The career education activities in the guide are designed to be integrated with the school curriculum at the third grade level. They should be used selectively according to class needs and capabilities. A primary philosophy, how to use the guide, concepts to develop (K-6), and third grade objectives are outlined. Third grade career education activities have been organized as they relate to four personal and world-of-work oriented objectives. Units, primarily in the language arts and social studies areas, cover: (1) many methods of developing positive self-concepts and attitudes toward the world of work, and (2) the study of, and field trips to, a wide variety of occupations and industries. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes reading, filmstrips, writing, discussions, drawing, field trips, singing, picture location, interviewing parents, plays, and games. Guidelines for resource people and field trips, a suppliers' address list, and an interviewing guideline for intermediate grades are appended. (Author/WH)
GUIDELINE OF
CAREER EDUCATION ACTIVITIES

A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL
GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION
FOR THE CHANGING WORLD OF WORK

Preliminary draft compilation for field-testing
purposes in the Bismarck School District No. 1
and other selected schools in North Dakota.

Materials researched and compiled by personnel
in the Bismarck Public Schools in conjunction
with the State Board for Vocational Education.

Project Director: Larry Selland
Staff Members: Marvin Kollman
               Robert Lamp
               Harry Weisenberger
               Gary Lee

The program presented herein was performed pursuant to a contract
from the U. S. Office of Education, Department of Health, Educa-
tion, and Welfare. The opinions expressed herein, however, do
not necessarily reflect the position or policy of the U. S. Office
of Education, and no official endorsement by the U. S. Office of
Education should be inferred.

September 1972
Direct inquiries to:

STATE BOARD FOR VOCATIONAL EDUCATION
EXEMPLARY PROJECT
900 East Boulevard Avenue
Bismarck, North Dakota 58501
PRIMARY PHILOSOPHY

The purpose of education is to develop in the child a positive self concept for his role in a free and changing society.

There are skills which every person must have in order to function successfully in society. The skills of reading, language arts, social studies, health, and the fine arts are important to the child if he is to have a secure and meaningful life.

Career education in the Primary Grades will acquaint the child with the World of Work by exposing him to a variety of experiences in order to make realistic career choices later in life. This total program will help to foster a positive attitude toward the dignity of work in our society.
Primary

How to Use Guide:

Career Education activities in this manual are reference materials that are designed to be integrated with the school curriculum. Many activities are offered with the idea that they may be used selectively according to your class needs and capabilities, keeping in mind the broad objectives. Also, in several activities an abundance of resource material is listed which should be used selectively.

These activities are designed to make primary children more aware of the World of Work.

At K-3 levels the material is primarily in the field of Social Studies with spin-offs into other subject areas. Each activity contains the technique for teaching and resource materials that address themselves to career education objectives.

On the following pages is the table of contents listing both the subject areas and the objective areas.

* Resource materials that have asterisks are available for check-out from State Board for Vocational Education, 900 East Boulevard-Telephone 224-2710
1. Specialization leads to interdependency
2. Geographical location determines kinds of work found there in.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, Art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.
25. A society needs both a producer of goods and producer of services.
26. Supply and demand of goods influences the kinds of workers found in the community.

27. People work for various rewards.

28. Math concepts are necessary in communicating.

29. A healthy body is essential to a productive worker.

30. Many people have special training for work.

31. Recreational activities expand interests.
THIRD GRADE OBJECTIVES

I. To develop positive self concepts
   A. To learn to live with success and failure
   B. To develop healthy attitudes toward change
   C. To set realistic goals in light of interest and abilities
   D. To develop healthy attitude toward work
   E. To develop healthy attitude toward play

II. To develop positive attitudes toward world of work
   A. Work has dignity
      1. People work for various rewards and satisfactions
         a. To learn that you earn money for the work you do.
         b. Satisfactions other than monetary
         c. To develop a sense of values
      2. All jobs are important
      3. Jobs have different stigma but these don't distract from importance
   B. People have dignity
      1. People have special talents
         a. They change
         b. They develop
      2. People have special interests
         a. They change
         b. They develop
      3. People have different personalities
      4. All workers are dependent on one another
      5. Cooperation is necessary in order to get job completed.
III. To provide information about the world of work
   A. Different jobs require different abilities
   B. Develop an understanding that basic skills develop in school and have a direct relationship to preparation for the world of work.

IV. To provide general observational experiences of the world of work
   A. On jobs
   B. On experiences
   C. On attitudes
I. Positive Self Concept

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II. Positive Attitudes Toward the World of Work

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III. Provide Information About the World of Work

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(by Subject)

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## II. Develop Positive Attitudes Towards World of Work

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**BROAD OBJECTIVE:** To develop positive self-concepts

**SPECIFIC BEHAVIORAL OBJECTIVE:** Student will show his awareness of similarities and differences between classmates by listing three ways that he is like his neighbor and three ways that he is different.

**SUGGESTED SUBJECT AREA:** Language Arts

**SUGGESTED GRADE LEVEL:** 3

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<td>1. Each child is given a peek into a box with a mirror and told that what they see is a very important thing to them.</td>
<td>1. Mirror</td>
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<tr>
<td>2. Filmstrip</td>
<td>2. Show filmstrip as prelude to discussion of child as a person. This will also lead to discussion of backgrounds (family and experiences). Children should become aware of likes, dislikes, differences and likenesses.</td>
<td>2. <em>Who Do You Think You Are?</em> (filmstrip) Guidance Associates Pleasantville, New York 10570</td>
</tr>
<tr>
<td>3. Bulletin Board</td>
<td>3. Children draw faces of themselves using six inch circle as basic face. Beneath the picture each child wrote a brief biographical sketch. (in a riddle form, from and Instructor magazine) They add features and cut out. Board can be titled &quot;Here We Are Back in School&quot; if done at the beginning of school year which is the best time. These faces are placed on board with pencil about ten inches long made of construction paper and having child’s name. These</td>
<td></td>
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CONTINUATION ACTIVITY SHEET

ACTIVITY

4. Booklets titled "Who Am I?"

5. The children may play a Guessing Game. Collage picture of items. Story about child and his family. Snapshots of child and family. Booklets are assembled containing creative work.

SUGGESTED TECHNIQUE


RESOURCE MATERIALS


4. Poem "As Long as I Live." Rhyme: Values - Understanding: "What About Other People?"

5. The children may play a Guessing Game. Collage picture of items. Story about child and his family. Snapshots of child and family. Booklets are assembled containing creative work.

VARIATION: "Children could also draw the whole body to be assembled on the bulletin board for the first week of school. A good title would be "Welcome Back to School." Have children write a simple autobiography and put up their art."

Through the responses of the teacher, may help them understand that everyone is alike in some ways, and it is important to know in some ways and different in some. The teacher may ask, "How did you know it was "Susan" or "Ben" etc. After several turns in the game, the teacher may say, "Guess who it is. After everyone in the room and the others game, one child may describe someone in the room and the others may try to guess who it is."


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5. The children may play a Guessing Game. Collage picture of items. Story about child and his family. Snapshots of child and family. Booklets are assembled containing creative work.

VARIATION: "Children could also draw the whole body to be assembled on the bulletin board for the first week of school. A good title would be "Welcome Back to School." Have children write a simple autobiography and put up their art."

Through the responses of the teacher, may help them understand that everyone is alike in some ways, and it is important to know in some ways and different in some.


5. The children may play a Guessing Game. Collage picture of items. Story about child and his family. Snapshots of child and family. Booklets are assembled containing creative work.

SUGGESTED TECHNIQUE


RESOURCE MATERIALS


4. Poem "As Long as I Live." Rhyme: Values - Understanding: "What About Other People?"

5. The children may play a Guessing Game. Collage picture of items. Story about child and his family. Snapshots of child and family. Booklets are assembled containing creative work.

VARIATION: "Children could also draw the whole body to be assembled on the bulletin board for the first week of school. A good title would be "Welcome Back to School." Have children write a simple autobiography and put up their art."

Through the responses of the teacher, may help them understand that everyone is alike in some ways, and it is important to know in some ways and different in some.
6. Inventory

The teacher may use a check list as a means of helping students to begin self understanding themselves.

Example: I like to:
- be outdoors
- be indoors
- draw pictures
- help people
- talk to people
- work with machines
- do things where I can move around
- work with my hands
- try new things
- make up songs
- build things
- collect things
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To develop positive self-concepts

SPECIFIC BEHAVIORAL OBJECTIVE:
To demonstrate knowledge of his feelings.

SUGGESTED SUBJECT AREA:
Language arts

SUGGESTED GRADE LEVEL:
3

ACTIVITY
Read Middle Matilda
Discuss the different feelings
Draw a picture of the two
felt a picture of the expression on
Matilda's face when her dress was
returned.

Matilda's face when her dress was
returned.

SUGGESTED TECHNIQUE
Teacher can read the book orally to the
children. Discuss the different feelings
they have felt.

Variation:
Children could also write about their
feelings.

Variation:
Have children make own
faces resemble Matilda's expression.

RESOURCE MATERIALS
* Middle Matilda, Winifred Bromhall
* Little Black, A Pony, Walter Farley
* Edith and Mr. Bear, Dare Wright
* "Little Pedro" (p. 299) in Along
Friendly Roads to Petunia's Farm
* Peter's Three Friends, Winifred
Bromhall
Handling Feelings

1. To help children progress from infantile to mature ways of managing their feelings.
2. To encourage children to discuss their feelings and the best ways to handle them.
3. To help children release their emotions in an acceptable manner rather than repress them.

Every person has feelings about everything and everyone he encounters. On some occasions there are acceptable ways of displaying these feelings; at other times they must be controlled. A baby or small child may display all his feelings, but he must learn to control them as he grows older.

School children are particularly subject to feelings of jealousy and anxiety. Jealousy may be aroused by inability to compete for attention shown to others; it may be directed at other children, their toys, or their friends. Anxiety is a discomfort that pervades all aspects of a person's life. Its diffuse quality makes it difficult to determine a definite cause or source. The anxious child is edgy and explodes with minimal provocation.

The young child displays feelings of fear, discomfort, pain, and anger by crying. He is expected to control this reaction as he grows older, although in our society women of any age may cry when overcome with emotion. Smiling, laughter, and singing are reactions to feelings of happiness. Envy and rivalry are often signs of jealousy.

The child must learn appropriate ways of handling his feelings and displaying his emotions. He should be encouraged to discuss his feelings, for his performance in school may be blocked by a flood of emotions he cannot control. Just as a football player must be in excellent physical and mental condition to play the game, the child must be in good physical and emotional condition to undertake the challenge of school and study. The assumption that one can, or even should, block out or ignore one's emotions has long been forsaken. Emotions make life interesting and enjoyable. The child must develop an ability to handle his emotions so they best serve him.
By the time a dress reached her it was often so faded and shabby. Matilda hated wearing it.
1. What kind of dress do you suppose Matilda really wanted?
2. How does it make people feel to have something that is their very own?

Matilda was so excited that her fingers were all thumbs. At last the box was opened and there lying on soft white paper was the most beautiful dress she had ever seen.
1. How do you suppose Matilda felt?
2. Did Aunt Matilda know her gift would make Matilda happy?

"Wait for us! Wait for us! We want to help you," called her brothers and sisters.
1. How did Matilda feel when she found her dress was gone?
2. How did her brothers and sisters feel? Why?

How kind they were! Matilda tried to smile.
1. Why did Matilda try to smile?
2. Was she happy or was she trying to show that she appreciated what others were doing for her?

"As soon as we have fed the animals we must go and find her."
1. Do you suppose they know how the little girl who lost the dress must feel?
2. Why aren't they just going to sit around and wait for some little girl to knock on the door and ask for the dress?

They asked if anyone had seen a little girl looking for a dress.
1. Grandmother and Peter didn't know Matilda, but were doing her a kindness. Should people be willing to do others a kindness? Why?
2. What important lesson was Grandmother teaching Peter?
MIDDLE MATILDA by Winifred Bromhall

p. 24 ▶ Mother made them sit down and rest and brought milk and cookies from the kitchen.

1. How did Matilda's family feel when Grandmother and Peter brought Matilda's dress back?
2. What did they do to show that they appreciated it?
3. How do you think Grandmother and Peter felt when they saw how happy they had made Matilda and her family?

p. 28 ▶ The party turned out to be even more wonderful than Matilda could ever have imagined.

1. Why does it make people feel good to be at a party?
2. Why is it fun to be with other people?

p. 30 ▶ That night as she lay in bed Matilda said to herself, “This has been the nicest day of my whole life. But the very nicest thing of all is being MIDDLE MATILDA.”

1. How did Matilda feel during the day?
   when she got her present she felt __________.
   when she lost her dress she felt __________.
   when the others helped her find it she felt __________.
   when it was returned she felt __________.
2. How does Matilda feel now as she lies in bed? Why?
3. Can what people think about and what they do for others change the way they feel?

SUMMARY DISCUSSION: Everyone has feelings and there are many ways of expressing them and handling them. We should all try to learn the proper ways to show others how we feel and how to behave ourselves when we feel a strong emotion.

Further Reading:
LITTLE BLACK. A PONY by Walter Farley
WHAT WILL I WEAR by Helen Olds
EDITH AND MR. BEAR by Dare Wright
PETE R’S THREE FRIENDS by Winifred Bromhall
OUR VERONICA GOES TO PETUNIA’S FARM by Roger Duvoisin

Taken From:
The Random House Program for Elementary Guidance
Random House/Singer School Division
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self-concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: After viewing the filmstrips or films and the discussion, the children will be able to draw a conclusion and defend their idea and value in an objective way.

SUGGESTED SUBJECT AREA: Language Arts

SUGGESTED GRADE LEVEL: 1-3

ACTIVITY
1. Use filmstrips and cassettes suggested.
2. Draw a picture.
3. Role playing.

SUGGESTED TECHNIQUE:
These are open-ended situations that allow for discussion or written endings to discuss. The children should include in their picture what they think happens next. They should put a caption beneath the picture with their conclusion.

SUGGESTED RESOURCE MATERIALS:
Guidance Associates - cassettes & filmstrips
First Things - The Trouble With Truth Parts I & II
First Things - You Promised! Parts I & II
Film Values - The Right Things To Do

*Suggested Correlation for This Activity:

3. Role playing.
**BROAD OBJECTIVE:** Developing positive self concept

**SPECIFIC BEHAVIORAL OBJECTIVE:** After reading and discussing this book each child will be aware of the fact that families need each other and be able to write 3 ways he depends upon his family.

**SUGGESTED SUBJECT AREA:** Language - Social Studies

**SUGGESTED GRADE LEVEL:** 1 - 2 - 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
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</thead>
<tbody>
<tr>
<td>2. Write</td>
<td>2. Write an original ending to story which changes the story from midpoint on.</td>
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<tr>
<td>3. Draw</td>
<td>3. Draw a picture showing how John might have felt with an original ending.</td>
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**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
Positive Parent Relationships

1. To assist children in discovering the value of the family and help them see the parental viewpoint.
2. To help children acquire a sense of responsibility toward family members.
3. To encourage each child to contribute to a harmonious family relationship.

The persons with whom the child spends the most time each day are his parents. He is dependent upon them and will have a close relationship with them throughout his life. The happiness and comfort of the individual depend, in part, upon a good parent relationship.

The child must understand that his parents give him jobs to do and make rules for his behavior to develop his sense of responsibility and self control. If he forgets that his parents act in his best interest, the family relationship rapidly deteriorates. Another important factor in determining the parent relationship is the child’s behavior. An obedient child will usually have a good relationship with his parents. He should show them that he is trustworthy, that his behavior conforms at all times to their expectations.

In fostering a good parent relationship, a balance must be sought. Forcing children may move them but not inspire them, it may arouse hostility. On the other hand, acknowledging a child’s every whim will not provide situations in which he can test his standards of behavior. Instead, definite goals leading to successful accomplishment should be instilled in the child to help develop a positive parent relationship.
RUN AWAY, JOHN
by Leonore Klein

p. 1 ▶ “I know,” said John, “I’ll run away from home. That’s what I’ll do.”
1. Has everyone felt like running away at one time or another?
2. Do parents need their children too much to let them run away?

p. 5 ▶ “If I run away from home,” said John, “I’ll have to sleep. I’ll need something warm for a cover at night.”
1. Who gives John a cover when he is at home?
2. What are some other things parents do for their children?
3. Do you think he’d miss his parents if he ran away?

p. 10 ▶ Then John said, “If I run away from home, I’ll need my dog. I’ll need him for hunting and because he’ll miss me.”
1. Who else would miss him if he ran away?
2. Would his parents miss him? Why?

p. 19 ▶ So John ran to William’s house and asked William to run away from home with him, and William agreed to run away from home with John.
1. Do you think John is really going to run away?
2. What do you think he will want to take with him next?

p. 23 ▶ “I’ll be glad to run away from home with you,” said John’s mother, and she joined John on the steps of the porch.
1. Why do you think John’s mother agreed to come along?
2. Will she be able to help John and William if they all run away from home?

p. 25 ▶ “And if we run away from home,” said John to his mother, “Daddy will be all alone.”
1. Why doesn’t John want his Daddy to be all alone?
2. Does John’s Daddy need John and his mother?
3. What are some things children do for their parents?

p. 26 ▶ “You know what,” said John to his dog, Towser, to his friend, William, and to his mother, “I’ll run away from home some other time, when Daddy can run away with us, too.”
1. What are some things children enjoy doing with their parents?
2. Does John love his parents? How do you know?
They decided to run away from home with John some other time.

1. Do you think John will ever really run away?
2. Is it important for children to understand their mothers and fathers?
3. Do you think John's parents love him? How do you know?

SUMMARY DISCUSSION: Our parents know what we need to grow up to be adults. For this reason we should obey them. Our parents need us, too, and enjoy seeing us happy.

Further Reading:
HAVING A FRIEND by Betty Miles
TWINKLE, THE BABY COLT by Lawrence Barrett
HOW TO CATCH A CROCODILE by Robert Pack
MOMMIES AT WORK by Eve Merriam
BRIDGET'S GROWING DAY by Winifred Bromhall
OBJECTIVE: After the book has been read and discussed each child will be able to state one personal goal for themselves.

