Spanning grades 7 and 8, the level 1 document focuses on the broad exploration of careers and introduces the student to the world of work through simulated laboratory and real life experiences. Career clusters are reviewed, encouraging exploration of self in relation to academic and vocational education. Students are rotated through six six-week units of instruction: (1) introduction to career exploration; (2) industrial and related occupations; (3) public service occupations; (4) diversified occupations; (5) production, distribution, and management occupations; and (6) evaluation and planning. Instructional objectives for each unit are written in behavioral terms; learning experiences and resources are directly related to objectives. Evaluations are based on expected outcomes stated in the objectives and criteria for evaluating objectives are clearly stated. Attached to each unit are related occupational clusters and a detailed resource guide. A 90-page appendix provides: sample forms, pretests and posttests for each unit, transparency masters, supplementary classroom materials, questionnaires, and other teaching aids. The final 122-page section consists of four home economics learning packages in the areas of dietetics, sewing, baby-sitting, and nursing care. (NW)
Career--centered curriculum for vocational complexes in Mississippi

Career Exploration, Level I
Exemplary Project #0-361-0067 in Vocational Education
Conducted Under Part D Public Law 90-576

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EDUCATION & WELFARE
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A. C. Knight, County Superintendent of Education

Information contained herein is the result of a project being performed pursuant to a grant made available through the bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policies.
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FOREWORD

Education in America today appears to be headed into one of the most exciting eras in educational history. A primary reason for this is the apparent desire of educational leaders for common sense change. This educational leadership spans the entire breadth of educational levels from the local to the national. At last, those who have the power to influence change are responding to the frustrations, as well as to the dreams of education's benefactors.

For too long the school curriculum has been dominated by those who have held a rather limited view as to what constitutes an educated person. The result has been a curriculum embracing a long string of "minuses" for its contribution to skill training which leads directly to employment. Even the "muffled" voices of those who have applauded such education have conversely sounded a strange attitude that it is for "someone else's children."

Hopefully, we have now reached a level of educational maturity which practices the concept that "there is dignity in work." When we have reached this pinnacle of educational maturity, teachers at all levels will be willing to take a new look, as they must, at their subject area fields. After having done so, they can be expected to do some "plowing-up" and "resowing" with new and exciting methods, techniques, and media. This means a change in thinking so that preparation for a career becomes accepted as one of the clear and primary objectives of our system of education.

This compilation of ideas, activities, and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders, and school administrators. It represents the results of a rather extensive effort to incorporate a career education concept into a massive public school system.

J. H. McMinn, Coordinator
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ACKNOWLEDGMENTS

The compilation of this Curriculum Guide for Career Education was made possible by contributions from numerous individuals. Deep appreciation is offered to all contributors for their time, effort, and talents to make this publication possible. Special acknowledgment is extended to the following:

The Mississippi State Department of Education

The Board of Education of Jones County

The administrative, guidance, and teaching staff of the Jones County school system

The parents and students of Jones County

The Division of Vocational and Technical Education of the Mississippi State Department of Education

The Division of Instruction of the Mississippi State Department of Education

The evaluators on the state, regional, and national levels

The Research Coordinating Unit and the Curriculum Coordinating Unit at Mississippi State University

The Guidance Department at the University of Southern Mississippi

The resource guests who visited the Jones County Exemplary Program
PHILOSOPHY OF CAREER EXPLORATION

Career development is a segment of human development. Career development encompasses many roles that individuals play in life as they go through the process of developing and implementing a self-concept. Exploration of self in relation to education, career pursuits, leisure, understanding, and communicating with others is a vital need of most students during their pre-teen and early teen years. It is upon this premise that we endeavor to unify curriculum systematically and comprehensively.

The intervention of the Career Exploration stage, between the Career Awareness and Career Preparation phases, provides a continuity of progression toward the education of the whole individual. To offer educational programs in the Career Exploration phase that will stimulate students to examine and assess a tentative career hypothesis through learning experiences inside and outside the classroom is a major aim of the Career Exploration phase. Emphasis should be on a broad range of career exploration, using this phase as a vehicle for helping students test present achievements and goals, modify their own behavior, and focus on life as being purposeful and goal-oriented.
Career Education
CAREER EDUCATION PHASES

AWARENESS PHASE — A time element within the career education concept denoting grades K-6 of the traditional school organization. This denotes the segment of education for orienting the students to their total environment. It should serve as a time devoted to awakening the interest areas of the student, while molding wholesome attitudes and images toward himself and society.

EXPLORATION PHASE — A time element within the career education concept, spanning grades 7-8 and sometimes grade 9 of the traditional school organization. This denotes the segment of education used to explore the student's occupational interest areas, while developing certain decision making skills. The exploration phase may, for some students, be extended to grade 12.

PREPARATION PHASE — A time element within the career education concept denoting grades 10-12 of the traditional school organization. This indicates the segment of education for developing primary competencies for both job entry and environmental maintenance which is labeled by some proponents of career education as "...skills to live by."

CONTINUING CAREER PREPARATION — A time element in the career education concept used for upgrading and continual development of one's competencies.
INTRODUCTION

The Career Exploration phase of career education is one segment of the total instructional program in the Jones County, Mississippi, school system. The function of the Career Exploration program is to introduce students to the world of work through simulated laboratory and real life experiences, and to encourage exploration of self in relation to academic and vocational education.

Career Exploration normally extends from grade 7 to grade 10; but under some conditions and for some students, this phase may be extended to grade 12. There are three substages within the Career Exploration phases. In grades 7 and 8, clusters of careers are explored on a very broad basis. In grade 9, career exploration narrows to fewer clusters that have been selected by the student on the basis of interests, aptitudes, and abilities. These clusters are explored in greater depth than were the 7th and 8th grade clusters. In the 10th grade, the student attempts to identify a single career cluster that he wishes to explore in depth. The academic disciplines, science, math, language arts, and social studies, are fused into the career cluster in such a way that the student will see a relationship between the academic courses and a future career.

Students are rotated through six 6-week units of instruction. These units are: (1) Introduction to Career Exploration; (2) Industrial and Related Occupations; (3) Public Service Occupations; (4) Diversified Occupations; (5) Production, Distribution and Management Occupations; and (6) Evaluation and Planning. The instructional staff effectively utilizes innovative methods and techniques, equipment, materials, multimedia, and human resources to motivate the students and to enrich the teaching/learning situation. A program of work for each unit or area is planned and implemented by a different teacher. Instructional objectives for each unit are written in behavioral terms; learning experiences are directly related to the objectives. Evaluations are based on expected outcomes stated in the objectives. Continuous self- and post-evaluations aid teachers in measuring the behavioral changes taking place in the students, as well as the need for revision or change in instructional content, methods, or techniques. Frequent in-service training programs keep teachers and administrators aware of new concepts of instruction in the field of education. Resource people from business and industry also contribute to these in-service programs.

Constant research by the administrators and the instructional staff keeps them aware of the constant changes and the rapid progress occurring in the educational field and in the world of work. Throughout the Career Exploration phase, a comprehensive guidance and counseling program assists students in attempting to discover their interests, aptitudes, and abilities. The guidance and counseling program also assists students when personal and emotional problems arise, and assists teachers in their planning, preparation, and implementation of activities. Both group guidance and individual counseling have proved to be useful approaches in assisting with the Career Exploration phase. Placement, follow-up and other services of the guidance program give deeper insight into the needs of present and future students.

The administrators and teachers who implemented the Career Exploration program are interested in and concerned about the career or self-development of the student and
have contributed tremendously to the success of the program. The valuable help contributed by the entire school system and the community during this vital and pervasive aspect of the lives of students during this Career Exploration phase will influence the future career or self-development of the students.

EDUCATIONAL GOALS

1. Given access to knowledge and information related to careers, students in grades 7-12 will explore career opportunities and will consider career choices as prerequisites to making meaningful decisions when determining future careers.

2. Students will investigate and attempt to assess a tentative career hypothesis through group and individual counseling.

3. Students will attempt to identify personal interests, aptitudes and abilities through participation in a comprehensive testing program.

4. Students will utilize individualized instruction and will select and participate in “hands-on” learning experiences that are related to their interests and are commensurate with their aptitudes and abilities.

5. Students will identify economic benefits that may be derived from academic education, skill training, and personal improvement, by comparing and contrasting career descriptions presented by human and multimedia resources.

6. Students will indicate a feeling concerning the honor and dignity in work after critiquing presentations made by resource persons from businesses, industries and professions.

7. Students will explore self as a segment of human development and as a segment of career development by utilizing classroom experiences, field experiences, group and individual counseling, and multimedia resources.

8. Through “hands-on” experiences, students will demonstrate that the integration of career development through curriculum in academic and vocational subject matter areas may contribute to more satisfactory career choices.
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Polka Dots
   Student Section
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unit one
introduction
to career
exploration
CAREER EXPLORATION

Unit One

INTRODUCTION TO CAREER EXPLORATION

Instructional Goals:

I. The student will explore careers through the utilization of multimedia, materials, equipment, human resources, and "hands-on" experiences related to his interests, aptitudes and abilities.

II. The student will acquire information concerning the American Economic System and will indicate orally the influences that the American Economic System has on career planning.

III. After viewing film and filmstrip and participating in a testing program to discover possible interests, aptitudes and abilities, the student will list in writing occupations that interest him.

IV. The student will submit to an evaluation that will attempt to measure behavioral changes that have occurred as a result of learning experiences participated in during the INTRODUCTION TO CAREER EXPLORATION.
CAREER EXPLORATION

Unit One

INTRODUCTION TO CAREER EXPLORATION

Instructional Goal I: The student will explore careers through the utilization of multimedia, materials, equipment, human resources, and "hands-on" experiences related to his interests, aptitude and abilities.

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<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>1. Students will list in writing or state orally three concepts or ideas stated in the overview of career exploration.</td>
<td>Present an oral overview of career exploration.</td>
<td>Page A-11</td>
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<tr>
<td>2. Students will signify their present understanding of career exploration and its relationship to the world of work by writing answers in a pretest.</td>
<td>Administer pretests. Have students list and discuss instructional goals.</td>
<td>Local resource person</td>
</tr>
<tr>
<td>3. Given information concerning early vocational planning, the students will list in writing three reasons why early vocational planning is helpful.</td>
<td>Invite a former student or some young person to speak on the value of early vocational planning.</td>
<td></td>
</tr>
<tr>
<td>4. After listening to the tapes, The Need for Planning and Introduction to the World of Work, and the filmstrips, Choosing Your Career and It's Your Future, students will list three reasons why people work.</td>
<td>Discuss with the class the role of the individual in career planning. Have students debate the harmful and helpful aspects of early vocational planning.</td>
<td>Filmstrips: It’s Your Future, p.133; Choosing Your Career, p.134</td>
</tr>
<tr>
<td></td>
<td>Conduct a panel discussion with students on “Work Ethics.”</td>
<td>Tapes: The Need for Planning and Introducing the World of Work, part I, pages 134 &amp; 135</td>
</tr>
</tbody>
</table>
## Behavioral Objectives

| 5. Given a list of resources and instructions from the teacher explaining the effective methods of using and filing the resources, students will secure, explore, study, and write at least five lines describing the way they located, used, and filed two different types of resources. |

## Activities

- Provide the students with a list of resource materials that are available and briefly explain how the materials are to be used and filed. Hand out an activity sheet instructing the students to list two resources they located, used, filed, and to write at least five lines describing these procedures.

## Resources

- Explain to the students the system of job classification to be used in the study of occupations by showing a transparency of Anne Roe's classification of jobs. Use an in-basket technique to provide questions that will challenge the thinking of students in career exploration.

## Activities

- Have students tour the following career education facilities at the local school:
  1. Diversified Services
  2. Industrial & Related Occupations
  3. Production, Distribution, & Management
  4. Public Service
  5. Career Information Center
  6. Other related areas

## Resources

- Pages 133-137

- Page A-24

- Local school facilities
<table>
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<tr>
<td>7. Given an occupational terminology list, students will be able to orally state an acceptable definition for at least 25 terms on the occupational terminology list.</td>
<td>Have students write the career areas visited and list in writing at least one career that may be developed in each area. Divide the students into six groups. Have them draw the name of a career area from a hat. Have them pantomime activities that were taking place in the career area that they drew from the hat when they visited the area on a field trip. Provide a list of common terms relating to the world of work and discuss their meanings with the class. Divide the class into small groups and construct crossword puzzles and word-a-grams using occupational terms. Have students play &quot;Occupational Password.&quot; Have a spelling bee using occupational terms.</td>
<td>Page A-25</td>
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<tr>
<td></td>
<td></td>
<td>Page A-85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example: Page A-27</td>
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<tr>
<td></td>
<td></td>
<td>Example: Page A-25</td>
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Instructional Goal II: The student will acquire information concerning the American Economic System and will indicate orally the influences that the American Economic System has on career planning.

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<tr>
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<tr>
<td>2.1 After a study of the Social Security System, the student will fill out an application to obtain his Social Security number.</td>
<td>Discuss with the class Social Security and why it is important in our economic system. Show transparencies on Social Security Application. Let students fill out a practice copy of a Social Security application. Let students apply for a Social Security number.</td>
<td>Page 16 Item No. E-5 Page 15 Item No. C-1a Example: Page A-39 Social Security Application from local Social Security Office</td>
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<tr>
<th>EVALUATION</th>
<th>CRITERIA</th>
<th>RATING*</th>
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<tbody>
<tr>
<td>1. Was the behavioral objective realistic?</td>
<td>H 1 2 3 4 5</td>
<td></td>
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<tr>
<td>2. Were the activities related to the behavioral objective?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Were the activities appropriate for this grade level?</td>
<td>1 2 3 4 5</td>
<td></td>
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Teacher's Comments and/or Suggestions

*RATING Explanation — The teacher's evaluation of the effectiveness of an activity. 1 = High (H) 5 = Low (L)
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<th>RESOURCES</th>
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| 2.2 Following a study of the flow of goods, services, and money, each student will correctly draw a diagram showing the flow of goods, services, and money. | Let students study and discuss briefly, the history of currency, using the booklet, *The Story of Chr...*  
Explain the flow of goods, services, and money by using transparencies. Divide into groups. Role play: Group 1 — The individuals; Group 2 — Private tax collectors; Group 3 — Bankers; Group 4 — Businesses.  
Let students act out a brief explanation of the flow of goods, services, and money.  
Have students write an explanation of the flow of goods, services, and money. | Page 15  
Item No. E-2  
Page A-40 |

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<thead>
<tr>
<th>EVALUATION</th>
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<td>1 2 3 4 5</td>
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<td></td>
</tr>
<tr>
<td>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Were the activities appropriate for this grade level?</td>
<td>1 2 3 4 5</td>
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Teacher's comments and/or suggestions
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<tr>
<td>2.3 After a demonstration on banking, each student will correctly make a deposit, write two checks, and record these transactions in the ledger.</td>
<td>Demonstrate the correct procedure for writing checks (Check drawn on chalkboard), keeping a ledger, filling out a deposit slip, and signing a signature card. Have students write checks according to instructions and record them in the ledger. Let students role play banking: Opening an account, making deposits and withdrawals, etc.</td>
<td>Pages A-42 A-43 A-44 A-45</td>
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<tr>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>1. Was the behavioral objective realistic?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Were there enough activities planned?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Were there enough materials available to carry out the planned activities?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Were the activities appropriate for this grade level?</td>
<td>1 2 3 4 5</td>
<td></td>
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Teacher’s comments and/or suggestions
Instructional Goal III: After viewing film and filmstrip and participating in a testing program to discover possible interests, aptitude and abilities, the student will list in writing occupations that interest him.

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<tr>
<td>3.1 Having studied personal characteristics, the student will list in writing 10 desirable traits for social acceptance.</td>
<td>Show filmstrip, Who Are You? Follow with discussion; then have students complete worksheet, &quot;Information about Myself.&quot;, Have students write an autobiography following the outline in the resource section. Show filmstrips, Seven Vital Virtues and Seven Fatal Sins. Have students list and discuss desirable and undesirable personal traits. Have students rate self with a checklist of personal characteristics for job success; then have them list in a notebook, specific ways to improve.</td>
<td>Page 14 Item No. B-7a Example: Page A-29 Example: Page A-33 - A-36 Page 14 Items No. B-8a &amp; 8b Example: Pages A-30 - A-32</td>
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<tr>
<td>3.2 Given an insight into the importance of hobbies by viewing filmstrips, the student will make a list of three hobbies and will write a paragraph about each describing the relationship of the hobbies to occupations.</td>
<td>Show filmstrip, What Do You Like To Do? Follow with a class discussion and have students complete corresponding worksheet. Let students use spinner board to select occupations.</td>
<td>Page 14 Item No. B-7b Example: Page A-49 Page A-38</td>
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<tr>
<td>3.3 When the discussion of abilities is finished, each student will list orally three occupations of interest to him, and will in writing relate these to his abilities which were indicated on PMA.</td>
<td>Explain the meaning of the word &quot;abilities&quot; and give examples of abilities possessed by individuals that the students know. Ask students to identify kinds of abilities possessed by people they know. Invite a vocational counselor to discuss reasons for testing. Show filmstrip, Testing, Testing or How to Take a Test. Give students a test on ability. Interpret scores and let students make a profile of ability scores. Divide the class into groups; have each group plan and prepare a poster or bulletin board on physical or mental abilities.</td>
<td>Vocational Counselor Page 14 Item B-2 Page 14 Item B-10e Page 16 Item G-1</td>
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Teacher's comments and/or suggestions
Instructional Goal IV: The student will submit to an evaluation that will attempt to measure behavioral changes that have occurred as a result of learning experiences participated in during the INTRODUCTION TO CAREER EXPLORATION.

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<tr>
<td>4.1 After completing Unit 1, Introduction to Career Explora-</td>
<td>Administer post test for Unit 1, INTRODUCTION TO</td>
<td>Pages A-11 – A-12</td>
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<td>tion, the student will score a minimum of 70 percent on the post test.</td>
<td>INTRODUCTION TO CAREER EXPLORATION</td>
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Teacher's comments and/or suggestions

26
CAREER EXPLORATION

Unit One

INTRODUCTION TO CAREER EXPLORATION

Resources

(See page A-86 for addresses of teaching aid sources)

A. Films (Film Library, Drawer DX, Mississippi State, MS 39762)
   1. Acting With Maturity
   2. Finding Your Life's Work
   3. How to Investigate Vocations
   4. It's Up to You
   5. Opportunity — Everywhere
   6. Personal Values
   7. Who Cops Out
   8. You and Your Work

B. Filmstrips
   1. Why Work At All? (Guidance Associates)
   2. Testing, Testing, Testing (Guidance Associates)
   3. Testing: Its Place in Education Today (Guidance Associates)
   4. Somebody's Cheating (Guidance Associates)
   5. Your Personality: The You Others Know (Guidance Associates)
   6. Values for Teenagers (Guidance Associates)
   7. Foundations for Occupational Planning (Society for Visual Ed.)
      a. Who Are You?
      b. What Do You Like to Do?
   8. World of Work (Link Enterprise, Inc.)
      a. Seven Vital Virtues
      b. Seven Fatal Sins
   9. Studying For Success (Eye Gate)
      a. Taking Examinations
   10. School Skills For Today and Tomorrow (Eye Gate)
      a. Why Study?
      b. Preparing to Study
      c. Listening and Reading Skills
      d. What to Ask: How and Where to Find the Answers
      e. How to Take a Test
   11. Fundamentals of Economics (Eye Gate)
      a. What is Economics?
      b. Money
      c. Taxes
      d. Banks and Banking
B. Filmstrips cont.

12. Occupational Education (Eye Gate)
   a. How to Use Your Checkbook

13. Getting to Know Me (Eye Gate)
   a. Adolescent "Know Thyself"
   b. Physical Development
   c. Mental Development
   d. Emotional Development
   e. Social Development
   f. How to Adjust

   a. An Introduction to Vocations

15. Personality Development I (Popular Science Publications)
   a. Are You An Interesting Person?
   b. So You Want to be Independent?
   c. Should You Feel Inferior?

C. Transparencies

1. Finding and Holding A Job (Creative Visuals)
   a. How to Obtain a Social Security Number
   b. Test Interpretation: High School Grades
   c. Test Interpretation: Interests — As Related to Professional Choice
   d. Test Interpretation: Considerations About Yourself
   e. Test Interpretation: Aptitude — As Related to Professional Choice
   f. Job Sources

2. I Want A Job (United Transparencies, Inc.)
   a. I Want A Job
   b. My Social Security Card

D. Charts and Posters

1. Occupation Board Level I (See page A-21)
2. Poster Set on Careers (J. Weston Walch)
3. Spinner Board (See page A-38)

E. Books or Booklets

1. Occupational Orientation: An Introduction to the World of Work, Mississippi State University
   a. Unit II, DETERMINING THE IMPORTANCE OF WORK

2. The Story of Checks

3. Your Duties as Representative Payee (U. S. Govt. S. S. System)
E. **Books and Booklets** cont.
   4. Understanding Your Abilities (Science Research Associates)
   5. Your Social Security (U. S. Govt. S. S. System)
   6. Discovering Yourself (Science Research Associates)

F. **Kits**
   1. Widening Occupation Roles (Science Research Associates)
   2. Occupational Exploration (Science Research Associates)
   3. Career Information Kit (Science Research Associates)
   4. Chronicle File (Chronicle Guidance, Inc.)
   5. Careers (Career, Inc.)
   6. Sextant Series (Sextant Systems, Inc.)

G. **Tests**
   1. Primary Mental Abilities Test (Science Research Associates)
unit two
industrial and related occupations
CAREER EXPLORATION

Unit Two

INDUSTRIAL AND RELATED OCCUPATIONS

Instructional Goals:

I. The student will prepare himself to more competently explore the world of work by participating in activities that will promote personal improvement and development.

II. The student will become acquainted with and will identify orally a wide range of tools which might be used in Industrial and Related Occupations.

III. After participating in field experiences, the student will list in writing educational and training settings and opportunities for occupations related to Drafting and Design in the local community.

IV. The student will list orally the major characteristics and worker skills required for successful employment in Drafting and Design after listening to a resource person in this area.

V. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-site" experiences in Drafting and Design.

VI. After participating in field experiences, the student will list in writing educational and training settings and opportunities for jobs related to Building Trades in the local community.

VII. After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Building Trades Occupations.

VIII. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-site" experiences in Building Trades.

IX. After participating in field experiences exploring occupations in Metals and Other Materials, the student will list in writing related educational and training settings and opportunities in the local community.

X. The student will list the major characteristics and worker skills required for successful employment in Metals Occupations after listening to a resource person and studying information sheets.

XI. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-site" experiences in Metals and Other Materials.

XII. After participating in field experiences exploring occupations in Power Technology, the student will list in writing related educational and training settings and opportunities in the local community.
XIII. After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Power Technology Occupations.

XIV. The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-site" experiences in Power Technology.

XV. After participating in field experiences exploring occupations in Electricity and Electronics, the student will list in writing related educational and training settings and opportunities in the local community.

XVI. The student will list orally the major characteristics and worker skills required for successful employment in Electricity and Electronics, after viewing a film, listening to lectures, and studying information.

XVII. The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-site" experiences in Electricity and Electronics.

XVIII. The student will discover and explore local and state occupational settings and work opportunities through field experiences, resource speakers, and job banks.

XIX. The student will continually evaluate knowledge gained in occupational areas encompassed in the Industrial and Related Occupations Unit.
**CAREER EXPLORATION**

Unit Two

**INDUSTRIAL AND RELATED OCCUPATIONS**

Instructional Goal I: The student will prepare himself to more competently explore the world of work by participating in activities that will promote personal improvement and development.

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<tbody>
<tr>
<td>1.1 After a study of safety, the student will list in writing 15 safety rules to be aware of in the world of work.</td>
<td>Administer Pretest for Industrial and Related Occupations.</td>
<td>Page A-13 &amp; 14</td>
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<td></td>
<td>Present an overview as to what students may expect in Industrial and Related Occupations.</td>
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<td></td>
<td>Show filmstrip on future requirements of the world of work.</td>
<td>Page 51 Item No. B-11a</td>
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<td></td>
<td>Discuss with the class the importance of safety in the shop. (General Shop Rules)</td>
<td>Page 52 Item No. E-1</td>
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<td>Show filmstrip on safety; follow with a class discussion.</td>
<td>Page 51 Item No. B-9</td>
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**EVALUATION**

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Teacher's comments and/or suggestions

34
Instructional Goal II: The student will become acquainted with and will identify orally a wide range of tools which might be used in Industrial and Related Occupations.

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<tr>
<td>2.1 After a demonstration of tools, each student will list orally five tools used in each of the following areas: 1. Drafting and Design 2. Building Trades 3. Metals and Other Materials 4. Power Technology 5. Electricity and Electronics</td>
<td>Instruct students in developing a list of basic tools used in the following areas: 1. Drafting and Design 2. Building Trades 3. Metals and Other Materials 4. Power Technology 5. Electricity and Electronics Demonstrate for the students the correct procedure for using basic tools in the above areas. Let students use all available tools in the above areas.</td>
<td>Page 52 Item E-2</td>
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Teacher's comments and/or suggestions | |

**Rating**

35
Instructional Goal III: After participating in field experiences, the student will list in writing educational and training settings and opportunities for occupations related to Drafting and Design in the local community.

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<tr>
<td>3.1 After using audio-visual materials, the student will make a list of 10 jobs that he observed from the drafting area.</td>
<td>DRAFTING AND DESIGN: Rotate students through three learning experiences during a one-week period: Experience One—Audio-visual Aids (Audio-visual area) Let students listen to tapes and cassettes on Drafting and Design. Show films or filmstrips on related occupations in this area. Have students fill out an Audio-Visual Questionnaire for each aid he has used.</td>
<td>Page 51 Item No. C Pages 50 &amp; 51 Items No. A &amp; B Example: Page A—47</td>
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Teacher's comments and/or suggestions

26
Instructional Goal IV: The student will list orally the major characteristics and worker skills required for successful employment in Drafting and Design after listening to a resource person in this area.

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<tr>
<td>4.1 Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.</td>
<td><strong>DRAFTING AND DESIGN:</strong> Experience Two—Research (Job Exploration in shop area) Have students identify jobs in Drafting and Design. Have students read and study 10 jobs in the drafting area from the handouts, books or Occupational kits. Let students use the Occupation Information Board as a reference of study.</td>
<td>Example: Page 40 Pages 52 &amp; 53 Items No. F &amp; G Example: Pages A-21 &amp; A-22</td>
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Teacher’s Comments and/or Suggestions

57
Instructional Goal V: The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Drafting and Design.

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<tr>
<td>5.1 After &quot;hands-on&quot; experiences, the student will be able to satisfactorily construct one simple project that is approved by the teacher.</td>
<td>DRAFTING AND DESIGN: Experience Three--&quot;Hands-on&quot; Experience (shop area)</td>
<td>Tools and Equipment of Industrial Arts Shop</td>
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<td></td>
<td>Introduce some techniques of drafting.</td>
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<td>Aid students in making free-hand sketches.</td>
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<td>Teach students to draw lines and circles to specified dimensions.</td>
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<td>Teach students to measure distances by using the architect scale.</td>
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<td>Guide students in the study of a blueprint.</td>
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Teacher’s Comments and/or Suggestions
**Instructional Goal VI:** After participating in field experiences, the student will list in writing educational and training settings and opportunities for jobs related to Building Trades in the local community.

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| 6.1 After using audio-visual materials, the student will list in writing 10 local jobs that he observed in the Building and Trades area. | **BUILDING AND TRADES:** Rotate students through three learning experiences during a one-week period.  
Experience One—Audio-Visual Aids (Audio-visual area) Film: Building Trades: The House Builder  
Let students listen to tapes and cassettes on Building and Trades  
Watch Repairman  
Show films or filmstrips on related occupations in the Building and Trades Area.  
**Your Future as a Draftsman**  
Have students fill out an Audio-Visual Questionnaire for each aid used. | Pages 51 & 52  
Item No. C  

**EVALUATION** | **CRITERIA** | **RATING** |
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Teacher's Comments and/or Suggestions

**39**
Instructional Goal VII: After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Building Trades Occupations.

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<tr>
<td>7.1 Following a study of jobs, the student will fill out an Occupation Information Sheet on five jobs from memory, or write from Occupational Briefs.</td>
<td><strong>BUILDING AND TRADES:</strong> Experience Two—Research (Job Exploration in shop area) Filmstrip: Vocational Decisions Have students identify jobs in Building and Trades. Let students use the Occupation Information Board. Have students read and study 10 jobs in the Building and Trades Area from the handout. Let students use the Occupation Information Board as a reference.</td>
<td>Example: Page 48 Page 53 Item No. G Other related resource materials: Page 52 Item No. F Example: Page A-21</td>
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Teacher's Comments and/or Suggestions
Instructional Goal VIII: The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Building Trades.

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<tr>
<td>8.1 After &quot;hands-on&quot; experience, the student will be able to satisfactorily construct one simple project that is approved by the teacher.</td>
<td>BUILDING AND TRADES: Experience Three—&quot;Hands-on&quot; Experience (shop area) Introduce some of the techniques of using equipment and tools. Instruct the students to cut a board 3 inches long, using various saws. Instruct students to square a piece of stock. Instruct students to drive a nail into a piece of lumber (2 x 4) Instruct students to use various machines in the shop.</td>
<td>Tools and Equipment of Industrial Arts Shop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>CRITERIA</th>
<th>RATING</th>
</tr>
</thead>
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</tr>
<tr>
<td>4. Were the activities appropriate for this grade level?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Teacher's Comments and/or Suggestions

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30
Instructional Goal IX: After participating in field experiences exploring occupations in Metal and Other Materials, the student will list in writing related educational and training settings and opportunities in the local community.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 After using audio-visual materials, the student will write a list of 10 local jobs that he observed from the Metal and Materials area.</td>
<td><strong>METALS AND OTHER MATERIALS:</strong> Rotate students through three learning experiences during a one-week period. <strong>Experience One—Audio-Visual Aids (Audio-visual area) Film:</strong> Metal Turning Lathe. Let students listen to tapes or cassettes related to this area. <strong>Machines and Machine Tool Operators:</strong> Show films or filmstrips on related occupations in the Metal Area. <strong>The Silversmith—Metallic Art</strong> Have students fill out an Audio-Visual Questionnaire for each aid they have used.</td>
<td>Page 50 Item No. A—12 Page 51 Item No. C Pages 50 &amp; 51 Items No. A, B Example: Page A—47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tr>
<td>4. Were the activities appropriate for this grade level?</td>
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<td></td>
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</tbody>
</table>

Teacher's Comments and/or Suggestions
### Behavioral Objectives

10.1 Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.

### Activities

**METALS AND OTHER MATERIALS:**

- **Experience Two—Research (Job Exploration in shop area) Film:** Brick and Stone Mason
- Have students identify jobs in this area.
- Have students read and study 10 jobs in the Metal Area from the handout.
- Let students use the Occupation Information Board as a reference of study.

### Resources

- Page 50 Item No. A-3 Example:
- Page 46
- Page 53 Item No. G Example:
- Pages A-21 & A-22

### Evaluation

<table>
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<tr>
<th>Criteria</th>
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<tbody>
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<td>2. Were the activities related to the behavioral objective?</td>
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<tr>
<td>4. Were the activities appropriate for this grade level?</td>
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</tr>
</tbody>
</table>

### Teacher's Comments and/or Suggestions

43
Instructional Goal XI: The student will gain knowledge about personal skills for satisfying employment through “hands-on” experiences and/or “on-sight” experiences in Metals and Other Materials.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
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<th>RESOURCES</th>
</tr>
</thead>
</table>
| 11.1 After “hands-on” experience, the student will be able to satisfactorily construct one simple project that is approved by the teacher. | **METALS AND OTHER MATERIALS:**
| Experience Three — “Hands-on” Experience (shop area) | Introduce some of the skills involved in working with metal. |
| Instruct students how to strike an arc with an electric arc welder. | Tools |
| Instruct students how to bend sheet metal with box and pan brake. | Equipment and Industrial Arts |
| Instruct students how to lay out dimensions on sheet metal using a rule and a sheet metal scribe. | |
| Instruct students to use the pedestal grinder. | |
| **EVALUATION** | **CRITERIA** | **RATING** |
| 1. Was the behavioral objective realistic? | | 1 2 3 4 5 |
| 2. Were the activities related to the behavioral objective? | | 1 2 3 4 5 |
| 3. Were the materials, media and equipment appropriate and sufficient to meet the needs? | | 1 2 3 4 5 |
| 4. Were the activities appropriate for this grade level? | | 1 2 3 4 5 |

Teacher’s comments and/or suggestions

33 44
Instructional Goal XII: After participating in field experiences exploring occupations in Power Technology, the student will list in writing related educational and training settings and opportunities in the local community.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 After using audio-visual materials, the student will list in writing 10 local jobs that he observed from the Power Technology Area exploration.</td>
<td>POWER TECHNOLOGY: Rotate students through three learning experiences during a one-week period. Experience One — Audio-Visual Aids film: Is a Career in Machines for You? Let students listen to tapes or cassettes on Power Tech. Diesel Mechanics and Electric Sign Serviceman. Show films or filmstrips relating to occupations in this area. Aircraft Maintenance Mechanic. Have students complete an Audio-Visual Questionnaire.</td>
<td>Page 50 Item No. A-9 Page 51 Item No. C-1p Pages 50 &amp; 51 Items A &amp; B Example: Page A-47</td>
</tr>
</tbody>
</table>

**EVALUATION**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>RATING</th>
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<td>2. Were the activities related to the behavioral objective?</td>
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<td>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</td>
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</tr>
<tr>
<td>4. Were the activities appropriate for this grade level?</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Teacher’s comments and/or suggestions
Instructional Goal XIII: After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Power Technology Occupations.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.</td>
<td><strong>POWER TECHNOLOGY:</strong> Experience Two — Research (Job exploration in shop area) Have students identify jobs in this area. Have students read and study 10 jobs in this area from the handout. Let students use the Occupation Information Board as a reference of study.</td>
<td>Example: Page 47 Page 53 Item No. G Page 52 Item No. F Example: Page A-21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>1. Was the behavioral objective realistic?</td>
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<td>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</td>
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<tr>
<td>4. Were the activities appropriate for this grade level?</td>
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</tbody>
</table>

Teacher's comments and/or suggestions
**Instructional Goal XIV:** The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-site" experiences in Power Technology.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1 After &quot;hands-on&quot; experience, the student will be able to construct one simple project that is approved by the teacher.</td>
<td><strong>POWER TECHNOLOGY:</strong> Experience Three — &quot;Hands-on&quot; Experiences (shop area) Present a demonstration of the four-stroke cycle engine: 1. The internal makeup 2. The four strokes 3. Show its relationship to automobile and other engines. Instruct students to identify tools used in this industry. Instruct students to learn to start and operate a small internal combustion engine. Instruct students to learn to: Adjust carburetor. Remove flywheel from small gas engine and examine system. Replace all parts and start engine. Instruct students to: Check water, oil, and battery of automobile. Remove and replace tire.</td>
<td>Tools and Equipment of Industrial Arts Shop</td>
</tr>
</tbody>
</table>

**EVALUATION CRITERIA**

1. Was the behavioral objective realistic?  
2. Were the activities related to the behavioral objective?  
3. Were the materials, media and equipment appropriate and sufficient to meet the needs?  
4. Were the activities appropriate for this grade level?

