The course, for use at the junior high school level, explores employment possibilities in home economics and related areas. Lists of resource materials, a pretest and posttest, and an extensive, 70-page curriculum guide are appended. The guide explores eight block areas: (1) introduction; (2) homemaking; (3) personal development for careers; (4) child care, guidance, and services; (5) institutional and home management, and supportive services; (6) home furnishings, equipment, and services; (7) clothing management, production, and success; and (8) food management, production, and services. Each block, except the first and third, is introduced by a pyramid diagram showing occupations at entry, skilled, technical, and college-trained levels. For these six blocks the desired behavioral outcome is that students will be able to identify job titles and descriptions at various levels of maturity and evaluate social and economic applications of homemaking roles. Suggested content ideas, learning opportunities, and resources are followed by a list of job titles, descriptions, educational requirements, and remuneration. Block 3 emphasizes personal characteristics relating to employability and finding employment. Suggested content ideas, learning opportunities, and resources are supplemented by personality checklists. (NH)
EXPLORATION OF HOME ECONOMICS OCCUPATIONS

Home and Family Education -- 6775.01
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II. HOMEMAKING .................................................. 5 Hours
  - Job titles ................................................. 1
  - Descriptions .............................................. 1
  - Remuneration .............................................. 1
  - Community offerings ..................................... 1

III. PERSONAL DEVELOPMENT FOR CAREERS .................... 5 Hours
  - Seeking employment ....................................... 1
  - Grooming for the job ..................................... 1
  - Living skills/job skills ................................ 1
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IV. CHILD CARE, GUIDANCE AND SERVICES ..................... 5 Hours
  - Seeking employment ....................................... 1
  - Descriptions .............................................. 2
  - Remuneration .............................................. 2
  - Educational requirements ................................ 2
  - Community offerings ..................................... 2

V. INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES .... 5 Hours
  - Job titles ................................................. 2
  - Descriptions .............................................. 2
  - Remuneration .............................................. 2
  - Educational requirements ................................ 2
  - Community offerings ..................................... 2

VI. HOME FURNISHINGS, EQUIPMENT AND SERVICES ............ 5 Hours
  - Job titles ................................................. 2
  - Descriptions .............................................. 2
  - Remuneration .............................................. 2
  - Educational requirements ................................ 2
  - Community offerings ..................................... 2

VII. CLOTHING MANAGEMENT, PRODUCTION AND SERVICES ....... 10 Hours
  - Job titles ................................................. 3
  - Descriptions .............................................. 3
  - Remuneration .............................................. 3
  - Educational requirements ................................ 3
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EXPLORATION OF HOME ECONOMICS OCCUPATIONS

Explores the gainful employment possibilities in, and related to, home economics. It identifies job titles and descriptions. The personal characteristics and attitudes of a successful employee are appraised and experiences furnished for developing these qualities. Some exposure to the procedures involved in securing employment is provided.
This quinmester course should be made available to all students at the junior high school level. The only admission requirement for any student is that he or she anticipates full-time or part-time work in the future. It is advised that exposure to vocational concepts be made to as many students as possible.

A view of job opportunities using home economics knowledge and skills at various levels, job descriptions, needed preparation, and current rates of remuneration will be presented. Some exploratory exposure to the use of commercial equipment will be provided.

It is further recommended, and in certain cases required, that during this quinmester students participate in at least one of many possible out-of-school vocational experiences. Decisions regarding these experiences should be made on the basis of individual need for exposure to, or desire to be involved in, a possible job opportunity, and availability of employers willing to accept observer-trainee students. The selection of students for such experiences should be made by the principal on the recommendation of the guidance counselor and teacher involved, after personal evaluation and parental authorization.

The use of lecture, audio-visual aids, laboratories, texts, newspapers and magazines, field trips of varying duration, and resource personnel are some of the methods to be used in meeting the needs of the students during this 45 hour block.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the Quinmester Advisory Committee, and the Vocational Teacher Education Service, and has been approved by the Dade County Vocational Curriculum Committee.
GOALS

Upon successful completion of this quinmester course, the student should be able to demonstrate:

1. Knowledge of home economics related gainful employment opportunities.

2. Knowledge of job titles, their descriptions, general going rate of remuneration for work performed at various levels, and educational requirements.

3. Personal characteristics and attitudes of a successful employee.

4. Knowledge and application of good health habits and grooming as preparation for employment.

5. An awareness of the procedures involved in securing employment.

6. An awareness of the need for harmonious relationships with others and better understanding of self.
SPECIFIC BLOCK OBJECTIVES

BLOCK I - INTRODUCTION

The student must be able to:

1. State the objectives of the course.
2. Explain the relationship between useful and gainful home economics.
3. Attend classes regularly and punctually.
4. Perform given assignments both oral and written.

BLOCK II - HOMEMAKING

The student must be able to:

1. List the several duties incumbent on the homemaker in the performance of work incidental to varying life styles.
2. Identify the specifics of work performance involved with the several duties connected with homemaking.
3. Demonstrate an awareness that not all compensations for performance of homemaking tasks are measured in terms of money, but rather in terms of other values and satisfactions.
4. Chart work schedule for homemaking duties for varying home and family size needs.
5. Use and operate some of the materials and equipment specific to performance of homemaking tasks.

BLOCK III - PERSONAL DEVELOPMENT FOR CAREERS

The student must be able to:

1. Exhibit personal characteristics and attitudes of a successful employee.
2. Practice good health habits and grooming as preparation for employment.
3. Demonstrate the ability to follow procedures involved in securing employment.
4. Discuss the need for harmonious relationships with others and better understanding of self.

BLOCK IV - CHILD CARE, GUIDANCE AND SERVICES

The student must be able to:

1. List job titles related to child care, guidance and services.
2. Identify job descriptions related to child care; guidance and services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.
BLOCK V - INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES

The student must be able to:

1. List job titles related to institutional and home management and supportive services.
2. Identify job descriptions related to institutional and home management and supportive services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.

BLOCK VI - HOME FURNISHINGS, EQUIPMENT AND SERVICES

The student must be able to:

1. List job titles related to home furnishings, equipment and services.
2. Identify job descriptions related to home furnishings, equipment and services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.

BLOCK VII - CLOTHING MANAGEMENT, PRODUCTION AND SERVICES

The student must be able to:

1. List job titles related to clothing management, production and services.
2. Identify job descriptions related to clothing management, production and services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.

BLOCK VIII - FOOD MANAGEMENT, PRODUCTION AND SERVICES

The student must be able to:

1. List job titles related to food management, production and services.
2. Identify job descriptions related to food management, production and services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.
5. Identify some of the equipment essential to quantity food preparation.

BLOCK IX - PRETEST/POSTTEST
COURSE OUTLINE

I. Introduction
   A. Objectives
   B. Homemaker skills/job skills

II. Homemaking
   A. Job titles
      1. Mature level
      2. Young family level
      3. Newlywed level
      4. Single individual family member level
   B. Descriptions
      1. Everyday routine jobs
      2. Occasional/Intermittent duties
      3. Roles in transition
      4. Transferrable skills applicable to employment
   C. Remuneration
      1. Money allowance
      2. Satisfactions/compensations other than pay
      3. Income from self employment at home
   D. Job opportunities

III. Personal Development for Careers
   A. Seeking employment
      1. Sources of jobs
      2. Techniques
   B. Grooming for the job
   C. Living skills/job skills
      1. Personality
      2. Character
      3. Employee-employer interpersonal relations
      4. Employee-employer courtesy
   D. Attitudes
      1. Punctuality
      2. Respect
      3. Loyalty
      4. Dependability
      5. Responsibility

IV. Child Care, Guidance and Services
   A. Job titles
      1. Professional level
      2. Technical and advanced skill level
      3. Skilled level
      4. Semi-skilled level
IV. Child Care, Guidance and Services (continued)

B. Descriptions
   1. Main duties
   2. Secondary duties
C. Remuneration
   1. Pay rate
   2. Fringe benefits
D. Educational requirements
   1. Schooling
   2. On-the-job training
E. Community offerings
   1. Schooling and/or training
   2. Job opportunities

V. Institutional and Home Management and Supportive Services

A. Job titles
   1. Professional level
   2. Technical or advanced skill level
   3. Skilled level
   4. Semi-skilled level
B. Descriptions
   1. Main duties
   2. Secondary duties
C. Remuneration
   1. Pay rate
   2. Fringe benefits
D. Educational requirements
   1. Schooling
   2. On-the-job training
E. Community offerings
   1. Schooling and/or training
   2. Job opportunities

VI. Home Furnishings, Equipment and Services

A. Job titles
   1. Professional level
   2. Technical or advanced skill level
   3. Skilled level
   4. Semi-skilled level
B. Descriptions
   1. Main duties
   2. Secondary duties
C. Remuneration
   1. Pay rate
   2. Fringe benefits
D. Educational requirements
   1. Schooling
   2. On-the-job training
E. Community offerings
   1. Schooling and/or training
   2. Job opportunities
VII. Clothing Management, Production and Services
   A. Job titles
      1. Professional level
      2. Technical or advanced skill level
      3. Skilled level
      4. Semi-skilled level
   B. Descriptions
      1. Main duties
      2. Secondary duties
   C. Remuneration
      1. Pay rate
      2. Fringe benefits
   D. Educational requirements
      1. Schooling
      2. On-the-job training
   E. Community offerings
      1. Schooling and/or training
      2. Job opportunities

VIII. Food Management, Production and Services
   A. Job titles
      1. Professional level
      2. Technical or advanced skill level
      3. Skilled level
      4. Semi-skilled level
   B. Descriptions
      1. Main duties
      2. Secondary duties
   C. Remuneration
      1. Pay rate
      2. Fringe benefits
   D. Educational requirements
      1. Schooling
      2. On-the-job training
   E. Community offerings
      1. Schooling and/or training
      2. Job opportunities

IX. Quimmester pretest/posttest
EXPLORATION OF HOME ECONOMICS OCCUPATIONS

PRETEST/POSTTEST

Select the best answers in each of the following. Place the letter in the space provided.

1. Some of the jobs open in the area of food management, production and services are:
   (a) Dietitian
   (b) Nutritionist
   (c) Pot washer
   (d) Caterer
   (e) All of these

2. These jobs can be obtained without a college degree:
   (a) Dietitian
   (b) Head waiter
   (c) Chef
   (d) b and c only
   (e) a and b only

3. These jobs in food management, production and services require specialized training:
   (a) Baker
   (b) Pastry chef
   (c) Chef
   (d) None of the above
   (e) a, b, and c

4. These jobs in food management, production and services can be obtained with on-the-job training and no previous school requirement:
   (a) Food researcher
   (b) Waitress/waiter
   (c) Soda fountain worker
   (d) Food service manager
   (e) b and c
   (f) a and d

5. A dietitian is one who:
   (a) Plans menus
   (b) Works largely in hospitals and nursing homes
   (c) Works closely with doctors
   (d) All of the above
   (e) a only

6. A bus boy/girl's duties include:
   (a) Clean up of tables
   (b) Carrying dishes to kitchen
   (c) Cashier's work
   (d) Short order cooking
   (e) All of the above
   (f) a and b only
7. A waiter/waitress usually is paid about:
   (a) Minimum hourly rate plus tips
   (b) $580 a week
   (c) $130 a week
   (d) $10,000 a year

8. A cook's helper and/or pot washer:
   (a) Cleans as needed
   (b) Is on a "do as you are told" basis
   (c) Gets a minimum hourly wage
   (d) Has no educational requirement
   (e) Must be 16 or older
   (f) All of the above

9. Some of the jobs in clothing management, production and services are:
   (a) Model
   (b) Laundry worker
   (c) Buttonhole maker
   (d) Knitting instructor
   (e) All of these
   (f) None of the above

10. The following jobs in clothing management, production and services are primarily found in garment factories:
    (a) Pressers
    (b) Tailors
    (c) Garment cutters
    (d) All of the above
    (e) a and c only

11. More women than men are employed as:
    (a) Laundry workers
    (b) Sewing machine operators
    (c) Wardrobe assistants
    (d) a only
    (e) a, b and c

12. There are job possibilities for men as:
    (a) Models
    (b) Tailors
    (c) b only
    (d) a and b

13. The jobs of wardrobe mistress and wardrobe assistant are apt to be found in the following places:
    (a) Wealthy socialite's home
    (b) Garment factory
    (c) Movie studio
    (d) a only
    (e) a and c
14. Job clusters mean:
   (a) All jobs relating to textiles and clothing
   (b) Only jobs relating to the manufacture of clothing
   (c) Any cluster of jobs having specific training and/or experience in common
   (d) All of the above
   (e) a and c only

15. A sewing machine operator's job may be classified by:
   (a) Single needle operator
   (b) Double needle operator
   (c) Blind needle operator
   (d) Collar stitcher
   (e) Cuff tacker
   (f) Sleeve finisher
   (g) All of the above
   (h) a, b and c only
   (i) d, e and f only

16. A handicapped person is employable as a:
   (a) Sewing machine operator
   (b) Patternmaker
   (c) Both a and b
   (d) b only
   (e) a only

17. Some of the jobs in the area of child care, guidance and services are:
   (a) Nursery school operator
   (b) Baby-sitter
   (c) Mother
   (d) Kindergarten teacher
   (e) All of the above
   (f) a and d only

18. These jobs in child care, guidance and services require
   (a) Recreational supervisor
   (b) Operator of day care center
   (c) Child development teacher
   (d) All of the above
   (e) c only

19. These jobs can be obtained without a college degree:
   (a) Kindergarten teacher in Dade County
   (b) Cottage parent
   (c) Head Start
   (d) a and b only
   (e) b and c only
   (f) None of the above
20. These jobs may be self-taught or learned while working on the job:
   (a) Sales clerk in toy store
   (b) Baby-sitter
   (c) Child care aide in day care center
   (d) All of the above
   (e) b only

21. These jobs require more than one college degree:
   (a) Kindergarten teacher
   (b) High school teacher of child development
   (c) University professor
   (d) b only
   (e) b and c

22. These jobs require aptitude, good attitude and human relations more than formal education:
   (a) Playground supervisor
   (b) Grandma sitter
   (c) Toy store sales clerk
   (d) All of the above
   (e) b only

23. Previous experience is recommended for these jobs:
   (a) Operator of day care center
   (b) Operator of a baby-sitting service
   (c) Operator of a toy train
   (d) All of the above
   (e) a only
   (f) a and b only