SUGGESTED SUBJECT AREA: Language Arts
SUGGESTED GRADE LEVEL: 2-3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
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<tbody>
<tr>
<td>Discuss</td>
<td>Teacher can read to the class &quot;How to catch a crocodile.&quot; Discuss the questions provided to go along this book, it will bring out setting personal goals.</td>
<td><em>How to Catch a Crocodile</em> by Robert Pack, Alfred A. Knopf, Inc. Questions provided.</td>
</tr>
<tr>
<td>Write statements and draw a picture.</td>
<td>Have the children write a sentence telling about something that they want but have to work for. In another sentence have the children think of ways that they can achieve this goal. Below these statements have the children draw a picture of themselves after reaching this goal. Children could share similar incidents after completion.</td>
<td>Another book bringing out setting personal goals. <em>Do You Know What I’m Going to do Next Saturday?</em> by Helen Palmer</td>
</tr>
</tbody>
</table>
Setting Personal Goals

1. To help the teacher understand the necessity of paying more attention to the early goals of school children.
2. To encourage children to be persistent in seeking their goals.
3. To provide an atmosphere in which children will have an opportunity to set and meet goals.

Setting personal goals is deciding for oneself what is important for one to do or to achieve. A person must first decide what he feels is important, then consider his own abilities and limitations, and finally set specific goals for himself; reaching these goals is defined as success. If he is not realistic in assessing his talents and abilities he may set goals for himself he cannot possibly achieve and thus doom himself to failure.

Personal goals can be considered a map of a person's life as he hopes it to be, useful in choosing the shortest, most convenient route to his destination. Goals also impart a sense of purpose to the activities of daily life.

Personal goals have their roots in early childhood, and result from experiences, particularly successful ones. Childhood goals are often unending and of little consequence; however, they are important foundations for the emergence of stronger, more practical goals in adolescence and adulthood.

Too often, a child's goals are adult-imposed and have little meaning for the child. He may not seem to move toward them. This behavior results not from disobedience, but from a failure to understand goals which are not his own. Each child has a unique background of experience, which can serve as a source of personal goals. These need only be a foundation for the channeling of the child's interests. Early goals and experiences are synthesized into the stronger goals of the adult over a long period of time.

Setting childhood goals based on the individual's unique experiences serves to further individualize him. This has important consequences for modern teaching, which stresses the child's uniqueness and individuality. Personal goals may become one of the keys to effective classroom operation for teacher and pupil.
How to Catch a Crocodile
by Robert Pack

p. 2  For he liked being zoo keeper; he thought it was swell.
   And always he had a long story to tell:
   1. Do you know anyone like Mr. Trappi?
   2. What do you think this story is about?

p. 4  "I'll catch a big one for you," cried Billy.
   1. What is a goal?
   2. Why would it be hard to catch a crocodile?
   3. How do you think Billy will go about trying to catch one?

p. 6  "And don't think they're friendly because of their smile.
      They've just had a snack, and they're resting a while."
   1. Do you think Billy knew what crocodiles were before he said he'd
      catch one?
   2. Does this sound like the kind of job he should try to do?
   3. What kind of animals do you think he could catch?

p. 11  To bed Billy went and snuggled right in,
      Pulling his blanket right up to his chin.
      And grinning his very grinningest grin.
   1. Why do you think Billy is grinning?
   2. Do you think he has an idea about how to catch a crocodile?
   3. How would you catch the crocodile?

p. 13  "What for?" asked his father. "You'll soon see; just wait.
       I'll be famous," said Billy. "I'll be rich. I'll be great."
   1. What does famous mean?
   2. Would everyone like to be known as a famous crocodile hunter?

p. 14  "And, most of all, Dad, I hope its O.K.
       I need a plane ticket to Egypt today."
   1. Why do you suppose Billy is taking all this trouble to catch a croco-
      dile?
   2. What kind of things that people do take a lot of work?
48 SETTING PERSONAL GOALS

From "CATCH A CROCODILE" by Robert Pack

p. 17 ▶ “And tell him to clean out the crocodile pen.
   So good-by for now, and I'll see you again!”
   1. What is confidence?
   2. Does confidence help when people have a job to do?
   3. What else helps people to get things done?

p. 28 ▶ Took out the binoculars, looked through the wrong end,
   And what did he see? Can you guess, my dear friend?
   1. What do you suppose he saw?
   2. Do you think his plan will work?

p. 30 ▶ It had worked! He was caught! Success, at last!
   1. How do you suppose Billy felt when he caught the crocodile?
   2. How do people feel when they do something they've always wanted to do?

SUMMARY DISCUSSION: It makes us feel good to have something we are working for, and it makes us feel even better when we get what we wanted. What are some goals you have? How do you intend to reach them?

Further Reading:
COWBOY ANDY by Edna Chandler
JIM CAN SWIM by Helen Olds
DO YOU KNOW WHAT I'M GOING TO DO NEXT SATURDAY? by Helen Palmer
BRIDGET'S GROWING DAY by Winifred Bromhall

Taken From:
The Random House Program for Elementary Guidance
Random House/Singer School Division
BROAD OBJECTIVE: To develop positive self concept

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of their own potential each child will be able to write a story relating at least one of their experiences when they were afraid to do something new, but tried it anyway.

SUGGESTED SUBJECT AREA: Language Arts
SUGGESTED GRADE LEVEL: 3

ACTIVITY | SUGGESTED TECHNIQUE | RESOURCE MATERIALS
--- | --- | ---
Read orally | 1. Read orally *Jim Can Swim* | *Jim Can Swim*, Helen D. Olds
Discussion | 2. Discuss the questions suggested to correlate with this book. | *What Will I Wear*, Helen Olds
Write a story | 3. Children can write a story about one of their experiences when they were afraid to do something new, but tried it anyway. | *What's a Cousin*, Helen Olds

Teacher Evaluation:
1. Did this activity apply to the suggested subject area? [ ] Grade level? [ ]
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource materials for this activity.
Initiative

1. To help children discover that they have unlimited potential and inner strengths that only they can develop.
2. To encourage children to become more independent in thought and action within the proper limits.
3. To assist children in discovering the joys of learning to rely on themselves.

**INITIATIVE** is a drive within an individual that makes him do things on his own. It is like the spring in a wind-up toy. The energy of the spring causes the toy to move in some way. Initiative, the energy within a person, causes him to act.

The person who rakes the leaves or does some job around the house without being told to exhibits this quality of initiative. The child who comes home from school and changes his clothes or does his homework without being told to also shows initiative. The quality of initiative, then, is like a self-starter, moving individuals to action by something within themselves.

A person who shows initiative is generally well thought of by the people around him, is likely to be successful, and is usually a leader. Though obviously a desirable quality, initiative must be developed. There are actions which one's initiative may not prompt; these limits, too, must be learned. An individual who acts without society's approval will be punished. He may then withdraw and allow others to tell him everything he should do; or his behavior may move into the "off limits" area of delinquent activity. It is necessary that the child's initiative be fostered in the proper directions and the proper dimensions.

The child must understand that initiative is to be developed gradually over the course of his growth from a child to an adult. He can develop it by reminding himself to do the things he knows he should do, until this becomes a habit and he begins taking action on his own without having to think about it.
George asked, "You mean you don't know how to swim?"
1. How many of you know how to swim?
2. Did you take lessons to learn?

"We'll teach him!" they said at the same time.
1. How can people help one another learn to do something?
2. What kinds of things are taught by friends and relatives?

Jim really wanted to learn, but he was scared.
1. Are people often afraid to try something new?
2. Should they try anyway? Why?
3. Should we sometimes be afraid?

Then he began to eat as fast as he could.
1. Why is Jim eating?
2. Why do you suppose he doesn't want to swim?

"I don't want to swim!" he yelled after them.
1. Do you think Jim meant this?
2. Why do you think Jim said it?

He really did want to learn, but he didn't believe he could.
1. Why didn't he believe he could?
2. If Jim really wants to learn what should he do?

Jim held onto his horse with one hand and moved his arm.
1. Who is teaching Jim how to swim?
2. How is he learning?
3. Why do you suppose he is working so hard at it?

He was surprised when he realized that he was swimming.
1. How does he feel now that he knows how to swim?
2. Does learning how to do things usually make people feel good?
They smiled at Jim. They were his friends now.

1. Do you think learning how to swim was worth the effort?
2. How did learning how to swim make new friends for Jim?

SUMMARY DISCUSSION: Often, if we want to do something very much, and work hard enough, we can learn how to do it. Learning to do things on our own is a sign of growing up.

Further Reading:
COWBOY ANDY by Edna Chandler
WHAT WILL I WEAR by Helen Olds
KATE CAN SKATE by Helen Olds
WHAT'S A COUSIN by Helen Olds
PETUNIA TAKES A TRIP by Roger Duvoisin

Taken from The Random House Program for Elementary Guidance Random House/Singer School Division
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To develop positive self concepts.

**SPECIFIC BEHAVIORAL OBJECTIVE:** The children should be able to write in a paragraph the benefit of having a hobby.

**SUGGESTED SUBJECT AREA:** Language Arts

**SUGGESTED GRADE LEVEL:** Third Grade

<table>
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<tr>
<th>ACTIVITY</th>
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<th>RESOURCE MATERIALS</th>
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<tbody>
<tr>
<td>Discuss</td>
<td>Teacher may ask questions to the class such as:</td>
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<td></td>
<td>a) What are hobbies?</td>
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<td>b) What are interests?</td>
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<td>c) What hobby or hobbies do you like?</td>
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<td></td>
<td>d) Which would you like to have? etc.</td>
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<tr>
<td>Hobby show</td>
<td>The children could have a hobby show.</td>
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<td>This would be a good experience in speaking in front of a group of people.</td>
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<td>They could explain their hobby to the class and tell what occupations this hobby</td>
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<td>might lead to. The teacher will want the children to.</td>
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<td>A person might be invited to speak to the class whose hobby as a child led to a</td>
<td>Resource person</td>
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<td>vocational choice. The teacher will want to screen carefully before selecting the</td>
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<td></td>
<td>speaker.</td>
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<tr>
<td>Read Books</td>
<td>The children may read biographies of famous people such as George Washington Carver</td>
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<td></td>
<td>and Thomas Edison to discover childhood interests and hobbies which may have led</td>
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<td>them to vocational decisions.</td>
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**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
Consult reference books before reporting occupations associated with the hobby.

Bulletin board suggestions

Children's own collections and interests.

Children draw pictures of their hobby.

Insects, paper dolls, stamps, doll clothes, trading cards, rocks, leaves, etc.

WE LIKE HOBBIES

Hobby Horse

My Hobby

Hobbies
SUMMARY OF FILMS THAT TEACH VALUES - THESE ARE INCLUDED IN ACTIVITIES

These are a synopsis of some of the films included in some of the activities

1. **179 - Getting Along With Others** 10 minutes color BFA

   Willie takes his favorite birthday present to school. On arrival a series of accidental incidents occur which cause Willie's toy to come apart. Anger is aroused in many people, each blaming someone else. There are discussion questions and developed concepts in the film cover for classroom use.

2. **280 - School Problems - Getting Along With Other** 10 minutes color BFA

   Deals with various school room problems children encounter - cheating, teasing, tattling, versus reporting, etc. (open ended stories).

3. **614 - Values Cooperation** 10 minutes color BFA

   Cooperation between three boys who make a swing together. Taking turns, etc. (Group cooperation idea is developed)

4. **616 - Values - Telling the Truth** 10 minutes color BFA

   Three boys acquire some rocks and as their various targets are attempted a window is broken. Mrs. Turner is angry because they broke her window and spoiled her soup. Two boys run away. One boy stay. He's blamed for it by Mrs. Turner. Open ended discussion follows.

5. **615 - Values Playing Fair** 10 minutes color BFA

   This is a dramatized story involving three boys. It is about many things they do together. They wrestle two against one - No Fair! Other incidents are dramatized which are definately unfair. Discussion questions and concepts are included.
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to list five occupations discussed and list one skill necessary for each and also three advantages and one disadvantage of each occupation chosen.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
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</thead>
<tbody>
<tr>
<td>Mirror, Mirror on the Wall</td>
<td>Filmstrip - &quot;People I Know&quot; can be used to introduce occupations.</td>
<td>*&quot;People I Know&quot; - Filmstrip</td>
</tr>
<tr>
<td>What Will I be When I Grow Tall?</td>
<td>Resource people of various occupations can be called in to discuss their occupations. They should come in uniforms if one is worn and bring any tools used. (Use parents of children involved would be most impressionable) Children can make folders using rectangles of doiley as mirror frame and show themselves in chosen occupation. Inside a story of why they chose the occupation. Have children bring in some article that represents their parents job such as a uniform - tool, etc.</td>
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<tr>
<td>Resource people</td>
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<td>Guidance Associates</td>
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<tr>
<td>Art project</td>
<td></td>
<td>Form showing exact area of interest to class should be provided resource person so he knows exactly what is expected of him. This form should include time and place and approximate time expected to stay.</td>
</tr>
</tbody>
</table>

Teacher Evaluation:
1. Did this activity apply to the suggested subject area? ___________ Grade level? ______________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource materials for this activity.
BROAD OBJECTIVE: To develop positive attitudes toward the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Student will be able to tell about what his father's or mother's work involves and draw a picture depicting it.

SUGGESTED SUBJECT AREA: Language and Art

SUGGESTED GRADE LEVEL: 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 1. Have student stand before the class and tell about the work of his father or mother. | 1. Discuss with students the fact that there are about 40,000 different jobs now and today we'd like each of you to share with the rest of the class what one of your parents' occupation is. | Filmstrip -
*"Mothers Work Too" Set of 6 strips - IFC
*"Fathers Work" Set of 6 strips - IFC |
| 2. Have students draw a picture headed My father is a _______ or My mother is a _______ | 2. After each person has told about their parents, have class discuss why this job is important to all of us. | Film -
*"Why Fathers Work, Color 14 min. Encyclopedia Britannica Co."
*Cassette - My Mother Has a Job filmstrip EyeGate
*Film - Centron Educ. Films
*Jobs in the City - Women at Work 11 min. color |
| 3. If a child's father or mother are not working have him discuss and draw some other relative or friend. | 3. If a child's father or mother are not working have him discuss and draw some other relative or friend. | |
| 4. Play "Guess Who I Am". The first day ask riddles about what the worker wears. Another day the teacher can change the activity by letting the children pantomine what a worker does in his job. Could use the workers in the filmstrip or workers like the mothers and fathers of the children in | 4. Play "Guess Who I Am". The first day ask riddles about what the worker wears. Another day the teacher can change the activity by letting the children pantomine what a worker does in his job. Could use the workers in the filmstrip or workers like the mothers and fathers of the children in | |

Teacher Evaluation:
1. Did this activity apply to the suggested subject area? Grade level?
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle on
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource material for this activity.
Discuss how the children can help their parents do work in their own homes.
Home and Family

She loves me when I'm glad or sad;
An' when my Pa comes home to tea,
She loves me when I'm good or bad.
She loves him most as much as me.

James W. D'comb Riley

Nobody Knows but Mother

Mary Morrison

1. How many buttons are missing today?
2. How many muddy shoes all in a row?
3. How many lunches for Tommy and Sam?

No - bod - y knows but moth - er.
No - bod - y knows but moth - er.
No - bod - y knows but moth - er.

How many play-things are strewn in her way?
How many stockings to darn, do you know?
Cookies and apples and blackberry jam?

No - bod - y knows but moth - er.
No - bod - y knows but moth - er.
No - bod - y knows but moth - er.

Peter Dalton
The repeated notes make this an easy song to read at sight.

Ach, Ja!

IN WALKING RHYTHM

1. When the father and the mother take the children to the fair, Ach, ja! Ach, ja! Ach, ja! Ach, ja!

2. When the children and the parents go a-

They don't have a lot of money, but they walk through the fair, Ach, ja! Ach, ja!

They see sights they never dreamed of. How they really do not care. Ach, ja! Ach, ja!

Refrain

Tra la la, tra la la, tra la la la la la la, Tra la la, tra la la, tra la la la la la la, Ach, ja! Ach, ja!

A German Folksong

Ach, ja!
Lullaby and Good Night

Johannes Brahms

1. Lull-a-by and good night! With roses bedight,
   With down o-ver-spread Is-bab-y's wee
   moth-er's de-light, Sweet vi-sions un-told Thy soul shall un-

2. Lull-a-by and good night! Thy
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:
Each child will demonstrate his understanding of the problems handicapped people have in communications by writing a paragraph describing one handicap.

SUGGESTED SUBJECT AREA:
Lang. Arts - Soc. Studies

SUGGESTED GRADE LEVEL:
3

ACTIVITY

1. Discuss the need of physically handicapped people to use other means of communications.

2. Creative Writing
   - Have children select an area of a physical handicap and pretend they are that person.
   - Tell what it is like, what must be overcome, what substitutions and reinforcements must be made, what must be done to accomplish a new normal life.

3. Resource Person
   - Invite a handicapped person to visit classroom to relate experiences.
   - Have a pamphlet for each child.
   - Have them read the pamphlets and try to read the braille and learn the sign language.
   - Discuss how you would print braille.

4. Field Trip
   - Visit vocational rehabilitation center.
   - Visit a vocational rehabilitation center to observe and experience the work done.

SUGGESTED TECHNIQUE

1. Have a pamphlet for each child.
   - Have them read the pamphlets and try to read the braille and learn the sign language.
   - Discuss how you would print braille.

2. Creative Writing
   - Have children select an area of a physical handicap and pretend they are that person.
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SUGGESTED CORRELATION FOR THIS ACTIVITY:

RESOURCE MATERIALS

- Pamphlets on Braille and Hand language for the deaf.
- Dept. of Public Instruction
- State Capitol
- Bismarck, ND 58501
- Books:
  - Helen Keller
  - Stories in ABC's Triple I Series:
    - "Needing a Friend" p. 156-161
    - Helen Keller p. 188-190
    - The Visit to Williams Street p. 177-188
    - The Can Do Man pg. 114-122
    - Arriba Julio pg. 38-47
    - The Party that Went to A Girl p. 78-85
    - A Kind of Miracle p. 287-297
  - A. B. C.
  - F.
- Resource person - Some physically handicapped person.

ACTIVITY

1. Have a pamphlet for each child.
2. Creative Writing
   - Have children select an area of a physical handicap and pretend they are that person.
   - Tell what it is like, what must be overcome, what substitutions and reinforcements must be made, what must be done to accomplish a new normal life.
3. Resource Person
   - Invite a handicapped person to visit classroom to relate experiences.
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SUGGESTED TECHNIQUE

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   - Have children select an area of a physical handicap and pretend they are that person.
   - Tell what it is like, what must be overcome, what substitutions and reinforcements must be made, what must be done to accomplish a new normal life.
3. Resource Person
   - Invite a handicapped person to visit classroom to relate experiences.
4. Field Trip
   - Visit vocational rehabilitation center.
   - Visit a vocational rehabilitation center to observe and experience the work done.
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To develop positive attitudes toward the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Each child will show that all jobs are important in gaining an end product by listing at least three jobs connected with producing a newspaper and explaining how each is interdependent upon each other.

