**CURR.** Social Science (Self)

**AREA(S)** Language Arts-Reading
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

RESOURCES
School
(Teacher made list;
Third Grade Science Unit - "Sound")

WORK WORLD

ACTIVITIES
The teacher makes a list of workers whose occupations depend on the use of sounds (verbal and supplemental).

Give the list to the children. Choose children to be particular workers. Have them relate how they use sound in their work and relate some of the duties they have. Child's last sentence should be to say: "Do you know how much and what kind of training I need?"

A discussion should follow.

EVALUATION
The child will play a worker's use of sound in
The child will the amount of preparation ne
Education and work are interrelated. Recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

The teacher makes a list of workers whose occupations depend on the use of sounds (verbal and supplemental).

Give the list to the children. Choose children to be particular workers. Have them relate how they use sound in their work and relate some of the duties they have. Child's last sentence should be to say: "Do you know how much and what kind of training I need?"

A discussion should follow.

EVALUATION

The child will be able to role play a worker and relate his use of sound in his work.

The child will be able to list the amount of educational preparation needed for a job.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

RESOURCES

WORK WORLD

ACTIVITIES

Community Make a list of all the people in the community that are employed in health or recreational occupations. Find out what type of training their jobs require (high school, special school, college, graduate school, apprenticeship).

EVALUATION

The student should see the importance of varying education for different occupations.
Education and work are interrelated.

Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

Make a list of all the people in the community that are employed in health or recreational occupations. Find out what type of training their jobs require (high school, special school, college, graduate school, apprenticeship).

EVALUATION

The student should be able to see the importance of varying educational facilities for different occupations.
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ.  18 - become aware that occupational requirements
and competencies influence the content and
direction of educational preparation.

WORK WORLD

RESOURCES  ACTIVITIES  EVALUATION

School  (Rectangular objects in building)  Find the area or number of square units in
rectangular objects in school such as, windows,
blackboards, pictures, posters, books, desks,
etc. Have each child or pair of children tabulate
results. Compare the answers when finished.
Discuss some occupations or jobs where the ability
of finding the area would be required.

The child will compute area objects.
Education and work are interrelated.

become aware that occupational requirements
and competencies influence the content and
direction of educational preparation.

WORK WORLD

ACTIVITIES

Find the area or number of square units in
rectangular objects in school such as, windows,
blackboards, pictures, posters, books, desks,
etc. Have each child or pair of children tab-
ulate results. Compare the answers when finished.
Discuss some occupations or jobs where the ability
of finding the area would be required.

EVALUATION

The child will be able to
calculate areas of rectangular
objects.

GRADE 3

CURR. Math (Area of
AREA(S) Rectangles-Unit 13)
CONCEPT: Education and work are interrelated.

GEN. OBJ. 18 - Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

RESOURCES

School
(Third Grade Social Science Unit—"Communities In Other Lands")

ACTIVITIES

Make comparative charts of occupations found in this community and those in warm and cold communities. Discuss requirements and competencies needed for each job in the communities.

Stress that the economy in this community depends on the interrelation of many people with varied training working independently; whereas the economies of warm and cold lands studied depends more on independent occupations for individual survival.

EVALUATION

The child will compare work and the training form this work.
Education and work are interrelated.

Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

**WORK WORLD**

**ACTIVITIES**

Make comparative charts of occupations found in this community and those in warm and cold communities. Discuss requirements and competencies needed for each job in the communities.

Stress that the economy in this community depends on the interrelation of many people with varied training working independently; whereas the economies of warm and cold lands studied depends more on independent occupations for individual survival.

**EVALUATION**

The child will be able to compare work in communities and the training needed to perform this work.

**GRADE** 3

**CURR.** Social Science

**AREA(S)** (Communities In Other Lands)
CONCEPT: Occupations exist for a purpose.

GEN. OBJ.: 1. Understand that occupations develop from social needs.
                2. Recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

RESOURCES

ACTIVITIES

From

[1748: 'Hospital' BAVI]

View the film 'Hospital.' Discuss occupations and functions portrayed in the film.

EVALUATE

The student should list various occupations in a health setting.
Occupations exist for a purpose.
Understand that occupations develop from social needs.
Recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

View the film, "Hospital." Discuss occupations and functions portrayed in the film.

Evaluation

The student should be able to:
1. List various occupations shown in a health service.
CONCEPT

3 - Occupations exist for a purpose.

GEN. OBJ.

50 - understand that occupations develop from social needs.

51 - recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

RESOURCES

School
(Third Grade
Social Science
Unit-"Settlement
of Wisconsin")

Teacher - Pupil
knowledge

ACTIVITIES

Develop charts relating to social needs and compare and contrast the occupations that met the needs in early Wisconsin and the needs of today. (need: communication, transportation, farm products, clothing, etc.)

Example:

(SOCIAL NEED)

COMMUNICATION

Early Wisconsin

1. Traveling distances
2. Stage coach offices
3. Pony Express
4. Road repair
   etc.

Wisconsin Today

1. Making telephones
2. Post Office
3. Mailman-cars, walk
4. Telephone linemen,
   (repair, etc.)

EVALUATE

The student will be able to name the occupations that were met in each area and compare what are met today.
Occupations exist for a purpose. Understand that occupations develop from social needs. Recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Develop charts relating to social needs and compare and contrast the occupation that met the needs in early Wisconsin and the needs of today. (need: communication, transportation, farm products, clothing, etc.) Example:

(SOCIAL NEED)-COMMUNICATION

Early Wisconsin:
1. Traveling distances
2. Stage coach offices
3. Pony Express
4. Road repair
   etc.

Wisconsin Today:
1. Making telephones
2. Post Office
3. Mailman-cars, walk
4. Telephone linemen
   (repair, etc.)

EVALUATION

The student will be able to tell how some of the people's needs were met in early Wisconsin and compare with the way needs are met today.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 50 - understand that occupations develop from social needs.
51 - recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

RESOURCES
Community
   (City Hall)
Film
   (#663-"Wisconsin Interstate Highways"
   BAVI)
School
   (Fourth Grade Social Science Unit-"Wisconsin Today")

ACTIVITIES
Take a field trip to city hall. Note all the occupations and discuss the jobs that have developed through our social needs.

GRADE 4

CURR. Social
AREA(S) (Wisconsin)

EVAL.

The student is able to recognize some of the occupations which have developed through social needs.

The student is able to recognize some of the occupations which have developed through social needs.
Occupations exist for a purpose. Understand that occupations develop from social needs. Recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Take a field trip to city hall. Note all the occupations and discuss the jobs that have developed through our social needs. and/or

BAY film "Wisconsin Interstate Highways" (Federal, State, County and City governments cooperate in appropriating money, pre-planning, public hearings, final engineering, maintenance, etc.).

EVALUATION

The student is able to list some of the occupations of city hall developed through social needs. The student is able to list some occupations which developed through social needs.
CONCEPT

3 - Occupations exist for a purpose.

GEN. OBJ. 50 - understand that occupations develop from social needs.

51 - recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

RESOURCES

School
   (Library: Fourth Grade Science Unit: "Weather")
Community
   (Library)

ACTIVITIES

Have the students identify places where he can get weather information. With the students working in small groups, have them list what they consider the advantages of weather forecasting. After the students have completed their list, a general class discussion could result in a total list. This list should include the protection of life and property among others.

Discussion should include the history of the U.S. Weather Bureau.

EVALUATE

The student will list five ways a weatherman can help the advancement...
Occupations exist for a purpose.
understand that occupations develop from social needs.
recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Have the students identify places where he can get weather information. With the students working in small groups, have them list what they consider the advantages of weather forecasting. After the students have completed their list, a general class discussion could result in a total list. This list should include the protection of life and property among others.

Discussion should include the history of the U.S. Weather Bureau.

EVALUATION

The student will be able to list five ways in which the weatherman contributes to the advancement of society.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Community (Local artist)
School (High school art student)

ACTIVITIES

Have a commercial artist or commercial art student (high school) speak to the class and display art work. The speaker should point out how the art work serves business & selling and society in becoming.

EVALUATION

The student will identify that commercial art are necessary.
Occupations exist for a purpose. Recognize that occupations develop to fulfill social needs.

**WORK WORLD**

**ACTIVITIES**

Have a commercial artist or commercial art student (high school) speak to the class and display art work. The speaker should point out how the art work serves business in selling and society in becoming.

**GRADE 4**

**CURR:** Art

**AREA(S):**

**EVALUATION**

The students will understand that commercial art and art are necessary in our society.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Community

ACTIVITIES

Have the students compose letters to people in the community asking them to speak to the class. (Previous studies have introduced the students to the functions of these people.)

Specify on the personal characteristics necessary for the jobs of these people written. (Include health and medical resource people.)

EVALUATION

Observation of content.
Occupations exist for a purpose.
recognize that occupations develop
to fulfill social needs.

WORK WORLD

ACTIVITIES

Have the students compose letters to people in the community asking them to speak to the class.
(Previous studies have introduced the students to the functions of these people.)

Specify in the personal characteristics necessary for the jobs of these people written. (Include health and medical resource people.)

EVALUATION

Observation of letters written by teacher as to form and content.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Teacher-pupil knowledge

ACTIVITIES

List, as a class, all occupations related to the music field (records, radio, T.V., music stores, bands, choruses, choirs, dance bands, orchestras, disc jockeys, etc.). Have students discuss how these different fields have come about and how any of them are utilized by their families or themselves. (Examples: entertainment, personal expressions, etc.)

EVALUATION

The student is able to recognize some occupations in the music field and at least one reason music is important today.
Occupations exist for a purpose.

recognize that occupations develop
to fulfill social needs.

WORK WORLD

ACTIVITIES

List, as a class, all occupations related to the
music field (records, radio, T.V., music
store, bands, choruses, choirs, dance bands,
orchestras, disc jockeys, etc.). Have students
discuss how these different fields have come
about and how any of them are utilized by their
families or themselves. (Examples: entertain-
tainment, personal expressions, etc.)

EVALUATION

The student is able to list
some occupations related to
the music field and give at
least one reason why we use
music today.

GRADE 4

CURR. Music

AREA(S)
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

GRADE 4

CURR. Soc

AREA(S)

WORK WORLD

RESOURCES

Film
(#4248-"Why Fathers Work"

EVALUATION

The student is why people work their needs.

ACTIVITIES

Show the film, "Why Fathers Work." Note that an occupation is needed to fulfill social needs.
Occupations exist for a purpose. Recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Show the film, "Why Fathers Work." Note that an occupation is needed to fulfill social needs.

EVALUATION

The student is able to explain why people work - to fulfill their needs.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  52 - recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Film
(#2279-"Wisconsin Patrolls for Safety"
BAV)
Community
(Policeman, State Patrol officer)
School
(Fourth Grade Social Science Unit-"Wisconsin Today")

ACTIVITIES

Show the film- "Wisconsin Patrolls for Safety." Use this to develop self-family-society appreciation for the development and functions of State Highway Patrol. Have the children discuss how such an occupation helps them as individuals and as members of society.

and/or:

Bring in a policeman or State Patrol officer to speak to the class on his duties and responsibilities to society and discuss the student's responsibilities.

EVALUAT

The student will discuss the importance of the important enforcement officer to some of his functions. And discuss some of his duties and responsibilities to society.

CURR.   Social
AREA(S) (Wis")
Occupations exist for a purpose.

- recognize that occupations develop to fulfill social needs.

**WORK WORLD**

**ACTIVITIES**

Show the film, "Wisconsin Patrols for Safety." Use this to develop self-family-society appreciation for the development and functions of State Highway Patrol. Have the children discuss how such an occupation helps them as individuals and as members of society.

and/or

Bring in a policeman or State Patrol officer to speak to the class on his duties and responsibilities to society and discuss the student's responsibilities.

**EVALUATION**

The student is able to relate the importance of a law enforcement official and some of his duties and give some of his own (the student's) responsibilities to his community.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ. 53 - understand some of the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES

Film
(6780 - "Why Study Mathematics"
Study Mathematics BAV1)

School
(Class discussion)

ACTIVITIES

Show the film "Why Study Mathematics" at the beginning of the year. Discuss. (Motivate children to learn the necessity of mathematics in everyday living...time, materials, product, money, etc.)

EVALUATE
The student is given a quiz and the teacher verifies the exercises to make sure the student understands why math is useful in and out of school.
Occupations exist for a purpose.

Understand some of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Show the film "Why Study Mathematics" at the beginning of the year. Discuss. (Motivate children to learn the necessity of mathematics in everyday living; time, materials, product, money, etc.)

EVALUATION

The student is able to explain why math is important to him in and out of school.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  54 - begin to understand that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

School or Home (Magazines)

ACTIVITIES:

Collect pictures of health and sport-related professions. Across from these pictures, either state the product or service they offer or find a picture displaying it.

- Athletic training - injury prevention
- Ambulance driver - emergency service
- Dentist - dental repair
- Surgeon - operation
- Swimming instructor - swimming class
- Umpire - on field during the game

GRADE 4

CURR. HE

AREA(S)

EVALUATION

The student will observe the various professions.
Occupations exist for a purpose.

begin to understand that occupation develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Collect pictures of health and sport-related professions. Across from these pictures, either state the product or service they offer or find a picture displaying it.

Athletic training - injury prevention
Ambulance driver - emergency service
Dentist - dental repair
Surgeon - operation
Swimming instructor - swimming class
Umpire - on field during the game

EVALUATION

The student will be able to observe the function of various professions.
CONCEPT: Occupations exist for a purpose.

GEN. OBJ. 54: Begin to understand that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Film

(5497) - "How Man Learned To Count" BAVI

ACTIVITIES

Show the film, "How Man Learned To Count" (Trace the development of arithmetic and give contributions to modern culture.)

EVALUATION

The student is expected to list some of the contributions made to society.
Occupations exist for a purpose. Begin to understand that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Show the film, 'How Man Learned to Count.' (Trace the development of arithmetic and give contributions to modern society.)

GRADE 4
CURR. Math
AREA(S)

EVALUATION

The student is able to give a list of some contributions made to society by the math field.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  54 - begin to understand that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Art Materials
(Threads, thread loom)
School
(Inventory, class activity)

ACTIVITIES

Make a project producing headwear in the class (rings, chokers, necklaces, etc.) by tracing the history, development, uses, manufacture, and finally selling of the product. Set up a display and sell the products either at the school or to the community, with the intent of using the money for a class project (field trip, Christmas gifts, a classroom need, picnic, etc.). Discuss with the children how this and other occupations develop to fulfill social needs.

EVALUATION

The student is aware of the need to express work, and be able to identify an occupation and fulfill social needs.
Occupations exist for a purpose.

Use the children to understand that occupations develop to fulfill social needs.

**WORK WORLD**

**ACTIVITIES**

Make a project producing beadwork in the class (trips, chicken, necklace, etc.) by matching the history, development, uses, manufacture, and finally selling of the product. Set up a display and sell the products, either at the school or to the community, with the intent of using the money for a class project (field trip, Christmas gifts, a class picnic, etc.). Discuss with the children how this and other occupations develop to fulfill social needs.

**GRADE 4**

**CURR.** Social Science

**AREA(S)** Art

**EVALUATION**

The student is able to do beadwork, and be able to explain that an occupation develops to fulfill social needs.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  54 - begin to understand that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES

Teacher-pupil knowledge
Library-School or Community
(Books, encyclopedias)
Home-Parents

ACTIVITIES

Make a list of needs (need for shelter, food, health, drink, friendship) and indicate what careers are needed to fulfill those needs. May develop lists as research is compiled.

Complete sentence endings three or more different ways.

Examples:

a. We need firemen because...

b. We need policemen because...

c. We need plumbers because...

d. We need principals because...

etc.

EVALUATION

The student is expected to complete the activity or list specific ideas related to his work world.
Occupations exist for a purpose.

Begin to understand that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Make a list of needs (need for shelter, food, health, drink, friendship) and indicate what careers are needed to fill these needs. May develop lists as research is completed.

Complete sentence endings, three or more different ways.

Examples:

a. We need firemen because...

b. We need policemen because...

c. We need plumbers because...

d. We need principals because...

EVALUATION

The student is able to indicate or list specific occupations related to his specific needs.
CONCEPT: 3 - Occupations exist for a purpose.

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES

Community (Hospital)

ACTIVITIES

Have the students write to a nearby hospital asking people working at different hospital occupations to send information about their jobs.

EVALUATION

After the letters are answered, notice if the students understand the hospital function.
Occupations exist for a purpose. Begin to appreciate the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Have the students write to a nearby hospital, asking people working at different hospital occupations to send information about their jobs.

EVALUATION

After the letters are sent and the answers received, the teacher will notice if the student has an understanding of the hospital person's function.

GRADE 4

CURR. Health-P. E.

AREA(S)
CONCEPT: Occupations exist for a purpose.

GEN. OBJ. 55: begin to appreciate the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES

| Film       | Show the film: "Science Conserves the Forest."
|------------|--------------------------------------------------
| (#58): "Science Conserves the Forest" HAVE | (Used in conjunction with the film, discuss techniques related to management and types of employment within the forest conservation.)

ACTIVITIES

| After viewing the film, have the students prepare a bulletin board tracing the development of a wood product, incorporating the occupations in each phase needed to keep the production moving. (Example: Paper: planting trees and caring for forest rangers, conservationists - cutting and selecting trees-lumbermen, etc.) | The student will name some of the occupations and discuss management of wood and some reasons for the occupations having a role in society in general. |
Occupations exist for a purpose.

As you begin to appreciate the contributions of occupations to the advancement of society,

WORK WORLD

ACTIVITIES

Show the film Science Conserves the Forest (Use time, labor, scientific techniques, exacting care, management and types of farming, forestry, etc. for forest conservation.)

After viewing the film, have the students prepare a bulletin board tracing the development of a wood product, incorporating the occupations in each phase needed to keep the production moving. (Example: Paper: planting trees and care - forest rangers. Conservationists - cutting and selecting trees - lumbermen, etc.)

GRADE 4
CURR. Social Science
AREA(S)

EVALUATION

The student will be able to name some occupations related to conservation and describe the development of wood products and give some reasons how these occupations have contributed to society in general.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

GRADE 4

CURR. Social Science

AREA(S): (Wisconsin)

WORK WORLD

RESOURCES

School
(Fourth Grade Social Science Units - "Wisconsin Today" and "Settlement of Wisconsin")

Teacher - pupil knowledge

ACTIVITIES

The child will make a list of those inventions that have taken "work" out of some activities (dish-washer, electric toothbrush, electric knife, power mower, garbage disposal, blenders, etc.). Compare with methods of doing these activities when Wisconsin was being settled.

EVALUATE

The student will list inventions that make work "easier".

Teacher - pupil knowledge
Occupations exist for a purpose.

Begin to appreciate the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

The child will make a list of those inventions that have taken "work" out of some activities (dish-washer, electric toothbrush, electric knife, power mower, garbage disposal, blenders, etc.). Compare with methods of doing these activities when Wisconsin was being settled.

GRADE 4

CURR. Social Science
AREA(S) (Wisconsin Today)
(Settlement of Wisconsin)

EVALUATION

The student will be able to list inventions that have made work "easier."
CONCEPT  
3 - Occupations exist for a purpose.

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

WORK WORLD

RESOURCES

Film
(#1682 - 'Plants and Their Importance' BAVI)

School
(Fourth Grade Science Unit - "Graphing and Predicting")

ACTIVITIES

Show the film, 'Plants and Their Importance,' and discuss the ideas presented in the film with the class.

EVALUATE

The student will explain some ways that society depends on plants.
Occupations exist for a purpose. Begin to appreciate the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Show the film, "Plants and Their Importance" and discuss the ideas presented in the film with the class.

EVALUATION

The student will be able to explain some of the benefits that society derives from plants.
CONCEPT: Occupations exist for a purpose.

GEN. OBJ.: Begin to appreciate the contributions of occupations to the advancement of society.

RESOURCES:

School
(Fourth Grade Science Unit - "Molecules - Atoms - Chemistry")

ACTIVITIES:

Have the students make a list of the materials that they see about them. Expand this to the materials that exist in the school, at home, etc. Then classify the material into two groups "Natural" and "Man-made." Where did the man-made materials come from? What would your life be like without these items? (Don't overlook synthetic materials vs wool and cotton.)
Occupations exist for a purpose, begin to appreciate the contributions of occupations to the advancement of society.

**WORK WORLD**

**ACTIVITIES**

Have the students make a list of the materials that they see about them. Expand this to the materials that exist in the school, at home, etc. Then classify the material into two groups "Natural" and "Man-made." Where did the man-made materials come from? What would your life be like without these items? (Don't overlook synthetic materials vs. wool and cotton.)

**EVALUATION**

The student will be able to explain how the chemist has changed his life style.