**RATING**

1 2 3 4 5

Teacher's comments and/or suggestions

47
Instructional Goal XV: After participating in field experiences exploring occupations in Electricity and Electronics, the student will list in writing related educational and training settings and opportunities in the local community.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1 After using audio-visual materials, the student will write a list of 10 local jobs he observed from the Electricity or Electronics Area.</td>
<td><strong>ELECTRICITY AND ELECTRONICS:</strong> Rotate students through three learning experiences during a one-week period. Experience One — Audio-Visual Aids (Audio-visual area) Filmstrip: Electrician Have students listen to tapes or cassettes on Electricity or Electronics. Telephone Craftsman and Telephone Equipment Installer and Electrician and Elevator Construction. Show films or filmstrips in this area. Have students fill out an Audio-Visual Questionnaire for each aid used.</td>
<td>Page 51 Item No. B-11d Page 62 Item No. C-1x Page 51 Item C-1d Pages 50 &amp; 51 Items A &amp; B Page A-47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<td>4. Were the activities appropriate for this grade level?</td>
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</tr>
</tbody>
</table>

Teacher’s comments and/or suggestions

48
Instructional Goal XVI: The student will list orally the major characteristics and worker skills required for successful employment in Electricity and Electronics, after viewing film, listening to lectures, and studying information.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1 Following a study of the Occupational Information Board, the student will fill out an Occupation Sheet on five jobs from memory or by using Occupational Briefs.</td>
<td>ELECTRICITY AND ELECTRONICS:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience Two — Research (Job Exploration area)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have students identify jobs in this area.</td>
<td>Page 45</td>
</tr>
<tr>
<td></td>
<td>Have students use the Occupation Information Board.</td>
<td>Page A-21</td>
</tr>
<tr>
<td></td>
<td>Have students read and study jobs related to this area. List in writing at least five of the jobs studied.</td>
<td>Pages 52 &amp; 53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Items No. F &amp; G</td>
</tr>
</tbody>
</table>

<table>
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<th>EVALUATION</th>
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<tr>
<td></td>
<td>4. Were the activities appropriate for this grade level?</td>
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</tbody>
</table>

Teacher’s comments and/or suggestions
Instructional Goal XVII: The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Electricity and Electronics.

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<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>17.1 After &quot;hands-on&quot; experiences, the student will be able to construct one simple project that is approved by the teacher.</td>
<td>ELECTRICITY AND ELECTRONICS: Experience Three — &quot;Hands-on&quot; Experience (shop area) Introduce and give a brief description of tools and equipment. Demonstrate for the students some uses of various electrical equipment with the aid of electrical components. Instruct the student on how to use testing equipment for various exercises. Instruct the student to learn to cut, strip, splice, and solder wires.</td>
<td>Tools and Equipment of Industrial Arts Shop</td>
</tr>
</tbody>
</table>

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Teacher's comments and/or suggestions
### Instructional Goal XVIII:
The student will discover and explore local and state occupational settings and work opportunities through field experiences, resource speakers, and job banks.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>18.1 Each student will learn the major characteristics and worker skills for successful employment and will make an oral report of these characteristics to the class.</td>
<td>Have a speaker from a local industry to talk on occupations available in this area.</td>
<td>Resource person</td>
</tr>
<tr>
<td></td>
<td>Take the class on field trips to local industries.</td>
<td>Business and industries in the local area.</td>
</tr>
<tr>
<td></td>
<td>Let students visit a local vocational complex.</td>
<td>Vocational Complex</td>
</tr>
<tr>
<td></td>
<td>Let students visit a vocational program of a junior college.</td>
<td>Local Junior College</td>
</tr>
<tr>
<td></td>
<td>Secure apprenticeship information for Electricity and Electronics. Invite a speaker from an apprenticeship program.</td>
<td>Resource person</td>
</tr>
<tr>
<td></td>
<td>Have students make oral reports on jobs that call for varied educational requirements.</td>
<td></td>
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</table>

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Teacher's comments and/or suggestions

40
**Instructional Goal XIX:** The student will continually evaluate knowledge gained in occupational areas encompassed in the INDUSTRIAL AND RELATED OCCUPATIONS Unit.

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<tbody>
<tr>
<td>19.1 After completing Unit II, INDUSTRIAL AND RELATED OCCUPATIONS, the student will score a minimum of 70 percent on the post test.</td>
<td>Administer post test for Unit II, INDUSTRIAL AND RELATED OCCUPATIONS.</td>
<td>Page A-13</td>
</tr>
</tbody>
</table>

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</tbody>
</table>

Teacher's comments and/or suggestions

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41
CAREER EXPLORATION

Unit II

INDUSTRIAL AND RELATED OCCUPATIONS

Job Clusters

I. Electricity and Electronics
   A. Electronics Engineer
      Electrical Engineer
   B. Electronics Technicians
      Engineering Technician
      Refrigeration & Air Conditioning Technician
      Broadcast Technician
      Special Effect Technician
      Parts, Programmer
   C. Electrician
      Assemblers in Electrical Industry
      Radio & T.V. Serviceman
   D. Telephone Installers
      Line & Cable Splicer
      Refrigerator & Air Conditioning Installer
   E. Meter Readers
      Power Plant Workers

II. Metal and Related Materials
   A. Metallurgical Engineers
      Safety Engineers
      Watch Repairman & Jeweler
   B. Tool and Die Maker
      Pattern Maker
      Millwright
      Machinist
      Machine Tool Operator
   C. Plumber
      Pipefitter
      Sheet Metal Worker
      Boilermakers
   D. Foundry Worker
      Moulders
II. **Metal and Related Materials cont.**

E. **Welders**
   - Structural Iron Workers
   - Aluminum Industry Workers

III. **Power Technology**

A. **Mechanical Engineer**
   - Atomic Energy Engineer

B. **Industrial Technician**
   - Industrial Machine Repairman

C. **Airplane Mechanic**
   - Diesel Mechanic
   - Automotive Mechanic
   - Bowling Machine Mechanic

D. **Automotive Body Repairman**
   - Automotive Manufacturing Worker

E. **Service Station Worker**
   - Airplane Ground Serviceman
   - Stationary Engineer

IV. **Building Trades**

A. **Civil Engineers**
   - Building Contractors

B. **Carpenter**
   - Cabinet Maker
   - Roofer

C. **Bricklayer**
   - Cement Mason
   - Plasterers

D. **Asbestos & Insulation Workers**
   - Lathers
   - Glaziers
   - Upholsterers

E. **Elevator Operators**
   - Construction Laborers
   - Building Service Workers

V. **Drafting and Design**

A. **Architect**
   - Ship Designer
   - Industrial Designer
   - Furniture Designer

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V. Drafting and Design cont.

B. Landscape Architect
   Draftsman
   Cartographer
   Surveyor

C. Commercial Photographers
   News Cameramen
   Portrait Photographers

D. Photoengravers
   Offset Lithographers
   Printing Pressmen

E. Compositers
   Painter & Paperhangers
   Bookbinder
CAREER CLUSTERS

ELECTRICITY & ELECTRONICS

ELECTRONICS ENGINEER
ELECTRICAL ENGINEER

ELECTRONICS TECHNICIAN
ENGINEERING TECH.
REF. & A. C. TECH.
BROADCAST TECH.
SPECIAL EFFECT TECH.

ELECTRICIAN
ASSEMBLERS IN ELEC. IND.
RADIO & T.V. SERVICEMEN

TELEPHONE INSTALLER
LINE & CABLE SPICER
REF. & A. C. INSTALLER

METER READER
POWER PLANT WORKER
DRAFTING & DESIGN

ARCHITECT
SHIP DESIGNER
INDUSTRIAL DESIGNER
FURNITURE DESIGNER

LANDSCAPE ARCHITECT
DRAFTSMAN
CARTOGRAPHER
SURVEYOR

COM. PHOTOGRAPHERS
NEWS CAMERAMEN
PORTRAIT PHOTOGRAPHER

PHOTOENGRAVERS
OFFSET LITHOGRAPHER
PRINTING PRESSMAN

COMPOSITORS
PAINTER & PAPERHANGER
BOOKBINDER
CAREER EXPLORATION

Unit Two

INDUSTRIAL AND RELATED OCCUPATIONS

Resources

(See page A-86 for addresses of teaching aid sources.)

A. Films — (CCU Film Library, Drawer DX, Mississippi State, MS 39762)
   1. Machines — Shop Safety
   2. The Automobile Mechanic Supervisor
   3. Brick and Stone Mason
   4. Building Trades: The House Builders
   5. Drafting: Occupations and Opportunities
   6. The Machinist: You Always Do the Best You Can
   7. So You Want to be an Electronics Technician
   8. So You Want to be a Tool and Die Maker
   9. Is a Career in Machines for You?
  10. Milling Machines
  11. Grinder
  12. Metal Turning Lathe
  13. Auto Mechanics and Technicians
  14. Cameras and Careers
  15. The “A B C’s” of Hand Tools

B. Filmstrips

   1. Ancient Crafts — Modern Times (Eye Gate House, Inc.)
      a. The Graphics Designer — Art in Print
      b. The Cabinet Maker — Sculpture in Wood
      c. The Silversmith — Metallic Art
   2. Occupational Education (Eye Gate House, Inc.)
      a. Fixing a Flat Tire
   3. Are You Looking Ahead? (Eye Gate House, Inc.)
      a. How About Being an Electronics Assembler?
   4. Real Problems Facing Us (Eye Gate House, Inc.)
      a. Technology and the Individual
   5. Vocational Decisions (Q.E.D. Productions)
      a. The World of Work
   6. Your Future as a Draftsman (California State Polytechnic)
   7. How We Get Our Homes (Eye Gate House, Inc.)
      a. Planning The Home
      b. Building The Foundation
      c. Building The Shell
      d. Finishing The Home

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B. Filmstrips cont.

8. America At Work (Eye Gate House, Inc.)
   a. Building For the Millions
   b. Lumbering
   c. Iron and Steel
9. Safety at Work (Jam Handy Organization)
   a. On Guard
   b. The Safety Program
   c. Practicing Safety
   d. Protecting Your Eyes
   e. Using Hand and Bench Tools
   f. Operating Power Machines
10. Careers in Aerospace (Eye Gate House, Inc.)
    a. Jet Engine Mechanic
    b. Aircraft Maintenance Mechanic
11. The Wonderful World of Work: Vocational Opportunities (Eye Gate)
    a. Your Future in the Ever Changing World of Work
    b. Automobile Mechanic
    c. T.V. and Radio Repair
    d. Electrician
    e. Printer
    f. Sheet Metal Worker — Building Trades

C. Tapes or Cassettes

1. American Occupations (Educational Sensory Programming)
   a. Engineering and Types of Engineering
   b. Bricklayer and Carpenter
   c. Cement Mason and Construction
   d. Electrician and Elevator Construction
   e. Floor Covering Installers and Glaziers
   f. Lathers and Marble Setters
   g. Operating Engineers and Painters
   h. Plasterers and Plumbers
   i. Stonemasons and Structural Steel Workers
   j. Roofers and Sheet Metal Workers
   k. Machines and Machine Tool Operator
   l. Tool and Die Maker and Instrument Maker
   m. Air Conditioning Mechanic and Appliance Serviceman
   n. Auto Body Repairman and Auto Mechanic
   o. Business Machine Serviceman (1 & 2)
   p. Diesel Mechanic and Electric Sign Serviceman
   q. Farm Equipment Mechanic and Ind. Machinery Repairman
   r. Instrument Repairman and Maintenance Electrician
   s. Millwrights and Radio-TV Technician
   t. Truck and Bus Mechanic and Vending Machine Mechanic
   u. Watch Repairman
C. **Tapes or Cassette** cont.

- v. Photoengraver and Electro-Stereotypers
- w. Printing Pressmen and Lithographer
- x. Telephone Craftsman and Telephone Equipment Installer
- y. Lineman — Cable Splicer and Telephone Repair — Installer
- z. Aircrafts Mechanics

2. **Interview** (Imperial Production, Inc.)
   - a. Appliance Serviceman
   - b. Draftsman
   - c. Electrician
   - d. Machinist
   - e. T.V. & Radio Serviceman
   - f. Architect
   - g. Carpenter
   - h. Auto Mechanic
   - i. Tool & Die Maker

D. **Transparencies**

1. Arc Welding (DCA Educational Products, Inc.)
2. Residential Electric Wiring
3. Brick & Stone Masonry
4. Automotive Mechanics
5. Machinist

E. **Charts**

1. Stanley Safety Charts (Stanley Tool Co.)
2. Stanley Tool Identification Charts (Stanley Tool Co.)
3. Occupational Information Board (Local Career Media Center)
4. Small Engine Repair (Briggs and Stratton Corp.)

F. **Books or Booklets**

1. Encyclopedia of Careers, Vols. 1 & 2, Hopke, (Doubleday & Company)
2. Occupation Information, (Science Research Associates)
5. Architecture, Spencer, (McKnight & McKnight)
7. Drawing & Planning for Ind. Arts, Feirer, (Bennett)
8. General Metal, Frazer, Bedall, (Prentice-Hall)
9. General Industrial Machine Shop, Johnson, (Bennett)
10. Metalwork, Ludwig/McCarthy, (McKnight & McKnight)
11. Automotive Mechanics, Crouse, (McGraw-Hill)
12. Basic Electronics, Abraham Marcus, (Prentice-Hall)
13. Welding Processes, Griffen-Roden, (Delmar)
15. Others in Occupational Library
G. **Resource Kits**

1. Occupational Exploration Kit (Science Research Associates)
2. Career Information Kit
3. Widening Occupations Roles Kit
5. Desk Top Careers Kit (Careers, Inc.)

H. **Tests**

1. Pre-evaluation summary
2. Post-evaluation summary
unit three

diversified services
CAREER EXPLORATION

Unit Three

DIVERSIFIED SERVICES

Instructional Goals:

I. The student will participate in "hands-on" experiences and/or "on-sight" experiences that will help him explore and identify interests and abilities in diversified occupations.

II. The student will become acquainted with the major characteristics and worker skills required for successful employment in occupations related to home economics.

III. The student will gain information concerning local and state occupational settings and work opportunities in Diversified Services and related skills through "hands-on" and/or "on-sight" experiences.

IV. The student and teacher will assess knowledge gained by the student after exploring interests, aptitudes, and job opportunities in Diversified Services.
CAREER EXPLORATION

Unit Three

DIVERSIFIED SERVICES

Instructional Goal I: The student will participate in "hands-on" experiences and/or "on-site" experiences that will help him explore and identify interests and abilities in Diversified occupations.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provided with an individualized learning package, Gift Boutique, the student will identify interests and abilities in occupations related to Clothing Management, Production and Services, and to occupations related to Home Furnishings, Equipment and Services, by participating in &quot;hands-on&quot; experiences that will aid in the exploration of knowledge and skill performance needed in these areas.</td>
<td>Unit III is divided into five activity areas relating to Diversified Services. For instructional purposes, Areas I and II have been combined into one learning packet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Area I — Clothing Management Production &amp; Services and Area II — Home Furnishings Equipment &amp; Services</td>
<td>Page A-15</td>
</tr>
<tr>
<td></td>
<td>Guided Activity: Individualized learning packet, Gift Boutique</td>
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<tr>
<td></td>
<td>Proposed activity time — two weeks</td>
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<td></td>
<td>Administer Pretest for Diversified Services.</td>
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<tr>
<td></td>
<td>Hand out a list of jobs to be explored.</td>
<td>Page 69</td>
</tr>
<tr>
<td></td>
<td>Have the student take the Pretest in the Gift Boutique.</td>
<td>Page A-76</td>
</tr>
<tr>
<td></td>
<td>Have students learn the major parts of the sewing machine.</td>
<td>Page A-55</td>
</tr>
<tr>
<td></td>
<td>Have students learn basic operations and care of specific parts of the sewing machine.</td>
<td>Pages A-56, A-57</td>
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<tr>
<td></td>
<td>Have students perform tasks listed on &quot;Sewing Machine Operator's License.&quot;</td>
<td>Page A-58</td>
</tr>
<tr>
<td></td>
<td>Have students construct an object or a novelty item found at a boutique shop.</td>
<td>Page 74, Item E-2</td>
</tr>
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<td>RESOURCES</td>
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</tr>
<tr>
<td>1.1 cont.</td>
<td>As a related activity, have the class visit a local dry cleaning plant or garment factory and complete a Job Observation Sheet.</td>
<td>Page A-51</td>
</tr>
<tr>
<td></td>
<td>Have students listen to a resource person, a buyer from a local ladies ready-to-wear department.</td>
<td>Page A-64</td>
</tr>
<tr>
<td></td>
<td>Show filmstrip series, How We Get Our Clothing.</td>
<td>Page 71 Item B-1</td>
</tr>
<tr>
<td></td>
<td>Have students research in job area.</td>
<td>Page 74 Item C</td>
</tr>
<tr>
<td></td>
<td>Have students complete learning experiences suggested in the Gift Boutique.</td>
<td>Page 74 Item H</td>
</tr>
<tr>
<td></td>
<td>Have students take the post test in the Gift Boutique.</td>
<td>Page 74 Item H-1</td>
</tr>
<tr>
<td></td>
<td>Have students check quests* in the Gift Boutique.</td>
<td>Page 74 Item H-1</td>
</tr>
</tbody>
</table>

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<td><strong>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</strong></td>
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<td><strong>4. Were the activities appropriate for this grade level?</strong></td>
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*Teacher's comments and/or suggestions

*Ideas for further study.
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</table>
| 1.2 Provided with an individualized learning package, Mini-Nursery, the student will identify interests and abilities in occupations related to Child Care, Guidance and Services, by participating in “hands-on” experiences that will aid in the exploration of knowledge and skill performance needed in this area. | Area III — CHILD CARE, GUIDANCE AND SERVICES  
Guided Activity: Individualized learning packet, Mini-Nursery  
Proposed activity time — one week  
Hand out a list of jobs to be explored in this area.  
Have the student:  
Take a pretest in the Mini-Nursery.  
Roleplay Do’s and Don’t for baby-sitters.  
List responsibilities of a good baby-sitter.  
Prepare a snack for a child.  
Prepare a baby-sitter’s “Surprise Kit.”  
Read a story to a child.  
Teach simple games for different age levels.  
Make a poster about safety for children — complete a score card.  
List needs of a child.  
View filmstrip, Baby-sitting: The Job and the Kids.  
Roleplay: Parents and Baby-sitters.  
Let students make play dough and use finger paints.  
Let students research in job area. | Page 69  
Pages A-77 & A-83  
Pages A-81 & A-82  
Page A-80  
Page 74 Item E-3  
Page 74 Item E-3  
Page 74 Item E-3  
Page 74 Item E-3  
Page 74 Item E-4  
Page A-84  
Page 74 Item E-5  
Page 71 Item B-2  
Page 74 Item E-6  
Page 73 Item C-1  
Pages A-21 & A-22 |
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<tr>
<td>1.2 cont.</td>
<td>Have students take the post test in the Mini-Nursery.</td>
<td>Page A-77</td>
</tr>
<tr>
<td></td>
<td>Have students check quests suggested in the Mini-Nursery.</td>
<td>Page 74 Item H-2</td>
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Teacher's comments and/or suggestions
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<tr>
<td>1.3 Provided with an individualized learning package, Polka Dots, the student will identify interests and abilities in occupations related to Institutional and Home Management and Supportive Services by participating in “hands-on” experiences that will aid in the exploration of knowledge and skill performance needed in this area.</td>
<td>Area IV – HOME AND INSTITUTIONAL MANAGEMENT &amp; SUPPORTIVE SERVICES Guided Activity: Individualized learning packet, Polka Dots Proposed activity time — one week Hand out a list of jobs to be explored in this area. Have the student take a pre-test in the Polka Dots. Have students role play a typical “polka dot” day in the nursing home. Activities will include serving the patient food, reading to the patient, writing letters, delivering mail, and administering minor therapy. Show filmstrips, Helping Hands for Julie and Helping Hands. Have students make a tray favor for a nursing home. Teach students to mix juices and dispense them. Teach students basic first aid and methods of administering. Have them identify two types of clinical thermometers. Have students demonstrate the proper way to count and record pulse and respiration. Have students demonstrate the proper way to make an empty bed. Let students listen to a resource person — a local R.N.</td>
<td>Page 69 Page A-78 Page 73 Item B-16 Page 73 Item B-17 Page A-64 Personnel Director Local hospital Page A-64 Page A-65</td>
</tr>
<tr>
<td>BEHAVIORAL OBJECTIVES</td>
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<tr>
<td>1.3 cont.</td>
<td>Show transparencies, Attitude and Manner, Their Influence and Accomplishment.</td>
<td>Page 74 Item D-1</td>
</tr>
<tr>
<td></td>
<td>Have students identify three kinds of nursing care equipment.</td>
<td>Page 74 Item E-3 &amp; Item E-7</td>
</tr>
<tr>
<td></td>
<td>Have students construct one piece of nursing care equipment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let students research in job area.</td>
<td>Page 74 Item F</td>
</tr>
<tr>
<td></td>
<td>Have students take post test in the Polka Dots.</td>
<td>Page 74 Item H-3</td>
</tr>
<tr>
<td></td>
<td>Have students check quests suggested in the Polka Dots.</td>
<td>Page A-78</td>
</tr>
</tbody>
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<td>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</td>
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<tr>
<td></td>
<td>4. Were the activities appropriate for this grade level?</td>
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</tbody>
</table>

Teacher's comments and/or suggestions
### BEHAVIORAL OBJECTIVES

1.4 Provided with an individualized learning package, Culinary Cubs, the student will identify interests and abilities in occupations related to Food Management, Production and Services, by participating in “hands-on” experiences that will aid in the exploration of knowledge and skill performance needed in this area.

### ACTIVITIES

<table>
<thead>
<tr>
<th>Area V — FOOD MANAGEMENT, PRODUCTION AND SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Activity: Individualized learning packet, Culinary Cubs</td>
</tr>
<tr>
<td>Proposed activity time — one week</td>
</tr>
<tr>
<td>Hand out a list of jobs to be explored in this area.</td>
</tr>
<tr>
<td>Have the student:</td>
</tr>
<tr>
<td>Take the pretest in the Culinary Cubs.</td>
</tr>
<tr>
<td>View filmstrip, Head Start on Health.</td>
</tr>
<tr>
<td>View filmstrip, Head Start on Homemaking.</td>
</tr>
<tr>
<td>Wrap silverware in napkin.</td>
</tr>
<tr>
<td>Learn to use the dishwasher.</td>
</tr>
<tr>
<td>Learn to use the washing machine.</td>
</tr>
<tr>
<td>Make salads.</td>
</tr>
<tr>
<td>Arrange a tray for a general diet.</td>
</tr>
<tr>
<td>Arrange a tray for a special diet.</td>
</tr>
<tr>
<td>Answer the telephone to take messages accurately.</td>
</tr>
<tr>
<td>Invite a dietitian from the school cafeteria to speak to the students.</td>
</tr>
<tr>
<td>Let students plan a regular diet for a day consisting of three meals, using the hospital menu included in the learning package, Culinary Cubs.</td>
</tr>
</tbody>
</table>

### RESOURCES

- Page 69
- Page A-79
- Page 71 Item B-4
- Page 71 Item B-5
- Page 74 Item E-3
- Page 74 Item E-3
- Page A-65
- Page A-59
<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.4 cont.</td>
<td>Have students identify kitchen equipment, utensils, and tools.</td>
<td>Kitchen utensils, equipment</td>
</tr>
<tr>
<td></td>
<td>Have students demonstrate the correct way to use eight pieces of measuring equipment.</td>
<td>Page 74 Item E-11</td>
</tr>
<tr>
<td></td>
<td>Have students fill out the worksheet “How I Rate as a Culinary Cub.”</td>
<td>Page A-61</td>
</tr>
<tr>
<td></td>
<td>Let students prepare a very simple meal for one person; have them serve it on a tray to a classmate.</td>
<td>Page 74 Item F</td>
</tr>
<tr>
<td></td>
<td>Let students research in job area.</td>
<td>Page 73 Item C</td>
</tr>
<tr>
<td></td>
<td>Have students take post test in Culinary Cubs.</td>
<td>Page A-22</td>
</tr>
<tr>
<td></td>
<td>Have students check quests suggested in Culinary Cubs.</td>
<td>Page A-79</td>
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<td></td>
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</table>

Teacher's comments and/or suggestions
Instructional Goal II: The student will become acquainted with the major characteristics and worker skills required for successful employment in occupations related to Home Economics.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
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</thead>
</table>
| 2.1 The student will list in writing or state orally characteristics and worker skills required for successful employment in at least five occupations related to Diversified Services. | Show filmstrip, *Everything But*. Have students follow instructions on the Film Survey Sheet after viewing the filmstrip. Divide the class into groups: have students conduct student research concerning worker skills in various job families related to Diversified Services. | Page 71 Item B-6  
Page A-48 |

**EVALUATION**

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</table>

Teacher's comments and/or suggestions
Instructional Goal III: The student will gain information concerning local and state occupational settings and work opportunities in Diversified Services and related skills through “hands-on” and/or “on-site” experiences.

<table>
<thead>
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<tbody>
<tr>
<td>3.1 After research in multimedia, the student will identify in writing local and state occupational settings and work opportunities now available in Diversified Services and related skills.</td>
<td>Invite an employee of the State and a Private Employment Agency to explain occupational settings and work opportunities in the local area. Divide the class into groups, one for each job cluster. Have each group list local occupational settings for each job in each job cluster, naming the location of jobs. Have each student locate five local or state work opportunities now available in Diversified Services and related skills, using any media they choose.</td>
<td>Employment Agency Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Page 74 Item F-3</td>
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<tr>
<td></td>
<td></td>
<td>Classified ads, Yellow pages in phone book</td>
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<td></td>
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<td>Employment Agency Radio</td>
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Teacher’s comments and/or suggestions
Instructional Goal IV: The student and teacher will assess knowledge gained by the student after exploring interests, aptitudes and job opportunities in Diversified Services.

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<tr>
<td>4.1 After completing all activities in Diversified Services and related skills, the student will answer a minimum of 70 percent of the questions on the post test.</td>
<td>Have each student take the post test for Diversified Services.</td>
<td>Page A-15</td>
</tr>
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</table>

Teacher's comments and/or suggestions

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CAREER EXPLORATION

Unit Three

DIVERSIFIED SERVICES

Job Clusters

I. Clothing Management, Production and Services
   Fashion Coordinator
   Fashion Designer
   Make-up Artist
   Artist
   Model
   Store Buyer
   Dressmaker
   Milliner
   Tailor
   Textile Finisher and Dyer
   Sewing Machine Operator
   Dry Cleaning Worker
   Laundry Worker
   Gift Wrapper

II. Home Furnishings, Equipment and Services
   Decorator's Aide
   Furniture Reupholsterer
   Furniture Store Consumer Consultant
   Interior Decorator
   Interior Designer
   Household Equipment Consultant

III. Child Care, Guidance and Services
   Nursery School Teacher
   Child Care Aide
   Baby-sitter
   Kindergarten Worker

IV. Food Management, Production and Services
   Airline Stewardess
   Waitress or Waiter
   Butcher
   Salad Girl or Boy
   Hot Roll Girl or Boy
   Relish Girl or Boy
IV. Food Management, Production and Services cont.

- Food Checker
- Cashier
- Room Service Tray Arranger
- Assistant Waitress
- Food Preparer
- Busboy
- Cook
- Food Service Aide
- Dietitian

V. Home and Institutional Management and Supportive Services

- Dishwasher
- Hotel — Motel Housekeeper
- Hotel Bellman
- Janitor
- Orderly
- Executive Housekeeper
- Anesthetist
- Dentist
- Dental Assistant and Hygienist
- Licensed Practical Nurse
- Registered Professional Nurse
- Nurses’ Aide
- Physicians
- Psychiatrist
- Physical Therapist
- X-Ray Technician
- Pharmacist
- Medical Technologist
- Medical Researcher
- Social Worker
- Occupational Therapist
CAREER EXPLORATION
Unit Three
DIVERSIFIED SERVICES
Resources
(See page A-86 for addresses of teaching aid sources.)

A. Films—(CCU Film Library, Drawer DX, Mississippi State, MS 39762)

1. The Visiting Nurse
2. Child Care and Development
3. Clothing for Children
4. Kids Must Eat
5. Social Courtesy
6. Using Money Wisely
7. Cooks, Chefs, and Related Occupations
8. Job Opportunities in Hotels and Motels
9. Good Table Manners
10. Serving Food

B. Filmstrips

1. How We Get Our Clothing (Eye Gate House, Inc.)
   a. The Story of Cotton
   b. The Story of Wool
   c. The Story of Leather
   d. The Story of Rubber
2. Baby-sitting: The Job and The Kids (Guidance Assoc.)
3. Would You Like Hospital Work? (Miss. State Board of Health)
4. Head Start on Health (Carnation Co.)
5. Head Start on Homemaking (Carnation Co.)
6. Everything But (Guidance Assoc.)
7. Manners Make a Difference (Eye Gate House, Inc.)
   a. Why We Need Good Manners
   b. Good Manners at School
   c. Good Manners at Home
   d. Good Manners at Play
   e. Good Manners on the Street
      and in Public Conveyances
   f. Good Manners for Social Occasions
   g. Good Table Manners
   h. Good Manners in Friendship
8. Let the Buyer Beware (Eye Gate House, Inc.)
   a. Everything is Not what it Appears to Be
   b. Can You Believe Advertising?
   c. Johnny has One!
B. Filmstrips cont.

d. Measures, Values and Bargains

9. Managing the Family’s Affairs
   a. Learning to Live Together
   b. The New Home
   c. The Budget — Today and Tomorrow
   d. Cash and Credit
   e. How to Shop
   f. “Just Sign Here”
   g. As the Family Grows
   h. The Family and Its Legal Rights
   i. The Family and Its Legal Responsibilities
   j. Protecting What the Family Has
   k. The Family and Community
   l. “Help! This is an Emergency”

10. The Wonderful World of Work: Vocational Opportunities
    (Eye Gate House, Inc.)
    a. What is Your Future in the Changing World of Work
    b. Receptionist
    c. Automobile Mechanic
    d. TV and Radio Repair
    e. Tool and Die Maker
    f. Electrician
    g. Printer
    h. Sheet Metal Worker
    i. Automotive Sales Representative
    j. Cook
    k. Data Processing Clerk
    l. Sheet Metal Worker — Building Trades
    m. Medical Assistant
    n. Real Estate Sales

11. Occupational Education (Eye Gate House, Inc.)
    a. The Job Interview
    b. Stocker in the Supermarket
    c. The Waitress
    d. Fixing a Flat Tire
    e. How to Use Your Checkbook
    f. The Variety Store
    g. The School Cafeteria Worker
    h. The Nurses’ Aid
    i. The Gas Station Attendant

12. Are You Looking Ahead? (Eye Gate House, Inc.)
    a. How About Being an Electronics Assembler?
B. **Filmstrips** cont.
   b. Would You Like to Sell?
   c. Want to Work in a Laundry?
   d. Do You Like Flowers?
   e. Would You Like Hospital Work?
   f. Do You Love Animals?
   g. How About Office Work?
   h. Do You Like Sports?
   i. How About Being a Key Punch Operator?
   j. Would You Like to be a Cashier?

13. **A New Horizon: Careers in School Food Service** (Guidance Assoc.)
14. **A New Look at Home Economics Careers** (Guidance Assoc.)
15. **Beginning to Date** (Guidance Assoc.)
16. **Helping Hands for Julie** (Health Film Catalogue: Miss. State Board of Health)
17. **Helping Hands** (Health Film Catalogue: Miss. State Board of Health)

C. **Tapes or Cassettes**

1. **American Occupations** (Educational Sensory Programming)
   a. Physician
   b. Osteopathic Physician
   c. Dental Assistant
   d. Dental Hygienist
   e. Dental Lab Technician
   f. Registered Nurse
   g. Licensed Practical Nurse
   h. Optometrist
   i. Pharmacist
   j. Podiatrist
   k. Chiropractor
   l. Occupational Therapist
   m. Physical Therapist
   n. Speech Pathologist and Audiologist
   o. Medical Laboratory Worker
   p. Radiologic Technologist
   q. Medical Record Librarian
   r. Dietitian
   s. Hospital Administrator
   t. Dentist
   u. Hospital Worker
   v. Building Custodian
   w. Stewardess

2. **Interview** (Imperial Productions, Inc.)
   a. Flight Engineer
   b. Cosmetologist
C. **Tapes or Cassettes** cont.

