

DOCUMENT RESUME

ED 106 634

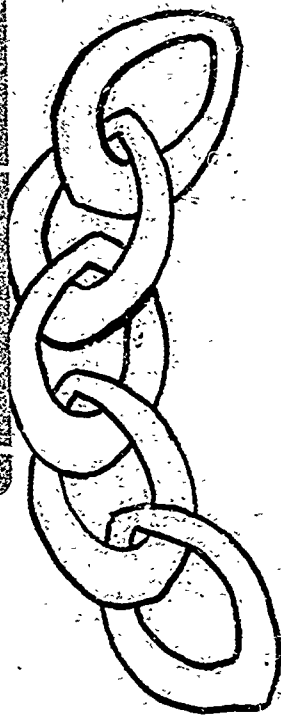
CE 003 808

TITLE Career Development Guide: Grades K-2.
INSTITUTION Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.; Montgomery County R-2 Public Schools, Montgomery City, Mo.
PUB DATE [73]
NOTE 100p.; For related documents, see CE 003 809-812
EDRS PRICE MF-\$0.76 HC-\$4.43 PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; *Career Education; Career Planning; *Curriculum Guides; Early Childhood Education; *Elementary Education; Elementary Grades; Human Relations Units; Interpersonal Competence; *Kindergarten; Learning Activities; Models; Primary Education; *Social Studies; Social Studies Units; Vocational Development
IDENTIFIERS Career Conscious Individual Career Education Model; Missouri

ABSTRACT

The social studies curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in all students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible life career roles; and to analyze and relate these roles to their present situations. The units center on the model's four basic interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For K-2, the goals are concerned with: an awareness of self, others, and environment; the realization of individual differences; the development of a positive self-concept, of skills, and of decision making; and a comprehension of cooperation, of leisure, of job training, of different aptitudes, of the interrelation of school and future work, and of a variety of careers. The main portion of the document (70 pages) presents activities and outcomes for K-2 organized under domain, pertinent goal, and specific objective. (JB)

ED106634



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CAREERS

Montgomery County R-II Public Schools
Montgomery City, Missouri 63361

Board of Education

Ira W. Meyer, President
Walden Cope
Marion Hillebrand

Billy W. Sturgeon, Vice-President
Richard D. Rodgers
Jane McQuie

Dr. Howard E. Heidbrink, Superintendent of Schools
Benny L. Gooden, Assistant Superintendent

David W. Barker, High School
Principal

Addison Webber, Middle School
Principal

Al Van Iten, Director of Elementary Education

CE 003 808

Career Development Guide

Grades K-2

**MONTGOMERY COUNTY R-II PUBLIC SCHOOLS
MONTGOMERY CITY, MISSOURI**

Produced in cooperation with the Research Coordinating Unit of
The State Department of Education with funds provided through Section
103(b), Vocational Amendments of 1968.

**Principal Investigator, Benny L. Gooden
Project Consultant, Dr. Earl Moore**

Development Committee

**Trudy Phillippe, Kindergarten
Martha Gooden, Guidance**

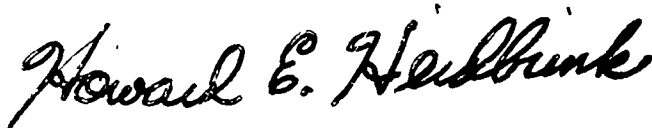
**Susan Allen, Grade 1
Brenda Dometrorch, Grade 2**

FOREWORD

Few people would deny that education is in a state of flux. More and more young people are rejecting college in favor of work. As the realization becomes real in that college is not the answer for everybody, emphasis is being placed on career education and increasing pressure is being felt by administrators to bring career education up to the level of other types of education. There is some reluctance among teachers and administrators to incorporate career awareness in the elementary schools. One of the main reasons given for not spending time on career awareness is the already jam packed schedule of curriculum content that must be taught; however, career awareness can be incorporated into the schedule without sacrificing curriculum offerings. This can be done by integrating career awareness with various activities in social studies, reading, math and other areas of the elementary curriculum. During the middle school or junior high school years students should be given meaningful opportunities to explore career education.

These career education guidelines are an attempt to give teachers assistance in fulfilling this goal.

We are honored that the State Department of Education felt that we could perform this very meaningful task and we are grateful to the Montgomery County R-II teachers and others who so dedicated themselves to create these guidelines. We are also appreciative of the professional assistance which we received from staff members of the University of Missouri and to our Assistant Superintendent for Instruction, Mr. Benny L. Gooden, for his administrative leadership and momentum in seeing that this project was completed. Career education or career awareness is an absolute necessity if we are going to fulfil the needs of our young people in school during the seventies.



Howard E. Heidbrink
Superintendent of Schools

TABLE OF CONTENTS

Career Development Model	vi
How?? to use the Guide	xvii
1.0 Self-Knowledge and Interpersonal Skills	
1.1 The individual will understand how people are alike and different.	9
1.2 The individual will understand some of the things in his environment that affect life in his community.	13
1.3 The individual will understand that he is important.	17
1.4 The individual will understand his own behavior and the behavior of others	26
2.0 Knowledge of Work--Leisure	
2.1 The individual will understand that what he learns in school is useful.	30
2.2 The individual will understand that occupations and life styles vary	32
2.3 The individual will understand that people work together	33
2.4 The individual will understand that there are many occupations.	38
2.5 The individual will understand that he will have free time.	48
3.0 Career Planning	
3.1 The individual will understand that getting ready for a job takes a long time.	54
3.2 The individual will understand that people are different and will have different jobs	57
3.3 The individual will understand that he will have to make choices	60

3.4	The individual will understand that his surroundings affect his life.	64
-----	---	----

4.0 Basic Studies and Occupational Preparation

4.1	The individual will understand that he can learn to do many things	72
-----	--	----

4.2	The individual will understand that what he learns will be useful in later life.	77
-----	--	----

4.3	The individual will understand that he will have a job	79
-----	--	----

CAREER EDUCATION

CAREER CONSCIOUS INDIVIDUAL MODEL

During the past few years a number of career education models have emerged to fill the gap between career education need statements and the development of programs for implementing career education goals into our educational system. The sources of these models include the U. S. Office of Education, projects sponsored by the U. S. Office of Education, state departments of education, university personnel, and private research and development organizations. Model developers typically represent such fields as vocational education, guidance and counseling, curriculum development, school administration, teacher education, educational psychology and child development, or combinations of these areas. Some non-professional and advisory personnel also are involved in model construction, usually as members of committees with professional educators.

The models presently under construction are directed toward facilitating the development of certain valued behaviors. Such models project and speculate on what these valued behaviors are and then offer ways to facilitate the development of these behaviors. They create an idealized person or describe idealized characteristics of a person. For example, some models have interpreted Maslow's self actualization concept into a career life concept, e.g. "emerging career

Excerpts from Life Career Development Model, Career Guidance Counseling Placement Project, University of Missouri - Columbia, 1973.

identity" (California, 1971). Other models use the generalized concept of vocational maturity that has been extracted from theories of career development (Bottoms, 1971; Bailey, 1971; Herr, 1971). These concepts of emerging career identity and career maturity emphasize a continually developing individual.

The basic components used in models often reflect the interests of the builders. Model builders with vocational education backgrounds and interests tend to emphasize the world of work and occupational preparation; likewise, builders with a guidance and counseling orientation frequently stress self knowledge and career planning. Regardless of their genesis, all models provide for self knowledge. It is the amount of attention devoted to the world of work that seems to be most varied.

The developmental learning process is approached from one of two basic view points. The most common and most easily conceived approach assigns a single component and type of learning experience to a grade grouping (Bottoms, 1971; Bailey, 1970). This approach implies a 1, 2, 3, step sequence. This is an attractive procedure because it is concise and easily understood. The second approach emphasizes differing levels of functioning or learning and stresses continual development kindergarten - adult (Wisconsin, 1971; California, 1971; Gysbers and Moore, 1971). In these models some elements of all the model components are continually being taught in a sequential manner. While more sensitive to interactive effects and potentially more comprehensive, this approach is more complex and hence requires greater time and effort to design and develop.

Model builders generally use an objectives based approach to derive and implement their models. Behavioral terminology is used in most to

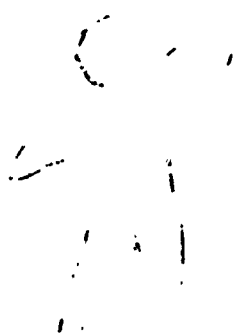
specify individual outcomes. This approach allows for the incorporation of evaluation procedures and accountability, and is an important feature in the development of a number of models (California, 1971; Herr, 1971; Gysbers and Moore, 1971).

The Career Conscious Individual Career Education Model, conceptualized by Norman C. Gysbers and Earl J. Moore, is an outcome orientated model designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their total development. The model is designed to create career consciousness in all individuals at all educational levels, to help them develop necessary life competencies, attitudes and values, to assist them in visualizing possible life career roles and to analyze and relate these roles to their present situations. (See Figure 1).

Included within the idea of consciousness is a person's background, education, politics, insight, values, emotions, and philosophy, but consciousness is more than these or even the sum of them. It is the whole man; his "head"; his way of life. It is that by which he creates his own life and thus creates the society in which he lives. (Reich, 1971, p. 15)

Figure 1

The Career Conscious Individual



Self: Unique Person,
Total Life Style

Others: Interdependency,
Cooperation

Education: Understands Purpose,
Sees Relationship Between
Self, Education and
Society

Work Tasks: Challenge, Proof of Ability

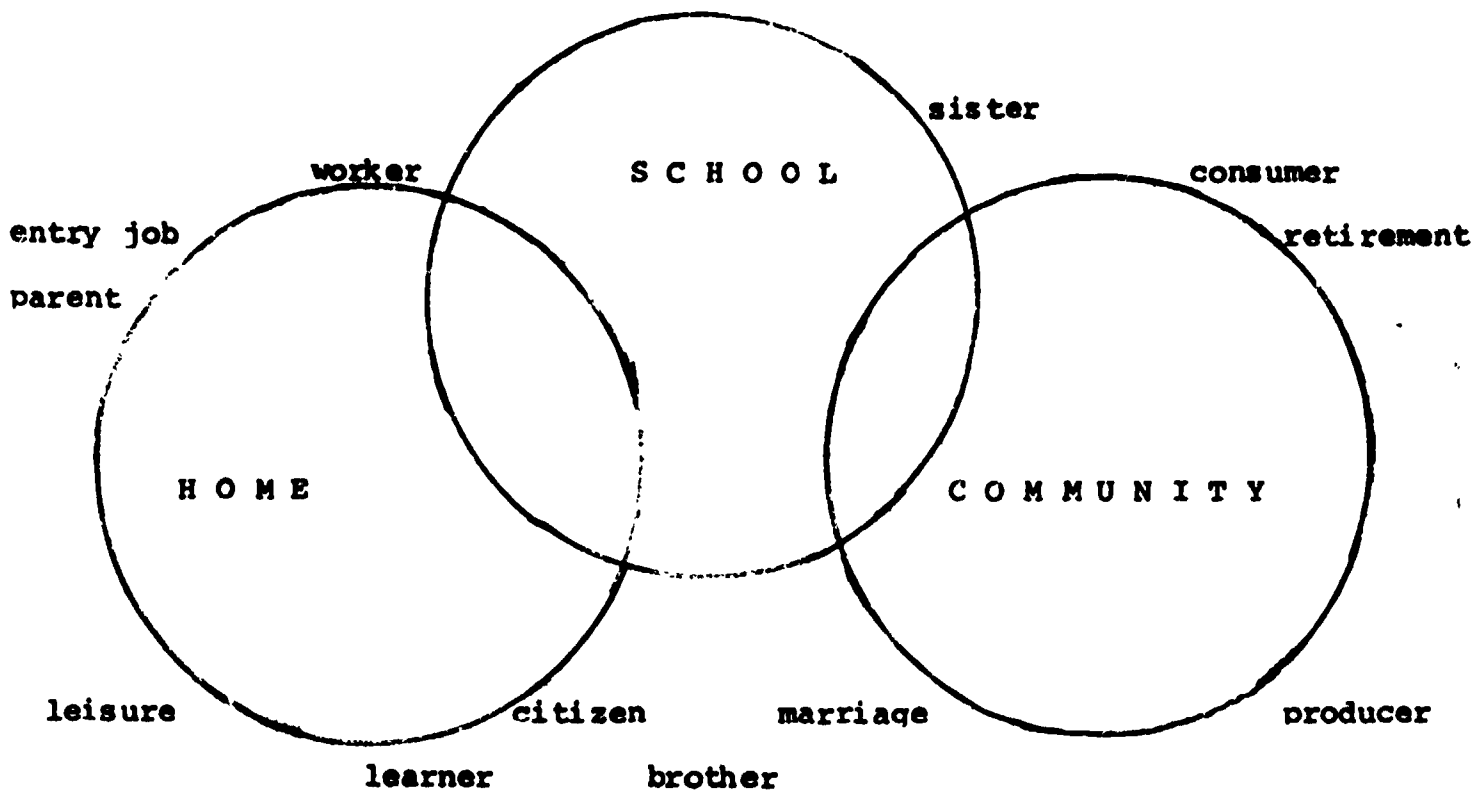
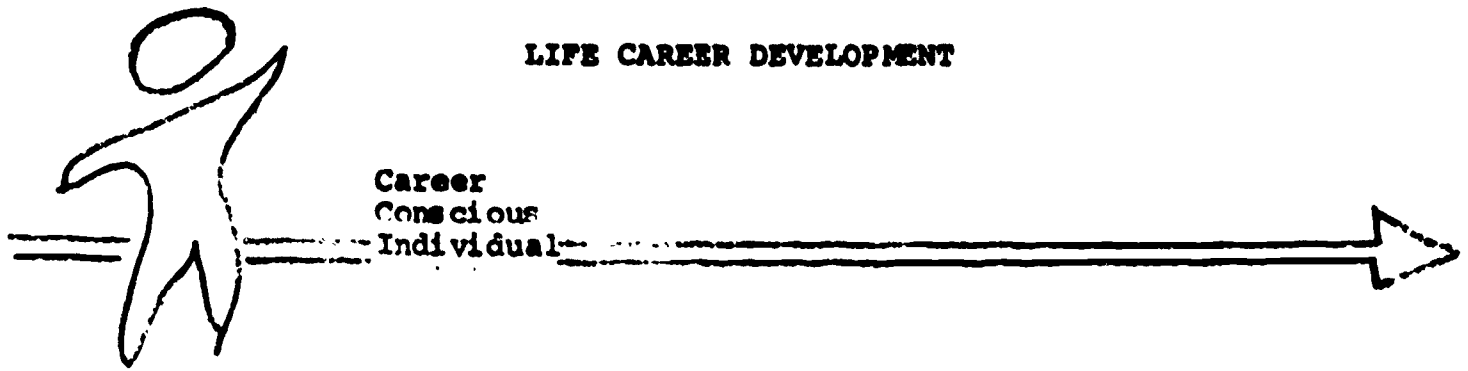
Work Place: Opportunity to Achieve

viii

The Career Conscious Individual Career Education Model is based upon life career development concepts and principles. The word life indicates that the focus is on the total person, on all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. We are always in the process of becoming. When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. Taken collectively, they describe the whole person--a unique person with his own life style. (See Figure 2.)