**GRADE 4**

**CURR.** Science (Molecules-
**AREA(S)** Atoms-Chemistry)
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  55 - begin to appreciate the contributions of occupations to the advancement of society.

RESOURCES

School
(Fourth Grade Science Unit - "Weather")
Community

WORK WORLD

ACTIVITIES

Review the activities of the unit and relate how people protect themselves from the weather. Relate how people can regulate weather (air) environment in his home (e.g. heating, air conditioning, humidifying, dehumidifying, purifying). Refer to the heating processes, forced air, electric, hot water.

Have the students draw a schematic diagram of a home heating and ventilating (forced air) unit.

Have the students list the scientific principle as applied to their drawings. Have the student relate the heating and ventilating occupation to workers (sales personnel, installation, service, designers).

EVALUATION

The student will relate scientific principles to the heating system.

The student will relate the heating and ventilating occupation to workers.
Occupations exist for a purpose. Begin to appreciate the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Review the activities of the unit and relate how people protect themselves from the weather. Relate how people can regulate weather (air) environment in his home (e.g. heating, air conditioning, humidifying, dehumidifying, purifying). Refer to the heating processes, forced air, electric, hot water. Have the students draw a schematic diagram of a home heating and ventilating (forced air) unit.

Have the students list the scientific principle as applied to their drawings. Have the student relate the heating and ventilating occupation to workers (sales personnel, installation, service, designers).

GRADE 4

CURR. Science (Weather)

AREA(S)

EVALUATION

The student will be able to relate scientific principles to the heating and ventilating system.

The student will be able to relate the heating and ventilating occupations to workers.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

WORK WORLD

RESOURCES

School
(Scrap paper, 12x18 drawing paper, #7 brushes, water base paint)

Teacher will demonstrate paint brush usage:
(Hand position, brush position, thin lines, multiple width lines, straight lines, circular lines, brush care and clearing.)

Have students practice brush strokes on scrap paper. Then have student demonstrate his ability on one half of a 12x18 drawing paper. On the other half of the paper have students list jobs that would be carried out with a brush.

EVALUATION

Students will be given a brush and types of work brush.
There is a wide variety of occupations which may be classified in several ways.

recognize that there is a wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Teacher will demonstrate paint brush usage:
(Hand position, brush position, thin lines, multiple width lines, straight lines, circular lines, brush care and cleaning.)

Have students practice brush strokes on scrap paper. Then have student demonstrate his ability on one half of a 12x18 drawing paper. On the other half of the paper have students list jobs that would be carried out with a brush.

GRADE 4

CURR. Art

AREA(S)

EVALUATION

Students will be able to control a brush and recognize the many types of work requiring a brush.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

RESOURCES

WORK WORLD

ACTIVITIES

Using magazines, construct a collage of various occupations in

a. health, medicine, ecology, safety or
b. recreation, sports, leisure time activities.

(Note the occupations that have been developed within the last ten years.)
There is a wide variety of occupations which may be classified in several ways. Recognize that there is a wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Using magazines, construct a collage of various occupations in
a. health, medicine, ecology, safety or
b. recreation, sports, leisure time activities.

(Note the occupations that have been developed within the last ten years.)

EVALUATION

The student should become aware of the many occupations available in health and recreation.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

RESOURCES

Film
(#1304-"Lumberman" BAVI)

School
(Fourth Grade Social Science Unit-"Settlement of Wisconsin")

WORK WORLD

ACTIVITIES

Show and discuss film "Lumberman." (Note the many jobs within the lumbering industry.)

EVALUATION

The student is able to recognize several jobs related to the lumbering industry.
There is a wide variety of occupations which may be classified in several ways. Recognize that there is a wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Show and discuss film "Lumberman." (Note the many jobs within the lumbering industry.)

EVALUATION

The student is able to identify several jobs related to lumbering.

GRADE 4

CURR. Social Science

AREA(S) (Settlement of Wisconsin)
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

RESOURCES
School  (Exploring Wisconsin, Badger History books; Fourth Grade Social Science Units- "Settlement of Wisconsin, " "Wisconsin Today"; class activity)
Library-School and Community (Encyclopedias, books, newspapers)

ACTIVITIES
Have the students make a chart entitled, "Occupations in Wisconsin During Its Early Growth," "Occupations in Wisconsin Today," and "Occupations in Wisconsin in the Future." Have the students do research in their texts and various supplementary materials to fill in the columns on occupations during the growth, in the past, today and project jobs for the future.

and/or
Read want ads from fifteen years ago and want ads in today's newspapers. Discuss and compare (If the teacher cannot make old newspapers available, take the class to the community library to read old want ads.)

EVALUATION
The student is able to compare past, the jobs available, and jobs in the future.
There is a wide variety of occupations which may be classified in several ways. Recognize that there is a wide and increasing variety of occupations.

**WORK WORLD**

**ACTIVITIES.**

Have the students make a chart entitled, "Occupations in Wisconsin During Its Early Growth," "Occupations in Wisconsin Today," and "Occupations in Wisconsin in the Future." Have the students do research in their texts and various supplementary materials to fill in the columns on occupations during the growth, in the past, today and project jobs for the future.

and/or

Read want ads from fifteen years ago and want ads in today's newspapers. Discuss and compare (If the teacher cannot make old newspapers available, take the class to the community library to read old want ads.)

**EVALUATION**

The student is able to list jobs of the past, the jobs available today, possible jobs in the future.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 57 - understand the various ways of classifying occupations.

WORK WORLD

RESOURCES
Community telephone directory

ACTIVITIES
Using the yellow pages of the local telephone book, decide what categories you would look under for these health and recreation related occupations: ambulance service, amusement services, arts and crafts, amusement devices, ballrooms, bicycle dealers, bowling, campgrounds, camping equipment, campers, chiropractors, clinics, clubs, cottages, court house, dentist, doctors, druggists, exterminating and fumigating, fire department, fishing bait, garbage collection, government offices, guns, hearing aids, horse training, hospitals, marriage and family counselors, mental health clinic, motorcycles, nursing homes, optometrist, outboard motors, physicians, recreation centers, resorts, riding academies, snow vehicles, sporting goods, surgeons, theaters, trailer-camping and traveling, veterinarians.

Were any professions listed under several categories? Were there any occupations that were not listed that are present in the community?

EVALUATION
The student should be aware of various occupations which are classified.
There is a wide variety of occupations which may be classified in several ways. Understand the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Using the yellow pages of the local telephone book, decide what categories you would look under for these health and recreation related occupations: ambulance service, amusement services, arts and crafts, amusement devices, ballrooms, bicycle dealers, bowling, campgrounds, camping equipment, campers, chiropractors, clinics, clubs, cottages, court house, dentist, doctors, druggists, exterminating and fumigating, fire department, fishing bait, garbage collection, government offices, guns, hearing aids, horse training, hospitals, marriage and family counselors, mental health clinic, motorcycles, nursing homes, optometrist, outboard motors, physicians, recreation centers, resorts, riding academies, snow vehicles, sporting goods, surgeons, theaters, trailer-camping and traveling, veterinarians.

Were any professions listed under several categories? Were there any occupations that were not listed that are present in the community?

EVALUATION

The student should become aware of various ways in which occupations are classified.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 57 - understand the various ways of classifying occupations.

RESOURCES

School
- Exploring Wisconsin, Badger History, books;
- Fourth Grade Social Science Units—"Wisconsin Today," "Settlement of Wisconsin"; class activity)

Library-School and Community:
- (Encyclopedias, books, magazines)

ACTIVITIES

Have the students chart "Occupations of Wisconsin in the Future, Today, During Early Growth," by doing research in text, Badger History books, etc. to fill in the columns.

Have the students, or another group, chart occupations, listed according to skills needed, service occupations, outdoor occupations, indoor, arts, entertainment, technology, etc.

Make separate collages showing as many occupations found under one certain area of classification as possible. Be ready to explain why the occupations fit under the classification they used.

EVALUATION

The student will be able to classify occupations one or more times.
There is a wide variety of occupations which may be classified in several ways. Understand the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Have the students chart "Occupations of Wisconsin in the Future, Today, During Early Growth," by doing research in text, Badger History books, etc. to fill in the columns.

Have the students, or another group, chart occupations, listed according to skills needed, service occupations, outdoor occupations, indoor, arts, entertainment, technology, etc.

Make separate collages showing as many occupations found under one certain area of classification as possible. Be ready to explain why the occupations fit under the classification they used.

EVALUATION

The student will be able to classify occupations under one or more headings.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 58 - understand the various ways of describing meanings of work.

RESOURCES

Community
(Farmers, factory workers, teacher, clerk, etc.)

School
(Class activity)

ACTIVITIES

Bring in speakers from different occupations (farmer, factory worker, teacher, etc.) and have them describe what work means to them on their jobs and at home. Have the speakers show the class what one symbol or object would represent his work (teacher - a book). Have students note that one occupation can have different symbols, and that one symbol could stand for several occupations. (Bring in one or more speakers from the same occupation.)

GRADE 4

CURR. Soc

AREA(S)

EVALUATION

The student is able to show that work can be done in many different ways, for example, the occupations...
Work means different things to different people. Understand the various ways of describing meanings of work.

**WORK WORLD**

**ACTIVITIES**

Bring in speakers from different occupations (farmer, factory worker, teacher, etc.) and have them describe what work means to them on their jobs and at home. Have the speakers show the class what one symbol or object would represent his work (teacher - a book). Have students note that one occupation can have different symbols, and that one symbol could stand for several occupations. (Bring in one or more speakers from the same occupation.)

**EVALUATION**

The student is able to explain that work can be described in different ways, depending on the occupations or the person.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 58 - understand the various ways of describing meanings of work.

WORK WORLD

RESOURCES

School
(Fourth Grade Science Unit - "Molecules - Atoms - Chemistry")

ACTIVITIES

Overview the scope and sequence of the unit. Refer to the students' participation as simulated to the role of the scientist. In general, relate matter and its makeup to the experimental, testing, and production of materials and products. Have the students write a report on a solid, liquid, and gas (material or products) using the approach as identified in the previous sentence. (Example: rubber, plastic, metal, paper) It is not necessary that this report be in detail.

EVALUATE

The student will correlate the scientist part development of and/or product
Work means different things to different people. Understand the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

Overview the scope and sequence of the unit. Refer to the students' participation as simulated to the role of the scientist. In general, relate matter and its makeup to the experimental, testing, and production of materials and products. Have the students write a report on a solid, liquid, and gas (material or products) using the approach as identified in the previous sentence. (Example: rubber, plastic, metal, paper) It is not necessary that this report be in detail.

EVALUATION

The student will be able to correlate the role of the scientist pertaining to the development of materials, and/or products.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 58 - understand the various ways of describing meanings of work.
59 - understand that work has a personal meaning to every person.

WORK WORLD

RESOURCES
School

ACTIVITIES
Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

EVALUATE
Students will activities also and after wor
Work means different things to different people. Understand the various ways of describing meanings of work. Understand that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

EVALUATION

Students will recognize that activities also include before and after work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

WORK WORLD

RESOURCES

Film (#1222-"Teiva: A Boy Prepares For Manhood BAVI)

ACTIVITIES

View film, "Teiva: A Boy Prepares For Manhood"
then discuss:

- What did work mean for Teiva?
- What abilities did he have?

EVALUATION

The student should understand that work can have a personal meaning to an individual.
Work means different things to different people. Understand that work has a personal meaning to every person.

**WORK WORLD**

**ACTIVITIES**

View film, "Teiva: A Boy Prepares For Manhood" then discuss -

- What did work mean for Teiva?
- What abilities did he have?

**EVALUATION**

The student should realize that work can have a very personal meaning to an individual.

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<table>
<thead>
<tr>
<th>GRADE</th>
<th>4</th>
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<tbody>
<tr>
<td>CURR.</td>
<td>Health-P.E.</td>
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</tbody>
</table>
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

WORK WORLD

RESOURCES

Teacher-pupil knowledge

ACTIVITIES

Have discussion on the following:

1. Some people have plenty of money and don't have to work. Why might they work anyway?
2. Some people have several job offers. How might he select a job? What if each job paid the same, then how might he choose?

EVALUATION

The student is expected to understand that many vary in the choice of occupation.
Work means different things to different people. Understand that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Have discussion on the following:
1. Some people have plenty of money and don't have to work. Why might they work anyway?
2. Some people have several job offers. How might he select a job? What if each job pays the same, then how might he choose?

EVALUATION

The student is able to explain that many variables influence choice of occupation.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

WORK WORLD

RESOURCES

Film
(#5619 "Music-The Expressive Language"
Bavi)

ACTIVITIES

Show the film "Music-The Expressive Language," and discuss the relationship of the film to oneself and to others.

EVALUATION

The student be able to
The student be that music is a means of expressing one's language.
Work means different things to different people. Understand that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Show the film "Music-The Expressive Language," and discuss the relationship of the film to oneself and to others.

EVALUATION

The student becomes aware that music is a way of expressing one's emotions, etc.
CONCEPT  5 - Work means different things to different people.

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

WORK WORLD

RESOURCES

Home-Parents
Community
Field Trip
  (Cheese factory)
School
  (Class activity)

ACTIVITIES

Have students take a prepared questionnaire. (What do you consider work to be at home? on your job? What do you consider play to be at home? on your job? Which do you consider to have more work - home or job? etc.) to parents and to various community people. The adults are to complete them and the students to return them to class in a day or two. The students are to compare the responses and discuss with classmates. Ask the students if they see any similarities or differences.

or

After visiting a cheese factory, have students discuss what the work was for the various occupations that were involved in the steps of cheese-making leading up to the final product. (Farmer-work in milking the cows; cheesemaker-work in packing the cheese; truck driver-work in loading and unloading; store clerk-work in displaying, etc.)

EVALUATION

The student will explain that work means different things to different people.

GRADE 4

CURR. SOC.

AREA(S)
Work means different things to different people.
understand that work has a personal meaning to
every person.

WORK WORLD

ACTIVITIES
Have students take a prepared questionnaire (What
do you consider work to be at home? on your job?
What do you consider play to be at home? on your
job? Which do you consider to have more work -
home or job? etc.) to parents and to various
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up to the final product. (Farmer-work in milking the
cows; cheesemaker-work in packing the cheese; truck
driver-work in loading and unloading; store clerk-work
in displaying, etc.)

EVALUATION
The student will be able to explain that work is described
differently by different individuals.
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ.  60 - understand that different kinds of work require varying degrees and types of educational preparation.
61 - understand that occupational requirements and competencies influence educational preparation.

WORK WORLD

RESOURCES

School
(Fourth Grade Social Science Unit-"Wisconsin Today")

Community
(Forest Ranger, County Agent, or County Resource and Development Agent)

ACTIVITIES

Have the Shawano Resource and Development Agent or Forest Ranger talk to the class about conservation. Have the speaker report on future job opportunities, the importance of present and future conservation in education and why, and the importance to all people, as well as recognizing the functions of the Wisconsin Department of Conservation and ways to conserve the natural resources. Discuss why it takes the cooperation of the people throughout the cities, counties, and state, as well as nation and world, to preserve our natural resources.

EVALUATION

The students will list several ways in which they can conserve the resources of Wisconsin and why it is important to whom it is important.
Education and work are interrelated.

Understand that different kinds of work require varying degrees and types of educational preparation.

Understand that occupational requirements and competencies influence educational preparation.

WORK WORLD

ACTIVITIES

Have the Shawano Resource and Development Agent or Forest Ranger talk to the class about conservation. Have the speaker report on future job opportunities, the importance of present and future conservation in education and why, and the importance to all people, as well as recognizing the functions of the Wisconsin Department of Conservation and ways to conserve the natural resources. Discuss why it takes the cooperation of the people throughout the cities, counties, and state, as well as nation and world, to preserve our natural resources.

GRADE 4

CURR. Social Science

AREA(S) (Wisconsin Today)

EVALUATION

The students will be able to list several ways to help conserve the natural resources of Wisconsin and give reasons why it is important and to whom it is important.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 60 - understand that different kinds of work require varying degrees and types of educational preparation.
61 - understand that occupational requirements and competencies influence educational preparation.

WORK WORLD

RESOURCES

Teacher
School (Fourth Grade Science Unit-"Graphing and Predicting")

ACTIVITIES

The teacher should review with the students the English system of measurement (inch, foot, mile, pound, quart, gallon) and compare this to the Metric System (meter, liter, grain, gram, etc.). Discussion should point out that the United States will be changing from the English to the metric units because other countries use the Metric System and since we trade with them we need common units of measurement. In addition to that, the Metric System is easier to work with because everything is on a decimal basis.

This discussion should point out that school will have to switch its teaching from the English to metric units and that people out of school in the work world, will have to re-educate themselves so that they will be able to understand and use the Metric System.

EVALUATE

The student will identify the system and measures to adopt and the system to use.
Education and work are interrelated.

understand that different kinds of work require varying degrees and types of educational preparation.

understand that occupational requirements and competencies influence educational preparation.

WORK WORLD ACTIVITIES.

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This discussion should point out that school will have to switch its teaching from the English to metric units and that people out of school in the work world, will have to re-educate themselves so that they will be able to understand and use the Metric System.

EVALUATION

The student will be able to identify the system of units and measures being used; and the system we are going to adopt and the reason why.

GRADE 4

CURR. Science (Graphing and Predicting)

AREA(S) Math
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 62 - understand that different kinds of work require varying degrees and types of educational preparation.
63 - understand that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

RESOURCES
School
(Math text)

ACTIVITIES
The children and teacher will develop various mathematical problems based on both a job and a math process. (This may be done for each unit taught.)
Example: The carpenter had a twelve foot board to repair the back steps. The two steps were five feet wide. How much of the board was not used for repairing the steps?

EVALUATION
The student will understand the relationship between education and work.
Education and work are interrelated.

Understand that different kinds of work require varying degrees and types of educational preparation.

Understand that occupational requirements and competencies influence the content and direction of educational preparation.

**WORK WORLD**

**ACTIVITIES**

The children and teacher will develop various mathematical problems based on both a job and a math process. (This may be done for each unit taught.)

Example: The carpenter had a twelve foot board to repair the back steps. The two steps were five feet wide. How much of the board was not used for repairing the steps?

**EVALUATION**

The student will be able to understand the relationship of education and work.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 62 - understand that different kinds of work require varying degrees and types of educational preparation.
63 - understand that occupational requirements and competencies influence the content and direction of educational preparation.

RESOURCES
School Library (Encyclopedias, books, pamphlets)
Community
Home

WORK WORLD

ACTIVITIES
Develop a time line of education needed for various occupations and kinds of work. Students are to do research on two or three occupations and the amount or degree of education needed for each. They are to locate the occupations above the time line and list several facts about each occupation below the time line.

Examples: Elementary teacher - Graduate from high school, graduate from college (4 years), and additional classes or credits as needed.
Store check-out clerk - Grade school education, possibly graduate from high school.

EVALUATION
The student will list various occupations and the amount and type of training needed.
Education and work are interrelated.

understand that different kinds of work require varying degrees and types of educational preparation.
understand that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

Develop a time line of education needed for various occupations and kinds of work. Students are to do research on two or three occupations and the amount or degree of education needed for each. They are to locate the occupations above the time line and list several facts about each occupation below the time line.

Examples: Elementary teacher - Graduate from high school, graduate from college (4 years), and additional classes or credits as needed.
Store check-out clerk - Grade school education, possibly graduate from high school.

EVALUATION

The student will be able to list various occupations with the amount and degree of training needed.
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of services.

WORK WORLD ACTIVITIES

RESOURCES Community

(Baseball diamond)

Visit the local softball field. What goods and services are provided in order to have a game and/or because of a game?

Refer to list below:

1. Watering field
2. Lining and dragging the infield
3. Concessions
4. Bleachers
5. Tickets
6. Bats and balls
7. Lighting
8. Gloves, uniforms, shoes
9. Newspaper write-ups and pictures
10. Construction of field

Student should be able to understand the concept of dependency services.
Job specialization creates interdependency. Recognize that jobs are coordinated in the production of goods and performance of services.

WORK WORLD

ACTIVITIES

Visit the local softball field. What goods and services are provided in order to have a game and/or because of a game? Refer to list below:

1. Watering field
2. Lining and dragging the infield
3. Concessions
4. Bleachers
5. Tickets
6. Bats and balls
7. Lighting
8. Gloves, uniforms, shoes
9. Newspaper write-ups and pictures
10. Construction of field

EVALUATION

Student should be able to comprehend the tremendous amount of dependency on goods and services.

GRADE 4
CURR. Health-P.E.
AREA(S)
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of service.

WORK WORLD

RESOURCES

Student

ACTIVITIES

Set up an emergency situation. List all involved services performed. Then role play the situation (car accident with persons getting injured, police control traffic, ambulance for injured to hospital, first aid, interns and nurses, x-ray technicians, doctors, therapists, surgeons, nutrition experts, pharmacist, candy strippers, etc.).