- c. Medical Technician
- d. Practical Nurse
- e. Registered Nurse
- f. Physician
- g. Commercial Artist
- h. Social Worker
- i. Dental Technician
- j. Dental Hygienist

D. **Transparencies**

1. Attitude and Manners (CCU Film Library – Drawer DX, Miss. State, MS 39762)

E. **Books or Booklets.** (See H. **Learning Packets** for sources)

1. Steps in Clothing Skills
2. 101 Things To Make For Fun
3. Teen Guide To Homemaking
4. Keys To Safety In Homemaking
5. Your Child from 1 to 6
7. Red Cross Home Nursing Textbook
8. So You Are Ready To Cook
9. Sitting Safely
10. How You Look and Dress
11. First Foods

F. **Resource Kits**

1. Occupational Exploration Kit (Science Research Assoc.)
2. Career Information Kit (Science Research Assoc.)
3. Widening Roles Occupational Kit (Science Research Assoc.)
5. Careers (Careers, Inc.)
6. Desk Top Careers Kit (Careers, Inc.)

G. **Test**

1. Pre-evaluation summary
2. Post-evaluation summary

H. **Learning Packets** (4) (See Attachments)

1. Area I Clothing Management, Production and Services
   Area II Furnishings, Equipment and Services (Gift Boutique)
2. Area III Child Care, Guidance and Services (Mini-Nursery)
3. Area IV Home Management and Supportive Services (Polka Dots)
4. Area V Food Management, Production and Services (Culinary Cubs)
unit four
public service occupations
CAREER EXPLORATION

Unit Four

PUBLIC SERVICE OCCUPATIONS

Instructional Goals:

I. The student will acquaint himself with the wide range of Public Service Occupations, their requirements, their working conditions, and their rewards.

II. The student will explore information concerning jobs classified as Public Service Occupations in order to gain knowledge of the opportunities offered by the jobs.

III. The student will evaluate knowledge gained after exploring requirements, working conditions, and opportunities in the Public Service Occupations Unit.
CAREER EXPLORATION
Unit Four
PUBLIC SERVICE OCCUPATIONS

Instructional Goal 1: The student will acquaint himself with the wide range of Public Service Occupations, their requirements, their working conditions, and their rewards.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 After two weeks of job research and study, the student will complete 10 Occupational Information Sheets to be turned in and checked by the teacher.</td>
<td>Administer pretest for Public Service Occupations.</td>
<td>Page A-17</td>
</tr>
<tr>
<td></td>
<td>Define and give an overview of Public Service Occupations.</td>
<td>Occupational Orientation, Chapter VII</td>
</tr>
<tr>
<td></td>
<td>Provide students with a list of tentatively chosen Public Service Occupations and explain how these jobs are grouped for study.</td>
<td>Page 94 Item No. H-1</td>
</tr>
<tr>
<td></td>
<td>Show filmstrip, What is Your Future in the Changing World of Work?</td>
<td>Page 87</td>
</tr>
<tr>
<td></td>
<td>Explain to students the purpose of exploring jobs through research and how to utilize Job Information Sheets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outline for students the procedure and criteria for continuous job research in the Public Service Occupations.</td>
<td>Local Career Media Center</td>
</tr>
<tr>
<td></td>
<td>Allow students to select one job from each occupational group for individual research to be reported on in class.</td>
<td>Local Career Media Center</td>
</tr>
<tr>
<td></td>
<td>Show filmstrip, Preparing for the Job You Want.</td>
<td>Page 91 Item A-2a</td>
</tr>
<tr>
<td></td>
<td>Have students prepare a poster or bulletin board related to Public Service Occupations.</td>
<td>Page A-84</td>
</tr>
<tr>
<td>BEHAVIORAL OBJECTIVES</td>
<td>ACTIVITIES</td>
<td>RESOURCES</td>
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<tr>
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</tr>
<tr>
<td>1.1 cont.</td>
<td>Invite a local resource person employed in a Public Service Occupation to discuss his job with students.</td>
<td>Pages A-64 &amp; A-65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>CRITERIA</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Was the behavioral objective realistic?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>2. Were the activities related to the behavioral objective?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>4. Were the activities appropriate for this grade level?</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Teacher’s comments and/or suggestions
**BEHAVIORAL OBJECTIVES**

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
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<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 After continuing the study of Public Service Occupations, each student will compare in writing the salary, working conditions, opportunities, and educational requirements of three selected occupations covered in his studies.</td>
<td>Show filmstrip, Reading Daily Newspapers. Bring newspapers to class and have students select articles related to Public Service Occupations. Show filmstrips, <em>The Modern Means of Communication and Speaking and Writing</em>. Ask each student to listen to the radio or television speech of any well-known announcers and bring to class a list of unfamiliar words. Use word lists for vocabulary development in class. Let students listen to cassettes, Radio-T.V. Announcers and Radio-Broadcaster; then have students utilize other resources and develop a simulated radio program to emphasize jobs related to radio and television communications. Explain the purpose and use of the Job Interview Form; then have students interview a person employed in a Public Service Occupation. Later in the week, have students give oral reports to the class on interview experiences. Have students complete a Job Analysis Form for the job of the person interviewed.</td>
<td>Page 91 Item A-3b Page 91 Item A-4a Page 91 Item A-4b Page 92 Item B-1r Page 92 Item B-2k Local Career Media Center Page A-52 Page A-54</td>
</tr>
</tbody>
</table>

**RESOURCES**

- Page 91 Item A-3b
- Local newspapers
- Page 91 Item A-4a
- Page 91 Item A-4b
- Radio and/or television programs
- Page 92 Item B-1r
- Page 92 Item B-2k
- Local Career Media Center
- Page A-52
- Page A-54
<table>
<thead>
<tr>
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<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 cont.</td>
<td>Arrange for a field trip to a local Public Service Business.</td>
<td>Local business community</td>
</tr>
<tr>
<td></td>
<td>Follow up the field trip experience with a class discussion of jobs observed and related information.</td>
<td>Page A-50</td>
</tr>
<tr>
<td></td>
<td>Prepare students for an individual teaching activity through the use of tapes, Teacher and Secondary School Teachers and related resources.</td>
<td>Page 92 Item B-3f</td>
</tr>
<tr>
<td></td>
<td>Assign each student the task of selecting a teaching field and preparing a five-minute teaching activity on a selected topic.</td>
<td>Page 92 Item B-1t</td>
</tr>
<tr>
<td></td>
<td>Invite a representative from a local Vocational-Technical Complex to discuss training programs offered in Public Service Occupations.</td>
<td>Local Career Media Center</td>
</tr>
<tr>
<td></td>
<td>Show filmstrip, Would You Like to Sell? as an introduction to exploring jobs related to selling, and have students complete a Film Survey Sheet.</td>
<td>Page 91 Item A-1d</td>
</tr>
<tr>
<td></td>
<td>Have students select an item they might like to sell and develop a five-minute sales talk for presentation in class.</td>
<td>Page A-48</td>
</tr>
<tr>
<td></td>
<td>Have students analyze two of the following occupations in terms of physical and personal characteristics necessary for success: F.B.I. Agent, Teacher, Lawyer, Mail Carrier, Secretary, Salesman, Funeral Director, Clergyman.</td>
<td>Local Career Media Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local Career Media Center</td>
</tr>
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<td>BEHAVIORAL OBJECTIVES</td>
<td>ACTIVITIES</td>
<td>RESOURCES</td>
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<tr>
<td>2.1 cont.</td>
<td>Have students select their first and second occupational choices in the Public Service Occupations and write a job description, including usual duties, preparation, personal qualifications, related interests, advantages, and disadvantages of each. Have students identify an area of business in which they would like to work and make a list of local businesses that provide such work. Review and summarize the unit on Public Service Occupations; then have students complete Occupation Questionnaires. <strong>OPTIONAL ACTIVITIES</strong> Have students prepare a list of qualifications that you think will be needed in a selling position. Have students find an article in a current newspaper or magazine related to Public Service Occupations and underline the words that give the article color and life. Use words selected for vocabulary development in class. Have students find two Public Service jobs in the classified ads of a newspaper and list the requirements of the jobs. Have students write an advertisement for a Public Service job they would like to acquire.</td>
<td>Local Career Media Center Local business community Page A-49</td>
</tr>
<tr>
<td>BEHAVIORAL OBJECTIVES</td>
<td>ACTIVITIES</td>
<td>RESOURCES</td>
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<tr>
<td>2.1 cont.</td>
<td>Have students prepare a list of Public Service jobs that require college or technical training.</td>
<td></td>
</tr>
</tbody>
</table>

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<td>4. Were the activities appropriate for this grade level?</td>
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</table>

Teacher’s comments and/or suggestions
Instructional Goal III: To evaluate knowledge gained by each student after exploring requirements, working conditions, and opportunities in the PUBLIC SERVICE OCCUPATIONS Unit.

<table>
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</tr>
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<tbody>
<tr>
<td>3.1 After completing Unit IV, PUBLIC</td>
<td>Administer post test for Unit IV, PUBLIC</td>
<td>Page A-17</td>
</tr>
<tr>
<td>SERVICE OCCUPATIONS, the student will</td>
<td>SERVICE OCCUPATIONS</td>
<td></td>
</tr>
<tr>
<td>score a minimum of 70 percent on the</td>
<td></td>
<td></td>
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<tr>
<td>post test.</td>
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**EVALUATION**

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</tbody>
</table>

Teacher’s comments and/or suggestions

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CAREER EXPLORATION

Unit Four

PUBLIC SERVICE OCCUPATIONS

Job Clusters

I. Communication and Entertainment

Composers and Arrangers
Book Editors
Film Editors
Magazine Editors
Newspaper Editors
Radio and TV Announcers
Free Lance Writers
Technical Writers
Orchestra Conductors
Foreign Correspondent
Advertising Copywriters
Disc Jockeys
Public Relations Employee
Professional Athlete
Actors
Actresses
Band Leaders
Proofreaders
Cartoonist
 Personnel Employees
Airline Reservationist
Telephone Operators
Dancers
Singers
Fund Raiser
Auctioneer
Social Worker

II. Crime Prevention and Protection

Criminologist
F. B. I. Agent
Social Workers
Fire Protection Engineers
Detective
Probation Officers
Policemen
Policewomen
Firemen
II. **Crime Prevention and Protection cont.**
   Divers  
   Custom Inspectors  
   Sanitation Workers  
   Parking Attendants  
   U. S. Armed Servicemen  
   Life Guard  

III. **Professional and Technical**
   Lawyers  
   Economist  
   Industrial Hygienist  
   Foreign Officers  
   Bank Officers  
   Building Managers  
   Real Estate Agent and Appraiser  
   Insurance Agent  
   Insurance Adjuster  
   City Managers  
   Funeral Directors  

IV. **Office and Business** *(See Career Clusters page 90)*
   Accountant  
   Auditor  
   Office Managers  
   Personnel Managers  
   Bookkeepers  
   Computer Programmers  
   Junior Accountant  
   Court Reporters  
   Secretary (legal, medical, technical)  
   Business Machine Operators  
   Stenographers  
   Receptionist  
   Duplicating Machine Operator  
   Switchboard Operators  
   Keypunch Operators  
   Typist  
   Clerical Workers  
   Office Boys and Messengers  
   Postal Employees  
   Travel Agents  
   Salesmen  
   Credit Collectors  

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V. **Educational Supervisors and Instructors**

- College Teachers
- Guidance Counselors
- School Principals and Superintendents
- Secondary Teachers
- Elementary Teachers
- Vocational and Technical Instructors
- Singing Teachers
- Athletic Coaches
- Driving Instructors
- Dance Instructors
- Librarians
- Clergymen
CAREER EXPLORATION

Unit Four

PUBLIC SERVICE OCCUPATIONS

Resources

(See page A-86 for addresses of teaching aid sources.)

A. Films and Filmstrips

1. Are You Looking Ahead Series (Eye Gate)
   a. Do You Like Sports?
   b. How About Office Work?
   c. Would You Like to be a Cashier?
   d. Would You Like to Sell?

2. The A.B.C.'s of Getting and Keeping a Job Series (Eye Gate)
   a. Preparing for the Job You Want

3. The Newspaper in America Series
   a. Preparing News for Print
   b. Reading Daily Newspapers
   c. The Finished Newspaper
   d. Understanding Feature Stories
   e. Weekly and Other Publications
   f. Writing for Newspapers

4. The Story of Communication Series
   a. Modern Means of Communication
   b. Speaking and Writing

5. The World of Work: Vocational Opportunities Series (Eye Gate)
   a. Automotive Sales
   b. Data Processing Clerk
   c. Medical Assistant
   d. Real Estate Sales
   e. Receptionist
   f. What is Your Future in the Changing World of Work?

B. Tapes and Cassettes

1. American Occupation Series (Educational Sensory Programming)
   a. Advertising Workers
   b. Bank Clerk
   c. Bookkeeping Workers
   d. Cashiers
   e. Clerical Occupations
   f. College and University Teachers
   g. Dancers
   h. Employment Counselors
   i. F.B.I. Special Agents
B. Tapes and Cassettes cont.

j. Firemen
k. Lawyers
l. Librarians
m. Mail Carriers
n. Musicians
o. Music Teachers
p. Police Officers
q. Postal Clerks
r. Radio and T.V. Announcers
s. School Counselors
t. Secondary School Teachers
u. Singers
v. State Police Officers
w. Stenographer - Secretary
x. Taxi Drivers
y. Telephone Operators
z. Typists

2. Career Development Laboratory (Educational Sensory Programming)

a. Banker
b. Editor
c. Fireman
d. High School Teacher
e. Insurance Salesman
f. Lawyer
g. Librarian
h. Personnel Counselor
i. Policewoman
j. Professor
k. Radio Broadcaster
l. Secretary
m. Technical Writer
n. Telephone Operator

3. Choosing a Profession Series (Educational Sensory Programming)

a. Advertising
b. Lawyer
c. Librarian
d. Musician
e. Secretary
f. Teacher
g. Writer

4. Exploring the World of Work Series (H. Wilson Corp.)

a. Clerical Interest Occupations, Secretary, Bookkeeper, Travel Agent
b. Literary - Musical Interest Occupations, Writers, Librarians, Musicians
c. Social Service Interest Occupations, Social Work, Clergy, Teaching

5. Interview Series (Imperial Production, Inc.)

a. Advertising
b. Counselor
B. **Tapes and Cassettes** cont.

- Fireman-Water Tender
- Insurance Agent and Broker
- Lawyer
- Librarian
- Musician
- Policeman
- Public Relations Man
- Secondary School Teacher
- Secretary
- Switchboard Operator (Telephone)
- Technical Writer

C. **Books**

1. Building for Tomorrow (Allyn and Bacon, Inc.)
2. Careers for High School (Science Research Associates, Inc.)
3. Career Opportunities, 5 Vols. (J. G. Ferguson Publishing Co.)
5. Encyclopedia of Careers, 2 Vols. (Doubleday & Company, Inc.)
8. How to Get the Right Job and Keep It
   
   (Education Division, Management Information Center, Inc.)
9. Occupational Information (Science Research Associates, Inc.)
11. Succeeding in the World of Work (McKnight & McKnight Publishing Co.)
12. The World of Work (J. Weston Walch, Publisher)

D. **Booklets**

1. Better Living Booklets, Set of 32 (Science Research Associates, Inc.)
2. Getting a Job (Fearon Publishers)
3. How to be a Better Student (Science Research Associates, Inc.)
4. How to Find and Apply for a Job (South-Western Publishing Co.)
5. Planning My Future (Science Research Associates, Inc.)
7. Looking Toward High School (Science Research Associates, Inc.)
8. My Educational Plans (Science Research Associates, Inc.)
9. The Turner Career Guidance Series, Set of 6
   
   (Follett Educational Corporation)
10. The Turner-Livingston Communication Series, Set of 6
    
    (Follett Educational Corporation)

E. **Resource Kits**

1. Careers (Careers, Inc.)
2. Career Information Kit (Science Research Associates, Inc.)
E. **Resource Kits** cont.
   4. Desk Top Careers Kit (Careers, Inc.)
   5. Occupational Exploration Kit (Science Research Associates, Inc.)
   6. Widening Roles Occupation Kit (Science Research Associates, Inc.)

F. **Tests**
   1. Pre-evaluation Summary
   2. Post-evaluation Summary

G. **Films** (CCU Film Library, Mississippi State University)
   1. Bookkeeping: Occupations and Opportunities
   2. Job Opportunities in Hotels and Motels
   3. Story of a Newspaperman
   4. The Secretary: Taking Dictation

H. **Manuals**
   1. Occupational Orientation - Introduction to the "World of Work"
      (Mississippi State University - Career Development - Series No. 7000)
unit five
production distribution and management occupations
CAREER EXPLORATION

Unit Five

PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

Instructional Goals:

I. The student will become acquainted with a wide range of occupations which might be classified as Production, Distribution, and Management Occupations.

II. The student will locate and become familiar with local and state occupational settings and work opportunities associated with Production, Distribution, and Management Occupations.

III. The student will participate in learning experiences that will acquaint him with major characteristics and worker skills required for successful employment for various Production, Distribution, and Management Occupations.

IV. The student will participate in "hands-on" experiences and/or "on-site" experiences which will permit him to personally encounter the knowledge and the personal skills necessary for successful employment in Production, Distribution, and Management Occupations.

V. The student and teacher will assess knowledge gained by each student after exploring personal skills needed and occupations available in Production, Distribution, and Management Occupations.
## CAREER EXPLORATION

### Unit Five

#### PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

**Instructional Goal I:** The student will become acquainted with a wide range of occupations which might be considered as Production, Distribution, and Management Occupations.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 After the introduction of production, distribution, and management, each student will write a paragraph stating his feeling concerning the meaning of these terms. He will list in each paragraph at least three jobs that are associated with each classification.</td>
<td>Administer pretest for Production, Distribution, and Management Occupations.</td>
<td>Page A-19</td>
</tr>
<tr>
<td></td>
<td>Discuss with the class the meaning of the terms “production,” “distribution,” and “management.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide students with a list of the occupations to be covered in Unit V and explain how these jobs will be grouped for study.</td>
<td>Page 109</td>
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<td></td>
<td>Have the students complete the Career Education Occupational Questionnaire.</td>
<td>Page A-49</td>
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### EVALUATION

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<td>1.2 The student will list five production, distribution, or management occupations participated in by his parents or relatives; and he will evaluate these on the basis of the outlook information given by the Employment Office representative.</td>
<td>Explain to the students the Occupation Information Board and how it will be used. Have a person from the local employment office to explain occupational settings and work opportunities of production, distribution, and management occupations that are available in the local area. Have the students divide the list of occupations into two groups: (1) Jobs located in Jones County and surrounding counties. (2) Jobs not found in this area. Let the students tell which occupations in each group they are involved in through their parents or other relatives and explain what they know about them.</td>
<td>Pages A-21 &amp; A-22 Mississippi Employment Service or private employment service</td>
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Teacher's comments and/or suggestions
Instructional Goal II: The student will locate and become familiar with local and state occupational settings and work opportunities associated with Production, Distribution, and Management Occupations.

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<td>2.1 After studying Production, Distribution, and Management Occupations, the student will name three products and list the jobs necessary to produce and distribute these products.</td>
<td>Have students pick at least two jobs in which they find interest from each group covered and study these jobs by filling out an Occupational Information Sheet for each job. Provide one day a week for five-minute reports on jobs from the group being studied. Show filmstrips best suited for each group of jobs being studied; have each student fill out a film survey sheet, and discuss important information given in each filmstrip. Invite speakers from the local area who are associated with Production, Distribution, and Management Occupations. Let students listen to cassette and reel-to-reel tapes best suited for studying the jobs of interest from each group. Have students find want ads or clippings about Production, Distribution, and Management Occupations and bring them to class for study. Take the class on field trips to observe Production, Distribution, and Management Occupations of interest.</td>
<td>Page A-22, Pages 113 &amp; 114, Item No. B, Page A-48, Pages 114 &amp; 115, Item No. C, Local newspapers and magazines</td>
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<td>2.1 cont.</td>
<td>Have students fill out a Field Trip Survey Sheet and discuss important observations of the field trip.</td>
<td>Example: Page A-50</td>
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<td></td>
<td>Have students make posters and bulletin boards to exhibit Production, Distribution, and Management Occupations.</td>
<td>Page A-84</td>
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Teacher's comments and/or suggestions
Instructional Goal III: The student will participate in learning experiences that will acquaint him with characteristics and worker skills required for successful employment for various Production, Distribution, and Management Occupations.

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<td>3.1 The student will state orally or will write his personal characteristics and interests compared with those required for a job or jobs classified as Production, Distribution, or Management Occupations.</td>
<td>Give each student a copy of the Job Interview Form and instruct him to interview a person employed in a Production, Distribution, or Management Occupation. Have him report his findings to the class. Have the class ask questions during a question and answer period. Have students bring in magazine or newspaper information that they think is important in studying about job characteristics and worker skills.</td>
<td>Page A-52</td>
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Teacher's comments and/or suggestions

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Instructional Goal IV: The student will participate in "hands-on" experiences and/or "on-site" experiences which will permit him to personally encounter the knowledge and the personal skills necessary for successful employment in Production, Distribution, and Management Occupations.

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<td>4.1 Each student will select a project related to an occupation or a group of occupations and develop this project at home or at school during free time. At the end of the six weeks, or during the six weeks, he will report his findings to the class.</td>
<td>Other activities that might be included are:</td>
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<td>1. Have students plant as many different kinds of vegetables and grass seed as possible and learn the differences between each by looking at the plants and their parts.</td>
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<td>2. Let students study percent germination of seeds.</td>
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<td>3. Have students bring in leaves and bark from different trees and learn to identify trees native to Jones County.</td>
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<td>4. Have students obtain a cross section of a tree and learn to tell the age of trees.</td>
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<td>5. Have students obtain soil samples and identify different layers of soil.</td>
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<td>6. Have students bring a collection of old objects, such as fossils, arrowheads, or rocks.</td>
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<td>7. Have students work up a poster or a display and a report on a chosen occupation of this unit.</td>
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<td>8. Have students construct a poster on the different celestial bodies.</td>
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<td>9. Have students conduct transplanting or grafting experiments.</td>
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<td>10. Have students view different organisms under a microscope and write a description of each.</td>
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11. Have students make floral arrangements or corsages.
12. Have students conduct chemical experiments and report to the class.
13. Have students complete Job Interview Form with a local airport terminal employee.
14. Have students construct a poster or a report on the duties of a long-distance truck driver and a local truck driver.
15. Let students create a mock-up of a production line in a chicken processing plant.
16. Have students make a poster or a display on a sales campaign that would promote a product to be sold.
17. Have students make a chart showing how a raw product would be produced, processed, transported, and placed on the retailer's shelf.
18. Let students visit an oil well drilling rig and report on the nature of the operations involved.
19. Let students visit a local supermarket and observe the managers and assistant managers in relation to the performance of their duties.
20. Let students construct an Organizational Chart on the management of a local factory or store.

Have students complete an Evaluation Questionnaire to determine behavioral changes.

Example: Page A-62
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Teacher's comments and/or suggestions

113
Instructional Goal V: The student and teacher will assess knowledge gained by the student after exploring personal skills needed and occupations available in the PRODUCTION, DISTRIBUTION, and MANAGEMENT OCCUPATIONS.

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<td>5.1 After completing Unit V, the PRODUCTION, DISTRIBUTION and MANAGEMENT UNIT, the student will score a minimum of 70 percent on the post test.</td>
<td>Administer the post test for PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS.</td>
<td>Page A-19</td>
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Teacher’s comments and/or suggestions
CAREER EXPLORATION

Unit Five

PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

Job Clusters

I. **Agribusiness**

Veterinarians
Ranchers
Farmers
Wildlife Managers
Animal Keepers
Fishermen
Agricultural Engineer
Crop and Soil Scientist
Soil Conservationist
Horticulturist
Vegetable and Fruit Growers
Nurserymen
Gardeners and Grounds Keepers
Forester
Tree Expert
Forestry Technician
Lumberjacks
Sawmill Workers

II. **Science Occupations**

Chemical Engineer
Chemist
Biologist
Microbiologist
Biochemist
Chemical Technician
Pollution Control Specialist
Nuclear Engineer
Meteorologist
Astronomers
Physicists
Physics Technician
Mining Engineer
Geologist
Anthropologist
Archaeologist
Geographer
III. **Transportation Occupations**

Aerospace Engineer  
Airport Manager  
Airline Pilots  
Air Traffic Controller  
Airline Dispatchers  
Helicopter Pilots  
Ship Pilots  
Merchant Marine Officers  
Merchant Seamen  
Locomotive Engineers  
Railroad Freight Conductors  
Railroad Passenger Conductors  
Traffic Engineers  
Long-Distance Truck Drivers  
Power Truck Drivers  
Routemen  

IV. **Petroleum Occupations** (See example transparency master page 112)

Petroleum Engineer  
Rigbuilder or Rigger  
Driller or Operator  
Roughneck or Floor Hand  
Tool Dresser  
Enginemen  
Tool Pusher  
Pipliner  
Pump Salesman  
Chemical Suppliers  
Pumpers  

V. **Business and Industry Occupations**

A. **White Collar**:

Mathematicians  
Statisticians  
Actuaries  
Historians  
Political Scientist  
Systems Analyst  
Optical Mechanics  
Museum Curators  
Advertising Account Executives  
Manufacturing Representative  
Market Research Interviewers  
Store Managers  
Purchasing Agents
A. **White Collar** cont.
   - Factory Inspectors
   - Photographic Laboratory Technician
   - Office Machine Servicemen

B. **Blue Collar**:
   - Factory Assemblers
   - Motion Picture Projectionists
   - Drug Manufacturing Worker
   - Dairy Industry Production Worker
   - Rubber Products Worker
   - Papermaking Production Worker
   - Crane Operators
   - Bottling Plant Workers
   - Packers and Wrappers
PETROLEUM OCCUPATIONS
(Transparency Master)

- Rigbuilder
- Rigger
- Driller
- Operator
- Floor Hand
- Enginemen
- Pumper
- Chemical Suppliers
- Pump Salesman
- Pipeliner
- Tool Pusher
- Tool Dresser
- Petroleum Engineer
CAREER EXPLORATION

Unit Five

PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

Resources

(See page A-86 for addresses of teaching aid sources)

A. Films (CCU Film Library, Drawer DX, Miss. State, MS 39762)

1. Agricultural Engineering: Profession With A Future
2. And So It Grows
3. The Dairy Industry
4. Farming's Fabulous Future
5. From Trees to Lumber
6. From The Ground Up
7. The Paper Forest
8. The Veterinarian
9. Science and Agriculture
10. Poultry Raising
11. Forestry and Forest Industries
12. Vocations in Agriculture
13. Your Career in Agriculture
14. What's So Special About Paper?
15. Sheepman U.S.A.
16. Part-Time Farmer
17. Careers in Oceanography
18. Careers in Bacteriology
19. Tommy Looks At Careers — Chemistry
20. Story of John Porter
21. The Inside Track
22. Way to Go
23. Long Ships Passing
24. Chopper Pilot
25. How About Billy Wilson
26. U. S. Naval Test Pilot School
27. Story of A Career Pilot

B. Filmstrips

1. The American Farmer And Our Food Supply (Eye Gate House, Inc.)
   a. The American Farmer
   b. Dairy Farming
   c. Cattle Raising
   d. Fruit Farming
   e. Truck Farming
B. Filmstrips cont.

2. America At Work (Eye Gate House, Inc.)
   a. Agriculture
   b. Lumbering
   c. Commercial Fishing
   d. The Motion Picture
   e. Coal Mining

3. Careers in Aerospace (Eye Gate, Inc.)
   a. Flight Engineer
   b. Control Tower Operator
   c. Jet Captain
   d. Air Freight Agent

4. Are You Looking Ahead? (Eye Gate House, Inc.)
   a. Do You Love Animals?

5. Careers In: (California State Polytechnic College)
   a. Animal Industry
   b. Crops
   c. Farm Supplies
   d. Farm Services
   e. Ornamental Horticulture
   f. Natural Resources Management
   g. Water Pollution

C. Tapes and Cassettes ("American Occupation" Series)

1. American Occupations Series
   a. Airline Dispatcher
   b. Air Traffic Controller
   c. Anthropologists
   d. Biochemists
   e. Business Machine Servicemen
   f. Chemists
   g. Conductors
   h. Engineering, Types of Engineering
   i. Flight Engineers
   j. Foresters
   k. Geographers
   l. Geologists
   m. Historians
   n. Instrument Makers
   o. Locomotive
   p. Long-Distance Truck Driver
   q. Manufacturer's Salesmen
   r. Mathematicians
   s. Meteorologists
   t. Motion Picture Projectionist
   u. Oceanographers
C. **Tapes and Cassettes** cont.
   - v. Optometrists
   - w. Petroleum Occupations
   - x. Photographic Laboratory Occupation
   - y. Physicists
   - z. Pilots
   - aa. Political Scientists
   - ab. Purchasing Agent
   - ac. Statisticians
   - ad. Systems Analysts
   - ae. Veterinarians

2. **Choosing A Profession Series (ESP)**
   - a. Advertising
   - b. Biologist
   - c. Farmer
   - d. Pilot

3. **Career Development Laboratory (EPC)**
   - a. Commercial Pilot
   - b. Forester
   - c. Veterinarian

4. **Imperial Interview (Reel to Reel)** (Imperial Productions, Inc.)
   - a. Biologist
   - b. Chemist
   - c. Chief Engineer
   - d. Local Truck Driver
   - e. Pilot and Copilot
   - f. Ship's Captain

5. **Exploring the World of Work** (Wilson Corp.)
   - a. Reel 3, Outdoor Interest Occupations (Forestry, Agriculture, Recreation)
   - b. Reel 4, Mechanical Interest Occupations (Engineer, Construction Trades, Production Manager)
   - c. Reel 6, Scientific Interest Occupations (Engineer, Biologist, Health Scientist)

D. **Charts or Posters**
   1. Occupation Board Level I (See page A-21)
   2. Poster Set on Career (J. Weston Welch)
   3. Spinner Board (See page A-38)

E. **Books and Booklets**
   1. Dictionary of Occupational Titles (U. S. Printing Office)
   2. Job Family Series (SRA)
   5. Career Opportunities (Doubleday-Ferguson)
   7. Ency. of Careers and Voc. Guidance (Ferguson)
E. Books and Booklets cont.
8. Handbook of Job Facts (SRA)
9. On The Job (Doubleday-Ferguson)
10. Occupational Information (SRA)
11. Concise Handbook of Occupations (Doubleday-Ferguson)
12. Opportunities In Environmental Careers (Voc. Guidance Manuals)
13. Occupational Guidance (Finney Company)

F. Kits
1. Widening Occupation Roles KIT (Science Research Associates)
2. Occupational Exploration KIT (Science Research Associates)
3. Career Information KIT (Science Research Associates)
5. Careers (Careers, Inc.)
6. Sextant Series (Sextant Systems, Inc.)
7. Careers For High School Graduates (Science Research Associates)

G. Tests
1. Pre-Career Evaluation
2. Post-Career Evaluation
3. Teacher-Made Tests
unit six
planning & evaluation
CAREER EXPLORATION

Unit Six

EVALUATION AND PLANNING

Instructional Goals:

I. The student will reevaluate himself in terms of personal traits, interests and abilities.

II. The student will summarize the facts he has learned about the world of work and attempt to relate his findings to the academic classes in which he is involved.

III. The student will make tentative plans for his continuing education after exploring and learning about himself and the world of work.

IV. Given instructions in the proper methods and procedures for successful employment, the student will gain some understanding of the importance of employability skills.

V. After exploring personal traits, aptitudes, interests and abilities, the student will be evaluated in an attempt to discover behavioral changes that have occurred during the course.
CAREER EXPLORATION
Unit Six

EVALUATION AND PLANNING

Instructional Goal I: The student will reevaluate himself in terms of personal traits, interests and abilities.

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<td>1.1 After a brief review of self-study, the student will write an essay entitled &quot;What I Have Learned About Myself.&quot;</td>
<td>Review with the class the personal characteristics studied in Unit I. Have students look at the list of personal traits which was made in Unit I and discuss self improvements. Have students list interests and abilities identified in Unit I through Unit V and discuss ways these were identified. Show filmstrip, Your Personality: The You Others Know. Follow with a class discussion.</td>
<td>Student's personal folder. Page 134 Item No. B-15 Page A-47</td>
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<td>1.2 Following a study of interests, the student will write a list of five identified interests.</td>
<td>Invite a vocational counselor to discuss the validity of tests. Show filmstrip, Testing: Its Place in Education Today. Follow with a class discussion. Test students to determine occupational interests. Invite a counselor to interpret scores and profiles with students.</td>
<td>Local vocational counselor Page 134 Item No. B-20 Page 137 Item No. H-2 Local vocational counselor</td>
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Teacher's comments and/or suggestions

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Instructional Goal II: The students will summarize the facts he has learned about the world of work and attempt to relate his findings to the academic classes in which he is involved.

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<td>2.1 Each student will list in writing five jobs in an area of interest, and will point out job requirements, conditions and rewards of each of the jobs.</td>
<td>Instruct the student to make a list of the job areas for which he feels he is best suited, and then to point out orally why he has selected each particular area. Show filmstrip, Preparing for the Jobs of the 70's. Follow viewing of the filmstrip with a Visual Aid Questionnaire.</td>
<td>Page 133 Item No. B-5 Page A-47</td>
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Teacher's comments and/or suggestions

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Instructional Goal III: The student will make tentative plans for his continuing education after exploring and learning about himself and the world of work.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
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<tbody>
<tr>
<td>3.1 Each student will fill out a schedule for the following school year.</td>
<td>Show filmstrip, High School Course Selection and Your Career. Explain the different courses of study offered in the high school. Have students study and discuss curriculum information in the student handbook. Help students fill out worksheet, &quot;My Tentative High School Program.&quot; Invite a counselor to discuss cumulative records. Show filmstrip, Your First Year in High School or How to Succeed in High School By Trying.</td>
<td>Page 134 Item B-16 Course of Study Outline from local school. Local school student handbook Page A-66 Local counselor Page 134 Item No. B-17 or B-14</td>
</tr>
</tbody>
</table>

**EVALUATION**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>RATING</th>
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<tbody>
<tr>
<td>1. Was the behavioral objective realistic?</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. Were the activities related to the behavioral objective?</td>
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<tr>
<td>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</td>
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<tr>
<td>4. Were the activities appropriate for this grade level?</td>
<td>1 2 3 4 5</td>
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Teacher's comments and/or suggestions

129  125
<table>
<thead>
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<tbody>
<tr>
<td>3.2 Each student will write a one-page paper describing the importance of continuing education.</td>
<td>Invite a businessman to speak about how good high school records relate to employment.</td>
<td>Local businessman</td>
</tr>
<tr>
<td></td>
<td>Have students listen to selected tapes from the series entitled Planning Beyond High School.</td>
<td>Page 134 Item No. C-1a</td>
</tr>
<tr>
<td></td>
<td>Show filmstrips, Dropping Out: Road to Nowhere or The Four Who Quit.</td>
<td>Page 134 Items No. B-13 &amp; B-18</td>
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Teacher's comments and/or suggestions
Instructional Goal IV: Given instructions in the proper methods and procedures for successful employment, the student will gain some understanding of the importance of employability.