24. Part time work at these jobs is good experience preparatory to becoming a mother:
   (a) Baby-sitter
   (b) Child welfare worker
   (c) Mother's helper
   (d) a and c only
   (e) c only

25. Jobs related to home furnishings, equipment and services are:
   (a) Residential supervisor
   (b) Upholsterer
   (c) Merchandising consultant
   (d) Domestic couple
   (e) All of the above
   (f) a, b and c only

26. The following jobs require a college degree:
   (a) Floral designer
   (b) Bridal consultant
   (c) Appliance repairman
   (d) Household products technician
   (e) None of the above
   (f) d only
27. A domestic may find employment:
   (a) In a private home
   (b) Motel or hotel
   (c) Beauty shop
   (d) School
   (e) All of the above
   (f) None of the above

28. Learning to use cleaning equipment can equip you for:
   (a) Home jobs
   (b) Cleaning jobs outside the home
   (c) Both of these
   (d) None of the above

29. The best way to locate a job is to:
   (a) Ask your friends
   (b) Read the classified ads
   (c) Take a school course
   (d) Hang around the street corner

30. To make a good impression on a prospective employer:
   (a) Be punctual
   (b) Dress expensively
   (c) Joke with him
   (d) All of the above

31. To be well groomed one must:
   (a) Use lots of perfume or shaving lotion
   (b) Bathe or shower daily
   (c) Shampoo hair once or twice a week
   (d) Wear clean underwear daily
   (e) All of the above
   (f) b, c, and d

32. The following personal habits at school apply to personal habits on the job:
   (a) Punctuality
   (b) Absenteeism
   (c) Courtesy
   (d) Cooperation
   (e) All of the above
   (f) None of the above

33. Punctuality and absenteeism are:
   (a) Not related to job success
   (b) Somewhat related to job success
   (c) Related to job success
34. Homemaking is the job of:
   (a) Woman of the household
   (b) Domestic day worker or maid
   (c) Every member of the family

35. A homemaker's job:
   (a) Changes as family size changes
   (b) Is the same whether in an apartment or house
   (c) Has a flexible schedule
   (d) Is differential to needs of individual family members
   (e) All of the above except b

36. The most important job of the homemaker is to:
   (a) Cook, serve meals and wash dishes
   (b) Clean the house
   (c) Supervise the children
   (d) Recognize and fulfill various needs of the home and family as they develop
   (e) Supplement income by outside work

37. Personal assets of a good homemaker should include:
   (a) Unselfishness
   (b) Regard for order and routine
   (c) Flexibility
   (d) Positive outlook on life
   (e) Joy in doing for others
   (f) All of the above
   (g) a and e only

38. Homemaking duties may include:
   (a) Budgeting
   (b) Planning and preparing balanced diets for family members of all ages
   (c) Dusting and operating a vacuum cleaner
   (d) Mowing the lawn
   (e) Supervising children's play
   (f) All of the above
   (g) b and c only

39. Homemaking includes:
   (a) Building a house
   (b) General house cleaning
   (c) Supervision of yard care
   (d) Balancing check book
   (e) None of the above
   (f) b, c and d only
   (g) a only
40. Educational requirements of a homemaker are to:
   (a) Have a junior high school education
   (b) Complete one year of home and family education
   (c) Be a high school graduate
   (d) All of the above
   (e) None of the above
   (f) b only

41. A homemaker is compensated:
   (a) About the same as a housekeeper
   (b) By receiving an allowance
   (c) At a scale of wages depending on ability and work done
   (d) In terms of personal values and satisfactions
   (e) All of the above except c
   (f) b and d only

42. The following persons may function as homemakers:
   (a) Married women
   (b) Single men
   (c) Someone of either sex whether married or single
   (d) All of the above
   (e) a only

43. Homemakers are most frequently thought of only as:
   (a) Wives, mothers and housekeepers
   (b) Being unemployed
   (c) Head of the household
   (d) Fathers
   (e) a and b only
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | e |   |   | 21 | e |   |   | 41 | d |
| 2 | d |   |   | 22 | d |   |   | 42 | d |
| 3 | e |   |   | 23 | f |   |   | 43 | e |
| 4 | e |   |   | 24 | d |   |   |   |   |
| 5 | d |   |   | 25 | e |   |   |   |   |
| 6 | f |   |   | 26 | e |   |   |   |   |
| 7 | a |   |   | 27 | e |   |   |   |   |
| 8 | f |   |   | 28 | e |   |   |   |   |
| 9 | e |   |   | 29 | b |   |   |   |   |
|10 | e |   |   | 30 | a |   |   |   |   |
|11 | e |   |   | 31 | f |   |   |   |   |
|12 | d |   |   | 32 | e |   |   |   |   |
|13 | e |   |   | 33 | c |   |   |   |   |
|14 | c |   |   | 34 | c |   |   |   |   |
|15 | g |   |   | 35 | e |   |   |   |   |
|16 | c |   |   | 36 | d |   |   |   |   |
|17 | e |   |   | 37 | f |   |   |   |   |
|18 | d |   |   | 38 | f |   |   |   |   |
|19 | e |   |   | 39 | f |   |   |   |   |
|20 | d |   |   | 40 | e |   |   |   |   |
1. Minimal Responsibility to Others
2. Self Responsibility/Discipline/Independence
3. Increasing Responsibility for Others
4. Mature Responsibility for Self and Others
It is reiterated that it is necessary to be selective from the suggested activities to develop this block's objectives inasmuch as the proposed time allotment is limited to five hours.
**BLOCK TWO**

**BEHAVIORAL OUTCOME:** Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles.

<table>
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<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
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| There are many jobs connected with homemaking which fluctuate with the maturity of the homemaker and which likewise offer a somewhat differing range of employment possibilities. | Chart by levels of maturity the duties performed by the homemaker in the home and their relevancy to occupations available outside the home.  
Single homemaker (Minimal responsibility to others)  
Newlyweds  
Wife/Mother, Husband/Father (Young family)  
Wife/Mother, Husband/Father (Mature family)  
Refer to Blocks numbered III, IV, V, VI, VII, and VIII. | Appendix:  
Pyramid, Page 12 |
| Homemaking is a many-splendored thing.  
The life cycle starts with dependency progresses to independency and back to dependency.  
Inadequacies of some, make opportunities for others in the job market, many of which have implications for the homemaker. | Students do word-search puzzle prepared by teacher to increase vocabulary and awareness of the many jobs which may relate to homemaking.  
Relate the changing roles of the homemaker to the maturity cycle.  
Discuss the economic implications:  
Immediate and future  
Living today and preparing for tomorrow  
Debt vs. assets  
Worker, unemployed and independent  
Social demands relating to ability or inability to cope  
Regulatory agencies, laws, services  
Hospitals, homes for children and elderly, jails, penitentiaries  
Taxes, contributions, charities | Appendix:  
Word search puzzle  
Appendix:  
Dependency-Independency Cycle Chart  
Geriatric Contentment  
The Old Person in Your Home |
| | Bring to class clippings from publications which have bearing and show insight on the above concerns. | Newspapers  
Magazines  
Other published sources |
**BEHAVIORAL OUTCOME:** 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

<table>
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<th>LEARNING OPPORTUNITIES</th>
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</table>
| Homemaking is a fast and greatly changing role as years go by, as families expand and shrink in size, and as economic fluctuations dictate. | Contrast duties of today's homemaker with those of yesteryear re:  
  - Soap making  
  - Canning and drying foods  
  - Rug weaving  
  - Clothes washing (scrub boards and wash kettles, etc.)  
  - Bread baking  
  - Churning-butter and buttermilk  
  - Rug cleaning--vacuum cleaners vs. beating  
  - Fans and air conditioners (types and maintenance)  
  - Cleaning lamp chimneys (Kerosene lamps)  
  - Making up feather beds  
  - Killing and plucking chickens/ducks/geese  
  - Ice box drip pan  
  - Piecing quilts and quilting  
  - Spinning yarn and weaving fabric  
  - Making fires and removing ashes  
  - Washing dishes with soap  
  - Ironing clothing  
  - Garbage disposal  
  - Cleaning gaboons  
  - Smoking and curing meat  
  - Gathering eggs and their care  
  - Picking berries and other fruits  
  - Shelling beans and peas  
  - Others  
  - Project the possible effects of the Equal Rights Amendment.  
  - Debate pros and cons of E.R.A.  
  - Correlate with English and/or Social Studies teachers  
  - Offer extra credit for reading and reporting on Life with Father and/or Life with Mother by Clarence S. Day. | Resource person: One who "remembers when."  
Breakthrough: Women into Management  
Other faculty members |
**BEHAVIORAL OUTCOME:** Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

<table>
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<tr>
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<tbody>
<tr>
<td>Work done at home by homemaker would otherwise be an expense.</td>
<td>Consider the dollar value of the following activities, services, and duties:</td>
<td>Survey: Current rates charged by businesses in the community</td>
</tr>
</tbody>
</table>

1. **General maintenance - routine**
   a. **Cleaning:** rugs, vacuum, shampoo floors (wood, tile, terrazzo) woodwork/walls windows (panes, curtains/drapes, blinds) storage: medicine cabinets clothes closets linen closets kitchen cabinets utility rooms garage other
   b. **Yard care,** including equipment
   c. **Pet care**
   d. **Minor household repair tasks such as** occasional fuse and faucet washer replacement
   e. **Pest control**

2. **Wardrobe upkeep**
   a. **Laundry/pressing**
   b. **Repairs** (seams, buttons, alterations)
   c. **Replacements** (discards, recycling)

3. **Furnishings/Interior Design—selection and maintenance of:**
   - Draperies and slip covers
   - Floor coverings
   - Paint
   - Appliances
   - Furniture
   - Accessories
Behaviors Outcome: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

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</table>
| Money saving activities of the homemaker (continued) | 4. Other family member supportive services  
   a. Child care (infant/school age/after school/play/schedules)  
   b. Transportation to and from school and to cites of special activities (Scouts/music and dance lessons/library/outh enter/parks, doctors/dentists, etc.)  
   c. Counseling/listening/values/relationships  
   d. Menu planning, food purchasing and preparation, serving and clean-up.  
   e. Supervision: meals, sleeping, bathing  
   f. Budgeting: Money management/shopping | | |
| 5. Responsibilities to unemployed family members:  
   a. Infants/preschool and after-school needs of children  
   b. Elderly and/or ill family members medications/schedules/meals/bedding/clothing/morale | | |
| 6. Money Management:  
   a. Budgets for fixed and flexible expenses  
      Long term goals/short term expenses  
      Decision making/choices/reserves  
   b. Bank accounts (savings/checking/balance statements)  
   c. Records: checks, income tax, medical, warranties, mortgage payments, utility bills, insurance, organization dues, installment payments, interest, real estate taxes  
   d. Reserves: Unexpected expenses and/or slush funds | | Kit:  
Modern Consumer Education  
Supplement One -- Budgeting  
Kit:  
Modern Consumer Education  
Supplement One-- Investments and Retirement Planning |
**BLOCK TWO**

**BEHAVIORAL OUTCOME:** Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles.

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<tbody>
<tr>
<td><strong>1.</strong> Money saving activities of the homemaker (continued)</td>
<td><strong>7.</strong> Multi-roles (reversal of conventional role expectancy: Men as homemakers/fathers, women as wage earners—shared experiences)</td>
</tr>
<tr>
<td>Principles of income management when understood and practiced are a good basis for securing a satisfying use of money and a foundation for possible future employment.</td>
<td>Make a budget based on the idea that budgets are designed primarily for satisfactory planned allotments of resources rather than on the idea of &quot;Thou shalt not spend.&quot;</td>
</tr>
<tr>
<td>Budgeting should have built-in flexibility.</td>
<td>Discuss the percentages as represented in relationship to the entire income.</td>
</tr>
<tr>
<td>A budget is a useful device to plan how money is used to secure the greatest gratifications.</td>
<td>Generalize respecting decision making in devising a budget.</td>
</tr>
<tr>
<td>Bring from home a list of the home costs categorized as:</td>
<td>Pretest knowledge about banking business prior to field trip. Posttest by using tests, collected banking forms such as checks, deposit slips, signature cards, etc., to evaluate the field trip experience.</td>
</tr>
<tr>
<td>1. Fixed expenses (rent, utilities, installment payments, etc.)</td>
<td>As an alternative or in connection with field trip, collect various banking forms such as checks, deposit slips, signature cards, etc., and clarify vocabulary and the significance of understanding how to use them and their function.</td>
</tr>
<tr>
<td>2. Flexible expenditures (clothing, entertainment, food, recreation, etc.)</td>
<td></td>
</tr>
<tr>
<td>Discuss the percentages as represented in relationship to the entire income.</td>
<td></td>
</tr>
<tr>
<td>Generalize respecting decision making in devising a budget.</td>
<td></td>
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**RESOURCES**

- Hulti-roles (reversal of conventional role expectancy: Men as homemakers/fathers, women as wage earners—shared experiences)

- Make a budget based on the idea that budgets are designed primarily for satisfactory planned allotments of resources rather than on the idea of "Thou shalt not spend."

- Bring from home a list of the home costs categorized as:
  - 1. Fixed expenses (rent, utilities, installment payments, etc.)
  - 2. Flexible expenditures (clothing, entertainment, food, recreation, etc.)

- Discuss the percentages as represented in relationship to the entire income.

- Generalize respecting decision making in devising a budget.

- Pretest knowledge about banking business prior to field trip. Posttest by using tests, collected banking forms such as checks, deposit slips, signature cards, etc., to evaluate the field trip experience.

- As an alternative or in connection with field trip, collect various banking forms such as checks, deposit slips, signature cards, etc., and clarify vocabulary and the significance of understanding how to use them and their function.
### Suggested Content Ideas
- Credit is costly and a good credit rating is a valuable asset.

### Learning Opportunities
- Arrange for a hands-on experience for students in a credit bureau or other credit-connected business such as Master Charge, Americard, etc.

- Point up the advantages and disadvantages of credit:
  - Buy and enjoy now/pay later
  - Interest and penalty costs

- Use examples of the costs on a revolving charge account at 18% annual/1-1/2% monthly rate.

- Figure the interest on a $20,000 home mortgage for 30 years at 8%. Which costs more, the amount of the mortgage originally or the monthly payments multiplied by 360? What other costs are included in the payments besides the interest charge?