**SUGGESTED SUBJECT AREA** Social Studies & Language

**SUGGESTED GRADE LEVEL** 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
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<tbody>
<tr>
<td>1. Children study the different parts of the newspaper.</td>
<td>Obtain a newspaper for each child from your local newspaper. They are usually more than willing to deliver them, which is a lesson in itself. Have the children find the headlines and feature stories, editorials, sports, comics, want ads, advertisements, etc. Discuss the importance of each part of the newspaper and the workers involved in the printing of the newspaper.</td>
<td>Newspaper. Get enough past issues of a newspaper from a newspaper office. This should be enough issues so that each child receives a copy. Plan to get issues early in the week such as Monday or Tuesday. Wednesday's issue is too cumbersome with ads. <em>Come to Work With Us on a Newspaper Wilkinson-Sextant systems, Inc.</em></td>
</tr>
</tbody>
</table>

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will display an understanding that all workers are dependent on one another by listing in at least one sentence the workers involved in getting the final product of the newspaper to their homes.

SUGGESTED SUBJECT AREA: Social Studies and Language

SUGGESTED GRADE LEVEL: 3

SUGGESTED RESOURCE MATERIALS:
- Teacher prepared men (for use with construction paper)
- Colored paper
- Large bulletin board
- People chain
- Dittoed people chain

SUGGESTED CORRELATION FOR THIS ACTIVITY:
- Language
- Social Studies

ACTIVITY

1. Children make a people chain of workers involved in getting the final product of the newspaper to their homes.
2. Recall for bulletin board
   - Teacher prepared men for use with construction paper.
   - Colored paper
   - Large bulletin board
   - People chain
   - Dittoed people chain

SAMPLE OF PEOPLE CHAIN ATTACHED.
Workers United

You deliver the Newspaper

People make the News

Secretaries, proof readers, reporters

Nursery operators, forresters, lumberjacks

Loggers, lumber mill workers

Salesmen, advertisement editors

Writers, typers, newpaper editors

Workers, machine operators, chemical manufacturer

Electricians, dam constructors, railroads

Coal miners

Possibility bulletin board

Truck drivers
CAREER DEVELOPMENT

ACTIVITIES

BROAD OBJECTIVE: To provide general observational experiences of the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After a trip to a newspaper office, children should display an awareness of working conditions in a newspaper plant by writing a story about the way the plant operates.

SUGGESTED SUBJECT AREA: Social Studies and Language

SUGGESTED GRADE LEVEL: 3

ACTIVITY

1. Trip to a newspaper office.

2. Write thank you letters to newspaper office.

SUGGESTED TECHNIQUE

1. Arrange a tour of your local newspaper office. If possible, have a resource person come in and explain some of the workings before the trip.

2. Write thank you letters to newspaper office.

RESOURCE MATERIALS

Newspaper Office Resource Person from newspaper office
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will display a sense of responsibility by bringing a newspaper article on the day preassigned and then relating to the class what is contained in that article.

SUGGESTED SUBJECT AREA
Social Studies and Language

SUGGESTED GRADE LEVEL
1

ACTIVITY
Make a bulletin board to be left up all year.

SUGGESTED TECHNIQUE
WHAT'S NEWS?

Take a newspaper and add construction paper eyes, mouth, arms, and legs. Children bring news from home. Suggest one group per day. Children tell, not read, what is in the article before placing on the bulletin board.

Variation: An additional caption could be "Freddy, The Newshound says - (use a large drawing of a newshound to the left of the "Newspaper Man").

Discuss workers involved in the newspaper production.

RESOURCE MATERIALS
Newspaper
Class Books
*1. I Want to Be a News Reporter by Carla Greene Children's Press, Inc. - 1958
Filmstrip:
*"Communications"

SUGGESTED CORRELATION FOR THIS ACTIVITY:
CAREER DEVELOPMENT ACTIVITIES

BAUD OBJECTIVE:
To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:
Children display the understanding that some jobs require special talents by electing for their newspaper officers children who have neat penmanship.

SUGGESTED SUBJECT AREA:
Social Studies and Language

SUGGESTED GRADE LEVEL:
3

ACTIVITY:
Set up a class newspaper.
Children choose a name and elect an editor, assistant editor and printer. Three elected class newspaper officers are responsible for the content of the paper. All children are reporters and turn in articles the first three weeks of each month. Children elect three people to proofread and print the stories on dittoes. These children are the editor, assistant editor and printer. A requirement for the position could be neat penmanship. These people serve a certain amount of time and then new people are elected.

RESOURCE MATERIALS:
Books: *News Travels, Cynthia Chapin* *I Want to Be A News Reporter, Carla Greene* *Let's Go to a Newspaper, Laura Sootin*
Filmstrip: *The Neighborhood Newspaper*

SUGGESTED TECHNIQUE:
Discuss the class newspaper which will be published once a month. Have children suggest and vote on names for their newspaper.

CHILDREN DISPLAY THE UNDERSTANDING THAT:
Some jobs require special talents by electing for their newspaper officers children who have neat penmanship.
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completing introductory material all children will demonstrate responsibility and cooperation by completing their assigned duties for the class radio and television station.

SUGGESTED SUBJECT AREA: Language Arts

SUGGESTED GRADE LEVEL: 3

ACTIVITY | SUGGESTED TECHNIQUE | RESOURCE MATERIALS
---|---|---
1. Set up class radio and T. V. station. | First day of school teacher opens up the class with her own radio program; songs off a record, weather (suggest class have indoor-outdoor thermometer) sports and news headlines. Children select name for station. Decide on length of time to use. Then children draw for assignments. Each child draw a date from the weather box, news, sports, cameraman, audio sequence, tape recorder, so that you have the assignments for the time allotted. Discuss the duties of each position - training etc. Use play mike Monday - Thurs. Use real mike and record program on Friday. | Newspapers - record - indoor outdoor thermometer, play mike made from broomstick and tin can. tape recorder and microphone T. V. Camera made from small box covered with brown paper, call numbers may be placed on side after selection.

2. Preparation for field trip. View filmstrip | In preparing to take a field trip to a radio or t.V. station, listen or watch a program (KBOM,KFYR) preferably the station that you intend to visit. Discuss what they liked about the way the people spoke and the material listened to. | T. V. or Radio Studio

Film - Communication for Beginners 11 minutes
Books: Polly Perry, T. V. Book Ethel E. Bangeth Communication, Jake Forsyth Batchelor Television Works Like This, Jeanne & Robert Berdick *Come To Work With Us in a T. V. Station, Jean and Ned Wilkinson

SUGGESTED CORRELATION FOR THIS ACTIVITY:
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:
Each student will be able to list five things we get from trees and tell why we need them.

SUGGESTED SUBJECT AREAS:
Social Studies, Science

SUGGESTED GRADE LEVEL:
3

ACTIVITY

1. Poem
   "What Do We Plant?"
   explain different uses of trees mentioned in this poem
   what is a planting tree?

2. Discussion
   name other products that are a product of trees
   mention in this poem
   what are the values of planting trees?

   1. Conservation
   2. Produces food
   3. Homes for animal life
   4. Human shelter
   5. Many by products made from wood

3. Take a walk around the school neighborhood.
   take note of the types of trees growing.
   what trees grow well in your particular neighborhood?

4. Discuss and list the values of planting trees.
   types of trees

5. Discussion
   what do the following forest workers do:
   forester
   lumberer
   forest ranger
   logger

RESOURCE MATERIALS

1. Thousand Poems for Children
   by Henry Abbey.
   Macrae-Smith Company

2. Regions and Social Needs
   Laidlaw
   selected page listing in the index

3. Selected page listing in the index
   Recreation and Social Needs, Fielding

4. Poem "What Do We Plant?"
   by Harry Adler, Macrae-Smith Company

5. Filmstrip, Children's Press
   "What Do We Plant?"
   12 min., color

6. Filmstrips and Cassettes to accompany:
   "Where do we get our lumber?" 684-1
   "Where do we get our paper?" 684-3

7. Selected page listing in the index
   Recreation and Social Needs, Fielding

8. Poem "What Do We Plant?"
   by Harry Adler, Macrae-Smith Company

9. Filmstrip, Children's Press
   "What Do We Plant?"
   12 min., color

10. Discussion and listing values of planting trees.

11. Take a walk around the school neighborhood.
    take note of the types of trees growing.

12. Discussion
    what trees grow well in your particular neighborhood?

13. What are the values of planting trees?
    conservation
    produces food
    homes for animal life
    human shelter
    products made from wood

14. Discuss workers involved in the lumbering industry.
    forester
    lumberer
    forest ranger
    logger

SUGGESTED CORRELATION FOR THIS ACTIVITY:

18
### CONTINUATION ACTIVITY SHEET

<table>
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<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>6. Write on cards step by step of the process from planting through producing of wood.</td>
<td>6. Write one step per card of the process from planting through the producing of paper. Shuffle the cards, have children arrange cards in the correct order.</td>
<td><em>Your World Let's Visit a Mill</em> by Billy Pope, and Ramona Emmons, Taylor Publishing co.</td>
</tr>
</tbody>
</table>
*Music Everywhere*  
Boston C. Birchard & Co. |
| 8. Field trip | 8. Plan a field trip to a local lumber yard or tree nursery. | "Smokey the Bear"  
"The Shantyman's Alphabet"  
(both attached) |
| 9. Write letters | 9. Write thank you letters to the lumber yard visited. | |

---

1. 8a
Smokey, the Bear, Is a Wise Bear

Mervel Watson

Smokey, the Bear, is a wise bear. Smokey, the Bear, is a wise bear.

Fine

Smokey, the Bear, is a wise and fine bear. Do what he says to do.

VIVACIA

1. Smokey says: "Drawn your camp-fire," Smokey says: "Have a care."
2. Wearing his hat and his vest, Carrying shoe and spade,

Smokey says:"Save our forests. And keep them green and fair."
Read a fox for an - y trum - ble. Be - cause - es must be saved

Piano Accompaniment

Fine

18b
The Shantyman's Alphabet

Traditional

Quite fast

ROTE

Irish Tune

1. A is for Axes we all of us know,
2. E is for Echo that thro' the wood rang,
3. I is for Iron to mark out the pine,

B is for Boys who can use them just so,
F is for Foreman, the boss of our gang,
J is for Jobber who's always behind,

C is for Chopping we soon will begin,
G is for Grindstones we keep on the move,
K is for Keen edge our axes must keep,

D is for Danger we often are in,
H is for Handle so strong and so smooth,
L is for Ladder to climb where we sleep

Chorus after Stanza 3 and 7

Hi derry, ho derry, hi derry down,

Give a shantyman grub and then nothing goes wrong.

4. M is for Moss that we dry in a box,
N is for Needle for mending our socks,
O is for Owls that cries in the night,
P is for Pine that must always fall right

5. Q is for Quarrels we never allow,
R is for River our logging rafts plow,
S is for Sledges so steady and strong,
T is for Teams that will haul them along.

6. U is for Use that we put our tools to,
V is for Valley we drag our logs through,
W is for Woods that will bloom in springtime,
X is for Axe, but it can't make a rhyme.

7. Y is for Yank, who can whistle and sing,
Z is for Zero that cold winters bring

That's all the letters that I can put down,
Farewell, my hearties, I'm heading for town.
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: The children will be able to draw three pictures showing how trees provide human shelter in at least three different geographical areas of the world.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 3

<table>
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<tr>
<td>1. Discussion</td>
<td>1 &amp; 2 Discuss homes and builders of these homes around the world, reasons for each type and materials used in each. (Stress those that have connection with trees.) Divide into groups to research three areas: rain forests, temperate, and cold mountainous areas. For each area find: How do people of each area make use of trees? (Include ideas on homes and shelter, food, wood products, beautification, usefulness for shade, erosion, ecology, animal shelter, furniture, etc.)</td>
<td>Books: Working Together, Follet Co. Regions and Social Needs - Laidlaw Co. Selected Index pages Encyclopedia Britannica</td>
</tr>
<tr>
<td>2. Discussion and reporting when groups have compiled information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Art project</td>
<td>3. Draw pictures showing different uses of trees - Include shelter aspect of geographical areas discussed.</td>
<td>*Filmstrip - &quot;Building Houses&quot; McGraw Hill 641297</td>
</tr>
<tr>
<td></td>
<td>4. Construct home models from geographical areas, list as many(cont</td>
<td>Film: *Animal Homes, 11min b/w *Your Friend the Forest (Save it or Destroy it), 6 min color Encyclopedia Britannica</td>
</tr>
<tr>
<td>4. Construction</td>
<td></td>
<td></td>
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SUGGESTED CORRELATION FOR THIS ACTIVITY:
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<td>5. Have resource person visit classroom</td>
<td>5. A Carpenter could relate to students information about his work as a home builder.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Write a story describing an area of the world you would like to live in.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell about the kinds of trees you'd see there - what products we get from them - the type of home you'd have and tell how trees were used in your home. Describe the weather's affect on the kinds of trees grown there.</td>
<td></td>
</tr>
</tbody>
</table>
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To provide information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Student is able to write a short report telling about the responsibilities of one worker in the Post Office.

**SUGGESTED SUBJECT AREA:** Language

**SUGGESTED GRADE LEVEL:** Third

<table>
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<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>1. Student will discuss the work of one worker in the Post Office.</td>
<td>Discuss: The postal clerk can sort the mail much faster if all envelopes are properly addressed.</td>
</tr>
<tr>
<td>2. Write letters to friends in language class.</td>
<td>Discuss: Letters written to friends and in languages classes that the students or their parents received from home.</td>
</tr>
<tr>
<td>3. Bring old, used envelopes from home to write thank you letters to post office.</td>
<td>Discuss: Mistakes that were made, and make all the necessary corrections.</td>
</tr>
<tr>
<td>4. Visit a local post office.</td>
<td>Discuss: The postal clerk can sort the mail much faster if all envelopes are properly addressed.</td>
</tr>
<tr>
<td>5. Write letters to state travel bureaus asking for information.</td>
<td>Discuss: The postal clerk can sort the mail much faster if all envelopes are properly addressed.</td>
</tr>
<tr>
<td>6. Write letters to travel bureaus.</td>
<td>Discuss: The postal clerk can sort the mail much faster if all envelopes are properly addressed.</td>
</tr>
<tr>
<td>7. Invite someone from post office.</td>
<td>Discuss: The postal clerk can sort the mail much faster if all envelopes are properly addressed.</td>
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**RESOURCE MATERIALS**
- *Textbook - Our Language Today*
- *Textbook - Working Together*
- Bulletin Board on the Post Office
- *McGraw-Hill's Professional Bulletin Board Materials*
- *Book: *Read about the Postman* Louis Slotin, 1966*
- *I Want to Be a Postman*, Carla Greene
- *At the Post Office* - Lillian Colonius and Glenn Schroeder, Melmont Publ.
- *I Know a Postman* - Lorraine Henroid
- *Let's Go to a Post Office*, Naomi Buchheiner
- *Film: *Mailman - 11 min Color*, Encyclopaedia Britannica Films
- *Our Post Office*, 11 min color

**SUGGESTED CORRELATION FOR THIS ACTIVITY:** 20
BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After presentation of materials, children demonstrate good telephone manners by role playing in the class.

SUGGESTED SUBJECT AREA: Language Arts

SUGGESTED GRADE LEVEL: 3

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<tbody>
<tr>
<td>1. Children alphabetize names of classmates in a teacher prepared booklet.</td>
<td>1. Discuss importance of people whose job it is to put down written material correctly such as the telephone book.</td>
<td>1. Teacher prepared telephone book.</td>
</tr>
<tr>
<td>2. Language activity on correct manners when using the telephone.</td>
<td>2. Children plan skits showing poor and good telephone manners follow with film.</td>
<td>2. We Learn About the Telephone - film Produced by the Bell System and available from your local Bell office.</td>
</tr>
<tr>
<td>3. Small group discussion on the ease in which we call and the number of jobs connected with making it easy.</td>
<td>3. After children have completed discussions have them list the number of jobs they came up with. Bring in resource person to discuss the different jobs connected with the telephone system.</td>
<td>3. Resource person from local telephone office.</td>
</tr>
<tr>
<td>4. Visit telephone company.</td>
<td>4. Children practice making correct telephone calls, also have some children practice being operator and making long distance calls.</td>
<td>5. Teletrainers available from Bell Telephone office.</td>
</tr>
<tr>
<td>5. Have children use teletrainers. Posters and Books that go along with the kit prepared by Bell Telephone. This will come along with the teletrainers.</td>
<td>6. Invite person from telephone company to come to visit with children about work.</td>
<td>Books: *Your World-Let's Visit the Telephone Company, Billy Pope Ramona Emmons *I Want to Be a Telephone Operator Carla Greene</td>
</tr>
</tbody>
</table>
CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:**
To develop positive attitudes to the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:**
Students will show that they are aware that cooperation is necessary to complete a task in the world of work.

**SUGGESTED SUBJECT AREA:**
Lang. Arts & Social Studies

**SUGGESTED GRADE LEVEL:**
3

**ACTIVITY**

1. Discuss Indian sign language, picture language, drum and smoke signals -- lead up to light and telegraph signals and codes.

**SUGGESTED TECHNIQUE**

1. Have small groups work out a sign language, practice and then try to communicate with the rest of the class.

2. Class may work on a picture language mural.

3. Some children may research picture language found on walls of caves.

**RESOURCE MATERIALS**

- Film: "Communication for Beginners"
  Coronet Instructional Films
  65 E. South Water Street
  Chicago, Illinois 60601

- Film: "614 Values - Cooperation"
  BFA 10 minutes
  Resource person - Navy recruiter
  Song: "Jungle Drums" p. 30
  Music for Young Americans
  American Book Company
  62 S. Wabash Avenue
  Chicago, Illinois 60611

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

22
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activities 2, 3, 4 each student demonstrates that he is aware that people use special abilities in their jobs by listing two abilities required to become a telegrapher.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teacher sends the class a telegram.</td>
<td>2. Go down to a telegraph office to send the telegram. It could contain information about a special event. Bring back the original telegram you wrote. Discuss calling the message into the telegraph office. Discuss number of workers involved such as the wire stringers, machine manufacturers, telephone company telegrapher and post office. (Copy of telegram is sent through the mail) Discuss training necessary to become a telegrapher.</td>
<td>2. Telegram</td>
</tr>
<tr>
<td>3. Class builds their own telegraph.</td>
<td>3. You need two blocks of wood, two strips of tin, 4 nails, insulated wire 40 ft. of thin wire, two batteries. Have children take turns being the telegraphers. The children may send telegrams to each other during certain times of the day. Ex. 8:45 - 9:00 a.m., 12:45 - 1:00pm etc.</td>
<td>3. Completed telegraph</td>
</tr>
<tr>
<td>4. Play the game &quot;Telegraph&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SUGGESTED SUBJECT AREA: Lang., Arts & Soc. Studies
SUGGESTED GRADE LEVEL: 3
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:

To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:

After completion of parts 5 and 6 each child can list at least two occupations, dealing with codes in which they might apply their own abilities and explain why they might qualify for this work.

