Objectives of the SPICE (School Programs in Career Education) curriculum guides are concerned with the areas of self-concept, dignity of work, constant change in the world of work, and relevance of school to work. The career education curriculum in the volume presents units which may be taught as separate subjects, incorporated into all areas of the existing curriculum, or used as the total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art. The consumer and homemaking units for grades 3 and 4 are presented so as to bring about career awareness by exposing the children to various jobs. No attempt is made to learn about workers. A 34-page appendix provides a booklist, instructional materials, and teaching suggestions. (Author/MP)
Manual for Career Education

Compiled and Edited by
James C. Stewart
Curriculum Coordinator

Curriculum Guide

School Programs in Career Education
Bruce Hinton, Director
Phyllis Morelock, Guidance Coordinator

Published by
The Knox County Schools
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The staff of School Programs in Career Education would like to express its appreciation to the teachers of South Knox County who served on the S.P.I.C.E. Curriculum Revision Committee.

K-1-2

Mrs. Catherine C. Wigington (High Bluff)
Mrs. Edna Monday (New Hopewell)
Mrs. Clara J. Tarwater (Bonny Kate)
Mrs. Judith Henson (New Hopewell)
Mrs. Judith Martin (Mt. Olive)

3-4

Mrs. Hazel Arnwine (High Bluff)
Mrs. Eva O. Graves (Bonny Kate)
Mrs. Carolyn Newman (New Hopewell)
Miss Barbara Hinchey (Mt. Olive)

5-6

Mr. Ronald Spire (High Bluff)
Mr. Robert Evridge (Bonny Kate)
Mrs. Sharon Ballentine (New Hopewell)
Mrs. Amaryllis Deaton (New Hopewell)
Mrs. Jena Scarbrough (Mt. Olive)
The world of work is a dynamic, swiftly changing aspect of modern life. Jobs that are flourishing today may not even exist twelve years from now. Children whose only exposure to career education is from their parents may find themselves left far behind in our competitive, technical age.

The increased change in the job market must be counterbalanced by an increased awareness on the part of students who, heretofore, have waited until their late teens to concern themselves about a career. All education, all school K-12, is a part of the process of building a career.

Students at the middle school level (6, 7, 8) must frequently make course decisions that will affect their future job plans and prospects. In years past, students entering this intermediate stage of their educational development had little if any career orientation and direction. Their selection of courses was often erratic and based upon frivolous considerations such as sports, friendships, and popularity. Later in high school many of these students discovered that they had made irreversible eliminations of many of the most desirable careers because they had not taken school or the future seriously.
Children have, for some years, looked upon work with mixed feelings. Many have come to see work as a necessary evil which may eventually be eliminated. Work as a way of life needs a better image. There is not only monetary reward in work but there is also fulfillment and satisfaction.

There must be recreated in children a true respect for work as well as an appreciation for a job well done, regardless of the type of work. Children must come to see that work is a way of life needs a better image. There is not only monetary reward which may eventually be eliminated.

Children have, for some years, looked upon work with mixed feelings. Many
3. To help each student appreciate his abilities regardless of the career to which they may be related.

2. By technology and social change.

2. To help students appreciate the many new jobs that have been created.

1. To help students think of the world of work as changing. To help them understand that some jobs are eliminated and that others are created.

Dignity of Work

1. To help students develop an appreciation for work and for the dignity of any job well done.

2. To help students realize that all work is important and necessary.

3. To help students accept the fact that workers work for many different rewards and satisfactions and that money isn’t necessarily the most important objective.

4. To help students understand that any productive worker is to be respected.

Change is Constant in Careers

1. To help students think of the world of work as changing.

2. To help them understand that some jobs are eliminated and that others are created.

3. To help students think of the world of work as changing.

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To help each student appreciate his abilities regardless of the career to which they may relate.
Relevance of School to Work

I. To help students relate school to work and realize that school helps now and will also help to prepare for the future.

2. To help students understand that school attendance is a part of the process of developing self-concepts and learning to get along with others.

3. To help students understand that basic skills such as reading, writing, spelling, math, and speech are skills which have a high carry-over value where jobs and careers are concerned.

4. To help students recognize that a career must be built slowly and that the school is the best framework within which a career may be built.

5. To help students understand that the gaining of much knowledge about jobs and themselves is an important part of the process of choosing a career. And that a career must be built slowly and that others.

The Curriculum

The career education curriculum here presented is developed in such a way that it may be taught as a separate subject or as to give the teacher maximum flexibility. Each unit may be an adjunct to the existing curriculum. This is to say, it may be taught as a separate subject, or it may be taught as an integral part of the curriculum. Each unit contains suggested assignments and activities in math, language arts, science, and art.
The units are prepared for multigrade or nongraded classrooms as well as the self-contained classroom. Units are developed in three blocks: K-1-2, 3-4, 5-6. The curriculum guide is given as an outline of what might be done in teaching each classroom activity.

The teacher should feel free to supplement, alter, or replace any teaching technique or suggested activity with that of her own. The teacher should also feel free to acquire and to use additional materials not contained in the resource kit. The curriculum guide is given as an outline of what might be done in teaching each classroom activity. Additional materials may be obtained through the project coordinators. Additional materials may be obtained through the project coordinators.

Career education does not represent a new subject. Many teachers have taught career education for years without giving it a name. Career education is any education which attempts to help the child find himself, his abilities, and his ambitions, as well as to teach him something about the world of work and what life is like there. Career education does not represent a new subject. Career education is any education which attempts to help the child find himself, his abilities, and his ambitions, as well as to teach him something about the world of work.