### Resources
- Resource Persons:
  - Officials of a bank or credit union

- Mortgage payment schedule
**BLOCK TWO**

**BEHAVIORAL OUTCOME:** 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

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<tr>
<td>Services performed by the homemaker represents income in the form of substituting for or preventing money outlay.</td>
<td>Rationalize &quot;A penny saved is a penny earned.&quot; Itemize ways this is done by parents and ways it may be done by other members of the family, such as: Washing and waxing the family automobile Mowing the lawn, trimming hedges, etc. Doing own grooming (hair and nails) Others</td>
<td>Resource person: Industrial Arts teacher</td>
</tr>
<tr>
<td></td>
<td>Participate in a demonstration on changing a blown fuse, a washer from a leaky faucet or other simple repair job. Cite what would be required to pay if a handyman, a skilled worker or a technician were to be called to do the job.</td>
<td>Slides: What is Homemaker Service?</td>
</tr>
<tr>
<td></td>
<td>Name a home job which is presently a personal responsibility. List the skills necessary to perform the job satisfactorily. In class discussion, relate this to some job potential mentioning skills that would be needed to convert this job to a wage-earning job.</td>
<td>Guide for Today's Home Living Chapters 5 and 6</td>
</tr>
<tr>
<td></td>
<td>Plan a week's activities for a person employed as a homemaker's assistant using own family as the employer. Assume these responsibilities as much as possible and report activities to the class. Have a family member comment on accomplishments.</td>
<td></td>
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<td></td>
<td>Keep a record of family's food expenses for one week. Set up a week's menus that would decrease the family food expenses from the previous week and still be nutritious and appetizing. Assist in the buying and preparation. Research what remuneration would be received if a person were to do this on a semi-professional or professional level.</td>
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**BEHAVIORAL OUTCOME:** 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

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<td>Today homemaking is not exclusively a female role.</td>
<td>Discuss how multiple role situations affect interpersonal relationships, what some of the advantages and disadvantages are, and some ways satisfactory personal adjustments may be achieved. Buzz sessions on &quot;Homemaking is everybody's job&quot;</td>
<td>Curriculum Guide: Preparation for the Dual Role</td>
</tr>
</tbody>
</table>
| Multiple roles of the homemaker may extend outside the household:  
  a. Father/husband/worker  
  b. Mother/wife/worker  
  c. Student/wife/husband/worker  
  d. Bachelor, single girl/worker  
  e. Student/teenager/part-time worker | Evaluate: "How I do my fair share" Survey class: Who owns pets, who decides on family pets, who bears cost of pet food and services, who takes care of pet's daily needs (feeding, walking, cleaning, training)? Discuss advantages and disadvantages of owning pets. | Steps in Home Living  
  Chapter 5 |
| The impact of women's changing roles is potentially greater than those of technology, zero population growth or any other single issue because women are in every part of life. | Itemize short-cuts, outside services, and "convenience" products that may be deployed to stretch the time and energies of the person who has assumed the multiple role. To what extent does this affect the real income? What are some of the ways family members can cooperate to minimize the attrition on realized income when considering the costs of working outside the home. | Breakthrough: Women into Management  
  Resource person who has filled or is now filling more than one role |
| Women will take the lead in integrating the many aspects of life; in the home and in the work setting. | Suggest ways families may have "quality time" together in the shortened periods they may have to spend together. | Bulletin Board: Clippings of Love Is |
**BLOCK TWO**

**BEHAVIORAL OUTCOME:** 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

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<td>There is a multiplicity of duties which the homemaker performs that may be the basis for employment at money income jobs.</td>
<td>Scan suggestions given under: Child care, guidance and services Institutional and home management and supportive services Home furnishings, equipment and services Clothing management, production and services Food management, production and services (Job titles, descriptions, remuneration, and educational requirements are given in other blocks referred to in this guide) List some jobs which may be done in the home for which income can be realized such as: Sewing for others Laundry Party plan promotions Telephone answering service Board and/or care for children or the elderly Handwork such as embroidery/knitting/novelties Telephone surveys/interviews/sales Typing service Boarding pets Growing plants for sale Other</td>
<td>Refer to Blocks III, IV, V, VI, VII, VIII</td>
</tr>
</tbody>
</table>
### SUGGESTED CONTENT IDEAS

1. An awareness of possible hazards lessens the possibility of their happening. Safety precautions are part of the homemaker's job.

2. The homemaker defers to the personal preferences of individual family members.

3. As children mature and marry, the homemaker plays a continuing and changing role.

4. Ageing family members require attention of the homemaker to meet special health, nutrition, social and psychological needs.

### LEARNING OPPORTUNITIES

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<tr>
<td>1. An awareness of possible hazards lessens the possibility of their happening. Safety precautions are part of the homemaker's job.</td>
<td>Students share &quot;The worse thing that ever happened to me at home.&quot; Discuss how the homemaker might have anticipated and prevented its happening. Include areas of: Fires, burns Falls and other accidents Poisoning (ingested/allergies, etc.) Illness</td>
<td>Pamphlet: Fire! Look Out! Burns! Resource Persons: American Red Cross Police and Fire Departments Poison Control Center</td>
</tr>
<tr>
<td>2. The homemaker defers to the personal preferences of individual family members.</td>
<td>Read and give report on Ibsen's <em>A Doll's House</em>. Suggest nutritionally suitable substitutes for some of the frequently not-so-well-liked foods such as spinach, mushrooms, squash, milk, eggs, beets, turnips, cabbage, etc.</td>
<td>Film: Children at Play with Poisons Forms for newspaper announcements (Miami Herald)</td>
</tr>
<tr>
<td>3. As children mature and marry, the homemaker plays a continuing and changing role.</td>
<td>Prepare a time-table of responsibilities for making wedding preparations by fathers and mothers of the marrying couple. Include social customs and variations to the traditional. Show how these activities may relate to possible employment as a bridal consultant, in merchandising promotions, catering, wedding album and picture sales, jewelry.</td>
<td>Newspaper advertisements of this service Product brochures Samples</td>
</tr>
<tr>
<td>4. Ageing family members require attention of the homemaker to meet special health, nutrition, social and psychological needs.</td>
<td>Share personal experiences by those having lived with an old person in the family. List the changes which occur in dietary needs, irritability thresholds, ego support, vitality, interests, physical comforts, mental attitudes, social outlook, etc., as elders in a family advance in age.</td>
<td>The Old Person in Your Home</td>
</tr>
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**BLOCK TWO**

**BEHAVIORAL OUTCOME:** 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

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<tr>
<td>All family members may not agree respecting vacation plans.</td>
<td>Role play a family with differing vacation preferences. Suggest ways of arbitrating the differences. What compromises may be involved in the solutions.</td>
<td><strong>A Family is for Living</strong></td>
</tr>
<tr>
<td>Vicissitudes of life may sometimes be turned to future advantage.</td>
<td>Cite some emotional experiences both happy and sad which may convert to an enriching facet of experience.</td>
<td><strong>The Brightest Victory Kit:</strong> Use of Leisure Time</td>
</tr>
<tr>
<td>Life experiences help one to empathize with others.</td>
<td></td>
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</tr>
<tr>
<td>There are compensations in homemaking other than money income.</td>
<td>List the advantages and disadvantages of the homemaking experience.</td>
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<tr>
<td></td>
<td>1. Compensations:</td>
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</tr>
<tr>
<td></td>
<td>a. Psychological satisfactions (Creativeness/human relations/love/appreciation by others/feelings of importance/judgment flexibility)</td>
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<tr>
<td></td>
<td>b. Money allowance fixed vs having what's left over via good management or cutting corners</td>
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</tr>
<tr>
<td></td>
<td>c. Personal control of working environment</td>
<td></td>
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<td></td>
<td>d. Independence in scheduling work, effort, time/vacations/absences, etc.</td>
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**Behavioral Outcome:** 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

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</table>
| Compensations other than money income (continued) | 2. Disadvantages:  
  a. Being taken for granted/no genuine appreciation from the other family members  
  b. Being delegated or assuming the less pleasant (aesthetic) jobs  
  c. Frequently no wages or allowance as such  
  d. Impositions/emergency recruitment  
  e. Other |
<table>
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<tr>
<td>Research statistics on:</td>
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<tr>
<td>Employment vs unemployment</td>
</tr>
<tr>
<td>Employment of women with children</td>
</tr>
<tr>
<td>Marital status of working women</td>
</tr>
<tr>
<td>Comparative salaries of men and women</td>
</tr>
<tr>
<td>Disadvantaged/handicapped</td>
</tr>
<tr>
<td>Correlation between education and employment</td>
</tr>
<tr>
<td>Drop-outs and Drop-ins</td>
</tr>
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<td>Low-Income Life Styles</td>
</tr>
<tr>
<td>Putting the Hard-Core Unemployed into Jobs-Case Studies</td>
</tr>
<tr>
<td>Vocational Education, the Bridge Between Man and His Work</td>
</tr>
<tr>
<td>From School to Work</td>
</tr>
<tr>
<td>Having the Power, We Have the Duty</td>
</tr>
<tr>
<td>Vocational Instructional Materials</td>
</tr>
</tbody>
</table>
**HOMEMAKER JOBS -- WORD SCRAMBLE**

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

1. Aide
2. Clerk
3. Cook
4. Dietitian
5. Disciplinarian
6. Dressmaker
7. Estate planner
8. Father
9. Gardner
10. Handyman
11. Host
12. Hostess
13. Housekeeper
14. Laundress
15. Maid
16. Mother
17. Nurse
18. Parent
19. Seamstress
20. Supervisor
21. Teacher
22. Washer
HOMEMAKER JOBS -- WORD SCRAMBLE KEY

1. Aide
2. Clerk
3. Cook
4. Dietitian
5. Disciplinarian
6. Dressmaker
7. Estate planner
8. Father
9. Gardner
10. Handyman
11. Host
12. Hostess
13. Housekeeper
14. Laundress
15. Maid
16. Mother
17. Nurse
18. Parent
19. Seamstress
20. Supervisor
21. Teacher
22. Washer
DEPENDENCY--INDEPENDENCY CYCLE CHART

Old Age/Illness:
- Physical
- Social
- Spiritual
  (Partial or totally dependent on others)

Early life:
- Prenatal
- Infancy
- Preschool
  (Dependent for all needs)

Adult/working years:
- Homemaking
- Occupations
- Careers
  (Little, if any dependency)

Childhood-School Years:
- Elementary
- Secondary/Preparatory
- Trade & College
  (Partial dependency for needs)
## BLOCK THREE

**BEHAVIORAL OUTCOME:** 1. Exhibit personal characteristics and attitudes of a successful employee.

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<tr>
<td>Personal attitudes influence a prospective or a present employer.</td>
<td>Collect cartoons depicting situations which involve certain attitudes and traits. Discuss the benefit or detriment (as a friend and as an employee) of each attitude or trait.</td>
<td>Lessons in Living pp. 363-365</td>
</tr>
<tr>
<td>Punctuality and absenteeism are related to job success.</td>
<td>View filmstrip.</td>
<td>Your Attitude is Showing</td>
</tr>
<tr>
<td>Every employer has rules which must be followed in regard to: Use of appropriate titles for certain personnel Use of the telephone Telephone manners Promptness Illness Tardiness Coffee breaks Lunch hours</td>
<td>Discuss what is meant by ethical behavior. Give some examples from many fields, such as work, going to school, teaching, etc. Discuss how abusing and misusing an employer's rules can lead to unharmonious relationships with the employer and with fellow employees. Prepare and serve a snack to a small group (faculty, family members or another class). Display with these guests the personal traits that also make for good employees.</td>
<td>Enjoying Family Living Chapters 1-3 Filmstrip: Why Work at All</td>
</tr>
</tbody>
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## Block Three

**Behavioral Outcome:** 1. Exhibit personal characteristics and attitudes of a successful employee. (continued)

<table>
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<tr>
<td>Skill preparation alone does not insure vocational or professional success.</td>
<td>Discuss how the negative characteristics exhibited in lack of responsibility and inability to get along with people can more than offset doing the work itself well. Define and give examples of the &quot;work ethic,&quot; Identify the relationship between daily appearance at school and habits formed which could carry over into daily appearance on the job. List some poor habits and attitudes to overcome, such as: Being argumentative Crowding limits Indifferent to the needs of others Others</td>
<td>Pamphlets: <em>Holding a Job</em> <em>What Employers Want</em> Game: <em>Generation Gap</em> Personal Perspectives</td>
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| Good grooming practices and dressing correctly aid in securing employment. | Evaluate personal grooming assets and liabilities by filling out the grooming pre-test on page 39. Carry out a plan for personal improvement. At the end of a specified length of time, repeat test and evaluate results.  
Participate in a mini fashion show that illustrates how not to and how to dress for a job interview.  
Invite a modeling school instructor or demonstrator from a cosmetic company to discuss grooming for the job.  
Invite an executive or personnel manager to discuss proper male attire when applying for and securing a job.  
View and discuss film(s) on good grooming and personal health and hygiene.  
Develop a grooming check sheet which can be used by the class on a daily evaluation basis.  
Select a home project as an extended experience in wardrobe maintenance.  
Establish appropriate grooming standards and dress for a kitchen helper, child care aide, and/or other positions related to home economics.  
Make a collage of advertisements of grooming products and contemplate the validity of their claims. What is their psychological basis? | Wall Chart:  
The Good Looks of Good Grooming  
Films:  
Body Care and Grooming  
How to be Well Groomed  
Personal Health for Girls  
Personal Hygiene for Boys  
Your Cleanliness  
Field trip to local beauty school  
Resource persons:  
Executive or personnel manager  
Modeling school instructor  
Cosmetic demonstrator  
Call Me Mister  
Magazines and newspapers |
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<td>An awareness of the major sources of employment information aids the job seeker in making wise decisions.</td>
<td>Complete the following statement, &quot;If I were seeking a job for myself today, I would find one by...&quot;</td>
<td>Occupational Outlook Handbook</td>
</tr>
<tr>
<td></td>
<td>List the sources available to one seeking employment. List the methods of locating job leads.</td>
<td>Homemaking for Teenagers, Book 1</td>
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<tr>
<td></td>
<td>Using the form on page 38 or one of personal design, conduct a survey to determine job opportunities within the community.</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Scan the classified advertisements in the local papers for home economics related jobs.</td>
<td>Resource persons:</td>
</tr>
<tr>
<td></td>
<td>Set up a bulletin board which illustrates some of the major sources of employment information such as employment agencies, counselors, newspaper want-ads, community bulletin boards, radio, television, etc.</td>
<td>Business Education teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Representative from local employment agency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community employer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Representative from the Miami Opportunity Center of the State Employment Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newspaper Classified Sections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Filmstrip:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job Hunting: Where to Begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guide to Careers Through Vocational Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your Career If You're Not Going to College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planning Ahead For The World of Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Money, Jobs and Futures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Filmstrips:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Decisions: Finding, Getting, and Keeping a job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An Introduction to Vocation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What to Do?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The World of Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jobs for You: It's Happening in Home Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dry Cleaning Sales &amp; Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where Do We Go From Here? Careers in Food Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handbook of Job Facts</td>
</tr>
</tbody>
</table>
**BLOCK THREE**