Decide which people specialize in goods and which specialize in services. Do any provide both?

EVALUATION

The students should identify the occupations related functions in this emergency situation.
Job specialization creates interdependency. Recognize that jobs are coordinated in the production of goods and performance of service.

WORK WORLD

ACTIVITIES

Set up an emergency situation. List all involved services performed. Then role play the situation (e.g., accident with persons getting injured, police control traffic, ambulance for injured to hospital, first aid, interns and nurses, x-ray technicians, doctors, therapists, surgeons, nutrition experts, pharmacist, candy strippers, etc.).

Decide which people specialize in goods and which specialize in services. Do any provide both?

EVALUATION

The students should be able to identify the occupations and related functions involved in this emergency situation.
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of service.

WORK WORLD

RESOURCES

School (Recording of band selection, band director, instrument player)

ACTIVITIES

List all instruments commonly used in band and an approximate number you would find of each in a high school band.

Listen to a recording of a band selection and pick out spots in which certain instruments are more important.

Discuss the importance of all players working together to achieve the best sound.

a. How can one person spoil the group's sound?

b. Who is in charge of coordinating all the sound? (Perhaps the band director could give a talk on the importance of this.)

Invite three junior high instrument players in to demonstrate their instruments and show how it sounds if they don't work together, (starting at different times, etc.) and how it sounds when they start together.

GRADE 4

CURR. Mu

AREA(S) Language, social science

EVALUATION

The students will describe the importance of coordinated effort to obtain an acceptable performance from the group.
Job specialization creates interdependency.

I recognize that jobs are coordinated in the production of goods and performance of service.

**WORK WORLD**

**ACTIVITIES**

List all instruments commonly used in band and an approximate number you would find of each in a high school band.

Listen to a recording of a band selection and pick out spots in which certain instruments are more important.

Discuss the importance of all players working together to achieve the best sound.

a. How can one person spoil the group's sound?

b. Who is in charge of coordinating all the sound?

(Perhaps the band director could give a talk on the importance of this.)

Invite three junior high instrument players in to demonstrate their instruments and show how it sounds if they don't work together, (starting at different times, etc.) and how it sounds when they start together.

**EVALUATION**

The students will be able to describe the importance of coordinated efforts in order to obtain an adequate performance from people working as a group.

**GRADE 4**

**CURR.** Music

**AREA(S)** Language Arts-Reading

Social Science
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of service.

WORK WORLD

RESOURCES
Teacher-made interdependence cards

ACTIVITIES
Play an interdependence simulation game. Each student is provided with a card with an identity (nurse) and three specific needs (a new T.V., etc.). He must find people who can fill his needs by visiting with his classmates, each of whom has an identity. He then makes an agreement with each person who can fill a need on his card and gets the person's signature and occupation filled in. (The length of time will vary with the size of the class.)

Examples:

<table>
<thead>
<tr>
<th>Nurse</th>
<th>Bus Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>a new T.V.</td>
<td>aid in helping sick mother</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shoe shine</td>
</tr>
<tr>
<td></td>
<td>a new dress</td>
</tr>
<tr>
<td></td>
<td>bus fixed</td>
</tr>
</tbody>
</table>

EVALUATION
The student becomes aware of how often he depends on people and how people depend on him.
Job specialization creates interdependency. Recognize that jobs are coordinated in the production of goods and performance of service.

**WORK WORLD**

**ACTIVITIES**

Play an interdependence simulation game. Each student is provided with a card with an identity (nurse) and three specific needs (a new T.V., etc.). He must find people who can fill his needs by visiting with his classmates, each of whom has an identity. He then makes an agreement with each person who can fill a need on his card and gets the person's signature and occupation filled in. (The length of time will vary with the size of the class.)

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</tr>
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</table>

**GRADE 4**

**CURR.** Social Science

**AREA(S)**

**EVALUATION**

The student becomes aware of how often he depends on other people and how other people depend on him.
CONCEPT  9 - Job specialization creates interdependency.

GEN. OBJ. 65 - become aware that worker cooperation is essential.

RESOURCES
Community
(1'x2' wood frame pieces, organdy)
School
(Finger paint, 12x18 white drawing paper, 12x18 colored construction paper, cardboard)

WORK WORLD

ACTIVITIES
Have the students select a committee of students to divide the class into groups of designers, helpers, craftsmen, and distributors. Each group will serve its purpose in the production of three poster designs for a school event (special program, PTA party, concert, etc.). The designers will design the posters and select three to be used. The helpers will nail together simple wooden frames and staple organdy screens to the frames. The craftsmen will cut the stencils to be used with the organdy screens and do the printing. The distributors will take finished posters into the community for exhibition. The silk-screening process will be done with finger paint as the ink and stencil adherent. Refer questions on the process to the art teacher.

EVALUATION
The teacher will determine production of the work to be completed. The teacher will determine that the cooperation of the students has been achieved. The students will realize the cooperation needed in a work situation.

GRADE 4
Job specialization creates interdependency.

become aware that worker cooperation is essential.

WORK WORLD

ACTIVITIES

Have the students select a committee of students to divide the class into groups of designers, helpers, craftsmen, and distributors. Each group will serve its purpose in the production of three poster designs for a school event (special programs, PTA party, concert, etc.). The designers will design the posters and select three to be used. The helpers will nail together simple wooden frames and staple organdy screens to the frames. The craftsmen will cut the stencils to be used with the organdy screens and do the printing. The distributors will take finished posters into the community for exhibition. The silk-screening process will be done with finger paint as the ink and stencil adherent. Refer questions on the process to the art teacher.

GRADE 4

CURR. Art

AREA(S)

EVALUATION

The teacher will evaluate, will determine how well the production of the posters was achieved. The student will realize the cooperative effort needed in a multi-phase operation.
CONCEPT  9 - Job specialization creates interdependency.

GEN OBJ.  65 - become aware that worker cooperation is essential.

WORK WORLD

RESOURCES

School
(P.E. Curriculum Guide and Handbook 1-5, Dist. #8, Shawano, class activity)

ACTIVITIES

Relay races (pp. 88-89; 92; 161-163; 114; 160-162; 167; 171; 177.)
What happens if one doesn't do his/her part?

Play a game of softball. Discuss the different positions played and the dependency involved.
(Pitcher to pitch, catcher to catch, infield and outfield to field, umpire to control and arbitrate.

What can the rest of the team do if the pitcher walks the batters?
What can the pitcher do if his fielders don't pick up grounders and catch flies?
What can the first baseman do if the shortstop won't throw the ball to him?

EVALUATE

The student will realize the cooperation needed for a successful team effort.
Job specialization creates interdependency.

become aware that worker cooperation is essential.

WORK WORLD

ACTIVITIES

Relay races—(pp. 88-90; 92; 161-163; 114; 160-162; 167; 171; 177.)

What happens if one doesn't do his/her part?

Play a game of softball. Discuss the different positions played and the dependency involved.
(Pitcher to pitch, catcher to catch, infield and outfield to field, umpire to control and arbitrate.

What can the rest of the team do if the pitcher walks the batters?

What can the pitcher do if his fielders don't pick up grounders and catch flies?

What can the first baseman do if the shortstop won't throw the ball to him?

EVALUATION

The student will be able to realize the cooperation needed for a successful team effort.
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 65 - become aware that worker cooperation is essential.

RESOURCES

Community
(Cheese Factory)
Films
(Those listed under Wisconsin Manufacturing-BAVI catalogue)

WORK WORLD ACTIVITIES

GRADE 4
CURR. Soc.
AREA(S) Ar.

Draw, in cartoon form, pictures showing relationship of worker cooperation after visiting a cheese factory or seeing a film on an assembly line process. Discuss the importance of each worker cooperating with the others if the final product is to be completed. Discuss what might happen or might not happen if one of the workers did not cooperate.

EVALUATE

The student will be able to explain the importance of cooperation of many individuals or in many cases of cooperation among workers.

The student will be able to identify cooperation in their environment.

The student will be able to explain results with cooperation.
Job specialization creates interdependency. become aware that worker cooperation is essential.

WORK WORLD

ACTIVITIES

Draw, in cartoon form, pictures showing relationship of worker cooperation after visiting a cheese factory or seeing a film on an assembly line process. Discuss the importance of each worker cooperating with the others if the final product is to be completed. Discuss what might happen or might not happen if one of the workers did not cooperate.

EVALUATION

The student will orally be able to explain why worker cooperation on many products or in many careers is important.

GRADE 4

CURR. Social Science

AREA(S) Art
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 65 - become aware that worker cooperation is essential.

WORK WORLD

RESOURCES

Community (Weatherman, pilot)
School (Fourth Grade Science Unit - "Weather")

ACTIVITIES

After studying the weather factors, invite someone associated with weather (Bob Nelson, Fred Wagner) or develop a discussion of the weather data gathering process, the people involved, the communication of the weather information to the weather stations, the reporting of the weather information, etc. The discussion should center around the number of people throughout the country that cooperate to develop a weather map.

EVALUATION

The student should explain that the weather information is cooperative effort of people each with a specific job.
Job specialization creates interdependency.

become aware that worker cooperation is essential.

WORK WORLD

ACTIVITIES

After studying the weather factors, invite someone associated with weather (Bob Nelson, Fred Wagner) or develop a discussion of the weather data gathering process, the people involved, the communication of the weather information to the weather stations, the reporting of the weather information, etc. The discussion should center around the number of people throughout the country that cooperate to develop a weather map.

GRADE 4

CURR. Science (Weather)

AREA(S)

EVALUATION

The student will be able to explain that the gathering of weather information is a cooperative effort of many people each with a certain job.

45.
<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>10 - Environment and individual potential interact to influence career development.</th>
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<tbody>
<tr>
<td>GEN. OBJ.</td>
<td>66 - become aware of the many critical environmental elements which may affect career development.</td>
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**WORK WORLD**

**RESOURCES**

- Film
  - View the film "Junkdump." Then discuss the problems involved in handling all the waste materials in the United States.

**EVALUATE**

- Student involvement in discussion with the teacher.
Environment and individual potential interact to influence career development.

- become aware of the many critical environmental elements which may affect career development.

**WORK WORLD**

**ACTIVITIES**

View the film "Junkdump." Then discuss the problems involved in handling all the waste materials in the United States.

**EVALUATION**

Student involvement in the discussion will be evaluated by the teacher.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 66 - Become aware of the many critical environmental elements which may affect career development.

RESOURCES School (Paper, cardboard, paste, scissors, crayons, pipe cleaners, sand, stones, twigs, water, etc.)

WORK WORLD

ACTIVITIES Make a class diorama of the community at work in their particular environment. Prepare a chart of the various careers within their community to accompany the diorama.

EVALUATION The child will be able to relate careers directly to the environment. He might select sand, water, etc.
Environment and individual potential interact to influence career development. Become aware of the many critical environmental elements which may affect career development.

**WORK WORLD**

**ACTIVITIES**

Make a class diorama of the community at work in their particular environment. Prepare a chart of the various careers within their community to accompany the diorama.

**EVALUATION**

The child will be able to list careers directly related to his environment. The child will be able to relate which career he might select and why.

**GRADE 4**

**CURR.** Social Science

**AREA(S)** Art
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 66 - become aware of the many critical environmental elements which may affect career development.
67 - recognize that career development is influenced by changing individual and environmental facts acting separately or together.

WORK WORLD

RESOURCES Community
(Field trip to high school)

ACTIVITIES Have students visit the high school art department to identify different elements which help career development.

EVALUATE By arrangement, demonstrations of various activities could be provided by high school students.

Teacher observes student response during field trip.
Environment and individual potential interact to influence career development.

- Become aware of the many critical environmental elements which may affect career development.
- Recognize that career development is influenced by changing individual and environmental facts acting separately or together.

WORK WORLD

ACTIVITIES

Have students visit the high school art department to identify different elements which help career development.

By arrangement, demonstrations of various activities could be provided by high school students.

EVALUATION

Teacher observation of student response to the field trip.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

WORK WORLD

RESOURCES

Community
(Resource person)

ACTIVITIES

A person involved in the resort business in the area should talk to the class. Have him talk about the great importance of weather in the success of his business. He could also mention the influence of the surrounding environment and the invention of more recreational equipment (e.g. snowmobiles, dune buggies, etc.).

GRADE 4 - Environmental factors

CURR. Health career

AREA(S) Community

EVALUATION

The student should be aware of the importance of environment in occupation.
Environment and individual potential interact to influence career development.

Recognize that career development is influenced by changing individual and environmental factors acting separately or together.

**WORK WORLD**

**ACTIVITIES**

A person involved in the resort business in the area should talk to the class. Have him talk about the great importance of weather in the success of his business. He could also mention the influence of the surrounding environment and the invention of more recreational equipment (e.g. snowmobiles, dune buggies, etc.).

**EVALUATION**

The student should become aware of the importance of environment in relation to occupation.

**GRADE 4**

**CURR.** Health-P.E.

**AREA(S)**
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

RESOURCES

Films
(#3621-"Tornado,"
#6869-"Time Out for the Tempest"
BAVI)

T.V.
Pictures

ACTIVITIES

Pick slips from a box (slips prepared by the teacher) outlining a set of physical or environmental changes that could take place in Wisconsin. Have the pupils come up with alternate career solutions caused by these changes.

Examples:
A construction worker has a heart attack. How might this change his way of living?

A Door County orchard owner loses his entire orchard in a tornado. How might this affect his life?

Show written solutions the next day on the overhead projector and discuss with the class the plausibility of the solutions and possibility of other acceptance solutions.

EVALUATION

The child will arrive at possible changes due to physical or environmental changes in Wisconsin.
Environment and individual potential interact to influence career development.

recognize that career development is influenced by changing individual and environmental factors acting separately or together.

WORK WORLD

ACTIVITIES

Pick slips from a box (slips prepared by the teacher) outlining a set of physical or environmental changes that could take place in Wisconsin. Have the pupils come up with alternate career solutions caused by these changes.

Examples:

A construction worker has a heart attack. How might this change his way of living?

A Door County orchard owner loses his entire orchard in a tornado. How might this affect his life?

Show written solutions the next day on the overhead projector and discuss with the class the plausibility of the solutions and possibility of other acceptance solutions.

EVALUATION

The child will be able to arrive at possible career changes due to individual or environmental factors in Wisconsin.
CONCEPT 11 - Occupations and life styles are interrelated.

GEN. OBJ. 68 - understand that an individual's occupation can influence his life style.

WORK WORLD

RESOURCES

Self
Library-school and community

ACTIVITIES


List qualities of their occupation that influence their life style (travel, training for strength, speed, agility, endurance, team or individual effort).

EVALUATION

The student will relate occupation to community life style.
Occupations and life styles are interrelated. Understand that an individual's occupation can influence his life style.

WORK WORLD

ACTIVITIES


List qualities of their occupation that influence their life style (travel, training for strength, speed, agility, endurance, team or individual effort).

EVALUATION

The student will be able to relate occupations to life styles.
CONCEPT: Occupations and life styles are interrelated.

GEN. OBJ. 68 - understand that an individual's occupation can influence his life style.

RESOURCES

School library (Encyclopedias, books, magazines)
Teacher-student knowledge

ACTIVITIES

Divide the class into small groups. Assign each group the title of an occupational worker. Have students prepare a chart that illustrates individual differences for each worker by using pictures. (Example: abilities, skills, hobbies, dress, transportation, foods, religion, etc.)

Once the charts have been finished, have the students tell which workers they would like to be, and those they would not like to be. Have them indicate reasons for choosing and not choosing.

EVALUATION

The student will explain that a person's way of life is affected by his occupation.

GRADE 4

CURR. Soc. AREA(S)
Occupations and life styles are interrelated. Understand that an individual's occupation can influence his life style.

WORK WORLD

ACTIVITIES

Divide the class into small groups. Assign each group the title of an occupational worker. Have students prepare a chart that illustrates individual differences for each worker by using pictures. (Example: abilities, skills, hobbies, dress, transportation, foods, religion, etc.)

Once the charts have been finished, have the students tell which workers they would like to be, and those they would not like to be. Have them indicate reasons for choosing and not choosing.

EVALUATION

The student will be able to explain that a career or occupation can influence a person's way of living, both at home and at work.
CONCEPT 11 - Occupations and life style are interrelated.

GEN. OBJ. 6) understand that preferred life style may influence occupational choice.

WORK WORLD

RESOURCES

Community scenes
School (Community helpers, pictures, class activity)

ACTIVITIES

Show in class a group of pictures of the various ways people live throughout Wisconsin (cities, farms, suburbs, etc.). Have students match corresponding pictures of workers to the settings. Discuss which matches go together, work and which matches might not work, and be able to give reasons why.

EVALUATIONS

The student will explain that he wants to live in a place and the choice of occupation to fulfill that wish.
Occupations and life style are interrelated.

understand that preferred life style may influence occupational choice.

WORK WORLD

ACTIVITIES

Show to class a group of pictures of the various ways people live throughout Wisconsin (cities, farms, suburbs, etc.). Have children match the corresponding pictures of workers to the activities. Discuss which matchings might work and which matchings might not work, and be able to give reasons why.

GRADe  4

CURR.  Social Science

AREA(S)

EVALUATION

The student will be able to explain that the way people want to live may determine the choice of occupation to fulfill that want.
CONCEPT 11 - Occupations and life styles are interrelated.

GEN. OBJ. 69 - understand that preferred life style may influence occupational choice.

WORK WORLD

RESOURCES

Film (#6878-"Land Betrayed" BAVI)

ACTIVITIES

View the film, "Land Betrayed." Discuss the ugliness of our land because of man.  What does this say to us about occupations if we want our life to be surrounded with beauty instead of ugliness?  What can we do now?

EVALUATION

The student should relate life style
Occupations and life styles are interrelated. Understand that preferred life style may influence occupational choice.

WORK WORLD

ACTIVITIES

View the film, "Land Betrayed." Discuss the ugliness of our land because of man. What does this say to us about occupations if we want our life to be surrounded with beauty instead of ugliness? What can we do now?

EVALUATION

The student should be able to relate life styles to occupations.
CONCEPT
Occupations and life styles are interrelated.

GEN. OBJ. 70 - recognize that an individual's occupation can influence his life style.

RESOURCES
School Library - School and Community Encyclopedias, books

WORK WORLD
Discuss the work and life style of the migrant workers of Wisconsin after reading about them in Exploring Wisconsin, "Cherries," pp. 61-63. May have students do research on them. Have the students compare their way of life to the migrant workers. Bring in the migration of early Indian tribes including the early Menomines and the reasons for their migration.

ACTIVITIES
Discuss what the term "migration" means. The student is aware that an individual's occupation can influence his life style.

EVALUATION
GRADE 4
CURR. AREA(s) - Social Studies, Language Arts
Wisconsin
Occupations and life styles are interrelated.

Recognize that an individual's occupation can influence his life style.

**WORK WORLD**

**ACTIVITIES.**

Discuss the work and life style of the migrant workers of Wisconsin after reading about them in *Exploring Wisconsin, "Cherries,"* pp. 61-63. May have students do research on them. Have the students compare their way of life to the migrant workers. Discuss what the term "migration" means. Bring in the migration of early Indian tribes including the early Menominees and the reasons for their migration.

**EVALUATION**

The student should become aware that an occupation can influence a life style by explaining how a migrant worker's occupation and life style are related.
CONCEPT 11 - Occupations and life style are interrelated.

GEN. OBJ. 71 - recognize that preferred life style may influence occupational choice.

RESOURCES

School (Fourth Grade Social Science Unit—"Settlement of Wisconsin")
Teacher-student knowledge

ACTIVITIES

Discuss the work and life style of the migrant workers of Wisconsin after reading about them in Exploring Wisconsin, "Cherries," pp. 61-63. Ask students to come up with other occupations migrant workers could have in Wisconsin that would fulfill their preferred life style. Discuss other similar migrant groups (fair workers, gypsies, circus people, etc.)

EVALUATE

The student will recognize that preferred life style may influence occupational choice.
Occupations and life style are interrelated. Recognize that preferred life style may influence occupational choice.

**WORK WORLD**

**ACTIVITIES**

Discuss the work and life style of the migrant workers of Wisconsin after reading about them in *Exploring Wisconsin*, "Cherries," pp. 61-63. Ask students to come up with other occupations migrant workers could have in Wisconsin that would fulfill their preferred life style. Discuss other similar migrant groups (fair workers, gypsies, circus people, etc.)

**EVALUATION**

The student is able to list other occupations that satisfy to the migrant worker's life style.
CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.
1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

WORK WORLD

RESOURCES

Film
(#3504-"Safeguarding Our Country's Health"
BAVI)

ACTIVITIES

View film "Safeguarding Our Country's Health"
Then students write letters to the U.S. Public Health Service asking for pamphlets or information regarding public health services.