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<td>4.1 cont.</td>
<td>1. Was the behavioral objective realistic?</td>
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<tr>
<td>4.2 Each student will list in writing 10 rules for effective interviewing.</td>
<td>After completing application forms, have students study transparencies, I Want A Job and Guide to Finding a Job. Have students listen to tapes on interviewing: The World of Work Series, Part 2, Getting A Job. Show filmstrips, Your Job Interview and The Job Interview. Write a skit depicting a job interview scene. Have students role play several interview situations. Let students play the game, “Applying for a Job,” with a card set. Have students list 10 rules necessary for an effective interview. Discuss with the class the follow-up letter.</td>
<td>Page 136 Items No. D-3 &amp; D-2 Page 136 Item No. C-3 Page 134 Item No. B-21 Page 133 Item No. B-3a Page 137 Item No. E-3</td>
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Teacher’s comments and/or suggestions

133
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<td>4.3 The student will list in writing 10 work habits necessary for maintaining and advancing on a job.</td>
<td>Show filmstrips, Getting and Keeping Your First Job and Trouble at Work. Have students list 10 work habits needed to maintain a job or to advance in a job. Invite a local employer to talk about the importance of employee relationships.</td>
<td>Pages 133 &amp; 134 Items No. B-4 &amp; B-12 Local businessman</td>
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Teacher's comments and/or suggestions

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**BEHAVIORAL OBJECTIVES**

4.4 The student will explain in writing the proper procedure for terminating employment.

**ACTIVITIES**

- Show filmstrip, A Job That Goes Someplace.
- Have students study transparencies on termination and changing jobs, Guide to Finding A Job.
- Discuss with the class the importance of writing a letter of resignation. Have students write a sample letter of resignation.

**RESOURCES**

- Page 134 Item No. B-11
- Page 136 Item No. D-2
- Page 137 Item No. I-1

**EVALUATION**

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Teacher's comments and/or suggestions

135
Instructional Goal V: After exploring personal traits, aptitudes, interests, and abilities, the student will be evaluated in an attempt to discover behavioral changes that have occurred during the course.

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<td>5.1 After completing Units I, II, III, IV, and V, the student will score at least 70 percent on the post test.</td>
<td>Administer the post test to determine behavioral change after studying EVALUATION AND PLANNING.</td>
<td>Page A-5</td>
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Teacher's comments and/or suggestions

136
CAREER EXPLORATION

Unit Six

EVALUATION AND PLANNING

Resources

(See page A-86 for addresses of teaching aid sources.)

A. Films (CCU Film Library, Drawer DX, Mississippi State, MS 39762)
   1. Dealing With Problem People
      a. The Scoffer
      b. The Disorderly Worker
      c. The Hothead
      d. The Forgetter
   2. The Dropout
   3. Finding Your Life Work
   4. How to Investigate Vocations
   5. Opportunity — Everywhere
   6. You and Your Work
   7. Your Job — Applying For It
   8. Your Job — Fitting In
   9. Your Job — Finding the Right One
   10. Your Job — Getting Ahead
   11. Your Job — Good Work Habits
   12. Your Job — You and Your Boss

B. Filmstrips
   1. It's Your Future (Eye Gate)
      a. A Look at the Future
      b. In Training
      c. Seeing the Whole Picture
      d. Know-How and Your Future
   2. The Wonderful World of Work: Vocational Opportunities (Eye Gate)
      a. What is Your Future in the Changing World of Work?
   3. Occupational Education (Eye Gate)
      a. The Job Interview
   4. The A B C's of Getting and Keeping a Job (Eye Gate)
      a. The A B C's of Getting and Keeping a Job
      b. Preparing for the Job You Want
      c. Applying for the Job You Want
      d. On the Job
      e. Labor Union
      f. Quizstrip
   5. Preparing for the Jobs of the 70's (Guidance Associates)
   6. If You're Not Going to College (Guidance Associates)
B. Filmstrips cont.

7. Choosing Your Career (Guidance Associates)
8. What You Should Know Before You Go to Work
9. Getting and Keeping Your First Job
10. Should You Go to College?
11. A Job That Goes Somewhere
12. Trouble at Work
13. Dropping Out: Road to Nowhere
14. How to Succeed in High School by Trying
15. Your Personality: The You Others Know
16. High School Course Selection and Your Career
17. Your First Year in High School
18. The Four Who Quit
19. High School Course Selection and Your Career
20. Testing, Its Place in Education Today
21. Your Job Interview
22. World of Work Series (Link Enterprises)
   a. The Role of a Job
   b. Determining the Right Type of Job
   c. Preparing for the Job
   d. Finding the Job
   e. Getting the Job
   f. What the Employer Expects
   g. Getting along with the Supervisor
   h. Getting along with Fellow Workers
   i. The Role of Profit
   j. Seven Fatal Sins
   k. Seven Vital Virtues
   l. Developing Good Job Attitudes

C. Tapes and Cassettes

1. Career Guidance Series (Jasper Ewing Co.)
   a. Planning Beyond High School
      1. Education as a Continuing Process
      2. The Need for Planning
      3. Getting a Job Now
      4. Apprenticeship and On-The-Job Training
      5. Careers in the Military Service
      6. Vocational Education
      7. Technical Schools
      8. The Community and Junior College
      9. About Colleges and Universities
     10. The State College or University
     11. The Private College or University
     12. Extension, Evening, Correspondence and Workshop Study
   b. Exploring the World of Work
      1. Introducing the World of Work, Part I (40,000 Occupations: The need for Planning)
C. **Tapes & Cassettes** cont.

2. **Introducing the World of Work, Part II (An Approach to Studying Occupations)**

3. **Outdoor Interest Occupations (Forestry, Agriculture & Recreation)**

4. **Mechanical Interest Occupations (Engineer, Construction Trades, Production Manager)**

5. **Computational Interest Occupations (Accountant, Statistician, Computer Operator)**

6. **Scientific Interest Occupations (Engineer, Biologist, Health Scientist)**

7. **Persuasive Interest Occupations (Sales, Advertising and Reporter)**

8. **Artistic Interest Occupations (Commercial Art, Fine Art, and Architecture)**

9. **Literary, Musical Interest Occupations (Writer, Librarian, Musical)**

10. **Social Service Interest Occupations (Clergy, Social Work, Teaching)**

11. **Clerical Interest Occupations (Secretary, Bookkeeper, & Travel Agent)**


2. **The World of Work — On the Job**
   
a. **The First Few Days**

   b. **Getting Help and Information**

   c. **My Man, My Creep**

   d. **Too Much Talk**

   e. **Don't Blow Your Cool**

   f. **The Magic Words that Get You Fired**

   g. **Excuses**

   h. **Supervisors Are Human, Too**

   i. **Money, Money, Money**

   j. **Company Rules and Company Customs**

   k. **Stick Up for Your Rights**

   l. **Promotions**

   m. **Giving Notice**

   n. **The Fast Exit**

   o. **The Extra Work Assignment**

      The Adding Machine

      Do It Our Way

   p. **Does the New Man Have to Get the Coffee?**

      Advice from an Experienced Co-worker

      The Card Game

   q. **Why Were You Late?**

      The Wrong File

      Getting Fired

   r. **That's Part of Your Job**

      You'd Better Get Up on Time

      Too Many Days Absent

   s. **The First Pay Envelope**

      The Coffee Break

      The Man Who Didn't Follow the Safety Rules

   t. **Boss, I Found a New Job!**

      Asking For a Promotion

      Do You Think I Should Quit?
C. **Tapes and Cassettes cont.**

3. The World of Work — Getting A Job
   a. Contacting Job Interviewers
   b. The Agency Interview
   c. Words You Must Learn
   d. What You Need to Know to Fill Out an Application Form
   e. Making a Good Impression
   f. Selling Yourself
   g. The Positive Approach
   h. Handling Difficult Questions
   i. The Wrap-Up
   j. Discussion Tape A
      The Whole Truth
      What Are You Calling About?
      I Could Never Do That
   k. Discussion Tape B
      Don’t Call Us, We’ll Call You
      Turning an Interviewer Off
      How Did You Do in the Interview?
   l. Discussion Tape C
      Bob’s Interview
      Larry’s Interview
      Ann’s Interview

D. **Transparencies**

1. Finding and Holding a Job (Creative Visuals)
   a. Guidance to Help Find and Hold a Job
   b. Personal Data Record Needed
   c. The Job Application
   d. The Interview
   e. Hints for Holding Your Job
   f. If You Must Change Jobs

2. Guide to Finding a Job
   a. Where to Look for a Job
   b. The Reasons and Requirements of Interviews and Application Forms
   c. Employment Forms, W-4 Payroll

3. I Want a Job (United Transparencies)
   a. Birth Certificate
   b. Birth Certificate Should be Kept in a Safe Place
   c. When I Have Filled Out my Form
   d. Where Can I Go to Find a Job?
   e. If I Cannot Find a Job Through Friends
   f. To Get a Job I Must Fill Out an Application Blank
   g. What Is an Interview?
   h. I Will Want to Wear the Right Clothes
   i. The Way I Speak in an Interview Is Important
   j. I Must Be Prepared to Answer Certain Questions
   k. Work Permits and Health Certificate
   l. My Parent or Guardian May Have to Fill Out a Card
   m. I Want to Keep My Job
E. Cards, Charts and Posters
   1. Poster Set on Careers (J. Weston Walch)
   2. Occupational Information Board (See page A-21)
   3. Applying For a Job (Interstate Printers)

F. Books and Booklets
   1. My Educational Plans (Science Research Associates, Inc.)
   2. Planning My Future
   3. Charting Your Job Future
   4. Turner Career Guidance Series (six) (Follet Educational Corp.)
   5. Introduction To The World of Work (CCU Vol. 7000)

G. Occupation Information Kits
   1. Widening Occupations Roles Kit (WORK KIT) (Science Research Associates)
   2. Occupational Exploration Kit (OEK KIT) (Science Research Associates, SRA)
   3. Career Information Kit (SRA)
   5. Careers (Careers, Inc.)
   6. Sextant Series (Sextant Systems, Inc.)

H. Tests
   1. Post-Career Evaluation
   2. Kuder Vocational Preference — Form E

I. Manuals
   1. Occupational Orientation — Introduction to the World of Work (CCU, Drawer DX, Mississippi State, MS 39762)
SUPPLEMENTARY NOTES
APPENDIXES
TEACHER'S TENTATIVE WEEKLY SUMMARIZATION OUTLINE

I. Unit No.___________ Level ___________

INSTITUTIONAL OBJECTIVE NO. ______________

INSTRUCTIONAL GOAL NO. ______________

BEHAVIORAL OBJECTIVE NO. ______________

ACTIVITIES AND RESOURCES USED:

Monday

Tuesday

Wednesday

Thursday

Friday

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A-1
(A) Resource persons: 1. Number used 2. Number of students who participated.

(B) Field trips: 1. Number used 2. Number of students who participated.

(C) Films: 1. Names: (a) (b) (c) (d) (e) (f)
2. Number of students who saw these: ____________

(D) Filmstrips: 1. Names: (a) (b) (c)
2. Number of students who saw these: ____________

(E) Transparency sets: Names: (a) (b) (c) (d) (e)

(F) Other (specify) ________________

(G) Methods and aids used:
1. Lecture
2. Individualized instruction
3. Interest grouping
   a. Level ________ Period ________
   b. Size of group ________
   c. Areas of Interest ________
4. Equipment used: Names
   1.
   2.
   3.
   4.
   5.
H. Evaluation Resources*

A. Pretest  
B. Post Test  
C. Standardized Test  
D. Questionnaires  
E. Oral  
F. On-Sight  
G. Teacher-made Test

*Please attach a copy of any pretest, post test, standardized test, teacher-made test, questionnaires, etc.

Outcomes and/or Conclusions on Teaching Objectives

The class progressed
The class made no progress
The class regressed.

A. Why do you feel the above happened? Be concise!

(check one)
I think the lesson objectives were____ (+) or____ (-)_______ percent accomplished.

B. Why? Be concise!

The reactions of the students toward assignments & activities were:
( ) Excellent  ( ) Good  ( ) Average  ( ) Fair  ( ) Poor

C. Why? Be concise!

II. D. What were the most outstanding accomplishments for the week and what made them outstanding?

Comment:

III. E. What were the most troublesome problems for the week and what were the causes?

Comment:
Inservice or Planning Activities

A. When were the meetings held? ( )Monday ( )Tuesday ( )Wednesday
( )Thursday ( )Friday

B. Length of sessions

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<thead>
<tr>
<th></th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
<th>Fri.</th>
<th>Total</th>
</tr>
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</table>

C. Groups who attended

( ) Occupational orientation

( ) Co-op

( ) Guidance

( ) Remedial

( ) Elementary

( ) Resource Persons

( ) Other ____________________________ specify

D. Meetings were held at

( ) School

( ) Complex

( ) Other Specify

E. Who participated in the planning and/or execution of the meetings?

F. Outcome of the meetings. What did you get out of the meetings?

G. Other Activities (Please specify).

IV. A. List and describe the major sources of communication to the public and other school systems regarding this phase.

1. T.V.
2. Press
3. Radio
4. Speeches
5. Resource people
6. Other

B. Attach any articles or evidence of such communication.
1. A definite task involving specific skills is called:
   ___ a. a vocation
   ___ b. a career
   ___ c. a job
   ___ d. an occupation

2. In his work a welder uses:
   ___ a. electrodes
   ___ b. crosscut saw
   ___ c. screwdriver
   ___ d. trowel

3. A milliner makes:
   ___ a. shoes
   ___ b. dresses
   ___ c. cakes
   ___ d. hats

4. Which of the following does not involve management ability:
   ___ a. laborer
   ___ b. farmer
   ___ c. business owner
   ___ d. administrator

5. A stenographer's primary role is to:
   ___ a. take orders for supplies
   ___ b. take machines apart
   ___ c. take shorthand
   ___ d. take mail orders

6. The rewards of work are:
   ___ a. pay and fringe benefits
   ___ b. pay and satisfaction
   ___ c. pay and recognition
   ___ d. all the above

7. A glazier is a person who:
   ___ a. constructs glass
   ___ b. blows glass
   ___ c. designs glass
   ___ d. sets glass in frame

8. Cosmetologists are often called:
   ___ a. caterers
   ___ b. hygienists
   ___ c. beauticians
   ___ d. dietitians

   1.48
9. College training required for veterinarians is:
   ___ a. two years
   ___ b. four years
   ___ c. six years
   ___ d. eight years

10. An insurance adjuster:
    ___ a. sells insurance policies
    ___ b. collects insurance payments
    ___ c. writes insurance policies
    ___ d. settles insurance claims

11. Insurance and vacations given an employee by the company are called:
    ___ a. fees
    ___ b. prizes
    ___ c. fringe benefits
    ___ d. dues

12. In his work an electrician uses:
    ___ a. plunger
    ___ b. volt meter
    ___ c. syringe
    ___ d. geiger counter

13. An interior decorator is responsible for:
    ___ a. inside color schemes
    ___ b. outside color schemes
    ___ c. inside floor plans
    ___ d. landscape plans

14. A horticulturist works with:
    ___ a. plants
    ___ b. animals
    ___ c. metals
    ___ d. none of the above

15. A disc jockey:
    ___ a. rides race horses
    ___ b. is a radio announcer
    ___ c. works in a factory
    ___ d. is an advertising agent

16. Wages determined by percentage of sales made are called:
    ___ a. piece work
    ___ b. hourly wage
    ___ c. contract
    ___ d. commission

17. In his work a machinist uses:
    ___ a. a spoke auger
    ___ b. a plumb bob
    ___ c. calipers
    ___ d. a block plane
18. A dietitian is responsible for:
   ___a. planning houses
   ___b. planning exercises
   ___c. planning menus
   ___d. planning displays

19. A meteorologist is concerned primarily with:
   ___a. lunar surface
   ___b. ocean surface
   ___c. land surface
   ___d. weather

20. A marina attendant primarily works with:
    ___a. boats
    ___b. airplanes
    ___c. oil field equipment
    ___d. trucks

21. To receive a Social Security number, you must be at least:
    ___a. one day old
    ___b. one year old
    ___c. fourteen years old
    ___d. eighteen years old

22. In his work a mechanic uses:
    ___a. a draw gauge
    ___b. a timing light
    ___c. an awl
    ___d. a router

23. An employee required to have a health certificate is a
    ___a. secretary
    ___b. chef
    ___c. dressmaker
    ___d. jeweler

24. An airline dispatcher:
    ___a. pilots the airplane
    ___b. inspects the airplane
    ___c. coordinates flight schedules
    ___d. repairs broken instruments

25. Technical writers develop:
    ___a. rough draft copies
    ___b. T.V. programs
    ___c. scientific reports
    ___d. photographs

25. An apprentice is:
    ___a. a paid employee in training
    ___b. an unpaid employee in training
    ___c. a part-time employee
    ___d. a retired employee
27. In his work a bricklayer uses a:
   ___ a. milling machine
   ___ b. bow saw
   ___ c. ratchet
   ___ d. hod

28. A waitress serves the beverage from:
   ___ a. the left of the person
   ___ b. the right of the person
   ___ c. either side of the person
   ___ d. none of the above

29. A geologist collects samples of:
   ___ a. drugs
   ___ b. air
   ___ c. blood
   ___ d. earth's crust

30. City planners recommend:
   ___ a. election dates
   ___ b. bond issues
   ___ c. tax increases
   ___ d. zoning areas

31. Which of the following is not found on a personal check:
   ___ a. date
   ___ b. bank account number
   ___ c. signature
   ___ d. balance

32. The best conductor of electricity is:
   ___ a. wood
   ___ b. paper
   ___ c. copper
   ___ d. rubber

33. A physical therapist uses:
   ___ a. internal medication
   ___ b. whirlpool bath
   ___ c. immunization
   ___ d. scalpel

34. A scientist who is chiefly concerned with the chemical makeup of all living things is a:
   ___ a. biochemist
   ___ b. chemist
   ___ c. biophysicist
   ___ d. biologist

35. Occupational therapists:
   ___ a. train people for jobs
   ___ b. hire people for jobs
   ___ c. fire people from jobs
   ___ d. Assist people through rehabilitation for jobs
36. A personal meeting with a prospective employer is called (a/an):
   ___a. reference
   ___b. subscription
   ___c. interview
   ___d. termination

37. A person employed in the electrical industry who is required to have a college degree is:
   ___a. a lineman
   ___b. an electrical engineer
   ___c. a motor repairman
   ___d. an electronic repairman

38. A podiatrist is a specialist of the:
   ___a. hands
   ___b. ears
   ___c. eyes
   ___d. feet

39. A nurseryman is involved in the production of:
   ___a. beef cattle
   ___b. shrubs
   ___c. chicks
   ___d. catfish

40. A typist needs:
   ___a. math
   ___b. manual dexterity
   ___c. abstract reasoning
   ___d. foreign language

41. An organization designed to promote the workers' interest is a:
   ___a. crew
   ___b. union
   ___c. profession
   ___d. society

42. A journeyman is a person who has?
   ___a. completed a trade school
   ___b. completed an apprenticeship program
   ___c. completed high school
   ___d. completed college

43. A busboy:
   ___a. drives a bus
   ___b. works in an eating establishment
   ___c. operates a bus station
   ___d. operates an elevator

44. A data processing machine operator works with a
   ___a. computer
   ___b. duplicator
   ___c. telephone
   ___d. typewriter
45. A building superintendent:
   ___a. purchases buildings
   ___b. designs buildings
   ___c. maintains buildings
   ___d. finances buildings

46. An employee awarded a better job by his employer has received (a/an):
   ___a. demotion
   ___b. promotion
   ___c. reprimand
   ___d. commendation

47. Match the following:
   ___architect
   ___cartographer
   ___boilermaker
   ___plasterer

48. Match the following:
   ___dressmaker
   ___nurses' aide
   ___caterer
   ___hostess

49. Match the following:
   ___composers
   ___F.B.I. Agent
   ___bank teller
   ___lawyer

50. Match the following:
   ___roughneck
   ___foresters
   ___soil scientists
   ___photographic laboratory technician
1. A definite task involving specific skills is called:
   ___a. a vocation
   ___b. a career
   ___c. a job
   ___d. an occupation

2. The rewards of work are:
   ___a. pay and fringe benefits
   ___b. pay and satisfaction
   ___c. pay and recognition
   ___d. all the above

3. Insurance and vacations given an employee by the company are called:
   ___a. fees
   ___b. prizes
   ___c. fringe benefits
   ___d. dues

4. A salary determined by percentage of sales made is called:
   ___a. piece work
   ___b. hourly wage
   ___c. contract
   ___d. commission

5. Income tax on employees is collected by:
   ___a. employee mailing tax in monthly
   ___b. collection agency
   ___c. employer withholding from paycheck
   ___d. employee mailing tax in weekly

6. To receive a Social Security number, you must be at least:
   ___a. one day old
   ___b. one year old
   ___c. fourteen years old
   ___d. eighteen years old

7. A Social Security number is issued to a person:
   ___a. each time he changes jobs
   ___b. every 10 years
   ___c. once in a lifetime
   ___d. each times he moves from one state to another

8. An apprentice is:
   ___a. a paid employee in training
   ___b. an unpaid employee in training
   ___c. a part-time employee
   ___d. a retired employee
9. Which of the following is not found on a personal check:
   ___ a. date
   ___ b. bank account number
   ___ c. signature
   ___ d. balance

10. A personal meeting with a prospective employer is called (a/an):
    ___ a. reference
    ___ b. subscription
    ___ c. interview
    ___ d. termination

11. A person who is unable to find work is:
    ___ a. unemployed
    ___ b. retired
    ___ c. employed
    ___ d. none of the above

12. A temporary refusal to work by labor until conditions are met is termed a:
    ___ a. depression
    ___ b. retirement
    ___ c. lay-off
    ___ d. strike

13. An organization designed to promote the workers' interest is a:
    ___ a. crew
    ___ b. union
    ___ c. profession
    ___ d. society

14. Pay for time beyond the regular number of working hours is called:
    ___ a. dues
    ___ b. royalty
    ___ c. overwork
    ___ d. overtime

15. An employee awarded a better job by his employer has received (a/an)
    ___ a. demotion
    ___ b. promotion
    ___ c. reprimand
    ___ d. commendation
1. In his work a welder uses:
   ___a. electrodes
   ___b. crosscut saw
   ___c. screwdriver
   ___d. trowel

2. A glazier is a person who:
   ___a. constructs glass
   ___b. blows glass
   ___c. designs glass
   ___d. sets glass in frame

3. In his work an electrician uses:
   ___a. plunger
   ___b. volt meter
   ___c. syringe
   ___d. geiger counter

4. In his work a plumber uses:
   ___a. feeler gauge
   ___b. pipe wrench
   ___c. trowel
   ___d. spoke shaver

5. In his work a draftsman uses:
   ___a. try square
   ___b. French curve
   ___c. plumb bob
   ___d. transit

6. In his work an upholsterer uses:
   ___a. calipers
   ___b. soldering copper
   ___c. staple gun
   ___d. T square

7. In his work a carpenter uses:
   ___a. plunger
   ___b. die set
   ___c. framing square
   ___d. T square

8. In his work a machinist uses:
   ___a. valve grinder
   ___b. plumb bob
   ___c. metal
   ___d. block plane
9. In his work a mechanic uses:
   ___a. draw gauge
   ___b. timing light
   ___c. awl
   ___d. router

10. In his work a brickmason uses:
    ___a. milling machine
    ___b. bow saw
    ___c. ratchet
    ___d. hod

11. The best conductor of electricity is:
    ___a. wood
    ___b. paper
    ___c. copper
    ___d. rubber

12. A person employed in the electrical industry who is required to have a college degree is a:
    ___a. lineman
    ___b. electrical engineer
    ___c. meter repairman
    ___d. electronic repairman

13. A journeyman is a person who has:
    ___a. completed a trade school
    ___b. completed an apprenticeship program
    ___c. completed high school
    ___d. completed college

MATCH THE FOLLOWING:

14. ___architect
15. ___rigger
16. ___cartographer
17. ___boilermaker
18. ___roofer
19. ___cobbler
20. ___plasterer

   a. makes up hoists
   b. installs tubes
   c. designs buildings
   d. pours tar
   e. lays brick
   f. repairs television sets
   g. works with leather
   h. makes maps
   i. floats mortar
DIVERSIFIED SERVICES
UNIT III

1. A milliner makes
   ___a. shoes
   ___b. dresses.
   ___c. cakes
   ___d. hats

2. One who prepares food for social functions is a:
   ___a. caterer
   ___b. hygienist
   ___c. beautician
   ___d. dietitian

3. An interior decorator is responsible for:
   ___a. inside color schemes
   ___b. outside color schemes
   ___c. inside floor plans
   ___d. both a. and c.

4. A dietitian is responsible for:
   ___a. planning houses
   ___b. planning exercises
   ___c. planning menus
   ___d. planning displays

5. An employee required to have a health certificate is a:
   ___a. secretary
   ___b. chef
   ___c. dressmaker
   ___d. jeweler

6. A tailor uses:
   ___a. pressing ham
   ___b. measuring cup
   ___c. masking tape
   ___d. tack hammer

7. One of the physical needs is:
   ___a. candy
   ___b. television
   ___c. snacks
   ___d. adequate food

8. A waitress serves the beverage from:
   ___a. the left
   ___b. the right
   ___c. either side
   ___d. none of the above
9. A physical therapist uses:
   _____a. internal medication
   _____b. whirlpool bath
   _____c. immunization
   _____d. scalpel

10. A podiatrist is a specialist of the:
    _____a. hands
    _____b. ears
    _____c. eyes
    _____d. feet

11. A busboy:
    _____a. drives a bus
    _____b. works in an eating establishment
    _____c. operates a bus station
    _____d. operates an elevator

12. The chef:
    _____a. plans menus
    _____b. prepares meals
    _____c. cleans buildings
    _____d. constructs buildings

13. A dental hygienist:
    _____a. x-rays teeth
    _____b. fills teeth
    _____c. cleans teeth
    _____d. extracts teeth

MATCH THE FOLLOWING:
14. _____dressmaker
15. _____nurses' aide
16. _____model
17. _____caterer
18. _____medical librarian
19. _____cartoonist
20. _____hostess

a. humor writer
b. displays clothes
c. determines seating arrangements
d. files health records
e. makes buttonholes
f. sales service
g. sells shoes
h. takes temperature
1. A stenographer:
   a. takes orders for supplies
   b. takes machines apart
   c. takes shorthand and types
   d. takes mail orders

2. An insurance adjuster:
   a. sells insurance policies
   b. collects insurance payments
   c. writes insurance policies
   d. settles insurance claims

3. A cashier:
   a. keeps books for a business
   b. operates a cash register
   c. operates a bookkeeping machine
   d. files monthly statements

4. A disc jockey:
   a. rides race horses
   b. is a radio announcer
   c. works in a factory
   d. is an advertising agent

5. A marina attendant works with:
   a. boats
   b. airplanes
   c. oil field equipment
   d. trucks

6. The auditor's job is to:
   a. examine and analyze records
   b. develop budget records
   c. fill out tax returns
   d. interview job applicants

7. Technical writers develop:
   a. rough draft copies
   b. television programs
   c. scientific reports
   d. photographs

8. City planners recommend:
   a. election dates
   b. bond issues
   c. tax increases
   d. zoning areas
9. A librarian:
   ___a. orders books
   ___b. classifies books
   ___c. answers reference questions
   ___d. all the above

10. Credit collectors:
    ___a. establish credit ratings
    ___b. establish amount of credit a company allows
    ___c. contacts past due accounts
    ___d. contacts future business accounts

11. A typist needs:
    ___a. math
    ___b. manual dexterity
    ___c. abstract reasoning
    ___d. foreign language

12. An accountant needs a background in:
    ___a. geography
    ___b. math
    ___c. history
    ___d. science

13. A building superintendent:
    ___a. purchases buildings
    ___b. designs buildings
    ___c. maintains buildings
    ___d. finances buildings

MATCH THE FOLLOWING:

14. ___composers
    a. operates keypunch
    b. writes wills
    c. writes music
    d. makes clothes
    e. makes deliveries
    f. receives deposits
    g. investigates crimes
    h. checks luggage
    i. guides learning activities

15. ___F. B. I. agent
16. ___bank teller
17. ___lawyer
18. ___customs inspector
19. ___postman
20. ___teachers
1. Which of the following does not involve management ability:
   ___a. laborer
   ___b. farmer
   ___c. business owner
   ___d. administrator

2. The educational requirements for a veterinarian are:
   ___a. two years
   ___b. four years
   ___c. six years
   ___d. eight years

3. A horticulturist works with:
   ___a. plants
   ___b. animals
   ___c. metals
   ___d. none of the above

4. An astronomer works in a/an:
   ___a. drugstore
   ___b. observatory
   ___c. bottling plant
   ___d. garment factory

5. A meteorologist is concerned with:
   ___a. lunar surface
   ___b. ocean surface
   ___c. land surface
   ___d. weather

6. An airline dispatcher:
   ___a. pilots the airplane
   ___b. inspects the airplane
   ___c. coordinates flight schedules
   ___d. repairs broken instruments

7. A geologist collects samples of:
   ___a. drugs
   ___b. air
   ___c. blood
   ___d. earth’s crust

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8. A scientist who studies the chemical makeup of all living things is a:
   ___a. biochemist
   ___b. chemist
   ___c. biophysicist
   ___d. biologist

9. A bulk storage tank is used by:
   ___a. millwright
   ___b. gardener
   ___c. lumberjack
   ___d. dairyman

10. A crane operator:
    ___a. transports passengers
    ___b. pumps water
    ___c. lifts heavy loads
    ___d. builds airplanes

11. A pipeliner is responsible for:
    ___a. repairing televisions
    ___b. repairing highways
    ___c. repairing power failures
    ___d. repairing pipelines

12. A nurseryman is involved in the production of:
    ___a. beef cattle
    ___b. shrubs
    ___c. capons
    ___d. poults

13. A pollution control specialist:
    ___a. takes orders for supplies
    ___b. constructs bridges
    ___c. checks the environment
    ___d. works on an airplane

MATCH THE FOLLOWING:

14. ___florist
    a. develops and prints
    b. fits pipes
    c. examines samples
    d. figures mortality rates
    e. arranges flowers
    f. oil well
    g. wild-life
    h. takes bids

15. ___purchasing agents
16. ___actuary
17. ___roughneck
18. ___foresters
19. ___soil scientist
20. ___photographic laboratory technician
<table>
<thead>
<tr>
<th>OCCUPATION BOARD</th>
<th>Basic Education</th>
<th>Technical Education</th>
<th>Age</th>
<th>Sex</th>
<th>Salary</th>
<th>Benefits</th>
<th>Materials</th>
<th>Tools</th>
<th>Promotion</th>
<th>Location</th>
<th>Comments</th>
</tr>
</thead>
</table>

**NOTE:** Materials
1/4" Plywood and 12 Dividers

Removable Cards

Flanges
4" O.C.