**BEHAVIORAL OUTCOME:** 3. Demonstrate the ability to follow procedures involved in securing employment. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A survey of possible choices helps one in making decisions respecting work. (continued)</td>
<td>Discuss how possible choices are affected by specific educational background such as elementary and high school courses, vocational classes, on-the-job-training and higher education. What motivational influences affect work choices? Does geographical location sometimes dictate work opportunity and choices? If so, give examples.</td>
<td><strong>A Job For You</strong> Guide to Careers Through Vocational Training <strong>Kits:</strong> Florida Pre-Vocational Home Economics Career Kit Occupational Exploration Kit The World of Work <strong>Slides:</strong> Be Involved--Be a Home Economist What is Homemaker Service? Home Economics--A Pacesetter Profession Dictionary of Occupational Titles Vocations for Boys Inside the Fashion Business Buffet Catering Occupations and Careers Encyclopedia of Careers and Vocational Guidance Futures for Home Economists Careers in Hotels and Restaurants Vocations for Girls Home Economics Careers for You Home Economics as a Profession <strong>Pamphlets:</strong> Be a Person in Home Economics: A Job/Career Story The Correct Waitress Career in School Food Service: A Partnership in Education Careers for Youth in the Food Service Industry The Correct Maid for Hotels and Motels</td>
</tr>
</tbody>
</table>
**BLOCK THREE**

**BEHAVIORAL OUTCOME:** 3. Demonstrate the ability to follow procedures involved in securing employment. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| A knowledge of the information required and procedure followed when filling out employment applications aids the applicant. | Practice writing letters of application in answer to newspaper want-ads. Role-play the employer receiving the applications and selecting some for interviews. State why they were selected. | Filmstrips:  
*Getting and Keeping Your First Job*  
*The Job Interview*  
*Preparing for an Interview*  
*Applying for a Job* |
|                          | Fill out a sample application for a job. Forms can be secured from local employment agencies and businesses. | Looking for a Job |
|                          | Participate in a role-playing situation on applying for a job or a job interview. | *The Teenage Employment Guide* Kit:  
*Getting a Job* |
|                          | Role-play a job inquiry by phone. |  |
|                          | Make a list of the information likely to be needed in filling out employment applications:  
  Social Security Number  
  Address and phone numbers of people used for reference  
  Periods of previous employment: dates, name of immediate superior, job description, location of work and phone number  
  Work permits when required |  |
BLOCK THREE

BEHAVIORAL OUTCOME: 3. Demonstrate the ability to follow procedures involved in securing employment. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| A survey of possible choices helps one in making decisions respecting work. (continued) | Brainstorm on the great variety of jobs available in home economics related fields and where training in home economics skills is applicable. | Curriculum Guides:  
Food Service Occupational Cluster Guide  
Employment Opportunities Related to: Child Development, Clothing and Textiles, Food and Nutrition, Housing and Home Furnishings  
Resource Units for Employment Opportunities in Home Economics Related Occupations |
### SUGGESTED CONTENT IDEAS

Personal living skills and job success go hand in hand.

One's personal conduct on the job can determine whether one's employment in any position will continue or be terminated.

### LEARNING OPPORTUNITIES

- Brainstorm for a list of personality traits that would be necessary for job success.
- Compile a checklist of desirable character and/or personality traits for on the job. Use the list to identify strengths and weaknesses and plan a self-improvement program.
- Survey local employers to determine what qualities are most and least valued in their employees. Report findings to the class.
- List characteristics most annoying in fellow students (Do not identify students). Discuss how these could relate to relationships with fellow employees.
- Study and complete the Attitude and Trait Checklist on page 40. Complete the Absence Questionnaire on page 42. Using the results from these two questionnaires, write a paragraph on personal rating as an effective employee.

### RESOURCES

- Curriculum guide: Orientation to the World of Work
- Film: Improve Your Personality Personal Qualities for Job Success
- Kit: On the Job World of Work Human Relations
- Filmstrip: How to Keep a Job Business Behavior Awareness: Insight Into People
- Guide for Today's Home Living Chapters 2 and 4
- Living With Your Family Chapters 4 and 15
- Homemaking for Teenagers, Book I Chapter 1 Steps in Home Living p. 27
- Teen Guide to Homemaking Chapter 9
- Young Living Chapter 2 Introductory Homemaking pp. 268, 275
JOB OPPORTUNITIES IN THE COMMUNITY

Check the job opportunities in your community at this time. Indicate those immediately available and those which will be available in the near future.

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Now</th>
<th>Future</th>
<th>Jobs</th>
<th>Now</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashiers</td>
<td></td>
<td></td>
<td>Restaurant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grocery Store</td>
<td></td>
<td></td>
<td>Waitress/Waiter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restaurant</td>
<td></td>
<td></td>
<td>Fountain work</td>
<td></td>
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</tr>
<tr>
<td>Department Store</td>
<td></td>
<td></td>
<td>Short-order cook</td>
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<tr>
<td>Other</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dry Cleaners</td>
<td></td>
<td></td>
<td>School Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td></td>
<td></td>
<td>Service Program</td>
<td></td>
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<tr>
<td>Caterer</td>
<td></td>
<td></td>
<td>Department Store</td>
<td></td>
<td></td>
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<tr>
<td>Waitress/Waiter</td>
<td></td>
<td></td>
<td>Salesgirl</td>
<td></td>
<td></td>
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<tr>
<td>Serving</td>
<td></td>
<td></td>
<td>Alterations</td>
<td></td>
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<tr>
<td>Food Preparation</td>
<td></td>
<td></td>
<td>Gift Wrapping</td>
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<td></td>
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<tr>
<td>Bakery</td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td>Cake decorating</td>
<td></td>
<td></td>
<td>Nursery School</td>
<td></td>
<td></td>
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<tr>
<td>Salesgirl</td>
<td></td>
<td></td>
<td>Care of Children</td>
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<tr>
<td>Florist</td>
<td></td>
<td></td>
<td>Sewing Centers</td>
<td></td>
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<tr>
<td>Flower Arrangement</td>
<td></td>
<td></td>
<td>Selling fabric</td>
<td></td>
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<td></td>
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<td></td>
<td>Selling notions</td>
<td></td>
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<td></td>
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<td>Selling patterns</td>
<td></td>
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<tr>
<td>Nursing Home</td>
<td></td>
<td></td>
<td>Others:</td>
<td></td>
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<tr>
<td>Serving sick</td>
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<td></td>
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<tr>
<td>Room care</td>
<td></td>
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<td></td>
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<tr>
<td>Care of older people</td>
<td></td>
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<tr>
<td>Preparing and</td>
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</tr>
<tr>
<td>serving meals</td>
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</tr>
<tr>
<td>Grocery Store</td>
<td></td>
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</tr>
<tr>
<td>Food Packaging</td>
<td></td>
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</tbody>
</table>
GROOMING PRETEST OR CHECKLIST

Rate yourself on the list. Work on improving your shortcomings.

Fill in the answers:

1. Is my hair clean?  
2. Does my hair look neat, shiny, healthy?  
3. Is my complexion clear and healthy looking?  
4. Are my teeth clean and shiny? In good condition?  
5. Are my fingernails clean, well shaped, free from bright polish that is chipped, and from hangnails?  
6. Are my hands clean?  
7. Is my neck clean?  
8. Are my ears clean?  
9. Is my clothing appropriate? Is it becoming?  
10. Am I positive that my clothes and body are absolutely odorless?  
11. Did I have a bath or shower this morning or last night at bedtime?  
12. Do I hang up my clothes every night?  
13. Are my shoes polished and the heels in good repair?  
14. Are my shoes appropriate for business and for school?  
15. Are my shoulders free from dandruff and from stray hairs?  
16. Are my clothes I am now wearing in good repair?  
17. Do my clothes fit well?  
18. Did I take the time this morning to make the most of my appearance?  
19. Do I look fresh and wide awake?  
20. Does my face look pleasant? Do I smile most of the time?  
21. Do I exercise to stay trim and in good physical condition?  
22. Am I drinking at least eight glasses of water each day?  
23. Do I try to look my best at all times, even when alone?  
24. Would I be considered well-groomed?  

Girls *****

Wearing hose?  
Free of runners?  
Fashionable skirt length?  
Hair trim and smart looking?  
Using moderate amount of make-up?  

Boys *****

Shave this morning?  
Hair cut recently?  
Shirt-tail inside?  
Shirt buttoned up?  
Trousers pressed and clean?
PERSONALITY CHECKLIST ON TRAITS FOR SUCCESS ON THE JOB AND ELSEWHERE

Place a check in the column which best describes the degree to which you possess the trait listed.

<table>
<thead>
<tr>
<th>I AM:</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>SELDOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Friendly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cheerful</td>
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<td></td>
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<tr>
<td>3. Pleasant</td>
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<tr>
<td>4. Reliable</td>
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<tr>
<td>5. Thorough</td>
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<tr>
<td>6. Neat</td>
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<tr>
<td>7. Appropriately dressed</td>
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<tr>
<td>8. Confident</td>
<td></td>
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<tr>
<td>9. Optimistic</td>
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<tr>
<td>10. Helpful</td>
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<tr>
<td>11. Sympathetic</td>
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<tr>
<td>12. Ambitious</td>
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<tr>
<td>13. Self-reliant</td>
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<tr>
<td>14. Trustworthy</td>
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<tr>
<td>15. Honest</td>
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<tr>
<td>16. Courteous</td>
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<tr>
<td>17. Careful to avoid bad language</td>
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<tr>
<td>18. Loyal</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. Cooperative</td>
<td></td>
<td></td>
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<tr>
<td>20. Poised</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>21. Self-controlled</td>
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<td></td>
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<tr>
<td>22. Punctual</td>
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<tr>
<td>23. Tactful</td>
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<tr>
<td>24. Alert</td>
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<tr>
<td>25. Persistent</td>
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<tr>
<td>26. Sincere</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>27. Modest</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>28. Patient</td>
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</tbody>
</table>
Choose one of the four statements under each item which best describes the attitudes and performance you exhibit as a student. Place the letter (a, b, c, d) in the blank. This should give you an idea as to how you would rate as an employee. Have a classmate rate you the way he or she sees you and compare your findings.

1. **COOPERATION** - ability to get along with others
   a. Usually gets along with others
   b. Sometimes pulls against rather than work with others
   c. Cooperates willingly
   d. Is difficult to handle

2. **INITIATIVE** - tendency to go ahead
   a. Does routine work acceptably
   b. Does work fairly well by herself/himself
   c. Takes very little initiative, requires urging
   d. Looks for things to learn and do

3. **COURTESY**
   a. Usually is polite
   b. Has been discourteous to public and teacher
   c. Is not particularly courteous in action or speech
   d. Is very courteous and considerate of others

4. **ATTITUDE TOWARD CRITICISM**
   a. Resents criticism
   b. Pays little attention to criticism
   c. Profits by suggestions
   d. Accepts criticism, but does nothing about it
   e. Asks for constructive criticism

5. **NEATNESS AND PERSONAL GROOMING**
   a. Should make effort to improve appearance
   b. Looks neat most of the time
   c. Often neglects appearance
   d. Is attractive and pleasing in appearance

6. **ACCURACY OF WORK**
   a. Is extremely careless
   b. Is as accurate as the average employee
   c. Is frequently inaccurate and careless
   d. Follows through her work with a high degree of accuracy

7. **WORK HABITS**
   a. Wastes time occasionally
   b. Is industrious; keeps busy
   c. Often wastes time
   d. Is fast and efficient

To help the person being evaluated be better informed, list here anything else that is not covered in this rating sheet about which you would like to comment.
ABSENCE AT SCHOOL OR ON THE JOB

1. How many days have you been absent this semester? ___________

2. What were your reasons for absence?

3. If you earned $1.25 an hour, and were absent for an 8-hour day, how much would you:
   a. Lose in a day? ___________
   b. Have lost for the semester so far? ___________

4. If you were an employer, how would you feel about people who were absent from work very often?

5. How would you feel about people who were absent from work most often on Fridays and/or Mondays?

6. Could your attendance be improved?

Name ______________________
QUALITIES NECESSARY FOR SUCCESS IN EMPLOYMENT

The following are some personality traits and characteristics that contribute to success on the job:

1. Loyalty
2. Responsibility
3. Courtesy
4. Tolerance
5. Consideration
6. Ability to listen
7. Honesty
8. Dependability
9. Innovation
10. Creativity
11. Flexibility
12. Appearance
13. Self-understanding
14. Independence
15. Security
16. Self-involvement
17. Motivation
18. Self-discipline
19. Ability to work with others
20. Self-respect
21. Trust
22. Tact
23. Enthusiasm
24. Confidence
25. Sense of humor
1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skill Level - Technical Level
4. College or University Level
**BHAVIORAL OUTCOME:** 4. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Child Care, Guidance and Services.