SUGGESTED SUBJECT AREA: Language Arts & Social Studies

SUGGESTED GRADE LEVEL: 3

ACTIVITY

5. Discuss codes and people who work with them.

6. Find examples or invent your own codes.

7. Resource person

RESOURCE MATERIALS

5. Resource people.

6. Secret codes and messages

Scholastic Book Service

SUGGESTED TECHNIQUE

5. Children discuss people who work with coded materials such as FBI agents, scientists, mathematicians, etc., and how they might apply their special talents and interests connected with these occupations. Children look at their own talents and interests and write a short story telling how they would qualify for this work. After discussion concerning these interests and talents, children use resource people, after school, to discuss concern materials such as FBI agents, scientists, mathematicians, etc., and how they might apply their special talents and interests connected with these occupations.

7. Resource person

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Broad Objective: To develop positive attitudes toward the world of work.

Successped Development Activities

- Discuss codes and people who work with them.
- Find examples or invent your own codes.
- Resource person
- Secret codes and messages
- Use resource people.
- Children discuss people who work with coded materials such as FBI agents, scientists, mathematicians, etc., and how they might apply their special talents and interests connected with these occupations. Children look at their own talents and interests and write a short story telling how they would qualify for this work. After discussion concerning these interests and talents, children use resource people, after school, to discuss concern materials such as FBI agents, scientists, mathematicians, etc., and how they might apply their special talents and interests connected with these occupations.

- Resource person
- Secret codes and messages
- Find examples or invent your own codes.
- Resource people.
Tongo

Well accented

Polynesian Folk Song

Ton-go, Ton-go, Jim-nee bye bye oh,

Jim-nee bye bye oh, Ton-go, Ton-go,

Oom-bay ee kim bye oh, Oom-bay ee kim bye oh,

Ooh-alay, Ooh-alay, Mah-le-

ka-mah loo-way, Mah-le-ka-mah loo-way, Mah-le-

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide general observational experiences of the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: At the end of study, the students will be able to list three public utility workers and clearly state, in writing, why these people are necessary to the community in performing their particular task.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss how our city is provided with light and heat.</td>
<td>1. Let the children research hydroelectric power, dams, etc. discuss the generator plant and workers at the plant in your town or city. You could do a science unit on electricity.</td>
<td>1. Encyclopedias</td>
</tr>
<tr>
<td>2. Talk on the power plant in your town.</td>
<td>2. Have a resource person from the power plant come to your class and explain the workings of generating power.</td>
<td>2. Resource person</td>
</tr>
<tr>
<td>3. Tour power plant</td>
<td>3. If there is a power plant available tour it. An even better tour would be a tour of a dam such as Garrison Dam.</td>
<td>3. Field trips - MDU, Garrison Dam Stanton Power Plant.</td>
</tr>
<tr>
<td>4. Have an electrician speak to the class.</td>
<td>4. Have an electrician speak to the class on how he hooks on to a power line and how it is distributed in the house.</td>
<td>4. Resource person</td>
</tr>
<tr>
<td>5. Discuss terms such as purification, pumping station, etc.</td>
<td>5. Pass out a sheet on which is printed vocabulary words used in the study of water. Children should find definitions.</td>
<td>5. Prepared vocabulary sheet</td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Take a trip to the city water purification plant and pumping station.</td>
<td>6. Have a resource person come to the class, before taking the trip, to explain the workings of the purification plant.</td>
<td>Books: <em>Your World, Let's Visit an Electric Company</em> by Pope and Emmons, Taylor Publishing Co.</td>
</tr>
<tr>
<td>7. Class discussion on various workers involved in public utilities.</td>
<td>7. Discuss the people who lay the pipes, the meterman, the plumber and the workers in the city Department of Public Works.</td>
<td>* About Men at Work, The Life Man p. 20-23* by Ruth Radlauer, Melmont Pub. 1958</td>
</tr>
<tr>
<td>8. Draw a class mural</td>
<td>8. Have the children plan and draw and color a utilities mural which shows how electricity, gas and water get to their homes. The mural can show the various building lines and pipes connecting the homes with the various plants.</td>
<td>* Community Helper Series, Clean Street Clean Water, Clean Air;* by Chapin Whitman Co, Chicago 1970</td>
</tr>
</tbody>
</table>

*Sanitation & Sanitation Workers,* Eye-Gate films Co #140-G

Filmstrips: "*Gas & Oil Servicers*" Edu-craft Inc. ECF-105

*"Electrical Servicers;* Edu-craft Inc. ECF-104

9. "Natural Gas Serves our Community Cut out kit - MDU - (free)
### CAREER DEVELOPMENT ACTIVITIES

#### BROAD OBJECTIVE:
To develop positive attitudes toward the world of work.

#### SPECIFIC BEHAVIORAL OBJECTIVE:
After the tour of city hall, each student will demonstrate knowledge that workers have responsibilities by drawing pictures of two workers they saw during the trip.

#### SUGGESTED SUBJECT AREAS:
Social Studies

#### SUGGESTED GRADE LEVEL:
3

#### ACTIVITY

<table>
<thead>
<tr>
<th>RESOURCE MATERIALS</th>
<th>SUGGESTED TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resource Person (mayor)</td>
<td>Count the number of different workers and count our town does for us.</td>
</tr>
<tr>
<td>2. Film: <em>Our Community Services</em></td>
<td>Child has seven report have class discussion in large group. After child has given report have class list responsibilities and duties each person who govern us.</td>
</tr>
<tr>
<td>3. Visit from the mayor</td>
<td>Child research a president, governor, or mayor of their choice. After child has given report have class list responsibilities and duties each person who govern us.</td>
</tr>
<tr>
<td>4. Field trip</td>
<td>If possible have the mayor of your town or city come in and tell the children some of his duties and the other jobs he has besides being mayor. He can explain to the children how another job duties of people who work with him.</td>
</tr>
</tbody>
</table>

#### RESOURCE MATERIALS

- *Our Community Services* (Films)
  - Color, 12 min., color
  - 12 min., color
- *The Mayor* (Films)
  - Color, 12 1/2 min.
- *What Our Town Does for Us* (Coronet Instruction Films)
  - Black and white, 11 min.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Class elections</td>
<td>4. (cont) have them list and draw pictures of these workers when they get back to school 5. Have children set up duties of class officers. Divide class into halves (parties). Each half nominates candidates for the various offices: ex. president, vice president, secretary, editor, etc. Have a class election complete with ballots, voting booth (polls) registration, etc. Have a class meeting (class council) at least every other week. Children discuss such things as keeping desks clean, overshoes in proper places, etc. They set up the special activities such as talent show and plays.</td>
<td>Books: Community Helpers Books *I Know a Mayor - Williams Putnam's Sons - New York - 1967 * About the People Who Run Your City Shvilee Newman &amp; Diane Sherman Melmont Publishing - 1963 *Let's Go to City Hall, Louis Wolfe Putnam 1959 *Let's Go to Court, McCarthy - Putnam *Let's Go to the White House Bernard Rosenfield, Putnam 1959</td>
</tr>
<tr>
<td>6. Write letters</td>
<td>6. Write letters to elected officials this could also include the President of the United States</td>
<td></td>
</tr>
</tbody>
</table>

26a
### Career Development Activities

**Broad Objective:** To provide information about the world of work.

**Specific Behavioral Objective:** Student is able to list seven workers related to cotton and explain in a sentence what each worker does.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggested Subject Areas</th>
<th>Suggested Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the growing and use of cotton, review materials. Discuss selling of cotton clothing. Have students keep a list of workers involved in the cotton industry. Have students keep a list of workers involved in the cotton industry. Have students keep a list of workers involved in the cotton industry. Make a mural showing cotton from the field to the dress. (Interviews should be kept on file.) Discuss the growing and use of cotton and/or cotton cloth.プリンティング in a sample of cotton pole. Discuss the growing and use of cotton.</td>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>2. Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Role Playings Make a mural showing cotton from the field to the dress. (Interviews should be kept on file.) Discuss the growing and use of cotton and/or cotton cloth.プリンティング in a sample of cotton pole. Discuss the growing and use of cotton.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Field trip to department stores. Field trip to department stores. Discuss workers in store. Use barbie dolls to depict workers in store. Have students each student will be in each department. Have them decide what group of students responsible for each worker. Have each department. Have them decide what group of students responsible for each worker. Have each department. Have them decide what group of students responsible for each worker. Have each department. Have them decide what group of students responsible for each worker. Have each department. Have them decide what group of students responsible for each worker.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>SUGGESTED TECHNIQUE</td>
<td>RESOURCE MATERIALS</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 5. Filmstrip and film | 5. Students do research on:  
cotton growing  
cotton ginning  
cotton spinning  
cotton weaving | 5. Filmstrip: *Cotton Clothing 138-M  
Imperial Film Company  
4404 S. Florida Ave.  
Lakeland, Florida 3390 |
| 6. Reports        | 6. Have students read books about the cotton industry and report to class.        | Film: *Cloth-Fiber through Fabric  
15 min. Color  
Encyclopedia Britannica Film: |
| 7. Music          | 7. Sing department store song together (included on next page as transparency)    | 7. Song: Department Store  
"Jump Down, Turn Around" attached |
ABOUT THE SONG

People who picked cotton by hand in the past often sang songs like this to provide rhythm for their work and to lighten the hard work of a long day.

The important thing, however, is that they clap to the rhythm.

1. Give small groups an opportunity to act out the words of the song by jumping, turning around, and pretending to pick cotton.

MOVING TO MUSIC

This lively song has a steady beat and invites vigorous rhythmic movement.

1. While second graders may have difficulty clapping on the off-beat as indicated on the child's page, they will enjoy trying to do so.

PLAYING INSTRUMENTS

Let children take turns playing the instruments suggested on the child's page. They will be challenged by the concentration required. They may also wish to develop their own instrumental accompaniment.

The important thing, however, is that they clap to the rhythm.

1. Give small groups an opportunity to act out the words of the song by jumping, turning around, and pretending to pick cotton.

PLAYING INSTRUMENTS

Let children take turns playing the instruments suggested on the child's page. They will be challenged by the concentration required. They may also wish to develop their own instrumental accompaniment.
DEPARTMENT STORE

FIRST FLOOR GOING UP
SHOES ON THE SECOND FLOOR
THIRD FLOOR COATS AND HATS
FOURTH STEP BACK FROM THE DOOR
FIFTH FLOOR FURNITURE
SIXTH STEP BACK SOME MORE
SEVENTH TOYS AND ELECTRIC TRAINS
EIGHTH WHAT A GREAT BIG STORE
THEN WE GO DOWN,
    DOWN,
    DOWN,
    DOWN.
Find the tune that goes down.
The song goes up and down like an elevator:

Department - Store Elevator

Main floor, going up; Shoes on the second floor;

Third floor, coats and hats; Fourth, step back from the door!

Fifth floor, furniture; Sixth, move back some more!

Seventh, dolls and electric trains; Eighth, what a great big store!

Then we go down, down, down, down, down, down.
Pockets

Text by LEO PARIS
Music by LEE HERSCHEL

1. When you put on your coat, who's in it? Only
2. When you take off your coat, don't pop out, Or you'll

you? Wait a minute! We're in your coat, too! To then how sad you'll be! When

keep your fingers warm in. And put in bits of the string. And
all your toys go rolling And bouncing down the hall. With

bottle tops and lollipop And almost anything!
chocolate bars, and silver stars, And bubble gum and all.

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<table>
<thead>
<tr>
<th>ACTIVITY 1. Clothing Unit</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports on how clothing is important to various occupations and how it changes as the job requirements change or technology changes.</td>
<td>Filmstrip Imperial Filmstrip Bismarck Public Schools: 138-2 &quot;Cotton Clothing from field to you&quot; 138-3 &quot;Designing cloth for clothes&quot; 138-4 &quot;Silk Screen Printing&quot; 138-5 &quot;The Garment Factory&quot; 138-6 &quot;The Retail Store&quot;</td>
</tr>
</tbody>
</table>

**SUGGESTED TECHNIQUE**

1. List on board various jobs with which children are familiar. Have each child select one occupation and interview someone serving in that capacity. The interviews will include the following questions:

   A. What kind of clothing do you wear for your work?

   B. How does it help you in your work?

   C. What changes, if any, have been made in the kind of clothing you wear?

   List these on the board and have children bring pictures showing the different clothing worn in various occupations.

2. Have children make a list of occupations that require special clothing for their work.

3. Visit a local clothing manufacturing plant to see an article from start to a finished product.

4. Write thank you letters to plant visited.

**SUGGESTED SUBJECT AREA**

Social Studies

**SUGGESTED GRADE LEVEL**

Third
Hats

Text by LEO PARIS

Music by LEE HERSHEY

C

1. The fire-man hears the fire-bell ring and
2. The soldier wears me on parade when

quickly puts me on. The cowboy wears me with a string or
he goes marching by. And when you hear the music played, the

soon I would be gone. The mail-man, policeman the

tallest one am I. Your uncle, your father, and even little

zoo All put me on and take me off and say, "How do you do?"
you All put me on and take me off and say, "How do you do?"
CAREER DEVELOPMENT

BROAD OBJECTIVE:
To provide information about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE:
Children will be able to either:
1. list and locate on a map, two industries of North Dakota
2. discuss the responsibilities of three factory workers
3. draw a picture to show an understanding of assembly line work.

SUGGESTED SUBJECT AREA:
Social Studies

SUGGESTED GRADE LEVEL:
3

Teacher Evaluation:
1. Did this activity apply to the suggested subject area?
2. Is the criteria for student performance (specific behavioral objective) too high, too low, satisfactory? (circle one)
3. Grade level?

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Play game of "What's My Line?" 
2. Discuss various jobs and responsibilities of each worker in factories. 
3. Report findings to class. 
4. Let children research various types of manufacturing. 
5. Compare North Dakota industries with other states - also compare jobs and responsibilities. 
6. Have class make mural showing North Dakota oil and coal regions. Have class make mural showing North Dakota locations. Have class make mural showing North Dakota oil and coal regions. 
7. Ask pupils to list what they would like to find out. 
8. Report findings to class. 
9. Let children research various types of factories and manufacturing. 
10. Ask pupils to list what they would like to find out. |
| 1. Encyclopedias, Listed Library Books, North Dakota Maps - Parent Consultation |

SUGGESTED TECHNIQUE:
1. Have pupils relate what they already know about mining and manufacturing. 
2. Brainstorm to find out what they would like to find out. 
3. Discuss various jobs and responsibilities of factory workers. 
4. Concentration on manufacturing done in North Dakota - Mural drawing. 
5. Discussion of "industry". Briefly relate to North Dakota. 
6. Game of "What's My Line?"

Teacher Evaluation:
1. Did this activity apply to the suggested subject area?
2. Is the criteria for student performance (specific behavioral objective) too high, too low, satisfactory? (circle one)
3. Grade level?

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Let children research various types of manufacturing. 
2. Ask pupils to list what they would like to find out. 
3. Report findings to class. 
4. Let children research various types of factories and manufacturing. 
5. Discuss concept "industry". Briefly relate to North Dakota. 
6. Have class make mural showing North Dakota oil and coal regions. Have class make mural showing North Dakota locations. Have class make mural showing North Dakota oil and coal regions. |
| 1. Encyclopedias, Listed Library Books, North Dakota Maps - Parent Consultation |

SUGGESTED TECHNIQUE:
1. Have pupils relate what they already know about mining and manufacturing. 
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### ACTIVITY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggested Technique</th>
<th>Resource Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Creative Writing.</td>
<td>Each chooses a particular worker in an area discussed for the &quot;Line&quot; to be guessed.</td>
<td></td>
</tr>
<tr>
<td>8. Art project or class work project.</td>
<td>Write a creative story in first person pretending to be a worker discussed. Have him tell about his day from the time he gets up until he gets back home.</td>
<td>Books:</td>
</tr>
<tr>
<td></td>
<td>8. Put an assembly line into action either with an art project that has several steps or do a class project e.g. sanding and refinishing a table or chair.</td>
<td>1. <em>Your World-Let's Visit a Silver Company</em>, by Pope &amp; Emmons, Taylor Publ. 1969</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. <em>I Want to Be a Coal Miner</em> – Carla Greene Children's Press</td>
</tr>
</tbody>
</table>
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to choose one area outside the community and list two occupations that would be found there but would not be found in our area.

SUGGESTED SUBJECT AREA: Soc. Studies

SUGGESTED GRADE LEVEL: 3

ACTIVITY

1. Show filmstrip and discuss

2. Have students report:

Mounting:
Wallpaper and construction paper woven magic carpet tied with yarn.

3. List Carpet Workers:

1. Show second half of filmstrip, "Places to Go," and discuss the world as the ultimate of the expanded community.

Discuss the opportunities offered in various areas. Discuss the similarities and differences between scenes depicted.

Have children write report on what they have seen titled "If I had a Magic Carpet."

2. After students have constructed their magic carpet with wallpaper samples, discuss workers involved in those two industries.

Have students find out where most of our carpeting comes from.

3. List workers in the carpet industry include duties, training, etc.

RESOURCE MATERIALS

Filmstrip: "Places to Go"
Guidance Associates

SUGGESTED TECHNIQUE

1. Show filmstrip and discuss

2. Have students report:

Mounting: Wallpaper and construction paper woven magic carpet tied with yarn.

Cut 11" by 18" construction paper into curved shape for magic carpet. Fold and cut to about 1 inch of edge. Weave with strips of wallpaper, bunch ends and shape for magic carpet. Fold and cut by 18" construction paper into curved shape.

If I had a Magic Carpet, our II report on what they have seen titled "If I had a Magic Carpet."

Show second half of filmstrip, "Places to Go," and discuss the world as the ultimate of the expanded community.

Discuss the opportunities offered in various areas. Discuss the similarities and differences between scenes depicted.

Have children write report on what they have seen titled "If I had a Magic Carpet."

2. After students have constructed their magic carpet with wallpaper samples, discuss workers involved in those two industries.

Have students find out where most of our carpeting comes from.