Figure 2

LIFE CAREER DEVELOPMENT



x

SETTINGS--ROLES--EVENTS

The Career Conscious Individual Model has four basic interrelated knowledge, skill and attitude domains: self knowledge and interpersonal skills, knowledge of work and leisure worlds; career planning knowledge and skills; and basic studies and occupational preparation. These domains are represented in Figure 3 and are discussed in some detail in the following paragraphs.

Self knowledge and Interpersonal Skills

In the self knowledge and interpersonal skills domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of this domain involve the individual's (1) awareness and acceptance of self, (2) the awareness and acceptance of others, and (3) the development of interpersonal skills. Within this domain, the individual begins to develop an awareness of his personal characteristics--interests, aspirations, aptitudes, abilities, and values and the characteristics of others. The individual learns techniques for self appraisal and analysis of his personal characteristics in terms of a real-ideal self continuum and begins to formulate plans for self improvement. The individual becomes knowledgeable about the interactive relationship of self and environment in such a way that he develops personal standards and a sense of purpose in life.

Outcome in this domain reflect a person who can utilize self knowledge in life career planning and in the fostering of positive interpersonal relations. The individual will be self directed in that he will accept responsibility for his own behavior.

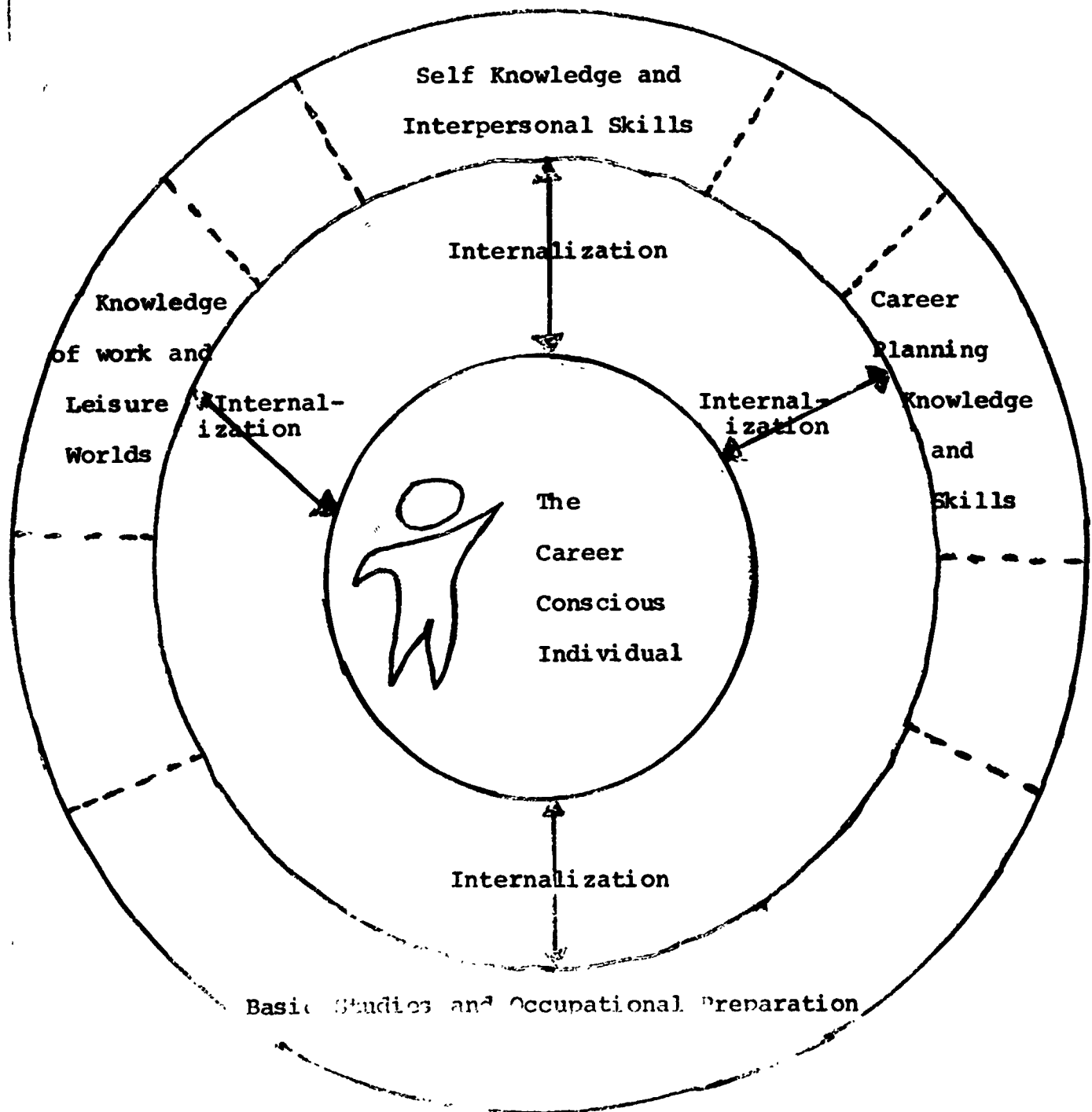
Knowledge of Work and Leisure Worlds

The content and activities found in the knowledge of work and leisure worlds domain emphasize an understanding of the structure and basic dimensions of the world of work. Individuals learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways. Such groupings serve as an avenue through which individuals learn of the similarities and differences among the work, workers and work places. Emphasis is placed on the individual's learning of selected associations among specific job requirements and characteristics and personal skills, interests, values, and aspirations. The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this domain.

The individual begins to view the basic dimensions of the worlds of work and leisure in three perspectives--sociological, psychological, and economic. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of work and leisure. The economic component refers to such considerations of job choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from his work and his leisure and the internal factors which affect this satisfaction. As a result of learning about the interaction of these component parts of the worlds of work and leisure, the individual learns of the reciprocal influences of work, leisure activities and life style preferences.

Figure 3

Educational Components to Develop
The Career Conscious Individual



xiii

Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content and activities designed to help individuals (1) understand that decision-making and planning are important tasks in everyday life, (2) recognize the need for life career planning, and (3) value planning. The central focus of this domain is the mastery of decision-making skills as related to life career planning. The individual begins to develop skill in this area by identifying the elements of the decision-making process. He develops skill in gathering information from all relevant sources, both external and internal, and learns to utilize the collected information in making informed and reasonable decisions. A major aspect of this learned process involves the appraisal and application of personal values as they are related to prospective plans and decisions. The individual begins to engage in planning activities and to understand that he can influence his future by applying such skill. He begins to accept the responsibility for making his own choice for managing his own resources, and for directing the future course of his life.

Other dimensions in this domain include the concepts of change, space and time as they affect career planning. The individual learns of the potential impact of change in modern society and of the necessity of being able to project oneself into the future. In this way, he begins to predict the future and to foresee alternatives which he may choose and to plan to meet the requirements of preferred life career alternatives. From a point where the individual acquires knowledge of the decision-making process, he progresses to a point where he exhibits confidence in his decision-making skills. The major educational goals

within this domain are directed toward producing individuals who value planning and who formulate reasonable life-career plans.

Basic Studies and Occupational Preparation

The fourth domain, basic studies and occupational preparation, is the largest in content and activities. This domain contains the basic skills which are developed in the core of a curriculum (language arts, social studies, mathematics, physical education and vocational education). These forms of preparatory education are included as a basic part of an individual's development, but they are viewed in a new interdisciplinary form. The education, work and leisure worlds are interrelated, as the primary content focus for knowledge acquisition and skill development in basic and vocational education. As the work, leisure and educational worlds undergo constant change, the need to provide individuals with the opportunity to update skills becomes increasingly apparent. Thus, a primary emphasis within this domain involves the acquisition and refinement of occupational skills throughout life.

Included in this domain are the skills required for seeking employment and/or further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

References

- 1 Bailey, Larry J. A Curriculum Model for Facilitating Career Development. Southern Illinois University at Carbondale, 1971.
- 2 Bottoms, James E. Career Development Education: Kindergarten through Post-Secondary and Adult Levels. Atlanta: Georgia State Department of Education, 1971
- 3 Career Development: A California Model for Career Guidance Curriculum K-Adult, California Personnel and Guidance Association, 1972.
- 4 Gysbers, Norman C. and Moore, Earl J. "Career Development in the Schools" in Contemporary Concepts in Vocational Education, Gordon Law, Editor, American Vocational Association, 1971.
- 5 Herr, Edwin. Presentation at the American Vocational Association Convention, Portland, Oregon, December 1971.
- 6 K-12 Guide for Integrating Career Development into Local Curriculum. Wisconsin Department of Public Instruction, Madison, Wisconsin, 1971.
- 7 Reich, Charles A. The Greening of America. New York: Bantam Books, Inc., 1971.

How???

to use this guide.

The following pages indicate representative types of objectives and activities which may provide an orientation toward careers. They are not intended as all-inclusive or as the ultimate in career education. A creative teacher can use this basis as a beginning for an infinite number of activities designed with a specific classroom in mind. Each day's experience with each individual student should suggest new possibilities.

A suggested procedure might be as follows:

1. Read the goals on pages 1-8 in order to gain a perspective for the entire career project.
2. Become familiar with activities relative to your subject area. Many activities are based in the social studies area, but may be equally applicable in other fields.
3. Select appropriate objectives in the "Table of Contents" and turn to the page numbers indicated for their representative activities.
4. Choose an activity and adapt it to meet the situation and students within the grade or class.
5. Utilize resource personnel (counselors, special teachers, community persons, etc.) to accomplish objectives.
6. Assess the activity in view of the outcomes.

No sequence of goals or activities is implied other than the developmental levels given following each general goal. It is intended that activities will be utilized as they are incorporated with other curricular pursuits.

The success or failure of career development lies in the willingness of professional teachers to view it as a means toward the accomplishment of a relevant school experience and in its subsequent enrichment of the various subject areas into a new educational fullness. It is with this goal in view that the five guides toward career-related activities are presented for classroom use.

G O A L S

1

1.0 SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

- 1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.
 - K-2 The individual will understand how people are alike and different.
 - 3-5 The individual will develop the ability to assess his own characteristics.
 - 6-8 The individual will assume responsibility for continuous self-appraisal.

SPECIAL ED.

- Primary The individual will have a realistic concept of characteristics which make him unique.
- Inter. The individual will come to accept himself as he is and will understand that his uniqueness will influence his life career decisions.
- Secondary The individual will accept himself as he is, and make decisions about his life-career accordingly.

- 1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.
 - K-2 The individual will understand some of the things in his environment that affect life in his community.
 - 3-5 The individual will understand the different ways people live.
 - 6-8 The individual will understand that individual characteristics and ways of living are interrelated.

SPECIAL ED.

- Primary The individual will understand that people are different.
- Inter. The individual will tolerate and accept differences which affect the life style of himself and others.
- Secondary The individual will respect the differences of people and accept this.

1.3 The individual will recognize the dignity and worth of himself and others.

K-2 The individual will understand that he is important.

3-5 The individual will understand the manner in which work may provide an opportunity for persons to demonstrate that they are worthwhile.

6-8 The individual will understand what makes a person feel worth while.

SPECIAL ED.

Primary The individual will have developed a healthy self-concept and will respect the value of others.

Inter. The individual will take pride in his own work and will appreciate the accomplishments of others.

Secondary The individual will realize he has self-worth.

1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.

K-2 The individual will understand his own behavior and the behavior of others.

3-5 The individual will recognize problem areas and develop skills for coping with these problems.