16"
OCCUPATIONAL INFORMATION JOB SHEET - LEVEL I
(To be used with OCCUPATION BOARD on page A-21)

JOB DESCRIPTION

BASIC EDUCATION REQUIREMENTS

TECHNICAL EDUCATION REQUIREMENTS

AGE   SEX   EARNINGS (SALARY)

LOCATION

AVAILABILITY

WORKING CONDITIONS

FRINGE BENEFITS

OUTLOOK FOR FUTURE

PROMOTIONS

MATERIALS, TOOLS, OR MACHINES (If Required)

OTHER RELATED INFORMATION
<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>CRITERIA</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Was the behavioral objective realistic?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>Were the activities related to the behavioral objective?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>Were the materials, media and equipment appropriate and sufficient to meet the needs?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4.</td>
<td>Were the activities appropriate for this grade level?</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
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</tr>
</tbody>
</table>
An Example of how Occupations are Grouped in the Roe Classification System

<table>
<thead>
<tr>
<th></th>
<th>I Service</th>
<th>II Business Contact</th>
<th>III Organization</th>
<th>IV Technology</th>
<th>V Outdoor</th>
<th>VI Science</th>
<th>VII General Cultural</th>
<th>VIII Art And Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Counselor</td>
<td>Promoter</td>
<td>Industrial Tycoon</td>
<td>Chief Engineer</td>
<td>Archaeologist</td>
<td>Geologist</td>
<td>Research Scientist</td>
<td>Supreme Court Justice</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Economist</td>
<td>Engineer</td>
<td></td>
<td></td>
<td>Medical Specialist</td>
<td>College Professor</td>
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<tr>
<td></td>
<td></td>
<td>Public Relations Specialist</td>
<td>Certified Public Accountant</td>
<td>Factory Manager</td>
<td>Forester</td>
<td>Nurse</td>
<td>Editor</td>
<td>Artist</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Hotel Manager</td>
<td>Factory Manager</td>
<td>Computer Programmer</td>
<td>Surveyor</td>
<td>Veterinarian</td>
<td>Athlete</td>
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<td></td>
<td>Social Worker</td>
<td>Probation Officer</td>
<td>Manufacturer's Salesman</td>
<td>Automobile Salesman</td>
<td>Bank Teller</td>
<td>Pilot</td>
<td>X-Ray Technician</td>
<td>Design</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Restaurant Manager</td>
<td>Restaurant Manager</td>
<td>Restaurant Manager</td>
<td>Radio Operator</td>
<td>Blondie</td>
<td>Racing Car Driver</td>
</tr>
<tr>
<td></td>
<td>Barber</td>
<td>Police Officer</td>
<td>Cashier</td>
<td>Electrician</td>
<td>Miner</td>
<td>Technical Assistant</td>
<td>Law Clerk</td>
<td>Stage Hand</td>
</tr>
<tr>
<td></td>
<td>Policeman</td>
<td>Receptionist</td>
<td>Receptionist</td>
<td>Mechanic</td>
<td>Oilwell Driller</td>
<td>Practical Nurse</td>
<td>Politics</td>
<td>End Game</td>
</tr>
<tr>
<td></td>
<td>Taxi Driver</td>
<td>Peddler</td>
<td>Typist Mail Carrier</td>
<td>Bulldozer Operator</td>
<td>Farm Tenant</td>
<td></td>
<td></td>
<td>Stage Hand</td>
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<tr>
<td></td>
<td>Waiter</td>
<td>Routeman</td>
<td>Truck Driver</td>
<td>Bulldozer Operator</td>
<td>Farm Tenant</td>
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<td></td>
<td>Stage Hand</td>
</tr>
<tr>
<td></td>
<td>Elevator Operator</td>
<td>Messengerboy</td>
<td>Laborer Meter Reader</td>
<td>Farm Laborer</td>
<td></td>
<td></td>
<td></td>
<td>Stage Hand</td>
</tr>
<tr>
<td>6</td>
<td>Watchman</td>
<td></td>
<td>Meter Reader</td>
<td>Farm Laborer</td>
<td></td>
<td></td>
<td></td>
<td>Stage Hand</td>
</tr>
</tbody>
</table>

# OCCUPATIONAL TERMINOLOGY

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td>Natural skill or talent</td>
</tr>
<tr>
<td>Agency</td>
<td>A business that acts for others</td>
</tr>
<tr>
<td>Appearance</td>
<td>How one looks and dresses</td>
</tr>
<tr>
<td>Application form</td>
<td>A printed form used to apply for employment</td>
</tr>
<tr>
<td>Apply</td>
<td>To ask in person or by letter for a job</td>
</tr>
<tr>
<td>Apprentice</td>
<td>A person learning a trade under a skilled worker</td>
</tr>
<tr>
<td>Aptitude</td>
<td>Quickness in learning</td>
</tr>
<tr>
<td>Assistant</td>
<td>A helper</td>
</tr>
<tr>
<td>Attitude</td>
<td>A person's feeling or mood</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Individual traits or features</td>
</tr>
<tr>
<td>Civil Service</td>
<td>U. S. Government public service occupations</td>
</tr>
<tr>
<td>Employ</td>
<td>To hire</td>
</tr>
<tr>
<td>Employee</td>
<td>A person who works for pay</td>
</tr>
<tr>
<td>Employer</td>
<td>A firm or person who hires the services of others</td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>Things an employer does for employees in addition to paying wages, such as insurance, vacation, and sick leave</td>
</tr>
<tr>
<td>Full-time employment</td>
<td>To work on a regular employment schedule</td>
</tr>
<tr>
<td>Job description</td>
<td>A list of job duties</td>
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<tr>
<td>Job interview</td>
<td>A personal meeting with a prospective employer</td>
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<tr>
<td>Job openings</td>
<td>Jobs available for which one can apply</td>
</tr>
<tr>
<td>Job promotions</td>
<td>Advances in rank and/or salary</td>
</tr>
<tr>
<td>Hourly rate</td>
<td>Money one will receive for an hour's work</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Laborer</td>
<td>One who works with his hands</td>
</tr>
<tr>
<td>Labor union</td>
<td>An organization of workers formed to protect the rights and interests of its members</td>
</tr>
<tr>
<td>Manager</td>
<td>One who directs or handles the affairs of a business</td>
</tr>
<tr>
<td>Minor</td>
<td>One who is under 21 years of age (in some states the age is 18)</td>
</tr>
<tr>
<td>Occupation</td>
<td>Work in which one is regularly employed</td>
</tr>
<tr>
<td>Orientation</td>
<td>Awareness of a new situation</td>
</tr>
<tr>
<td>Outlook</td>
<td>Prospect for the future</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>To work on a partial employment schedule</td>
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<tr>
<td>Permanent work</td>
<td>Work intended to last a very long time</td>
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<tr>
<td>Personnel Manager</td>
<td>One who directs the hiring of employees in a business</td>
</tr>
<tr>
<td>Reference</td>
<td>One who may give information about the character or ability of another person</td>
</tr>
<tr>
<td>Reliable</td>
<td>One who is dependable</td>
</tr>
<tr>
<td>Requirements</td>
<td>A necessary condition</td>
</tr>
<tr>
<td>Salary</td>
<td>Fixed wages for work done</td>
</tr>
<tr>
<td>Technical</td>
<td>Skill or knowledge of a specialized field of work</td>
</tr>
<tr>
<td>Survey</td>
<td>Review and describe certain facts</td>
</tr>
<tr>
<td>Temporary work</td>
<td>Work that lasts for a short period of time</td>
</tr>
<tr>
<td>Trainee</td>
<td>A person who is learning a job</td>
</tr>
</tbody>
</table>
"PASSWORD" INSTRUCTIONS

1. Group students in pairs.

2. Allow two pairs to take position in front of class.

3. Give one student from each pair the same word written on a folded piece of paper.

4. Allow the student who was given the word to give a one-word clue to his partner. If the partner guesses the word on the first try, then give the pair 10 points. If not, the other group will try for 9 points. Continue this procedure until the word is guessed, but not more than 10 times. After the 10th round is over, the teacher will announce the word to the class and pass another word to the other partners. Carry out the same procedure.

5. Any score over 25 points wins the game. Allow another group to participate.
BIографICAL SKETCH

I. Early Life

Date of birth: __________________________ (day) (month) (year)

Place of birth: __________________________ (city) (state) (county)

Early childhood memories and experiences:

II. Family

Total number in family __________ (brothers) (sisters)

Favorite family pastime/s:

III. Friends

Who are they?

Things we do together:

IV. Likes and Dislikes

Likes:

Dislikes:

V. Goals for My Future

Educational plans:

Occupational plans:

Other:
**INFORMATION ABOUT MYSELF**

NAME: ______________________ DATE: ______________________

SOCIAL SECURITY NUMBER: ________________

How do you see yourself now? How would you like to see yourself in the future? If you have qualities that you do not like, how would you change them? Listed below are the four basic characteristics of a person. Compare and/or contrast them to analyze your personal traits.

<table>
<thead>
<tr>
<th>How I See Myself Now</th>
<th>How I Would Like to See Myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERESTS:</td>
<td></td>
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<tr>
<td>(Present)</td>
<td>(Desired)</td>
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<tr>
<td>ABILITIES:</td>
<td></td>
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<tr>
<td>(Present)</td>
<td>(Desired)</td>
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<tr>
<td>PERSONALITY:</td>
<td></td>
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<tr>
<td>(Present)</td>
<td>(Desired)</td>
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<tr>
<td>APPEARANCE:</td>
<td></td>
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<tr>
<td>(Present)</td>
<td>(Desired)</td>
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</tr>
</tbody>
</table>
PERSONAL CHARACTERISTICS FOR JOB SUCCESS

CHECK SHEET

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am in good health.</td>
<td></td>
<td></td>
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<tr>
<td>I try to be neat.</td>
<td></td>
<td></td>
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<tr>
<td>I try to be well-groomed.</td>
<td></td>
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<tr>
<td>I try to keep clean.</td>
<td></td>
<td></td>
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<tr>
<td>I try to wear acceptable clothing.</td>
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<tr>
<td>I am conscious of my height and weight.</td>
<td></td>
<td></td>
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<tr>
<td>I have good posture.</td>
<td></td>
<td></td>
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<tr>
<td>I am a cheerful person.</td>
<td></td>
<td></td>
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<tr>
<td>I control my temper.</td>
<td></td>
<td></td>
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<tr>
<td>I do not worry a lot.</td>
<td></td>
<td></td>
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<tr>
<td>I am enthusiastic about my goals.</td>
<td></td>
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<tr>
<td>I like to work under pressure.</td>
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<tr>
<td>I work well with others.</td>
<td></td>
<td></td>
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<tr>
<td>I am well-disciplined.</td>
<td></td>
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<tr>
<td>I do not become discouraged easily.</td>
<td></td>
<td></td>
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<tr>
<td>I am the type person who plans my work.</td>
<td></td>
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<tr>
<td>I welcome advice from others.</td>
<td></td>
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<tr>
<td>I do not hold grudges.</td>
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<tr>
<td>I like to make my own decisions.</td>
<td></td>
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<tr>
<td>I avoid the use of slang.</td>
<td></td>
<td></td>
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<tr>
<td>I speak clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I attempt to use correct English.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

173
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a good memory.</td>
<td></td>
<td></td>
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<tr>
<td>I can follow instructions.</td>
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<tr>
<td>I listen to others carefully.</td>
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<tr>
<td>I observe closely.</td>
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<tr>
<td>I keep well-informed about current events.</td>
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<tr>
<td>I have confidence in myself.</td>
<td></td>
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<tr>
<td>I do not criticize others.</td>
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<tr>
<td>I give credit to others for what they do.</td>
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<tr>
<td>I am an honest person.</td>
<td></td>
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<tr>
<td>I can accept responsibility.</td>
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<tr>
<td>I have no bad habits that will affect my work.</td>
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<tr>
<td>I do my work promptly.</td>
<td></td>
<td></td>
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<tr>
<td>I do my work correctly.</td>
<td></td>
<td></td>
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<tr>
<td>I finish the things I start.</td>
<td></td>
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<tr>
<td>I can be trusted to keep a promise.</td>
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<tr>
<td>I can keep a secret.</td>
<td></td>
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<tr>
<td>I respect the opinions of others.</td>
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<tr>
<td>I do not gossip about others.</td>
<td></td>
<td></td>
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<tr>
<td>I do not make fun of others.</td>
<td></td>
<td></td>
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<tr>
<td>I mind my own business.</td>
<td></td>
<td></td>
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<tr>
<td>I am willing to share my problems with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have good manners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to help other people.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

174

A-31
I like to meet new people.  
I make friends easily.  
I like most of the people I know.  
I "clown" so others will notice me.  
I consider others when I make plans.  
I am usually on time.  
I am a good loser.  
I like to do my share.  
I attend school regularly.  
I am conscientious.
Name ____________________________

Date of birth ____________________ Place of birth ________________

Address ___________________________ Phone ______________________

Height ______ Weight ______ Color of eyes ______ Color of hair ______

Physical disabilities or handicaps ________________________________

Have you had any serious illnesses? ______ If so, name them __________

Do you have any special health problems? ______ If so, name them __________

Father's or guardian's name ______________ Place of birth ______________

(Circle last grade he finished in school)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 MORE THAN THESE

Mother's or guardian's name ______________ Place of birth ______________

(Circle last grade she finished in school)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 MORE THAN THESE

Brothers and sisters:

Name ____________________________ Age ______

Last grade completed in school ______________

Occupation ____________________________

____________________________________

____________________________________

____________________________________

____________________________________

Other people who live in your home:

Name ____________________________ Relationship ________

____________________________________

____________________________________

A-33 176
Family customs and traditions (reunions, holiday observances, birthdays, etc.)


Family group activities


Describe some things about your home (size, location, features, etc.)


Describe your room (furnishings, decorations, with whom shared)


Have you lived in other places? If so, where?


Memories of your childhood


Present grade in school Grade average last year


Grades skipped Grade repeated


School attendance (check the blank which most nearly indicated your attendance record during the last two years)


Other schools you have attended:

Name Location Dates Grades


177  A-34
What are your favorite subjects?

__________________________________________________________

Do you have a definite time to study at home?

__________________________________________________________

Where do you study at home?

__________________________________________________________

Describe your study area (good lighting, quiet, etc.)

__________________________________________________________

Extracurricular activities (professional or semiprofessional, band, piano, dancing, etc.)

__________________________________________________________

Do you plan to finish high school? _____ Do you plan to attend college? _____

If not, do you plan to take some other kind of training after high school? _____
If so, what kind? __________________________________________

Your interests, activities, and hobbies:

Community organizations (church, civic, etc.)
Name of organization __________________________ Your participation __________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

School participation of organizations (clubs, sports, youth, band, chorus, etc.)
Name of organization __________________________ Your participation __________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Honors and/or awards

Hobbies

Your favorite pastimes (sports, television, movies, sewing, reading, etc.)

Describe any unusual or interesting experiences you have had
INTEREST AND ABILITY SHEET

By using this form, you will be able to bring together facts from your occupational investigations, your interests, and your abilities. According to these findings, fill in each area as related to your occupational choice.

RELATING INTERESTS AND ABILITIES TO JOB REQUIREMENTS AND OPPORTUNITIES IN THE WORLD OF WORK

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Educational and/or Other Training Requirements</th>
<th>High Interests Related to Occupational Choice</th>
<th>High Abilities Needed for Occupation</th>
<th>Required Interests and Abilities</th>
<th>Opportunities for Advancement</th>
<th>Employment Outlook</th>
</tr>
</thead>
</table>
DIRECTIONS: Fill out each blank of this questionnaire. Be sure to use your exact date of birth, mother's original name, and your exact age at the time you fill out this card. Read all directions carefully and follow them exactly.

**APPLICATION FOR A SOCIAL SECURITY NUMBER**

- **YOUR FULL NAME:**
  - **First Name:**
  - **Middle Name:**
  - **Last Name:**

- **PLACE OF BIRTH:**
  - **City:**
  - **State:**
  - **Year:**

- **MOTHER’S FULL NAME:**
  - **First Name:**
  - **Middle Name:**
  - **Last Name:**

- **FATHER’S FULL NAME:**
  - **First Name:**
  - **Middle Name:**
  - **Last Name:**

- **DATE OF BIRTH:**
  - **Month:**
  - **Day:**
  - **Year:**

- **SEX:**
  - **Male:**
  - **Female:**

- **COLOR OR RACE:**
  - **White:**
  - **Negro:**
  - **Other:**

- **MOTHER’S NAME AT BIRTH:**
  - **First Name:**
  - **Middle Name:**
  - **Last Name:**

- **FATHER’S NAME:**
  - **First Name:**
  - **Middle Name:**
  - **Last Name:**

- **HAVE YOU EVER BEFORE APPLIED FOR A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER?**
  - **Yes:**
  - **No:**

- **YOUR SOCIAL SECURITY CARD:**
  - **Number:**

- **MAILING ADDRESS:**
  - **Number and Street:**
  - **Apt No. or Box:**
  - **City:**
  - **State:**
  - **Zip Code:**

- **TELEPHONE NUMBER:**

- **SIGN YOUR NAME HERE:**

**INSTRUCTIONS**

- **Social Security Number:**
  - **One Number Is All You Ever Need:**
  - **For Social Security And Tax Purposes:**
  - **Special Attention Should Be Given To Items Listed Below:**

- **If any information is not known and is unavailable, write ‘unknown.’**

- **Use typewriter or print legibly in dark ink.**

- **Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.**

- **If not born in the USA, enter the name of the country in which you were born.**

- **If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, “John H. Jones, stepfather.”**

- **If you have ever before filled out an application like this for a social security, railroad, or tax number, check ‘yes.’**

- **Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.**

- **If mail under your name is not normally received at the address which you show, use an ‘in care of’ address.**

- **Sign your name as usually written. Do not print unless this is your usual signature.**

- **If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant or both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant.**
### Suggested Outline for Substituting Monetary Values in Grading

<table>
<thead>
<tr>
<th></th>
<th>Value Per Day</th>
<th>Value Per Six Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Attitude</td>
<td>$10.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>Briefs or Resources</td>
<td>5.00</td>
<td>250.00</td>
</tr>
<tr>
<td>&quot;Hands-on&quot; Experience</td>
<td>125.00</td>
<td></td>
</tr>
<tr>
<td>Notebook</td>
<td></td>
<td>100.00</td>
</tr>
<tr>
<td>Tests</td>
<td></td>
<td>200.00</td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td>25.00</td>
</tr>
<tr>
<td>Total Value</td>
<td></td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monetary Value</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>950 - 1,000</td>
<td>A</td>
</tr>
<tr>
<td>850 - 949</td>
<td>B</td>
</tr>
<tr>
<td>750 - 849</td>
<td>C</td>
</tr>
<tr>
<td>700 - 749</td>
<td>D</td>
</tr>
</tbody>
</table>

If a student does not complete his unit requirements to earn a passing grade, he may be approved by the teacher for a loan. Upon approval of a loan, the student will sign a promissory note for the amount needed and complete the required work within a specified time.
CHECKING ACCOUNT SIGNATURE CARD
(Front side)
NAME

ACCOUNT NUMBER

ADDRESS

Southern Bank, Midtown, Misaildppl

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JOINT ACCOUNT-PATMILE TO SITU* OR OUSV111011

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A-42


<table>
<thead>
<tr>
<th>SOUTHERN BANK</th>
<th>MIDTOWN, MISSISSIPPI</th>
<th>CURRENCY</th>
<th>TOTAL CHECKS</th>
<th>TOTAL DEPOSIT</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

TOTAL $: 0

Deposit Ticket

Original Deposit Ticket

A-43

186
**BANK CHECKS**

<table>
<thead>
<tr>
<th>BANK CHECKS DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
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<tr>
<td><strong>DATE</strong></td>
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<tr>
<td><strong>TO</strong></td>
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<td><strong>FOR</strong></td>
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<tr>
<td><strong>PAY TO THE ORDER OF</strong></td>
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<tr>
<td><strong>NON-NEGOTIABLE</strong></td>
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<td><strong>FOR</strong></td>
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</tbody>
</table>

**BAL BROT. FORD**

**AMT. DEPOSITED**

**TOTAL**

**AMT. THIS CHECK**

**BAL CARD. FORD**

---

**BAL BROT. FORD**

**AMT. DEPOSITED**

**TOTAL**

**AMT. THIS CHECK**

**BAL CARD. FORD**

---

**BAL BROT. FORD**

**AMT. DEPOSITED**

**TOTAL**

**AMT. THIS CHECK**

**BAL CARD. FORD**

---

**BAL BROT. FORD**

**AMT. DEPOSITED**

**TOTAL**

**AMT. THIS CHECK**

**BAL CARD. FORD**

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**BAL BROT. FORD**

**AMT. DEPOSITED**

**TOTAL**

**AMT. THIS CHECK**

**BAL CARD. FORD**

---

**BAL BROT. FORD**

**AMT. DEPOSITED**

**TOTAL**

**AMT. THIS CHECK**

**BAL CARD. FORD**
OCCUPATIONAL ORIENTATION CHECK LEDGER

Name of Student__________________________________________________________

<table>
<thead>
<tr>
<th>Check No.</th>
<th>Date</th>
<th>Check Issued for</th>
<th>Amount of Check</th>
<th>Date of Deposit</th>
<th>Amount of Deposit</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
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PROMISSORY NOTE

Midtown, Mississippi, ____________, 19______$____

For value received, I, we, or either of us, promise to pay, to Southern Bank
Midtown, Mississippi, or Bearer, the sum of

______________________________________________ Dollars

at the Southern Bank of Midtown,
Mississippi, with interest thereon at the
rate of _________ per cent per annum from date until paid, the principal and interest on this note to be paid at
the rate of __________ per month, the first payment to become due and payable on______________________,
and a like sum on the__________ day of each month thereafter until the sum of $______________________, with
all interest thereon, shall have been paid.

In the event of default in the payment of any installment under this note when due, the entire principal sum
and accrued interest shall at once become due and payable without notice, at the option of the holder of this
note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of
any subsequent default.

The drawers and endorsers severally waive presentation for payment, protest and notice of protest for non-
payment of this note, and I, we, or either of us, hereby further agree that if this note is not paid at maturity
and said note be collected by an attorney, that I, we, or either of us, will pay a reasonable attorney's fee for collecting
same

Witness ______ signature____ this the________ day of __________________________ A. D., 19____

Address:

______________________________________________________________
AUDIO-VISUAL AID QUESTIONNAIRE

Title: ____________________________________________

Type of Visual Aid: ____________________________________________

Source: ____________________________________________

Subject: ____________________________________________

Information Gained: ____________________________________________

Title: ____________________________________________

Type of Visual Aid: ____________________________________________

Source: ____________________________________________

Subject: ____________________________________________

Information Gained: ____________________________________________

Title: ____________________________________________

Type of Visual Aid: ____________________________________________

Source: ____________________________________________

Subject: ____________________________________________

Information Gained: ____________________________________________
FILM SURVEY SHEET

Name ____________________________ Grade ____________

Date ___________ Name of Film __________________________

List jobs covered by the film: ______________________________________

List three related jobs not covered by the film:

(1) ______________________________________

(2) ______________________________________

(3) ______________________________________

Summarize what you learned from this film:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
OCCUPATION QUESTIONNAIRE

List the occupations in this unit with which you are most familiar:

________________________________________________________________________

________________________________________________________________________

How did you acquire information about these occupations?

________________________________________________________________________

________________________________________________________________________

List the usual duties and work roles performed by employees in these occupations:

________________________________________________________________________

________________________________________________________________________

Which occupations in this unit are of greatest interest to you?

________________________________________________________________________

________________________________________________________________________

Why do these occupations interest you?

________________________________________________________________________

________________________________________________________________________

List some of your personal qualities that you believe would be helpful for employment in these occupations:

________________________________________________________________________

________________________________________________________________________

What educational and training requirements do you think are needed for new employees entering these occupations?

________________________________________________________________________

________________________________________________________________________
FIELD TRIP - SURVEY SHEET

Name of business:________________________ Date:____________

Address:____________________________________

1. Name two or more blue collar jobs you saw.
   ___________________________________________
   ___________________________________________

2. Name two or more white collar jobs you saw.
   ___________________________________________
   ___________________________________________

3. Kinds of products?__________________________

4. Types of jobs available?____________________

5. Entry level educational requirements?________

6. Union or nonunion?________________________

7. Is the business operation seasonal?__________

8. Describe the job that you saw which interested you most.
   __________________________________________
   __________________________________________
   __________________________________________

9. Did you see unsafe practices? (if so, what?)________
   __________________________________________
   __________________________________________
   __________________________________________

10. What interested you most about this trip and why?______
   __________________________________________
   __________________________________________
   __________________________________________

11. Give some suggestions that you think would have improved this trip.
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
JOB OBSERVATION SHEET

Observation site

Job title of person in charge

Number of jobs being performed

Do these jobs require "teamwork"?

Wearing apparel

Equipment in use

Sanitation

Do you see a job you could do?

Name it

Describe the duties of this job

Which job would you like most?

Why?

Which job would you like least?

Why?

Student's comments:

A-51

194
JOB INTERVIEW NOTES

Job Title

Name of Person Interviewed

Place of Employment

What are your specific job duties?

What special abilities or characteristics are required for your job?

What are the educational or technical training requirements for your job?

What school subjects would you suggest that a person take who is interested in a job similar to yours?

What is the pay range for jobs like yours? How are people on these jobs generally paid? (hourly, weekly, monthly, etc.)

What are the fringe benefits of this job? (Insurance, vacation, etc.)
What are the opportunities for advancement of this job?

What are some of the things that influenced your career choice?

What are some of the things you dislike about your job, if any?

What are the things you like most about your job?

Student evaluation of job:
JOB ANALYSIS

Name________________________________ Date__________________

Job Title____________________________________________________

Did you like the atmosphere of this job?
Would you like the hours you would have to work?
Does this job require you to stand all day?
Does this job require you to work under pressure?
What skills do you need to have for this job?
Can you follow instructions exactly as they are given?
Do you mind being told how to do a certain task?
Do you like doing a task the same way every time?
Are there any promotional advantages in this job?
Are there any fringe benefits on this job?
Is this job handled by male or female employees?
Do you feel that you could perform this job better than the employee?
Do you think that good grooming is important for this job?
Does this employee have a good attitude?
Are there any health standards required for this job?
Do you think you could be happy performing this job for your entire life?
Getting to Know Your Machine

- Needle Thread Tension
- Spool Pin
- Take-Up Lever
- Hand Wheel
- Presser Bar Lever
- Bobbin Winder
- Presser Foot
- Stitch Regulator
- Needle
- Throat Plate
- Positioning Lever
- Slide Plate
- Feed Dog
- Throat Plate

---

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.
Getting to Know Your Machine

- Feed Dog
- Opening for Needle
- Throat Plate
- Slide Plate

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.
Getting to Know Your Machine

Presser Bar Lever

Presser Bar

Presser Foot

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.
SEWING MACHINE OPERATOR'S LICENSE

Name________________________________________

Date________________________________________

This is to certify that __________________________________________

has successfully accomplished the following tasks:

___1. Name and identify the parts of the sewing machine.
___2. Thread the machine properly.
___3. Thread the bobbin properly
___4. Insert the bobbin in the bobbin case.
___5. Replace the needle properly.
___6. Remove and replace the foot control properly.
___7. Sew a straight seam using the 5/8 inch guide on the bed of the machine as a guide.
___8. Reverse the stitches at the beginning and the end of a seam.
___9. Regulate speed to a smooth, steady rhythm.
___10. Regulate stitch length.
___11. Join bobbin thread with needle thread.

Signed________________________________________
Home Economics Teacher

________________________________________
School

To insert needle - The long groove of the needle goes in the direction of the last thread guide.
<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Dinner</th>
<th>Supper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange juice</td>
<td>Baked chicken</td>
<td>Pork chop</td>
</tr>
<tr>
<td>Apple juice</td>
<td>Roast</td>
<td>Baked ham</td>
</tr>
<tr>
<td>Oatmeal</td>
<td>Rice</td>
<td>Asparagus casserole</td>
</tr>
<tr>
<td>Cornflakes</td>
<td>Mashed potatoes</td>
<td>Stuffed celery</td>
</tr>
<tr>
<td>Scrambled eggs</td>
<td>Butter beans</td>
<td>Sliced tomatoes</td>
</tr>
<tr>
<td>Soft boiled eggs</td>
<td>String beans</td>
<td>Head lettuce</td>
</tr>
<tr>
<td>Bacon</td>
<td>Green salad</td>
<td>Biscuit</td>
</tr>
<tr>
<td>Ham</td>
<td>Fruit salad</td>
<td>White bread</td>
</tr>
<tr>
<td>Toast</td>
<td>Corn bread</td>
<td>Milk</td>
</tr>
<tr>
<td>Sweet roll</td>
<td>Rolls</td>
<td>Tea</td>
</tr>
<tr>
<td>Hot chocolate</td>
<td>Peach cobbler</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>Chocolate cake</td>
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<tr>
<td>Milk</td>
<td>Tea</td>
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<tr>
<td></td>
<td></td>
<td>Milk</td>
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</tbody>
</table>
Choose three meals for a patient on a regular diet by choosing food from the Hospital Menu on the previous page. List your chosen food on the chart below. Place each food under the food group to which it belongs.

<table>
<thead>
<tr>
<th>Meal</th>
<th>Milk &amp; Milk Products</th>
<th>Fish, Eggs, Meat</th>
<th>Fruit and Vegetables</th>
<th>Breads and Cereals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
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</tr>
<tr>
<td>Lunch</td>
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</tr>
<tr>
<td>Dinner</td>
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</table>
### HOW WILL I RATE AS A CULINARY CUB?

<table>
<thead>
<tr>
<th></th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Not Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do I enjoy working with people? I must see people and be with people every day.</td>
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<tr>
<td>2. Am I really interested in the way other people feel? I must be sincere or the patient may feel worse, not better.</td>
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<tr>
<td>3. Am I always clean, neat and well-groomed? This shows others that I respect and like myself.</td>
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<tr>
<td>4. Am I dependable? If I am not on time and if I do not follow instructions, I may make an error that will cause unhappiness and harm.</td>
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<tr>
<td>5. Do I work well with others? If I am a troublemaker, the entire hospital or nursing home will be disturbed.</td>
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<tr>
<td>6. Can I take instructions without fussing? Instructions are necessary if I learn to perform my tasks. I cannot know everything. Everyone can learn something.</td>
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<tr>
<td>7. Am I in good health? Good health is very important to everyone. I can work better when I feel my best. To feel my best, I must be in good physical and mental health.</td>
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<td>8. Am I willing to work? If I am willing to work, I will not stop when my task is finished. I will help others who are behind, or I will search for new tasks to help make our team a better team.</td>
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<tr>
<td>9. An assignment - Select one or two items that you checked in the &quot;sometimes&quot; or &quot;not usually&quot; column and work out a plan for improving yourself.</td>
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</table>
EVALUATION QUESTIONNAIRE

SECTION I  EVALUATION OF UNIT

Did you enjoy studying occupations in the ___________________________ Unit?

What occupations interested you most?

What occupations interested you least?

Select an occupational group. List your special interest and abilities that would help in meeting requirements for success in occupations of this group.

Group: ______________________________________________________

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<thead>
<tr>
<th>Interest</th>
<th>Abilities</th>
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</table>

What are some of your personal characteristics that might hinder success or satisfaction in these occupations?

_____________________________________________________________

_____________________________________________________________
SECTION II EVALUATION OF INDIVIDUAL OR GROUP ACTIVITIES

Occupations Explored:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

What personal requirements (skills, interests, abilities) did the simulated or role playing activities reveal about the occupations you investigated?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

What doubts did the simulated or role playing activities raise in regard to your self-estimate of this occupation as a possible career choice?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
OUTLINE FOR RESOURCE PERSON

The overall objective of Occupational Orientation is to develop in the students an awareness of the unlimited job opportunities available to them in the world of work and to provide information related to these jobs that will aid the students in making wise career decisions.

The role of the resource person in the Occupational Orientation program is to bring to the students current information about on-the-job experiences and requirements that will benefit them in preparing for successful employment. It is suggested that the following outline be followed as closely as possible in preparing a 30 to 40 minute class presentation.

I. Identify job and give brief summary of the factors and experiences that influenced your career choice

II. Nature of Business Where Employed and Job
   A. Type of business
   B. Job duties and responsibilities
   C. Working conditions

III. Educational Requirements
   A. Specific job
      1. High school
      2. Technical or vocational
      3. College
      4. On-the-job
   B. Other jobs or positions in the business

IV. Personal Qualities Needed for Job Success
   (Attitude, initiative, responsibility, etc.)

V. Opportunities for Advancement
   A. Job promotions
   B. Salary increases, etc.

VI. Career Opportunities in Your Field
   A. Local
   B. State-wide
   C. Regional or National

VII. Identify Some Advantages and Disadvantages of Your Job

VIII. What advice would you offer to students who plan to enter your field of work

IX. Include any related information you feel is important

X. Ten minute question and answer session with students
Since most employees lose their jobs because of poor work attitudes and their inability to get along with their employer and fellow employees, please stress employer-employee relations by emphasizing the following points in your presentation.

I. Procedure for filing complaints (Employer and Employee)

II. Company policy on grievances

III. Rewards or recognition for outstanding performance

IV. Employee's role in management

V. Termination procedures

VI. Employee fringe benefits

VII. Procedures for employee promotion

VIII. Employer's human relations program

IX. Importance of good relationships between employer and employee

X. Importance of good relationships among employees
# My Tentative High School Program

**NAME:**

**ADDRESS:**

**Major Courses:**

**Minor Courses:**

**Special Courses:**

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<th>Second Semester</th>
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</table>
OUTLINE FOR PERSONAL RESUME

NAME: ___________________________________________ DATE: __________________

ADDRESS: ______________________________________ WEIGHT: ________________

TELEPHONE NO.: ___________________________________ HEIGHT: ________________

MARITAL STATUS: ___________________________________ HEALTH: ________________

DATE OF BIRTH: ___________________ AGE: ________________

PARENT OR GUARDIAN'S NAME: ____________________________________________

PARENT OR GUARDIAN'S ADDRESS: __________________________________________

EDUCATION:

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<th>Name of School</th>
<th>Grades Completed and Date</th>
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WORK EXPERIENCE: (Include name of employer and dates worked.)

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<tr>
<th>Date</th>
<th>Name</th>
<th>Address</th>
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<td>3.</td>
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</table>

SCHOOL ACTIVITIES, HONORS AND/OR AWARDS:

| 1.     | 4.     |
| 2.     | 5.     |
| 3.     | 6.     |

HOBBIES: ____________________________________________

PERSONAL REFERENCES: (Name and address of three persons not related to you)

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
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<tbody>
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<td>2.</td>
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</table>
SUGGESTIONS FOR WRITING

BUSINESS LETTERS

1. Use good quality 8 1/2 by 11 inch white, unruled paper.

2. Type the letter, if possible, using a black ribbon. Although if a typed letter is preferred, a letter written in longhand in black or blue-black ink is permitted.

3. Be neat. Do not leave strike-overs or visible erasures in your letter.

4. Be brief. Include only the necessary information.

5. Be complete. Include all the information the receiver needs to know.

6. Be clear. Statements should be simple and direct.

7. Be accurate. Check your spelling, grammar, punctuation and letter form.

8. Be positive. Do not include negative statements concerning yourself.

9. Avoid abbreviations, with the exceptions of such titles as Mr., Mrs., and Dr.

10. Fold the letter properly.

11. Insert the letter in the envelope correctly.

12. Be sure that you have the prospective employer's name and title correct.
1234 First Avenue  
Laurel, Mississippi  
May 14, 1972  

Mr. John Doe, Manager  
Best Buy Auto Sales  
Ellisville, Mississippi 39437  

Dear Mr. Doe:  

I read your advertisement in today's Laurel Leader Call about a job  
opening for a salesman in your Sales Department with on-the-job train-  
ing. I have always wanted to be a salesman, and I would like to apply  
for this job.  

On May 25, I shall be graduated from George Washington High School. In  
addition to the general high school requirements, I have completed  
courses in Distributive Education, Bookkeeping, and Business Math.  
Although I have had no experience as a salesman, I am anxious and willing  
to learn.  