3. List workers in the carpet industry include duties, training, etc.

SUGGESTED CORRELATION FOR THIS ACTIVITY

30
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESOURCE MATERIALS</th>
<th>SUGGESTED TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. List wallpaper workers</td>
<td>Local furniture store.</td>
<td>Visit a furniture store to see carpet and wallpaper departments.</td>
</tr>
<tr>
<td>5. Field trip</td>
<td></td>
<td>Local furniture store.</td>
</tr>
</tbody>
</table>

4. List workers involved in the wall paper industry, include duties, training, etc.
### Career Development Activities

**Broad Objective:** To provide information about the world of work.

**Specific Behavioral Objective:** Each student, working as a part of a group,

### Suggested Subject Area
Social Studies

### Suggested Grade Level
3

### Activity

This activity can be used in connection with a transportation unit. Each student will be able to complete a booklet about transportation workers. Each student, working as a part of a group, will be able to complete a booklet about transportation workers. Each group reports the transportation.

<table>
<thead>
<tr>
<th>Resource Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Golden Book Encyclopedia</td>
</tr>
<tr>
<td>2. Books on Transportation from School Library and Exemplary Library</td>
</tr>
<tr>
<td>3. Working Together by Potter, *Wonderful Wheels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Put children into groups.</td>
</tr>
<tr>
<td>2. Assign each group a topic such as boats, trains, etc.</td>
</tr>
<tr>
<td>3. Each group produces a booklet.</td>
</tr>
<tr>
<td>4. Each child draws a picture of the town.</td>
</tr>
<tr>
<td>5. One child from each group reports the material to the class.</td>
</tr>
<tr>
<td>6. Booklets available for free time reading.</td>
</tr>
<tr>
<td>7. Discuss the changes in transportation.</td>
</tr>
<tr>
<td>8. How will they change in the future?</td>
</tr>
</tbody>
</table>

### Suggested Correlation for this Activity:
31
Let's Take a Little Trip

Vacation time is coming. Are you planning a trip with your family? Have you ever ridden on a train, an airplane, or a ship?

Enthusiastically

1. Let's take a little trip. Shall we board a train? We will travel miles and miles over hill and plain. As-tro-jet, Zooming through the sky. Wool! Wool! The whistle blows, Up! Up! Into the air,

2. Let's take a little trip. Would you like to fly? We will take an Astro-jet, Zooming through the sky. Wool! Wool! The whistle blows, Up! Up! Into the air,

3. Let's take a little trip. Would you like to sail? We will board a big steamship, Hear the foghorns wail. Sail! Sail! across the sea, Sail! Sail! away! Good-by! Good-by! We'll be back some day.

Words and Music by Lolly Williams
Verse 3 by Imogene Hilyard
Arranged by Georgette LeNort

31a
In Bahia Town

B. P. R.

Well accented

Brazilian Folk Song

1. In Bahia town, Ev'rywhere,

2. In Bahia town, Ev'rywhere,

Coconuts are five cents a piece in old Bahia town.

Vatapa* is five cents a plate in old Bahia town.

REFRAIN

La, la la la la la, la la la la la, la la la la la la.

REFRAIN

ACCOMPANIMENT:

PLAYER 1

PLAYER 2

PLAYER 3

▼

Where does this melody skip through
the tones of the F chord?

* Vatapa is a national dish.
BROAD OBJECTIVE: To provide general observational experiences about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list three places in city and list two advantages for their location and one disadvantage.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: Third

**ACTIVITY**

Bus tour of community

**SUGGESTED TECHNIQUE**

Each child is provided with a map of the city. During class periods they locate areas of interest such as grade school, high schools and colleges, federal buildings, state buildings and city buildings. These are discussed as to their importance to the city and the people. Practice in using maps including directions and symbols is incorporated. Children then tour the city and take pictures of various locations. These are used on a bulletin board with string locating them on city map; this can remain up during school and is useful in future development.

**RESOURCE MATERIALS**

Map of the city

Chamber of commerce

Film: "Pat Explores His City"

14 min. Color

Encyclopaedia Britannica Corp.

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? _______ Grade level? _______.

2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)

3. Please comment on reverse side regarding the following:

   a. What additions or deletions could you suggest in the activity and technique column?

   b. Could you suggest additional resource materials for this activity.
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To provide information about the World of Work

SPECIFIC OBJECTIVE:
Each child will be able to list the three different types of buses and explain in a paragraph the main function of each type.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 1, 2, 3

ACTIVITY: Study of buses

1. Read and discuss
2. Art
3. Discuss

SUGGESTED TECHNIQUE:

1. Read About the Busman, Louis Slobodkin, Franklin Watts, Inc., 1961

RESOURCE MATERIALS:
*Read About the Busman, Louis Slobodkin...
*Your World, Let's Take a Bus Trip, Billy N. Pope and Romona Emmons, Taylor Publishing Co.

SUGGESTED CORRELATION FOR THIS ACTIVITY: (continued)

...
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Art</td>
<td>Children can make a poster using the different road signs that a bus driver would have to know.</td>
<td>Poster - The Bus Driver from Community Helpers</td>
</tr>
<tr>
<td>5. Role Playing</td>
<td>Children can build a ticket office. Take turns being the ticket agent. Different color and different price tickets for different places can be purchased by the passenger. Also can role play the ride - stressing good rules for riding in a bus.</td>
<td>Instructor cassette H. Wilson Corporation</td>
</tr>
<tr>
<td>6. Listen to cassette</td>
<td>Listen to the cassette part 6 segment 1 - &quot;The Yellow School Bus&quot; Suggestions as to the discussion before the recording and after are included.</td>
<td>Living With Others Citizenship. II Social Studies S 12</td>
</tr>
<tr>
<td>7. Field trip</td>
<td>Visit local bus depot for culmination of activity.</td>
<td></td>
</tr>
<tr>
<td>8. Write letters</td>
<td>Write thank you letters to bus driver and bus depot worker after trip.</td>
<td></td>
</tr>
</tbody>
</table>
# CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To develop positive attitudes towards the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** The children will be able to draw a picture showing how people travel by foot and be able to explain in writing the necessity of walking in certain geographical areas and why others walk voluntarily.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss how the early people traveled.</td>
<td>Have class discussion establishing the fact that early people traveled over land by foot. How the people transported their products to market. Discuss places such as the Congo Basin where the forests are so thick that their transportation would have to be by foot.</td>
<td>Working Together, Follett</td>
</tr>
<tr>
<td>Compare today's travel with early travel.</td>
<td>Discuss improvements in transportation.</td>
<td>Regions and Social Needs Laidlaw Brothers Publishers Pg. 134-135</td>
</tr>
<tr>
<td>Take a walk.</td>
<td>Take a walk around the school. After returning ask some advantages of our transportation over foot transportation.</td>
<td>Filmstrip: &quot;Transportation and Transportation Workers&quot; 385 140-H Eye Gate House, Jamaica, N. Y. 11435</td>
</tr>
<tr>
<td>Chalk drawing</td>
<td>Children can do a chalk drawing of what they saw. It could be what the people are doing.</td>
<td></td>
</tr>
<tr>
<td>List some jobs that require walking.</td>
<td>What occupations require walking?</td>
<td></td>
</tr>
</tbody>
</table>

**SUGGESTED TECHNIQUE:**

- Have class discussion establishing the fact that early people traveled over land by foot. How the people transported their products to market.
- Discuss places such as the Congo Basin where the forests are so thick that their transportation would have to be by foot.
- Discuss improvements in transportation.
- Take a walk around the school. After returning ask some advantages of our transportation over foot transportation.
- Children can do a chalk drawing of what they saw. It could be what the people are doing.
- What occupations require walking?

**SUGGESTED TECHNIQUE:**

- Have class discussion establishing the fact that early people traveled over land by foot. How the people transported their products to market.
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- Children can do a chalk drawing of what they saw. It could be what the people are doing.
- What occupations require walking?

**RESOURCE MATERIALS:**

- Working Together, Follett
- Regions and Social Needs Laidlaw Brothers Publishers Pg. 134-135
- Filmstrip: "Transportation and Transportation Workers" 385 140-H Eye Gate House, Jamaica, N. Y. 11435

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED GRADE LEVEL:** 3
This land is your land, this land is my land,
From California to the New York island,
From the redwood forest to the Gulf Stream waters:
This land was made for you and me.

As I was walking that ribbon of highway,
I saw above me that endless skyway,
I saw below me that golden valley;
This land was made for you and me.

(Refrain)
I've roamed and rambled and I followed my footsteps
To the sparkling sands of her diamond deserts,
And all around me a voice came sounding:
This land was made for you and me.

(Refrain)

When the sun comes shining, and I was strolling
And the wheatfields waving and the dust clouds rolling,
As the fog was lifting, a voice was chanting;
This land was made for you and me.

(Refrain)
Steadily, with a heavy swing

1. Slow, slow, heavy go the cam-els,
2. Slow, slow, dust- y are the cam-els,

Slow, slow, slow!

Slow, slow, cam-els heav-y lad-en, Swing-ing, sway-ing,
Slow, slow, pa-tient of their bur-dens, Swing-ing, sway-ing,
Slow, slow, slow!

on the road to Bag-dad, Heavy goes the car-a- van.

on the road to Bag-dad, Heavy goes the car-a- van.
The Happy Wanderer

1. I love to go a-wandering,
   2. I love to wander by the stream.

1. Along the mountain track,
   2. That dances in the sun.

1. And as I go, I love to sing,
   2. So joyously it calls to me.

1. My knapsack on my back.
   2. "Come! Join my happy song."
3. I wave my hat to all I meet,
   And they wave back to me,
   And blackbirds call so loud and sweet
   From every greenwood tree.
Refrain

4. High overhead, the skylark wing,
   They never rest at home
   But just like me, they love to sing,
   As o'er the world we roam.
Refrain
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to draw a picture of some phase of the automobile industry discussed and explain it to the class.

SUGGESTED SUBJECT AREA: Social Studies
Transportation

SUGGESTED GRADE LEVEL: 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activities that can be presented with a unit on the automobile.</td>
<td>1. Have the children being in pictures and models of cars.</td>
<td>Encyclopedia S</td>
</tr>
<tr>
<td>2. Discussion</td>
<td>2. Discuss the history, who invented it when invented, where invented, how it has changed the means of travel in our country.</td>
<td></td>
</tr>
<tr>
<td>4. Class project</td>
<td>4. Work on an automobile scrapbook putting the pictures in and labeling the cars the children have collected for magazines.</td>
<td></td>
</tr>
<tr>
<td>5. Discussion and listening</td>
<td>5. Have children tell about their trips taken by automobile. Use a map to point out areas where they have traveled.</td>
<td>Filmstrip: *The Automobile Service Station&quot; Eye Gate House, Inc. 107-H</td>
</tr>
<tr>
<td>6. Class Discussion</td>
<td>6. Have children list all the workers that are involved in the manufacturing transporting to areas to be sold, the selling, and maintenance after being sold.</td>
<td></td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:
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<tbody>
<tr>
<td>7. Art project</td>
<td>7. Design a car of the future</td>
<td>8. Local Automobile dealer</td>
</tr>
<tr>
<td>9. Write letters</td>
<td>9. Write thank you letters to automobile dealer after visit.</td>
<td></td>
</tr>
</tbody>
</table>
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To provide information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Children will be able to name three types of trucks used in the world of work, describe the driver's responsibility in one sentence, and list what they saw and learned.

**SUGGESTED SUBJECT AREAS:** Social Studies

**LEVEL:** purpose of each type of truck, and describe the driver's responsibility in one sentence.

**SUGGESTED GRADE:** Grade 3

**SUGGESTED TECHNIQUE:**
1. Have children name as many types of trucks as they have seen. Have them think of some of the products in a store that use a truck to transport it there.
2. Children can draw a picture of the type of truck that they would enjoy driving. Pictures can be put on the bulletin board.
3. Children can bring their trucks to school and have a sharing time. Have each child write a riddle describing their truck and can guess. Children can draw a picture of the trucks they have seen.
4. Children can bring in the trucks they have seen.
5. Make a field trip to a local trucking company.
6. Make a field trip to a local trucking company.
7. Discuss what they saw and learned.

**SUGGESTED CORRELATION FOR THIS ACTIVITY:** RESOURCES MATERIALS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the different types of trucks and their uses.</td>
<td><em>Truck Drivers They Do, Carla Greene, Harper Crest</em></td>
</tr>
<tr>
<td>2. Draw a Truck</td>
<td><em>Filmstrip: &quot;Truck Driver,&quot; 16 min, shows many types of trucks</em></td>
</tr>
<tr>
<td>3. Children bring in the trucks they have seen.</td>
<td>*Filmstrip: &quot;Truck Transport on the Long Haul&quot; (shows many types of trucks)</td>
</tr>
<tr>
<td>4. Children can draw a picture of the trucks they have seen.</td>
<td>*Academy Films, 748 Seward St., Hollywood, Calif. 90038</td>
</tr>
<tr>
<td>5. Make a field trip to a local trucking company.</td>
<td><em>Let's Go to a Truck Terminal</em></td>
</tr>
</tbody>
</table>

**SUGGESTED DEVELOPMENT ACTIVITIES:**

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2. Children can draw a picture of the type of truck that they would enjoy driving. Pictures can be put on the bulletin board.
3. Children can bring their trucks to school and have a sharing time. Have each child write a riddle describing their truck and can guess. Children can draw a picture of the trucks they have seen.
4. Children can bring in the trucks they have seen.
5. Make a field trip to a local trucking company.
6. Make a field trip to a local trucking company.
7. Discuss what they saw and learned.
CONTINUATION ACTIVITY SHEET

ACTIVITY

7. continued
   This could be a chart.

8. Write thank you letters to the trucking company

SUGGESTED TECHNIQUE

CONTINUATION ACTIVITY SHEET

SUGGESTED TECHNIQUE

8. Write thank you notes.
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To provide information about the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE:
Each child will be able to draw a picture showing four different types of boats and explain orally the main function of each type.

SUGGESTED SUBJECT AREA:
Social Studies

SUGGESTED GRADE LEVEL:

SUGGESTED TECHNIQUE:
1. Use a globe, point out that more than half of the world is covered with water.
2. Have the children list the different types of boats and ships. Some in the group could illustrate or cut out pictures. Each group can be responsible to tell the history of the ships or boats mentioned. Each group can be given a ship or boat of their choice to research.
3. Children can work in small groups. Each group can be responsible to tell the history of the particular topic and who earns a living. Some in the group could illustrate or cut out pictures. This material will be put into a booklet. One child can report to the class.
4. Children can write the stories comparing life on an ocean liner today with life on one of Christopher Columbus' ships.
5. List safety signals and precautions for ships.

RESOURCE MATERIALS:
Books:
*Your World Let's Visit a Ship - Billy N. Pope and Ramona Ware Emmons, Taylor Publishing Company, page 64.
*I Want to Be a Ship Captain by Carla Greene, Children's Press, Inc.

Films:
"Ferryboat" 9 min. color - Bailey Film Inc., 6509 Cinema Drive, Hollywood, Calif. 90028
"Boats and Ships EBE" 11 min. color - Children's Press, Inc., Chicago

Songs:
"Michael Row the Boat Ashore" Page 81, Making Music Your Own - Silver Burdett, Page 69.
"Down the River", Expressing Music American Book Co.
"The River Lea" - Expressing Music

ACTIVITY

1. Map and globe work
2. List kinds of boats and ships
3. Small group activity
4. Write stories
5. List safety signals and precautions
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
John Hornby |
|              |                                      | *About the Captain of a Ship
Chace - Melmont |
|              |                                      | *About Cargo Ships
Uhl - Melmont  |
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To provide information about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE:
Each child will be able to draw a picture

SUGGESTED SUBJECT AREA:
Social Studies

SUGGESTED GRADE LEVEL:

ACTIVITY
1. Discussion of history of railroad
2. Sketch railroad on a map
3. Picture collection for bulletin board
4. Drawing
5. Use a timetable
6. Music

SUGGESTED TECHNIQUE
1. Discuss the history of the railroad. Where it originated, how it made a growth in our country, list different trains.
2. Duplicate a map of the U.S. for each child. Sketch the railroad route.
3. Have children bring in pictures of trains and locations that you can reach by train.
4. Draw the engine of a train, add cars to the train as children name and tell what jobs the workers employed by the railroad do.
5. Secure time tables of the arrivals and departures, practice reading the train schedule. What jobs do the workers employed by the railroad do?

RESOURCE MATERIALS
Books
* "At the Railroad Station" by Alma Kehoe Reck and Helen Hall Fichter, Melmont Publishers, Inc., Chicago, Ill.
* "Your World Let's Visit the Railroad" by Billy N. Pope and Ramona Ware Emmons, Taylor Publishing Co.

Films:
* "Passenger Train," 11 min., Time-Life Films, Chicago, Ill. 60611
* "Freight Train," color, 11 min., Tompkins Films, Box 46611, Los Angeles, Calif. 90046
* "Railroad Station," color, 11 min., Tompkins Films, Chicago, Ill.

Songs:
"I've Been Working on the Railroad," making music - your own music.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Each child will be able to draw a picture of each of the four cars. Each child will be able to draw a picture of a train and orally explain the specific jobs of each of the four specific cars in the train and the work people do in the train station. I've been working on the railroad. Each child will be able to draw a picture of a train and orally explain a specific subject area.
Activity

7. Field trip

8. Write letters

9. Bulletin Board

Suggested Technique

7. Visit the local train depot. If possible, go into the train and see various workers.

8. Write thank you letters to train depot guides after the trip.

9. See illustration suggestion following.

Resource Materials

<table>
<thead>
<tr>
<th>Filmstrips and Cassettes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 223-1 &quot;Tract's, Yards, and Signals&quot;</td>
</tr>
<tr>
<td>C 223-4 &quot;Railroads are People, Too&quot;</td>
</tr>
<tr>
<td>C 223-3 &quot;From Engine to Caboose&quot;</td>
</tr>
<tr>
<td>C 223-2 &quot;The Work Trains Do&quot;</td>
</tr>
</tbody>
</table>

Filmstrips and Cassettes

- IFC
- IFC
- IFC
- IFC
BULLETIN BOARD SUGGESTIONS

PULLMAN PORTER

TICKET AGENT SELLS TICKETS

ENGINEER
BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to list four workers employed at an airport and explain at least one responsibility of each.