6-8 The individual uses communication skills necessary to relate to his peers and other people.

SPECIAL ED.

Primary The individual will understand that he must cooperate with others.

Inter. The individual will realize the value of basic social skills.

Secondary The individual will understand the importance for co-operation.

2.0 KNOWLEDGE OF WORK--LEISURE

2.1 The individual will understand that education and work are interrelated.

K-2 The individual will understand that what he learns in school is useful.

- 3-5 The individual will begin to understand that different kinds of work will require varying degrees and type of educational preparation.
- 6-8 The individual will know the educational qualifications for familiar career clusters (i.e.) ones he has been presented with in his career development program.

SPECIAL ED.

- Primary** The individual will understand that school is important.
- Inter.** The individual will understand that training is necessary.
- Secondary** The individual will understand that training is necessary.
- 2.2** The individual will understand that occupations and life styles are influenced by environmental variables.
 - K-2** The individual will understand that occupations and life styles vary.
 - 3-5** The individual will understand that the jobs people have and the way they live are affected by the community.
 - 6-8** The individual will realize that there are environmental factors that prohibit him from following certain careers.

SPECIAL ED.

- Primary** The individual will understand that his surroundings affect his life.
- Inter.** The individual will understand that his surroundings will influence his choice of occupation and life style.
- Secondary** The individual will recognize the necessity for narrowing his choice of occupation.
- 2.3** The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment.
 - K-2** The individual will understand that people work together.
 - 3-5** The individual will understand that a satisfying career depends upon a good relationship between himself and his work.
 - 6-8** The individual will know that his attitude toward his job, his ability to get along with others influence his satisfaction with his career.

SPECIAL ED.

4

- Primary** The individual will understand that he must function within the structure of his surroundings.
- Inter.** The individual will understand the necessity for rules in his surroundings.
- Secondary** The individual will understand that cooperation between his co-workers and boss effect his life.

2.4 The individual will understand the structure of the World of Work.

- K-2** The individual will understand that there are many occupations.
- 3-5** The individual will understand that there are many kinds of occupations and responsibilities varying responsibilities within an occupation.
- 6-8** The individual will know that there is a relationship between careers and there are different levels of competences.

SPECIAL ED.

- Primary** The individual will understand that work exists for a purpose.
- Inter.** The individual will understand that there are different types of work.
- Secondary** The individual will understand that certain careers are dependent on others.

2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time.

- K-2** The individual will understand that he will have free time.
- 3-5** The individual will understand that his choice of work will affect his amount of leisure time.
- 6-8** The individual will understand that the amount and kind of leisure will depend upon his choice of work.

SPECIAL ED.

- Primary** The individual will understand that his choice of work is limited.
- Inter.** The individual will understand that his job will influence his leisure time.

Secondary The individual will understand that his life-career is dependent upon his abilities.

3.0 CAREER PLANNING

3.1 The individual will understand that life career develops through direction and is a life-long process.

K-2 The individual will understand that getting ready for a job takes a long time.

3-5 The individual will understand that the preparation he makes will affect his life career.

6-8 The individual will understand that he is continuously in the process of career development.

SPECIAL ED.

Primary The individual will understand that life consists of change.

Inter. The individual will understand that learning is a continual process.

Secondary The individual will understand that knowledge and training is unending in the preparation for life career.

3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.

K-2 The individual will understand that people are different and will have different jobs.

3-5 The individual will understand that his personality and what he can do will affect the development of his career.

6-8 The individual will understand that his career planning and development are influenced by his personal attributes.

SPECIAL ED.

Primary The individual will understand that all people do different things.

Inter. The individual will understand why all people do different things.

Secondary The individual will understand that his abilities will be the basis for any choice of occupation.

3.3 The individual will learn to accept full responsibility for his decisions.

K-2 The individual will understand that he will have to make choices.

3-5 The individual will understand that he will be responsible for his decisions.

6-8 The individual will be able to accept the rewards and punishments for his actions.

SPECIAL ED.

Primary The individual will learn to accept the consequences of his actions.

Inter. The individual will learn the value of making proper decisions.

Secondary The individual will understand the consequences of making wrong decisions and the rewards for correct ones.

3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation.

K-2 The individual will understand that his surroundings affect his life.

3-5 The individual will understand that his community will affect his work.

6-8 The individual will understand not all careers exist in all geographical areas.

SPECIAL ED.

Primary The individual will understand that his community is different from others.

Inter. The individual will learn how his community is different from others.

Secondary The individual will understand communities and their differences.

4.0 BASIC STUDIES AND OCCUPATIONAL PREPARATION

4.1 The individual will understand that he can learn to perform in a variety of occupations.

K-2 The individual will understand that he can learn to do many things.

3-5 The individual will understand that he can perform successfully in a variety of jobs.

6-8 The individual will understand that he would be capable of learning several jobs.

SPECIAL ED.

Primary The individual will understand that he can perform various tasks.

Inter. The individual will understand that he is suited for a variety of jobs.

Secondary The individual will understand the necessity of training for several jobs.

4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.

K-2 The individual will understand that what he learns will be useful in later life.

3-5 The individual will understand that his education and experiences will affect his life career.

6-8 The individual will understand that most of his educational experiences will help him with his life career.

SPECIAL ED.

Primary The individual will understand that learning affects his life.

Inter. The individual will learn to relate various subject areas to life.

Secondary The individual will recognize that training and or education is necessary.

4.3 The individual will have a marketable skill upon leaving the educational system.

K-2 The individual will understand that he will have a job.

3-5 The individual will be able to get a job by the time he leaves school.

6-8 The individual will understand that he must have a marketable skill upon leaving the educational system.

SPECIAL ED.

- Primary** The individual will recognize the importance of self-care skills.
- Inter.** The individual will understand and apply self-care skills.
- Secondary** The individual will exhibit an understanding for the necessity of good personal hygiene.

GRADE LEVEL: K-2

DOMAIN: SELF

GOAL NUMBER: 1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.

The individual will understand how people are alike and different.

OBJECTIVE: The individual will be able to tell aloud 5 ways he is like others and 5 ways in which he differs from others.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. All students sit in the center of the room. The teacher says "All boys go to right; all girls to the left." Then return to large group again. Students can be divided by: (a) height (b) hair color (c) eye color (d) color of clothing.</p> <p>2. Display pictures of a man, woman, and child on the board. Play a tape recording of the voice of each singing a simple song. Ask children how the voices sound different, which ones sound most alike and then identify the type of voice heard.</p> <p>(a) record child's voice in group activity and have him identify his own voice.</p> <p>3. In magazines the child will find a picture of a child most like himself and a picture of a child least like himself. The student will be able to discuss likenesses and differences found. Have students arrange themselves into groups according to similar physical traits.</p> <p>4. Have student draw pictures of himself. After picture is drawn, post it and compare through discussion.</p> <p>5. Establish weight and measurement chart - use for counting, grouping numbers within number systems, for establishing tens and ones concept.</p> <p>6. Have students place a mirror against wall or the floor so that students may look at themselves. Talk about color of hair, eyes, color and design of clothing. Have students tell something about themselves.</p>	<p>The individual would be able to realize that we are alike in some ways and different in other ways.</p> <p>The individual will be able to cite how individuals differ by voice identification.</p> <p>The individual will be able to tell how he is like others in his group.</p> <p>The individual will be able to tell how he is alike and different from others.</p> <p>The individual will compare his growth with others over a years time.</p> <p>The student will be able to describe unique characteristics about himself.</p>

OBJECTIVE: The individual will be able to describe how his expression of various feelings affects others.

ACTIVITIES	OUTCOMES
<p>1. Teacher and counselor or student role play a fight started over another student. e.g. "He was picking on my little sister." "_____ doesn't want to be my friend." Students are asked to tell how the fight made them feel and to suggest ways to prevent fighting and quarreling.</p>	<p>Students become aware of how fighting and quarreling affect other people.</p>
<p>2. Relate to the students that courtesy and kindness to animals should also be practiced toward people. Students demonstrate and orally express examples which compare kindness to animals with courtesy toward people.</p>	<p>The student will be able to state orally what acts of courtesy and kindness are.</p>
<p>3. "How Do You Feel?" Game</p> <p>Have each student make a happy-sad face from two small paper plates or circles. Paste them back to back on a pencil or popsicle stick. Ask questions and have students respond by showing the face that expresses how they feel. The questions to be used are:</p> <ol style="list-style-type: none">1. How do you feel when someone says you did good work?2. How do you feel when you get up in the morning?3. How do you feel if someone pushes you?4. How do you feel when someone scolds you?5. How do you feel when everyone talks at once?6. How do you feel when you finish picking up toys?7. How do you feel when you button your coat?8. How do you feel when someone says you look nice?9. How do you feel when you hang up your coat?10. How do you feel when mother lets you set the table?	<p>The student should be able to tell how he feels when he completes a task.</p>

GRADE LEVEL: K-2

DOMAIN: SELF

GOAL NUMBER: 1.1

OBJECTIVE: The individual will be able to describe the behavior that accompanies his basic feelings.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Have each student draw a picture of the funniest, the most frightening, the happiest, or the saddest thing he has ever seen. Have everyone draw on the same theme. Let each student tell about his picture. Point out that we are often different in what each of us considers funny, frightening, happy or sad.</p> <p>2. What are some of the things we share with other people (time, friends, family, toys, candy, turns, etc.)?</p> <p>Ask the students the question: Why is sharing important?</p> <p>Make a chart story of student's answers to this question. Include ALL suggestions offered by the class. DO NOT "turn off" any youngster by failing to include what, to you, as an adult, may seem insignificant or trite.</p> <p>Guide a group-writing experience exploring values in relation to honesty. Suggested titles:</p> <p>We should be honest when _____ Times when I feel like lying _____ Why should I be honest? _____ I feel like stealing _____ I don't steal because _____</p>	<p>The student will be able to tell some different ideas and values each child has from the other.</p> <p>The student will be able to select behavior that is appropriate and that will help him in his job (school).</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.1

OBJECTIVE: The individual will be able to identify 5 characteristics which describe his physical appearance.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none">1. Examine and compare inanimate objects as to how they are alike and how different. EX. Pencils, nuts, leaves, blocks, balls, stones, skills.2. Study fish in an aquarium, (or other pets) comparing likenesses and differences.3. Pair students like and unlike, in appearance (sex, height, color). Students observe themselves in mirror and discover how they differ.4. Make comparison of twins (human or non-human)5. Bulletin board display of baby pictures and recent class pictures. Students try to identify baby pictures by matching physical characteristics.6. Write a description of someone in the room and have students guess identity.	<p>Student will be able to enumerate three characteristics which show how he differs physically from a friend.</p> <p>From a group picture, the student will be able to note physical similarities and differences in the people illustrated.</p>

MAIN: SELF
 GOAL NUMBER: 1.2
 GRADE LEVEL: K-2
 SUBJECT AREA: SOCIAL STUDIES
 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.
 The individual will understand some of the things in his environment that affect life in his community.
 OBJECTIVE: The individual will be able to describe clothing appropriate for various weather conditions.

ACTIVITIES	OUTCOMES
<p>1. Explain to the students how weather conditions affect various occupations (e.g.) farming, forestry, transportation, construction). Ask the students to further explain how weather can affect the workers in these occupations. Examples: The weather determines high or low productivity in farming; hazardous weather conditions hampers safety in transportation. Discuss with the students the role of the weatherman and the people who help him gather the weather information.</p>	<p>The student will be able to identify how weather factors affect occupations and workers.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.2

OBJECTIVE: The individual will identify roles played by all members of his family.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Show a film or filmstrip which relates to jobs in the home. Lead a class discussion on skills needed to perform jobs seen in film or filmstrip. List on chalkboard:</p> <p>e.g. Cooking - Read recipes Shopping - Counting money Washing - Grouping clothes by color Repairing - Using tools door</p>	<p>Students will be able to describe skills needed to do at least three jobs in the home.</p>
<p>2. Tell students to close their eyes for a minute and think about jobs that must be done in the home. Then tell them to make a picture of one job that is done in the home.</p>	<p>Student will draw a picture of one job performed in his home.</p>
<p>3. Ask students to try a new task in the home that they generally don't perform. After a trial period of a week, ask students questions like the following:</p> <ol style="list-style-type: none">1. Do you like the new task?2. Were you able to do it successfully?3. What did you use, or learn?4. Are you willing to try new jobs at home?	<p>Student will report orally on his new job experience.</p>
<p>4. Point to a picture on bulletin board display and ask students to decide if the job is generally performed by:</p> <ol style="list-style-type: none">1. Mother2. Dad3. Children4. Everyone <p>After the class reaches a consensus as to who generally performs the job, write this choice on a label and pin it to the picture. Do this for each picture on display. Discuss factors which might alter the normal division of household jobs.</p>	<p>Students will be able to name family member or members who generally do a specific job in the home.</p>

MAIN: SELF
GOAL NUMBER: 1.2
OBJECTIVE: The individual will identify roles played by all members of his family.

GRADE LEVEL: K-2

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>5. Prepare a bulletin board display of pictures drawn by students. See activity 1 above. Tell student to come to the bulletin board when his name is called to tell about his picture.</p>	<p>Each student will be able to describe his own picture.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.2

OBJECTIVE: The individual will describe ways in which he is able to assume responsibility in the maintenance of his home environment.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none">1. Discuss how having various jobs affects the home environment.<ol style="list-style-type: none">a. Moving to different cityb. Staying in home and improving by remodeling2. Discuss how income affects the home environment.<ol style="list-style-type: none">a. Bring magazines to school and cut out pictures of the needs of family and home. Have the students look in catalogues and put price tags on the pictures. Give the students varying amounts of play money and have them furnish their homes and personal needs. Discuss how different job incomes can affect their own home environment.	