EVALUATION

Students should learn of the different organized interests.
Various groups and institutions influence the nature and structure of work.

begin to understand that conditions created by organized groups and institutions affect the world of work.
1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

WORK WORLD

ACTIVITIES

View film "Safeguarding Our Country's Health."
Then students write letters to the U.S. Public Health Service asking for pamphlets or information regarding public health services.

EVALUATION

Students should become aware of the different functions of an organized institution.
CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.
1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

RESOURCES
School
(Fourth Grade Social Science Unit-"Wisconsin Today")
Community (Board of Education)

ACTIVITIES
After reading Exploring Wisconsin, "Wisconsin Government" (Introduction p. 67), give each student a list of various organized groups and institutions that might have an affect on him in school or in his daily living (dentists, doctors, postman, school board, building codes, etc.). Have students discuss how they affect them and why. After discussion, ask students what might happen if there were (1) a surplus or shortage in one of the groups or (2) if groups or institutions changed their conditions.
(This could be the lead into Wisconsin's government and control on a larger scale.)
(The teacher could bring in a school board member to relate to class the functions of the school board, or similar citizen groups.)

EVALUATE
The student will explain that organized groups and institutions affect him or her in his daily life.
Various groups and institutions influence the nature and structure of work.

begin to understand that conditions created by organized groups and institutions affect the world of work.

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

WORK WORLD

ACTIVITIES

After reading Exploring Wisconsin, "Wisconsin Government" (Introduction p. 52), give each student a list of various organized groups and institutions that might have an affect on him in school or in his daily living (dentists, doctors, postman, school board, building codes, etc.). Have students discuss how they affect them and why. After discussion, ask students what might happen if there were (1) a surplus or shortage in one of the groups or (2) if groups or institutions changed their conditions.

(This could be the lead into Wisconsin's government and control on a larger scale.)
(The teacher could bring in a school board member to relate to class the functions of the school board, or similar citizen groups.)

GRADE 4

CURR. Social Science

AREA(S) (Wisconsin Today)

EVALUATION

The student will be able to explain that certain school and community organizations affect him or control his way of life.
CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 726 - begin to understand that conditions in the work world affect groups and institutions.

WORK WORLD

RESOURCES

ACTIVITIES

View the film 'No Deposit-No Return.' After viewing, the child will write a story involving one of the following situations:

1. Overpopulation
2. Air pollution
3. Water pollution
4. Mis-use of ourselves
5. Waste of valuable resources
6. Garbage and junk

EVALUATION

The teacher will grade the students.
Various groups and individuals influence the nature and structure of work. Students begin to understand that conditions in the work world affect groups and institutions.

WORK WORLD

ACTIVITIES

View the film "No Dependence Required." After viewing the film, pupils will write a story involving one of the following situations:

1. Over population
2. Air pollution
3. Water pollution
4. Mis-use of ourselves
5. Waste of valuable resources
6. Garbage and junk

GRADE 4

CURR. Health-P.E.

AREA(S) Language Arts-Reading

EVALUATION

The teacher will read and grade the stories written by students.
WORK WITH A GROUP

RESOURCES

PROJECT: Draw a line graph of the months of June and July the truck drivers went on strike. How might that affect his life?
Week 3

Activities

- Have students write a list of recent prices (lettuce, apples, etc.) for fruits and vegetables. Have each student graph the prices for the product(s) of interest. Compare the graph with the earlier graph. Discuss the difference in graphing two different time periods.

1. Why might prices have fluctuated?
2. Why might the fluctuations have affected the people?

(Example: a rise in shipping cost of fruit was created because truck drivers demanded pay raise. Therefore, either the buyer pays more or the producer gets less.)

Additional follow-up: Assign students a future price graph for a product. Have them graph how it might look if during the months of June and July the truck drivers went on strike. How might that affect his life?
WORK WORLD

RESOURCES

2. "From A to Z."
4. "Field Trip."
5. "Library-School and Community."

ATTENDS

P A R T I C I P A T E

Students typically enjoy participating in athletic events, such as soccer, basketball, and track. They may join a team or participate as individuals. The students should be aware of local, state, and federal laws that govern athletic activities, including laws regarding safety, eligibility, and rules of conduct. Students should also understand the importance of following regulations governing athletes.


A small amount of dust, dirt, or debris can be picked up by a simple vacuum cleaner. However, larger quantities of these materials, such as leaves or gravel, can be collected by using a leaf blower or a small lawn mower. Some lawns may have a drainage system that requires occasional cleaning. Other lawns may require regular treatments to maintain their health. 

**WORLD, WORLD**

**ACCUSATIONS**

"All I can say is, 'Stop W. to W. Away,'"

**ADVICE**

- If the local sanitary department requires a dump permit to operate, then perhaps it is time to update the law. The laws regarding sanitation and waste disposal vary, and some laws may not be compatible with current practices. 

- Study leagues in sports. What are some of the rules players must abide by if they agree to join a league?

**EVALUATION**

The students should be able to identify where and how waste is disposed, and what type of laws exist to prevent waste. 

Students should become aware of the many laws, associations, and regulations governing professional athletes.
1.1

At the store, ask the customers what they believe are standard units of weights and measures. Make a list of what they believe are standard units. (Examples: pounds, ounces, cups, gallons, etc.) Display the findings and make comparisons. Emphasize the use and importance of standard units. (May print the weights or standard units)

Show and discuss the film, "Weights and Measures," or
Show and discuss the film, "Measurement in the Food Store."
Show and discuss the film, "Measurement in the Food Store."

The students will:

- Divide the class into three groups.
- Each group will measure a standard cup, a standard spoon, and a standard tablespoon.
- Each group will present their findings to the class.
- The teacher will discuss the importance of standard units in everyday life.
- The students will then go to the market and discuss the weights and measures used.

Discuss the film, "Measuring in the Food Store."
CONCEPT 1 - occupation needs

GEN. Obs. 354 - understand that occupations develop from social needs.

RESOURCES

Film

(#658 - "The Calendar: Story of Its Development" BAV)

ACTIVITIES

View the 16mm film, "The Calendar: Story of Its Development."

Discuss other inventions that involve using numbers to measure.
0 - understand that occupations develop from social needs.

WORK WORLD

ACTIVITIES

View the 16mm film, "The Calendar: Story of Its Development."

Discuss other inventions that involve using numbers to measure.

EVALUATION

The pupil will be able to cite instances where the need to measure brought about an innovation in measurement.
GEN. OBJ. 50 - Understand that occupations were developed from social needs.

RESOURCES

Library-school and community

ACTIVITIES

Research the history of English linear measurement. Emphasize the social need for a standardization of measurement.

Carry on the research to explain why the English system is no longer as useful as it once was and is now being discarded in favor of the metric system.
The pupil will be able to explain the social needs for a standard linear measuring system.
Take a field trip to a nearby clinic after hours.

Notice the various occupations necessary to society that are present in the clinic.
W H A T  W I L L  Y O U  L E A R N

ACTIVITIES

Take a field trip to a nearby clinic after hours. Notice the various occupations necessary to society that are present in the clinic.
CONCEPT 3 Occupations exist for a purpose.

GEN. OBJ. 50 Understand that occupations develop from social needs.

51 Recognize some of the contributions occupations make to the advancement of society.

RESOURCES

Filmstrip series (Then and Now in the U.S., Encyclopedia Britannica Films, 17 filmstrips)

School (Class activity)

WORK WORLD

ACTIVITIES

View any of the filmstrip series Then and Now in the U.S., Encyclopedia Britannica Films, and discuss.

The pupil will cite examples that develop needs.
3. Occupations exist for a purpose.

50. Understand that occupations develop from social needs.

51. Recognize some of the contributions occupations make to the advancement of society.

**WORK WORLD**

**ACTIVITIES**

View any of the filmstrip series *Then and Now* in the U.S., Encyclopedia Britannica Films, and discuss.

**EVALUATION**

The pupil will be able to cite examples of occupations that developed from social needs.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 50 - understand that occupations develop from social needs.
51 - recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

RESOURCES
Counselor
School (Library, class activity)

ACTIVITIES
Discuss orally or in writing on of the questions:
What are some social problems that need solving in today's world? What are some of the occupational fields that work on such problems? What is an ecologist trying to solve? What is a microbiologist? On what problems does a microbiologist work? What is a geneticist? What problems does a geneticist work on? What is an oceanographer? On what problems does an oceanographer work? On what problems does the study of cybernetics work? What is the study of geriatrics? What is a penologist? On what problems does a penologist work?

List other career fields that have social problem orientation and try to determine the problems on which these career operate.
Occupations exist for a purpose.

Occupations develop from social needs.

Recognize some of the contributions occupations make to the advancement of society.

Discuss orally or in writing one of the questions:
What are some social problems that need solving in today's world? What are some of the occupational fields that work on such problems? What is an ecologist trying to solve? What is a microbiologist? On what problems does a microbiologist work? What is a geneticist? What problems does a geneticist work on? What is an oceanographer? On what problems does an oceanographer work? On what problems does the study of cybernetics work? What is the study of geriatrics? What is a penologist? On what problems does a penologist work?

List other career fields that have social problem orientation and try to determine the problems on which these career operate.

Work World

Activities

The pupil is able to discuss orally or in writing that some occupations develop from social problems.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 50 - understand that occupations develop for social needs.
51 - recognize some of the contributions occupations make to the advancement of society.

RESOURCES

School (Class activity, library)

ACTIVITIES

Research the history of paper. Emphasize the occupations that have developed because paper was invented. Make a pictorial history of paper. Do the same with glass, rubber, steel, etc.

WORK WORLD

CURR. AREA (S) Art

GRADE 5

EVA The pupil will show with drawings various occupations were made possible because of the rubber, paper, steel.
3. Occupations exist for a purpose.
4. Understand that occupations develop from social needs.
5. Recognize some of the contributions occupations make to the advancement of society.

GRADE 5

AREA(S) Social Science, Art

WORK WORLD

ACTIVITIES

Research the history of paper. Emphasize the occupations that have developed because paper was invented. Make a pictorial history of paper. Do the same with glass, rubber, steel, etc.

EVALUATION

The pupil will be able to show with drawings the various occupations that were made possible because of the invention of rubber, paper, glass and steel.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 50 - understand that occupations develop from social needs.
51 - recognize some of the contributions occupations make to the advancement of society.

RESOURCES
School (Fifth Grade Science Unit-"Earth")
Film (#6736-"History of Living Things" BAVI)

WORK WORLD

ACTIVITIES
This movie deals with fossils and the historical development of some animal forms. After showing the movie, a class discussion of the people that study fossils should be held. Why would people spend time studying these things. Would a person have to do a lot of studying to be able to develop the information presented in the movie? What contributions are these people making to society?

GRADE CURR. AREA(S)

The student to relate to the contributions has derived from studying the world.
3 - Occupations exist for a purpose.

50 - understand that occupations develop from social needs.
51 - recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

This movie deals with fossils and the historical development of some animal forms. After showing the movie, a class discussion of the people that study fossils should be held. Why would people spend time studying these things? Would a person have to do a lot of studying to be able to develop the information presented in the movie? What contributions are these people making to society?

EVALUATION

The student will be able to relate some of the contributions that society has derived from people studying the past.
CONCEPT

- Occupations exist for a purpose.

GEN. O. E. D.

- understand that occupations develop from social needs.
- recognize some of the contributions occupations make to the advancement of society.

GRADE 5

CURR. AREA(S) Sci

WORK WORLD

RESOURCES

School
- Library, Fifth Grade Science Unit-"Microlife"

Community
- Library

ACTIVITIES

Study biographies of such scientist as Pasteur, Koch, Lister, Leeuwenkoek and others. Have the students write short papers about the contributions that these men made to the development of our society. Include modern figures such as:
- Jonas Salk-Polio vaccine
- Walter Reed-Malaria prevention

The student will explain one scientist's contributions to the development of society by he made.
3 - Occupations exist for a purpose.
50 - understand that occupations develop from social needs.
51 - recognize some of the contributions occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Study biographies of such scientist as Pasteur, Koch, Lister, Leeuwenkoek and others. Have the students write short papers about the contributions that these men made to the development of our society. Include modern figures such as:

- Jonas Salk-Polio vaccine
- Walter Reed-Malaria prevention

EVALUATION

The student will be able to explain in writing how one scientist has contributed to the advancement of society by the discovery he made.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

CURR. AREA(S) Film (#7927- "History of Man: The Rise of Civilization.
#3921- "History of Man: How Man Adapts to His Physical Environment"

RESOURCES

WORK WORLD

ACTIVITIES

View the films - "History of Man: How Man Adapts to His Physical Environment" and "History of Man: The Rise of Civilization."

Discussion should focus on development of occupations.

The pupil is expected to discuss the idea of how man adapted to occupations developed.
3. Occupations exist for a purpose.

52. Recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

View the films- "History of Man: How Man Adapts to His Physical Environment" and "History of Man: The Rise of Civilization."

EVALUATION

The pupil is able to discuss the idea that as man adapted to the world occupations developed.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 53 - understand some of the contributions of occupations to the advancement of society.

RESOURCES

School (Class activity)

WORK WORLD

ACTIVITIES

Think of an American without the automobile. Write a paragraph telling how would your life be different or how today would have been different.

The pupil is to the point automobile at life many ways
3. Occupations exist for a purpose.

5. Understand some of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Think of an American without the automobile. Write a paragraph telling how your life would be different or how today would have been different.

EVALUATION

The pupil is able to write to the point that the automobile affects his life in many ways.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 53 - understand some of the contributions of occupations to the advancement of society.

RESOURCES
School (Our English Language-5 American Book Company)
Film (#7071 - "Story of a Newspaper Man" RAVI)

ACTIVITIES
Trace the development of newspapers. Emphasize the occupations connected with newspaper production.

View film, "Story of a Newspaper Man."

The pupil is to make the idea that it takes more than one with the idea that it takes more than one.
3 - Occupations exist for a purpose.

53 - understand some of the contributions of occupations to the advancement of society.

**WORK WORLD ACTIVITIES**

Trace the development of newspapers. Emphasize the occupations connected with newspaper production, and view film "Story of a Newspaper Man."

**GRADE 5**

**CURR.** Language Arts-Reading

**AREA(S)** (Newspaper)

**EVALUATION**

The pupil is able to discuss the idea that newspapers make our society better than one without newspapers.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 5h - begin to understand that occupations develop to fulfill social needs.

RESOURCES

School (Library)

Film

(#4513 - "History of Transportation-Part I"

#4677 - "History of Transportation-Part II," BAVI)

WORK WORLD

ACTIVITIES

Research the invention and development of the automobile. Emphasize the occupations that the invention of the automobile has created.

View films "History of Transportation-Part I" and "History of Transportation-Part II."

Repeat the activity for the invention and development of the airplane.

Repeat the activity for the invention and development of the steam train.

The pupil would write on the need for the invention brought about by the automobile, and
3. Occupations exist for a purpose.

54. Begin to understand that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Research the invention and development of the automobile. Emphasize the occupations that the invention of the automobile has created.

View films "History of Transportation-Part I" and "History of Transportation-Part II."

Repeat the activity for the invention and development of the airplane.

Repeat the activity for the invention and development of the steam train.

EVALUATION

The pupil will be able to write on the idea that the need for better transportation brought the invention of the steam train, automobile, and airplane.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 54 - begin to understand that occupations develop to fulfill social needs.

WORK WORLD ACTIVITIES

RESOURCES

School
  (Library; Fifth Grade Science Unit—"The Earth")
Community
  (Library)

Have your students research the National Park System. Have the first group prepare a map of the U.S. promoting the National Parks. Have the second group find out the dates that these places became National Parks. Have the third group find out what is unique about these areas that they have been identified as National Parks. Have the fourth group find out who administers these parks (government agency). Have the fifth group find out what is the job of a park ranger.
3. Occupations exist for a purpose.

54. Begin to understand that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Have your students research the National Park System. Have the first group prepare a map of the U.S. mating the National Parks. Have the second group find out the dates that these places become National Parks. Have the third group find out what is unique about these areas that they have been identified as National Parks. Have the fourth group find out who administers these parks (government agency). Have the fifth group find out what is the job of a park ranger.

EVALUATION

The student will be able to explain the purpose of our national park system.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 55 - begin to appreciate the contribution of occupations to the advancement of society.

RESOURCES

School (12 X 18 drawing paper, old magazines and newspapers, water base paint, crayons, chalk, color ink, paste)

ACTIVITIES

Have students use a multi-media approach (photo montage, collage, painting, drawing) to depict occupations related to interior design.

Have students consider: The manufacture of paint, furniture, wallpaper, textiles, lighting fixtures, decorative articles (such as paintings, sculpture, wall hangings, and pottery).

GRADE 5

CURR. AREA(S)

Students will contribute to the advancement of society.
3 - Occupations exist for a purpose.

55 - begin to appreciate the contribution of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Have students use a multi-media approach (photo montage, collage, painting, drawing) to depict occupations related to interior design.

Have students consider:
The manufacture of paint, furniture, wallpaper, textiles, lighting fixtures, decorative articles (such as paintings, sculpture, wall hangings, and pottery).

EVALUATION

Students will identify some of the occupations which contribute to the enhancement of man-made environment.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

RESOURCES

School (Library, Social Science texts)

ACTIVITIES

Make a list of American inventors and list their inventions. Tell how each of these inventions created new jobs.

GRADE 5

CURR. AREA(S) Soc.
3 - Occupations exist for a purpose.
55 - begin to appreciate the contributions of occupations to the advancement of society.

**WORK WORLD**

**ACTIVITIES**

Make a list of American inventors and list their inventions. Tell how each of these inventions created new jobs.

**EVALUATION**

The pupil is able to understand that new inventions create new occupations.
CONCEPT

There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

RESOURCES

School
(Fifth Grade Science
Unit - "Microlife"

ACTIVITIES

The teacher will show and discuss with the students a variety of biological drawings showing microscopic tissues.

Have students use microscopes to view insect parts (or other tissues) and make a pencil sketch of what they see.

Discuss with the students the job of a biological illustrator.

Students will identify that inter science can be a vocation.
There is a wide variety of occupations which may be classified in several ways.

Recognize that there is a wide and increasing variety of occupations.

**WORK WORLD**

**ACTIVITIES**

The teacher will show and discuss with the students a variety of biological drawings showing microscopic tissues.

Have students use microscopes to view insect parts (or other tissues) and make a pencil sketch of what they see.

Discuss with the students the job of a biological illustrator.

**EVALUATION**

Students will comprehend that interests in art and science can be combined in a vocation.

**GRADE** 5

**CURR.** Art

**AREA(S)** Science (Microlife)
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

WORK WORLD

RESOURCES

Self

ACTIVITIES

List as many occupations in health and recreation as possible and find out the primary function of each.
There is a wide variety of occupations which may be classified in several ways.

- recognize that there is a wide and increasing variety of occupations.

WORK WORLD ACTIVITIES

List as many occupations in health and recreation as possible and find out the primary function of each.

EVALUATION

The student should become aware of the many occupations in these categories and their functions.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Using the books, Frontier Living and Colonial Living, compare the occupations of the colonists and pioneers with those of mid-twentieth-century Americans.

The pupil will compare the occupations of the 17th, 18th, and 20th centuries.
4. There is a wide variety of occupations which may be classified in several ways.

56. recognize that there is a wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Using the books, Frontier Living and Colonial Living, compare the occupations of the colonists and pioneers with those of mid-twentieth century Americans.

EVALUATION

The pupil will be able to compare the occupations of the 17th, 18th, and 19th and 20th centuries.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

RESOURCES
School
(Follett, Exploring the Western Hemisphere; Fifth Grade Social Science Units - "Regional Studies New England States and Southeastern States")

ACTIVITIES
Look at pictures of an early New England community and a picture of a modern New England city. Compare the opportunities to pursue various occupations in the two settings. Do the above with pictures of a southern plantation.

The pupil will discuss the differences in necessary skills in two different settings.
There is a wide variety of occupations which may be classified in several ways.

56 - recognize that there is a wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Look at pictures of an early New England community and a picture of a modern New England city. Compare the opportunities to pursue various occupations in the two settings. Do the above with pictures of a southern plantation.

EVALUATION

The pupil will be able to discuss the differences in necessary occupations in two different centuries.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

GRADE 5

CURR. AREA(S) Social Studies

RESOURCES
Library-school and community (Tunis, Edwin-Shaw's Fortune)

ACTIVITIES
Read aloud to the class the book Shaw's Fortune. Compare the occupations of the first Shaw family with the occupations necessary to maintain Shaw's fortune in the 20th century.

The pupil will compare occupations in 17th, 18th, and 19th centuries.
There is a wide variety of occupations which may be classified in several ways.

Recognize that there is a wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Read aloud to the class the book Shaw's Fortune. Compare the occupations of the first Shaw family with the occupations necessary to maintain Shaw's fortune in the 20th century.