**SUGGESTED SUBJECT AREA** Science or Soc. Studies

**SUGGESTED GRADE LEVEL** Third

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Sharing time</td>
<td>1. Have a sharing time when children can bring in pictures of airplanes or bring in models.</td>
<td><em>Come to Work With us in an Airport</em> by Jean and Ned Wilkinson</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Your World Let's Take an Airplane Trip</em> by Billy N. Pope (Good illustrations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>I Want to Be a Pilot</em> by Carla Greene</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Song: &quot;Supersonic Jet&quot; <em>Music for Young Americans</em>, pages 124–125</td>
</tr>
<tr>
<td>2. Discuss history</td>
<td>2. Discuss the history of airplanes.</td>
<td>Film: <em>Airport</em>, 11 min shows activities at a busy airport, including movement of a DC-6 from hangar to take off.</td>
</tr>
<tr>
<td></td>
<td>a. Who invented it.</td>
<td>Encyclopaedia Britannica Films, Inc.</td>
</tr>
<tr>
<td></td>
<td>b. When invented</td>
<td>Fred and Billy Take an Airplane Trip</td>
</tr>
<tr>
<td></td>
<td>c. Where invented</td>
<td>11 min, Coronet Instructional Films</td>
</tr>
<tr>
<td></td>
<td>d. Advantage of this means of travel</td>
<td><em>Airport in Jet Age</em>, Color 11 min</td>
</tr>
<tr>
<td></td>
<td>e. Workers involved in the airplane making</td>
<td>Encyclopaedia Britannica Films, Inc.</td>
</tr>
<tr>
<td>3. Discuss occupations</td>
<td>3. Discuss the occupations at the airport. The book <em>Come to Work With Us in an Airport</em> would be helpful. Have children compose a cartoon doing one of these jobs at the airport.</td>
<td></td>
</tr>
<tr>
<td>Compose a cartoon of an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>airplane worker.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Continued)</td>
<td></td>
</tr>
</tbody>
</table>

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
CONTINUATION ACTIVITY SHEET

**ACTIVITY**

5. Sing
6. Field trip
7. Make a mural of an airport
8. Write Thank you letters

**SUGGESTED TECHNIQUE**

Runs by the same principle that a balloon filled with air exhausts.

Goes one way airplane goes the opposite.

5. Teach the supersonic Jet Song
6. If possible visit an airport
7. Make a mural of an airport
8. Write thank you letters to the airport after a tour.

**RESOURCE MATERIALS**

*An Airplane Trip by Jet Film - Imperial Film Co.

- Carla Greene - Children's Press Co
- I Want to Be an Airport Hostess by Pearl Co.
- I Know an Airport Pilot Muriel Stanek
- What Does an Airport Crew Do? by Roy Ray

Filmstrips - Airplane Pilot

Children's Press

The True Book of Pilots by Brandford

Community Helpers - Instructor

The True Books of Airports and Airplanes

Let's Go to the Airport Laura Sooan

and Glenn W. Schroeder

Books: At the Airport - Lillian Colonius

Film - Jet Pilot

Airport Alphabet

Write Brochures - Time for True Tales

Gr. 3 Science Textbook - Harper Row

141-5 Series Airport Service, I.P. C.

Flights - Airport Workers

Britainacs Films, Inc.

An Airplane Trip by Jet -

Resource Materials

SUGGESTED TECHNIQUE

ACTIVITY
BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to write a short story, pretending they are an astronaut.

SUGGESTED SUBJECT AREA: Social Studies & Science

SUGGESTED GRADE LEVEL: 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read</td>
<td>1. If available read orally to the class <em>Your World Let's Visit a Spaceship.</em></td>
<td><em>Your World, Let's Visit a Spaceship</em> by Billy N. Pope and Ramona Ware Emmons - Taylor Publishing</td>
</tr>
<tr>
<td>2. Discuss how a space ship works</td>
<td>2. Discuss how a space ship works.</td>
<td><em>Come to Work with Us in Aerospace</em> by Jean and Ned Wilkinson</td>
</tr>
<tr>
<td>3. Naming occupations</td>
<td>3. Duplicate for each child or put on tagboard for a class project a picture of a space ship. Above the point provide lines so the children can name the occupations involved in a space flight. The astronaut could be written in a circle representing the moon. A few lines coming down could be provided for the return trip.</td>
<td><em>What Does an Astronaut Do?</em> Robert Wells Dodd, Mead and Co.</td>
</tr>
<tr>
<td>4. Sing Songs</td>
<td>4. Sing - A trip in a Rocket Ship</td>
<td>Song - &quot;A Trip in a Rocket Ship&quot;</td>
</tr>
<tr>
<td>5. Write a story</td>
<td>5. Have children write a story about a pretend trip to the moon. They should include an imaginary space trip and what their functions are during the trip. They may also want to let their imaginations run and</td>
<td>Expressing Music, pages 40-41 American Book Co.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bulletin Board idea for students to construct - Attached</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* I Want to Be A Space Pilot* Carla Green</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The True Book of Space</em> Podendorf</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Into Space With The Astronauts</em> Scharff - Grosset and Dunlap Co.</td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:
6. Bulletin board suggestion follows

5. Continued describe the place they landed

4. P. Putnam's Sons

*Space, Tellander, Pollert Co

3. Continued

2. Let's Go to a Rocket Base Chester G. P. Putnam's Sons

1. Resource Materials

- Suggested Technique

- Activity

- Continuation Activity Sheet
BULLETIN BOARD IDEA

Blast off by listing those workers needed for a space flight.

Come to work with us in Aerospace provides many occupations plus duties of each job.

Mission Control Technician
Engine Assembler
Cable Assembler
Polisher
Furnace Operator
Tester
Measurer
Chemical engineer
Chemist
Physicist
Engineer
Safety Director
Security Guard

Helicopter pilot
rescue team post
flight technician
project manager
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to name 2 ways to extinguish a fire.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.    Fireman visits classroom or field trip</td>
<td>1. Fireman visits the third grade classroom designating them as junior fire marshals. Fireman wears his uniform.</td>
<td>Fireman - Comes to the third grade classrooms</td>
</tr>
<tr>
<td>to fire department.</td>
<td></td>
<td>Booklets provided by Fire Dept.</td>
</tr>
<tr>
<td>2.    Read and discuss</td>
<td>2. Hand out and discuss Junior fire material provided by the fireman. Included will be a routine check of the home for safety precautions.</td>
<td>Hats usually provided by fire dept.</td>
</tr>
<tr>
<td>4.    Cassette</td>
<td>4. Provided with the cassette is a brief summary of the recording - questions to be discussed before and after recording.</td>
<td>*Living With Others, Citizenship II H. Wilson Corp.</td>
</tr>
<tr>
<td>5.    Read and discuss</td>
<td>5. Read and discuss fire extinguishers. Firemen will demonstrate the different extinguishers if contacted.</td>
<td>Third grade science text - Harper and Row</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Books: *About Firemen, Jane Hefflefinger and Elaine Hoffman, Melmont Publ.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Film 1754 In Case of Fire (color)</td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletin Board suggestion:</td>
<td></td>
<td>Books:</td>
</tr>
</tbody>
</table>
| * Let's Find Out About Firemen
Shapp, Franklin Watts, Inc. |
| * I Know A Fireman
Barbara Williams
G. P. Putnam's Sons |
| * Your World, Let's Visit the Fire Station - Billy N. Pope, Ed. D
Taylor Publ. |
| * The True Book of Policemen and Firemen
Miner - Children's Press |
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of selected activities

SUGGESTED SUBJECT AREA: Health (dental health)

Each child will be able to write a paragraph stating why people need to be aware of good dental health and list 3 good dental health rules.

SUGGESTED GRADE LEVEL: 3

ACTIVITY

1. Books

2. Posters

3. Filmstrips

RESOURCES MATERIALS

1. Books: *Let's Go to a Dentist* Carla Greene

2. *Posters - Community Helpers* Greenberg, Baker & Taylor

3. Filmstrips: *The Dentist* My Other is a Dental Assistant, *My Ather is a Dental Assistant* Bismarck Film Library

SUGGESTED CORRELATION FOR THIS ACTIVITY:

1. Dental health and lists 3 good dental health rules.

2. Dental health and lists 3 good dental health rules.

3. View filmstrip and discuss points of interest (discussion questions suggested on back of posters)

4. Discuss dental area of posters

5. Discuss dental area of posters

6. Read and discuss library books.

7. Read and discuss library books.

SUGGESTED TECHNIQUE

1. Read and discuss library books.

2. Discuss dental area of posters.

3. View filmstrip and discuss points of interest (discussion questions suggested on back of posters)

4. Discuss dental area of posters.

5. Read and discuss library books.

6. Discuss dental area of posters.

7. View filmstrip and discuss points of interest (discussion questions suggested on back of posters)

SUGGESTED ACTIVITY: After completion of selected activities

CAREER DEVELOPMENT ACTIVITIES

SUGGESTED OBJECTIVE: To provide information about world of work.
DENTAL RULES
FOR HEALTHY TEETH

- Brush after eating
- Visit dentist regularly
- Avoid too many sweets
- Avoid tooth injury
- Eat healthful foods
- Consider teeth as precious

3-DIMENSION DENTAL CHART

Good teeth need good care. Remind the class that teeth are living parts of the human body. They need proper nourishment and care. Well-chosen meals, adequate milk, regular visits to the dentist—all help maintain healthy teeth. The bulletin board features a huge folder (attached with a flap) so that it may show two views of a tooth. One side shows proper dental rules and a happy tooth—the alternate side shows poor dental habits and a sick tooth. Use heavyweight white tagboard to make the chart and staple it to a blue background. Each child might make a tooth shape and draw a happy tooth on one side and a sick tooth on the back side.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggested Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Resource person or field trip</td>
<td>If possible, visit a dentist's office or have a resource person (Dentist, dental assistant, dental hygienist, or someone connected with dentistry). Often dental care kits are available for distribution to each child.</td>
</tr>
<tr>
<td>5. Art Project and bulletin board</td>
<td>Children can make pictures of a dentist's work or someone else's work connected with teeth. Children may also draw a face on a large cut out tooth - (Healthy Teeth-Happy Faces)</td>
</tr>
<tr>
<td>6. Music Sheet attached</td>
<td>Learn attached song about dentist</td>
</tr>
</tbody>
</table>
The Dentist

Words and Music by Robert Pace

EASILY

1. "Come right in, please sit down!" Up we go, look around;
2. "Open wide," look inside, Teeth that chew, teeth that bite;

Suit of white, smile so bright, That's our friend, the dentist.
"Don't forget, brush them well, I'm your friend, the dentist."

Experiences that children fear can be made easier by talking about them, singing about them, or acting them out.
<table>
<thead>
<tr>
<th>BROAD OBJECTIVE: CAREER DEVELOPMENT ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC BEHAVIORAL OBJECTIVE: SUGGESTED SUBJECT AREA</td>
</tr>
<tr>
<td>SUGGESTED GRADE LEVEL:</td>
</tr>
<tr>
<td>ACTIVITY:</td>
</tr>
<tr>
<td>RESOURCE MATERIALS:</td>
</tr>
<tr>
<td>TECHNIQUE:</td>
</tr>
</tbody>
</table>

Teacher Evaluation:

1. Did this activity apply to the suggested subject area and grade level?

2. Is the criteria for student performance (specific behavioral objective) too high, too low, satisfactory (circle one)?

3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource materials for this activity?

Broad Objective: Career Development Activities
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To provide information on the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Children should be able to name the four basic foods and list three occupations that involve food.

**SUGGESTED SUBJECT AREA** Physical Education

**SUGGESTED GRADE LEVEL:** Third

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion</td>
<td>1. Talk about the four basic foods and their importance in the developing of a healthy body. Athletes are idols of the children at this age. This would be the ideal time to discuss how important it is for an athlete to eat nutritional meals and develop good eating habits.</td>
<td>Available free from the Wheat Commission Pamphlet - Follow the Foodway *Basketballs for Breakfast Sankey - Baker and Taylor Co.</td>
</tr>
<tr>
<td>2. Locate pictures</td>
<td>2. Children could find pictures of foods and cut them from magazines. An activity for the children could be to categorize them into one of the 4 basic food groups.</td>
<td>Chart: B21 Every Day - Eat the 1-2-3-4 Way (miniature for children) 5¢ per miniature P515 Every Day---Eat the 1-2-3-4 Way Chart 40¢ per chart</td>
</tr>
</tbody>
</table>

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
These pictures could be used in a bulletin board display.

Children arrange pictures on a bulletin board.

Make a poster: sample title - ALL ABOARD FOR GOOD MEALS!

- Picture of food in each box car
- Breakfast: fruits, vegetables, eggs, poultry
- Lunch: bread, cereal, meats, fish
- Dinner: products

Children could design a poster either by drawing it or using appropriate magazine pictures.

- Paper plates children arrange pictures of food for a well-balanced meal.

- Children could keep a record or chart of the foods they eat over a several day period.
- They could list as many people as they can that work with foods.

- List:
  - Dieticians
  - Food chemists
  - Chefs
  - Mothers
  - Home economists
  - Nutritionists
  - Waiters
  - Waitresses
  - Food sales, etc.

Keep a record or chart of the foods children eat covering a several day period.

Have children list as many people as they can that work with foods.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Person</td>
<td>Have a resource person speak to the class about value of nutrition - county nurse, Home Ec. teacher, nurse, dietician, etc.</td>
<td>Resource person</td>
</tr>
<tr>
<td>Game</td>
<td>Yummy Rummy</td>
<td>American School Food Service Association $1.25 per game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4101 East Lliff - Denver, Colorado 80222</td>
</tr>
<tr>
<td>Activity booklet</td>
<td>Activity Fun 1970</td>
<td>American School Food Service Assoc. 20¢ per bookler</td>
</tr>
<tr>
<td></td>
<td>Lots of games, puzzles, etc, concerning nutrition</td>
<td>Cereal Institute Inc. filmstrips (available only to Bismarck teachers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 - 16 Foods We Eat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 - 913 Right Foods Help Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 - 907 Why Be Healthy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 - 133 Food For Health (black &amp; White)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>140 You and Your Food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poster p. 506 8½ x 11 inches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Guide to Good Eating 25¢ per poster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2.50 per mounted poster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Dairy Council</td>
</tr>
<tr>
<td>Tasting Session</td>
<td>Bring in unfamiliar fruits and vegetables so the children can taste them. Encourage them to talk about its texture and flavor when they taste it.</td>
<td></td>
</tr>
<tr>
<td>Keep a chart</td>
<td>Keep a chart of the new foods children have tried, letting a child check when he has tasted a food.</td>
<td></td>
</tr>
</tbody>
</table>
Do you want strong teeth?
YES, SIR! Strong health — teeth!

Do you want strong bones?
YES, SIR! Strong health — bones!

Would you grow up tall?
YES, SIR! Up straight and tall.

Would you win that game?
YES, SIR! If you have to do.

Chorus:
Drink plenty of milk, drink plenty of milk each day.

Verse 1:
Then here's what you have to do:
Want strong bones, strong health — bones.
Then here's what you have to do:
Want strong teeth, strong health — teeth.

Verse 2:
Do you want strong bones?
YES, SIR! If you have to do.

Do you want strong teeth?
YES, SIR! If you have to do.
HOW TO SCORE YOUR DIET

This score sheet is a device by which you can score your diet quickly. Its system has been simplified to avoid awkward decimals, as explained on the inside back cover. Suggestion for using it is to place a check (√) beside each food you have eaten during one day. After you have done this, add the values of these foods on each double page. When all of the pages are in place you may then add up the figures for meat, vegetables, cereals, and so forth, to obtain your total score. Finally, compare these with the recommended daily allowances on the last page. You may then discover what foods you need to add to improve your diet.

The blank pages in the back may be used in planning the pattern of meals in the total day's diet.

The number of foods which could be included in this booklet is necessarily limited. With some foods you will need to figure what is in the food. For example, vegetable stew:

- Beef 1 portion
- Carrots 1 portion
- Gravy 1 portion
- Potatoes 1 portion
- Tomatoes ½ portion
# Breads and Cereal Foods

## Enriched White or Whole Grain

### Bread
- 1 slice: 65 calories
- 2 slices: 130 calories
- 3 slices: 195 calories

### Muffin, Plain
- 1: 120 calories

### Roll, Plain, Pan
- 1: 80 calories

### Pancake
- 1 (4" x 4") : 60 calories

### Waffle
- 1 (5" x 5" x ½") : 216 calories

### Cereal, Cooked
- Oatmeal or rolled oats: 1/2 cup, 75 calories
- Wheat: 1/2 cup, 70 calories

### Cereal, Ready to Eat, Flakes
- 1 cup: 209 calories

### Egg Noodles, Enriched, Cooked
- 1 cup: 107 calories

### Macaroni, Rice, Spaghetti
- Unenriched, Cooked: 1 cup, 209 calories

### Crackers, Graham
- 1 cracker: 30 calories

### Cream, Light (Coffee)
- 2 T. (1/4 cup): 60 calories

### Shortenings
- (Add these values to any fried food not given a listing as fried.)

### Foods with High Fat Content
- Gravy (with milk)
- Mayonnaise
- Salad dressing (French)
- White sauce (medium)

### Weets

### Chocolate-Coated Candy Bar
- 2 oz.: 270 calories

### Honey, Strained
- 1 T.: 60 calories

### Jam, Jelly, Syrup
- 1 T.: 55 calories

### Molasses, Medium Dark
- 1 T.: 45 calories

### Sugar, Granulated
- Brown, Dark

### Beverages

### Chocolate Milk Shake
- 1 serving (8 oz. milk): 500 calories

### Cocoa or Chocolate
- 1 cup (6 oz. milk): 180 calories

### Grape Juice, Sweetened
- 5 oz.: 70 calories

### Soft Drinks
- 1 bottle (6 oz): 80 calories
## PROTEINS

<table>
<thead>
<tr>
<th>Food</th>
<th>Size of Serving</th>
<th>Calories</th>
<th>Protein</th>
<th>Calcium</th>
<th>Iron</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Thiamine</th>
<th>Riboflavin</th>
<th>Niacin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>1 cup (8 oz)</td>
<td>165</td>
<td>85</td>
<td>28</td>
<td>2</td>
<td>590</td>
<td>9</td>
<td>10</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1/2 cup water</td>
<td>175</td>
<td>88</td>
<td>30</td>
<td>2</td>
<td>500</td>
<td>2</td>
<td>6</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2 slices</td>
<td>85</td>
<td>85</td>
<td>30</td>
<td>2</td>
<td>190</td>
<td>9</td>
<td>10</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1/2 cup +</td>
<td>185</td>
<td>85</td>
<td>30</td>
<td>2</td>
<td>385</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1/2 cup + water</td>
<td>195</td>
<td>88</td>
<td>30</td>
<td>2</td>
<td>500</td>
<td>2</td>
<td>6</td>
<td>45</td>
<td>3</td>
</tr>
</tbody>
</table>