GRADE LEVEL: K-2

MAIN: SELF

COAL NUMBER: 1.3

SUBJECT AREA: SOCIAL STUDIES

OBJECTIVE: The individual will identify the role he plays in the functioning of his family.

ACTIVITIES	OUTCOMES
<p>See activities for 1-2 K-2</p> <p>1. Construct a Student of the Week bulletin board: Each week one student (one from a.m. group and one from p.m. group) is the "Student of the Week". With help of parents he selects pictures, etc. to display. He has an opportunity to tell about himself and family interested through pictures. This activity can be continued throughout the year. An explanatory note could be sent to all parents early in the year.</p> <p>2. Have students draw pictures of responsibilities they have at home. Share pictures and explanation of them with the other students. Teacher can ask questions such as-- "Do you enjoy doing your work?" "What happens if you don't do it or if you do a poor job?" "How do you feel if you do a good job or do it before someone asks you to?" "Do your younger brothers or sisters have the same responsibilities as you?" "Why?" "What is your reward for doing a good job?"</p> <p>3. Teacher and students discuss manners. Why are they important? Who should use them? List on the board situations where manners are important to your image. 1. answer phone 2. being introduced to someone 3. meal time 4. open door for someone 5. in church or school while someone is talking.</p> <p>The students at this point can in groups of</p>	<p>The student will be able to tell some unique characteristics of his own family and himself.</p> <p>Teacher should determine if the student realizes the importance of responsibilities.</p> <p>The teacher will notice participation in the discussion his awareness of manners.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.3

OBJECTIVE: The individual will identify the role he plays in the functioning of his family.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>three, introduce one another, shake hands, etc.</p> <p>View film on courtesy.</p> <p>4. Allow students to volunteer to explain rules of game and to be "it." (Duck, Duck, Grey Duck and other low skill ability games-refer to curriculum guide (pp.16-25). Being "it" will give the student a feeling of worth.</p> <p>5. Role-play family situations such as: (1) around the dinner table, (2) a family birthday, (3) time to go to bed, (4) when mother's best dish breaks, etc.</p> <p>6. Family rules- use chalkboard to list various family rules and how different rules apply to different family members...(baby...sister...older brother...mother, etc.). Attempt to connect rules, reasons, and ages of people.</p> <p>7. Draw family portrait, and discuss child's position in family. Label parents and siblings.</p>	<p>The student should be able to explain the rules correctly and accept the idea of him being "it."</p> <p>The student will be able to perform the work required for family responsibilities.</p> <p>The student will be able to give reasons for specific rules.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.3

OBJECTIVE: The individual will identify the role he plays in the functioning of his school community.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Discuss with the students their job at school. Emphasize that each person must do his part.</p> <p>Use Experimental Development Book (B) <u>You and Your Friends</u>:</p> <p><u>Taking turns</u> (p.12) <u>Sharing</u> (p.13) <u>Honesty</u> (p.14) <u>Making and following rules</u> (p.15) <u>Care of toys and equipment</u> (p.16) <u>Everyone is a helper</u> (p.17)</p> <p>Color corresponding papers from student independent activity book.</p> <p>Discuss <u>Investigating Man's World</u> section on "Rules."</p> <p>2. Review with students their job at school. Present a sampling of work done by anonymous students. Have the students decide which papers seem to be done carefully and which could be improved.</p> <p>Ask which papers they think represent a good job at school. Discuss how good work helps us prepare for future.</p> <p>3. Helpers' Chart - Each day two students are chosen to do special activities. Point out that:</p> <ol style="list-style-type: none">getting the milk requires careful counting so that each student will have a carton.finding the day on the calendar for the group requires careful counting. <p>Emphasize that competency is usually the results of desire and practice.</p>	<p>The student is able to tell the reasons for needing rules to make school a pleasant place to work.</p> <p>The student should be able to state reasons for careful work at school.</p> <p>The student will be able to state reasons for practicing the use of the natural order of numbers.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.3

OBJECTIVE: The individual will identify the role he plays in the functioning of his school community.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>4. List the school activities the students do on specific days of the week. Examples are Monday-Physical education at 8:40; Tuesday-Music at 9:10. Display the list for the students to refer to daily.</p> <p>Discuss with the students why it is necessary for them to know the time of the day and the day of the week that different special classes are held in order to plan their school work.</p>	<p>The student will be able to identify the correct day of the week for specific classes.</p>
<p>5. Designate a helper for specific classroom tasks (water plants, clean boards, pass out paper, leader for lines, etc.) in which all children have the opportunity to be responsible. This activity can be continued throughout the year.</p>	<p>The student will be able to complete each task without being reminded to do so.</p>
or	
<p>Arrange for school helpers to talk to the students. Each student may then select one helper he would like to make a picture of or write a riddle about.</p>	<p>The student will be able to draw or write about a school helper and his work.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.3

OBJECTIVE: The individual will be able to identify (pride, satisfaction, honesty, responsibility, personal appearance) 5 characteristics of dignity.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none">1. Read a story showing a struggle for worth, such as Little Toot, The Little Engine that Could, Crow Boy, The Little Red Caboose.2. Play a record and have students march with dignity as in a royal procession.3. Read stories and view filmstrips dealing with manners and courtesy.4. Invite a nurse to discuss good grooming and cleanliness.5. Discussion of personal appearance as it relates to job image (Some people wear uniforms: Girl Scouts, Boy Scouts)6. Have half of the class advertise for employees and the other half apply for the jobs.7. Ask a member of the school family (nurse, custodian, librarian, telephone personnel) to describe job responsibilities.8. Invite a community worker to come to school and explain his job. (If he is a parent from your class, this also enhances the student's dignity and worth).	<p>Teacher observation.</p> <p>List the characteristics of dignity and worth. (Pride, satisfaction, honesty, responsibility, personal appearance)</p> <p>Student's discussion of the characteristics of dignity and worth.</p> <p>Dramatize situations calling for manners and courtesy to show that others have dignity and worth.</p> <p>The students should be familiar enough with words about dignity and worth to be able to describe what would be expected of workers named by teacher. (Oral or written)</p> <p>List the characteristics of dignity and worth. (Pride, satisfaction, honesty, responsibility, personal appearance).</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.3

OBJECTIVE: The individual will be able to identify (Pride, satisfaction, honesty, responsibility, personal appearance) 5 characteristics of dignity.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>9. Take a field trip to observe people at work. Have class identify ways workers demonstrate dignity and worth.</p> <p>Suggestion: Fire Department--Pride in personal appearance of station. Pride in appearance of equipment. Satisfaction in service they perform. Responsibility for self and fellow workers.</p> <p>10. Learn songs about work.</p> <p>11. Have student's interview members of the school family or members of the community to find out responsibilities of their jobs.</p> <p>12. View a community worker film or filmstrip and discuss how workers bring dignity and worth to their jobs.</p> <p>(a) The student will be able to tell ways in which work provides opportunity to enhance dignity and worth.</p> <p>(b) Social studies, language arts, physical education.</p> <p>13. When assigning room responsibilities which everyone wants to do, take time to discuss why pupils like to do the tasks. Do some tasks make you feel more important than others? How do you feel when you are chosen to take a note to another room or to the office? Do you like to work on the student council? Is it more fun to be the leader of a group? What responsibilities come with the honors?</p>	<p>Teacher observation.</p> <p>List ways in which a job can be meaningful, enjoyable, and purposeful.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.3

OBJECTIVE: The individual will be able to identify (Pride, satisfaction, honesty, responsibility, personal appearance) 5 characteristics of dignity.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
14. Discuss home jobs. What jobs do you like? Which do you hate? Why? Have children make a picture or write a story telling which job the child likes and which he hates.	
15. Discuss why people work. Reasons given might be: To earn a living, to help other people, to make a better life for your family, for recreation.	
16. Have safety patrol come in to discuss what things make him feel dignified and which things make him feel less dignified.	
17. Walk around the school block. Notice as many types of working people as possible. After arriving back at the school, the students help the teacher list the occupations they saw people involved in. The teacher should have pictures of the people in occupations observed to place on a bulletin board. Discuss different types of uniforms worn. (police-man, mailman, fireman, milkman, soldier, custodian, waitress, cook). Does their appearance make any difference in your opinion of them? What things about their appearance do you like (clothing, grooming, posture, manners?) Discuss each of these with the students.	The student should be able to note that manners, posture, and grooming add dignity and worth to a job.
Have students: 1. walk like soldiers 2. walk with a book on their head 3. answer the telephone correctly	Teacher will observe whether the student relates good posture and manners to dignity in a job.
18. Compile pictures of students that depict healthy students and those that are well groomed. Explain how good grooming practices foster a good self image. Cite examples of why this is important (e.g. social aspects, maintaining jobs, etc.)	The student will be able to comb his hair, wash his hands and identify these as good grooming practices.

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.3

OBJECTIVE; The individual will be able to identify (Pride, satisfaction, honesty, responsibility, personal appearance) 5 characteristics of dignity.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>Have students identify good grooming by picture selection. Let the student comb his hair and wash his hands. Evaluate student grooming practices by inspection.</p> <p>19. Use a Helper Chart. Each day a different student is a "helper." He performs necessary tasks for that day such as: bringing in milk; leader for going out-doors, lunch, etc.; reading the calendar; taking attendance card to office, etc.;</p> <p>Have each student draw a picture of himself doing his favorite job (at home or school). The teacher could write a sentence on each picture to explain what task each student likes to do.</p> <p>Most students have household tasks for which they are responsible. Have each student report on his home responsibilities, and in a class discussion, solicit comments from students that lead to the conclusion that these tasks are important. Include some of the consequences when these jobs are neglected such as mowing the lawn, shoveling snow, emptying wastebaskets, making beds, picking up toys, etc.</p>	

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.3

OBJECTIVE: The individual will identify 4 ways in which he is unique.

SUBJECT

AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES						
<p>1. Make a comparative chart:</p> <table><tr><td>Our boys</td><td>Our girls</td></tr><tr><td>Jim can...</td><td>Lois can...</td></tr><tr><td>Terry can...</td><td>Jeanne can...</td></tr></table> <p>Use the chart to point out differences and similarities. Guide students to a positive acceptance of their potentials and limitations as future men and women in society.</p> <p style="text-align: center;">or</p> <p>Do you feel you are different in any way from other boys or girls in your class?</p> <p>Write down on a piece of paper or discuss the ways in which you think you are different.</p> <p>Complete the following sentences: "If everyone were the same...." "It is good to be different because...."</p>	Our boys	Our girls	Jim can...	Lois can...	Terry can...	Jeanne can...	<p>Given a chart the student will be able to analyze how people differ.</p>
Our boys	Our girls						
Jim can...	Lois can...						
Terry can...	Jeanne can...						

MAIN: SELF
 GOAL NUMBER: 1.4
 GRADE LEVEL: K-2
 SUBJECT AREA: SOCIAL STUDIES
 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.
 The individual will understand his own behavior and the behavior of others.
 OBJECTIVE: The individual will list alternative ways of expressing his feelings.

ACTIVITIES	OUTCOMES
<p>1. Begin by making an incorrect singing sound and then lead students to tell how it could be better. For young students obvious examples used could be:</p> <ol style="list-style-type: none"> 1. voice too loud...screaming. 2. voice has breathy sound in it. 3. sound isn't clear because mouth and throat aren't open. <p>2. Ask students for their ideas on how fights and quarrels are started; how they are ended.</p> <p>3. Read the poem, "Of Quarrels," by Arthur Quiterman from First Book of Short Verse select by Coralie Howard. Ask students: What does this poem say to you?</p> <p>4. Explore with the students their ideas on fighting. Ask: When is it necessary to fight? (Answers might include such occasions as, for instance, when the class bully is picking on my little sister.)</p> <p>5. Make a story chart of "What is a Smile?" incorporating the ideas expressed by the students. Follow-up: Ask students such questions as: How do smiles do for other people? What do smiles do for you? When does your mother smile? When does your father smile? When do you smile? When does your teacher smile? (don't miss the answer to this one!)</p>	<p>The student will be able to identify a means by which a self-appraisal can be made.</p> <p>The student will be able to select behavior that is appropriate and will help him in school.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.4

OBJECTIVE: Given a list of 5 words related to feelings the student will accurately describe a situation which elicits each of those feelings.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Have students observe a non-objective (abstract) painting or reproduction (colored slide, filmstrip, print) selected by the teacher with the expectation that it will cause varied response.</p> <p>2. Discuss with the class the various reaction to leading questions:</p> <ul style="list-style-type: none">Is this a happy or sad picture?Is this a restful or active picture?Does this picture make you feel cold?Does this picture make you feel warm?Do you like the painting?What do the colors and shapes suggest to you? <p>Have the student draw a picture to represent each of these feelings: (a) happy (b) sad (c) disappointed (d) surprised</p>	<p>Students will recognize that there are reactions different from their own to the same stimulus.</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.4