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| The more one knows and can apply learning in the area of child development, the more employable he/she becomes. | Schedule observations for:  
Television children's programs  
Sesame Street  
Puppet shows  
Cartoons  
Children's films  
Library story-reading program  
Public park preschool programs  
Church, hospital and other private nursery schools  
Government/school programs  
School child care services laboratory, instructional  
Cooperative work program  
Head Start schools  
Community art and science centers' programs  
Orient pupils to objectives of the field trip to the site of the child care operation:  
1. Explain carefully regarding parental consents, conduct expected and route to take coming and going.  
2. Present to pupils list of activities to be observed at the playground  
3. Assign pupils to be mindful of and to keep mental notes regarding activities anticipated to be observed and make plain to pupils their role in their relationship with the children. It should be clear when quiet observation is required and when they may participate in play with a child or group of children assigned to them. | Understanding and Guiding Young Children  
Community agencies and institutions  
Field trips:  
Nursery schools  
Day care centers  
Working Mothers and the Day Nursery  
Curriculum Guides:  
Human Development  
Nursery School in the Home Economics Program, A.  
Exploring Home and Family Living  
Chapters 23-26  
Steps in Home Living  
Chapter 7  
Teen Horizons at Home and School  
Chapter 6  
Introductory Homemaking  
pp. 179-187 |
| There is opportunity for employment in the area of child care for both young and old workers with various training and ability  
Nursery schools and playground supervision require workers who enjoy children and are understanding of their needs. | | |
**BEHAVIORAL OUTCOME:** 4. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Child Care, Guidance and Services. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Nursery schools and playground supervision requires workers who enjoy children and are understanding of their needs (continued) | Evaluation:  
Give pupils check list of questions regarding good points, bad points, and recommended improvement as they observe the playground operation regarding:  
a. Pleasure of children at work and play  
b. Learning opportunities as to knowledge gained and suitability of level offered  
c. Social adjustment (degree of cooperation appearance of feeling secure or threatened, etc.)  
d. Physical activities  
e. Emotional stability of children  
f. Work failures and successes  
g. Individual differences  
h. Health indicators (size, weight, agility, etc.)  
i. Suitability of equipment  
j. Adult attitudes and supervision  
k. Kinds of equipment provided  
l. Role of workers and their relationship with the children |  
Compile a list of job opportunities related to the care and education of children.  
In cooperation with the teacher and using charts on pp. show correlation between child development curriculum and jobs in child care and guidance.  
Objectives of child development unit  
Learnings applicable to job descriptions |  
Curriculum guide:  
*Resource Units for Employment Opportunities in Home Economics Related Occupations*  
pp. 3-19 |
**BEHAVIORAL OUTCOME: 4.** Identify job titles, descriptions, remuneration and educational requirements of opportunities in Child Care, Guidance and Services. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Knowledge of human development and child rearing skills apply both to role of parent and child care employment. | Compare applications of the principles of child care and guidance in the home with application in the group situations of a day care center or nursery. | Resource persons:  
Nursery or kindergarten worker  
Child welfare worker  
Guidance Counselor  
Special Education teacher  
Cottage parent  
Mothers who use baby-sitters  
Candystriper  
Retirement home operators  
Classified telephone directory (yellow pages)  
Classified newspaper ads  
Nursery schools and child care centers. |
| Employment opportunities exist at varying levels of education and experience. | Invite resource people from various public and private institutions to speak on their specific jobs, the preferred education/experience qualifications, and current range of pay and fringe benefits. | Resource person:  
Special Education Teacher |
| Knowledgeable employees can avoid many possible problems while on the job. | Children may be cared for in private homes and in licensed nurseries for infants. |  |
| Disadvantaged/handicapped have special educational and training needs. | Pupils describe instances of success and problems encountered on "sitting jobs." Suggest ways to deal with and avoid various problems. |  |
|  | Pretest/posttest knowledge of extent of needs, of numbers of people in these categories, and of provisions for meeting their needs. |  |
**BEHAVIORAL OUTCOME:** 4. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Child Care, Guidance and Services. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantaged/handicapped have special educational and training needs. (continued)</td>
<td>Review the agencies concerned with the rights of the disadvantaged/handicapped. Plan a suitable activity for a handicapped special friend and report on its success. Cite case studies on putting the hard-core unemployed into jobs. Survey job opportunities both for training the disadvantaged/handicapped as well as for employment suitable to their abilities and physical capacities. Suggest or tell of work that you know of which may be conducted from home for handicapped people such as: Telephone answering service Transcribing services Telephone soliciting or survey arrangements Baby-sitting service Others</td>
<td>Vocational Instructional Materials for Home Economics Available from Federal Agencies Goodwill Industries employee or supervisor Creative Opportunity for the Retarded Child</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Job Title</th>
<th>Description</th>
<th>Educational Requirements</th>
<th>Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher of Child Development at colleges and</td>
<td>Instructs students who may become nursery school or kindergarten teachers in public or private schools. Curriculum includes a knowledge of the development of the child including physical growth, mental, social and emotional development. The influence of hereditary and environmental factors, recognition of aptitudes and problems, methods of instruction and supervision of play, establishing desirable routines and attitudes, appropriate activities according to maturity levels and the selection and use of safe equipment for a variety of purposes.</td>
<td>College advanced degrees</td>
<td>$12,000 up</td>
</tr>
<tr>
<td>universities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher of Child Development at secondary school</td>
<td>Teaches units or courses in child development and all other areas of home economics. In larger schools where enrollment permits specialization of teachers within a department, may teach child development only. In wage-earning courses, prepares students for entry level work as babysitters, Child Care Aides in Day Care Centers, nursery schools and kindergartens or children's institutions; for work as adults' or mothers' helpers, or to care for infants or small groups of children in own home.</td>
<td>College or University degrees meeting certification requirements</td>
<td>$5,000 to $13,000 depending on school district pay rates</td>
</tr>
<tr>
<td>Job Title</td>
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<td>Remuneration</td>
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</tr>
<tr>
<td>Nursery School or Kindergarten teacher (private)</td>
<td>Organizes and leads activities of pre-kindergarten children in nursery schools or playgrounds. An important part of this job is cooperative relationship with parents. A free exchange of information helps in understanding and working with the whole child at school and home. Tasks include: Supervising equipment and activities which stimulate dramatic, creative and spontaneous reactions. Story reading or telling. Singing, playing records, T.V. programs. Eating supervision. Toilet training. Working with art media—clay, crayons, finger paint. Overseeing playground activities. Taking short walks to various places. Overseeing use of suitable play equipment inside and out: puzzles, sand boxes; books, splash pools; blocks, paper and paste; swings, scissors; ropes, simple musical instruments; slides, miscellaneous toys.</td>
<td>Two years college</td>
<td>$95 week</td>
</tr>
<tr>
<td>Kindergarten teacher (public)</td>
<td>Includes all of the above plus usual duties of teachers as required by particular school system.</td>
<td>College or university degree in Home Economics with major or specialization in child development or degree in Education meeting Early Childhood Education Certification requirements.</td>
<td>Same as Child Development teacher at secondary level</td>
</tr>
<tr>
<td>Job Title</td>
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</tr>
<tr>
<td>Operator of Day Care Center</td>
<td>In addition to hiring personnel qualified to perform the above duties, is responsible for the financial aspects, establishment and enforcement of policies, and meeting legal requirements respecting state and local laws pertaining to such centers. Is concerned with insurance coverage, providing equipment, establishing routines for eating, (lunches and snacks), sleeping (naps), toilet training, and over-all responsibility for the entire operation.</td>
<td>Should have same as above</td>
<td>Income is dependent on financial success of the center.</td>
</tr>
<tr>
<td>Baby-sitting</td>
<td>Is in constant attendance to oversee activities of infants and younger children during their waking and sleeping hours. Duties are variable with different age children and with the wishes of the employer. This is a &quot;do as you're told&quot; commitment with cautions against irresponsible initiative. Employment may be temporary, part-time or regular work. Baby-sitting employment agencies usually hire quite mature women, most of whom have had considerable experience. Their rate is based on an hourly rate plus travel with a minimum time limitation, usually four hours. Holiday rates impose a doubled minimum.</td>
<td>Training of teenagers at home or high school recommended. Some inexperienced trained by employer.</td>
<td>$.50 to $1.00 per hour—usually varies with number of additional responsibilities besides care of children.</td>
</tr>
<tr>
<td>Operator of a Baby-sitting Service</td>
<td>Operated from home or telephone answering service, responding to needs of patrons by phone. Services may be scheduled well in advance or on little or no notice. Maintains listing of available sitters who are contacted as needs arise and whose qualifications have been screened. It is necessary that sitters have cars and meet other criteria as specified by operator of the service respecting uniforms, health cards, etc.</td>
<td>None. Likely knowledgeable from own experiences.</td>
<td>Commissions paid by sitters for employment services</td>
</tr>
<tr>
<td>Job Title</td>
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<td></td>
</tr>
<tr>
<td>Sales clerk in retail toy store</td>
<td>Same work as sales clerks in any other department or business but hopefully with more specific interest/experience with needs of children of different ages. Customers may rely on advice of clerk who may make helpful suggestions. A knowledge of gift wrapping an asset.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Educational Requirements**

Trained on job

**Remuneration**

Minimum wage
INSTITUTIONAL AND HOME MANAGEMENT
AND SUPPORTIVE SERVICES

BLOCK V

INSTITUTIONAL AND HOME MANAGEMENT
AND SUPPORTIVE SERVICES

Teacher
Owner

Resident Manager:
Hotel/Motel
Resort
Apartment House
Club

Purchasing Agent

Building
Superintendent:
Mental Institutions
Children's Homes
Retirement Homes
Nursing Homes

Home Service Director

Clinic Attendant

Executive
Housekeeper

Interviewer

House Mother

Housing Project
Management Aide

Companion Aide
Room Clerk

Stockroom Clerk

Host/Hostess

Chaperone

Door Attendant
Room Maids

Assistant Housekeeper

Baggage Hop
Window Washer

Visiting Homemaker

Floor Waxer
Homemaker's Assistant

Laundryman/Laundress

Linen Room
Supervisor

Vacuum Cleaner Operator

Attendant: Elderly
Children
Disabled
Guest
Patients

Environmental Controller

Custodian

Housekeeping Aide

1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level

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**Behavioral Outcome:** 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services.

<table>
<thead>
<tr>
<th>Suggested Content Ideas</th>
<th>Learning Opportunities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many job titles, descriptions and remuneration are the same in communal dwellings as in an individual household, but a difference lies in the variety and extent of required personal characteristics and necessary adjustment.</td>
<td>Compare psychological aptitudes for the performance of the several jobs common both to institutional and domestic situations. Discuss with and ask questions of a person who has worked under both circumstances. Draw conclusions regarding the advantages and possible disadvantages of each.</td>
<td>Use school maid as resource person. The Aged, the Family and the Community.</td>
</tr>
<tr>
<td>Here there are more entry-level jobs requiring minimal formal education than in many other areas of employment and the worker has opportunity for self advancement with on-the-job experience.</td>
<td>Participate in a question and answer period to learn specifics of jobs, their requirements and benefits, chances for advancement, etc., from someone presently employed in a supervisory capacity in an institution or home.</td>
<td>Executive housekeeper or manager of a hotel, nursing home, children's home, retirement home, or club. Kirby Vacuum Cleaner. Pullman Carpet Cleaner. Hoover manual sweeper. Others.</td>
</tr>
<tr>
<td>Working efficiency is one measure of an employee's success.</td>
<td>Hands-on experience with various types of vacuum cleaners to compare quality of performance of these and other related kinds of equipment. Divide into groups and each group wash a window pane or mirror with different brands of washing products and drying equipment to evaluate: efficiency, cost, time and energy required. Ask service station attendants about their preference for windshield washing products and reasons for these preferences. Compare and list various products with advantages and disadvantages.</td>
<td>Bon Ami (powder and cake). Dishwashing detergents (liquid/powder). Ammonia and water. Ajax and Windex (for windows). Newspaper and paper toweling. Chamois. Cotton cloth. Squeege. Others.</td>
</tr>
</tbody>
</table>
**BEHAVIORAL OUTCOME:** 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services. (continued)

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<tr>
<td>Changing bed linens efficiently is a saving of time and energy.</td>
<td>Observe a demonstration in which a volunteer makes a bed alone. Discuss how another person might have performed the task more efficiently. Compare time and motion required with that used when two people make the same bed.</td>
<td>Red Cross provides bed if none is available in the department Bed in clinic, if available Pedometer Watch</td>
</tr>
<tr>
<td>Suitable equipment makes for greater efficiency.</td>
<td>Work with various styles of mops and buckets making observations as to design and materials used. Make judgments as to relative desirability from point of view of efficiency of time and energy used compared to effectiveness of results.</td>
<td>Self wringing mops Refill type mop sticks Buckets with wringing devices Buckets of varying shapes and capacity Assorted mop head materials such as chamois, nylon, cotton string, sponges, rags, etc. Mechanical scrubbers for rugs &amp; floors</td>
</tr>
<tr>
<td>Different types of flooring need specialized care.</td>
<td>Demonstrate and discuss the various flooring materials such as marble, asphalt tile, hardwood, terrazzo, linoleum, etc., and point up the &quot;do&quot; and &quot;don't&quot; rules for suitable care to avoid damage while cleaning and still get best results.</td>
<td>Liquid wax (assorted brands) Paste wax Kerosene/gasoline Ammonia Buffers Applicators Steel wool/other abrasives</td>
</tr>
<tr>
<td>Bathroom cleaning requires special sanitizing techniques and procedures.</td>
<td>Determine procedural steps in cleaning a bathroom and fixtures. Consider various materials and equipment suitable for removal of stains, odors, mildew, etc. Stress safety precautions in mixing chemicals and possible health hazards due to carelessness.</td>
<td>Bowl chemicals Deodorizing products Chlorine products Scouring materials Cleaning cloths Brushes and sponges Gloves</td>
</tr>
</tbody>
</table>
BEHAVIORAL OUTCOME: 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services. (continued)