I shall be ready to start to work on Monday, June 1. May I come to your  
office for an interview? You can reach me by telephone at 123-4567 or  
by mail at 1234 First Avenue, Laurel, Mississippi.  

Sincerely yours,  

Tom Smith
THE FOLLOW-UP LETTER

If your letter of application succeeds in getting you an interview with the prospective employer, there is another letter that you need to write. This is the follow-up letter. The purpose of the follow-up letter is to acknowledge your receipt of the employer's request that you come for an interview.

Include in the follow-up letter the date, time, and place of the interview. You should also respond to any request that might be made by the prospective employer.

(SAMPLE)

1234 First Avenue
Laurel, Mississippi
August 14, 1972

Mr. John Doe, Personnel Manager
Mississippi Automation, Inc.
1001 Capitol Street
Jackson, MS 39205

Dear Mr. Doe:

I shall be happy to come to your office for an interview on August 25, 1972, at 10:00 a.m. I will bring my Certificate of Proficiency from the Jones County Vocational-Technical School that you requested on that date.

Sincerely yours,

Jane Smith
EMPLOYMENT APPLICATION SHEET

Date____________________

(please print)

Name: ________________________

(Last) ____________________ (First) ____________________ (Middle) ____________________

Address: ____________________________

(Street, P.O. Box, or Route) ____________________ (City) ____________________ (State) ____________________ (Zip) ____________________

Age: ____________________ Date of Birth: ____________________

(Month) ____________________ (Day) ____________________ (Year) ____________________

Place of Birth: ____________________________

(City) ____________________ (State) ____________________ (County) ____________________

Social Security Number: ____________________________ Draft ____________________

Height: ____ Weight: ____ Marital Status: ____ No. Children: ____

Citizen? ____ (Yes) ____ (No) Religion ____________________________

In Case of Emergency Notify: ____________________________________________

Address: ____________________________ Phone: ____________________________

Father's Name ____________________________ Living (____) Deceased (____)

Mother's Name ____________________________ Living (____) Deceased (____)

EDUCATION

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Years Completed</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary:</td>
<td></td>
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<tr>
<td>High School:</td>
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<tr>
<td>College:</td>
<td></td>
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<tr>
<td>Technical:</td>
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</tr>
<tr>
<td>Best Liked Subjects:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Abilities and Skills: ________________________________________________________________

Type Work You Like Best: __________________________________________________________

Type Work You Do Best: ____________________________________________________________

Machinery You Can Operate: _________________________________________________________

Other Special Abilities: _____________________________________________________________

Organizations: _________________________________________________________________

WORK EXPERIENCE

List jobs in order, last job first

<table>
<thead>
<tr>
<th>Company or Employer</th>
<th>Address</th>
<th>Nature of Work</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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REFERENCES: (Do not give names of relatives.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Occupation</th>
<th>Telephone</th>
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(Date)   (Applicant's Signature)
1234 First Avenue
Laurel, Mississippi
August 15, 1972

Mr. John Doe, Manager
Best Buy Auto Sales
Ellisville, Mississippi 39437

Dear Mr. Doe:

Please consider this letter as my formal notice of resignation effective two weeks from this date, September 1, 1972.

Because of my ambition to work in a management position, it is necessary for me to continue my formal education in college. I know that my employment with Best Buy Auto Sales as a salesman has given me valuable experience that will benefit me in my future plans.

I appreciate the opportunity of working with your company. I shall miss my work and my fellow employees.

Sincerely yours,

Tom Smith
**EMPLOYER CHECK SHEET FOR EMPLOYEE EVALUATION**

Name ___________________________  Job ___________________________

Rating Scale: 10 - Superior; 8 - Above Average; 6 - Average; 4 - Below Average; or 2 - Poor.

<table>
<thead>
<tr>
<th>Rating Factors</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
<th>Comments</th>
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<tbody>
<tr>
<td>ABILITY TO GET ALONG WITH OTHERS:</td>
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<td>Tact, friendliness, cooperation, respect for others,</td>
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<td>adaptability, willingness to be counseled, sense of humor.</td>
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<td>SOCIAL HABITS:</td>
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<td>Attitude, honesty, self-control.</td>
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<td>DEPENDABILITY:</td>
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<td>Following of instructions, promptness, sincerity,</td>
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<td>consistency, ability to work without supervision.</td>
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<td>CULTURAL REFINEMENT:</td>
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<td>Courtesy, respect, manners, consideration, appreciation.</td>
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<td>PERSONAL APPEARANCE:</td>
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<td>Cleanliness, orderliness, proper dress, poise.</td>
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<td>THOROUGHNESS:</td>
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<td>Accuracy, carefulness, sustained interest, completion of work.</td>
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</table>
### Rating Factors

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<th>Rating Factors</th>
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<th>Comments</th>
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<tr>
<td><strong>INDUSTRIOUSNESS:</strong></td>
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<td>Persistence, efficient use of time, work habits.</td>
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<td><strong>MENTAL ALERTNESS:</strong></td>
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<td>Eagerness to learn, interest, attentiveness, memory.</td>
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<td><strong>LEADERSHIP:</strong></td>
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<td>Initiative, imagination, judgment, resourcefulness, ability to inspire others.</td>
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<td><strong>EDUCATION AND SKILLS:</strong></td>
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<tr>
<td>College, technical, high school, less than high school.</td>
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</table>

**TOTAL FOR EACH RATING FACTOR:**

**COMBINED TOTAL**

**EMPLOYABILITY EVALUATION:**

Can this student favorably represent the school on the job?  

If you were an employer, would you want this student working for you?  

**OTHER COMMENTS OR RECOMMENDATIONS:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. All of the top part of the sewing machine that works to make stitches is called the ______ of the machine.

2. The sewing machine may be started by pushing the ______ lever or the ______ pedal.

3. When sewing on a machine, light should shine over the ______ shoulder.

4. ______ ______ keeps one from tiring easily when sewing on the machine.

5. The _____ _____ holds the spool of thread.

6. The ______ _____ are metal hooks that guide the thread toward the needle.

7. The _____ _____ moves the fabric under the needle.

8. The _____ _____ holds the fabric smooth for stitching.

9. The _____ _____ raises and lowers the presser foot.

10. The lower thread on the sewing machine is wound on a ________.

11. You must bring the _____ thread to the top of the machine before you begin to sew.

12. The _____ _____ changes the size of the stitch.

13. Time is wasted when you thread a sewing machine ________.

14. A _____ is a row of stitching that holds two pieces of fabric together.

15. The handwheel should be turned ______ you to set the needle down when you begin to sew.
MINI-NURSERY
CHILD CARE, GUIDANCE AND SERVICES

Directions: Place a T or F in the blank before the number.

1. A baby-sitter should interview the parents before sitting with a child.
2. A baby-sitter's parents should know where the baby-sitter will be working.
3. A written list of instructions for the baby-sitter from the parents is not needed.
4. A baby-sitter should learn where the light switches are before the parents leave the house.
5. If a child will not cooperate, the baby-sitter should threaten or frighten him.
6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.
7. A baby-sitter should entertain herself on the telephone while she baby-sits.
8. A baby-sitter should know where the parents can be reached by phone.
9. The telephone number of the family doctor should be left with the baby-sitter.
10. A baby-sitter should have her boyfriend visit her often when she baby-sits.
11. A baby-sitter should not prepare any food for children.
12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.
13. A baby-sitter should not "tell the family secrets" after she leaves the job.
15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.
16. Children should not be allowed to watch television with a baby-sitter.
17. When reading to a group of children, the children should be seated in a semicircle.
18. Skates are play materials to be used in active play.
19. Children learn by playing.
20. Play dough and finger paint must be bought.
1. TLC means_______________________________.
2. Normal temperature is____°F when taken by mouth.
3. Temperature taken under the arm is____to____degrees less than when taken by mouth.
4. Always_____the thermometer after taking the temperature.
5. Never put a thermometer in_____________.
6. The normal pulse rate for a healthy adult is____beats per minute.
7. When blood pressure is low, the pulse rate is_____________.
8. The patient's hair should be combed and brushed______a day.
9. Knowing_____to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the________and________needs which may be of great importance to the patient.
11. Flowers that are received in a____should be placed immediately in cold water.
12. Careless_______is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be _____________.
14. Metal furniture may be cared for by frequent washing with_______ and_______.
15. When making an empty bed, allow____inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a______sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an __________________across the bed.
18. A bed table can be made from a_______________________.
19. A shoulder shawl can be made from a_____________________.
20. A disposal bag can be made by folding a_____________________.

(Prettest and Post Test)
Instructions: Place a T or F in the blank before the number.

1. The tray cover should be made of plastic.
2. Serving portions of food for patients should be large.
3. Food should be served to patients any time they get hungry.
4. Cooked cereal may be included in a soft diet.
5. Hard candy is good for a patient on a liquid diet.
6. Tender meat is included in most light diets.
7. Food prepared for patients should be appetizing.
8. Cups used to drink from at the table should be used for measuring cups.
9. A one cup measuring cup holds 14 tablespoons.
10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon.
11. 3t = 1 tablespoon.
12. Flour and milk should be measured the same way.
13. A wool dress will absorb food odors and is out of place in the kitchen.
14. Well written recipes give step by step directions.
15. T means tablespoon.
16. Tbsp means tablespoon.
17. A record should be made of the food the patient eats.
18. A tray card should have only a friendly note on it.
19. The breakfast and dinner trays should be set the same way.
20. Plain gelatin desserts are on a liquid diet.
MINI-NURSERY
CHILD CARE, GUIDANCE, AND SERVICES

Instruction Sheet 1

Preparing To Baby-Sit

1. Find out how you will get to the job and how long it will take you to get there.

2. Wear clothes that are comfortable and that will not soil or damage easily.

3. Take a notebook and pencil or pen to jot down important instructions that the parents give you.

4. Take a snack in case you get hungry.

5. Take materials to keep you occupied while the child sleeps.
   (Homework, books, magazines, sewing, etc.)

6. Decide how much you will charge for your services.

7. Decide whether you will charge for your services from the time you leave your home, or after you arrive on the job.

8. Decide whether you or your employer will pay your transportation.

9. Decide whether your fees will be higher after midnight and on special occasions, such as holidays.
MINI-NURSERY

CHILD CARE, GUIDANCE, AND SERVICES

Instruction Sheet 2

Do's For Baby-Sitters

Find out:

1. Where the parents may be reached by phone or by an address. (List the telephone numbers.)
2. When the parents plan to return home.
3. Where the first aid supplies are located.
4. Where a doctor, the police, and a neighbor may be reached by phone. (List the numbers.)
5. Where the children's clothes are kept.
6. If and when the children are to be fed.
7. If and how the food is to be prepared.
8. When and how long the children should be allowed to play.
9. What time is bedtime for the children.
10. What messages should be given to telephone callers.
11. Where the blankets and covers are kept.
12. Whether you are permitted to use the television.
13. Whether you may invite a girl friend to sit with you.
14. The ages of the children.
15. Whether you will be expected to do extra work while you care for the children.
16. Whether food will be made available to you.
17. The arrangements that have been made to get you home.
MINI NURSERY

CHILD CARE, GUIDANCE, AND SERVICES

Instruction Sheet 3

Don'ts For Baby-Sitters

1. Don't leave a young child alone. Take him with you if you have to leave the house or answer the phone.

2. Don't go to sleep. (When you go to sleep, you are not on the job.)

3. Don't entertain your date while you are baby-sitting. (Remember, this is a job, not a social engagement.)

4. Don't snoop around the house. (Opening closet doors, looking in chest and desk drawers, and reading other people's mail is snooping.)

5. Don't talk distastefully about the child, the family or the home to outsiders.

6. Don't open any outside door unless you are sure who is there. (Have them identify themselves by talking to you through the closed door or by going to a closed window so you can see them.)

7. Don't baby-sit when you have a cold or some other communicable disease.

8. Don't baby-sit with a child who has a cold or is ill, except in an emergency to help the family.

9. Don't try to play doctor. If a child has fever, has a bad fall, or becomes ill in any way, call the parents, a doctor, or a neighbor. It is better to be safe than sorry.
### MINI-NURSERY

#### CHILD CARE, GUIDANCE & SERVICES

**Directions:** Consider each question carefully and place a check ( ) in the appropriate column. You may check two columns.

<table>
<thead>
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<th>Yes</th>
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<th>Would like to study</th>
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<td>SCORING CRITERIA</td>
<td>MAXIMUM SCORE</td>
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<tr>
<td>1. Presents an informative idea of careers</td>
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<tr>
<td>2. Attracts and holds attention of viewers</td>
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<tr>
<td>3. General Appearance</td>
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<td>4. Quality of workmanship and materials</td>
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<td>5. Originality or Uniqueness</td>
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**TOTALS**
DIRECTIONS: Choose words that will pertain to Public Service Occupations. They may be chosen in any directions, vertically, horizontally, or diagonally.

WORD-A-GRAM

PUBLIC SERVICES-SERVANTS

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

Allyn and Bacon, Inc.
695 Miami Circle, N.E.
Atlanta, Georgia 30324

Advertising Services
c/o Stanley Works
195 Lake Street.
New Britian, Connecticut 06050

American Personnel and Guidance Association
1807 New Hampshire Ave., N.W.
Washington, D.C. 20006

American Red Cross — Your Local Unit

American Vocational Assoc., Inc.
1510 H Street, N.W.
Washington, D.C. 20005

Barnell Loft, Inc.
Dexter & Westbrook, Ltd.
958 Church St.
Baldwin, New York 11510

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302

Benjamin Company, Inc.
485 Madison Avenue
New York, New York 10022

Briggs and Stratton Corp.
Milwaukee, Wisconsin 53201

Burgess Publishing Company
426 South 8th Street
Minneapolis, Minnesota 55415

California State Polytechnic College
San Luis Obispo, California 93401

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Carnation Company
5045 Wilshire Boulevard
Los Angeles, California 90036

Cathedral Films, Inc. (See Singer)

Charles A. Bennet Co., Inc.
809 W. Detreuilen Drive
Peoria, Illinois 61614

Chronicle Guidance Publications
Moravia, New York 13118

Coronet Films
65 E. South Water Street
Chicago, Illinois 60601

Creative Visuals
Box 1911
Big Springs, Texas 79720

D. C. Heath
670 Miami Circle, N.E.
Atlanta, Georgia 30324

DCA Educational Products, Inc.
4865 Stenton Avenue
Philadelphia, Pa. 19144

Delmar Publishers
Mountain Avenue
Albany, New York 12205

Denoyer Geppert
Chicago, Illinois 60607

Doubleday and Company, Inc.
Garden City
Long Island, New York 11530

Education Developmental Laboratories
Huntington, New York 11743
Educational Progress Corporation (EPC)
8538 East 41st Street
Tulsa, Oklahoma 74145

Guidance Associates
Pleasantville, New York 10570

Educational Resource, Inc.
47 W. 13th Street
New York, New York 10011

Harcourt, Brace and Jovanovich
757 Third Avenue,
New York, New York 10017

Educational Sensory Programming (ESP)
2304 E. Johnson
Jonesboro, Arkansas 72401

Imperial International Learning
Box 548
Kankakee, Illinois 60901

Educators Progress Service
Randolph, Wisconsin 53956

Imperial Productions, Inc.
247 West Court Street
Kankakee, Illinois 60901

Eye Gate House, Inc.
Jamaica, New York 11435

Institute for Research
610 S. Federal Street
Chicago, Illinois 60605

Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

Interstate Printers and Publishers
Jackson At Ven Buren
Danville, Illinois 61832

F. E. Compton Company
P. O. Box 4757
Chicago, Illinois 60611

Jam Handy Organization
Film Distribution Department
2821 E. Grand Boulevard
Detroit, Michigan 48211

Ferguson (S.G.) Publishing Co.
277 Park Avenue
New York, New York 10017

Jasper Ewing Company
610 North State Street
Jackson, MS 39205

Ferguson (S.G.) Publishing Co.
Chicago, Illinois 60607

J. B. Lippincott Co.
E. Washington Square
Philadelphia, Pennsylvania 19105

Field Educational Publications, Inc.
2400 Hanover Street
Palo Alto, California 94304

J. C. Penney Co. — Local

Finney Company
335 Gorham Avenue
Minneapolis, Minnesota 55401

J. G. Ferguson
6 North Michigan Avenue
Chicago, Illinois 60602

Follett Educational Corporation
1010 W. Washington Boulevard
Chicago, Illinois 60607

J. Weston Walch
912 Congress Street
Portland, Main 04104

Ginn and Company
717 Miami Circle, N.E.
Atlanta, Georgia 30324

Lane Magazine and Book Company
Menlo Park, California 94025
Link Enterprise, Inc.
P. O. Box 25
Hope Hull, Alabama 36043

Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

Management Information Center
Miami, Florida 33101

McGraw Hill,
Webster Division
330 West 42nd Street
New York, New York 10036

McKnight & McKnight
Bloomington, Illinois 61701

Mississippi State Board of Health
Film Library
P. O. Box 1700
Jackson, Mississippi 39205

Occupational Guidance
c/o Finney Company
335 Gorham Avenue
Minneapolis, Minnesota 55401

Popular Science Publishing Company, Inc.
355 Lexington Avenue
New York, New York 10017

Popular Science Publications
Denoyer Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Prentice Hall, Inc.
680 Forest Road, N.E.
Atlanta, Georgia 30312

Q.E.D. Publications — (See Singer)

Richard Rosen
29 East 21st Street
New York, New York 10010

Scholastic Book Service
7 East 12th Street
New York, New York 10001

Scholastic Magazine Company, Inc.
(Jr. and Sr., Scholastic Search)
50 West 44th Street
New York, New York 10036

Science Research Associates (SRA)
250 East Erie Street
Chicago, Illinois 60611

Science Research Associates
1375 Riverwood Drive
Jackson, Mississippi 39205

Scott Educational Division
Holyoke, Massachusetts 01040

Scott Foresman & Company
1955 Montreal Road
Tucker, Georgia 30084

Sextant Systems, Inc.
Milwaukee, Wisconsin 53202

Singer SVE
(See Singer)

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Southwestern Publishers
5101 Madison Road
Cincinnati, Ohio 45227

Stanley Tool Company
New Britian, Connecticut 06050

Technical Literature Dept. Dello-Remy
Division of General Motors Corp.
Anderson, Indiana 46011
T. S. Dennison Company
5100 West 82nd Street
Minneapolis, Minnesota  55431

U. S. Government Printing Office
Washington, D. C.  20005

U. S. Social Security Office — Local

United Transparencies
P. O. Box 888
Binghamton, New York  13902

Vocational Educational Productions
San Luis Obispo, California  93401

Vocational Guidance Manuals
235 East 45th Street
New York, New York  10017

Wilson Corporation
555 West Taft Drive
South Holland, Illinois  60473

Wilson Corporation
546 West 119th Street
Chicago, Illinois  60628
Mississippi State University does not discriminate on the grounds of race, color, or national origin.
Introduction

Today you will begin an adventure. This will be just as interesting and just as much fun as you choose to make it. You will explore a world of helpfulness. You will help others and you will help yourself as a result of this adventure. You will help yourself by finding out whether you are interested in becoming a dietitian. You may discover that you have other food service interests. Let's see what ideas you get about helping other people, as you become familiar with some of the duties and responsibilities of a dietitian.

Learning Objectives

When you complete this learning package you will have a better understanding of the duties, responsibilities and tasks performed by dietitians and their helpers. You will demonstrate your understanding by successfully accomplishing the following objectives:

A. Set up a tray, properly prepare and arrange silverware, napkins, serving dishes and glassware for a tray to be served to a patient in a hospital or nursing home.

B. Identify in writing meals for a hospital patient by selecting foods that are nutritious, appealing and suitable for the diet recommended for the patient.

C. Identify kitchen equipment, tools, utensils and measurements, with 100% accuracy, that are needed to prepare a simple breakfast for hospital or nursing home patients.

D. Prepare and serve a simple meal that is appropriate for a patient on a regular diet.
Pretest

Instructions: Place a T or F in the blank before the number.

1. The tray cover should be made of plastic.  
2. Serving portions of food for patients should be large.  
3. Food should be served to patients any time they get hungry.  
4. Cooked cereal may be included in a soft diet.  
5. Hard candy is good for a patient on a liquid diet.  
6. Tender meat is included in most light diets.  
7. Food prepared for patients should be appetizing.  
8. Cups used to drink from at the table should be used for measuring cups.  
9. A one cup measuring cup holds 14 tablespoons.  
10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon.  
11. 3t = 1 tablespoon.  
12. Flour and milk should be measured the same way.  
13. A wool dress will absorb food odors and is out of place in the kitchen.  
14. Well written recipes give step by step directions.  
15. T means tablespoon.  
16. Tbsp means tablespoon.  
17. A record should be made of the food the patient eats.  
18. A tray card should have only a friendly note on it.  
19. The breakfast and dinner trays should be set the same way.  
20. Plain gelatin desserts are on a liquid diet.
HOW WILL I RATE AS A CULINARY CUB?

<table>
<thead>
<tr>
<th></th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Not Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do I enjoy working with people? I must see people and be with people every day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Am I really interested in the way other people feel? I must be sincere or the patient may feel worse, not better.</td>
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<td></td>
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<tr>
<td>3. Am I always clean, neat and well-groomed? This shows others that I respect and like myself.</td>
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<td></td>
<td></td>
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<tr>
<td>4. Am I dependable? If I am not on time and if I do not follow instructions, I may make an error that will cause unhappiness and harm.</td>
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<tr>
<td>5. Do I work well with others? If I am a troublemaker the entire hospital or nursing home will be disturbed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Can I take instructions without fussing? Instructions are necessary if I learn to perform my tasks; I cannot know everything. Everyone can learn something.</td>
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</tr>
<tr>
<td>7. Am I in good health? Good health is very important to everyone. I can work better when I feel my best. To feel my best, I must be in good physical and mental health.</td>
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<td></td>
</tr>
<tr>
<td>8. Am I willing to work? If I am willing to work, I will not stop when my task is finished. I will help others who are behind, or I will search for new tasks to help make our team a better team.</td>
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</tr>
</tbody>
</table>

Assignment - Select 1 or 2 of the questions that you checked in the "sometimes" or "not usually" column. Work out a plan for improving yourself in these areas.
Lesson I

Component: Setting Attractive, Useful Trays

Objective: As a result of the following experiences you will be able to: Properly set up a tray by preparing and arranging silverware, napkins, serving dishes, and glassware that will meet the needs of a patient in a hospital or nursing home.

Instructions: You must complete Learning Experience 1 or 2, and Learning Experiences 3, 4, 5, 6, and 7.

Learning Experiences:

1. Read - Tray - Your Personality Is Showing

2. Listen to tape - Tray - Your Personality Is Showing

Tray - Your Personality Is Showing

The dietitian is the coach of your Culinary Cubs team. This coach wants to have a winning team, and she needs your help. You play a very important position on the team. You are the one who can make the team click, if you learn to play the game according to the rules set up by "Coach Dietitian."

The dietitian plans the diets for patients, assigns duties to the cubs and supervises the cubs as they perform their duties. One duty that the dietitian assigns to the Culinary Cubs is to arrange trays that will be attractive and appealing. Your ability to make a tray appealing to a patient, may be the part you can play in helping a patient to recover from an illness.

Observe the following rules as you arrange a tray and watch the personality of the tray begin to show.

(1) The size of the tray should suit the size of the meal to be served.

(2) The tray cover and the napkin should be of good quality fabric or paper, free from wrinkles and spotlessly clean.
The silver should be clean and polished. Only necessary pieces should be on the tray.

Serving dishes and glassware should be attractive, clean, and free from chips.

Attractive color combinations should be chosen when selecting tray covers, serving dishes and glassware.

Serve portions of food that should appeal to the patient's appetite.

The tray should be served on time.

Food should be served at proper temperatures.

Items to be used in setting up a tray:

1. Tray cover
2. Napkin
3. Salt, pepper, sugar
4. Cup, saucer and/or glass
5. Silverware (may be sacked)
6. Bread and butter plate (if used)
7. Cold foods
8. Tray card

To make the tray more appealing, the food is usually served on the main plate. The dessert, fruit and salad plate, depending on the ones to be used, are added to the tray after the tray has been set up.

3. Study the diagrams on the next page. Identify and list in writing the serving utensils that are the same on both trays. List in writing the utensils that are different on the two trays.
The diagrams below show typical breakfast and dinner place settings for nursing home or hospital tray service.

5. The tray card should contain the following information:
   a. Patient's name
   b. Patient's room number
   c. Type of diet

   Sylvia Boyd is in room 620 and she is on a special diet. Make a card for her tray that will include all of the necessary information. Ask your teacher for the material to work with when making the tray card. Write your name on the back of the card and put the card on the teacher's desk. She will evaluate it and return it to you.

6. Sylvia Boyd, who is seventeen, needs your help. Remember, she is on a special diet. Set up her tray for a typical breakfast. Add anything to the tray that you think will make Sylvia feel better. The teacher has a selection of trays, utensils, and articles from which you may choose to use on your tray. Ask two of your classmates and your teacher to check your tray.

7. Extended learning - Set up a tray that may be appealing to a four-year-old child, Jane Jones, who is a patient in "Children's Hospital." Jane has a broken leg, and is on a regular diet. Do your own thing!
Lesson II

Component: Planning Simple Meals

Objective: List in writing, a selection of foods that will make nutritious, appealing and suitable meals for a hospital or nursing home patient.

Instructions: Complete Learning Experiences 1 and 2.

Learning Experiences:

1. View filmstrip, Head Start on Health, as a group in your cluster. Your teacher will explain to you the type of discussion or other class participation she expects from you following the filmstrip.

2. Choose three meals for a patient on a regular diet by choosing food from the Hospital Menu on the next page. List your chosen food on the chart below. Place each food under the food group to which it belongs. Choose one breakfast, one lunch, and one dinner.

<table>
<thead>
<tr>
<th>Meal</th>
<th>Milk &amp; Milk Products</th>
<th>Fish, Eggs Meat</th>
<th>Fruit and Vegetables</th>
<th>Breads and Cereals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
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<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Breakfast</td>
<td>Dinner</td>
<td>Supper</td>
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<tr>
<td>-------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td></td>
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<tr>
<td>Orange juice</td>
<td>Baked chicken</td>
<td>Pork chop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple juice</td>
<td>Roast</td>
<td>Baked Ham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oatmeal</td>
<td>Rice</td>
<td>Asparagus Casserole</td>
<td></td>
<td></td>
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<tr>
<td>Cornflakes</td>
<td>Mashed potatoes</td>
<td>Stuffed celery</td>
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<tr>
<td>Scrambled eggs</td>
<td>Butter beans</td>
<td>Sliced tomatoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soft boiled eggs</td>
<td>String beans</td>
<td>Head lettuce</td>
<td></td>
<td></td>
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<tr>
<td>Bacon</td>
<td>Green salad</td>
<td>Biscuit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ham</td>
<td>Fruit salad</td>
<td>White bread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toast</td>
<td>Corn bread</td>
<td>Milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweet roll</td>
<td>Rolls</td>
<td>Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot chocolate</td>
<td>Peach Cobbler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>Chocolate cake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>Tea</td>
<td>Milk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson III

Component: Use of kitchen utensils, equipment and measuring tools in meal preparation

Objective: Identify kitchen equipment, tools, utensils, and measurements, with 100% accuracy, that are needed to prepare a simple breakfast for hospital or nursing home patients.

Instructions: Complete Learning Experiences 1, 2, 3, and 4.

Learning Experiences:

1. Copy in your notebook "Measurements to know - You'll use them often," First Foods, p. 20.

2. Demonstrate your understanding of the correct use of these measurements by demonstrating to your group the first eight measurements listed.

3. Identify orally by name each piece of measuring equipment listed in "Measurements to know - You'll use them often."

4. Read pp. 250-256, Teen Guide to Homemaking. Identify kitchen tools listed on pp. 250-251 and utensils listed on p. 252 by finding these items in the cabinet and naming them orally to your group. Replace tools and utensils in cabinets after your identification.
Mississippi State University does not discriminate on the grounds of race, color, or national origin.
I. Statement of Purpose:

A. Generalization:

By exploring the duties, responsibilities, and tasks performed by workers in Food Service occupations, students may begin to identify interests that will lead to future careers in this field.

B. Components:

1. Setting attractive, useful trays
2. Planning simple meals
3. Using kitchen utensils, equipment, and measuring tools in meal preparation
4. Learning to prepare and serve simple meals

II. Instructional Objectives:

A. The student will set up a tray, by properly preparing and arranging silverware, napkins, serving dishes, and glassware to be served to a patient in a hospital or nursing home.

B. The student will identify in writing, meals for a hospital patient by selecting foods that are nutritious, appealing, and suitable for the diet recommended for a patient.

C. The student will identify, with 100% accuracy, kitchen equipment, tools, utensils, and measurements that are needed to prepare a simple breakfast for a hospital or nursing home patient.

D. The student will prepare and serve a simple breakfast meal to a hospital or nursing home patient. This meal preparation will be limited to two foods, such as milk and cinnamon toast, orange juice and buttered toast, etc.
INSTRUCTIONS TO THE TEACHER

I. Instructional Approach:
The student section of this exploratory learning package will use the quasi-discovery approach, which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Food Service Occupations.

II. Identification of the Learner:
This learning package is developed for the average seventh and eighth grade student. It will be used to help students explore careers related to Food Services.

III. Special Instructions:
A. Equipment Needed:
Tape Player Filmstrip Projector

B. Material Needed:
Books:

Tray Supplies:
Trays, baking tins or some objects that will substitute for trays;
serving dishes; silverware; glassware; tray covers; napkins; tray card holders; 3" x 4" poster paper.

C. Media Needed:

Filmstrips:

Feeding the Patient, McGraw-Hill Book Co., Inc., Webster Division, Manchester Rd., Manchester, Missouri 63011.

Headstart on Health, Carnation Co., 5045 Wilshire Blvd., Los Angeles, California 90036.

Headstart on Homemaking, Carnation Co., 5045 Wilshire Blvd., Los Angeles, California 90036.

Tape:

For those students who prefer or who will profit from learning by listening, it is suggested that the key reading in each lesson be made available on tape. This will necessitate the taping of the material, Tray—Your Personality Is Showing, by the teacher.

IV. Instructions for Evaluation:

Two instruments for evaluation are given. The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate behavioral changes resulting from the use of the learning package. Copies of the pretest and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning packages to the students. The following explanations to students are suggested:
1. Read the introduction and the instructional objectives. This information will identify the occupation that the student will explore, and will explain the extent to which they are expected to explore the occupation.

2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about this occupation. They will not get a grade on the pretest.

3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.

4. Follow the same procedure through the remaining lessons.

5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.

6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.
7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.

2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.

3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning packages out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide
that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.

D. Identify the equipment, materials, and media that will be needed by the students and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.

E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.
Pretest

Instructions: Place a T or F in the blank before the number.

1. The tray cover should be made of plastic. [T]
2. Serving portions of food for patients should be large. [T]
3. Food should be served to patients any time they get hungry. [T]
4. Cooked cereal may be included in a soft diet. [T]
5. Hard candy is good for a patient on a liquid diet. [F]
6. Tender meat is included in most light diets. [T]
7. Food prepared for patients should be appetizing. [F]
8. Cups used to drink from at the table should be used for measuring cups. [F]
9. A one cup measuring cup holds 14 tablespoons. [F]
10. Measuring spoons come in five sizes: 1/4 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon. [T]
11. 3t = 1 tablespoon. [T]
12. Flour and milk should be measured the same way. [T]
13. A wool dress will absorb food odors and is out of place in the kitchen. [F]
15. T means tablespoon. [T]
16. Tbsp means tablespoon. [T]
17. A record should be made of the food the patient eats. [T]
18. A tray card should have only a friendly note on it. [T]
19. The breakfast and dinner trays should be set the same way. [T]
20. Plain gelatin desserts are on a liquid diet. [F]
KEY

Post Test
&
Pretest

Instructions: Place a T or F in the blank before the number.

F 1. The tray cover should be made of plastic.
F 2. Serving portions of food for patients should be large.
F 3. Food should be served to patients any time they get hungry.
T 4. Cooked cereal may be included in a soft diet.
T 5. Hard candy is good for a patient on a liquid diet.
T 6. Tender meat is included in most light diets.
T 7. Food prepared for patients should be appetizing.
F 8. Cups used to drink from at the table should be used for measuring cups.
F 9. A one cup measuring cup holds 14 tablespoons.
F 10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon, and 1 tablespoon.
T 11. 3t = 1 tablespoon.
F 12. Flour and milk should be measured the same way.
T 13. A wool dress will absorb food odors and is out of place in the kitchen.
T 15. T means tablespoon.
T 17. A record should be made of the food the patient eats.
F 18. A tray card should have only a friendly note on it.
F 19. The breakfast and dinner trays should be set the same way.
T 20. Plain gelatin desserts are on a liquid diet.
The dietitian is the coach of your Culinary Cubs team. This coach wants to have a winning team, and she needs your help. You play a very important position on the team. You are the one who can make the team click, if you learn to play the game according to the rules set up by "Coach Dietitian."

The dietitian plans the diets for patients, assigns duties to the cubs and supervises the cubs as they perform their duties. One duty that the dietitian assigns to the Culinary Cubs is to arrange trays that will be attractive and appealing. Your ability to make a tray appealing to a patient, may be the part you can play in helping a patient to recover from an illness.

Observe the following rules as you arrange a tray and watch the personality of the tray begin to show.

(1) The size of the tray should suit the size of the meal to be served.

(2) The tray cover and the napkin should be of good quality fabric or paper, free from wrinkles and spotlessly clean.

(3) The silver should be clean and polished. Only necessary pieces should be on the tray.

(4) Serving dishes and glassware should be attractive, clean, and free from chips.

(5) Attractive color combinations should be chosen when selecting tray covers, serving dishes and glassware.

(6) Serve portions of food that should appeal to the patient's appetite.
(7) The tray should be served on time.
(8) Food should be served at proper temperatures.