OBJECTIVE: The individual will identify the most appropriate way of expressing feelings in a given situation.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>Filmstrips: "How Do You Rate At Home?" "How Do You Rate At School?" "How Do You Rate With Your Friends?" (BFA Educational Media) View filmstrips and film and listen to cassettes to learn more words for feelings, learn that feelings, goals, and behavior are dynamically related, and learn to talk more freely about feelings.</p> <p>16mm Film: "What to Do About Upset Feelings" (Coronet Films) Read stories dealing with emotions.</p> <p>Books: <u>Feelings</u> by Dunn (Children's Press) <u>Development Through Drama</u> by Way, Brian <u>Improvisations by Way, Brian</u> <u>Little Rabbit Who Wanted Red Wings</u> by Bailey <u>Jack is Glad and The Things in the Pool</u> by Steiner <u>The Umbrella</u> by Yashima</p> <p>Kits: "Focus on Self Development" Kit Units C,D, K,L,M,N,O,P (Science Research Associates) (L.T.I. Career Information Center)</p> <p>DUSO Kit (American Guidance Service, Incorporated), (L.T.I. Career Information Center)</p> <p>Filmstrips: "Learning to Live Together" Series, Parts I and II Ages 8-12 (Society for Visual Education) (L.T.I. Career Information Center)</p> <p>1. Use books or pictures to develop vocabulary words that describe emotions.</p> <p>2. Use creative dramatics to show various emotions.</p>	<p>Completion of open end statements:</p> <p>(a) Most of the time I Feel _____</p> <p>(b) I am happy when _____</p> <p>(c) I am sad when _____</p> <p>(d) I am afraid when _____</p>

GRADE LEVEL: K-2

MAIN: SELF

GOAL NUMBER: 1.4

OBJECTIVE: The individual will identify the most appropriate way of expressing feelings in a given situation.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>3. Show filmstrips or listen to records that deal with feelings.</p> <p>4. Show and discuss pictures or photoboards that depict emotional problems of young children.</p> <p>5. Show filmstrip that deals with learning to get along with others.</p>	<p>(e) Sometimes I can tell how you feel by _____</p> <p>(f) Sometimes you can tell how I feel by _____</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

SUBJECT
AREA: SOCIAL STUDIES

GOAL NUMBER: 2.1 The individual will understand that education and work are interrelated.

The individual will understand that what he learns in school is useful.

OBJECTIVE: The child will be able to demonstrate his expanding awareness by naming a variety of existing careers and how these careers relate to his present studies.

ACTIVITIES	OUTCOMES
<p>1. Divide a bulletin board into two sections labeled "Today - In School" and "Tomorrow - In the World of Work." In the first section place student's self-portraits as they look working at school. In the second section, place student's self-portraits as they will look in their future jobs. A piece of yarn can connect the self-portraits of each student.</p> <p>2. Place a list of the subjects they are presently learning in school next to the "Today-In School" section. Then ask for volunteers to tell the class what work they would enjoy. Go down the list of subjects with each volunteer, asking which subjects he would have to know for his chosen work, and why he would have to know them. Encourage each student to speak in complete sentences.</p>	<p>The student will be able to name subjects in school that are most important to specific jobs.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.1

OBJECTIVE: Given 5 occupations the individual will be able to tell aloud how math and reading relate to each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Ask each student to write his name on a piece of paper and then write the answer to this question: What do you want to be when you grow up? Call on students individually or in groups of two or three (if some students are very shy) to tell why he (they) must learn to read for his particular career aspiration. The other students in the class can guess the "job" from the reasons given. The student guessing correctly may be assigned the next turn. Students too shy to participate should be identified for small group work with the counselor.</p>	<p>The student will be able to associate school work and future jobs.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.2 The individual will understand that occupations and life styles are influenced by environmental variables.

The individual will understand that occupations and life styles vary.

OBJECTIVE: The individual will list ways that his life changes.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none"> 1. Have students describe how they are affected by environmental factors. <ol style="list-style-type: none"> a. Have cut-outs showing different climates, houses, areas, clothing cultures, describe and compare through situational questions. 2. Have students describe how they are affected by educational factors. <ol style="list-style-type: none"> a. Discuss effects of past experiences, past grades, travels, books, need for education, previous communities, etc. 3. Have a worker in the community come to class bringing the tools of his work with him (e.g. a carpenter, electrician, etc.). Ask the worker to demonstrate the tools for the class and explain the hazards in using them. Then have the worker describe the physical characteristics of his job which he particularly enjoys and those he does not particularly enjoy. Have students keep a list and discuss. 	

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment.

The individual will understand that people work together.

OBJECTIVE: The individual will be able to identify 5 occupations and to give examples of the need for teamwork on the job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Discuss with students the idea that they construct a special, quiet place in the room to use for individual or group study and other activities. Ask for the student's thoughts. Start some plans and designs. Guide the student's in identifying some of the problems they might encounter.</p> <p>Invite an architect, a builder, or a master carpenter to address the class on the basic principles involved in construction. Then have the class plan a simple construction project such as a bench, table, etc.</p> <p>Spend some time with students on the math problems that will come up. You might invite a group to make up a small math workbook with construction exercises.</p> <p>Discuss the importance of bracing, joining, weight support, etc.</p> <p>With the guidance of your building consultant, help students determine the materials and the cost. Involve them in whatever approvals and permissions you must acquire to construct the project. The money for the project might be raised through a class effort of some kind.</p> <p>You might make the placing of orders for the materials the occasion for field trips to a lumber yard and hardware store.</p>	<p>The student will be able to identify a variety of construction occupations and to give examples of the need for teamwork on the job.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.3

OBJECTIVE: The individual will be able to identify 5 occupations and to give examples of the need for teamwork on the job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>Schedule work periods so that you consultant or an adequate substitute can be present for safety reasons as well as for efficiency of construction.</p> <p>When the project is finished, reserve some time to review the stages of the work, to relate the tasks students have performed to potential careers, and to discuss the teamwork aspects of the undertaking.</p>	
<p>2. As you discuss people and the work they do, guide your class into some observations about the distinctive dress of people in certain occupations. Ask them to show you how some of these people look. Provide large sheets of paper and crayons. Suggest that they make the people about "so high," indicating with your hands a height of approximately two feet</p>	<p>The student will be able to demonstrate an appreciation of the special skills, working habits, and satisfactions typical of an occupation</p>
<p>When a student has completed an adequate sketch, work with him to demonstrate the rest of the project to the class. Guide the student in gluing his sketch to a sheet of Masonite. Then explain to the class that the figure can now be cut out with saws so that it becomes a little statue.</p>	<p>All students will participate in an assembly line activity, preparing and assembling an invitation or card for a special occasion, or similar project.</p>
<p>Allow the students to use the cutting tools on scrap lumber. Talk with them about safety. Demonstrate the proper care of the tools, as well as their use.</p>	
<p>Go back to the student whose sketch has been glued to Masonite and ask the class to observe as you help him cut the section of Masonite with the sketch from the large sheet, using a hand or sabre saw. Next, with the coping saw or jigsaw, work with him to cut out his figure, following the edge of his sketch closely. Show him how to use sandpaper, and have him</p>	

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.3

OBJECTIVE: The individual will be able to identify 5 occupations and to give examples of the need for teamwork on the job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>smooth the edges of his cutout.</p> <p>Talk with the students about what has happened so far. Ask them for ideas about how the figure could be made to stand up. You will think of various ways to hold the figure erect. One way is to cut a strip of corrugated cardboard about 1 1/2" x 12". Fold it in half and lay it on its side so that it forms a right angle. Cut slits in each arm at a 45° angle and force the figure into the slits.</p> <p>3. Have students participate in playing "telephone" passing me messages or words and evaluate the end results.</p> <p>4. Have students participate in relays that emphasize group co-operation.</p> <p>5. "Concentration Game" - for a given time walk in circle, observing neighbors, clothes, etc.; observations made...</p> <p>6. Discuss and demonstrate simple assembly line activities for introduction of concept.</p> <p>Filmstrips: "They Need Me" (4 sets) Imperial Film Co. "Two Sides to Every Story" Imperial "Troubles at Work"-Guidance Associates</p> <p>For an assembly line activity a "tinker-toy" set may be used. Any favorite "team games" - i.e. baseball, dodgeball, etc.</p>	

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.3

OBJECTIVE: The individual will be able to identify 5 occupations and to give examples of the need for teamwork on the job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>7. The class should discuss the activities in which they have participated in 2 - 2 and 3. This may be introduced and carried on by the use of the book, "The Little Engine That Could" and the following bulletin board. Each saying on the car can be discussed and then the car can be put on the board after the engine.</p> <p>Bulletin Board: You should make seven cars and on each car may be printed one of the following phrases:</p> <ol style="list-style-type: none">1. Get my work done quickly2. Work safely3. Try not to be a "me firster"4. Take my turn to talk5. Share with my classmates6. Do the best work I can7. Grow up inside <p>As these cars are put up on the bulletin board the teacher should lead a discussion about each phrase and what it means to the students as workers in and out of the school.</p> <p>8. The students could be video taped working together on their work roles. Later this tape should be played back to the students so they may see themselves in the work situation and evaluate how they worked together. Here are some suggested discussion questions.</p> <ol style="list-style-type: none">1. How does having good manners affect the students you worked with?2. What would happen if someone was lazy?3. What could happen if you weren't careful when you worked?	

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.3

OBJECTIVE: The individual will be able to identify 5 occupations and to give examples of the need for teamwork on the job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none"> 4. What would happen if you were a hog and didn't share the materials? 5. How did you feel about your class doing the work? 6. What made you feel good? Did anything make you feel bad? 7. How did you work with the group? 8. Did you help each other in the group? How? 9. Can you get more done using an assembly line or by yourself? Why? 10. What do you have to do to make the assembly line go smoother? 	

GRADE LEVEL: X-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4 The individual will understand the structure of the World of Work.

The individual will understand that there are many occupations.

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT

AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Have students bring from home several pictures depicting people at work. Instruct the students to look for as many different types of work and recreation they can find.</p> <p>2. Play "On My Way To School Today, I Saw." Students are seated in circle with one in the middle. This student pantomimes a type of work he saw this morning. Other students attempt to guess the work.</p> <p>3. Make a mural. Each student must choose a different job and paint the worker dressed appropriately with some of the specific tools of his work.</p> <p>4. Play Peter and the Wolf for your class several times and discuss the story in detail. Then, as you play all or parts of the recording again, ask students to tell you the story. As students talk, list the sequence of events and the characters' names on the chalkboard. Talk about the personality of each character. Have students sketch their ideas about how each character might look. Ask them to act out their pictures, showing how each character might walk and talk.</p> <p>Play the recording again and begin acting out some of the events with the students. Encourage individuals to "get into it," to be as expressive as they can.</p>	<p>Students will become aware of the many kinds of work.</p> <p>Observe to see whether the student has an understanding of the task he is performing, and has the ability to relate it to others.</p> <p>The student will be able to single out various specialized occupations, identify the skills associated with them, and report impressions of his own aptitudes for these jobs.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>You might enlist the aid of the school music teacher in playing or singing the themes that identify the characters, until the class readily recognizes each one. Teach the students to identify the thematic instruments by sound and to associate the sounds with pictures of the instruments. Ask high school band members to visit your class and demonstrate the instruments.</p> <p>Move from drawings of the characters into making simple puppets. Perhaps the school art teacher will assist you. Have students begin to manipulate the puppets in pantomime as the appropriate musical themes come up on the recording.</p> <p>Make a simple puppet theater, perhaps using a long desk or table with a drop in front, behind which the puppeteers can hide as they perform.</p> <p>Stimulate enthusiasm for working up the puppet show for an audience. Assign parts, possibly by vote, and rehearse the show until the students seem satisfied with their performance.</p> <p>Between rehearsals, help students make posters and flyers to announce the performance. Appoint a popcorn committee. Make tickets that the students can distribute to parents and friends. The tickets might even be sold for some token amount and a special "Finance committee" appointed to control the proceeds which might be donated to a community organization.</p>	

Enjoy the show!

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>When it is all over, have a group critique of the project. Talk about what you have learned in general and in particular, what you learned about occupations. Guide the students into the recognition that, in the course of the project, they actually practiced numerous trades and professions--musician, actor, artist, writer and perhaps, in preparing the puppet show, seamstress, carpenter, salesman, bookkeeper. Express your interest in their individual preferences among the tasks they have performed and in their reasons.</p> <p>You might have an intriguing conversation about the distinguishing "styles" of the characters in Peter and the Wolf and the occupational "styles" that characterize actors, athletes, pilots, and other workers.</p> <p>5. Have at hand in the classroom a variety of ordinary objects--a piece of rope, a piece of cloth, a chair, a cot, a long wooden stick, a toy car that students can use in a fantasy or free association game.</p> <p>Invite students to join you in an "imagination stretching" game. Hold up an object, perhaps a piece of rope, and say, "That reminds me of several people who do special jobs." Then pantomime the occupations. For example, hold the rope as you would hold a fire hose. Say, "I'm a fireman. I'm putting out a fire that is just about to burn down somebody's home." Act out the situation. Then take a step or two to a new position and begin to twirl the rope around your head.</p> <p>Say, "I'm a cowboy, I'm going to catch that beautiful big horse so I can ride him." Take another position and start tying one end of the rope to a table leg or a radiator pipe. Say, "I'm a sailor.</p>	<p>The student will be able to name a wide variety of occupations and to give a simple characterization of each one.</p> <p>The student will be able to demonstrate awareness of a variety of "community helper" careers.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES

OUTCOMES

I've just sailed in on that big ship, and I'm mooring it to the dock so all the people can get off and all the cargo can be unloaded. Hand the rope to a student and say, "Who are you?"