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<tr>
<td>Different communities offer varied opportunity for exploring job possibilities.</td>
<td>Survey and locate businesses and institutions including resource personnel as prelude to field trips and hands-on experiences.</td>
<td>School Work Program Teacher</td>
</tr>
<tr>
<td>Employment in assisting older people with impairments may be found by the teenager.</td>
<td>By telephone and personal interviews, survey community work opportunities. Include: Homebound adults Nursing home patients Retirement homes</td>
<td>Chamber of Commerce</td>
</tr>
<tr>
<td>&quot;Adopt&quot; a nursing home father/grandfather, mother/grandmother. Categorize the duties for which these people may be willing to pay, such as: Letter writing Grocery shopping Paying bills Reading Companionship/sharing/listening Cleaning Laundry Telephoning Others</td>
<td></td>
<td>Factories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hospitals</td>
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<td></td>
<td></td>
<td>Banks</td>
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<td></td>
<td></td>
<td>Businesses</td>
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<tr>
<td></td>
<td></td>
<td>Food Processers</td>
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<tr>
<td></td>
<td></td>
<td>Nurseries (Plant/landscaping)</td>
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<tr>
<td></td>
<td></td>
<td>Municipal Departments</td>
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<tr>
<td></td>
<td></td>
<td>Labor Unions</td>
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<tr>
<td></td>
<td></td>
<td>Day Care Centers</td>
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<tr>
<td></td>
<td></td>
<td>Exterminators</td>
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<tr>
<td></td>
<td></td>
<td>Janitorial Services</td>
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<tr>
<td></td>
<td></td>
<td>Employment Agencies</td>
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<td>Newspapers</td>
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<td>Vocational Schools</td>
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<td>Advisory Committees</td>
</tr>
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<tr>
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</tr>
<tr>
<td>Explore possible laundry and dry cleaning options available to the homemaker and their relationship to efficient use of time, money and energy plus supplemental income opportunities.</td>
<td>Survey: 1. History of self-service during the &quot;good old days&quot; prior to 1937 2. Development of the self-service idea respecting cleaning</td>
<td>Pamphlet: Self-Service Laundering and Dry Cleaning the Coin-Op Way</td>
</tr>
<tr>
<td></td>
<td>Hands-on extended experience: 1. At home 2. At public laundromat 3. In school laboratory 4. Large commercial laundry/dry cleaning plant</td>
<td>Equipment in the school Home Economics department</td>
</tr>
<tr>
<td></td>
<td>Report on job opportunities in coin-operated place and on knowledge of the many other special services available in a laundromat. Discuss possible relationship between background of homemaker and: 1. Work on a diaper service route 2. Doing laundry at home for others to supplement income 3. Teenage helpers services</td>
<td>Kit: Modern Trends in Consumerism</td>
</tr>
<tr>
<td></td>
<td>Compare home and commercial equipment and occupational potential in relationship to: 1. Sales jobs 2. Maintenance and repair work</td>
<td>Classified ads in newspapers</td>
</tr>
</tbody>
</table>

This area offers suitable opportunity for training the disadvantaged or handicapped person.
### BEHAVIORAL OUTCOME: 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services.

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<tbody>
<tr>
<td>A poor credit rating becomes a liability.</td>
<td>Research operation of Master Charge credit.</td>
<td>Credit Union resource person</td>
</tr>
<tr>
<td></td>
<td>Describe the penalties which result when financial responsibilities are not met respecting installment buying:</td>
<td>Credit Bureau</td>
</tr>
<tr>
<td></td>
<td>1. Repossessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Denial of future credit</td>
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<tr>
<td></td>
<td>3. Increased interest and penalties</td>
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<tr>
<td></td>
<td>4. Other</td>
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</tr>
<tr>
<td></td>
<td>Write a report on the procedures and policies of the services rendered by credit bureaus.</td>
<td></td>
</tr>
<tr>
<td>There are ways of establishing a good credit rating.</td>
<td>Research operation of Master Charge credit.</td>
<td>Credit Bureau</td>
</tr>
<tr>
<td></td>
<td>Describe the penalties which result when financial responsibilities are not met respecting installment buying:</td>
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<td></td>
<td>1. Repossessions</td>
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</tr>
<tr>
<td></td>
<td>4. Other</td>
<td></td>
</tr>
<tr>
<td>Write a report on the procedures and policies of the services rendered by credit bureaus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are many jobs in banks, loan companies and other lending businesses which require minimal educational background.</td>
<td>Research person: Financial Counselors Booklets provided by various loan companies on household finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interview persons presently employed in financial institutions respecting their on-the-job training, educational offerings, and opportunities for advancement.</td>
<td></td>
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<tr>
<td></td>
<td>Cite evidence of their having the characteristics of responsibility, reliability and ability to get along well with fellow employees (strong work ethics).</td>
<td></td>
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</tbody>
</table>
### INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES

<table>
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<tr>
<th>Job Title</th>
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<th>Educational Requirements</th>
<th>Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Budget Consultant</td>
<td>Advises customers of bank and loan companies on personal and family financial problems. Provides advice on family spending and saving. May be self-employed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Housekeeper or Supervisor</td>
<td>Directs Institutional housekeeping program to insure clean, orderly and attractive condition of the establishment. Inspects and evaluates condition of work. May select and purchase new furnishings. May evaluate records to forecast department personnel requirements and to prepare budget.</td>
<td>On-the-job training possible but formal education helpful</td>
<td>Varies with experience and size of establishment. From $3,800 to $12,000. May get free meals and laundry.</td>
</tr>
<tr>
<td>Residential Supervisor</td>
<td>Supervises work activities of cleaning personnel. Assigns workers' duties and inspects work. Investigates complaints. May screen applicants, train new employees, and recommend dismissals.</td>
<td></td>
<td>Same as above</td>
</tr>
<tr>
<td>Boarding Housekeeper</td>
<td>Acts as house manager, advisor, chaperon, for boarding house, sorority house, children's house or similar establishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Couple</td>
<td>A man and woman, usually husband and wife, who perform all domestic work in a household. Man performs duties such as driving car, gardening and acting as butler. Woman performs various cooking, cleaning and washing duties similar to a maid.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
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<tr>
<td><strong>SEMI-SKILLED LEVEL (SECONDARY SCHOOL LEVEL)</strong></td>
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</tr>
<tr>
<td>Janitor/Custodian</td>
<td>Keeps hotel, office building, apartment house school or similar building in clean and orderly condition. Keeps building in good repair.</td>
<td></td>
<td>$10 to $15 a day</td>
</tr>
<tr>
<td>Domestic</td>
<td>A male or female household employee working in a private home.</td>
<td></td>
<td>May live in or out</td>
</tr>
</tbody>
</table>
1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level
**BEHAVIORAL OUTCOME:** 6. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Home Furnishings, Equipment and Services.

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</table>
| Training in Home Furnishings, Equipment and Services provides skills which can: Aid the homemaker in getting maximum satisfaction from his/her money Be used to obtain part-time work Be developed for skilled employment Be fully developed into a professional lifetime employment | Brainstorm for skills in area of Home Furnishings, Equipment and Services which Aid the homemaker Can be used for part-time work Can be developed for employment Can be developed on a professional level Discuss the relationship between home skills and job skills. Select one job (semi-skilled, skilled or professional) and do research to determine title, work description, educational requirements, opportunities in the community and the general pay scale. Report findings to the class. Listen to guest speakers describe careers in these various areas. | *Home Economics Related Occupations*
*Steps in Home Living*  
Chapter 5  
*Occupational Outlook Handbook*  
*Exploring Home and Family Living*  
Chapter 15  
*Handbook of Job Facts*  
*Teen Horizons at Home and School*  
pp. 447-457  
*Enjoying Family Living*  
Chapter 8  
*Guide to Careers through Vocational Training*  
Resource persons:  
County extension agents  
Interior decorator  
Local florist  
Curriculum guide:  
*Resource Units for Employment Opportunities in Home Economics Related Occupations*  
pp. 39-57  
*Introductory Homemaking*  
pp. 201-205 |
### Suggested Content Ideas

<table>
<thead>
<tr>
<th>The use of manufacturers' instructions for the operation and care of equipment can help forestall expensive repairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarity with the operation of power-driven sewing machines may be an introductory basis for employment in upholstery, slipcover and drapery businesses.</td>
</tr>
<tr>
<td>There is a great diversity of businesses connected with Home Furnishings, Equipment and Services.</td>
</tr>
<tr>
<td>The investment in Home Furnishings and Equipment is greater than the investment in the dwelling itself.</td>
</tr>
</tbody>
</table>

### Learning Opportunities

| Read various warranty records and instruction manuals for various pieces of equipment. |
| Develop a checklist of safety habits to observe when operating power-driven sewing equipment. |
| Make a collection of pamphlets, booklets, and magazine articles telling and illustrating the knowledge and skills involved with Home Furnishings, Equipment and Services. |
| Price the furnishings and/or equipment for individual rooms and compare the total with cost for square foot area of these rooms. Make conclusions respecting the wisdom of careful shopping in the selection of furnishings and equipment for home and business. |

### Resources

| Warranty Records and Instruction Manuals |
| Classified telephone directory |
| Catalogs and advertisements |
| Shopping trips |
BEHAVIORAL OUTCOME: 6. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Home Furnishings, Equipment and Services. (continued)

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<td></td>
<td>Invite a local florist to demonstrate flower arranging techniques. Relate to job opportunities, pay, and demand for workers in the field.</td>
<td>Resource persons from various businesses and services related to Home Furnishings, Equipment and Services</td>
</tr>
<tr>
<td>Knowledge of the manufacture, operation and sale of major and minor appliances offers employment in the sale and service of such appliances.</td>
<td>Listen to resource person(s) from the surrounding high schools discuss their home economics vocational and/or technical programs available.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secure course descriptions of training given at Lindsey Hopkins which will qualify successful trainees for employment in related businesses.</td>
<td></td>
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<tr>
<td></td>
<td>Observe a demonstration by a public utility serviceman on regulating a heat control on a range.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invite a salesman of vacuum cleaners to tell of his work as a commission sales person.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attend an adult class on the use of small appliances conducted by a representative of the manufacturer and report on selling techniques observed.</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Buyer</td>
<td>Main function is to select merchandise which is based on style and color trends in interior furnishings and which will sell.</td>
<td>Minimum - completion of either a 2 or 3 year course at a recognized school specialising in interior decorating and design with courses in sales, marketing and merchandising. New graduates usually serve a training period.</td>
</tr>
<tr>
<td>Writer</td>
<td>Does writing for magazine and/or newspapers which will help consumers use their resources wisely. Writes columns, technical bulletins, brochures, package directions and equipment and/or appliance manuals. May also write advertising copy, design containers, package, labels and tags.</td>
<td>College with liberal arts major or home economics major with courses in journalism, on-the-job training</td>
</tr>
<tr>
<td>Interior Decorator and Designer</td>
<td>Plan decor for homes, offices, stores, theaters, hotels, restaurants, ships, airplanes, TV and theatrical stage sets. May submit sketches of plans, estimate costs, purchase materials, oversee work.</td>
<td>2-3 year course in art school or design institute or BA degree in fine arts, 1-3 years on-the-job training</td>
</tr>
<tr>
<td>Home Lighting Consultant</td>
<td>Utility companies and electrical equipment companies employ persons with degrees in home economics to work with customers in their homes to plan effective lighting arrangements. May include suggesting changes in the present furniture arrangement or color scheme. Develops and presents programs for schools, community organizations and service clubs.</td>
<td>College degree in home economics</td>
</tr>
<tr>
<td>Home Economist</td>
<td>Give information and advice about home products and activities. May specialize in food, dietetics, clothing, child care, home appliances, household management. May teach, do research, plan menus, do public relations or welfare work.</td>
<td>College degree in home economics necessary; graduate degree usually required for research directors, nutritionists, college teachers.</td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
<td>Educational Requirements</td>
</tr>
<tr>
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</tr>
<tr>
<td>Merchandising Consultant or Representative</td>
<td>Interviews public and compiles information on topics such as consumer buying habits.</td>
<td></td>
</tr>
<tr>
<td>Home Service Director</td>
<td>Plans, coordinates, and directs consumer education service or research program for equipment, food, or utility company to promote goodwill and sale of products or services. Assists in planning window or floor sales displays.</td>
<td>College</td>
</tr>
<tr>
<td>Home Service Representative</td>
<td>Demonstrates gas or electrical equipment to promote sales, and advises homemakers in efficient use of fuel in homes. Visits customers' homes. Represents utility company.</td>
<td></td>
</tr>
<tr>
<td>Home Economist Consumer Specialist</td>
<td>Participates in programs of consumer service and research for manufacturers and distributors of food and textile products, clothing patterns and household equipment to assist in sale and development of products. May be designated according to product or work specialty.</td>
<td></td>
</tr>
<tr>
<td>Appliance Tester</td>
<td>Tests appliances and electrical units to determine shorts, grounds and efficiency of units.</td>
<td></td>
</tr>
</tbody>
</table>

**ADVANCED SKILL LEVEL OR TECHNICAL LEVEL**

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Drapery and Upholstery Estimator</td>
<td>Estimates price of making and installing household accessories such as draperies, slipcovers, window shades and upholstery. May be designated according to specialty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household Products Technician</td>
<td>Compiles data concerning household products, such as waxes, cleaners, insecticides and air purifiers. Applies product to various surfaces and compares with competitors' products. Answers customer calls for product information. May operate floor polisher, scrubber, and laundry appliances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
<td>Educational Requirements</td>
<td>Remuneration</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Appliance Repairman</td>
<td>Repairs gas and electric appliances and equipment. Advises customer on use and care of appliance. May estimate cost of repairs. May install appliances.</td>
<td></td>
<td>Trainees $3,300 to $4,300. Skilled range $5,000 to $6,500. Average about $5,700</td>
</tr>
<tr>
<td>Color Consultant</td>
<td>Advises clients relative to fashionable shades and color combinations in paper, paint, draperies, floor coverings, and other permanent installations for furnishings of homes, offices and other commercial establishments.</td>
<td></td>
<td>Average $4,000 to $8,000. May receive commissions.</td>
</tr>
<tr>
<td>Floral Designer and Assistant</td>
<td>Designs and fashions floral pieces and decorations. Wires, pins, and wraps stems with floral tape, to form bouquets, corsages, sprays, wreaths, centerpieces and other designs. Plans floral settings for special events. May paint wreaths and sprays.</td>
<td></td>
<td>Beginners earn about $35 to $60 a week. Skilled worker from $75 to $125, depending on where they work</td>
</tr>
</tbody>
</table>
CLOTHING MANAGEMENT, PRODUCTION AND SERVICES

BLOCK VII

- Buyer
- Teacher
- Designer
- Clothing and Textile Specialist
- Fashion Coordinator
- Costumer Hat Designer
- Fashion columnist
- Merchandizing specialist
- Advertising Researcher
- Boutique owner
- Communicator (Journalism, Radio, TV)
- Model
- Professional Dressmaker (custom)
- Wardrobe Specialty Worker
- Sewing Instructor
- Alterations Supervisor
- Tailor
- Wardrobe Mistress
- Draper
- Fitter
- Hat Maker
- Hand Presser
- Garment Ripper
- Hand Embroiderer
- Garment Nemer
- Knitting Instr.
- Sewing Specialist
- Weaving Instr.
- Tailor's Aide
- Asst. Wardrobe Mistress
- Factory Line Supvr.
- Interior Decorator's Aide
- Seamstress or Alterationist
- Drapery and Slip-cover maker
- Interior Decorator's Aide
- Bridal Consultant
- Shop manager
- Linen mender in Hospital
- Dressmaker's Aide
- Personal Laundry Service
- Clothing Maintenance Worker (pressing laundry, mending, dry cleaning)
- Self employment (button-hole worker, lingerie, accessories, monogram)

1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level
### Behavioral Outcome: Identify job titles, descriptions, remuneration and educational requirements of opportunities in Clothing Management, Production and Services.