GRADE 5

CURR. Social Science (Regional Studies, Southeastern States)

EVALUATION

The pupil will be able to compare occupations of the 17th, 18th, 19th and 20th centuries.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 57 - understand the various ways of classifying occupations.

WORK WORLD

RESOURCES

Using the list developed previously (Concept 4, Objective 56) divide the occupations into groups those which are:

1. health-related or recreation-related
2. involved in producing good or services
3. primarily mental or manual actions
4. indoor or outdoor activities
5. similar and dissimilar in educational training (types of training)

The student can be categorized ways.
There is a wide variety of occupations which may be classified in several ways.

57 - understand the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Using the list developed previously (Concept 4, Objective 56) divide the occupations into groups - those which are:

1. health-related or recreation-related
2. involved in producing goods or services
3. primarily mental or manual actions
4. indoor or outdoor activities
5. similar and dissimilar in educational training (types of training)

GRADE 5

CURR. Health - P.E.

AREA(S)

EVALUATION

The student should be able to realize that occupations can be categorized in many ways.
CONCEPT 4 - There are a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 57 - Understand the various ways of classifying occupations.

RESOURCES

School
(Music specialist, magazines)

Home
(Magazines)

WORK WORLD

ACTIVITIES

Have students compile a group of pictures of people involved in musical activities. Identify the jobs and categorize as applicable. The following examples could be followed categorize the identified jobs.

<table>
<thead>
<tr>
<th>JOB</th>
<th>EDUCATIONAL BACKGROUND</th>
<th>ECONOMIC REMUNERATION</th>
<th>PRIMARY PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accompanist</td>
<td>Lesson for many years</td>
<td>yes-or-no</td>
<td>Help to a soloist or larger group</td>
</tr>
<tr>
<td>Conductor</td>
<td>Advanced training; probably degree</td>
<td>yes</td>
<td>Allows all people to play and sing together to the best of their ability.</td>
</tr>
</tbody>
</table>
There are a wide variety of occupations which may be classified in several ways.

- Understand the various ways of classifying occupations.

**WORK WORLD**

**ACTIVITIES**

Have students compile a group of pictures of people involved in musical activities. Identify the jobs and categorize as applicable. The following examples could be followed categorize the identified jobs.

<table>
<thead>
<tr>
<th>JOB</th>
<th>EDUCATIONAL BACKGROUND</th>
<th>ECONOMIC REMUNERATION</th>
<th>PRIMARY PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musician</td>
<td>Lesson for many years</td>
<td>yes or no</td>
<td>Help to a soloist or larger-group</td>
</tr>
<tr>
<td>Teacher</td>
<td>Advanced training; probably degree</td>
<td>yes</td>
<td>Allows all people to play and sing together to the best of their ability.</td>
</tr>
</tbody>
</table>

**EVALUATION**

The students will be able to classify jobs within music occupations.
CONCEPT: There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 57 - understand the various ways of classifying occupations.

RESOURCES

WORK WORLD

ACTIVITIES

View the 16mm film, "Vocations in Agriculture."

In the post film discussion point out the many different career fields that play a part in vocational agriculture.
There is a wide variety of occupations which may be classified in several ways. Understand the various ways of classifying occupations.

Activities

View the 16mm film, "Vocations in Agriculture." In the post-film discussion point out the many different career fields that play a part in vocational agriculture.

Evaluation

The pupil is able to list many different career fields operating within the field of agriculture.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 57 - understand the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Using the U.S. Department of Labor, Bureau of Labor Statistics Bulletin or some other comparable publication look in the index or table of contents to find the descriptive occupational headings.

Write to the Civil Service Commissions, 19th E. St., Washington, D.C. 20415 for civil service occupational definitions and job descriptions.
There is a wide variety of occupations which may be classified in several ways.

Understand the various ways of classifying occupations.

Using the U.S. Department of Labor, Bureau of Labor Statistics Bulletin or some other comparable publication, look in the index or table of contents to find the descriptive occupational headings.

Write to the Civil Service Commissions, 1900 E. St., Washington, D.C., 20415 for civil service occupational definitions and job descriptions.

GRADE 5

EVALUATION

The pupil will be able to list various occupational descriptive headings.

WORK WORLD

ACTIVITIES

Area(s): Social Science

Language Arts-Reading
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 57 - understand the various ways of classifying occupations.

RESOURCES

ACTIVITIES

School (Class activity)

Make a list of mother's or father's work at home. Classify each type of work named according to "goods" or "service." Examples:

a. baking = goods
b. mowing the lawn = service

Is their community one that deals mainly with producing "goods" or "services." List.
1. There is a wide variety of occupations which may be classified in several ways.

57. Understand the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Make a list of mother’s or father’s work at home. Classify each type of work named according to "goods" or "services." Examples:

a. Baking bread = goods
b. Mowing the lawn = service

Is their community one that deals mainly with producing "goods" or "services." List.

EVALUATION

The student is able to classify work into two categories: goods or services.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 58 - understand the various ways of describing meanings of work.

RESOURCES
School (Class activity)

WORK WORLD

RESOURCES

ACTIVITIES
Discuss the question, "Why do people have to work?"
Try to lead the discussion into such questions as:
Do people who do not "go to work" do work? Does an artist work?

The pupil will discuss the there are many defining the
- Work means different things to different people.

- Understand the various ways of describing meanings of work.

**WORK WORLD**

**ACTIVITIES**

Discuss the question, "Why do people have to work?"

Try to lead the discussion into such questions as:

- Do people who do not "go to work" do work?
- Does an artist work?

**EVALUATION**

The pupil will be able to discuss the idea that there are many ways of defining the word "work."
Concept 5 - Work means different things to different people.

Grade 5

Gen. Obj. 58 - Understand the various ways of describing meanings of work.

59 - Understand that work has a personal meaning to every person.

CURR. Art

Area(s)

Resources

School

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

Work World

Activities

Students will include before work.
5 - Work means different things to different people.
6 - understand the various ways of describing meanings of work.
9 - understand that work has a personal meaning to every person.

WORK WORLD

ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

EVALUATION

Students will recognize that activities also include before and after work.
CONCEPT 5 - Work means different things to different people

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

RESOURCES

School (Class activity)

ACTIVITIES

Discuss the questions: What are some hard (difficult) ways of making a living? What are some easy ways of making a living? The answers should be in written essay form.

Discuss the answers with the class, stressing the point that what appears difficult to some may appear easy to others.
Work means different things to different people. Work has a personal meaning to every person.

**ACTIVITIES**

Discuss the questions: What are some hard (difficult) ways of making a living? What are some easy ways of making a living? The answers should be in written essay form.

Discuss the answers with the class, stressing the point that what appears difficult to some may appear easy to others.

**EVALUATION**

The pupil is able to discuss the idea that a task thany may be difficult to one person may be less difficult to another.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 60 - understand that different kinds of work require varying degrees and types of educational preparation.
61 - understand that occupational requirements and competencies influence educational preparation.

RESOURCES

Teacher
School
(Fifth Grade Science Unit--"The Earth")

ACTIVITIES

At the conclusion of this unit, a discussion should be held dealing with all the different studies that were done to accumulate the information that was discussed throughout the unit. The discussion should include world ecology, the need for each country to do its part, and the fact that all the different people in different lands have the same goal - the preservation of the earth's resources. Some international areas of discussion could be nuclear testing, whale hunting, seal hunting, pollution of the ocean, oil spills.

The student should explain area national concepts people are doing in these areas.
6 - Education and work are interrelated.

60 - Understand that different kinds of work require varying degrees and types of educational preparation.

61 - Understand that occupational requirements and competencies influence educational preparation.

WORK WORLD

ACTIVITIES

At the conclusion of this unit, a discussion should be held dealing with all the different studies that were done to accumulate the information that was discussed throughout the unit. The discussion should include world ecology, the need for each country to do its part, and the fact that all the different people in different lands have the same goal—the preservation of the earth's resources. Some international areas of discussion could be nuclear testing, whale hunting, seal hunting, pollution of the ocean, oil spills.

EVALUATION

The student will be able to explain areas of international concern and what people are doing to control these areas.
CONCEPT: Education and work are interrelated.

GEN. OBJ. 60. understand that different kinds of work require varying degrees and types of education preparation.
61. understand that occupational requirements and competencies influence educational preparation.

GRADE CURR. AREA(S)

RESOURCES
School (Fifth Grade Science Unit-"Microlife")
Community

ACTIVITIES
Discuss the microlife science unit. Have the pupils list all of the occupations in which microscopes are used. Try to determine in which of these occupations the greatest degree of proficiency is required.

The pupil is one way that competencies choices in t
Education and work are interrelated.

60. understand that different kinds of work require varying degrees and types of education preparation.

61. understand that occupational requirements and competencies influence educational preparation.

WORK WORLD

ACTIVITIES

Discuss the microlife science unit. Have the pupils list all of the occupations in which microscopes are used. Try to determine in which of these occupations the greatest degree of proficiency is required.

GRADE 5

CURR. Science (Microlife)

AREA(S)

EVALUATION

The pupil is able to state one way that occupational competencies influence choices in the work world.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 62 - understand that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Have the students define the words "job," "trade," "craft," "profession." Agree on common definitions. Have the students decide if a particular career fits the definition of job or profession. Then list the individual careers under one of several board headings: law, health, education, medicine, engineering, government, etc. Let the pupils determine what steps would be necessary to turn a job into a profession. (For instance, under the board heading "architecture," what would a draftsman have to do become an architect?)
62. Education and work are interrelated.

62. Understand that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Have the students define the words "job," "trade," "craft," "profession." Agree on common definitions. Have the students decide if a particular career fits the definition of job or profession. Then list the individual careers under one of several board headings: law, health, education, medicine, engineering, government, etc. Let the pupils determine what steps would be necessary to turn a job into a profession. (For instance, under the board heading "architecture," what would a draftsman have to do become an architect?)

EVALUATION

The pupil will be able to determine that in most cases a job becomes a profession with increased training and education.

GRADE 5

CURR. Social Science

AREA(S) Language, Arts-Reading
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 63 - Understand that occupational requirements and competencies influence the content and direction of educational preparation.

RESOURCES

School (Class activity)

WORK WORLD

ACTIVITIES

List on the board a series of several jobs: secretary, mechanic, file clerk, waitress, draftsman, etc. Try to determine into how many occupational fields a particular job description might fit. For example, a secretary might find work in the fields of medicine, health, law, education, law enforcement, business, and others.
Education and work are interrelated.

Understand that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

List on the board a series of several jobs: secretary, mechanic, file clerk, waitress, draftsman, etc. Try to determine into how many occupational fields a particular job description might fit. For example, a secretary might find work in the fields of medicine, health, law, education, law enforcement, business, and others.

EVALUATION

The pupil is able to determine that a particular skill might lead to work in many career fields.
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of service.

RESOURCES

School
   16mm movie camera, extra lights, cardboard, paint, large paper

ACTIVITIES

Have students make a 16mm film with the help of the high school photography club. The subject and the length of the film to be determined by the teacher along with a social science instructor. Have each student participate in only one phase of the production (script, props, back drop, lights, acting, photography, etc.).

Discuss with the students their interdependency with each other and with the film processing company in order to complete the film.

Share the completed film with the entire student body.
Job specialization creates interdependency.

- recognize that jobs are coordinated in the production of goods and performance of service.

WORK WORLD

ACTIVITIES

Have students make a 16mm film with the help of the high school photography club. The subject and the length of the film to be determined by the teacher along with a social science instructor. Have each student participate in only one phase of the production (script, props, backdrop, lights, acting, photography, etc.).

Discuss with the students their interdependency with each other and the film processing company in order to complete the film.

Share the completed film with the entire student body.

EVALUATION

The student will analyze the completed film to identify various jobs that had to be coordinated.
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 6b - recognize that jobs are coordinated in the production of goods and performance of services.

RESOURCES
Library-school and community
Community

ACTIVITIES
Make a list of all the occupations that are concerned with music. Remember such things as the manufacture of instruments and printing of music.

GRADE 5
CURR. Music
AREA(S)

EVA The pupil is able to identify several jobs dependent on the music.
Job specialization creates interdependency.

Recognize that jobs are coordinated in the production of goods and performance of services.

**WORK WORLD**

**ACTIVITIES**

Make a list of all the occupations that are concerned with music. Remember such things as the manufacture of instruments and printing of music.

**EVALUATION**

The pupil is able to list several jobs that are dependent on the field of music.
CONCEPT 9 - Job specialization creates interdependency.

GEN. OBJ. 6h - recognize that jobs are coordinated in the production of goods and performance of service.

RESOURCES

School
(Fifth Grade Social Science Unit-"Regional Studies of U.S.")

WORK WORLD

ACTIVITIES

"Geography and land form may strongly influence the type of work done in a region."
(Fifth Grade Social Science Unit-"Regional Studies of the U.S.")

Divide the class into several groups each representing a section of the U.S. Supply each with a list of specific needs and availabilities. Each group must visit the other groups to satisfy their needs.
9 - Job specialization creates interdependency.

6h - recognize that jobs are coordinated in the production of goods and performance of service.

WORK WORLD

ACTIVITIES

"Geography and land form may strongly influence the type of work done in a region."

(Fifth Grade Social Science Unit—"Regional Studies of the U.S.")

Divide the class into several groups each representing a section of the U.S. Supply each with a list of specific needs and availabilities. Each group must visit the other groups to satisfy their needs.

EVALUATION

The pupil is able to itemize the specific needs and availabilities of the different regions of the United States.
CONCEPT 9 - Job specialization creates interdependency.

GEN. Obj. 6h - recognize that jobs are coordinated in the production of goods and performance of service.

RESOURCES
School (Fifth Grade Science Unit: "The Body Systems")
Teacher

ACTIVITIES
Have the students relate experiences that they have had with doctors, dentists, etc. The teacher will discuss the roles of the specialist and the general practitioner. Discussion should center around how the coordination in services leads to better medical care. An analogy between a garage and the medical field would fit at this point. In a large garage different mechanics work with certain parts of the car while in a large clinic certain doctors work with certain medical problems only.
Job specialization creates interdependency. Recognize that jobs are coordinated in the production of goods and performance of service.

**WORK WORLD**

**ACTIVITIES**

Have the students relate experiences that they have had with doctors, dentists, etc. The teacher will discuss the roles of the specialist and the general practitioner. Discussion should center around how the coordination in services leads to better medical care. An analogy between a garage and the medical field would fit at this point. In a large garage, different mechanics work with certain parts of the car while in a large clinic certain doctors work with certain doctors work with certain medical problems only.

**CURRENT** Science (The Body)

**AREA(S)** Systems

**EVALUATION**

The student will be able to explain the advantages of people specializing to provide a service.
CONCEPT  9 - Job specialization creates interdependency.

GEN. OBJ.  64 - recognize that jobs are coordinated in the production of goods and performance of service.
   65 - become aware that worker cooperation is essential.

RESOURCES

Film    (#3885--"Meat and Meat Packing" RAVI)
School  (Fifth Grade Social Science Unit--"Regional Studies of the U.S. Midwest States")

ACTIVITIES

View the film, "Meat and Meat Packing."
In discussion point out how all the jobs and occupations depicted depend on each other.

The pupil will discuss the occupations (jobs) related and interdependent.
9 - Job specialization creates interdependency.

64 - recognize that jobs are coordinated in the production of goods and performance of service.

65 - become aware that worker cooperation is essential.

WORK WORLD

ACTIVITIES

View the film, "Meat and Meat Packing."

and "RAVI"

In discussion point out how all the jobs and occupations depicted depend on each other.

Social - "Regional he U.S. - es"

EVALUATION

The pupil will be able to discuss the idea that occupations (jobs) are interrelated and must be cooperative.
CONCEPT 9 - Job specialization creates interdependence.

GEN. OBJ. 65 - become aware that worker cooperation is essential.

GRADE 5

CURR. AREA(5)

RESOURCES

WORK WORLD

ACTIVITIES

Community Student T.V.

Watch a Green Bay Packer game of T.V., or attend a local high school football game. Have volunteers explain offense, defense and special terms. Diagram offensive line and state their duties.

E T G C G T E

QB

HB HB

FB

Discuss the reasons why players play the position they do? Why does the tackle play end? The quarterback play guard? The halfbacks play center. The kicker play quarterback?

Students should note the jobs and cooperate for success.
Job specialization creates interdependence.

Become aware that worker cooperation is essential.

WORK WORLD

ACTIVITIES

Watch a Green Bay Packer game on TV or attend a local high school football game. Have volunteers explain offense, defense and special terms. Diagram offensive line and state their duties.

E T G C G T E

QB

HB HB

FB

Discuss the reasons why players play the position they do? Why does the tackle play end? The quarterback play guard? The halfbacks play center. The kicker play quarterback?

GRADE 5
CURR. HEALTH-P.E.
AREA(S)

EVALUATION

Students should be able to note the job specialization and cooperation necessary for success.
CONCEPT 9 - Job specialization creates interdependence.

GEN. OBJ. 65 - become aware that worker cooperation is essential.

RESOURCES

WORK WORLD

ACTIVITIES

Films (#0596-RAVI, #1996-RAVI)

Show a film of some modern industry showing a production line type of manufacturing.

GRADE

CURR. AREA(S)
9 - Job specialization creates interdependency.

65 - Become aware that worker cooperation is essential.

**WORK WORLD**

**ACTIVITIES**

Show a film of some modern industry showing a production line type of manufacturing.

**GRADE** 5

**CURR.** Social Science

**AREA(S)**

**EVALUATION**

The pupil is able to discuss the idea that worker cooperation is necessary to our economy.
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 66 - become aware of the many critical environmental elements which may affect career development.

RESOURCES

Film (16852-"Wisconsin Recreational Resources" BAVI)

ACTIVITIES

View the film "Wisconsin's Recreational Resources" and discuss recreational occupations presented.

GRADE 5

CURR. AREAS

EVOL

The student will determine various environmental factors in Wisconsin and orient themselves.
10 - Environment and individual potential interact to influence career development.

66 - Become aware of the many critical environmental elements which may affect career development.

WORK WORLD

ACTIVITIES

View the film "Wisconsin's Recreational Resources" and discuss recreational occupations presented.

EVALUATION

The student will be able to determine various environmental factors that make Wisconsin a recreation-oriented state.
CONCEPT: Environment and individual potential interact to influence career development.

GEN. OBJ. 66 - become aware of the many critical environmental elements which may affect career development.

RESOURCES

Film
(#1353-"Maps and Their Meanings"
BATT)

School
(Fifth Grade Social Science Unit-"Regional Studies of the U.S.", Fifth Grade Science Unit-"Earth")

ACTIVITIES

View the 16mm film, "Maps and Their Meanings."
Point out in discussion how environmental factors affect the agriculture of an area and in turn determine the occupations.

GRADE 5

CURR. SC

AREA(S) Sc...
Environment and individual potential interact to influence career development.

Become aware of the many critical environmental elements which may affect career development.

WORK WORLD

ACTIVITIES

View the 16mm film, "Maps and Their Meanings."
Point out in discussion how environmental factors affect the agriculture of an area and in turn determine the occupations.

EVALUATION

The pupil will recognize how environmental factors influence agriculture related occupations.

GRADE 5

CURR.
Social Science (Regional Studies)
Science (Earth)

AREA(S)

Social "Re-
Areas of the
Grade
"Earth")
CONCEPT 10 - Environment and individual potential.

GEN. Obj. 66 - to become aware of the many critical environmental elements which may affect career development.

RESOURCES
School (Encyclopedias, filmstrips, films, maps)

WORK WORLD

ACTIVITIES
Ask the students to suppose that they lived in Portland, Maine; Oklahoma City; Detroit; Kansas City, Kansas; New Orleans; Tucson; or Seattle. List the environmental factors that might affect the way people make a living.

Divide the children into small groups of three or four students and have each group select an area of the United States. They are to make a mural or appropriate background settings, for their area, describing their environment, and role-play various occupations that are carried on in their area. The remaining class members could guess or ask questions about the occupations or environment to determine the exact location.

Have students make a bulletin board with a large map of the United States. They are to find occupational pictures and match with yarn to the appropriate areas of the United States.

CURR. AREA(S) Art
GRADE 5
Environment and Individual Potential

- to become aware of the many critical environmental elements which may affect career development.

WORK WORLD

ACTIVITIES

Ask the students to suppose that they lived in Portland, Maine; Oklahoma City; Detroit; Kansas City, Kansas; New Orleans; Tucson; or Seattle. List the environmental factors that might affect the way people make a living.

Divide the children into small groups of three or four students and have each group select an area of the United States. They are to make a mural or appropriate background settings, for their area, describing their environment, and role-play various occupations that are carried on in their area. The remaining class members could guess or ask questions about the occupations or environment to determine the exact location.