Or you might take up a largish piece of cloth and begin to fold it. Say, "I'm a parachute jumper. I'm folding up my parachute so I can fly up in the sky in an airplane and then jump out and float down to the earth." Move to a table, lay out the cloth, and pretend to cut and sew. Say, "I'm a costume designer for a movie. I'm going to dress up the star so she'll look like a princess." Hand the cloth to a student and say, "Who are you?"

On another occasion, move a chair to the front of the class, sit down, and pretend to adjust instruments. Say, "I'm a space pilot. I'm on my way to the moon." Get up, move the chair a little, sit down, and look thoughtful. Say, "I'm the President of the United States. I'm sitting here deciding how to stop the war." Gesture for a student to take the seat and say, "Who are you?"

You may wish to play this game for short periods on numerous occasions. Invite students to bring objects from home that they think will set their classmates to imagining. After each fantasy session, make the point with your charges that the world is large and various, that there are all kinds of interesting jobs waiting for children to grow up and take on. Talk a little about why some of the careers they have fantasized would be rewarding and about how one would prepare for such careers.

MAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>6. Ask students to pantomime activities typical of the workers they have seen in their neighborhood. For example, a carpenter builds with a hammer and saw; a traffic policeman directs traffic with a whistle and his hands; a house painter climbs ladders and dips and swings a paintbrush.</p> <p>Play a familiar recording (preferably instrumental) and ask the student which of their pantomimes "fit" the music. Call small groups of volunteers to demonstrate their ideas--to "teach" you. After several combinations of occupations have been tried with the music, invite the entire group to join you in creating a dance. At first, signal changes in steps by calling out the names of occupations as well as by changing your body movements. Later, let students call out occupations and have the class "follow the leader."</p> <p>After the students have had several experiences with creating their own mime dances, you might divide the class into small groups to develop "mystery" dances. For example, one group might portray the activities of all persons involved in building a house (architect, bulldozer operator, surveyor, bricklayer, carpenter, painter, etc.) After each group presents its "mystery" dance, have the class guess what was happening and name the occupations that were demonstrated.</p> <p>Have a group discussion about the different ways in which people contribute to society and the rewards they find in their work.</p> <p>7. Collect pictures of people working in their community from the local newspaper. Do this throughout the unit. Near the end of the unit construct a</p>	<p>The student will be able to demonstrate awareness of a variety of "community helper" careers.</p> <p>Given a collection of pictures, the student will be able to identify workers in the community.</p>

MAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>bulletin board entitled "Workers of Our Community." Discuss the different types of work found in our community.</p> <p>8. Teacher displays pictures of health and safety helpers. Students should name these occupations and how they help us (doctors, dentists, nurse, pharmacist, firemen, policemen, safety patrol, ambulance driver, etc.).</p> <p>9. Inform the student about the variety of jobs that are made available from seed and plant growth. Farmer, sales personnel, food service, canning operations, food markets, power equipment manufacturers, machines, tool industry, forest service, science research, etc. Ask the students who they know has a job because of seed and plant growth. What work will the student have to do to make their plants grow? Compare with production growing.</p> <p>10. Arrange pictures of people at work on the chalk tray. The class is to think of ways to classify them. Suggestions:</p> <ol style="list-style-type: none">1. Those who wear a uniform.2. Those who work with animals.3. Those who need to drive.4. Those who work outdoors.5. Those who work indoors.6. Those who take care of our bodies.7. Those who protect us from danger. (Peabody Kit Level #1 "People and Activity Cards") <p>11. Tour the school building to observe specified school helpers at work. Have the students pantomime different types of jobs performed by school workers and have other students guess who they are.</p>	<p>The student should be able to learn the names and major functions of each occupation.</p> <p>The student will be able to identify jobs related to seed and plant growth.</p> <p>The student will be able to understand the planning, caring for plants, and harvesting of plants.</p> <p>Given a set of five pictures the student will be able to classify them in two ways.</p> <p>The student will be able to identify school workers by the actions.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>12. Collect and mount pictures of worker's tools. For example, you might use pictures of a stethoscope, thermometer, wrench, night stick, whistle, rake, order pad, pencil, tray and bat. Turn five pictures face down. Give one each to five students. Give them the opportunity to show their pictures to other students in the class. Direct the class members to name as many occupations as they can think of whose workers would use the tool. The student with the picture must decide if the answers are correct. A list of occupations can be written on the blackboard.</p>	<p>The student will be able to name several occupations whose workers may use the same tools.</p>
<p>13. Students will develop as a group several "worker wheels". A worker wheel shows related occupations (e.g. food occupations from farmer to consumer).</p>	<p>Using the "worker wheel" provided the students will complete three or more circles.</p>
<p>14. Visit a grocery store. Note clerks at work, boys filling shelves, butcher cutting meat, bakery department making items and shelving them, carry-out boys.</p>	<p>The students will be able to recognize that the farmer must be well educated to take care of his animals.</p>
<p>15. Make a list of jobs the farmer does to care for his animals. Discuss what jobs the student could do to help the farmer. Discuss what would happen if the farmer did not take care of his animals.</p> <p>16. Have each student answer roll call on a given day by telling what his father and/or mother does at his job. If he cannot tell, ask him to find out. Send notes home and invite any parents to volunteer to visit and to explain their jobs to class.</p>	<p>The student will be able to name a variety of jobs that parents of his classmates do.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>17. Discuss the "entertainment field" as an occupation. What purpose does entertainment serve? What are the student's sources of entertainment? Their family's? What are the names of the occupations in the entertainment field? (actor, writer, singer, ball players)</p>	<p>The student will be able to identify some occupations that provide entertainment.</p>
<p>18. Make a list of what the students eat for breakfast or lunch. Multiply what the students had in your school. Ask the students, "Where does the food come from?"</p> <p>With the students make a list of all the people that were involved in growing, harvesting, transporting, selling and preparing of the food. Highlight the discussion with pictures. Have the students arrange the pictures in order from planting to eating.</p>	<p>The student will be able to identify the many different jobs that are related to producing food for society.</p>
<p>19. Inform the students about the number of workers who have contributed to the successful space exploration the United States has attempted. Refer to scientists, construction workers, welders, computer technicians, instructors who trained the astronaut, etc. Show pictures. Refer the students to the beginning Sextant Series "Come to Work With Us in an Aerospace Complex." Discuss the jobs of these workers. Check the students ability to recognize those jobs and tasks by matching items.</p>	<p>The student will be able to identify the variety of workers involved in space exploration and the job implications of the aerospace industry.</p>
<p>20. Arrange pictures of workers on chalk tray. Class is to think of ways to classify them. Such as:</p> <ol style="list-style-type: none">1. Those who wear a uniform.2. Those who work at night.3. Those who work outdoors.	<p>Given a set of five pictures, the student should be able to classify the pictures in at least two ways.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none">4. Those who work indoors.5. Those who take care of our health.6. Those who deal with animals.7. Those who need to drive.8. Those who need to be quite strong.9. Those who work during the day.10. Those who produce or make something.11. Those who repair something. <p>(Peabody Kit Level #1 People and Activity Cards: Kindergarten Social Science Unit "Home and Family")</p> <p>21. Place cards showing pictures of worker along chalk tray. Introduce the idea that there is a set which has no members. Tell the class that we will classify these people in special ways to form new sets. Have a student come forward and pick the sets that go together:</p> <p>The set of workers who wear uniforms. The set of workers who work outside. The set of workers who work inside. The set of workers who work with animals. The set of workers who help us to stay healthy. The set of workers that have two noses. The set of workers who are as tall as the ceiling.</p> <p>As the students observe that the last two of these sets have no members, briefly discuss the idea that a set can have no members.</p> <p>(Peabody Kit Level #1 - People and Activity Cards)</p>	<p>The student will be able to make sets of objects and identify a set with no members as the empty set.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.4

OBJECTIVE: The individual will be able to name a wide variety of occupations and to give a simple characterization of each one. The individual will be able to identify a variety of community helper careers.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
------------	----------

See preceeding activities for goal number 2.4 K-2

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time. The individual will understand that he will have free time.

SUBJECT
AREA: SOCIAL STUDIES

OBJECTIVE: The individual will be able to list 25 leisure time activities.

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none">1. Have the students define their leisure time and work time.2. Have the student list a variety of leisure time activities.3. Have the students set up a display to demonstrate a knowledge of occupations which lead to leisure time pursuits and vice versa.4. Students will discuss why an activity is an occupation for one and leisure time activity for another.5. Student will list who his friends are at work (School) and socially, and make comparisons and contrasts between the lists.6. The students could dramatize the inefficient worker vs. the efficient worker. As an example, they could use a carpenter who forgets his tools, who uses the wrong tools for the job, who only picks up one board when he could pick up two. As another example they use the clerk who spends too much time sharpening pencils, smoking, visiting etc.7. Teacher holds up a picture of a group of boys playing football. Then she holds up a picture of some professional football players. Which is work and which is play? (Girls playing house-mother ironing; students taking a test-mother writing a letter; man hunting for recreation, Indian hunting	<p>Students should be able to differentiate between work, play and a hobby.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.5

OBJECTIVE: The individual will be able to list 25 leisure time activities.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>for food; baseball, golf, basketball, etc. may also be used.)</p> <p>Discussion can follow on work, play, hobby, recreation.</p>	

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.5

OBJECTIVE: The individual will list ways in which parents use at home leisure.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none">1. Discuss fathers' occupations. Show activity cards and have students classify according to work or play. Discuss in occupations such as: artist, fisherman, race driver, football player, gardener, tour guide, zoo keeper, etc. Relate student's activities at school and classify according to work or play.2. Have each student ask his parents what they feel work is. On a bulletin board place the caption, "Work is:" and arrange the definitions the children have brought from home around this title. Have the students discuss the different definitions and attempt to agree on one or a combination of them.3. Have the students bring pictures of families working and playing. Discuss how one person's work can be another person's leisure. This should be in keeping with the definition of work the students have agreed upon.4. Have each student ask his parents what activities they do at home which they consider leisure activities and those which they consider work activities. Have students discuss and compare results.	<p>The student will be able to name some jobs that are work for some and play for others.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.5

OBJECTIVE: The individual will order activities he prefers as leisure activities.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Collect pictures of people at work and people at play. Compare the pictures, then contrast those that are both work and play (mother-girl playing house; football-professional athlete). Let the students discover that work and play are related, and mean different things to different people. Post the pictures on a bulletin board. Title display "Work and Play."</p> <p>Ask the students if they sometimes play school at home or at a friend's house. Let them discover that school tasks can be played at home, but they are to work at school.</p> <p>2. Have students make bulletin board display using pictures or drawings of leisure activities. Ask each student to study the display and then list his favorite leisure activities (whether or not they are represented in the display) in order listing favorite first, etc.</p>	<p>The student will be able to name different types of work and explain why it can mean different things to different people.</p>

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.5

OBJECTIVE: The individual will describe how he uses his time away from school.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1 Students could keep a daily log of the amount of time spent daily in school, sleep, work, play, and misc. A second log or chart could be developed which would depict improved time use.</p> <p>2 The student will list experiences he has at work (school) which allow him to broaden his leisure time activities.</p> <p>3 Each student is given a fortune of 24 slips of paper roughly the size of a dollar. He is advised to spend his fortune by writing some activity such as school time, baseball, homework, sleeptime, etc. on each of the 24 slips. If the student objects to spending a whole hour for meal time, for instance, he could be allowed to divide some slips in two or more by drawing a line down the center, and spend each half. He is to project how he hopes to allocate his time for the next 24 hours. For convenience 12 noon might be chosen as a starting point. The next day in the afternoon the students could discuss with the class whether they spent their time wisely as planned.</p> <p>4. Collect pictures of people doing some activity. Classify pictures according to work and play. Assemble pictures in booklet form. Discuss reasons for the choices made, stressing a certain activity might be fun for you and work for another.</p> <p>or</p> <p>Make up a list of activities the student does during the day. From the dittoed list decide whether an activity is work or play and check the appropriate box.</p>	<p>Student will describe how his father's leisure time and occupational activities are different or related. He will name five leisure time and five occupational activities. Student will write a report on two different occupations which have interrelated work and leisure time activities (i.e. activities that are leisure time for one and occupational activities for another) He will explain this difference taking into account the definitions of work and leisure.</p>
<p>Get up</p>	<p>The student will be able to assemble people and their jobs in booklet form.</p>
<p>ACTIVITY WORK PLAY</p>	<p>The student will be able to differentiate between work and play.</p>

GRADE LEVEL: K-2

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.5

OBJECTIVE: The individual will describe how he uses his time away from school.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>Go to school Free time Reading Class Etc.</p>	<p>Tabulate results. Discuss the reasons for choices.</p> <p>The student will be able to categorize pictures between work and play.</p>

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

SUBJECT
AREA: SOCIAL STUDIES

GOAL NUMBER: 3.1 The individual will understand that life career develops through direction and is a life-long process.

The individual will understand that getting ready for a job takes a long time.

OBJECTIVE: The individual will identify things he was not able to do last year that he is able to now.