<table>
<thead>
<tr>
<th>Suggested Content Ideas</th>
<th>Learning Opportunities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many jobs concerned with fibers, fabrics and clothing (manufacture, sale and maintenance).</td>
<td>Using charts on pp. 71-74, classify jobs related to training required, according to: No experience or educational requirements (trained on job) High school a minimum requirement Opportunities open to those completing junior college or other two year vocational-technical school College or university graduate (four years or more) Allow pupils to develop a service for simple alterations and repairs using school facilities. Take in or let out side seams Change dress length via hems Replace zippers Estimate potential profit based on amount to be charged and time needed for each operation. Refer to charts on pp. 71-74. Outline where jobs are to be found (and job descriptions) which relate to a knowledge of and/or experience with fibers, fabrics (textiles) and clothing. Discuss to what extent clothing courses in junior high school apply advantageously to each category. Suggest how curriculum could be strengthened in this regard. Interview people from various levels of occupations who are qualified through education/experience to give details of job descriptions and respective remuneration.</td>
<td>Inside the Fashion Business Opportunities in Clothing Curriculum guide: Resource Unit for Employment Opportunities in Home Economics Related Occupations pp. 58-73 Resource persons: Local merchants and proprietors selling or servicing fabrics or clothing People already employed at various job levels in this field</td>
</tr>
<tr>
<td>Practical experience may be gained by simulating a &quot;working for pay&quot; business in the classroom/laboratory. Feature stories in local and school newspapers would publicize this service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community offers a wide diversity of opportunity in the manufacture, sale and maintenance of fabrics and clothing.</td>
<td></td>
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</tr>
</tbody>
</table>
BEHAVIORAL OUTCOME: 7. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Clothing Management, Production and Services. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom experiences may be a springboard to greater employment opportunity.</td>
<td>Practice modeling techniques and present a fashion show.</td>
<td>Resource persons:</td>
</tr>
<tr>
<td></td>
<td>Make a bulletin board, poster, or a display representing the whole field of job opportunities, or the range of employment in a single industry, or the specific requirements of a selected specific job.</td>
<td>Teacher from a charm school Chamber of Commerce personnel A bank officer A leader in a particular business or industry Proprietor of laundry or dry cleaning business Clothing manufacturer Manager of a yard goods department Teen Board sponsor</td>
</tr>
<tr>
<td>Commercial power machines differ somewhat from domestic sewing machines.</td>
<td>Using the power machine, construct plain seams on a variety of fabrics.</td>
<td>Curriculum guide:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home and Family Education Handbook Community Resources</td>
</tr>
</tbody>
</table>
Cluster jobs in clothing management, production and services are similar to those in the foods area in that frequently, employment in top jobs are achieved by progressing step by step from "no education or experience required" through the various stages of learning on the job as more skills are mastered.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Description</th>
<th>Educational Requirements</th>
<th>Remuneration</th>
</tr>
</thead>
</table>
| Owner-Operator garment manufacturing factory | The same weight of responsibility for the operation of a profitable enterprise rests here as with other owner-operator type of management establishments. Included are:  
Acquiring the original premises and equipment  
Setting up financial structure  
Hiring and processing staff and other workers  
Establishing outlets for products  
All required records. | College degree or long experience                                           | Flexible salary plus profit sharing with an eye on tax benefits |
| Tailor                            | Kinds of tailors include:  
Alterations tailor (retail stores and dry cleaning)  
Custom tailor (adapts pattern to special needs of customer). He cuts, bastes, sews, fits and eventually finishes the garment.  
Shop tailors are usually known by the type of work they do such as coat basters or sleeve tailors, etc. They may set in sleeves by machine, hand sew canvas linings in suits and coats, stitch shoulder padding or baste collars to coat bodies. | High school required. Some hire apprentice trainees. Two year community college courses speed advancement. | $70 to $125 to start. Master tailors up to range of $7,000 to $12,000 yr. |
<p>| Pattern Maker                     | Makes a master pattern from approved sketches and designs of the professional designer. Assists in making patterns for various sizes put together by the pattern grader. Must be able to use drafting instruments, rulers, etc. In drawing and cutting pattern pieces, he must make allowances for pleats, tucks, seams, yokes and shrinkage. | Must be good at mathematics at higher levels (uses both geometry and trigonometry). Some physical handicaps acceptable. | $80-$85 wk. |</p>
<table>
<thead>
<tr>
<th>Job Title</th>
<th>Description</th>
<th>Educational Requirements</th>
<th>Reservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand embroiderer</td>
<td>Requires good hand/eye coordination and manual dexterity, particularly facility of the finger muscles. Is frequently combined with sales in department stores selling needle-point, threads and yams used in various needlework projects. In specialty yarn shops, earnings are frequently dependent on salesmanship upon which commissions are based. A respectful attitude toward precision and perfection are desirable. Knowledge of cleaning methods recommended for specific fibers and yams, etc. is helpful. May advise customers on blocking techniques. Experience prerequisite to ownership of business for self. Develops knowledge of stock and names of colors and suitability of purpose of finished product.</td>
<td>Skilled training and practice.</td>
<td>Small salary or commission</td>
</tr>
<tr>
<td>Knitting instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant wardrobe mistress</td>
<td>Keeps garments and accessories in useable condition; cleans, spots, mends repairs, replaces buttons, hooks, etc. Maintains order and organization in the wardrobe and knows proper and efficient use of equipment used in connection with clothing, underwear, hosiery, shoes, jewelry, gloves, etc. Duties may include some knowledge of cosmetics, wig care and manicuring. Aids in putting on and taking off garments when called upon. Obliging attitude toward others a must.</td>
<td>Natural inclination more important than great schooling. Skills learned on the job for those of eager intent.</td>
<td>Minimum wage to start. Private home work probably less than at movie or TV studio costume department.</td>
</tr>
<tr>
<td>Wardrobe mistress</td>
<td>Supervises assistants in performing respective duties listed above. Possibly promoted after experience as an assistant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garment cutter</td>
<td>Cuts various garment pieces from layers of cloth spread on cutting tables. Follows pattern outline on the table with an electrically powered knife which cuts through all cloth layers at one time (up to 9 inches deep). Is responsible for proper use and care of equipment which in turn depends on knowledge and judgment respecting synthetic and natural fiber fabrics.</td>
<td>High school not required but is an asset. Most training is acquired on job with pay. Many start as Bundle Boy or shipping room helper for from one to five years.</td>
<td>Average $70 wk. There is a trend to pay on piece-rate basis, making speed and accuracy important.</td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
<td>Educational Requirements</td>
<td>Remuneration</td>
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</tr>
<tr>
<td>Presser</td>
<td>Pressers use various types of steam machines or hand irons to flatten seams and to shape garments. Pressers may specialize in one type such as shirt collar pointer. Under Pressers specialize on particular garment parts. Finish Pressers do final pressing and ironing at the end of the sewing operation.</td>
<td>High school not required but desirable. Training is usually on the job and informal.</td>
<td>$43-$75 wk. Work usually on piece-rate basis except in local cleaning establishments.</td>
</tr>
<tr>
<td>Sewing machine operator</td>
<td>Generally classified by type of machine used: Single needle Double needle Blind needle Or by type of work performed: Collar stitcher Cuff tacker Sleeve finisher, etc. Uses machines much heavier and faster than home machines. Typically, garment bundles pass through sewing room where each operator performs one or two operations on each piece and passes the bundle on to the next operation. Handicapped are highly employable.</td>
<td>High school not required but desirable.</td>
<td>Minimum wage guarantee plus “X” cents per piece $82 wk. average</td>
</tr>
<tr>
<td>Buyer</td>
<td>Holds key position in any retail operation as he selects the goods carried in the store. He also master-minds the retail selling program for goods he purchases. Usually works as assistant buyer before becoming full-fledged buyer. Must know both merchandise and nature of customers. Buys from salesmen who come to him as well as going on buying trips to big centers. Will likely spend time actually selling to keep abreast of trends.</td>
<td>High school minimum. Needs mathematics, art and public speaking. College degree in business administration highly recommended.</td>
<td>Trainees $60-$105. Most buyers $150. Some $235 or more.</td>
</tr>
<tr>
<td>Model</td>
<td>The majority of models are primarily engaged in wearing and demonstrating apparel of all types in retail or wholesale places, large department stores. Some by clothing manufacturers. Free-lance models work on short assignments through agencies or direct application. Jobs may include posing for fashion photographers, working in department stores, fairs, exhibitions, acting in TV commercials, etc. Some pose for artists on free-lance basis.</td>
<td>High school-Special training at modeling or charm school needed. Can benefit from some college.</td>
<td>$100 full time. Part-time pay varies.</td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
<td>Educational Requirements</td>
<td>Remuneration</td>
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</tr>
<tr>
<td>Laundry worker</td>
<td>Tasks are marking, sorting, operating washing machines, extractors and drying machines, pressing. Flat work is processed by: Shakers to remove creases and wrinkles Feeders (flat work fed into pressing machine rollers) Folders (fold pressed flatwork) Press Operators (iron clothing on different types of machines to press different parts of clothing)</td>
<td>No high school required. Is trained on the job. A basic commercial, vocational, or home economics course recommended.</td>
<td>$35-$47 week</td>
</tr>
</tbody>
</table>
1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level Level

FOOD MANAGEMENT, PRODUCTION AND SERVICES

BLOCK VIII

1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level Level

FOOD MANAGEMENT, PRODUCTION AND SERVICES

BLOCK VIII
**BEHAVIORAL OUTCOME:**
8. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Food Management, Production and Services.

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many jobs concerned with the preparation and selling of food where training and experience in food and nutrition classes provide a background of knowledge and skills making for greater employability.</td>
<td>Chart by levels of education and experience where food and nutrition jobs are found. Semi-skilled entry level Skilled level Advanced skilled-technical level College or University level Refer to charts on pages 79-82. Make an appointment and interview a resource person from one of the various food service occupations who is qualified by education/experience. Report to the class on details of job descriptions and respective remuneration. Store proprietor or department head Independent grocer Meat, fish, poultry store or department Fresh produce store Super market manager Public food service proprietor or supervisor Restaurants (individual, chain or franchise) Cafeterias Lunch counters (independent or chain) Housing institutions: Hospitals Nursing homes Boarding schools, camps, etc. Hotels and resorts Catering businesses Ships, trains, air lines</td>
<td>Exploring Home and Family Living Chapter 22 Home Economics Related Occupations pp. 71-72 Dictionary of Occupational Titles Careers in Hotels and Restaurants Resource persons: Community businessmen or women Extension Home Economist Pamphlet: A Career in School Food Service: A Partnership in Education Curriculum guide: Resource Units for Employment Opportunities in Home Economics Related Occupations pp. 21-38 Film: Where Do We Go From Here? Teaching kit: Food Service: A Career to Consider</td>
</tr>
</tbody>
</table>
**BEHAVIORAL OUTCOME:** 8. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Food Management, Production and Services. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take observational field trips to local places of business concerned with food growing, harvesting, processing, purchasing, selling, preparation and servicing: Dairies Farms, gardens, orchards (growing, harvesting, grading, shipping) Food processing plants (grinding, juicing, freezing, canning, butchering, etc.) Wholesaling and retailing business (individually owned and cooperatives—all food areas—fruits, vegetables, dairy, breads and pastas, meat, fish, poultry, eggs, oils, candies) Preparation and serving to ultimate consumer as itemized under food service (restaurants, residential, private and special) Conduct a community survey of job possibilities which are related to food and nutrition. Use: Newspaper classified ads Telephone directory Employment agencies public private Personal acquaintances Referrals Identify major appliances in the laboratory which are comparable to commercial equipment. Describe differences between commercial equipment items and comparable home appliances. Laboratory: Plan and prepare meal(s) using the microwave oven and other commercial type equipment found in the laboratory.</td>
<td></td>
</tr>
</tbody>
</table>

Typical commercial food preparation equipment differs from home food preparation appliances.

Students interested in preparation for employment as hostesses—helpers should be encouraged to enroll in the quinmester course, **The Party Corps.**

---

**SUGGESTED CONTENT IDEAS**

- Take observational field trips to local places of business concerned with food growing, harvesting, processing, purchasing, selling, preparation and servicing:
  - Dairies
  - Farms, gardens, orchards (growing, harvesting, grading, shipping)
  - Food processing plants (grinding, juicing, freezing, canning, butchering, etc.)
  - Wholesaling and retailing business (individually owned and cooperatives—all food areas—fruits, vegetables, dairy, breads and pastas, meat, fish, poultry, eggs, oils, candies)
  - Preparation and serving to ultimate consumer as itemized under food service (restaurants, residential, private and special)

**LEARNING OPPORTUNITIES**

- Conduct a community survey of job possibilities which are related to food and nutrition. Use:
  - Newspaper classified ads
  - Telephone directory
  - Employment agencies public private
  - Personal acquaintances
  - Referrals

- Identify major appliances in the laboratory which are comparable to commercial equipment. Describe differences between commercial equipment items and comparable home appliances.
- Laboratory: Plan and prepare meal(s) using the microwave oven and other commercial type equipment found in the laboratory.