Have students make a bulletin board with a large map of the United States. They are to find occupational pictures and match with yarn to the appropriate areas of the United States.

EVALUATION

The pupil will be able to:

1. list those factors that would affect the possibilities for making a living in different geographical areas of the United States; or
2. match pictures of the United States (environment) with occupational pictures.

GRADE 5
CURR. Social Science
AREA(S) Art
CONCEPT 10 - Environment and individual potential interact to influence career development.

GEN. OBJ. 66 - to become aware of the many critical environmental elements which may affect career development.

67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

WORK WORLD

RESOURCES

Community (Field trip to high school)

ACTIVITIES

Have students visit the high school art department to identify different elements which help career development.

By arrangement, demonstrations of various art activities could be provided by high school students.

Teacher observes response to...
60 - Environment and individual potential interact to influence career development.

66 - To become aware of the many critical environmental elements which may affect career development.

67 - Recognize that career development is influenced by changing individual and environmental factors acting separately or together.

WORK WORLD

ACTIVITIES

Have students visit the high school art department to identify different elements which help career development.

By arrangement, demonstrations of various art activities could be provided by high school students.

EVALUATION

Teacher observation of student response to field trip.
<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>10 - Environment and individual potential interact to influence career development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN OBJ</td>
<td>67 - recognize that career development is influenced by changing individuals and environmental factors acting separately or together.</td>
</tr>
</tbody>
</table>

| RESOURCES | |
|-----------| |
| Community  | Have a person who had been involved in sports professionally speak to the class (football or hockey player, woman physical education teacher). Discuss which environmental or individual factors forced him or her to switch careers (injury, age, climate, need). |

| WORK WORLD | |
|-------------| |
| ACTIVITIES | |
|             | |

| GRADE 5 | |
| CURR. Heal | |
| AREA(S) | |

| EVA | |
|------| |
| Student will factors which this person's |
- Environment and individual potential interact to influence career development.

- Recognize that career development is influenced by changing individuals and environmental factors acting separately or together.

WORK WORLD

ACTIVITIES

Have a person who had been involved in sports professionally speak to the class (football or hockey player, women physical education teacher). Discuss which environmental or individual factors forced him or her to switch careers (injury, age, climate, need).

EVALUATION

Student will list some factors which influence this person's career.
CO3: EP - Environment in the workplace - job development

DENT. 0Ed. 67 - recognize that job development is influenced by changing individual and environmental factors acting separately or together.

RESOURCES

School library (Encyclopedia books)

WORK WORLD

ACTIVITIES

Divide the class into small groups. Assign to each an area of the country or an industry that has changed because of pollution or mineral depletion. Have the group prepare a report on how environmental changes have changed to way people make a living in this area. Example: The coal mines of the Appalachian Mountains or the iron mines of Minnesota and their effects on living in those areas.)
WORK WORLD

ACTIVITIES

Divide the class into small groups. Assign to each an area of the country or an industry that has changed because of pollution or mineral depletion. Have the group prepare a report on how environmental changes have changed the way people make a living in this area. (Example: The coal mines of the Appalachian Mountains or the iron mines of Minnesota and their effect on living in those areas.)
CONCEPT

Environment and various personal factors to influence career development.

GEN. Ob. 67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

WORK WORLD

ACTIVITIES

The nature of this unit could lend itself to motivate students to pursue a vocational or hobby type of interests that may or may not have science implications. These interests could be quite a variety.

It should be pointed out that hobbies are a means of self-expression and can complement and/or relate to work. The additional activities of this unit and others in grade four, etc., may be helpful. Other references could be referred to. The teacher may relate and illustrate samples. Ask the student to identify hobbies they presently have. Have the students prepare a list of hobbies. Relate how these hobbies can lead to life vocations.
The nature of this unit could lend itself to motivate students to pursue a vocational or hobby type of interests that may or may not have science implications. These interests could be quite a variety.

It should be pointed out that hobbies are a means of self-expression and can complement and/or relate to work. The additional activities of this unit and others in grade four, etc. may be helpful. Other references could be referred to. The teacher may relate and illustrate samples. Ask the student to identify hobbies they presently have. Have the students prepare a list of hobbies. Relate how these hobbies can lead to life vocations.
GET OLD to understand that an individual's occupation can influence his or her life.

WORK WORLD

ACTIVITIES

Study the life styles of famous people in medicine. After: S. S. M. L. and Florence Nightingale. Ten Bosley, Elizabeth Blackwell (first woman physician), Louis Pasteur, Alexander Graham Bell, Charles D. Dr. Lister...

Make a list of ways their life style was influenced because of their occupations.
understand that an individual situation or influence may vary.

WORK WORLD

ACTIVITIES

Study the life styles of famous people in medicine:
- Albert Einstein
- Florence Nightingale
- Dr. S. D. C. Seeley
- Elizabeth Blackwell
- Louis Pasteur
- Alexander Graham Bell
- Frederick Liston

Make a list of ways their life style was influenced because of their occupations.

EVALUATION

The student will be able to relate occupations to life style.
CONCEPT 11 - Occupations and lifestyle are interrelated.

GEN. OBJ. 68 - Understand that preferred lifestyle may influence occupational choice.

WORK WORLD

RESOURCES

Music teacher
Community

ACTIVITIES

Present a list of music occupations and list of types of music: jazz, country-western, Broadway stage, opera, etc. Have the pupils match the occupations with the music types. Have the pupils try to validate their matches with interviews or personal.

The pupil will give evidence and lifestyles influence each other as music preferences concerned.
Occupations and life style are interrelated.

6b - understand that preferred life style may influence occupational choice.

WORK WORLD
ACTIVITIES

Present a list of music occupations and list of types of music: jazz, country-western, broadway stage, opera, etc. Have the pupils match the occupations with the music types. Have the pupils try to validate their matches with interviews or personal.

EVALUATION

The pupil will be able to give evidence that occupation and life style do or do not influence each other as far as music preference is concerned.
CONCEPT

- Occupations and life styles are related.

GEN. OBJ. - 63 - understand that an individual's occupation can influence his life style.

GRADE

CURR. 3-

AREA(S)

WORK WORLD

RESOURCES

Teacher presentation

(Pictures)

ACTIVITIES

Present the class with a series of paired pictures of opposite environmental settings: outdoor-indoor; farm-city; suburban-urban; etc. Have the pupils indicate their preference in each pair. Lead the discussion to point out that their preference will play a part in their choice of occupation.

The pupil will conclude that preference is a bearing on mental setting of occupati...
Occupations and life styles are interrelated. An individual's occupation can influence his life style.

WORK WORLD

ACTIVITIES

Present the class with a series of paired pictures of opposite environmental settings: outdoor-indoor; farm-city; suburban-urban; etc. Have the pupils indicate their preference in each pair. Lead the discussion to point out that their preference will play a part in their choice of occupation.

EVALUATION

The pupil will be able to conclude that his personal preference as to environmental settings will have a bearing on his choice of occupation.
CONCEPT: Occupations and life styles are interrelated.

GEN. OBJ. 68: Understand that an individual's occupation can influence his life style.

RESOURCES
School
(Teacher: Fifth Grade Science Unit- "The Body Systems")

ACTIVITIES
Have the students write a short paragraph entitled, "How the Doctor Lives." Select the best papers from the class and have the students read them to the class. If there is the son or daughter of a doctor in class, have him or her write on "My Father's Work."

Discussion that follows this activity should be directed to an understanding of how a typical doctor may live, the responsibilities of his job, and the rewards and the frustrations of his work.
Occupations and life styles are interrelated.

- understand that an individual's occupation can influence his life style.

**WORK WORLD ACTIVITIES**

Have the students write a short paragraph entitled, "How the Doctor Lives." Select the best papers from the class and have the students read them to the class. If there is the son or daughter of a doctor in class, have him or her write on "My Father's Work."

Discussion that follows this activity should be directed to an understanding of how a typical doctor may live, the responsibilities of his job, and the rewards and the frustrations of his work.

**EVALUATION**

The student will be able to relate the doctor's job to his way of life.
CONCEPT 11 Occupations and life styles are interrelated.

GEN. OBJ. 69 Understand that preferred life style may influence occupation choice.

WORK WORLD

RESOURCES

ACTIVITIES

Self

From the following list of opposites, circle one in each pair which most appeals to you.

1. night-day
2. people-things
3. indoor-outdoor
4. mental-manual
5. noise-quiet
6. group-individual
7. dress clothes-casual clothes

Using the circled words, determine which occupations in health or sports the student would enjoy. The list below is suggested:

- doctor, nurse, druggist, pro golfer, basketball player, umpire for football, sportscaster, physical therapist, surgeon, swimming instructor, P.E. teacher, recreational director, guide, hunter, psychologist, etc.
In most of the work situations you will participate in, your preferred life style may influence your choice of occupation.

WORK WORLD

ACTIVITIES

From the following list of opposites, circle one in each pair which most appeals to you:

1. Night-Day
2. People-Things
3. Indoor-Outdoor
5. Noise-Quiet
6. Group-Individual
7. Dress Clothes-Casual Clothes

Using the circled words, determine which occupations in health or sports the student would enjoy. The list below is suggested:

doctor, nurse, druggist, pro golfer,
basketball player, umpire for football,
sportscaster, physical therapist, surgeon,
swimming instructor, P.E. teacher,
recreational director, guide, hunter,
psychologist, etc.

EVALUATION

The student should be able to determine how his individual feelings and desires can affect his occupational choice.

CURRICULUM AREA(S)

CRAFT

Health P.E.
CONCEPT: Occupations and life styles are interrelated.

GEN. OBJ. 62 - understand that preferred life style may influence occupational choice.

WORK WORLD

RESOURCES

Teacher presentation
(Pictures)

ACTIVITIES

Present the class with a series of paired pictures of opposite occupational settings: a man working on a car on an assembly line surrounded by many others—a man working on a car isolated from others; a person working at a desk surrounded by many others—a person working at a desk isolated from others.

Have the pupils indicate their preference in each pair. Lead the discussion to point out that their preferences will play a part in their choice of occupation.
Occupations and life styles are interrelated. Understand that preferred life style may influence occupational choice.

**WORK WORLD ACTIVITIES**

Present the class with a series of paired pictures of opposite occupational settings: a man working on a car on an assembly line surrounded by many others—a man working on a car isolated from others; a person working at a desk surrounded by many others—a person working at a desk isolated from others.

Have the pupils indicate their preference in each pair. Lead the discussion to point out that their preferences will play a part in their choice of occupation.

**EVALUATION**

The pupil will be able to conclude that his personal preference as to occupational settings will have a bearing on his choice of occupation.
CONCEPT 11 - Occupations and life styles are interrelated.

GEN. OBJ. 70 - recognize that an individual's occupation can influence his life style.

WORK WORLD

ACTIVITIES

RESOURCES
School (Pictures from periodicals or slides)

Show the class a series of pictures of homes (typical or slides of actual homes around the community or area). Have the pupils match the dwellings with a list of people having different occupations. (Example: Apartment building-white collar workers; small frame home-mechanic).
Occupations and life styles are interrelated.

Recognize that an individual's occupation can influence his life style.

**WORK WORLD**

**ACTIVITIES**

Show the class a series of pictures of homes (typical or slides of actual homes around the community or area). Have the pupils match the dwellings with a list of people having different occupations. (Example: Apartment building—white collar workers; small frame home—mechanic).

**EVALUATION**

The pupil is able to explain that people in certain occupations tend to be associated with certain types of dwellings.
CONCEPT: Occupations and life styles are interrelated.

GEN. OBJ. 71: recognize that preferred life style may influence occupational choice.

RESOURCES: School and Home (Pictures from periodicals)

WORK WORLD ACTIVITIES: Given a series of pictures of possessions and a list of occupations, match the possession with the occupation that is most likely to possess the item in the pictures.

The pupil will explain that possessions are associated with people.
Occupations and life styles are interrelated.

- recognize that preferred life style may influence occupational choice.

WORK WORLD

ACTIVITIES

Given a series of pictures of possessions and a list of occupations, match the possession with the occupation that is most likely to possess the item in the pictures.

EVALUATION

The pupil will be able to explain that certain occupations tend to be associated with particular possessions.

GRADE 5
CURR. Social Science
AREA(S)
Have students view the film, "Artist and His Work." The film illustrates the role of the artist in society by exploring the work of three artists. It describes the function of galleries and art centers, and several people explain why they have works of art in their home or place of business.

Have students experience the structure of art sales through role playing. Use work created in class and a bulletin board as the gallery. Have the students by the artists, critics, gallery owners, and purchasers.
Various groups and institutions influence the nature and structure of work.

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

WORK WORLD

ACTIVITIES

Have students view the film, "Artist and His Work." The film illustrates the role of the artist in society by exploring the work of three artists. It describes the function of galleries and art centers, and several people explain why they have works of art in their homes or places of business.

Have students experience the structure of art sales through role-playing. Use work created in class and a bulletin board as the gallery. Have the students be the artists, critics, gallery owners, and purchasers.

EVALUATION

The student will begin to understand some of the organization of the art world. Teacher evaluation.
CONCEPT 1h - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work:
1. Supply and demand
2. Physical facilities
3. Federal, state and local legislation

RESOURCES

ACTIVITIES

View the film, "Toward the Victory of Health."
Then have the school cook speak to the class about state and federal regulations to which the school must conform (sanitation, nutrition requirements, employee requirements).

The student realizes that regulations affect one's

GRADE 5
CURR. AREA(S)
Various groups and institutions influence the nature and structure of work.

72a. Begin to understand that conditions created by organized groups and institutions affect the world of work.

1. Supply and demand.
2. Physical facilities.

**WORK WORLD**

**ACTIVITIES**

View the film, "Toward the Victory of Health."
Then have the school cook speak to the class about state and federal regulations to which the school must conform (sanitation, nutrition requirements, employee requirements).

**EVALUATION**

The student will be able to realize that rules and regulations of institutions affect one's work.
CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

WORK WORLD

RESOURCES

Library
Music Teacher
Counselor

ACTIVITIES

Research and list the organizations that are concerned with music (e.g., labor unions, associations of composers, band directors, etc.).

The pupil is and in discu that many or affect the f
Various groups and institutions influence the nature and structure of work.

14a - begin to understand that conditions created by organized groups and institutions affect the world of work.

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

WORK WORLD

ACTIVITIES

Research and list the organizations that are concerned with music (e.g., labor unions, associations of composers, band directors, etc.).

EVALUATION

The pupil is able to list and in discussion, to realize that many organizations affect the field of music.
CONCEPT  14 - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

GRADE 5

AREA(S)

RESOURCES

School library (Newspaper, magazines)
Home (Newspapers, magazines)
Community (Employment agencies)

WORK WORLD

ACTIVITIES

In looking through newspapers for jobs listed that are open in music, few will be found.

Through teacher lead discussion, students are asked:

How many musically related jobs can that worker himself create the demand for? (composer, entertainer...)

How can a child of this age create a demand for one of these people? (Through choices of records, concerts they attend...)

What type of jobs would be in demand in a
1. Indian reservation?
2. Large city?
3. Farming community?
4. Latin America: country?
Various groups and institutions influence the nature and structure of work.  

2a - begin to understand that conditions created by organized groups and institutions affect the world of work.  
1. Supply and demand  
2. Physical facilities  
3. Federal, state and local legislation  

WORK WORLD ACTIVITIES  
In looking through newspapers for jobs listed that are open in music, few will be found.  

Through teacher lead discussion, students are asked- 
How many music related jobs can that worker himself create the demand for?  
(composer, entertainer...)  

How can a child of this age create a demand for one of these people? (Through choices of records, concerts they attend...)  

What type of jobs would be in demand in a  
1. Indian reservation?  
2. large city?  
3. farming community?  
4. Latin America country?  

EVALUATION  
The student will be able to determine the demand for musical jobs.  
The student will be able to determine a means by which jobs are created.
CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

AREA(S) CURR. Soc

1. Supply and demand
2. Physical/facilities
3. Federal, state and local legislation

WORK WORLD

RESOURCES ACTIVITIES

School and Community Using the World Almanac, look up labor unions, associations and societies, and federal agencies. Have individuals or groups pick a union, association, or agency and determine how the decisions of that organization would affect the work world. (Point out or assign some of the more powerful examples.)
Various groups and institutions influence the nature and structure of work.

To begin to understand that conditions created by organized groups and institutions affect the world of work:

1. Supply and demand
2. Physical facilities
3. Federal, state and local legislation

WORK WORLD

ACTIVITIES

Using the World Almanac, look up labor unions, associations and societies, and federal agencies. Have individuals or groups pick a union, association, or agency and determine how the decisions of that organization would affect the work world.

(*Point out or assign some of the more powerful examples.)

EVALUATION

The student will be able to discuss the ramifications of a decision made by a union or regulatory agency.
CONCEPT 74 - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 72b - begin to understand that conditions in the work world affect groups and institutions.

RESOURCES

Film
(#7658-"Our Land Needs Your Help"
RAVI)
Community
(Field trip)

ACTIVITIES

View the film "Our Land Needs Your Help." Then take a bus ride (or a walk) through the community. Take notes on areas where pollution or misuse is obvious. When back at school, decide which problem is the most dangerous and is a problem students can do something about. Have a committee write letters, do research, and find necessary equipment and transportation. Call yourself a "Concerned Class for a Community" and do your part in ecology.
Various groups and institutions influence the nature and structure of work. Begin to understand that conditions in the work world affect groups and institutions.

**WORK WORLD**

**ACTIVITIES**

View the film "Our Land Needs Your Help." Then take a bus ride (or a walk) through the community. Take notes on areas where pollution or misuse is obvious. When back at school, decide which problem is the most dangerous and is a problem students can do something about. Have a committee write letters, do research, and find necessary equipment and transportation. Call yourself a "Concerned Class for a Community" and do your part in ecology.

**EVALUATION**

The student will be able to become involved in a community project and self-satisfaction should be acquired.
CONCEPT 72b - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 72b - begin to understand that conditions in the work world affect groups and institutions.

RESOURCES

School (Texts, library; Fifth Grade Social Science Unit—"Regional Studies of the U.S.")

WORK WORLD:

ACTIVITIES

During the study of New England states have pupils research the questions: How did the advent of the textile mills' hiring of women and children change the social institutions of the region?

When studying the Eastern Mountain states research the question: How did the diminished supply of coal affect all the social institutions of the area?

The pupil is expected to demonstrate that in the work world found effects on social institutions.
Various groups and institutions influence the nature and structure of work.

72b - begin to understand that conditions in the work world affect groups and institutions.

WORK WORLD

ACTIVITIES

During the study of New England states have pupils research the questions: How did the advent of the textile mills’ hiring of women and children change the social institutions of the region?

When studying the Eastern Mountain states research the question: How did the diminished supply of coal affect all the social institutions of the area?

EVALUATION

The pupil is able to demonstrate that conditions in the world work have profound effects on social institutions.

GRADE 5

CURR. Social Science (Regional Studies of the U.S.)

AREA(S) Regional Studies of the U.S.)
Various groups and institutions influence the nature and structure of work. (a) Laws, (b) Labor Management, (c) Professional Associations, and Licensing Regulations and Society.

**Concept:**
- Various groups and institutions influence work.

**Gen. Obj.:**
- Begin to understand the influences exerted upon the nature and structure of work by:
  1. Laws
  2. Labor Management
  3. Professional Associations
  4. Licensing Regulations and Society

**Resources:**
- Film: "What Our Town Does For Us" (Field trip)
- Community (Field trip)
- Olympic Committee (Washington, D.C.)

**Activities:**
- View the film "What Our Town Does For Us."
- Take a field trip to the courthouse or police station. Find out where bicycle and dog licenses are issued. Ask someone about the necessity for issuing these licenses. Also investigate marriage licenses, zoning ordinances, building permits, etc. Study the Olympic organization. Search for rules and regulations, and requirements. Discuss differences between "amateur" and "professional."
- The student should realize that world and national laws, which affect work.
Various groups and institutions influence the nature and structure of work.

1. Various groups and institutions influence the nature and structure of work. Begin to understand the influences exerted upon the nature and structure of work by: (a) laws, (b) labor management, (c) professional associations and licensing regulations, and society.

WORK WORLD

ACTIVITIES

View the film "What Our Town Does For Us."

Take a field trip to the courthouse or police station. Find out where bicycle and dog licenses are issued. Ask someone about the necessity for issuing these licenses. Also investigate marriage licenses, zoning ordinances, building permits, etc.

Study the Olympic organization. Search for rules, regulations, and requirements. Discuss differences between "amateur" and "professional."

GRADE 5

CURR. Health-P.E.

AREA(S)

EVALUATION

The student should be able to list functions of their local court house.

Students should be able to realize that there are world and national rules which affect a person's work.
CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GEN. OBJ. 73 - begin to understand the influence exerted upon the natural structure of work by: (a) law, (b) labor management, (c) professional associations and licensing regulations and society.