ACTIVITIES	OUTCOMES
<p>1. Discuss with students their job at school. Emphasize how each person should do his best in order to prepare for first grade.</p> <p>Early in the year, introduce a copy of a booklet which includes things which student should be able to do by the end of the year. Title - <u>My Happy Book</u>.</p> <ol style="list-style-type: none">1. Eight basic colors2. Count and print numerals 1 through 103. I can skip4. Mother's first name5. Father's first name6. Address7. Telephone number8. Print own name9. Cut a circle10. Tie shoes <p>When a child can do each of the things listed, he can color the page for his booklet. When all are completed he may take booklet home.</p> <p>2. Draw a picture of you as a baby. Draw a picture of you today. What can you do today that you couldn't do then? How have you changed?</p> <p>How can I move now that I couldn't as a baby?</p>	<p>The student will be able to tell some things which help to prepare him for first grade.</p> <p>Notice whether the student draws a body with a head, two arms, two legs, etc. Is there a difference in the two pictures?</p>

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.1

OBJECTIVE: The individual will identify things he was not able to do last year that he is able to now.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
3. Record on growth chart height weight and keep track once a month throughout the year.	The teacher will notice if the student can tell how much he has grown.

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.1

OBJECTIVE: The individual will identify ways last week's learning relates to this week's.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none">1. Compile a class list of the abilities which are being acquired in the course of the school day. As the students work through the subject areas on a given school day, ask them to suggest abilities which are being learned. The teacher will keep a total class list and add to it whenever a suggestion is made. The students may want to visit a class within another grade level to get further ideas.2. Keep the list compiled in activity #1 until the following week. Make a new list of activities being acquired. At the end of the week have the students compare the two lists to find examples in which the present weeks activities are related to or based upon those of the previous week.3. Having in a previous activity developed a list of the manipulative abilities that are possessed and in the process of being learned by the students give each student a copy of the list to take home. Have the student ask his parents, relatives, and friends to check those abilities they use in their work.	

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.

The individual will understand that people are

different and will have different jobs.

OBJECTIVE: The individual will be able to discuss the differences in attitudes, interests, abilities and values among various community workers.

SUBJECT

AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Have one of the school safety patrol talk to the class about his responsibilities. (He could also at this time explain various safety factors.) He could relate how he feels when other people show respect to him for his services and how he feels when they do not respect him.</p> <p style="text-align: center;">or</p> <p>School custodian and cook could discuss their responsibilities.</p> <p>2. With the help of your students, hang a large bed sheet in a doorway or attach it to a large frame. Place a strong light behind the "screen," at a distance of from eight to twelve feet.</p> <p>Tell the students that you are going behind the screen to act out a career that interests you. Ask them to watch the shadow on the screen closely to see if they can determine what occupation you are acting out.</p> <p>Select a career that will be familiar to the students. For example, you might borrow the custodian's broom and pantomime sweeping the floor and emptying trash baskets. Or, if you choose to be yourself, act out writing on the chalkboard, recording grades, calling the group to attention, and so forth. Choose actions that are typical of the occupation but simple and clear. Exaggerate your movements.</p>	<p>After the patrol member's talk, question the students as to how he gains respect for his job.</p> <p>The student will be able to demonstrate appealing characteristics of his career interests.</p>

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.2

OBJECTIVE: The individual will be able to discuss the differences in attitudes, interests, abilities and values among various community workers.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>Use a follow-up discussion of your "Shadow Show" to develop the idea of constructive criticism. Ask: What parts of my presentation were difficult to figure out? What other actions could I have used? Encourage students to demonstrate their ideas and to evaluate the results.</p> <p>Have several students pantomime their own career selections. Let the class evaluate their shows.</p> <p>Since some students will want to act out more than one career, you may want to have "Shadow Shows" several times during the year. You can capitalize on students' fluctuating interests by sharing with them the observations that people often change their career ideas and are often well suited for several careers.</p> <p>Have the group help you plan future shows. Discussion might cover questions such as: How often should the shows be held? How many careers should be presented in each show? Since each of us is likely to be interested in several different careers this year, can we work them all in? How can we make sure no one is left out? How important are props? Can we make, borrow, or do without?</p>	

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.2

OBJECTIVE: The individual will be able to list 5 appealing characteristics of 3 careers in which he is interested. The individual will be able to name a wide variety of occupations and to give a simple characterization of each one.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
------------	----------

See the activities for 2.4 K-2

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.3 The individual will learn to accept full

responsibility for his decisions. The

individual will understand that he will have

to make choices.

OBJECTIVE: The individual will be able to list 5 decisions he has

had to make during a specified period of time.

SUBJECT

AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Planned gym activities: Give students freedom to choose one of several gym activities. (EX. apparatus, ropes, balls, scooters, etc.) Follow up free choice gym period with discussion of why certain activities were chosen by individuals. Introduce the terms, interests, abilities, attitudes, values, and aptitudes.</p> <p>2. At conclusion of gym class, have a discussion on value. Concentrate on such behavior as the regard for others safety and feelings, fairness, and sharing.</p> <p>3. On library day, put books chosen on table and discuss variety of interests.</p>	<p>Discuss the differences in attitudes, interests, abilities, and values between two characters in a film or a story.</p>

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.3

OBJECTIVE: The individual will describe situations in which his decisions affect only himself.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>See activities 1.1 K-2 A See activities 1.1 K-2 B</p>	

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.3

OBJECTIVE: The individual will describe situations in which his decisions affects others.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>See activities 1.1 K-2 A</p> <p>See activities 1.1 K-2 B</p>	

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.3

OBJECTIVE: The individual will name ways of changing an inappropriate decision.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Discuss with the students how proper body grooming fosters a good self image.</p> <p>Collect pictures of well groomed children in magazines. Make a booklet or bulletin board display.</p> <p>Use individual hand mirrors for the students to experiment with. If there are good grooming deficiencies ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks. Students who continue to have good grooming deficiencies which are effecting their self-concept should be identified for further help.</p>	<p>Given two pictures, one having a well groomed child and one other of a child not well groomed, the student will be able to choose the well groomed child and orally list grooming deficiencies of the lesser groomed child.</p> <p>The student will be able to identify good grooming habits and detect grooming deficiencies.</p>

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.3

OBJECTIVE: The individual will name ways of changing an inappropriate decision.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>1. Discuss with the students how proper body grooming fosters a good self image.</p> <p>Collect pictures of well groomed children in magazines. Make a booklet or bulletin board display.</p> <p>Use individual hand mirrors for the students to experiment with. If there are good grooming deficiencies ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks. Students who continue to have good grooming deficiencies which are effecting their self-concept should be identified for further help.</p>	<p>Given two pictures, one having a well groomed child and one other of a child not well groomed, the student will be able to choose the well groomed child and orally list grooming deficiencies of the lesser groomed child.</p> <p>The student will be able to identify good grooming habits and detect grooming deficiencies.</p>

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation. The individual will understand that his surroundings affect his life.

SUBJECT

AREA: SOCIAL STUDIES

OBJECTIVE: The individual will be able to name a number of occupations in the community and to describe some duties of each.

ACTIVITIES	OUTCOMES
<ol style="list-style-type: none">1. Take a trip around the school. Have the students observe the jobs found in the school.2. Have the students list the jobs found in the school.3. Have the students make a work booklet of the jobs found in the school. Each child may take one worker, write a sentence about the job and draw a picture of the worker.4. Take a community field trip. Have the students observe the different types of jobs and businesses.5. Students make an experience story about the jobs in their community. Make a cartoon showing the work of one community worker.6. Make a big map of the community. Have the students draw pictures to represent stores, businesses, etc.7. Tell the students that science helps people make tools that help them in their work. Use the tool and occupation cards from the Peabody Language Development Kit #2. Put the occupational cards on the chalk ledge. Turn the tool card face down. Let each student select a tool card and match it with the appropriate occupation card.	<p>Students will be able to draw a map of the stores and community businesses, listing jobs found in each.</p>

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4

OBJECTIVE: The individual will be able to name a number of occupations in the community and to describe some duties of each.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
Each student is to tell the class what the tool is, who the worker is, and how the tool helps the worker.	Given the name of an industry (i.e. hospital, school, gas station, etc.) students will select from available pictures of workers (posted on bulletin board, scrapbook, etc.) those workers associated with that industry and tell how they are related.
8. Plan the game "The Fireman." Have the students put their heads on their desks. After a clang, clang, the children assume the role of the fireman, put on their clothes, put out the fire, etc. May adapt this to other careers.	
9. Have the students make up riddles about careers.	
10. Have a library corner with books and posters of community workers.	
11. Using the following questions as a guide, discuss contributions of various occupations to individuals and society. (The scrapbook developed in previous activity could be used as a starting point.)	
12. The students will write riddles, rhymes and/or games about workers after the previous discussion.	
13. Show picture and discuss: a. Who is this? b. What does he/she do for us? c. What does he do for the community? d. What skills does he need to do this skill? e. How does he acquire these skills? f. How does he dress and what tools does he use? g. What would happen if we didn't have the _____?	

GRADE LEVEL: K-2

DCMAIN: CAREER PLANNING

GOAL NUMBER: 3.4

OBJECTIVE: The individual will be able to name a number of occupations in the community and to describe some duties of each.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
14. Exhibit pictures of postal service workers, police officers, telephone service workers, electric service workers, milkmen, sanitation, etc.	Have students complete a chart with the following information. What does he wear? What tools do they use? When did he come? (time of day) How often? What did he do? How did he help us?
15. Display a list of occupations and vocabulary on board and add as students discuss various workers.	
16. Have students visit library to browse for books, magazines, and for pictures of workers who come to the home. Set up a reading corner.	
17. Draw a picture of a worker and write a sentence or two on how they help you.	
18. Role playing--Have students act out the role of a worker. If class cannot guess, give a clue.	
19. Have each student take home a questionnaire to ask parents for workers who come to their house to work. Students can read simple headings to parents, but parents will probably need to write names.	
20. Make a long mural of workers who come to our homes. Each student can work on some part by coloring in letters, pasting on cut outs, etc.	
21. Show films on community workers.	
22. If any fathers are employed or work in similar occupations to those being studied ask them to come to school and explain their work.	

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4

OBJECTIVE: The individual will be able to name a number of occupations in the community and to describe some duties of each.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>23. Have the students make an interview form to use in talking with parents about their jobs.</p> <p>24. Have the student adapt the Mulberry Bush song to sing "This is the way my father works". The students will act out the job they are singing about.</p>	<p>Students will present written evidence of at least one of the above activities (e.g. "Job Tree") and will orally (or in written form) describe the work tasks involved in at least one half of the jobs listed.</p>
<p>25. Have students complete a "Job Tree" on their own family, depicting the jobs held by as many family members and relatives as possible. Ask the children to describe and discuss the jobs presented.</p>	
<p>26. Students make a mural depicting the job of their significant people, uniform, tools, etc.</p>	
<p>27. Make a Hall of Fame for the bulletin board of significant people and their jobs.</p>	
<p>28. Following a class discussion of the different kinds of stores and shops students have visited or seen, work with your class in creating a "walking mailbox." Find a cardboard carton that will fit down over a child's body, leaving him room to move comfortably. It should rest on top of the wearer's head and reach his knees or lower. Help students cut an oval at the level of the eyes and mouth, large enough to receive a "letter." Then have the students fix up the box with facial features, arms, and a uniform, using paint of construction paper cutouts.</p>	<p>The students will be able to name a number of occupations in the community, to describe some duties and satisfactions of each, and, in each case, to state some interrelationship with another occupation.</p>

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4

OBJECTIVE: The individual will be able to name a number of occupations in the community and to describe some duties of each.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
Have student take turns being Mister Mailbox. Wearing his box, he goes from "shop" to "shop" - that is, from student to student - collecting a piece of mail at every stop.	
Each of the other students imagines that he is a shopkeeper. Have each one prepare a "letter" to another shopkeeper, asking for some service or some merchandise.	
As Mister Mailbox approaches, each shopkeeper slips his letter into the slot, and Mister Mailbox takes it in his hands. But he is a chatty sort. He stops and asks each shopkeeper some questions (which you may wish to write out for him as a reminder): What do you do all day? Do you like your job? Why? Whom are you writing to? Why?	
Have some little talks with the class about occupations in the community, why people enjoy work, how they help each other.	

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4

OBJECTIVE: The individual will be able to list a wide range of careers available in his community and to cite factors that influence the selection of a career.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Have students discuss activities which they do for fun and which adults do to earn a living. (EX. Playing ball, cleaning, cooking, typing, photography, T.V.)	Show pictures. Have students tell why he thinks the work is being done.
2. Invite someone to show and discuss his hobby.	Have students give three to five examples of vocations that can also be vocations.
3. Have a hobby show. Let students demonstrate what work is done to prepare material in relation to his hobby.	
4. View filmstrips to show how hobbies may lead to vocation. (EX. Rock collecting-geology. Tools-carpentry).	
5. View film to show reasons why fathers work.	
6. Have people who do volunteer work speak to class. (Girl Scout Leaders, Peace Corps Worker, hospital helpers)	
7. Have class plan a volunteer activity. (Singing at nursing home, improving environment, shopping for invalids).	
8. Have students plan a party for another class to show that work can be fun.	
9. Plan a type of sale (white elephant, peanut, popcorn, Etc.) and use money to buy food for needy family or gift for sick child.	