**RESOURCES**

- **Teen Horizons at Home and School** Chapter 15
- Resource persons:
  - Vocational teachers
  - Friends already employed
  - Business owners
- Curriculum guide:
  - **The Party Corps**
BEHAVIORAL OUTCOME: 8. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Food Management, Production and Services. (continued)

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan, prepare and serve the food for a typical home party. Use the appliances and methods of a caterer who works in customer's own home. Identify those tasks which could be undertaken by a hostess-helper in the event a homemaker does not employ a home caterer or employs an outside catering service.</td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Owner/Manager of a large restaurant,</td>
<td>Responsible for over-all business operation, including: Financial concerns; Original purchase to acquire or establish business; Gross and net profits; Business pol'ies; Payment of accounts/credit; Advertising, insurance; Public relations; Personnel screening, hiring, supervision; conditions of employment as to wages, hours, fringe benefits, etc.; Records: Payroll and deductions; Government reports; Delegation of responsibilities to others.</td>
</tr>
<tr>
<td>cafeteria, or franchise chain</td>
<td></td>
</tr>
<tr>
<td>Dietitian</td>
<td>Works largely in hospitals and nursing homes where diet is specifically related to health. Cooperates closely with doctors, has supervision of all meal preparation and those involved with it. Plans menus, places food orders and is responsible for operation and maintenance of equipment in a highly sanitary way. Has some contact with patients and may do some teaching of nutrition, etc. to other staff personnel.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Technologists</td>
<td>Does research to improve quality, flavor, color, texture, nutritional value of foods. Develops new food products, improves processing and packaging techniques. Performs chemical, microbiological and taste tests. Inspects for quality. May teach. There is a shortage in this field.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dairy Technologist</td>
<td>Same as above except specific to dairy industry and products, equipment and sanitary inspections.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>State Board of Health Nutritionist</td>
<td>Writes publications for public distribution, inclusive of practical recipes for meal planning in connection with food stamp program and recipients of government commodities. Works with health departments at various levels for better nutritional health and education toward it.</td>
</tr>
<tr>
<td>Writer</td>
<td>Writes columns, technical bulletins, brochures, package directions, editorials, feature articles for magazines and newspapers. Compiles cook books, writes radio/TV scripts, advertising copy.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Works as an assistant professor at college level or as a vocational home economics teacher (teaches other areas besides food and nutrition). Instructs in meal planning, preparation and serving in the home and commercially in wage-earning courses.</td>
</tr>
<tr>
<td>Food and Drug Inspector</td>
<td>Examines sanitary conditions in factories and techniques used in processing, packaging and labeling of products. Legal protector of food and drug products.</td>
</tr>
<tr>
<td>Food Service Supervisor</td>
<td>May work in one establishment or may travel from one to another to check on food service and makes provisions for upgrading where found unsatisfactory.</td>
</tr>
<tr>
<td>Chef</td>
<td>A chef may do no cooking of any type at all. He plans menus, orders supplies, hires and supervises other help. Executive chef of a restaurant chain or rest homes may travel from one establishment to another to check on quality, service and cleanliness.</td>
</tr>
</tbody>
</table>

**ADVANCED SKILL OR TECHNICAL LEVEL**

- Food Service Supervisor
  - May work in one establishment or may travel from one to another to check on food service and makes provisions for upgrading where found unsatisfactory.
  - Experience in food preparation and service. Formal education in food service and supervision at higher levels.
  - $5,000 to $10,000

- Chef
  - A chef may do no cooking of any type at all. He plans menus, orders supplies, hires and supervises other help. Executive chef of a restaurant chain or rest homes may travel from one establishment to another to check on quality, service and cleanliness.
  - No educational requirements established. Better jobs open to those with formal training. Many rise by progressing through lesser job steps.
  - $350 to $580 per week
<table>
<thead>
<tr>
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<th>Educational Requirements</th>
<th>Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook</td>
<td>Duties depend on type of establishment: In small places, does all food preparation, cooking, ordering, menu planning and cleaning up. Larger restaurants and installations have cooks specialising in soups, sauces, roast, vegetables, pastry, fry, etc. Institutional cooks often work under supervision of a dietitian. They may handle special diets for patients with nutritional problems.</td>
<td>Same as above</td>
<td>Wide range from $100 depending on the eating place and fringe benefits</td>
</tr>
<tr>
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</tr>
<tr>
<td>Stewardess--Airlines (Steward)</td>
<td>Is personal link between passengers and airline. Is one of the most important public relations positions of the airline. Their job generally is to make passengers' flight safe, comfortable and enjoyable. About an hour before take-off she/he checks to see that cabin, buffet facilities and supplies are in order. Job involves: Care of infants, children, elderly or inexperienced passengers Serves light meals and refreshments to passengers and crew Conforms to specifics of company policy regarding reports, operations of equipment, and courtesies.</td>
<td>High School at least but two years college preferred. International lines may specify second language ability. Training may be found in private stewardess schools, however, investigation of specific airline should be made to determine desirability of such schools. Money may be wasted due to necessity of being re-trained in the company's own school.</td>
<td>Beginning pay $300-400. On a few international airlines an experienced person may earn up to $550 per month</td>
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<tr>
<td>Meat cutter or Butcher</td>
<td>Cuts, wraps, arranges and puts on display all kinds of meats, fish and fowl in retail markets or food service businesses. May advance to department manager, meat salesman and purchaser or open own meat market. He may handle money and make change, advise customers on proper preparation techniques, quantities per serving, etc.</td>
<td>Two or three years supervised experience after high school</td>
<td>Wages vary widely by regions. Starts about $100 per week to $160 with experience</td>
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<tr>
<td>Job Title</td>
<td>Description</td>
<td>Educational Requirements</td>
<td>Remuneration</td>
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<tr>
<td>Waiter and waitress</td>
<td>This job is the single basic task of serving food and beverages. Duties vary depending on type of eating establishment. Work may also include: Set up and clear tables. Do cashier's work. Work at counters. Carry dishes to kitchen.</td>
<td>High school is desirable but not required. Most are trained on the job. Sometimes bus boy/girl first. Personal hygiene and grooming are valuable and basic math necessary.</td>
<td>Various low hourly rate plus tips. Waiters paid more than waitresses as a rule.</td>
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<tr>
<td>Food Clerk or Grocery Clerk</td>
<td>Computes amount of purchase by use of cash register or adding machine. Collects payment and may bag groceries. He/she usually: Verifies specials from a price list. Weighs produce to determine correct price. Notices required deposits (bottles, etc.). Determines applicable state and federal taxes. Receives payment, makes change, issues trading stamps and refunds money. Accepts and credits coupons.</td>
<td>Usually high school required.</td>
<td>$77 to start up to $130 per week.</td>
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</table>

**SEMI-SKILLED ENTRY LEVEL**

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Description</th>
<th>Educational Requirements</th>
<th>Remuneration</th>
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<tbody>
<tr>
<td>Cook's helper</td>
<td>&quot;Do as you're told&quot; is orientation to a minimum wage hourly rate job. Varies with specifics of the more menial type needs in restaurants. Cleans pots, pans, equipment and floors as needed and directed.</td>
<td>Must be 16 or older but no education requirement.</td>
<td>Minimum hourly wage.</td>
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<tr>
<td>Pot Washer</td>
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<td>General Utility clean up</td>
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<tr>
<td>Busboy/bus girl</td>
<td>Removes dirty dishes from tables; wipes off tables; replaces soiled linens; other duties as ordered.</td>
<td>Must be clean, neat, orderly; may need health certificate. Must be 21 if liquor is sold. On-the-job short courses.</td>
<td>Minimum wage.</td>
</tr>
</tbody>
</table>
BOOKS


CURRICULUM GUIDES

Dual Role, The. Home and Family Education, Quinmester Course of Study 6754.01, Dade County Public Schools, Miami, Florida, 1972.


Escambia County Resource Units for semester courses (a series)


Home Economics: Orientation to Career Exploration. School Board of Broward County, Fort Lauderdale, Florida.

Home Economics resource guides for the comprehensive course (a series)


Human Relations. Home and Family Education, Quinmester Course of Study 6763.08. Dade County Public Schools, Miami, Florida, 1972.

Nursery School in the Home Economics Program, A. Curriculum bulletin 18-ns Dade County Public Schools, Miami, Florida. 1968.


Preparation for the Dual Role. Home Economics Education, 43 Dickey Hall, University of Kentucky, Lexington, Kentucky, 40506.

Resource Book for Pre-Occupational Home Economics. Grade 8. Orange County, Orlando, Florida.

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PAMPHLETS

Andrews, Gregg Division, McGraw-Hill Book Company

About Her, 1968
About Him, 1968
The Job You Want, 1963
You Said It, 1969
It's Up to You, 1970
You Pay for It, 1970

Related materials include a teacher's manual, free upon request from teachers using the text. Approach is topical. Suitable for pupils of average and low average ability, grades 9-12. Adopted 1971.


Family Development Series:
Health, Safety, and Sanitation
Buying Guides
Family Money Management
Working With Others
Others

Gives basic information for developing life coping skills, developed by the RFD Project at the University of Wisconsin. $1.44 each.

Family Economics. Accent/Consumer Education Series:
Insuring Your Life, Income and Property
Investing Your Savings
Knowing How to Budget and Buy
The Law for You
Understanding Consumer Credit

State Adopted 1969.

Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois, 61801. Subscription $5.30 per year (6 issues).


Steck-Vaughn:
How to Get a Job and Keep It, by Dorothy Y. Goble.
It's Your Money, by Feinstein & Maloy, Jr.


Wanting a Job
Training for a Job
Looking for a Job
Starting a Job
Holding a Job
Changing a Job

Related materials include a free teacher's manual with each class order. Approach is thematic. Suitable for pupils of average and low ability, grades 10-12. State adopted 1971.


Specific References included:
- Low Income Life Styles, 1968 $.35
- Putting the Hard-Core Unemployed Into Jobs, 1968 $.35
- Three Budgets For a Retired Couple in Urban Areas of the U.S., 1970 $.70
- Helping Families Manage Their Finances, 1968 $.40
- Guide to Budgeting for the Family, 1968 $.10
- From School to Work, 1967 $.20
- Vocational Education, The Bridge Between Man & His Work, 1968 $2.25
- Good Housekeeping For a Successful Safety Program, 1969 $.10
- Others:
  - Fire! Look Out! Burns! #FS 17.210:470 $.15
  - Accidents and Children. #FS 17.118:48 $.15

World of Work, The: Finding, Getting and Keeping a Job Folder. Folder is planned to accompany the filmstrip, Preparing For An Interview. J. C. Penney Company, Inc.

FILMS AND FILMSTRIPS

Awareness: Insight Into People. Teaching Unit #83657 $11.50.
J. C. Penney, Inc., Educational and Consumer Relations,
1301 Avenue of the Americas, New York City 10019.

Body Care and Grooming. 20'BW. McGraw-Hill. Available from Dade County
Schools, #1-12968.

Career Decisions: Finding, Getting and Keeping a Job. #83891. $15.25.
J. C. Penney, Inc., Educational and Consumer Relations,
1301 Avenue of the Americas, New York City 10019.

Children at Play with Poisons. #119, 10'C. Available from the
Florida State Board of Health, Division of Health Education,
Audio-Visual Library, P. O. Box 210, Jacksonville, Florida 32201.
Free Loan.

Counseling in Vocational Decisions. Singer, SVE, Inc., 1345 Diversey
Parkway, Chicago, Illinois, 60614. Filmstrips with guide $8.00
each. Records $5.00/Cassettes $8.00 optional. Sets complete
$31.00 and $32.50 respectively.

Discover Your Hidden Talents, 4 audio lessons $23.50.

Dry Cleaning Sales and Service, 5 color sound filmstrips (1 - 130 frames)
$187.50. Audio version without filmstrips, $28.00. World Productions, Inc.
Miller Visual Technique, Inc., 851 College Parkway, Fort Myers, Florida
33901.

Five Basic Ways to Be Well-Dressed (female). International Film Bureau, Inc.
Includes sound. $16.00.

Five Magic Mirrors, Cleveland, Ohio.

Getting and Keeping Your First Job, Part 1. Pleasantville, New York:
Guidance Associates.

Grooming for Boys, New York: Young American Films, Inc.

Growing into Womanhood/Growing into Manhood. For intermediate grades.
10570. $40.00.

Homes Are For People. J. C. Penney, Inc., 1301 Avenue of the Americas,
New York City 10019.

How To Be Well Groomed. 10'BW. Coronet. Available from Dade County
Schools, #1-03991.
How to Keep a Job. Chicago: Coronet Films.

If an Elephant Answers. Local Southern Bell Telephone Company.

Improve Your Personality. Chicago: Coronet Films.


Job Interview, The. Jamaica, New York: Eye Gate House, Inc.


Me, Myself and I: How Preschoolers See Themselves. Teaching Unit #84136, $11. J. C. Penney, Inc.


Neat is Not a Dirty Word (male). Gillette, Box 3431, Chicago, Illinois 60654. Sound $7.50.

New Horizon: Careers in School Food Service, A. Guidance Associates. $18.00.

New Look at Home Economics Careers, A. Guidance Associates. $18.00.


Personal Health for Girls. 11'BWC. Coronet. Available from Dade County Schools, 103199.

Personal Hygiene for Boys. 11'BWC. Coronet. Available from Dade County Schools, 103197.

Personal Qualities for Job Success. Chicago: Coronet Films.

Preparing for an Interview. J. C. Penney Company, Inc.


So You Want to Be a Home Appliance Service Technician. Houghton Mifflin, 666 Miami Cir., N. E. Atlanta, Ga., 30324. $150 sale or $15 rental.

What to Do? Globe Filmstrips, 175 Fifth Avenue, New York City 10010. $10.00, audio available.

Where Do We Do From Here? Careers in Food Service. The School of Business, Hospitality Education Program, Florida State University, Tallahassee, Florida, 32306. Free loan.


Women and Work. Wayne State University, AudioVisual Center, 680 Putnam, Detroit, Michigan, 48202. $3.50.


You and Your Grooming. New York: Young American Films, Inc.


Your Cleanliness. 10'BW. McGraw-Hill. Available from Dade County Schools, #1-03209.
TEACHING KITS


Educational Design, Inc., 47 West 13th Street, New York City 10011.


POSTERS

Careers in Home Economics. J. Weston Walsh, Publisher, Portland, Maine, 04104. Set of 18 posters. $3.50.

Getting a Job. J. Weston Walsh, Publisher, Portland, Maine, 04104. Set of 18 posters. $3.50.


SLIDES


MISCELLANEOUS

Generation Gap (A game) Western Publishing Company, School and Library Department, 150 Parish Drive, Wayne, N. J. 07470. $15.00.

Word Search Puzzles. Example in appendix.