Items to be used in setting up a tray:

1. Tray cover
2. Napkin
3. Salt, pepper, sugar
4. Cup, saucer and/or glass
5. Silverware (may be sacked)
6. Bread and butter plate (if used)
7. Cold foods
8. Tray card

To make the tray more appealing, the food is usually served on the main plate. The dessert, fruit and salad plate, depending on the ones to be used, are added to the tray after the tray has been set up.
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The Gift Boutique

Introduction

There comes a time in your life when you want a little privacy. You need to be alone with your thoughts, problems, tears, laughter and any other mood that appears. A little miracle called "planning and organization" can help you attain and enjoy your own special hideaway. Believe it or not, 1 + 1 + 1 = 3. Furniture + Accessories + know-how = your own private corner. There is one other ingredient that is a must if your hideaway is to be complete. The ingredient is you. Your personality will be reflected in your choice of colors, wall hangings, window treatments, and other furnishings that are in your domain. Your personality will also be reflected in the clothes you wear, the gifts you choose or make for friends, and the attitude and manners you display to others.

Understanding and skills are needed if you reflect an image that will be satisfying to you. Sewing is an easy, satisfying way to let your creativity show. About 85% of today's teenagers are learning to sew. When a sewing project enters your world, make it feel welcome by giving it your attention. Learn the skills necessary to do a top job. You may discover a talent that has been dormant until now. But don't stop here— you've only just begun to get a good thing going.

Learning Objectives

After you complete this learning package you will have a better understanding of the information and of the sewing skills necessary
to construct clothing or room accessories. You may discover an interest in clothing or home furnishings that will lead you to a future career, after you successfully accomplish the following objectives:

A. You will identify the parts of a sewing machine by showing and by orally stating the names of the parts of the sewing machine to the teacher.

B. You will properly insert a needle in the sewing machine, and you will stitch, following the lines on notebook paper.

C. You will thread the sewing machine, thread the bobbin, place the bobbin in the bobbin case, thread the bobbin case, and sew a 5/8" seam.

D. You will construct a simple article that you might find in a gift or novelty shop.
Pretest

1. All of the top part of the sewing machine that works to make stitches is called the ______ of the machine.

2. The sewing machine may be started by pushing the _____ lever or the ____ pedal.

3. When sewing on a machine, light should shine over the _____ shoulder.

4. _____ _____ keeps one from tiring easily when sewing on the machine.

5. The _____ _____ holds the spool of thread.

6. The _____ _____ are metal hooks that guide the thread toward the needle.

7. The _____ _____ moves the fabric under the needle.

8. The _____ _____ holds the fabric smooth for stitching.

9. The _____ _____ _____ raises and lowers the presser foot.

10. The lower thread on the sewing machine is wound on a _____.

11. You must bring the _____ thread to the top of the machine before you begin to sew.

12. The _____ _____ changes the size of the stitch.

13. Time is wasted when you thread a sewing machine ______.

14. A _____ is a row of stitching that holds two pieces of fabrics together.

15. The handwheel should be turned ______ you to set the needle down when you begin to sew.
Lesson I

Great things are happening in the sewing field. Do a little detective work on your own; you may discover an interest in clothing construction or in home decorating that has been hiding from you. "Do your own thing" is a cliché that can become a truth as you work in "The Gift Boutique," if you employ such helpers as a sewing machine, needles, pins, thread and scissors. Let's learn to stitch correctly and creatively.

Component:

The sewing machine

Objectives:

A. You will identify the parts of a sewing machine by locating and by orally stating to the teacher the names of the machine parts.

B. You will properly insert a needle in the machine. Without using thread, stitch six lines on notebook paper.

Instructions:

Complete Learning Experiences 1 and/or 2. Then complete Learning Experiences 3 and 4.

Learning Experiences:


2. Observe the teacher as she opens the sewing machine, names, locates and explains the uses of the different parts of the sewing machine.
3. Given: A sewing machine. Locate, name and explain the uses of the different parts of the machine.

4. Given: A machine needle. You will properly insert the needle in the machine. Place a sheet of notebook paper in a horizontal position under the presser foot. Set the needle down on a blue line. Read pp. 246-247, Steps in Clothing Skills. "Controlling Your Speed" and "Stitching a Straight Line" are two very important topics on these pages. Stitch a line as straight as possible on six lines of notebook paper. Compare line one with line six. Do you need more practice? If so, continue stitching on the lines of notebook paper.

Sign your name to the practice sheet; lay it on the teacher's desk, and she will evaluate your stitching.
Lesson II

You have become acquainted with the sewing machine, but there is still more to learn before you actually construct an article on the machine. In order for you to operate the machine correctly, you must learn to thread the sewing machine, thread the bobbin, and learn to regulate sewing speed. After these tasks have been accomplished, you may enjoy creating gifts for others or items for yourself that will bring you happiness and that may even influence your choice of a career.

Component:
Threading and operating a sewing machine

Objectives:
A. After studying pictures of sewing machine heads and bobbins, and after observing demonstrations of threading machines and bobbins, you will thread a machine and bobbin with 100% accuracy.
B. You will operate a sewing machine at an even, moderate speed by practicing the correct use of the knee and/or foot to operate the controls of the machine.
C. You will satisfactorily complete the information required to obtain a "Sewing Machine Operator's License" by performing each task for the teacher.

Instructions:
Complete Learning Experiences 1, 2, 3 and 4.
Learning Experiences:


2. Obtain a manual or a direction sheet that gives you visual directions for threading a machine and bobbin. Thread the machine and bobbin. Ask the teacher to check your work. The teacher will tell you whether you are ready for the next learning experience.

3. Read again pp. 246-247, "Controlling Your Speed," *Steps In Clothing Skills*. Go to the machine and practice controlling your speed when operating the machine. Ask the teacher to check your progress. The teacher will tell you whether you are ready for the next learning experience.

4. Given: A blank "Sewing Machine Operator's License." Complete the instructions listed on the sheet. The teacher will evaluate you in action as you complete each task. When the teacher signs your license, you are capable of operating a sewing machine in your classroom. Happy sewing!
Lesson III

You have arrived! This is where the action is, and the time has come for you to participate. Do you feel creative? Certainly you have prepared yourself well. Be sure that you are capable of constructing whatever you choose to construct, and that you will be happy with your production. You can outgrow your task by mastering it, and you may be surprised to find that you want to try a more difficult job. You may develop a real interest in clothing production or in interior decoration.

Component:

Using the sewing machine to construct an article

Objectives:

A. You will construct one article by applying, to the best of your ability, the knowledge and skills you acquired when learning to operate a sewing machine.

B. You will plan and set up a "Gift Boutique." In the "Gift Boutique" you will display the article you have constructed. You will observe the articles constructed by your classmates.

Instructions:

Complete Learning Experience 1. From Learning Experience 2, choose one article from A, B, C or D to construct. Complete Learning Experiences 2, 3, 4, 5, 6 and 7.

Learning Experiences:

1. Read pp. 258-261, Steps In Clothing Skills. Follow directions for constructing a slipcase for glasses or shades, and scissors or shears case.
2. Request from your teacher, instruction sheets that give directions for constructing the following articles:
   A. Napkins and/or place mats
   B. Christmas tree wall hanging
   C. Fish potholder
   D. Terry cloth pillow

   Read the instructions. If you do not understand the instructions, ask the teacher to help you.

3. Select one of the described articles to construct. Ask the teacher for permission to proceed with the construction, after you read p. 233, *Steps In Clothing Skills*, or pp. 148-149, *How You Look and Dress*. List in writing, the equipment and materials you will need to construct the article; then read *Teen Guide to Homemaking*, pp. 108-109.

4. You will find pins on the teacher's desk. Ask her permission to use them to pin your pattern on your fabric. Pin the pattern on the fabric, but do not cut until the teacher checks with you and gives you permission to cut.

5. Follow directions on your instruction sheet. Set up the machine, thread the bobbin and thread the machine. Stitch according to directions. Ask the teacher for help if you do not understand the instructions.

6. Evaluate the article you constructed. Pin your name to the article and place it on the teacher's desk. The teacher will evaluate and return your article to you.
7. Set up a "Gift Boutique." You will display the article you constructed. Invite classmates, teachers and parents to view the article.

**Quests:**

Do you have a sewing or decorating fever? A sew-a-rama may reduce this fever. The following suggestions may help you to decide whether or not you would like to create another article and, if so, what you would like to create.

1. Tie-dyeing – (Ask the teacher for directions)
2. Terry cloth slippers – Directions may be found on p. 316, *Experiences In Homemaking* by Pollard, Laitem and Miller
3. Clothesline coat hanger – (Ask the teacher for directions)
4. Oatmeal box wig rack – (Ask the teacher for directions)
5. Belt coat hanger – (Ask the teacher for directions)
6. An article of your choice
GIFT BOUTIQUE

Teacher Section

I. Statement of Purpose:

A. Generalization:

Learning to operate a sewing machine is a skill that must be learned in order to successfully construct clothing or to create many items that are used by interior decorators.

B. Components:

1. Identification of the parts of a sewing machine
2. Threading the sewing machine and the bobbin
3. Stitching properly on the sewing machine
4. Constructing a simple article

II. Instructional Objectives:

A. The student will identify the parts of the sewing machine by showing and by orally stating the names of the parts of the sewing machine to the teacher.

B. The student will properly insert a needle in the sewing machine and will practice stitching on the lines of notebook paper.

C. The student will thread the sewing machine, thread the bobbin, place the bobbin in the bobbin case, thread the bobbin case, and sew a 5/8" seam.

D. The student will construct a simple article that may be found in a gift or novelty shop.
INSTRUCTIONS TO THE TEACHER

I. Instructional Approach:
The student section of this exploratory learning package will use the quasi-discovery approach, which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Food Service Occupations.

II. Identification of Learners:
This learning package is designed for average seventh and eighth grade students who are exploring careers related to Home Economics.

III. Special Instructions:
A. Equipment Needed:
Sewing Machines  Overhead Projector  Tape Player  Scissors  Stapler

B. Material Needed:
Books:
101 Things to Make For Fun or Money, Peake, Miriam M. New York, New York: Scholastic Book Services.
C. Instruction Sheets Needed:

1. Fringed Napkin or Place Mat
2. Fish Potholder, (including pattern)
3. Christmas Tree Wallhanging (including pattern)
4. Terry Cloth Pillow
5. Clothesline Coat Hanger
6. Wig Rack
7. Belt Coat Hanger
8. Tie-dye Tank Top

D. Media Needed

1. Transparency Masters:
   The following transparency masters are included in this package:
   a. Sewing Machine Head
   b. Threading The Sewing Machine
2. Tape:
   For those students who prefer or who will profit from learning by listening, it is suggested that the key readings in each lesson be made available on tape. These key readings will include textbook references listed in learning experiences in the student package.

IV. Instructions for Evaluations:

Three instruments for evaluation have been included in this package. They are the pretest, the sewing machine license, and the post
test. The sewing machine license will serve as a self-test, since each student will become aware of his knowledge of the sewing machine and his skill in the use of the sewing machine. The post test should indicate the extent to which behavioral changes have taken place as a result of participation in learning experiences since the pretest was given.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning packages to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives. This information will identify the occupation that the student will explore, and will explain the extent to which he is expected to explore the occupation.

2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about this occupation. They will not get a grade on the pretest.

3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.
4. Follow the same procedure through the remaining lessons.

5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.

6. If they need equipment, media, or materials; if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.

7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.

2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.

3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the
folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.

D. Identify the equipment, materials, and media that will be needed by the students, and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.

E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.
Instruction Sheet 1

Fringed Napkin or Place Mat

Equipment Needed: Scissors, pins, sewing machine, bobbin, ruler or tape measure.

Materials Needed: 18" x 18" fabric for 1 napkin, 24" x 18" fabric for 1 place mat, thread.

Directions: 1. Measure and cut fabric into a square, 18" x 18" (or 24" x 18" for a place mat).

     2. Stitch on the sewing machine 1" from the edge of the fabric with thread the same color or a color that contrasts with the fabric.

     3. Ravel the outer edge of the fabric to the row of stitching. Use a pin to aid you in raveling.
Instruction Sheet 2

Fish Potholder

Equipment Needed: Scissors, ruler or tape measure, sewing machine, pins.

Materials Needed: Felt scraps: black, pink, green, and blue are some suggested colors, but any colors may be used; white sewing thread; 1 white plastic ring; fish potholder pattern.

Directions:

1. Lay long fish A on a single piece of felt; pin and cut.
2. Lay short fish B on a single piece of felt; pin and cut.
3. Lay fin C on a double piece of felt; pin and cut.
4. Lay fin D on a double piece of felt; pin and cut.
5. Lay eye E on a single piece of felt; pin and cut.
6. Stitch eye in place on fish B.
7. Stitch curved head line with white thread.
8. Place fishes A and B together. Pin and stitch 5/8" from edge of fish, beginning stitching at the top tail end of fish B and stitching to the bottom tail end of fish B.
9. Pin fins in place and stitch across fins 5/8" from the edge of fish B, or follow the stitching line you used to stitch fishes A and B together.
10. Leave tail end open for inserting pot handle.
11. Sew ring to the tip of the nose.
Instruction Sheet 3

Christmas Tree Wall Hanging

Equipment Needed: Scissors, ruler or tape measure, pins, stapler, sewing machine.

Materials Needed: 1 piece of green or red velvet, felt, or other fabric, 6" x 4"; 1 piece of gold or off-white fabric, 9" x 12"; 15" of gold braid; 24 sequins; 1 piece of green or red felt, velvet, or other fabric, 2½" x 1½"; 5 leaves (cloth or from old artificial stems); 1 piece of cardboard, 8½" x 11½"; 1, 8" cord; 1 spool of thread, Christmas tree pattern; glue.

Directions:

1. Lay Christmas tree pattern on fabric; pin and cut.


3. Stitch across the entire base of the tree ¼" from the edge of the fabric; continue stitching up the left side and down the right side of the tree.

4. Pin the gold braid on the back side of the tree, letting any desired amount of braid show on the front side.

5. Pin the tree near the 3 corners of the tree to the 9" x 12" fabric.

6. Stitch over the line of stitching made when the base of the tree was attached.

7. Remove pins.

8. Pin leaves to a 2½" piece of gold braid, and stitch on the sewing machine.

9. Pin and stitch the braid and leaves across the bottom of the tree base.

10. Cover the 8½" x 11½" cardboard with the 9" x 12" fabric.

11. Turn edges to the back and glue, keeping pressure on the glued edges until the glue dries.
12. Staple a cord to the back edges about 3" from the top.

13. Glue the sequins to the front of the tree. Space them as you would lights on a Christmas tree.
Instruction Sheet 4

Terry Cloth Pillow

Equipment Needed: Sewing machine, pins.

Materials Needed: 2 bath cloths, 12" x 12"; 1 piece of fringe, 48" long; 1 spool of thread; foam rubber or feathers.

Directions:

1. Pin edges of bath cloths together on three sides.

2. Stitch on the sewing machine the three pinned edges 1/4" from the outside edge.

3. Pin fringe to the three edges that have been stitched and to the top side of the edge that has not been stitched, leaving the one side open for stuffing the pillow.

4. Stuff the pillow with foam rubber or feathers to a desired fullness.

5. Stitch the open edges of the pillow together on the sewing machine.
Instruction Sheet 5

Clothesline Coat Hanger

Equipment Needed: Sewing machine, wire, scissors, ruler or tape measure, pins, coat hanger, clothespins.


Directions:

1. Stitch together the edges of the 45" double fold bias tape; attach 6 snap clothespins to the tape; space the clothespins 7" apart.

2. Cut 2 pieces of fabric the size and shape of a wire coat hanger, plus 1/2" seam allowance.


4. Stitch top, curved seam, leaving 1/2" opening to insert hanger hook.

5. Turn under 1/2" on bottom opening.

6. Pin tape at 7 evenly spaced places on the bottom of the fabric on the hanger.

7. Stitch bottom opening closed on the sewing machine. If the stitching does not catch the bias tape, restitch the points of the tape.
Instruction Sheet 6

Wig Rack

Equipment Needed: Scissors, ruler or tape measure.

Materials Needed: Oatmeal box, yarn, ribbon, wallpaper or fabric, glue, paint, crayons or water colors.

Directions:

1. Cover a round oatmeal box with wallpaper or fabric.

2. Glue 18 pieces of yarn, 3½" long, over the top edge for bangs.

3. Cut nine strands of yarn 18" long, and braid 6" of each end.

4. Tie ends with ribbon and make bows.

5. Glue across top and over bangs.

6. Paint black closed eyes, black round dots for nose, and red lips.
Instruction Sheet 7

Belt Coat Hanger

Equipment Needed: Sewing machine, wire coat hanger, scissors, ruler or tape measure, pins, eyelets, "S" hooks.

Materials Needed: Fabric, thread, felt 16" long, 3" wide.

Directions:

1. Cut a piece of felt 16" long and 3" wide; fold in half lengthwise over the bottom of a wire coat hanger. Pin.

2. Place the coat hanger, with the hook to the left, under the sewing machine. Stitch the length of the coat hanger, 1/2" from the cut edge of the felt.

3. Fasten five metal eyelets, evenly spaced, across the length of the coat hanger, through the double felt.

4. Place an "S" hook in each eyelet.
Instruction Sheet 8

Tie-dye Tank Top

Equipment Needed: 1 - 4 quart boiler
1 - wooden spoon
1 - squeeze bottle or eye dropper


Directions:
1. Wet tank top in warm water and wring out well. Put on rubber gloves.
2. Drip dye from squeeze bottle or eye dropper to form stripes. Drip three or five stripes of different colors and widths around the right armhole.
3. Work dye in with fingers, and blot excess dye with tissues.
4. Make 1/2" accordian pleats along the stripes in a vertical direction.
5. Fold the accordian pleats horizontally into a double S shape.
6. Cover each "hump" of the S tightly with rubber bands.
7. Wash in cool, soapy water until the water is clear.
8. Place tank top in a boiler that contains enough hot water to cover the tank top and 1/4 cup of dye (use the color of one of the stripes).
9. Simmer the tank top for one hour; stir occasionally.
10. Rinse in cold water until the water is clear. Untie. Re-rinse. Iron while damp.
Pretest

1. All of the top part of the sewing machine that works to make stitches is called the ____ of the machine.

2. The sewing machine may be started by pushing the ____ lever or the ____ pedal.

3. When sewing on a machine, light should shine over the ____ shoulder.

4. ____ ____ keeps one from tiring easily when sewing on the machine.

5. The ____ ____ holds the spool of thread.

6. The ____ ____ are metal hooks that guide the thread toward the needle.

7. The ____ ____ moves the fabric under the needle.

8. The ____ ____ holds the fabric smooth for stitching.

9. The ____ ____ ____ raises and lowers the presser foot.

10. The lower thread on the sewing machine is wound on a ____.

11. You must bring the ____ ____ thread to the top of the machine before you begin to sew.

12. The ____ ____ ____ changes the size of the stitch.

13. Time is wasted when you thread a sewing machine ________.

14. A ____ is a row of stitching that holds two pieces of fabric together.

15. The handwheel should be turned ____ ____ you to set the needle down when you begin to sew.
1. All of the top part of the sewing machine that works to make stitches is called the head of the machine.

2. The sewing machine may be started by pushing the knee lever or the foot pedal.

3. When sewing on a machine, light should shine over the left shoulder.

4. Good posture keeps one from tiring easily when sewing on the machine.

5. The spool pin holds the spool of thread.

6. The thread guides are metal hooks that guide the thread toward the needle.

7. The feed dog moves the fabric under the needle.

8. The presser foot holds the fabric smooth for stitching.

9. The presser bar lifter raises and lowers the presser foot.

10. The lower thread on the sewing machine is wound on a bobbin.

11. You must bring the bobbin thread to the top of the machine before you begin to sew.

12. The stitch regulator changes the size of the stitch.

13. Time is wasted when you thread a sewing machine incorrectly.

14. A seam is a row of stitching that holds two pieces of fabric together.

15. The handwheel should be turned toward you to set the needle down when you begin to sew.
SEWING MACHINE OPERATOR'S LICENSE

Name_________________________________________

Date_________________________________________

This is to certify that___________________________
has successfully accomplished the following tasks:

____ 1. Name and identify the parts of the sewing machine.
____ 2. Thread the machine properly.
____ 3. Thread the bobbin properly.
____ 4. Insert the bobbin in the bobbin case.
____ 5. Replace the needle properly.
____ 6. Remove and replace the presser foot properly.
____ 7. Remove and replace the throat plate properly.
____ 8. Remove and replace the foot control properly.
____ 9. Sew a straight seam using the 5/8 inch guide on the bed
    of the machine as a guide.
____ 10. Reverse the stitches at the beginning and the end of a
    seam.
____ 11. Regulate speed to a smooth, steady rhythm.
____ 12. Regulate stitch length.

Signed_____________________________________
    Home Economics Teacher

_________________________ School

To insert needle - The long groove of the needle goes in the
direction of the last thread guide.
Getting to Know Your Machine

Needle
Thread Tension

Spool Pin

Hand Wheel

Bobbin
Winder

Stitch
Regulator

Take-Up
Lever

Presser
Bar
Lever

Presser
Foot

Throat Plate

Positioning
Leaver

Throat Plate

Positioning
Leaver

Feed
Dog

Slide Plate

Throat Plate

Positioning
Leaver

Needle

Presser
Foot

Feed
Dog
Getting to Know Your Machine

Feeding Dog
Opening for Needle
Throat Plate
Slide Plate

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.
Getting to Know Your Machine

Presser Bar Lever

Presser Bar

Presser Foot

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.
Getting to Know Your Machine

- Needle Thread Tension
- Take-Up Lever
- Spool Pin
- Hand Wheel
- Bobbin Winder
- Stitch Regulator
- Presser Bar Lever
- Presser Foot
- Throat Plate
- Slide Plate
- Feed Dog
- Throat Plate Positioning Lever
- Needle

 COURTESY OF:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.
Introduction

There is a great demand for baby-sitters today. Young people are being called upon to baby-sit, and they are paid for baby-sitting. An efficient baby-sitter who can be trusted will have more job offers than he or she can handle. Teenagers usually find a need for the money they make baby-sitting, and they usually enjoy this type of job.

Have you ever considered being a mother or daddy substitute? You substitute for mother and daddy when you baby-sit. Caring for children can be rewarding in many different ways. Besides the money you will make, you may feel loved, respected and appreciated by the parents and the children. To gain the confidence and love of parents and children and to learn the basic rules of baby-sitting, takes some time, thought, and study. This is one occupation that can be called a private enterprise, because this can be your individual business. Let's learn a few things that can contribute to a successful teenage baby-sitting business.
Learning Objectives

After you complete this learning package, you will have a better understanding of the duties and responsibilities of individuals who are desirable child care workers. You will demonstrate your understanding by successfully accomplishing the following objectives:

A. You will list in writing or state orally the responsibilities of a good baby-sitter.

B. You will identify one play material, one game, and one story that will help a preschool child develop physically, socially, emotionally and morally; and you will explain in writing or orally state the proper way to use the chosen play material, game, and story.

C. You will plan, prepare and serve a nutritious and appealing snack to a group of preschool children.

D. You will plan in writing a schedule of activities to be carried out while you are baby-sitting for three hours with two children whose ages are four and five.
Pretest

Directions: Place a T or F in the blank before the number.

1. A baby-sitter should interview the parents before sitting with a child.

2. A baby-sitter's parents should know where the baby-sitter will be working.

3. A written list of instructions for the baby-sitter from the parents is not needed.

4. A baby-sitter should learn where the light switches are before the parents leave the house.

5. If a child will not cooperate, the baby-sitter should threaten or frighten him.

6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.

7. A baby-sitter should entertain herself on the telephone while she baby-sits.

8. A baby-sitter should know where the parents can be reached by phone.

9. The telephone number of the family doctor should be left with the baby-sitter.

10. A baby-sitter should have her boyfriend visit her often when she baby-sits.

11. A baby-sitter should not prepare any food for children.

12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.

13. A baby-sitter should not "tell the family secrets" after she leaves the job.


15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.

16. Children should not be allowed to watch television with a baby-sitter.

17. When reading to a group of children, the children should be seated in a semicircle.

18. Skates are play materials to be used in active play.

19. Children learn by playing.

20. Play dough and finger paint must be bought.
DIRECTIONS: Consider each question carefully and place a check (✓) in the appropriate column. You may check 2 columns.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Would like to study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like children and want to have them around you?</td>
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<tr>
<td>2. Do you feel at ease with children of different ages?</td>
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<tr>
<td>3. Do you want to baby-sit?</td>
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<td>4. Should a child be picked up when he cries?</td>
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<td>5. Are children born without fear?</td>
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<td>6. Do you know how much a child should eat?</td>
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<td>7. Do you know how to change a diaper?</td>
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<td>8. Do you know how to dress a baby?</td>
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<td>9. Can you give baby his bottle or baby food?</td>
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<tr>
<td>10. Do you know which games and stories children like?</td>
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<tr>
<td>11. Can you tell a story so it is meaningful to children?</td>
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<td>12. Do you know which toys are best for children of different ages?</td>
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<td>13. Do you know what to expect from children of different ages?</td>
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<tr>
<td>14. Do you know what to do in case of fire or other accidents?</td>
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<tr>
<td>15. Have you done baby-sitting?</td>
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<td>16. Do you know how to care for a child in a temper tantrum?</td>
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<tr>
<td>17. Do you know how to direct children's play?</td>
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<tr>
<td>18. Do you know how to be a good baby-sitter?</td>
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<tr>
<td>19. Do you know how to select good music for children?</td>
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<tr>
<td>20. Are some TV programs too exciting for children?</td>
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</tbody>
</table>
Lesson I

The responsibility for taking care of a child or a group of children is a serious matter, but it can be fun. To be a good baby-sitter, one must love children, be patient, understanding and dependable. There are other qualifications that are needed by "sought after" baby-sitters, such as alertness, a knowledge of games and other methods of play, the ability to discipline children, and a knowledge of safety rules for children. Remember, children are the future teenagers and the future adults; so, when you care for children you are in a sense guiding and protecting a future generation. These children will never forget you; you can be a great influence on them. Baby-sitting provides an opportunity for teenagers to earn money for the many extras they want. You may find that you want to learn more about child development and may enjoy a career in some area of child care.

Component:

Responsibilities of a baby-sitter

Objectives:

A. You will identify important information that a baby-sitter needs to know by listing the information in writing or by stating it orally to the teacher.

B. You will demonstrate your knowledge of the responsibilities of a baby-sitter by role playing an interview with parents who want to employ you as a baby-sitter.

Instructions:

You will complete Learning Experiences 1 or 2. You will also complete Learning Experiences 3 or 4, and 5 and 6.

Learning Experiences:

1. Read, Important Information That a Baby-Sitter Needs. Ask the teacher for this material.

2. Listen to a tape, Important Information That a Baby-Sitter Needs. Secure the tape from the teacher.
3. Read page 414, "Reminders for Baby-Sitters" and pages 410 and 411, Teen Guide To Homemaking.

4. Read, Preparing To Baby-Sit, Do's For Baby-Sitters and Don'ts for Baby-Sitters. Secure this reading material from the teacher.

5. View film, To a Baby-Sitter.

6. Role play: The J.-Teen Baby-Sitting Service will have two of its employees interview the parents of two preschool children so that there will be a clear understanding of the responsibilities of the baby-sitter and the parents before the employees accept the baby-sitting job. Remember, this is a business type interview.
Lesson II

Do you remember your favorite game, toy or story when you were a preschool child? More than likely you can recall one of them; perhaps you were not aware that you learned from a favorite game, toy or story because it was fun, but you did learn. If you remember that children learn through play, you will be more careful when selecting toys, games, records, and storybooks as gifts for them. You should also remember this when you are caring for young children.

Component:

The value of play for preschool children

Objective:

You will name one game, one story and one kind of play material that will provide helpful learning experiences for preschool children, and you will list in writing or you will state orally one reason why they are helpful learning experiences.

Instruction:

You will perform Learning Experiences 1 and 2 or 3 and 4. Complete Learning Experiences 5, 6, and 7.

Learning Experiences:

2. Read pages 43 - 48, Your Child From One to Six.
3. Listen to tape, Play Helps Children Learn.
4. Listen to tape, Play Materials and Toys and Stories Help Children In Their Play.
5. Read, Low-Cost and No-Cost Toys, Play Materials and Media. Ask the teacher for a copy of this.
6. Prepare a baby-sitter's "Surprise Kit". Make one no-cost or low-cost toy and one play media or material to include in the kit. List in writing, one song, one record, and one story that you will put in the kit. The "Surprise Kit" should be suitable for a preschool child. (A brown paper bag may be used as a no-cost container.)

7. List in writing and/or state orally the age of the child for which you prepared the "Surprise Kit." Explain orally to a classmate, why you chose the story or the song you listed in the "Surprise Kit".
Lesson III

Between-meal snacks have become an important part of the diet of preschool children. Children should have a mid-morning, a mid-afternoon and a before-bed snack. "Snacks" are usually eaten more quickly and with less fuss by preschoolers than the regular meals. The wrong kind of "snack" can cause mealtime problems and the development of dislike for the nutritious foods.

Component:

Nutritious and appealing snacks for preschoolers

Objective:

You will plan, prepare and serve a nutritious and appealing snack to a group of four of your classmates who will pretend to be preschoolers, or to a group of preschool children.

Instructions:

You will complete Learning Experiences 1, 2, and 3. If you would like, you may complete Learning Experience 4.

Learning Experiences:


2. Ask the teacher for the instruction sheet, Snack Facts. After reading the sheet, plan and write a menu containing three foods from the foods listed. Sign your name to your menu. Place the menu on the teacher's desk. The teacher will evaluate it and return it to you.

3. You will draw a number from a basket. Those choosing Numbers 1 through 4 will be a group. Those choosing Numbers 5 through 8 will be a group. Follow this method of grouping for the entire class. Each group will prepare a simple snack that will consist of two foods from the foods list. Prepare and serve a snack that will appeal to preschoolers in your group.

4. Read "Sitting" Safely. Discuss new ideas you learned from this reading with a member of your class.
Lesson IV

When you accept a job of any kind and you get paid for your work, it is a good idea to be prepared for the job, and to be businesslike when you begin the job. The first step toward being businesslike in a baby-sitting job is to find out what time you are to report for duty and to plan activities for the time you will be on duty.

Component:
Schedule of activities while baby-sitting

Objective:
You will plan in writing a schedule of activities to be carried out while you are baby-sitting for three hours with two preschool children who are four- and five-years old.

Instructions:
You will complete Learning Experiences 1, 2, and 3.

Learning Experiences:


2. List in writing, the things you would do to prepare yourself for a baby-sitting job with a four- and a five-year-old child.

3. List in writing, the activities you plan for the four- and five-year-old children while you are with them for three hours. List the time that you plan to use to carry out each activity.

4. Ask your teacher for final instructions.
Post Test

Ask your teacher for the post test. This test will help you discover how much you have learned about caring for preschool children and about baby-sitting.

Quests:

If you want to explore other activities that are related to child care, the following suggestions may interest you.

1. Read pages 397-402, Teen Guide To Homemaking.
2. Observe a local kindergarten, nursery school or day care center. Ask for an interview with the teacher to find out what training is necessary to qualify for this type of work.
3. Any other idea you wish to explore.
Mini-Nursery
Teacher Section

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I. Statement of Purpose:

A. Generalization:

By exploring the responsibilities, duties and tasks performed by workers in child care occupations, students may begin to identify interests that will lead to future careers in the area of child care.

B. Components:

1. Responsibilities of a baby-sitter
2. The value of play for preschool children
3. Nutritious and appealing snacks for preschool children
4. Schedule of activities while baby-sitting

II. Instructional Objectives:

A. Students will list in writing and/or orally state the responsibilities that a baby-sitter should assume when caring for children.

B. Students will identify play equipment, materials and media that will promote learning and afford entertainment for children from one-to-six years-old. They will construct one simple play material, one game, and one story that will be suitable for a preschool child.

C. Students will plan, prepare and serve a simple nutritious and appealing snack suitable for preschool children.

D. Students will plan in writing a schedule of activities to be carried out while they are baby-sitting for three hours, with two children who are four and five years of age.
INSTRUCTIONS TO THE TEACHER

I. Instructional Approach:
The student section of this exploratory learning package will use
the quasi-discovery approach, which means that there will be factual
information given to the students; but there will also be provisions
made for students to explore and discover information. By presenting
educational materials and suggested learning activities that are directly
related to the instructional objectives and criteria for evaluation,
the student will hopefully gain some understanding of the duties, responsi-
abilities and tasks performed by workers in child care occupations.

II. Identification of the Learner:
This learning package is developed for the average seventh and eighth
grade student. It will be used to help students explore careers related
to child care.

III. Special Instructions.

A. Equipment Needed:
- Film Projector
- Measuring Cups
- Measuring Spoons
- Tape Player
- Mixing Bowls
- 2 Qt. Sauce Pans
- Mixing Spoons

B. Material Needed:
- Measuring Spoons
- Mixing Spoons

Books:
Teen Guide to Homemaking, Barclay, Marion S. and Champion, Francis.

Your Child From One to Six, Social and Rehabilitation Service, U. S.
Government Printing Office.

Phamplet:
"Sitting" Safely, McIntosh, Edna Mae. Fremont, Michigan: Gerber
Products Co., 1970.

Supplies:
Flour
Liquid starch
Soap flakes
Glycerine
Salt
Argo starch
Food coloring

309 2
C. Instruction Sheet Needed:

1. Preparing to Baby-Sit
2. Do's for Baby-Sitters
3. Don't's for Baby-Sitters
4. Snack Facts
5. Low-Cost and No-Cost Toys and Play Materials and Media
6. Recipes

D. Media Needed:

Filmstrips:

To a Baby-Sitter, Health Film Catalog of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.

Tape:

For those students who prefer or who will profit from learning by listening, it is suggested that the key readings in each lesson be made available on tape. This will necessitate the taping of Important Information That A Baby-Sitter Needs, Play Helps Children Learn, and Play Materials, Toys, Music and Stories Help Children In Their Play.