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4

OBJECTIVE: The individual will be able to list a wide range of careers available in his community and to cite factors that influence the selection of a career.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
10. Neighborhood walks to observe kinds of work being done. Have students make pictures or mural, or make a chart as a group.	Class made chart of occupations.
11. Have students keep a record of workers who came to their house.	Have each student tell what his father's or mother's occupation is.
12. Read books and view filmstrips dealing with occupations.	Give a list of five items and have student name occupations involved. Such as shirt, water, chair, bread, shoes, etc.
13. Have students cut out or draw illustrations of as many occupations as it is possible to find. Mount these on a large chart with masking tape so that they may be removed for reclassification.	
14. To familiarize the student with occupations, play a phonic game. Teacher thinks of an occupation, tells student beginning sound with riddle-like description, child guesses occupation. (EX. I am thinking of a worker. His name begins with the sound of "f" and he works in the fields.	
15. For vocabulary development, print cards with names of occupations. Let students match these with pictures on chart.	
16. Have students make community worker puppets and dramatize.	
17. Sing songs and play games pertaining to various occupations.	

GRADE LEVEL: K-2

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4

OBJECTIVE: The individual will be able to list a wide range of careers available in his community and to cite factors that influence the selection of a career.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
18. Have each student make a list of the things he has done from the time he got up until he arrives at school. Discuss how their activities depend on various occupations. (EX. Drinking milk--Dairy workers, milkman, farmer)	
19. Physical education activity. Acting out work activities of occupations.	

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

SUBJECT
AREA: SOCIAL STUDIES

GOAL NUMBER: 4.1 The individual will understand that he can learn to perform in a variety of occupations. The individual will understand that he can learn to do many things.

OBJECTIVE: The individual will name 5 things he would like to learn in the near future.

ACTIVITIES	OUTCOMES
<p>1. In a class discussion, explore student ideas about the concept of life-style. Suggest that one way to develop a definition for this term would be to investigate ways in which a number of careers influence individuals involved in them and/or reflect the way an individual prefers to live. Invite students to name various careers that they feel illustrate sharp, obvious life-style differences. Occupations such as actor, banker, farmer, pharmacist, ecologist, soldier, politician, and rock musician might be used as examples.</p> <p>Have the class develop a list of life-style elements that might be affected by one's career. For instance, working hours for an actor vary from day to day, depending on rehearsal and performance schedules. In comparison, a banker's hours seldom fluctuate; his is essentially a nine-to-five life. A druggist's financial position is generally more secure than that of a rock musician; a rock musician must spend a great deal of time on the road, whereas a farmer must remain fairly stationary most of the year; an ecologist works out-of-doors, whereas a politician generally works indoors.</p> <p>As students compare and contrast the working life-styles of all the different vocations selected, encourage them to hypothesize about the lives of individuals when they are not on the job. Explore the idea that an individual's leisure-time activities are a matter of personal choice. But choices are</p>	

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

GOAL NUMBER: 4.1

OBJECTIVE: The individual will name 5 things he would like to learn in the near future.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>limited or structured by other factors--interests, abilities, time, money available, family responsibilities, community facilities, and peer influences.</p> <p>Students might invite parents to join in a discussion of factors that might cause people to make changes in their life-styles. For instance, many men find that when they reach middle age, a nine-to-five job is not to their liking. Many women are finding the career of housewife stifling. Other influencing factors include health, changes in family structure, unexpected financial burdens, changing interests, and opportunities for further education and training.</p> <p>In addition to discussing change factors, the group might also explore the problems that develop when one decides to revise a life-style. As part of the discussion, ask parents and students to share ideas about the difficulties an individual might have in perceiving himself accurately and the reasons for these difficulties.</p> <p>A role-playing exercise could be employed at this point. Have the group develop situations wherein a father or mother consult with the family about a dramatic change in life-style. What factors are to be considered? Is a move inherent in the change? Is an economic factor involved? What factors or persons within the family structure are to be considered?</p> <p>Following these activities, develop with the class a working definition of life-style.</p>	

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

GOAL NUMBER: 4.1

OBJECTIVE: The individual will name 5 things he would like to learn in the near future.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>As a closing activity, the class might plan, write, and distribute a comprehensive inventory booklet to be used by students preparing to seek employment. This "employability," "life-style," or "self-scrutiny" booklet might include pages on which the individual records such information as: What do I have to offer an employer? Is my temperament suited to certain careers as opposed to others? In what kind of environment do I wish to work? What are the kinds of hours I wish to keep? What values are important to me? Money? Helping others?</p> <p>2. Initiate some discussion with your students about community service organizations and community action events with which they are familiar. Display some brochures, fliers, news stories, and other matter on these subjects and have students add to the collection. Make a special effort to gather materials about the Peace Corps, VISTA, and similar organizations. Invite discussion of the relevance to youth of these public service groups.</p> <p>Suggest that students identify some opportunities for volunteer community service in your area. Then select some that students might tackle as a group a local, student "Little Peace Corps" for example. Explore their suggestions with emphasis on the career-exploration aspects of the "hands-on" experiences they might have in this enterprise.</p> <p>Students might begin by conducting the following kinds of projects.</p> <p>Create out-of-doors learning areas on or near the school grounds, with plank benches, a makeshift chalkboard on</p>	

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

GOAL NUMBER: 4.1

OBJECTIVE: The individual will name 5 things he would like to learn in the near future.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
poles, and perhaps a canvas or thatched roof.	
Construct nature trails in any available undeveloped areas, with signposts, information plaques, badges, and so forth.	
Construct a "blind line" along a nature trail for sightless persons by stretching plastic coated wire between uprights. The signs may be in Braille, or trail information may be recorded on tape to be played back on small, portable machines.	
Collect reusable scrap metal, glass, or paper.	
Clear unsightly areas in the neighborhood.	
Visit and do odd jobs for the elderly or handicapped.	
Give remedial or enrichment instruction to younger students.	
"Adopt" a class of young children and help them build a playhouse, filling station, or store in their classroom.	
Do volunteer work for charitable or welfare organizations.	
Work with the fire department to promote fire prevention.	
Help in a cooperative nursery.	
Help students organize these projects so that they proceed smoothly, are actually brought to meaningful conclusion, and meet with the approval of community leaders and officials.	
Arrange for their efforts to receive public recognition.	

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

GOAL NUMBER: 4.1

OBJECTIVE: The individual will name 5 things he would like to learn in the near future.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>Have frequent group discussions in which you explore the career implications in the work the students are doing.</p>	

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

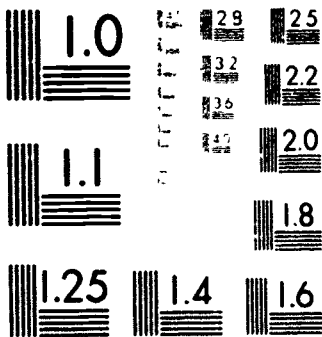
SUBJECT
AREA: SOCIAL STUDIES

GOAL NUMBER: 4.2 The individual will recognize that the school curriculum and other educational experiences

are interrelated with his life career. The individual will understand that what he learns will be useful in later life.

OBJECTIVE: The individual will be able to describe a variety of ways in which school subjects can be applied in the working world.

ACTIVITIES	OUTCOMES
<p>1. Help students compile a list of the work activities and outcomes involved in the jobs held by parents, friends, acquaintances. After this list has been made, discuss with the students how and when they are involved in similar activities and outcomes in their work at school.</p> <p>2. For a period of time, structure the school life of the student as much as possible like a work situation. The students may keep punch time cards, be given varying responsibilities on a work task, organize work groups, identify recess as work breaks, be given a "paycheck" in terms of tokens, grades, etc.</p> <p>3. Where Will I Find Work? This game can be developed around a map of a geographic area. Have students write the names of occupations on slips of paper, one name per paper, and place them in a large container. Shake the container well. Then have students take turns drawing an occupation and fastening it to an appropriate place on the map, explaining the choice of location. For example: I am a tugboat captain. I probably would live and work in a seaport city.</p> <p>I am a corn farmer. I would live where the soil is rich and the climate is mild.</p>	



MICROCOPY RESOLUTION TEST CHART

U.S. GOVERNMENT PRINTING OFFICE: 1963 O - 345-084

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

GOAL NUMBER: 4.2

OBJECTIVE: The individual will be able to describe a variety of ways in which school subjects can be applied in the working world.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>4. Astronaut or Zookeeper? For this matching game, students must develop two decks of cards. One deck contains clues about a career and problems the career person might have to solve. The cards in the second deck contain the career names on one side and the problem solutions on the other.</p> <p>To play the game, the clue cards are placed in a pile face down. Answer cards are spread out to one side, with the career names visible. Have students take turns drawing clues, working the problems, and then selecting the matching career card and checking the answer.</p> <p>5. Out Fox the Memory Box. Students might construct a "memory" box or board on which a question terminal and correct-answer terminal are connected by a piece of insulated wire so that a light blinks or a bell rings when the correct answer is given. The box might challenge students simply to match items such as inventors and inventions they have studied in science. Later the box might be wired to match career titles with educational requirements, or problem-solving situations with titles of occupations concerned with finding answers, or a variety of similar pairings. Circuit wiring should be changed periodically so that the memory box will test more than the student's ability to remember what terminals make the light or bell work.</p> <p>See activities for 2.1 K-2 A Also activities for 2.1 K-2 B</p>	

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

SUBJECT

AREA: SOCIAL STUDIES

GOAL NUMBER: 4.3 The individual will have a marketable skill upon leaving the educational system.
The individual will understand that he will have a job.

OBJECTIVE: The individual will be able to name five jobs he performs to help with the work at school.

ACTIVITIES	OUTCOMES
<p>Use the following activities to discuss with students when they are fulfilling new social and work roles (e.g. <u>cooperating in constructing a cardboard house.</u>)</p> <ol style="list-style-type: none">1. Show and Tell - Students will bring in materials which they will show and discuss with the class.2. Relating daily and past experiences - opportunities are presented whereby children can tell about things that happened in the past and things they are involved in, along with what they think will happen in the future.3. Making a mural - All students will take part in planning and painting a mural.4. Story completion - After listening to the teacher tell the beginning of a story, students will complete the story either orally, written, or by means of drawings.5. Students will participate in physical stunts, such as building pyramids.6. Given newsprint, scissors, crayons, the students as a group will make something such as a paper-city.7. Have students observe their own classroom environment. Have them observe another classroom environment. Discuss what they see. Move desks to	<p>Act out a simulation of a work situation, involving several workers working together. Teachers should be observing the diversity of each student within group situations. i.e., small office, grocer store, service station.</p>

GRADE LEVEL: K-2

DOMAIN: BASIC STUDIES & PREPARATION

GOAL NUMBER: 4.3

OBJECTIVE: The individual will be able to name five jobs he performs to help with the work at school.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
<p>show how it will affect the atmosphere in the room. Remove bulletin board material and all displays in the room and discuss what they can do to change the environment.</p>	
<p>8. Help students identify a need, task, or problem in the school or the community in which they can become involved and which will result in some kind of school or community change and make it a class project (e.g. painting lockers or in other ways beautifying the school, raising money for a new basketball court or other sports equipment, helping a person in need.)</p>	
<p>9. Make a list of jobs that are performed around the school and home to care for living things. Relate these jobs to commercial operations (e.g. forestry, conservation, agriculture). Show pictures for comparisons. Ask the students to list business, industry, and people in the area that are involved in these occupations. Have the student differentiate between domestic and commercial situations by picture selection.</p>	<p>The student will be able to compare domestic and commercial implications as related to caring for living things.</p> <p>The student will be able to name people, business, and industry in the area that relate to caring for living things.</p>
<p>10. Teacher and students cite examples where man has not cared for living things. Compare with examples of similar situations where man has taken care of living things. Have the students respond to a list of statements concerning this subject to check their interpretations.</p>	<p>The student will be able to itemize the results of caring for living things.</p>

ACKNOWLEDGEMENTS

This instructional guide is the result of a great deal of dedication on the part of many people. Without the excellent cooperation of each individual, an undertaking of this magnitude would be impossible. I would like to express the appreciation of the Montgomery County R-II Schools to all those who assisted in this endeavor.

Thanks are due to Glenn White and Allen Kelsay of the State Department of Education for their assistance in program planning and funding. Dr. Earl Moore and Dr. Norman Gysbers were of immeasurable aid in the initial program development and Dr. Moore faithfully served as project consultant.

The development committee composed of Susan Allen, Bernard Black, Nancy Borengasser, Karen Clark, Mary Ann Combs, Lucille Chagnon, Brenda Dometrorch, Martha Gooden, Dale Houck, Chester Johnson, Jack Jobe, Bill Millen, Trudy Phillippe, Mary Powell, Wayne Sprick, Don Starkey and Lee Anna Tedrick met for many hours in preparing the objectives and activities. Karen Allison served as overall coordinator.

Thanks are similarly due to those teachers who gave of their time in reviewing the final draft---LouAnn Snell, Cindy Maddex, Mildred Ellis, Jeanie Oligschlaeger, Gay Fisher, Grace River, Barbara Jenisch, Glenda Calhoun, Frank Rinehart, Dottie Van Iten, Dennis Inman, Mike Thrasher and Eloise Graham.

Special appreciation is deserved by Pat Karrenbrock and Cindy Schmidt for their faithful attention during the typing, printing and assembling of the finished guide and to Eloise Graham for the cover and display design.

Finally, the Montgomery County R-II Board of Education, who approved the project initially and the administrators who will now begin its implementation; and Dr. Howard E. Heidbrink without whose support this project would have been impossible, are worthy of special thanks.

I hope that these objectives may be reached and that Career Development may become meaningful for each student in the Montgomery County R-II Schools.

Benny L. Gooden