WORK WORLD

RESOURCES

Home (parents)

ACTIVITIES

Have the individual pupil interview his parent or parents. Ask questions such as:

- Do you belong to a union or an association that acts like a union? What does it do?
- Do you have to pass a test to do your work?
- Who made up the test?
- Do you have to have a license?

The pupil will list some conditions that affect his personal ability to earn a living.
Various groups and institutions influence the nature and structure of work.

14 - Various groups and institutions influence the nature and structure of work.

Understand the influence exerted upon the natural structure of work by: (a) laws, (b) labor management, (c) professional associations and licensing regulations and society.

WORK WORLD

ACTIVITIES

Have the individual pupil interview his parent or parents. Ask questions such as:
- Do you belong to a union or an association that acts like a union? What does it do?
- Do you have to pass a test to do your work?
- Who made up the test?
- Do you have to have a license?

EVALUATION

The pupil will be able to list some of the outside conditions that affect his parent's ability to earn a living.
CONCEPT
3 - Occupations exist for a purpose.

GEN. OBJ.
11. begin to recognize that occupations develop from needs of society.
12. begin to understand the contributions made to the advancement of society.

WORD WORLD

RESOURCES
School

ACTIVITIES
Using a catalog cut clothing needs for summer and winter wear. The children will sort pictures and make a booklet.

Have the children name stores that sell clothing. Discuss our needs for clothing. Emphasize that many people have work or jobs in making clothing for us.

Community (Resource person)

Invite a clerk from a shoe store to come in and explain proper shoe care, fitting of shoes, parts of a shoe, and what shoes are made of.
3 - Occupations exist for a purpose.
11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions make to the advancement of society.

WORD WORLD

ACTIVITIES

Using a catalog cut clothing needs for summer and winter wear. The children will sort pictures and make a booklet.

Have the children name stores that sell clothing. Discuss our needs for clothing. Emphasize that many people have work or jobs in making clothing for us.

Invite a clerk from a shoe store to come in and explain proper shoe care, fitting of shoes, parts of a shoe, and what shoes are made of.

EVALUATION

The children will identify those items of clothing needed for summer and winter wear.

The children will be able to name three stores that sell clothing and identify one employee from one store.

The children will demonstrate proper shoe care by polishing and wearing of boots.
CONCEPT 3: Occupations exist for a purpose.

GEN. OBJ. 13: recognize that occupations develop to fulfill social needs.

RESOURCES
- Film or T.V. show involving circus
- School
- Library (School and community)

ACTIVITIES
- Discuss the circus and the fun we have watching it.
- Make a list of animals that are used in a circus.
- Have children tell about the people that work at the circus.
- Watch a movie or T.V. program on the circus.
- Draw pictures of circus animals, acts, and employees of the circus.
- Discuss the fact that people pay to watch a real circus.
- Plan a circus in the room.
3. Occupations exist for a purpose.

13. Recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Discuss the circus and the fun we have watching it.

Make a list of animals that are used in a circus.

Have children tell about the people that work at the circus.

Watch a movie or T.V. program on the circus.

Draw pictures of circus animals, acts and employees of the circus.

Discuss fact that people pay to watch a real circus.

Plan a circus in the room.

EVALUATION

The children will become familiar with circus life, and the fact that many people have work because we pay to watch the circus.

The children will be able to identify ten animals and five acts in the circus.

GRADE Spec. Ed. Primary I

CURR. Social Science

AREA(S) Science, Art
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contribution of occupations to the advancement of society.

RESOURCES
School (Library class discussion)

ACTIVITIES
Discuss life of the early Indians.
Discuss types of early homes and homes of today.
Draw pictures of your homes today.
Draw pictures and designs of a tepee.
Discuss clothing and foods of past and present and how we obtain it.
Collect pictures of the olden days and present times and create oral stories.
3 - Occupations exist for a purpose.
14 - become aware of the contribution of occupations to the advancement of society.

**WORK WORLD**

**ACTIVITIES**

Discuss life of the early Indians.
Discuss types of early homes and homes of today.
Draw pictures of your homes today.
Draw pictures and designs of a tepee.
Discuss clothing and foods of past and present and how we obtain it.
Collect pictures of the olden days and present times and create oral stories.

**EVALUATION**

The children will become aware of the advancement of society and living conditions and be able to name five changes from early days to present times.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 15 - Recognize that occupations develop to fulfill social needs.

WORK WORLD

RESOURCES
School
Community
Self (experiences)

ACTIVITIES
Collect pictures of machines that work for us in building a highway.

Draw pictures of highway equipment at work.

Discuss travel along highways, and what students could be able to see from a car while on a short or long trip.
3 - Occupations exist for a purpose.

15 - recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

Collect pictures of machines that work for us in building a highway.

Draw pictures of highway equipment at work.

Discuss travel along highways, and what students could be able to see from a car while on a short or long trip.

GRADE Spec. Ed. Primary I
CURR. Social Science
AREA(S) Science

EVALUATION

The children will name three machines that are used in building highways so that we may have pleasure in visiting other places.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

RESOURCES

Libraries
(School and Community)

Community
(Resource person)

ACTIVITIES

Collect books and pictures of old time cars.

Discuss speed, size, shape of old and new cars.

Discuss how long it would take to travel from home to a store in an old car.

Bring in an antique car for the children to look at and sit in. At the same time have an automobile dealer bring in a new car. The children will compare the cars.

Make a bulletin board of pictures from automobile dealers.

Draw pictures of the old and new automobile.
3 - Occupations exist for a purpose.

16 - become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

Collect books and pictures of old time cars.
Discuss speed, size, shape of old and new cars.
Discuss how long it would take to travel from home to a store in an old car.
Bring in an antique car for the children to look at and sit in. At the same time have an automobile dealer bring in a new car. The children will compare the cars.
Make a bulletin board of pictures from automobile dealers.
Draw pictures of the old and new automobile.

EVALUATION

The children will see the advancement of automobiles. They will be able to list ten changes in the automobiles that will aid us in travel.

GRADE Spec. Ed. Primary I
CURR. Social Science
AREA(S) Science
Art
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

RESOURCES

School
Community
(Resource person)

ACTIVITIES

Discuss fishing for fun and using it as leisure time.

Discuss what fish eat, how they live, and how they breathe.

Making a balanced aquarium.

Assemble a fish pole, thread the line, and place a hook on the line.

Learning to use a fishing reel.

Trace the Wolf River on the map. List other fishing streams.

Invite the owner of Menominee County Trout Ponds to talk to the children. Discuss the fact that he must know the kinds of fish, their food, and the amount he must feed them.

Discuss weather conditions that influence the catching of fish.
5 - Work means different things to different people.

19 - begin to develop awareness that different kinds of work require varying degrees and types of educational preparation.

**WORK WORLD**

**ACTIVITIES**

Discuss fishing for fun and using it as leisure time.

Discuss what fish eat, how they live, and how they breathe.

Making a balanced aquarium.

Assemble a fish pole, thread the line, and place a hook on the line.

Learning to use a fishing reel.

Trace the Wolf River on the map. List other fishing streams.

Invite the owner of Menominee County Trout Ponds to talk to the children. Discuss the fact that he must know the kinds of fish, their food, and the amount he must feed them.

Discuss weather conditions that influence the catching of fish.

**EVALUATION**

The children will be able to give three reasons why the resource person must be prepared for his work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

WORK WORLD

RESOURCES

School
(Magazines, newspapers)

ACTIVITIES

Note: This is a Special Education Continuing Activity.

Make a scrapbook as a class project showing various types of work.

Divide scrapbook into community helpers and the work of the parents.

Pass the scrapbook on to Intermediate II. This group will add semi-skilled, unskilled and skilled workers to the material.

Pass the scrapbook to Intermediate III. Short stories or sentences about the helpers and workers will be added.
5 - Work means different things to different people.

21 - recognize the various ways of describing meanings of work.

DE Spec. Ed. Primary I
CURR. Social Science
AREA(S) Language Arts-Reading

WORK WORLD

ACTIVITIES

Note: This is a Special Education Continuing Activity.

- Make a scrapbook as a class project showing various types of work.
- Divide scrapbook into community helpers and the work of the parents.
- Pass the scrapbook on to Intermediate II. This group will add semi-skilled, unskilled and skilled workers to the material.
- Pass the scrapbook to Intermediate III. Short stories or sentences about the helpers and workers will be added.

EVALUATION

The scrapbook will be completed and children will be able to recognize various ways of earning a living and meaning of work.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning.

RESOURCES

School
(Scrapbook Developed with concept 5 - objective 21)

ACTIVITIES

The teacher will read the stories to the children from the scrapbook. As this is being done, use a tape recorder to record stories.

Let the children in free-time listen to the tape and decide what they would like to be when they grow up.
Work means different things to different people.

22. recognize that work has a personal meaning.

WORK WORLD

ACTIVITIES

The teacher will read the stories to the children from the scrapbook. As this is being done, use a tape recorder to record stories.

Let the children in free-time listen to the tape and decide what they would like to be when they grow up.

EVALUATION

The children will see that work does have personal meaning to others.
CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

RESOURCES
School
Community

ACTIVITIES
Discuss the hot lunch program in class.
List all of the occupations connected with the hot lunch.
Take a field trip to the kitchen at the Franklin School.
Make drawings of the kitchen and the foods that were prepared.
There is a wide variety of occupations which may be classified in several ways. 

Begin to develop a recognition of the wide and increasing variety of occupations.

**WORK WORLD**

**ACTIVITIES**

Discuss the hot lunch program in class.

List all of the occupations connected with the hot lunch.

Take a field trip to the kitchen at the Franklin School.

Make drawings of the kitchen and the foods that were prepared.

**EVALUATION**

Have a display of pictures and have children identify each.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

School (Class discussion)

WORK WORLD

ACTIVITIES

Discuss the work of the farmers and types of farms.

Discuss the animals, crops, and soil.

Discuss the fact that he must know what to plant, when to plant, and how to harvest.

Make a list of farm machinery, and what the farmer must do to maintain them.

Stress the fact that the farmer has to work long hours, that the work is difficult, that he needs to be in good physical condition, and that he needs to know a great deal about farming.
6. Education and work are interrelated.

17. Recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Discuss the work of the farmers and types of farms.

Discuss the animals, crops, and soil.

Discuss the fact that he must know what to plant, when to plant, and how to harvest.

Make a list of farm machinery, and what the farmer must do to maintain them.

Stress the fact that the farmer has to work long hours, that the work is difficult, that he needs to be in good physical condition, and that he needs to know a great deal about farming.

EVALUATION

The children will become aware that the farmer must be educated in his line of work.

The children will be able to name three different types of farms, three different crops, and three machines used on the farm.
CONCEPT. 6 - Education and work are interrelated.

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction if educational preparation.

WORK WORLD

RESOURCES

School (Library, filmstrip)
Community (Resource person)
Film ("A Visit to Grandfather's Farm," Shawano City-County Library)

ACTIVITIES

Show filmstrips of a farmer's work - "Old MacDonald's Farm."

Making rag dolls by placing beans in paper toweling and wrapping string around them. The children will keep them wet, and watch them grow.

Stress the fact that many farmers go to school and attend night school.

Plan a visit to a farm (if funds permit). Invite a farmer into the room to discuss his work.

Take pictures of a farm and have high school students develop them.

Tape record sounds of farm animals and have children create oral stories.
6 - Education and work are interrelated.

18 - become aware that occupational requirements and competencies influence the content and direction if educational preparation.

WORK WORLD

ACTIVITIES

Show filmstrips of a farmer's work - "Old MacDonald's Farm."

Making rag dolls by placing beans in paper toweling and wrapping string around them. The children will keep them wet, and watch them grow.

Stress the fact that many farmers go to school and attend night school.

Plan a visit to a farm (if funds permit). Invite a farmer into the room to discuss his work.

Take pictures of a farm and have high school students develop them.

Tape record sounds of farm animals and have children create oral stories.

EVALUATION

The children will learn that if a farmer wants to be successful, he must be educated in his occupation.
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

RESOURCES

School
Home
(T.V., radio, newspaper)
Films
(#2419"What Makes Rain,"
 #0726"What Makes Clouds,"
 #0438"Clouds"
 BAVI)

ACTIVITIES

Discuss how people depend on weather forecasts. Watch a T.V. weather forecast. A more advanced group may wish to find out how the weatherman gets his information. They may write for a weather map (WBAY-T.V., Green Bay or WFRV-T.V., Green Bay).

A calendar can be made and record weather conditions for the day. The thermometer should be read and recorded daily on the calendar. Weather reports should be cut from daily newspaper. Make this into a booklet.

Melt a beaker of snow. Prove that there is air caught between layers of snow. Ten inches of snow equals one inch of rain. Farmers are glad to have snow in their fields. It is a good blanket because it has pockets which insulate.

Make a water cycle chart.

Study clouds. Read to learn kinds and observe each when they appear. Cirrus, cumulus, stratus, and nimbus should be identified.

Make a board showing kinds of clouds. Use large white paper. Point in a pale blue background with tempera. Use cotton to put in the four kinds of clouds, coloring the clouds with dry finger paint powder. Place a small table in front of this board and place on it all weather instruments which the class has made during this unit.

(Continued)
3 - Occupations exist for a purpose.

11 - begin to recognize that occupations develop from needs of society.

12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES:

Discuss how people depend on weather forecasts. Watch a T.V. weather forecast. A more advanced group may wish to find out how the weatherman gets his information. They may write for a weather map (WBAY-T.V., Green Bay or WFRV-T.V., Green Bay).

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(Continued on next page)
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

RESOURCES

ACTIVITIES

Go into the Rain Unit after study of Snow and Clouds. Show filmstrip "What Makes Rain?" from the Shawano County Library. Make a simple rain gauge using a pound coffee can with a ruler attached. The more advanced group can make a more accurate one by taking a glass jar which has the same diameter as a paper cone which you may obtain from an ice cream store. Put one inch water in the glass jar and then pour this amount into a slender glass bottle. Note where the water reaches in this jar. Now divide this amount into tenths of an inch. Put the small slender jar with paper cone placed in top (cut out end) in a pail to keep it from tipping. Put it out when it rains. This will register amount of rain in one rainfall.
3 - Occupations exist for a purpose.
11 - begin to recognize that occupations develop from needs of society.
12 - begin to understand the contributions that occupations make to the advancement of society.

WORK WORLD ACTIVITIES

Go into the Rain Unit after study of Snow and Clouds. Show filmstrip "What Makes Rain?" from the Shawano County Library. Make a simple rain gauge using a pound coffee can with a ruler attached. The more advanced group can make a more accurate one by taking a glass jar which has the same diameter as a paper cone which you may obtain from an ice cream store. Put one inch water in the glass jar and then pour this amount into a slender glass bottle. Note where the water reaches in this jar. Now divide this amount into tenths of an inch. Put the small slender jar with paper cone placed in top (cut out end) in a pail to keep it from tipping. Put it our when it rains. This will register amount of rain in one rainfall.

GRADE Spec. Ed. Intermediate
CURR. Science
AREA(S) Language Arts-Reading
Math
Art

EVALUATION
CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

RESOURCES
- School
- Community
- Film (Number 2265: "Basketball: Basic Elementary Skills" BAVI)

WORK WORLD ACTIVITIES

A teacher-pupil discussion should be held on the fun of watching and participation in the sport of basketball.

Make a chart of the rules and become familiar with them for physical education class.

Measure out a regulation size court using a tape measure on the school yard.

Write letters to the Milwaukee Bucks basketball players asking for autographed pictures.

Watch basketball games on T.V.

Attend a basketball game at the Shawano High School.

Note that professional people are paid for their playing and that spectators pay for the entertainment.

Draw a picture of a basketball game.
3 - Occupations exist for a purpose.

13 - recognize that occupations develop to fulfill social needs.

WORK WORLD

ACTIVITIES

A teacher-pupil discussion should be held on the fun of watching and participation in the sport of basketball.

Make a chart of the rules and become familiar with them for physical education class.

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Watch basketball games on T.V.

Attend a basketball game at the Shawano High School.

Note that professional people are paid for their playing and that spectators pay for the entertainment.

Draw a picture of a basketball game.

EVALUATION

The teacher will observe the children when they play the game; how they follow the rules and show good sportsmanship.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  14 - become aware of the contributions of occupations to the advancement of society.

RESOURCES

School Library

ACTIVITIES

Select books from the library on famous inventors. Read stories to the children or assign children to read/aloud to the group.

Make a list of inventors, their inventions and discoveries, and how these helped advancement of society.

Allow the class to discuss ideas of their own which could be considered their own "inventions."
3 - Occupations exist for a purpose.

14 - become aware of the contributions of occupations to the advancement of society.

WORK WORLD

ACTIVITIES

Select books from the library on famous inventors. Read stories to the children or assign children to read aloud to the group.

Make a list of inventors, the inventions and discoveries, and how these helped advancement of society.

Allow the class to discuss ideas of their own which could be considered their own "inventions."

EVALUATION

The children will become aware of the advancement of occupations by studying inventions that aid us in life situations.

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CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

RESOURCES

School
Community
Film (#7875 "Water Pollution" HAVI)

WORK WORLD

ACTIVITIES

Discuss a roadside park.

Design a roadside park which shows: tables, fireplaces, trash cans, playground equipment, water pumps and lavatories.

Discuss drilling of a well and testing of the water.

Invite the City Recreation Director to talk to the children on the parks and recreational facilities in Shavano.

Make a list of workers that help us fulfill our social needs in a roadside park.

Take a walking field trip to a park. Count the number of trees in the park.

Plan a map and count the blocks to the park.
3 - Occupations exist for a purpose.

5 - Recognize that occupations develop to fulfill social needs.

GRADE  Spec. Ed. Intermediate
CURR.  Social Science
AREA(S)  Science
        Language Arts-Reading
        Art
        Math

WORK WORLD

ACTIVITIES

Discuss a roadside park.

Design a roadside park which shows: tables, fireplaces, trash cans, playground equipment, water mps and lavatories.

Discuss drilling of a well and testing of the water.

Invite the City Recreation Director to talk to the children on the parks and recreational facilities in Shawano.

Make a list of workers that help us fulfill our social needs in a roadside park.

Take a walking field trip to a park. Count the number of trees in the park.

Plan a map and count the blocks to the park.

EVALUATION

The children will be able to list the people that plan and maintain our parks.
CONCEPT  3 - Occupations exist for a purpose.

GEN. OBJ.  16 - become aware of the contributions that occupations make to the advancement of society.

RESOURCES

School Library
Community
(Resource person)
Field trip

ACTIVITIES

(Continued Activities of Primary I, Grade I
Concept 3, Objective 16)

Collect pictures of antique cars and books.

The children will be able to get free information about the new cars from all automobile dealers in the city.

Children will learn how to read a speedometer.

A home project will be to read the odometer on the car that they have at home. Record and bring to school. Take an old speedometer apart and see how it operates.

Visit a garage. Watch an oil change and tire change. Give oral report on how these were done.

Make a model car from model car kit.

Divide the class into two groups and make a mural of travel in olden days and travel today.

CURR. AREAS

Soc Sci
Math
Lan Art
3 - Occupations exist for a purpose.

16 - become aware of the contributions that occupations make to the advancement of society.

WORK WORLD

ACTIVITIES

(Continued Activities of Primary 1, Grade 1 Concept 3, Objective 16)

Collect pictures of antique cars and books.

The children will be able to get free information about the new cars from all automobile dealers in the city.

Children will learn how to read a speedometer.

A home project will be to read the odometer on the car that they have at home. Record and bring to school. Take an old speedometer apart and see how it operates.

Visit a garage. Watch an oil change and tire change. Give oral report on how these were done.

Make a model car from model car kit.

Divide the class into two groups and make a mural of travel in olden days and travel today.

EVALUATION

The children will see how travel by car has become safer, more comfortable, and faster because of the mechanical improvements from olden days to present times.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

RESOURCES
School (School nurse)
Community (Nurse's aide)

ACTIVITIES
Compare the training of nurse's aide with the training of a registered nurse.
Invite the school nurse and a nurse's aide to discuss their work and training.

WORK WORLD
GRADE Sp
CURR. So
AREA(S)

Become aware training of prepared to the training of
6 - Education and work are interrelated.

18 - Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

WORK WORLD

ACTIVITIES

- Compare the training of the nurse's aide with the training of a registered nurse.
- Invite the school nurse and a nurse's aide to discuss their work and training.

EVALUATION

- Become aware of the extensive training of a nurse as compared to the more practical training of a nurse's aide.
CONCEPT

There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

RESOURCES

Film
(#7770-"Animal Bites and Rabies"
BAVI)

Library
(School and community)

Community
(Field trip)

ACTIVITIES

Discuss how people's love and concern for pets has resulted in a variety of occupations.