**Meats and Fowl** (For all fried meats and fowl, add 100 calories per serving.)

<table>
<thead>
<tr>
<th>Food</th>
<th>Size of Serving</th>
<th>Calories</th>
<th>Protein</th>
<th>Calcium</th>
<th>Iron</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Thiamine</th>
<th>Riboflavin</th>
<th>Niacin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef, Lamb, mutton, veal (roasted or broiled)</td>
<td>1 serving (1/4 lb)</td>
<td>240</td>
<td>165</td>
<td>190</td>
<td>2</td>
<td>165</td>
<td>1</td>
<td>25</td>
<td>165</td>
<td>25</td>
</tr>
<tr>
<td>Frankfurter, cooked</td>
<td>1 serving (1/2 lb)</td>
<td>120</td>
<td>70</td>
<td>60</td>
<td>1</td>
<td>70</td>
<td>6</td>
<td>6</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>Hamburger, lean, cooked</td>
<td>1 serving (1/2 lb)</td>
<td>160</td>
<td>100</td>
<td>120</td>
<td>1</td>
<td>120</td>
<td>1</td>
<td>20</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>Liver, cooked</td>
<td>1 serving (1/4 lb)</td>
<td>140</td>
<td>80</td>
<td>60</td>
<td>1</td>
<td>60</td>
<td>1</td>
<td>10</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Liverwurst, brown sausage</td>
<td>1 serving (1/2 lb)</td>
<td>160</td>
<td>80</td>
<td>60</td>
<td>1</td>
<td>60</td>
<td>1</td>
<td>10</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Pork or ham (roasted)</td>
<td>1 serving (1/2 lb)</td>
<td>200</td>
<td>100</td>
<td>120</td>
<td>1</td>
<td>120</td>
<td>1</td>
<td>20</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>Pork chops, cooked</td>
<td>1 serving (1/4 lb)</td>
<td>160</td>
<td>80</td>
<td>60</td>
<td>1</td>
<td>60</td>
<td>1</td>
<td>10</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Pork sausage, cooked</td>
<td>1 serving (1/4 lb)</td>
<td>180</td>
<td>90</td>
<td>70</td>
<td>1</td>
<td>70</td>
<td>1</td>
<td>10</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Broiler</td>
<td>1/2 medium</td>
<td>200</td>
<td>100</td>
<td>120</td>
<td>1</td>
<td>120</td>
<td>1</td>
<td>20</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>Fowl, roasted or stewed</td>
<td>1 serving (1/4 lb)</td>
<td>220</td>
<td>110</td>
<td>130</td>
<td>1</td>
<td>130</td>
<td>1</td>
<td>20</td>
<td>130</td>
<td>20</td>
</tr>
</tbody>
</table>

**Fish and Shellfish** (For all fried fish, add 100 calories per serving.)

<table>
<thead>
<tr>
<th>Food</th>
<th>Size of Serving</th>
<th>Calories</th>
<th>Protein</th>
<th>Calcium</th>
<th>Iron</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Thiamine</th>
<th>Riboflavin</th>
<th>Niacin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cod, haddock (cooked)</td>
<td>1 serving (1/4 lb)</td>
<td>170</td>
<td>80</td>
<td>180</td>
<td>1</td>
<td>180</td>
<td>1</td>
<td>5</td>
<td>180</td>
<td>5</td>
</tr>
<tr>
<td>Halibut (cooked)</td>
<td>1 serving (1/4 lb)</td>
<td>200</td>
<td>100</td>
<td>220</td>
<td>1</td>
<td>220</td>
<td>1</td>
<td>5</td>
<td>220</td>
<td>5</td>
</tr>
<tr>
<td>Lobster meat, cooked</td>
<td>1/2 cup</td>
<td>90</td>
<td>55</td>
<td>140</td>
<td>1</td>
<td>140</td>
<td>1</td>
<td>2</td>
<td>140</td>
<td>2</td>
</tr>
<tr>
<td>Oysters, raw stew</td>
<td>5 - 8 medium</td>
<td>200</td>
<td>100</td>
<td>220</td>
<td>1</td>
<td>220</td>
<td>1</td>
<td>5</td>
<td>220</td>
<td>5</td>
</tr>
<tr>
<td>Tuna, canned</td>
<td>1/2 cup</td>
<td>200</td>
<td>100</td>
<td>220</td>
<td>1</td>
<td>220</td>
<td>1</td>
<td>5</td>
<td>220</td>
<td>5</td>
</tr>
</tbody>
</table>

**Eggs** (For fried egg, add 100 calories)

<table>
<thead>
<tr>
<th>Food</th>
<th>Size of Serving</th>
<th>Calories</th>
<th>Protein</th>
<th>Calcium</th>
<th>Iron</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Thiamine</th>
<th>Riboflavin</th>
<th>Niacin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boiled or poached egg</td>
<td>1 medium</td>
<td>80</td>
<td>30</td>
<td>60</td>
<td>3</td>
<td>60</td>
<td>3</td>
<td>5</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>Omelet or scrambled</td>
<td>1 egg = 2T. milk</td>
<td>100</td>
<td>65</td>
<td>90</td>
<td>5</td>
<td>90</td>
<td>5</td>
<td>12</td>
<td>90</td>
<td>12</td>
</tr>
</tbody>
</table>

**Cheese**

<table>
<thead>
<tr>
<th>Food</th>
<th>Size of Serving</th>
<th>Calories</th>
<th>Protein</th>
<th>Calcium</th>
<th>Iron</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Thiamine</th>
<th>Riboflavin</th>
<th>Niacin</th>
</tr>
</thead>
<tbody>
<tr>
<td>American cheddar</td>
<td>1 in cube (1 oz)</td>
<td>115</td>
<td>70</td>
<td>95</td>
<td>2</td>
<td>95</td>
<td>2</td>
<td>1</td>
<td>95</td>
<td>1</td>
</tr>
<tr>
<td>Cheese spread</td>
<td>1 oz</td>
<td>105</td>
<td>60</td>
<td>70</td>
<td>2</td>
<td>70</td>
<td>2</td>
<td>1</td>
<td>70</td>
<td>1</td>
</tr>
<tr>
<td>Cottage cheese, dry creamed</td>
<td>1/2 cup</td>
<td>95</td>
<td>195</td>
<td>125</td>
<td>2</td>
<td>125</td>
<td>2</td>
<td>10</td>
<td>125</td>
<td>10</td>
</tr>
<tr>
<td>Processed cheese</td>
<td>1 oz</td>
<td>90</td>
<td>50</td>
<td>70</td>
<td>2</td>
<td>70</td>
<td>2</td>
<td>1</td>
<td>70</td>
<td>1</td>
</tr>
</tbody>
</table>

**Nuts**

<table>
<thead>
<tr>
<th>Food</th>
<th>Size of Serving</th>
<th>Calories</th>
<th>Protein</th>
<th>Calcium</th>
<th>Iron</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Thiamine</th>
<th>Riboflavin</th>
<th>Niacin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almonds</td>
<td>12 - 15</td>
<td>90</td>
<td>28</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Peanuts</td>
<td>8 - 15</td>
<td>85</td>
<td>40</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Pecan or walnut halves</td>
<td>12 - 15</td>
<td>100</td>
<td>20</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Peanut butter</td>
<td>1 T.</td>
<td>90</td>
<td>40</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
### Vegetables

<table>
<thead>
<tr>
<th>Item</th>
<th>1/4 cup</th>
<th>1/2 cup</th>
<th>1 cup</th>
<th>1 large</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aubergines, cooked</strong></td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Beans, green, cooked</strong></td>
<td>15</td>
<td>18</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td><strong>Butternut squash, canned</strong></td>
<td>12</td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Broccoli, cooked</strong></td>
<td>15</td>
<td>18</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td><strong>Brussels sprouts, cooked</strong></td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td><strong>Cabbage, raw</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Carrots, raw</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Cauliflower, cooked</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Corn, cooked</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Dried navy beans, peas, cooked</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Leafy greens</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Lettuce</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Celery</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Cucumber</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Onions, eggplant, cooked</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Peas, green, cooked</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Potatoes</strong></td>
<td>26</td>
<td>21</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td><strong>Sweet, baked</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>White, boiled, peeled</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>French fried, shoestring</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Pickles, sweet cucumber</strong></td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Rutabagas, cooked</strong></td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td><strong>Squash, winter, baked</strong></td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>Tomatoes, canned</strong></td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td><strong>Turnips, cooked</strong></td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

**Calories per serving:**

- **Lettuce:** 10 calories
- **Celery:** 5 calories
- **Cucumber:** 2 calories
- **Onions, eggplant, cooked:** 10 calories
- **Peas, green, cooked:** 6 calories
- **Potatoes:** 26 calories
- **Sweet, baked:** 10 calories
- **White, boiled, peeled:** 5 calories
- **French fried, shoestring:** 20 calories
- **Pickles, sweet cucumber:** 10 calories
- **Rutabagas, cooked:** 25 calories
- **Squash, winter, baked:** 40 calories
- **Tomatoes, canned:** 25 calories
- **Turnips, cooked:** 25 calories

**TOTAL VEGETABLES:**

- **Red:** add 100 calories per serving.
- **Dried:** add 100 calories per serving.
### FRUITS
(For sweetened canned or frozen fruit, add 50 calories per serving. For sweetened fresh fruit, add 20 calories per tsp. sugar used.)

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Serving Size</th>
<th>Calories</th>
<th>Carbohydrate</th>
<th>Fiber</th>
<th>Protein</th>
<th>Fat</th>
<th>Calories</th>
<th>Carbohydrate</th>
<th>Fiber</th>
<th>Protein</th>
<th>Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple, raw</td>
<td>1 medium</td>
<td>75</td>
<td>1</td>
<td>1</td>
<td>120</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Apple, raw</td>
<td>1/4 cup</td>
<td>50</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Banana</td>
<td>1 medium</td>
<td>50</td>
<td>10</td>
<td>5</td>
<td>200</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Guava</td>
<td>1/4 (4 in., diam.)</td>
<td>30</td>
<td>9</td>
<td>3</td>
<td>600</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cherries, sweet, raw</td>
<td>1/4 cup</td>
<td>60</td>
<td>11</td>
<td>2</td>
<td>120</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cherries, sweet, raw</td>
<td>1/4 cup</td>
<td>50</td>
<td>8</td>
<td>1</td>
<td>720</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cactus - orange, grapefruit, lemon</td>
<td>1/4 cup</td>
<td>60</td>
<td>11</td>
<td>2</td>
<td>120</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cranberry sauce</td>
<td>1/4 cup</td>
<td>40</td>
<td>0</td>
<td>1</td>
<td>60</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Dried dates, figs, raisins</td>
<td>1/4 cup</td>
<td>80</td>
<td>5</td>
<td>3</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Fruit cocktail, canned</td>
<td>1/4 cup</td>
<td>50</td>
<td>2</td>
<td>1</td>
<td>200</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Grapes</td>
<td>1 bunch (22 to 24)</td>
<td>70</td>
<td>14</td>
<td>2</td>
<td>60</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Peach, raw</td>
<td>1 medium</td>
<td>50</td>
<td>5</td>
<td>1</td>
<td>800</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Pear, raw</td>
<td>1 medium</td>
<td>60</td>
<td>1</td>
<td>2</td>
<td>290</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Pineapple, canned, sweetened</td>
<td>1/4 cup</td>
<td>100</td>
<td>6</td>
<td>4</td>
<td>100</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Plums, raw</td>
<td>1 medium</td>
<td>50</td>
<td>5</td>
<td>2</td>
<td>130</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Prunes, cooked, unsweetened</td>
<td>1/4 cup</td>
<td>85</td>
<td>7</td>
<td>2</td>
<td>550</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Raspberries, blackberries</td>
<td>1/4 cup</td>
<td>60</td>
<td>10</td>
<td>4</td>
<td>200</td>
<td>25</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Rhubarb, cooked, sweetened</td>
<td>1/4 cup</td>
<td>140</td>
<td>3</td>
<td>2</td>
<td>180</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Strawberries</td>
<td>1 large</td>
<td>40</td>
<td>8</td>
<td>3</td>
<td>60</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Watermelon</td>
<td>6&quot; diam. x 1 1/2&quot;</td>
<td>170</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>35</td>
<td>5</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>10</td>
</tr>
</tbody>
</table>

### DESSERTS

<table>
<thead>
<tr>
<th>Deserts</th>
<th>Serving Size</th>
<th>Calories</th>
<th>Carbohydrate</th>
<th>Protein</th>
<th>Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angel</td>
<td>1/10th of 10&quot; cake</td>
<td>150</td>
<td>35</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Chocolate, white icing</td>
<td>1/12th of 9&quot; cake</td>
<td>550</td>
<td>30</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Fruit</td>
<td>9&quot; x 9&quot; x 1/2&quot;</td>
<td>110</td>
<td>20</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Plain, white icing</td>
<td>7&quot; x 2&quot; x 1/2&quot;</td>
<td>500</td>
<td>55</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Cookies, plain, sugar</td>
<td>2 (3&quot; diam.)</td>
<td>150</td>
<td>20</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Chocolate brownie</td>
<td>2&quot; x 2&quot; x 1/2&quot;</td>
<td>140</td>
<td>18</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Fruit nut (rich)</td>
<td>2 (3&quot; diam.)</td>
<td>230</td>
<td>15</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Custard, baked</td>
<td>1/4 cup</td>
<td>500</td>
<td>50</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Doughnuts, cake type raised</td>
<td>1 medium</td>
<td>140</td>
<td>20</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Gelatin dessert, plain</td>
<td>1/4 cup</td>
<td>70</td>
<td>16</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Ice cream, vanilla</td>
<td>1/4 cup (4 qt.)</td>
<td>150</td>
<td>20</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Blueberry</td>
<td>1/4 of 9&quot; pie</td>
<td>570</td>
<td>10</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Cream filling, with meringue</td>
<td>1/4 of 9&quot; pie</td>
<td>350</td>
<td>75</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Fruit (apple, peach, cherry)</td>
<td>1/4 of 9&quot; pie</td>
<td>380</td>
<td>40</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Pumpkin</td>
<td>1/4 of 9&quot; pie</td>
<td>330</td>
<td>65</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Pudding, cream style</td>
<td>1/4 cup</td>
<td>150</td>
<td>45</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL FRUITS and DESSERTS**

121
### CAREER DEVELOPMENT ACTIVITIES

<table>
<thead>
<tr>
<th>Broad Objective</th>
<th>Specific Behavioral Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Subject Area</td>
<td>Suggested Grade Level</td>
</tr>
<tr>
<td>Suggested Technique</td>
<td>Suggested Technique</td>
</tr>
<tr>
<td>Activity</td>
<td>Resource Materials</td>
</tr>
</tbody>
</table>

#### Teacher Evaluation:
1. Did this activity apply to the suggested subject area? (circle one)
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource materials for this activity?
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:

Children list and explain in a written paragraph, at least two talents or abilities necessary to become a professional athlete.

SUGGESTED SUBJECT AREA: Health

SUGGESTED GRADE LEVEL: 3

ACTIVITY

1. Children list favorite athletes in the different sports and then write a story about one of them. Athletes may be professional or amateur.

SUGGESTED TECHNIQUE:

A good time to do this activity is during the World Series and the start of professional and high school football. Discuss the various athletes the children wrote about. Discuss the difference between professional and amateur athletes. Discuss what some of the advantages and disadvantages of being a professional athlete are. Discuss the success and failure of athletes. Lecture to the children that most professional athletes are also trained in another area. (Ex.: Cary Gasso, Minnesota Vikings quarterback is also a dentist.)

RESOURCE MATERIALS

Books:
- Basketballs for Breakfast
- Babe Ruth: Baseball Life of Willy Mays
- Pro Football Heroes, Gelman
- I Build Belong and Believe
- "Stretch," p. 147-152 from American Book Company
- Pro Basketball Champions, Vecsey
- Baseball Life of Willy Mays, Greene
- "Stretch," p. 147-152 from American Book Company

SUGGESTED CORRELATION FOR THIS ACTIVITY:

44

44
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:**

**SPECIFIC BEHAVIORAL OBJECTIVE:**

<table>
<thead>
<tr>
<th>SUGGESTED SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUGGESTED GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>

**Teacher Evaluation:**

1. Did this activity apply to the suggested subject area? __________; Grade level? __________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource materials for this activity.
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To develop positive attitudes toward world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children list and explain in a written paragraph, at least two talents or abilities that would be necessary to become a professional athlete.</td>
</tr>
</tbody>
</table>

**SUGGESTED SUBJECT AREA:** Health

**SUGGESTED GRADE LEVEL:** 3rd

**SUGGESTED TECHNIQUE:**

1. A good time to do this activity is during the world series and the start of professional and high school football. Discuss the various athletes the children wrote about. Discuss the difference between professional and amateur athletes. Discuss the advantages and disadvantages of being a professional athlete. Explain to the children that most professional athletes are also trained in another area. (Ex. Gary Quinn, Minnesota Vikings quarterback is also a dentist.) Discuss the success and failure of athletes and how they must cope with team, (Ex: 370 hitter George Brett) and the world series. Children of this age are beginning to be very interested in athletics. Discuss what some of the athletes, discuss what some of the

**RESOURCE MATERIALS**

- Books:
  - *Basketballs for Breakfast*
  - *Babe Ruth*
  - *Johny Unitas: People behind the legend*
  - *Triple I Series, *"S = retch"* p. 147-152 from *I Build, Belong and Believe*
  - *American Book Company*
  - *Pro Base*.

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

An amateur could speak to the class about careers in sports. An amateur could speak to the children that most professional athletes are also trained in another area. (Ex. Gary Quinn, Minnesota Vikings quarterback is also a dentist.) Discuss the success and failure of athletes and how they must cope with team, (Ex: 370 hitter George Brett) and the world series. Children of this age are beginning to be very interested in athletics. Discuss what some of the athletes, discuss what some of the

**SPEAKER**

- Professional athlete.

**ACTIVITY**

I. Children list favorite athletes in the different sports and then write a story about one of them. Athletes may be professional or amateur.

**SUCCESSIONED GRADE LEVEL**

- **3rd Grade Level**

**SUGGESTED SUBJECT AREA:**

- Health
- Reading, Physical Ed.

**SPECIFIC BEHAVIORAL OBJECTIVE:**

Children list and explain in a written paragraph, at least two talents or abilities that would be necessary to become a professional athlete. At least two talents or abilities that would be necessary to become a professional athlete.
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** Developing positive self concepts.