IV. Instructions for Evaluation:

Two instruments for evaluation are given. The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate behavioral changes resulting from the use of the learning package. Copies of the pretest and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning package to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives. This information will identify the occupation that the students will explore,
and will explain the extent to which they are expected to explore it.

2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and teachers know how much the students understand about this occupation. They will not get a grade on the pretest.

3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.

4. Follow the same procedure through the remaining lessons.

5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.

6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.

7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.
1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.

2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.

3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

   Explain to the students that this learning package will help them find out more about the occupations in child care services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.

D. Identify the equipment, materials, and media that will be needed by the students, and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.

E. Instruct the students not to write on or in the package. Tests or any other written assignment sheet's should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.
Key

Post Test & Pretest

Directions: Place a T or F in the blank before the number.

_ T 1. A baby-sitter should interview the parents before sitting with a child.

_ T 2. A baby-sitter's parents should know where the baby-sitter will be working.

_ F 3. A written list of instructions for the baby-sitter from the parents is not needed.

_ T 4. A baby-sitter should learn where the light switches are before the parents leave the house.

_ F 5. If a child will not cooperate, the baby-sitter should threaten or frighten him.

_ T 6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.

_ F 7. The baby-sitter should entertain herself on the telephone while she baby-sits.

_ T 8. A baby-sitter should know where the parents can be reached by phone.

_ T 9. The telephone number of the family doctor should be left with the baby-sitter.

_ F 10. A baby-sitter should have her boyfriend visit her often when she baby-sits.

_ F 11. A baby-sitter should not prepare any food for children.

_ T 12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.

_ T 13. A baby-sitter should not "tell the family secrets" after she leaves the job.


_ T 15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.

_ F 16. Children should not be allowed to watch television with a baby-sitter.

_ T 17. When reading to a group of children, the children should be seated in a semicircle.

_ T 18. Skates are play materials to be used in active play.

_ T 19. Children learn by playing.

_ F 20. Play dough and finger paint must be bought.
Directions: Place a T or F in the blank before the number.

____ 1. A baby-sitter should interview the parents before sitting with a child.

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____ 9. The telephone number of the family doctor should be left with the baby-sitter.

____ 10. A baby-sitter should have her boyfriend visit her often when she baby-sits.

____ 11. A baby-sitter should not prepare any food for children.

____ 12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.

____ 13. A baby-sitter should not "tell the family secrets" after she leaves the job.

____ 14. Safety of children should come first with baby-sitters.

____ 15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.

____ 16. Children should not be allowed to watch television with a baby-sitter.

____ 17. When reading to a group of children, the children should be seated in a semicircle.

____ 18. Skates are play materials to be used in active play.

____ 19. Children learn by playing.

____ 20. Play dough and finger paint must be bought.
1. Find out how you will get to the job and how long it will take you to get there.

2. Wear clothes that are comfortable and that will not soil or damage easily.

3. Take a notebook and pencil or pen to jot down important instructions that the parents give you.

4. Take a snack in case you get hungry.

5. Take materials to keep you occupied while the child sleeps. (Homework, books, magazines, sewing, etc.)

6. Decide how much you will charge for your services.

7. Decide whether you will charge for your services from the time you leave your home, or after you arrive on the job.

8. Decide whether you or your employer will pay your transportation.

9. Decide whether your fees will be higher after midnight and on special occasions, such as holidays.
Instruction Sheet 2

Do's For Baby-Sitters

Find out:

1. Where the parents may be reached by phone or by an address. (List the telephone numbers.)

2. When the parents plan to return home.

3. Where the first-aid supplies are located.

4. Where a doctor, the police and a neighbor may be reached by phone. (List the numbers.)

5. Where the children's clothes are kept.

6. If and when the children are to be fed.

7. If and how the food is to be prepared.

8. When and how long the children should be allowed to play.

9. What time is bedtime for the children.

10. What messages should be given to telephone callers.

11. Where the blankets and covers are kept.

12. Whether you are permitted to use the television.

13. Whether you may invite a girl friend to sit with you.

14. The ages of the children.

15. Whether you will be expected to do extra work while you care for the children.

16. Whether food will be made available to you.

17. The arrangements that have been made to get you home.
Instruction Sheet 3

Don'ts For Baby-Sitters

1. Don't leave a young child alone. Take him with you if you have to leave the house or answer the phone.

2. Don't go to sleep. (When you go to sleep you are not on the job.)

3. Don't entertain your date while you are baby-sitting. (Remember this is a job, not a social engagement.)

4. Don't snoop around the house. (Opening closet doors, looking in chest and desk drawers, and reading other people's mail is snooping.)

5. Don't talk distastefully about the child, the family or the home to outsiders.

6. Don't open any outside door unless you are sure who is there. (Have them identify themselves by talking to you through the closed door or by going to a closed window so you can see them.)

7. Don't baby-sit when you have a cold or some other communicable disease.

8. Don't baby-sit with a child who has a cold or is ill, except in an emergency to help the family.

9. Don't try to play doctor. If a child has fever, has a bad fall or becomes ill in any way, call the parents, a doctor or a neighbor. It is better to be safe than sorry.
Instruction Sheet 4

Snack Facts

Young children need a lift between meals, but they do not need to spoil their appetite for the next meal.

Suggested Snack Foods List

1. Apple wedges
2. Peanut butter and crackers
3. Vegetable juices
4. Fruit juices
5. Simple cookies (without icing)
6. Carrot sticks
7. Celery sticks
8. Simple sandwiches
9. Soups (such as tomato, vegetable, and chicken noodle)
10. Cheese sticks
11. Milk
12. Toast

Fun Ways To Serve Snacks

1. "Finger" foods:
   Carrot, celery, cheese sticks, crackers, toast, sandwiches.
2. "Wacky" sandwiches
   (Use only one slice of bread)
   a. Pimento cheese with vegetable face
   b. Peanut butter with raisin face
   c. Meat spread with pickle face
   d. Cookie cutter sandwiches
Instruction Sheet 5

Low-cost and No-cost Toys and Play Materials and Media

1. Pictures from old magazines to tell stories about or use to make puzzles
2. Cardboard boxes for making play trains
3. Paper hats from newspapers and grocery bags
4. Play clothes (from Mother's old clothes, heels, hats, bags)
5. Empty boxes and cans for playing store
6. Play dough (ask the teacher for directions)
7. Finger paints (ask the teacher for directions)
8. Storybooks
9. Blocks made from scrap lumber (sandpaper the edges)
10. Macaroni or spools to string
11. Stuffed animals or dolls
12. Aluminum foil and pipe cleaners to make toys
13. Finger or hand puppets
Instruction Sheet 6

Recipes

Play Dough

1/2 cup flour
1/4 cup salt
1/8 cup water or enough to make a dough that you can handle
Food coloring
Mix together the flour, salt and water. If necessary, add more water, one teaspoonful at a time. Add a few drops of food coloring. Continue mixing by kneading the dough with your hands.

Finger Paint

1/2 cup starch
1 and 1/2 cup soap flakes
1 tablespoon glycerine
Food coloring
Small jars with lids
Mix starch with enough water (about 2 tablespoons) to make a smooth paste. Add 1/4 cup of boiling water and cook until it looks glossy (about 1 minute.) Stir constantly. Stir in soap flakes while mixture is warm. Add 1 tablespoon of glycerine. Pour mixture into jars. Add food coloring to each jar. (You may wish to use more than one color.)
Paste

1 teaspoon flour
2 teaspoons cornstarch
1/4 teaspoon alum
3 ounces water

Mix flour, cornstarch and alum. Slowly add water. Cook over low heat.

Stir constantly. Remove from heat when mixture thickens. Pour into a small jar and cover tightly.
It has been decided that play is essential for children. Play materials, toys, stories, music, and games can add to the fun and aid a child in learning, if they are selected wisely. What things would you look for if you were selecting a toy for a preschool child? The following are characteristics of a good toy: attractive in shape and color; sturdy and well-made; constructed to help a child learn shapes, colors, and sounds; safe; easily cleaned; reasonable in cost.

A good story is enjoyed by everyone. Children's stories need to be a bit different from those enjoyed by teenagers. The following are characteristics of a good story: contains familiar places, people or animals; allows a child to use his imagination; does not frighten or upset a child; has lots of action; has a simple theme built around a child.

Play materials should stimulate a child to take part in an activity. An example of a good play material is play dough. When a preschool child feels play dough, he begins to create some object. There are many other good play materials, such as finger paint, paste, pictures and puzzles.

Music that is simple and has a definite rhythm appeals to preschool children. Children usually begin to keep time and sing with music. They like to hear a favorite song or a favorite story repeated many times.
Another great aid to play is a playmate. A playmate offers a chance for social contact, even though young children actually play very little with others. They watch their playmates. They like to know that there are other children close and that they are playing.

Teenagers can also aid in a child's play. The following are ways teenagers can help children in their play.

1. Let them play on their own as much as possible.
2. Find time to help a child when he needs or asks for help.
3. Keep in mind that a child does not play very long with one toy or in one activity.
4. Provide play materials and experiences that are suitable to a child's age, size and capabilities.
5. Encourage a child to be creative in play.
6. Remember to keep a child safe and if possible, to keep him happy.
PLAY HELPS CHILDREN LEARN

How many children do you know who do not like to play? All normal, healthy children like to play. Some children seem to have a built-in bundle of energy always ready to explode; others are quiet. Children, like adults, are individuals with different likes and dislikes. Since children are individuals with individual differences, a variety of play experiences may be necessary in order to meet their needs.

Play is an activity that is enjoyed by a child. A child really works and learns through play. The difference in work and play is determined by the attitude the child takes when participating in an activity. If a mother is cleaning and dusting and a child gets out his own mop, broom and vacuum cleaner to help, he is playing. If a child is assigned the job of cleaning his room, the play becomes work.

Play is the main business of childhood. Through play a child develops an alert mind that is full of imagination, and a strong body. Play also lays the foundation for a child to develop into a well-adjusted adult. Play is valuable to children for many reasons. The following are examples: play serves as an outlet for energy, jealousy, and fear; it provides exercises that help develop the body; and it promotes good appetites and sound sleep. It also helps to develop many skills that will be useful forever. Play helps children to cooperate, share, get along with others, and conform to certain rules. In other words, play provides opportunities to develop physically, emotionally, socially and morally.
IMPORTANT INFORMATION THAT A BABY-SITTER NEEDS

Baby-sitting is one of the most responsible and one of the most rewarding jobs that anyone can perform. Young people who make the best baby-sitters are ones who have stable personalities and who are able to accept responsibilities. It is a good idea for a baby-sitter to learn, ahead of time, as much as possible about the child or children, the home, what to do in case of emergencies, where supplies are kept and the general routine of the daily schedule of the family. Try to gain an understanding of the way the mother handles the children, and what she expects the baby-sitter to allow them to do. If the children are old enough to understand, it will prove helpful for the parents to give the baby-sitter instructions about duties and responsibilities in the presence of the children.

To prepare to become a good baby-sitter, read books and pamphlets about children of different ages; help with young children at home; observe and do volunteer work in a play school, nursery school or day-care center; take a course in first aid at the local Red Cross Center.

A well-prepared, responsible baby-sitter will always be in demand, but a baby-sitter must realize that parents will not know that their services are available unless the baby-sitter makes it known to them by applying for a job. Learn as much as possible about job application, and job acceptance. Demonstrate an ability to be a responsible, and sincere baby-sitter; also, show a genuine understanding of and fondness for children. Remember the two most important things that a baby-sitter should keep in mind are to keep the children safe and to keep the children happy.
The initials TLC have a special meaning. What do they mean to you? TLC stands for "Tender Loving Care." Very often this is an aid to recovery that cannot be replaced by any other treatment. Can you go to the drugstore and get a prescription filled that will provide TLC? No, but you can fill the prescription if you learn as much as you can about simple nursing techniques and love for other people. This type of love means unselfishness and sincere consideration for others.

There are many things that you can learn to do to help calm the worries that sick people have. As you learn to bring happiness and comfort to patients, you help the hospital staff, the families of patients, and you may help yourself decide whether you will choose some health occupation as a career! Exploration can be exciting! Let's explore the entrance halls, the nursing stand and maybe a patient's room in "Home Economics Hospital." Questions are in order. What can you learn to do? What will the policies of the institution allow you to do?

Maybe you can learn to take temperature and read a thermometer, count pulse, deliver papers and snacks to patients, make useful gadgets like paper waste bags, backrests, etc., roll patients in a wheel chair, entertain children that are too young to visit hospital rooms, run errands for nurses, assist nurses' aides, and assist volunteer workers at the information desk. Sounds like learning can be fun!

Learning Objectives

After you complete this learning package, you will have a better understanding of the purposes, activities, responsibilities, concern for
patients, and close working relationships among members of the hospital staff. You will have demonstrated this by successfully accomplishing the following objectives:

A. You will demonstrate your concern for others by arranging flowers for entrance halls and patients' rooms, delivering packages and papers, reading to patients, rolling patients in wheel chairs, and playing games with patients.

B. Given: Two kinds of clinical thermometers. You will identify each according to appearance, and function. You will demonstrate the proper procedure to use when preparing, using, reading and caring for the oral thermometer.

C. You will demonstrate your understanding of the equipment and procedure to use when counting and recording a person's pulse and respiration.

D. Given: A doll bed mattress or couch cushion. Demonstrate and explain orally the proper procedure to use when making an empty bed for a patient in the hospital, nursing home or home. List in writing the equipment necessary to make a bed.

Pretest

1. TLC means ___________ ___________ ___________.

2. Normal temperature is ____ °F when taken by mouth.

3. Temperature taken under the arm is ___ to ___ degree less than when taken by mouth.

4. Always ____ the thermometer after taking the temperature.

5. Never put a thermometer in _______ _________.

6. The normal pulse rate for the healthy adult is ____ beats per minute.

7. When blood pressure is low the pulse rate is _________.

8. The patient's hair should be combed and brushed ________ a day.

9. Knowing ______ to place flowers in the room is just as important as knowing how to arrange them.

10. Flowers help to satisfy the ___________ and ___________ needs which may be of great importance to the patient.

11. Flowers that are received in a ________ should be placed immediately in cold water.

12. Careless ________ is one of the most frequent causes of hospital fires.

13. When an accident occurs to a patient, it should be ____________.

14. Metal furniture may be cared for by frequent washing with ___ and ___.

15. When making an empty bed, allow ______ inches of bottom sheet for tucking under the head of the mattress.

16. A rubber or plastic sheet and a ______ sheet are sometimes used for protection.

17. A bed table can be improvised by placing the free end of an ______ ______ ______ across the bed.

18. A bed table can be made from a ___________ ___________.

19. A shoulder shawl can be made from a ________ ________.

20. A disposal bag can be made by folding a _____________________.

3 3×9
Lesson I

Love and consideration for others can mean happiness and health. You, a teenager, can give happiness and can aid in improving the physical and mental health of patients of all ages in hospitals, and of older patients in nursing homes.

Listen to that "little voice" that lives inside you. That "little voice," your conscience, will talk "happy talk" and will make you feel 10 feet tall when you do nice, helpful things for others. You might even begin to like yourself.

Component:

Concern for others

Objectives:

A. You will demonstrate your concern for others by making a flower arrangement and placing it in a patient's room or in the entrance of a hospital.

B. You will choose a game that will be a source of entertainment to an elderly patient. You will state in writing, two reasons for selecting this game. You will play this game with a student in your group to prove the wisdom of your selection.

Instructions:

You must complete Learning Experience 1 or 2. You must complete Learning Experience 3 or 4, after which you must complete Learning Experience 5. Complete Learning Experience 6, if you choose to do so.

Learning Experiences:

1. Read pp. 223-229, Homes With Character.
2. Listen to tape, Flower Arrangements. The tape is on the teacher's desk; ask her permission to hear it.

3. Given: Flower containers, frogs, floral clay, flowers, and other equipment necessary to make a flower arrangement. Make a flower arrangement. Explain to a classmate or the teacher the procedure you used to construct the flower arrangement. Display the arrangement, and ask for comments from your group.

4. Given: A selection of games. Choose a game that will be enjoyed by an elderly person in a hospital or nursing home. Role play, with the aid of a classmate, the proper way to play the game and explain your reasons for choosing this particular game.

5. Explain in writing how you would be able to help in the following situation. Mrs. Bennett is in the hospital and will be there for at least two weeks. Her husband has come to visit her, and has brought their two-year-old son with him. The policies of the hospital prohibit children under 12 years of age from visiting in hospital rooms. You are helping at the information desk at the hospital. What would you do to help the Bennett family? Place your written explanation on the teacher's desk, or ask the teacher's permission to role play your answer.

6. Ask your teacher for the transparency set. View transparencies, Attitude and Manner: Their Influence on Accomplishment. Discuss each transparency with your group.
Lesson II

Do you feel "On top of the world" today? This feeling may be telling you that your temperature is normal; your physical condition is great! Have you ever felt "washed-out," "faded," "out of it?" Possibly your temperature was below normal. How can you find out whether your temperature is normal? Why is it important that you know whether you have temperature?

Component:
The function, use, and care of thermometers

Objective:

Given: Two clinical thermometers. You will identify each thermometer, demonstrate the proper use, explain the function, and demonstrate the proper care of the oral thermometer.

Instructions:

You will perform Learning Experience 1 or 2; then you must complete Learning Experiences 3 and 4.

Learning Experiences:

1. Read pp.186-191, American Red Cross Home Nursing Textbook.
2. Listen to tape, Care and Use of the Clinical Thermometer. Get the tape from the teacher's desk.
3. Ask your teacher for the thermometer kit. Explore the kit. Identify the oral clinical thermometer. Write a description of the appearance of the thermometer. Which shape thermometer can be used for all purposes?
4. Role play. Choose a classmate to be a patient. Demonstrate to your group the proper procedure to go through when taking a
5. Write one reason why you think it is important to know how to use a thermometer correctly. Write one thing that a temperature of 102° may indicate. Explain your reason.
Lesson III

You have probably noticed a pulsing movement at your wrist, at your ankle, and possibly at your temple. Do you ever wonder about this? How many times a minute does this beat occur? Why? Let's explore these questions.

Component:

Counting pulse and respiration

Objectives:

A. You will identify the reasons for differences in pulse counts and respiration counts.

B. You will identify and demonstrate the equipment and the proper procedure to use when counting pulse and respiration.

Instructions:

You will complete Learning Experiences 1, 2, and 3. When you complete Experience 3, check with your teacher to see whether you are ready for Lesson IV.

Learning Experiences:


2. Discuss, after reading pp. 193-194, the information you learned with a classmate or with your teacher. Write at least a paragraph to explain why the pulse and respiration counts vary with different people. Also, state one condition that the pulse count and the respiration count may indicate.

3. Use one of your group as a patient to demonstrate the proper
way to count pulse and respiration. Ask your teacher to observe and evaluate the demonstration. If your teacher approves this demonstration, you are ready for Lesson IV.
Lesson IV

Is there anything more uncomfortable than a wrinkled, unmade bed? An uncomfortable bed can be about as harmful to a patient as the wrong kind of medicine. If you learn to make a bed properly, you will help a patient rest better, and you can help yourself to a good night's rest in your own bed.

Component:

Making an empty bed

Objectives:

Given: A doll bed and mattress, a cushion from a couch or a real mattress. You will demonstrate the steps to take when you properly make an empty bed.

Instructions:

Complete Learning Experiences 1, 2, and 3.

Learning Experiences:

1. Read pp. 226-229, American Red Cross Nursing Textbook.

2. View transparency, Steps in Putting on the Bottom Sheet. Ask your teacher for the transparency.

3. Demonstrate for the teacher or a classmate, after practicing, the proper way to make an empty bed.

Proceed to Lesson V.
Lesson V

Tender loving care that means so much to everyone, especially to individuals who are sick, can be given in many ways. Concern for others, personal attention, or even showing that you care by helping to make a patient comfortable can be ways of demonstrating TLC. Improvised equipment for the sick is easy to make, and it is fun to make. This will give you an opportunity to be creative, to do your own thing. You may have an idea that has never been thought of before. Let's go into action and learn to help others.

Component:

Improvise nursing care equipment

Objectives:

A. You will identify nursing care equipment and state in writing reasons why this equipment should or should not be improvised.

B. You will construct at least one piece of nursing care equipment that you have identified.

Instructions:

You must complete Learning Experiences 1, 2, and 3.

Learning Experiences:

1. Read pp. 318-324, American Red Cross Home Nursing Textbook.


3. List in writing, materials and directions needed for constructing three different kinds of nursing care equipment that can be improvised.

4. Construct at least one of the pieces of nursing care equipment you listed, after you have discussed your choice with your
teacher. Display your equipment so the class may view it.

5. Ask your teacher for final instructions.

Post Test

Ask your teacher for the post test. This test will help you discover how much you have learned about the activities, functions and responsibilities in which hospital workers are involved.

Quests

If you want to explore other activities that are a part of daily hospital routine, the following suggestions may interest you.


2. View film - *Nurses' Aides Role in Physical Therapy and Psychological Rehabilitation for the Aged*.

3. Any other idea that you want to explore.
Polka Dots
Teacher Section

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I. **Statement of Purpose**

A. **Generalization:**
   By exploring the duties, responsibilities and tasks performed by workers in Institutional Management occupations, students may begin to identify interests that will lead to future careers in this field.

B. **Components**
   1. Concern for others
   2. Function, use and care of thermometers
   3. Pulse and respiration count
   4. Bed making
   5. Improve nursing care equipment

II. **Instructional Objectives:**

A. Students will demonstrate their concern for others by arranging flowers for entrance halls and patients' rooms, delivering packages and papers, reading to patients, rolling patients in wheel chairs, and playing games with patients.

B. Students will identify two kinds of clinical thermometers according to appearance and function. They will also demonstrate the proper procedure for preparing, using, reading and caring for the oral thermometer.

C. Students will demonstrate their understanding of the equipment and procedure necessary to count pulse and respiration by counting and recording an individual's pulse and respiration.
D. Students will demonstrate and explain orally the proper procedure for making an empty bed.

E. Students will identify nursing equipment that can be improvised. Each student will construct one piece of such equipment.

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach: Quasi-Discovery

The student section of this exploratory learning package will use the quasi-discovery approach which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Institutional Management Occupations.

II. Identification of Learners:

This learning package is designed for average seventh and eighth grade students for the purpose of exploring and evaluating information and interests regarding Institutional and Home Management and Supportive Services.

III. Special Instructions:

A. Equipment needed:

Film Projector  Filmstrip Projector  Overhead Projector

B. Material needed:

3-11
Books:


Thermometer Kit:

Two clinical thermometers (one oral and one rectal)
One container of wipes (absorbent cotton, paper tissues, or pieces of clean gauze or cloth)
One container of cool, clean water
One bar of soap
One waste container (paper bag)

Games:

Checkers, Rook cards, Bridge cards, and other games of your choice.

C. Media needed:

Films:

The following films may be ordered from: Health Film Catalogue of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.

Helping Hands for Julie
Helping Hands
Aides in Daily Living
Patient Is A Person, The

Filmstrips:

The following filmstrips may be ordered from: Health Film Catalogue of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.
Simple Nursing Series - Patient's Bed

Care of the Hospital Bed

General Principles of Practical Nursing

Transparency Set:
The following transparency set may be ordered from: Film Library, Drawer DX, State College, MS 39762.

Attitude and Manner: Their Influence on Accomplishment

Tape:
For those students who prefer or who will profit from learning by listening, it is suggested that the key reading in each lesson be made available on tape. This will necessitate the taping of Flower Arrangements and Care and Use of the Clinical Thermometer.

IV. Instructions for Evaluations:
Two instruments for evaluation have been included in this package.
The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate the behavioral changes resulting from the use of the learning package. Copies of the pretest, and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

V. Suggested Instructional Procedure:
A. Explain the use and care of the student section of the learning package to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives. This information will identify the occupation that the student will
explore, and will explain the extent to which they are expected to explore the occupation.

2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about the occupation. They will not get a grade on the pretest.

3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.

4. Follow the same procedure through the remaining lessons.

5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of the occupation.

6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in an activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.

7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.
B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.
2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.
3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

   Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or resource person may be valuable aids.

D. Identify the equipment, materials, and the media that will be needed by the students, and point out the locations of these available
supplies. Students should ask to use the supplies, and request assistance if needed.

E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the packages.
1. TLC means __________ __________ __________.

2. Normal temperature is ____°F when taken by mouth.

3. Temperature taken under the arm is ____ to ____ degree less than when taken by mouth.

4. Always ______ the thermometer after taking the temperature.

5. Never put a thermometer in __________ __________.

6. The normal pulse rate for the healthy adult is ____ beats per minute.

7. When blood pressure is low the pulse rate is _______.

8. The patient's hair should be combed and brushed ______ a day.

9. Knowing ______ to place flowers in the room is just as important as knowing how to arrange them.

10. Flowers help to satisfy the _______ and _______ needs which may be of great importance to the patient.

11. Flowers that are received in a ________ should be placed immediately in cold water.

12. Careless ______ is one of the most frequent causes of hospital fires.

13. When an accident occurs to a patient, it should be ________.

14. Metal furniture may be cared for by frequent washing with _______ and _______.

15. When making an empty bed, allow ________ inches of bottom sheet for tucking under the head of the mattress.

16. A rubber or plastic sheet and a ________ sheet are sometimes used for protection.

17. A bed table can be improvised by placing the free end of an __________ __________ __________ across the bed.

18. A bed table can be made from a ____________ ____________.

19. A shoulder shawl can be made from a ____________ ____________.

20. A disposal bag can be made by folding a ___________________.
KEY

Pretest & Post Test

1. TLC means Tender Loving Care.

2. Normal temperature is 98.6°F when taken by mouth.

3. Temperature taken under the arm is 1/2 to 1 degree less than when taken by mouth.

4. Always clean the thermometer after taking the temperature.

5. Never put a thermometer in hot water.

6. The normal pulse rate for the healthy adult is 72-80 beats per minute.

7. When blood pressure is low the pulse rate is slow.

8. The patient's hair should be combed and brushed once a day.

9. Knowing where to place flowers in the room is just as important as knowing how to arrange them.

10. Flowers help to satisfy the love and beauty needs which may be of great importance to the patient.

11. Flowers that are received in a box should be placed immediately in cold water.

12. Careless smoking is one of the most frequent causes of hospital fires.

13. When an accident occurs to a patient, it should be reported.

14. Metal furniture may be cared for by frequent washing with soap and water.

15. When making an empty bed, allow 18 inches of bottom sheet for tucking under the head of the mattress.

16. A rubber or plastic sheet and a draw sheet are sometimes used for protection.

17. A bed table can be improvised by placing the free end of an open ironing board across the bed.

18. A bed table can be made from a cardboard carton.

19. A shoulder shawl can be made from a bath towel.

20. A disposal bag can be made by folding a newspaper.
Care and Use of the Clinical Thermometer

A clinical thermometer is one used to take body temperature. A clinical thermometer is made of glass, and it must be handled with care. When not in use, the thermometer should be kept in a safe, cool place. The bulb end of the thermometer should be kept clean at all times.

There are two kinds of clinical thermometers, oral and rectal. The oral thermometer has a long, slender bulb; and the rectal thermometer has a short, stubby bulb. If only one thermometer can be bought, buy one with a stubby bulb; because it can be used to take the temperature by mouth, rectum or armpit.

You have probably noticed your mother, a nurse or someone else "shake down" a thermometer. Have you ever wondered why they did this? The construction of the thermometer is the reason why it must be shaken down. The glass tube that holds the mercury narrows at the bulb end of the tube to keep the mercury from returning to the bulb; so, the only way to return the mercury to the bulb is to force it back with pressure caused by shaking.

To shake the thermometer down, use a loose wrist movement, as though you were shaking water off the hand. Be sure and shake the thermometer down to 95°F or below before taking the temperature.

The patient should lie or sit down when the temperature is being taken. The thermometer should always be held by the top, or the end opposite the bulb. The bulb of the thermometer should be placed under the tongue and left in the mouth at least three minutes to assure an accurate reading. The thermometer should be read with the bulb pointing to the left of the person holding it. Make sure the light is adequate for reading the thermometer. Locate the clear or silver bubble and streak and turn the thermometer back and forth slowly. The clear or silver streak will stop at or near a degree mark on the thermometer. The temperature that is considered normal for most people is 98.6°F.

The thermometer should be cleaned immediately after it has been read. To clean the thermometer, moisten a wipe (piece of gauze or cloth) and soap it well. Begin at the top and wipe down the thermometer with firm strokes. Moisten another wipe with cool water and rinse the thermometer. Dry the thermometer and put it in its case, bulb end first.

Pictures illustrating the correct way to shake down a thermometer, place a thermometer under the tongue and read and clean a thermometer are shown on page 190, American Red Cross Home Nursing Textbook. Also, on page 187 in American Red Cross Home Nursing Textbook is shown a magnified diagram of the 98.6°F mark which is considered average normal temperature.
One important reminder -- record the temperature as soon as you read the thermometer. You might forget and give the wrong report to your mother, a nurse, or a doctor.

Ask your teacher if she has a thermometer that you may examine. She will probably give you some suggestions for activities that will allow you to put into practice some of the things you have learned about the care and use of the thermometer.
Patients in hospitals or at home need love; and they need beautiful, interesting surroundings that will help to cheer them. Flowers can help greatly in meeting these needs. The art of flower arranging is not new. From early paintings and tapestries there is evidence that flowers have an important place in the lives of people everywhere. Nature has provided us with flowers of different colors, textures, sizes and shapes. Many people, without any training, can plunge right in and become a success at arranging flowers; other people may need to study the basic principles or basic rules used in making attractive flower arrangements. The next time you are out for a walk, look around you with a "seeing eye" and attempt to discover the center of an interesting arrangement, such as a beautifully curved pine branch, a dried seed pod, or a pear or peach limb. Materials for an arrangement do not have to be florist-grown or expensive to be attractive.

Flower arranging is such a wonderful way to express yourself. You can do your individual thing by using the basic principles of art and by staying away from "hidebound rules."

There are at least five questions that we need to ask ourselves if we are sincere in wanting to learn to make flower arrangements that will be beautiful enough to be admired by others, and beautiful enough to bring happiness to others. These questions are: (1) What equipment is needed for making flower arrangements? (2) What flower containers are needed to make attractive flower arrangements? (3) What are some rules that should apply to flower arrangements? (4) What accessories should be used in making flower arrangements? (5) Where should flower arrangements be placed?

Let's find some answers to question Number One. What equipment is needed for making flower arrangements? Basic equipment that is needed for most arrangements is: needle point flower holders, modeling or florist clay, meshed chicken wire, fine wire with green covering, transparent tape, pipe cleaners or twistems, sharp knife, wire cutters, or heavy shears. Have you ever seen these pieces of equipment? Your teacher will show you each piece, and she will explain the use of each piece of equipment.

Question Number Two. What flower containers are needed when making flower arrangements? The question may be hard to answer, because there are so many containers that can be used for so many arrangements. You can "do your own thing" when choosing, but remember that off-whites, soft greens and earth colors make good color backgrounds for flowers. You may find an ideal container among dishes or pots and pans. Often bowls, oblong vegetable dishes, trays, or even tea kettles are used as flower containers.
Question Number Three: What are some rules that apply to flower arrangements? This question may be answered simply, or it may be answered by quoting complicated rules. We will choose the simple route. Here are some simple steps to follow.

1. Be individual.
2. Be aware of pleasing color combinations, flowers, containers and surroundings.
3. Establish a focal point or center of interest.
4. Strive for good proportion; generally, flowers or branches should be one and one-half to twice the width of a low container.
5. Strive to attain good balance. Prevent a top-heavy look by keeping larger and darker flowers toward the center and bottom of the arrangement.
6. The flowers and the container should be suitable to each other in color, texture, and size.
7. Use flowers that have different forms and shapes to add interest to an arrangement. One shape may form the line of the arrangement, and the other shape may serve as a filler. These few rules of good design can make the difference between just putting flowers in a vase, and actually making an arrangement. Learn to apply these rules, and you will gain confidence in your ability to arrange flowers.

Question Number Four concerning accessories is often puzzling. Just remember that accessories should improve the attractiveness of the arrangement; so, accessories must be in harmony with the arrangement.

Question Five: Where should flower arrangements be placed? This question reminds us to consider the size, shape, color, and texture of the arrangement, the room in which it will be placed, and the vertical and horizontal space in which the arrangement will be placed.

Look in magazines or books; look at pictures; look at flower arrangements in homes and in florist shops. You may prefer fruit arrangements, or a combination of fruit and flowers. You may choose to try to make a miniature arrangement to use on a tray. Just think of the small bottles, plastic containers, bottle tops, off shaped rocks, and many other items that you might use as containers. Ask your classmates and your teacher for ideas; then exchange ideas. Don't stop now; try making a flower arrangement! This could be the beginning of something big in your life. You may decide to own your own florist shop some day.
HOSPITAL ADMINISTRATORS

POLKA DOTS WORK WITH

REGISTERED NURSES

LICENSED PRACTICAL NURSES

NURSES' AIDES

ORDERLIES

HOSPITAL ADMINISTRATORS

EXECUTIVE HOUSEKEEPERS

PERSONNEL DIRECTORS

DIETICIANS

DOCTORS

MEDICAL TECHNICIANS

PATIENTS

FAMILIES AND FRIENDS
IS IT FUN TO HELP OTHERS?

IT'S ALL IN THE WAY YOU LOOK AT IT

- Friends
- Patients
- Nurses
- Doctors
- Children
- Dietitians
- Others
1. A double sheet of newspaper.

2. Fold a double sheet of newspaper, horizontally into half; then fold the bottom half again as shown.

3. Fold the newspaper vertically into thirds, and crease.

4. Tuck one side of the cuff of the paper into the opposite side of the cuff.
5. **Fold back** the flap that stands up over the tucked-in side of the cuff. (This flap will act as a brace when the bag is standing and it may be used to fasten the bag to the bed.)

6. Place hands inside the opening and pull the sides of the bag apart.

7. Open bag, standing with the aid of the flap.

8. Open bag, flap extended upward, ready to fasten to a bed.
Steps in putting on the bottom sheet.