Discuss those occupations related to the care of pets:
1. pet show owners
2. pet food manufacturers
3. kennels for boarding animals
4. animal trainers
5. veterinarians
6. veterinarian assistant

Draw pictures of a pet shop and a favorite pet.

Visit a veterinarian's office.

Figure the cost of food for a pet for one week.

Figure the cost of care of a pet in a kennel.

Select library books on "Care of Pets."
There is a wide variety of occupations which may be classified in several ways.

begin to develop a recognition of the wide and increasing variety of occupations.

WORK WORLD

ACTIVITIES

Discuss how people's love and concern for pets has resulted in a variety of occupations.

Discuss those occupations related to the care of pets:

1. pet show owners
2. pet food manufacturers
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Draw pictures of a pet shop and a favorite pet.

Visit a veterinarian's office.

Figure the cost of food for a pet for one week.

Figure the cost of care of a pet in a kennel.

Select library books on "Care of Pets."

GRADE Spec. Ed. Intermediate

CURRI. Social Science
AREA(S) Science

Language Arts-Reading

Math

Art

EVALUATION

The children will know that people's attitude toward pets have changed and specialized services have increased the variety of occupations.
CONCEPT

There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 2h - begin to recognize the various ways of classifying occupations.

WORK WORLD

RESOURCES

School (Class activity)

ACTIVITIES

Make a teacher-pupil chart of skilled, semi-skilled and unskilled workers.

A game can be played by a child telling about an occupation having other children guess the occupations.

The children can also be asked to associate with specific occupations.
There is a wide variety of occupations which may be classified in several ways.

24. begin to recognize the various ways of classifying occupations.

WORK WORLD

ACTIVITIES

Make a teacher-pupil chart of skilled, semi-skilled and unskilled workers.

A game can be played by a child telling about an occupation having other children guess the occupations.

EVALUATION

The children will be able to associate certain activity with specific occupations.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

School Community
(Shopping trip, resource person)

WORK WORLD

ACTIVITIES

Discuss cooking for fun and cooking for an occupation.

The teacher aide will take three children to the grocery store and shop for something to make as a kitchen project.

Measurement will be taught: cups and fractional parts of a cup, pints, quarts, and use of measuring spoons. Have children practice by using water.

The children will read and follow the directions of the recipe and set the oven of the stove.

Invite a lady into the class to demonstrate cake decorating. Each child may decorate a cupcake.
5 - Work means different things to different people.

19 - Begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Discuss cooking for fun and cooking for an occupation.

The teacher aide will take three children to the grocery store and shop for something to make as a kitchen project.

Measurement will be taught: cups and fractional parts of a cup, pints, quarts, and use of measuring spoons. Have children practice by using water.

The children will read and follow the directions of the recipe and set the oven of the stove.

Invite a lady into the class to demonstrate cake decorating. Each child may decorate a cupcake.

EVALUATION

Have child write a summary of how to decorate a cake and how much work is involved in cooking as an occupation.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 20 - begin to develop an awareness that occupational requirement influence the content and direction of educational preparation.

WORK WORLD

RESOURCES

ACTIVITIES

School

Classify jobs under one of these headings:

1. occupations that require technical training
2. occupations that require college preparation.

Students will some jobs require intensive training others.
Work means different things to different people. Begin to develop an awareness that occupational requirement influence the content and direction of educational preparation.

**CLASSIFY JOBS UNDER ONE OF THESE HEADINGS:**

1. occupations that require technical training
2. occupations that require college preparation.

**EVALUATION**

Students will know that some jobs require more intensive training than others.
CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

RESOURCES
School (Magazine, newspapers).

ACTIVITIES
(Continuing activity: Primary I and Intermediate II Scrapbook)

The child relate and meaning of

In the scrapbook, add a section of jobs that children feel they would be qualified to do when they completed their education.
5 - Work means different things to different people.
21 - recognize the various ways of describing meanings of work.

WORK WORLD

ACTIVITIES

(Continuing activity: Primary I and Intermediate II Scrapbook)

In the scrapbook, add a section of jobs that children feel they would be qualified to do when they completed their education.

EVALUATION

The child will be able to relate and describe the meaning of work.

GRADE Spec. Ed. Intermediate
CURR. Social Science
AREA(S) Language Arts-Reading
CONCEPT 5 Work means different things to different people.

GEN. OBJ. 22 - recorn' that work has a personal meaning to every person.

WORK WORLD

RESOURCES

School
Community

ACTIVITIES

Write letters to successful people asking them what they like about their jobs. Have the children read the letters.

Use a tape recorder and have children role play: Why I think my job is the most interesting job I could have? They could tell how much money they would earn in a week, month and year.

Using a daily newspaper, cut want ads showing job openings.

Make a bulletin board of the letters.
5. Work means different things to different people.

22. Recognize that work has a personal meaning to every person.

**WORK WORLD ACTIVITIES**

Write letters to successful people asking them what they like about their jobs. Have the children read the letters.

Use a tape recorder and have children role play: Why I think my job is the most interesting job I could have? They could tell how much money they would earn in a week, month and year.

Using a daily newspaper, cut want ads showing job openings.

Make a bulletin board of the letters.

**EVALUATION**

Class summation of the letters.

The children will be able to correlate their abilities and job opportunities.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

School
Community
(Resource person)

WORK WORLD

ACTIVITIES

Discuss the education and training needed for air transportation.

Plan a trip to the Shawano Airport.

Mr. Fred Davel, will discuss the local aviation programs. Make a tape recording of this discussion. The discussion should include: how many hours of training one needs to become a pilot; how long a runway is at the Shawano Airport; how fast airplanes fly; how long it would take Mr. Davel to fly from Shawano to Milwaukee.

Build a hanger for a toy airplane. This should be made of wood.

Select books on airports and airplanes for the children to read.
6 - Education and work are interrelated.

17 - recognize that different kinds of work require varying degrees and types of educational preparation.

WORK WORLD

ACTIVITIES

Discuss the education and training needed for air transportation.

Plan a trip to the Shawano Airport.

Mr. Fred Davel will discuss the local aviation programs. Make a tape recording of this discussion. The discussion should include: how many hours of training one needs to become a pilot; how long a runway is at the Shawano Airport; how fast airplanes fly; how long it would take Mr. Davel to fly from Shawano to Milwaukee.

Build a hanger for a toy airplane. This should be made of wood.

Select books on airports and airplanes for the children to read.

GRADE Spec. Ed. Intermediate
CURR. Science
AREA(S) Social Science
Language Arts-Reading
Math

EVALUATION

The class will write a cooperative story as a summary for the unit.
Career Planning and Preparation is an informational and decision making process. Person is essential for one's growth and development. This necessitates making the information at the individual is ready rather than at the convenience of the provider of information. The process extends over a lifetime as the individual utilizes information pertinent to areas of knowledge that has meaning to him. Information should serve the purpose of keeping the individual ready for change; but, even more important, it can also help him be prepared for change. The individual is in a constant state of change and development. This development of the individual occurs in an educational, the occupational, the personal and the social. The developmental approach call collecting and utilizing of information sequentially be individuals over an extended period of state Of readiness and their desired purposes are crucial. Decision making at each stage of may be regarded as the end result of acquiring and processing information.

Recent occupational changes in America require new skills, techniques and knowledge. Certain occupations are being replaced with new ones and workers are being retrained or their education is being broadened for new roles. Education and training are major factors in determining job opportunities. The rate of change in new jobs and new machines is governed to some extent by the rate workers are educated or retrained. An industry cannot afford to install new machines nor create new jobs faster than individuals can be educated. The educational potential (including training) or available individuals is a major determinant of the rapidity of change for each business or industry. Education is becoming more of a determinant of occupations than occupations are of education. Education possessed by an individual, his potential, and his willingness to obtain more educational opportunities is key to his occupational maturity, or lack of it, throughout his life.

There is little question regarding the tremendous influence that friends and family play in decisions of young people. Value and attitude transmittal and formation are centered in family and peer relationships. It becomes imperative for the individual to determine which information to him and how to personalize it. 1

1Ibid., p. 20.
CAREER PLANNING AND PREPARATION

Planning and Preparation is an informational and decision making process. Personalized information for one's growth and development. This necessitates making the information available when the individual is ready rather than at the convenience of the provider of information. The information ends over a lifetime as the individual utilizes information pertinent to areas of his concern and that have meaning to him. Information should serve the purpose of keeping the individual abreast but, even more important, it can also help him be prepared for change. The individual is in a state of change and development. This development of the individual occurs in all areas -- the occupational, the personal and the social. The developmental approach calls for the individual utilizing of information sequentially be individuals over an extended period of time. Their readiness and their desired purposes are crucial. Decision making at each stage of development is regarded as the end result of acquiring and processing information.

Occupational changes in America require new skills, techniques and knowledge. Certain occupations are being replaced with new ones and workers are being retrained or their education or new roles. Education and training are major factors in determining job opportunities. Change in new jobs and new machines is governed to some extent by the rate workers can be retrained. An industry cannot afford to install new machines nor create new jobs at a faster rate than individuals can be educated. The educational potential (including training) or available is a major determinant of the rapidity of change for each business or industry. Therefore, it is becoming more of a determinant of occupations than occupations are of education. The educational potential possessed by an individual, his potential, and his willingness to obtain more education may be a determinant of occupational maturity, or lack of it, throughout his life.

The question regarding the tremendous influence that friends and family play in occupational development for young people. Value and attitude transmission and formation are centered in family and friendships. It becomes imperative for the individual to determine which information is pertinent to him and how to personalize it.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

School
(Kindergarten Social Science Unit-"School")

Teacher
Mimeographed sheets for each child for each page of student booklet.

CAREER PLANNING AND PREPARATION

ACTIVITIES

Discuss with students their job at school. Emphasize how each person should do his best in order to prepare for first grade.

Early in the year, introduce a copy of a booklet which includes things which student should be able to do by the end of the year. Title - My Happy Book.

1. Eight basic colors
2. Count and print numerals 1 through 10
3. I can skip
4. Mother's first name
5. Father's first name
6. Address
7. Telephone number
8. Print own name
9. Cut a circle
10. Tie shoes

When a child can do each of the things listed, he can color the page for his booklet. When all are completed, he may take booklet home.

GRADE: K
CURR. AREA(S): Social Studies

(ERIC DOCUMENT IDENTIFICATION)
6 - Education and work are interrelated.

9 - Awareness that different kinds of work require varying degrees and types of educational preparation.

CAREER PLANNING AND PREPARATION

ACTIVITIES

Discuss with students their job at school. Emphasize how each person should do his best in order to prepare for first grade.

Early in the year, introduce a copy of a booklet which includes things which student should be able to do by the end of the year. Title - My Happy Book.

1. Eight basic colors
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3. I can skip
4. Mother's first name
5. Father's first name
6. Address
7. Telephone number
8. Print own name
9. Cut a circle
10. Tie shoes

When a child can do each of the things listed, he can color the page for his booklet. When all are completed he may take booklet home.

EVALUATION

The student will be able to tell some things which help to prepare him for first grade.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CAREER PLANNING AND PREPARATION

Teacher
School
(Kindergarten Science Unit- "Animals")

Make a list of jobs the farmer does to care for his animals. Discuss what jobs the student could do to help the farmer. Discuss what would happen if the farmer did not take care of his animals.

The students must be well taken care of.
6. Education and work are interrelated.

9. Awareness that different kinds of work require varying degrees and types of educational preparation.

CAREER PLANNING AND PREPARATION

Make a list of jobs the farmer does to care for his animals. Discuss what jobs the student could do to help the farmer. Discuss what would happen if the farmer did not take care of his animals.

GRADE K

CURR. Science (Animals)

AREA(S)

The students will be able to recognize that the farmer must be well educated to take care of his animals.
CONCEPT  6 - Education and work are interrelated.

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

Community (Florist or greenhouse, farm, gardens)
School (Class activity using magazine pictures, Kindergarten Science Unit: "Seeds and Plants")

ACTIVITIES

Have the students tell the group of people that they know who grow plants for pleasure, income, or as feed for animals. Have the same student or other expand on the type of plants and the purpose for which they are grown. Discuss the educational preparation that the different people would need to do their job. This could also be expanded to include professional horticulturist.

The student to explain the meaning of different requires different knowledge.
6 - Education and work are interrelated.

9 - Awareness that different kinds of work require varying degrees and types of educational preparation.

CAREER PLANNING AND PREPARATION

ACTIVITIES

Have the students tell the group of people that they know who grow plants for pleasure, income, or as feed for animals. Have the same student or other expand on the type of plants and the purpose for which they are grown. Discuss the educational preparation that the different people would need to do their job. This could also be expanded to include professional horticulturist.

EVALUATION

The student will be able to explain that the growing of different plants requires different knowledge.

GRADE: K
CURR.: Science (Seeds and Plants)
AREA(S): Science (Seeds and Plants)
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

RESOURCES

Filmstrip
(The Wonderful World of Work: "The Junior Homemaker")

School
(First Grade Social Science Unit-"Home and Family")

CAREER PLANNING AND PREPARATION

ACTIVITIES

Show the filmstrip "The Junior Homemaker." List ways in which a junior homemaker uses math. Examples are telling time, counting (how many?) keeping records, measuring, reading fractional numbers, knowing value of coins, computing earnings.

Role play the junior homemaker in various situations. Pretend there are four children and only two apples. What should we do? Continue with similar activities using story problems and fractional numbers.

Write a recipe on the board. Have the recipe read and the quantities matched to objects or chalkboard drawings.

CURR. MAT. AREA(S)
6 - Education and work are interrelated.

10 - Awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

CAREER PLANNING AND PREPARATION

ACTIVITIES

Show the filmstrip "The Junior Homemaker." List ways in which a junior homemaker uses math. Examples are telling time, counting (how many?) keeping records, measuring, reading fractional numbers, knowing value of coins, computing earnings.

Role play the junior homemaker in various situations. Pretend there are four children and only two apples. What should she do? Continue with similar activities using story problems and fractional numbers.

Write a recipe on the board. Have the recipe read and the quantities matched to objects or chalkboard drawings.

EVALUATION

The child will be able to relate ways a homemaker uses fractional numbers.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

CAREER PLANNING AND PREPARATION

RESOURCES

School
(Bulletin board, teacher made replicas for each child to color)

Book
(The Little Engine Who Could by Piper, Watty)

ACTIVITIES

Make a bulletin board using a large mountain with numerals 1 through 12. This is to show that many difficult things we need to learn can be achieved if we start at the beginning and persist. Make a replica of each child with his name on it. He may color this. As he can identify each number he ascends the mountain. When he gets to the top, he can take the replica of himself home.

Read story, The Little Engine Who Could use this activity to show the child that he can achieve his job at school and can progress to First Grade.

Have students list many reasons Kindergarten children need to be able to recognize numerals from 1 through 12.
Education and work are interrelated.

Awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

Career Planning and Preparation

Activities

Make a bulletin board using a large mountain with numerals 1 through 12. This is to show that many difficult things we need to learn can be achieved if we start at the beginning and persist. Make a replica of each child with his name on it. He may color this. As he can identify each number he ascends the mountain. When he gets to the top, he can take the replica of himself home.

Read story, The Little Engine Who Could use this activity to show the child that he can achieve his job at school and can progress to First Grade. Have students list many reasons Kindergarten children need to be able to recognize numerals from 1 through 12.

Evaluation

The student will be able to identify numerals 1 through 12 in proper sequence.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

CAREER PLANNING AND PREPARATION

RESOURCES
School ( Helpers Chart )

ACTIVITIES
Helpers' Chart - Each day two children are chosen to do special activities. Point out that:
1. Getting the milk requires careful counting so that each child will have a carton.
2. Finding the day on the calendar for the group requires careful counting.
Emphasize that competency is usually the results of desire and practice.
Education and work are interrelated.

- awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

**CAREER PLANNING AND PREPARATION**

**ACTIVITIES**

Helpers' Chart - Each day two children are chosen to do special activities. Point out that:

1. getting the milk requires careful counting so that each child will have a carton.
2. finding the day on the calendar for the group requires careful counting.

Emphasize that competency is usually the results of desire and practice.

**EVALUATION**

The child will be able to state reasons for practicing the use of the natural order of numbers.

**GRADE** K

**CURR.** Math (Order Relation-Unit 4)

**AREA(S)**
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 10 - Awareness the occupational competency requirements influence the kind and degree of one's educational preparation.

RESOURCES
School
(Kindergarten Social Science Unit-"School,"
First Grade papers)

CAREER PLANNING AND PREPARATION

ACTIVITIES

Review with students their job at school. Present a sampling of work done by anonymous first graders. Have the children decide which papers seem to be done carefully and which could be improved.

Ask which papers they think represent a good job at school. Discuss how good work helps us prepare for future.
Education and work are interrelated.

Awareness the occupational competency requirements influence the kind and degree of one's educational preparation.

CAREER PLANNING AND PREPARATION

ACTIVITIES

- Review with student their job at school. Present a sampling of work done by anonymous first graders.
- Have the children decide which papers seem to be done carefully and which could be improved.
- Ask which papers they think represent a good job at school. Discuss how good work helps us prepare for future.

EVALUATION

The child should be able to state reasons for careful work at school.
CONCEPT  Education and work are interrelated.

GEN. Obj.  Awareness that different kinds of work require varying degrees and types of educational preparation.

CAREER AND PLANNING PREPARATION

RESOURCES  Self

ACTIVITIES

Students draw a picture of "When I Grow Up I Want To Be."

Talk about the occupations shown, asking the qualifications needed for that job. Stress that physical fitness and good mental health is important in all occupations.

The teacher responds to physical fitness with qualifications.
6 - Education and work are interrelated.

9 - Awareness that different kinds of work require varying degrees and types of educational preparation.

CAREER AND PLANNING PREPARATION

ACTIVITIES

Students draw a picture of "When I Grow Up I Want To Be."

Talk about the occupations shown, asking the qualifications needed for that job. Stress that physical fitness and good mental health is important in all occupations.

GRADE 1

CURR. Health-P.E.

AREA(S)

EVALUATION

The teacher will evaluate responses correlating physical fitness and mental health with occupational qualifications.
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

RESOURCES

Filmstrip
(Wonderful World of Work "The Newspaper Boy")

School
(First Grade Social Science Unit - Neighborhood Living; My Weekly Reader)

CAREER PLANNING AND PREPARATION

ACTIVITIES

Show the filmstrip "The Newspaper Boy." List the ways in which a newspaper boy uses math. Examples are counting paper, counting customers, knowing value of coins, knowing comparative value of coins, making change, being on time, knowing house numbers and route, paying his bill, figuring his profit.

Use My Weekly Reader. Choose one child to be the newspaper boy. While he is counting the number of papers needed, give the other children different coins to purchase the paper for eight cents. The newspaper boy must decide if it is the correct set of coins and make change when needed.
6 - Education and work are interrelated.

9 - Awareness that different kinds of work require varying degrees and types of educational preparation.

**CAREER PLANNING AND PREPARATION ACTIVITIES**

Show the filmstrip "The Newspaper Boy." List the ways in which a newspaper boy uses math. Examples are counting paper, counting customers, knowing value of coins, knowing comparative value of coins, making change, being on time, knowing house numbers and route, paying his bill, figuring his profit.

Use *My Weekly Reader*. Choose one child to be the newspaper boy. While he is counting the number of papers needed, give the other children different coins to purchase the paper for eight cents. The newspaper boy must decide if it is the correct set of coins and make change when needed.

**EVALUATION**

The child will be able to state ways a newspaper boy uses math.

**GRADE 1**

**CURR.** Math (Money-Unit 15)

**AREA(S)** Social Science (Neighborhood Living)
CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CAREER PLANNING AND PREPARATION

RESOURCES

School (SRA Math text, p. 199)

ACTIVITIES

Sing a song to the tune of "Here We Go Round the Mulberry Bush." Have the children act out the song as they sing it.

List the school activities the children do on specific days of the week. Examples are Monday - Physical education at 8:40; Tuesday - Music at 9:10. Display the list for the children to refer to daily.

Discuss with the children why it is necessary for them to know the time of the day and the day of the week that different special classes are held in order to plan their school work.

The children identify the week for classes.
6 - Education and work are interrelated.

9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CAREER PLANNING AND PREPARATION

ACTIVITIES

Sing a song to the tune of "Here We Go Round the Mulberry Bush." Have the children act out the song as they sing it.

List the school activities the children do on specific days of the week. Examples are Monday—Physical education at 8:40; Tuesday—Music at 9:10. Display the list for the children to refer to daily.

Discuss with the children why it is necessary for them to know the time of the day and the day of the week that different special classes are held in order to plan their school work.

EVALUATION

The child will be able to identify the correct day of the week for specific classes.

GRADE 1

CURR. Math (Time-Unit 17)

AREA(S) Music