**SPECIFIC BEHAVIORAL OBJECTIVE:** After completion of activity 2,3,4 children will demonstrate a healthy attitude toward play by listing three rules of fair play.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Children share baseball and football cards with class or clippings from the local newspaper telling about the local athletes.</td>
<td>2. This is a good fifteen minute reading or language class. Children enjoy reading facts about their favorite players. Good time to discuss the importance of schooling in developing their interests.</td>
<td>Radio</td>
</tr>
<tr>
<td>3. Listen to a World Series game.</td>
<td>3. Children could be drawing pictures or writing stories about various players while listening.</td>
<td>Copies of local high school pep song.</td>
</tr>
<tr>
<td>4. Teach the class the school song of the local high school or schools.</td>
<td>4. This enables the children to take an active part in the local games when their parents take them.</td>
<td>* 179 Getting Angry BFA 10 min. - color * 616 Telling the Truth BFA 10 minutes - color * 615 Playing Fair 10 minutes - color * 280 Getting Along With Others BFA - 10 min. Color</td>
</tr>
</tbody>
</table>

**SUGGESTED SUBJECT AREA**

Reading, Physical Ed, Health

**SUGGESTED GRADE LEVEL**

3

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
**BROAD OBJECTIVE:** To develop positive attitudes toward world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:**
After completion of activities 5, 6, 7, and 8, students will demonstrate an understanding that people work for various rewards and satisfactions and each student will be able to state at least two reasons why people work.

### SUGGESTED SUBJECT AREA
Reading, Physical Education, Health

### SUGGESTED GRADE LEVEL
3rd

### ACTIVITY 5
**Children research the history of the Olympics and recent heroes of the Olympic games.**
Ex: Jim Thorpe, Wilma Rudolph, Paul Anderson

#### RESOURCE MATERIALS
- Encyclopedia
- Tape recorder
- Gunny sacks, relay baton, ties, ribbons taped to lollipops
- Build, Belong, and Believe
- My Name, My Jacket, Too
- I Can, Complete and Care
- I Can, I Try, I Can
- Who Gets the Ball?
- Wilma Rudolph
- The Chief Diver
- The Basketball Twins
- The Trainer
- Stan Musial
- The Champion of Champions

### ACTIVITY 6
**Children record reports for an evaluation of children's research. They must be able to answer the following questions: 1. What is the purpose of the Olympic Games? 2. Did athletes train very hard for a monetary reward or a satisfaction and reward other than monetary and other? 3. Why did athletes train? 4. What is the establishment of the Olympic Games? 5. Children research the purpose for the establishment of the Olympic Games and record reports.**

### ACTIVITY 7
**Lollipop Olympics**
- In the spring, the class may have their own Olympics
- Events: 75-yard dash, three-legged race, sack race, relay races, and soft ball throw
- Prizes: blue, red, and yellow ribbons taped to corresponding color lollipops

### ACTIVITY 8
**Invite an athlete to visit the classroom**

---
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To present appropriate information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Each child will be able to explain in a paragraph how locality affects work availability.

**SUGGESTED SUBJECT AREA** Math

**SUGGESTED GRADE LEVEL** 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Interview parents on change</td>
<td>1. People move to certain areas because of work availability and because of locality. 2. Find out which parents have changed jobs, why and how many times. 3. After interviews, graph the results into a simple graph. Do as a class project.</td>
<td>1-2 Parents</td>
</tr>
<tr>
<td>3. Graph results of change</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUGGESTED CORRELATION FOR THIS ACTIVITY:** 45
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:
Each student will be able to list two things we can do with money we have earned and state the advantage of doing each thing.

SUGGESTED SUBJECT AREA:
Math

SUGGESTED GRADE LEVEL:
3

ACTIVITY
Study of money - This activity can be correlated into math when you work with values of the different pieces of money.

SUGGESTED TECHNIQUE
1. Show pictures of children doing jobs, such as mowing the grass, raking leaves, babysitting, running errands, etc.
2. Ask the class if they have ever done a job and received money for it.
3. Ask the class if they have ever done a job and received money for it. Ask if they have ever done a job and received money for it.
4. Talk about what happens to the money we earn. When someone mentions saving money, talk about where we save money.
5. Ask the class if they have ever done a job and received money for it. Ask if they have ever done a job and received money for it.
6. Talk about saving money, how to set aside money, and what happens to the money we save. Talk about spending money, how to get the most for our money.
7. Have children bring in advertisements from the paper.
8. Have one child take the role of a storekeeper - one child the customer. The customer will use one of more of the advertisements to buy, etc., and the storekeeper will make the correct amount of change.

RESOURCE MATERIALS
Banker visit the class or class visit a bank.
Film: It's All Mine, Color, 20 min. Available free from Dakota National Bank, Bismarck, ND
*I Want to Be a Sales Clerk, Eugene Baker, Children's Press - 1969

SUGGESTED CORRELATION FOR THIS ACTIVITY:
46

4. Share the advantages of doing each thing we can do with money we have earned and state the advantage of doing each thing.

Each student will be able to list two things we can do with money we have earned and state the advantage of doing each thing.

BROAD OBJECTIVE: To provide information about the world of work.

CAREER DEVELOPMENT ACTIVITIES
<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>Resource person</td>
<td>9. Discuss the banker and other bank employees. Invite those available to come.</td>
<td>Catalogs</td>
</tr>
<tr>
<td>Order from a catalog</td>
<td>10. Bring in several catalogs and allow the children to choose several items from the catalog and add up the cost.</td>
<td></td>
</tr>
<tr>
<td>Order from a real or original menu.</td>
<td>11. Have children choose a meal from a menu - (each item separately) and total up the cost of their meal.</td>
<td>Menu - from a cafe or teacher prepared original menu</td>
</tr>
</tbody>
</table>
A SCHOOL SAVINGS PROJECT

School savings begin at HOME. Encourage thrift by having each child cover a coffee can with blue construction paper. Paste little paper fish shapes all over, each one having a dollar sign printed on it. Slits may be punched in the cover, if desired. The bulletin board encourages the class to bring the money saved in these banks and deposit it in the school savings plan. A huge black whale (with a dollar sign as shown) is stapled to a blue water-effect background. Water wave scallops are made at the top and bottom. Add yellow fish, each having a penny glued to its side.
BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to list three workers involved in either the music, theater or art industry and will be able to display their talents by participating in the class plays, art shows, musical and talent show.

**SUGGESTED SUBJECT AREA**  
fine arts

**SUGGESTED GRADE LEVEL**  
3

### ACTIVITY

1. Children make lists of workers involved in the music industry, theater, and art.

2. Children bring favorite records to play in school.

### SUGGESTED TECHNIQUE

1. Teacher breaks class down into small groups and asks each group to "brainstorm" on the people involved in the music industry. Children make lists in small groups and then share with the whole class. Teacher can encourage discovery of other jobs; example - composers, lyricists, instrumentalists, performers, managers, sheet music and record manufacturers, the industries involved such as coal, paper, etc. Teacher may use this same process at various times in the year for the theater and art units.

2. Teacher may set up times during a week, perhaps during art, when the children's records can be played and discussed as to type of music, artist, etc. Good records for teachers to share are records by the Carpenters and Partridge Family.

### RESOURCE MATERIALS

1. Song  
   "The Orchestra", P. 108-109  
   Expressing Music ABC 81-93, P. 104-107, P. 119-121  
   The Cat In the Hat Song Book  
   Dr. Seuss, Random House

2. Records brought from home.

### SUGGESTED CORRELATION FOR THIS ACTIVITY:

47
### Activity 3: Class Talent Shows

- **Suggested Technique**: Have at least two talent shows a year. Children choose their own talent, and practice at home to present in class. Other classes or parents might be invited.

  - This is a good project for parents day to be presented the Friday before Mother's Day. Children audition for the parts they desire. Committees are established for costumes, programs, invitations, ushers, corsages, etc. Planning the event is a major part of the project. Committees are elected by the children. Before Mother's Day, children perform for the parents. This is a good project for parents to enjoy the children's talents.

### Activity 4: Present a class musical


### Activity 5: Introduce the world of art


- **Suggested Technique**: For the first art classes of the year, have the children research famous old masters. They can also list industries connected with art, such as paper, paint, plaster, etc.
CONTINUATION ACTIVITY SHEET

ACTIVITY

6. Have children learn different art techniques.
7. Introduce the world of the theater.
8. Work on plays for the month.

SUGGESTED TECHNIQUE

6. Children study mosaics, sculpturing, collages, paper techniques and different paint techniques. Have children submit work from either art class or independent work for art shows.
7. Have art shows (can be displayed in the hall) every other month.
8. Discus the theater, acting, make-up, directing, etc. Divide children into groups. Have each group choose a play which is pertinent to the month. They set up their own committees on costumes, make-up parts, etc.

RESOURCE MATERIALS

8. "My Kid Sister", p. 31-36
"Hard Work", p. 245-251
"I Can, Compete, and Care", American Bk.
"My Story", p. 3-9
"I Find, Follow, and Finish", American Bk.
"Leading Man", p. 209-211
"My Kid Sister", p. 31-36
"Hard Work", p. 245-251
*I Can, Compete, and Care, American Bk.*
Our Language Today, American Book Co.

Chp. 6, Playacting Stories, pp. 139-157
RESOURCE PERSON GUIDELINES

Operation:

1. Make the initial contact.

2. Teacher should obtain background information on person so she can take the introduction.

3. Provide information to the speaker describing the type and number of students, the program, facilities and amount you can provide, things to cover, etc. (For this purpose attached) Form xx

4. Cover the area concerning the resource person before he/she comes to the classroom.

5. Give students some general knowledge of this person's field.

6. Talk about questions that they wish to have answered. (General) Have these organized so that all questions can be asked without repetition.

7. Have the resource person ask students, "What do you think I do?", before he begins his actual presentation.

8. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.
Dear __________

My students are studying _________________. We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life.
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others.
11. Do you need to get along and cooperate with other workers.
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a day's work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade __________
Number of students __________
Description of facilities and equipment available ________________

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher
FOLLOW-UP

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:
   a. Is this person's work useful? How?
   b. Would you like this type of work?
   c. What characteristics do you have that would be valuable in this work?
   d. What must you improve on if you were to go into this line of work?
Guidelines:

I. Set up plans:

A. Plan type of trip
   Are students interested in going?
   Is trip justifiable? (Can classroom provide same learning?)

Reason for taking trip:
1. Develop awareness of different workers
2. Helping them observe working conditions
3. Awareness of interdependence of workers.

B. Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
   Develop form-sheet for the tour of business place
4. Contact business tour establishment
   a. Permission to come and definite date and time
   b. Information given them
      1. Number of children
      2. Age and grade level
      3. What material covered by children previously
      4. Questions they might ask
      5. Workers children may question
      6. Do you have materials you would like us to go over beforehand or hand out on tour?
      7. Safety measures to be observed

C. Pupil Teacher Preparation

Watch for:
1. Working condition
2. Training of workers
3. Duties of workers
4. Clothes they wear - appropriate
5. Numbers of workers
6. Safety
7. Do they like this work?

Our preparation for trip:
1. Appropriate clothing
2. Safety - conduct on tour
3. Courtesy (going and at tour base)
4. Departure time

D. Follow-up

1. Did you enjoy the trip and would you recommend trip to others? Why? Why not?
2. Discuss observations (C)
3. Were all your questions answered?
4. Which of these workers would you like to be?
5. What did you learn on this trip that you didn't learn in classroom?
THIRD GRADE FIELD TRIP GUIDELINE SUGGESTIONS

Job Specifics:

Please spend more time telling the children more specifics about titles of workers, education or training needed, and uniforms or special materials needed. It would relate better to our trips purpose. A general tour is not really teaching the children about the world of work. Also, a mention of social attitudes and habits which are essential — getting along with others, accepting responsibilities, punctuality, initiative, etc. will impress upon the children that these must also be developed at an early age to be successful in a job later.

Guides:

If each business would designate a certain person to be the tour guide throughout the whole schedule it would be more uniform in information disseminated. An alternate guide should be ready to substitute. He could be oriented in the same areas as the regular guide.

A periodic stop in certain areas to observe certain jobs and workers are more meaningful.

Before the tour starts it would help if the guide could talk to the group in a more quiet area and tell the children what to be looking for, safety hazards, and set up a few ground rules while visiting.

The children do not like to be "talked down" to, but rather in a language which they can understand. (clear, but not too technical)

Materials Handed Out:

Uniformity of materials taken home eliminates jealousy between students upon return.

Groupings of Children:

The children should be split into small enough groups so that all children will benefit from the field trip. Many places are too small to accommodate comfortably the whole group at one time. This will also help the children to hear the guide and thus become less restless.
This trip should be scheduled when a majority of the workers are on their jobs. Another problem we encountered was the difference in the length of field trips.

1. Workers could tell about their particular job.
2. Give children time to do some observing after being told about it.
3. Split into groups
4. Told about broadcasting - important to speak loud enough and clear enough to be understood by everyone.
5. Explain some of the machines and tell why they are used.

Morning Pioneer

Excellent trip - "Hand Outs" weren't always uniform, but they enjoyed what they did get. Could move a little slower to give the children the opportunity to notice everything. Find out:

1. Number of workers involved at this place.
2. Duty or duties of workers - when in the day they work
3. Safety
4. Appropriate clothing
5. See machines and find out function of machines from beginning until finished product.
6. How they are delivered

KBOM RADIO

Maybe two tour guides when group is split

Same as last year

KXMB

Perhaps group could be split into smaller groups. Guide was good, but rooms were crowded. Tour was well done.
POOR ROGER'S SURPLUS

1. Explain workers and their duties - training of workers

2. Show us the steps from the beginning until the final product

3. Number of workers involved

AIRPORT

Same as last year - If the National Guard area is included again, some sort of guide should be used. The children were told they could run and go into any plane they wanted to.
(Some got very crowded and the children got wild)
ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward Street
Hollywood, Calif. 90038

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

Association-Sterling Films
512 Burlington Avenue
LaGrange, Ill. 60525

Benefic Press
10300 W. Roosevelt Rd.
Westchester, Ill. 60153

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

Childrens Press
1224 W. Van Buren Street
Chicago, Ill. 60607

The Child's World, Inc.
515 N. Front St.
Box 711
Mankato, Minnesota 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, Pa. 19106

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

Elgin, Illinois 60120

Communicco
1735 Administration Dr.
St. Louis, Mo. 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, Ill. 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, N. Y. 10016

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Dillon Press
108 Washington Ave. N.
Minneapolis, Minn. 55401

Walt Disney Production
Educational Film Division
500 S. Buena Vista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, New York 10016

Doubleday & Company
501 Franklin Ave.
Garden City, N. Y. 11530
<table>
<thead>
<tr>
<th>Company Name</th>
<th>Address</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu-Craft</td>
<td>(see Darcy Geppert)</td>
<td></td>
</tr>
<tr>
<td>Educators Progress Service, Inc.</td>
<td>312-214 Center Street</td>
<td>Randolph, Wis. 53956</td>
</tr>
<tr>
<td>Educational Progress Corp.</td>
<td>8538 E. 41st Street</td>
<td>Tulsa, Okla. 74145</td>
</tr>
<tr>
<td>Encyclopedia Brittanica</td>
<td>Preview/Rental Library</td>
<td></td>
</tr>
<tr>
<td>Eve Gate House</td>
<td>146-01 Archer Street</td>
<td>Jamaica, New York 11435</td>
</tr>
<tr>
<td>Fearon Publishers, Inc.</td>
<td>2165 Park Blvd.</td>
<td>Palo Alto, Calif. 94306</td>
</tr>
<tr>
<td>Finney Company</td>
<td>3350 Gorham Avenue</td>
<td>Minneapolis, Minn. 55426</td>
</tr>
<tr>
<td>Florida Development Commission</td>
<td>Film Library</td>
<td></td>
</tr>
<tr>
<td>Follett Educational Corp.</td>
<td>Customer Service Center</td>
<td></td>
</tr>
<tr>
<td>Ford Market, Inc.</td>
<td>63 St. Anthony Blvd. N. E.</td>
<td></td>
</tr>
<tr>
<td>Guidance Associates</td>
<td>Pleasantville, N. Y. 10570</td>
<td></td>
</tr>
<tr>
<td>Harper &amp; Row Publishers</td>
<td>Keystone Industrial Park</td>
<td></td>
</tr>
<tr>
<td>Harvey House, Inc.</td>
<td>5 S. Buckhout St.</td>
<td>New York, N. Y. 10533</td>
</tr>
<tr>
<td>Hawthorne Book, Inc.</td>
<td>70 Fifth Avenue</td>
<td>New York, N. Y. 10011</td>
</tr>
<tr>
<td>Highlights for Children</td>
<td>2300 W. Fifth Ave.</td>
<td></td>
</tr>
<tr>
<td>Houghton Mifflin Co.</td>
<td>1900 S. Batavia Ave.</td>
<td></td>
</tr>
<tr>
<td>Imperial Film Co.</td>
<td>4404 S. Florida Avenue</td>
<td></td>
</tr>
<tr>
<td>Alfred A. Knopf, Inc.</td>
<td>501 Madison Ave.</td>
<td></td>
</tr>
<tr>
<td>Laidlaw Brothers</td>
<td>Thatcher &amp; Madison</td>
<td></td>
</tr>
<tr>
<td>McGraw-Hill Book Co.</td>
<td>330 W. 42nd St.</td>
<td></td>
</tr>
</tbody>
</table>

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APPENDIX E
INTERVIEWING GUIDELINE

Intermediate Grades

PURPOSE

We see the purpose of an interview to be an accurate personal way to obtain information. A famous social scientist, Gordon Allport, once said, "If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do - why not ask them."

Interviewing can be used as an effective way for students to gain insight into a wide variety of jobs and workers.

METHOD AND TECHNIQUES

The following rules, which do apply to professional interviewers, generally should be followed by children.

1. The purpose of the interview, or some orientation to the interview, should be given at the start.

2. The interviewer should be friendly. He should seek to elicit and maintain the cooperation of the respondent.

3. The questions should be asked exactly as stated, and usually in the order given.

4. The responses should be reported as given. The interviewer should not show that he either agrees or disagrees with the answers. (It might be a good idea to have interview teams of two for each interview - one person to ask the questions and probe for the answers, the other to record what is being said.)

5. The interviewer should prompt or probe for some answers. This should be done especially when the answer is not clear, when it is very brief, or when the respondent is reluctant to answer. This is especially important.

PREPARATION FOR INTERVIEWING

1. Students should be aware of the purpose of the interview and also what the information will be used for.

2. Students should know who they will interview and contact that person for permission before the actual interview.

3. Role-playing should be used in the classroom as practice sessions.

4. Survey possibilities for interview in your community through the yellow pages.

5. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the question, or he may not have enough detailed information that the student is seeking.
QUESTIONNAIRE

Person Interviewed ____________________________________________

Person Interviewing __________________________________________

Date ________________________________________________________

I. Name of Occupation
   General ______________________________________________________
   Specific Name ______________________________________________

II. Information About A Job
   1. What are the different types of workers found in your plant?

   2. What kind of work do the majority of employees do?

   3. Is the work outdoors or indoors?

   4. What are your job duties?
5. What are the educational and experience requirements for your job?

6. What are the physical requirements?

7. What is possible weekly or monthly earnings? (Don't force this if they don't want to tell you.)

8. What are the future opportunities?