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The only change that need take place in the teacher is a change in emphasis. Instead of simply teaching children to read or write or do math, teach them the purpose in learning these skills. Help them see how these skills are related to later years and beyond that to a career. Instead of simply teaching children to read or write or do math, teach them the purpose in learning these skills. Help them see how these skills are related to later years and beyond that to a career.

The good career education teacher has other attributes which are always acceptable to them: It means helping each child feel proud of his abilities without feeling inferior because of those he does not possess. It means making a child feel pride in any job or career that interests him; and it means developing without feeling inferior. It means letting children discover themselves in a way that will be satisfying to them; it means helping each child feel proud of his abilities acceptable to them.

This, at the elementary level, may be called guidance. In practice, it means patience. In practice, guidance, such as understanding and a concern for children, is a part of a good teacher. Such a understanding and a concern for children, are always required to later school years and beyond that to a career. The purpose in learning these skills. Help them see how these skills are related to later years and beyond that to a career. Instead of simply teaching children to read or write or do math, teach them the purpose in learning these skills.
I. Concept:

There are many careers in the consumer and homemaking cluster.

A. Children at the third and fourth grade levels are not familiar with many of the jobs in the consumer and homemaking cluster. The title of the cluster seems to suggest many jobs; however, without a better understanding of the cluster, most students will not be able to name many of the workers. Naming or memorizing the names of jobs is not the purpose of this concept. Awareness means that the student is exposed to various jobs, but no attempt is made to learn about workers.

B. The teacher might begin the unit with a discussion of the consumer and homemaking cluster and what it means.

C. Do these workers produce goods or services or both?

D. Do these workers work in stores?

2. Present the following chart to the students and let them attempt to pick out the consumer and homemaking workers.

- A. Who is a consumer worker and homemaking worker?

- B. Where do they work?

- C. Do workers in the consumer and homemaking cluster and what it means.

- D. Do these workers produce goods or services or both?

- E. Do these workers work in stores?

- F. Do workers in the consumer and homemaking cluster and what it means.

- G. Do these workers produce goods or services or both?

- H. Do these workers work in stores?

Activities:

- By doing hands-on experiments, role-playing, and training to resource speakers, students will learn much by trying to learn about workers. It is felt that the student will learn much by trying to learn about workers. It is felt that such efforts would not be of much benefit and could demoralize the children and cause them to lose interest. Awareness is much better understanding of the jobs in the consumer and homemaking cluster. The job of the consumer and homemaking cluster is not the same as the job of many of the jobs in the consumer and homemaking cluster. However, without a better understanding of the title of the cluster, most students will not be able to name many of the workers. Awareness means that the student is exposed to various jobs, but no attempt is made to learn about workers.

- A. Children at the third and fourth grade levels are not familiar with many of the jobs in the consumer and homemaking cluster.

- B. The teacher might begin the unit with a discussion of the consumer and homemaking cluster and what it means.

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- E. Do workers in the consumer and homemaking cluster and what it means.

- F. Do these workers produce goods or services or both?

- G. Do these workers work in stores?

- H. Do workers in the consumer and homemaking cluster and what it means.

- I. The teacher might be-...
This exposure, it is felt, will help the student formulate his ideas, interests and abilities into a career choice at a later date. The only cost into a career choice at a later date, the only cost is the exposure, if it is felt. Whether or not the student becomes successfully established in a career for career education is its formulated his ideas, which will help the student decide on a career choice or not.

The circled jobs are consumer and homemaking careers.
Once students begin to understand the nature of the consumer and homemaking cluster, they will begin to relate workers to this cluster more readily. There are a good many different job titles in consumer and homemaking, yet the students will probably not have much trouble understanding what these workers do. Since most of the consumer and homemaking careers stand at the home where the student will have many of these duties within his own experiences, the students will probably do. The teacher could then give the students several of the job titles for consumer and homemaking and let them see if they can guess what these workers do.

- Nursemaid
- Foster mother
- Child care attendant
- Kindergarten teacher
- Kindergarten aide
- Day care worker
- Wardrobe mistress (motion picture--amusement)
- Wardrobe specialist
- Dresser (motion picture--amusement)
- Dresser (school)
- Laundry
- Clothing management specialist
- Food product tester
- Dressmaker
- Food product tester
- Wardrobe mistress
- Wardrobe mistress
- Nursery school worker
- Kindergarten teacher (school)
- Child care attendant
- Foster mother
- Nursery school worker
- Wardrobe mistress (movies--amusement)
- Wardrobe mistress (movies--amusement)
- Dressmaker
- Food product tester
- Nursemaid.
The information on the Job-Card has been adapted from the DICTIONARY OF OCCUPATIONAL TITLES. The vocabulary should be such that third and fourth graders can read the cards. If the student encounters difficulties, the teacher can help.

It is suggested that the teacher use the Activity Kit #1 entitled JOBS IN CONSUMER AND HOMEMAKING at this point. In the folder are cards on which are described the various jobs in the consumer and homemaking cluster. Each student could take one card and prepare to report to the class on the duties of the worker described on that card. The teacher should check with your S.P.I.C.E. Coordinator for this folder.

**SAMPLE**

**CATERER**

*Plans details of menu and makes arrangements.*

The caterer directs those guests, cost, etc. The catering arranges the room, and makes arrangements for serving the food desired, number of guests, and place of event. From the caterer, such certain information the caterer must get.

*CATERER*

**CATERER**

*Plans details of menu and makes arrangements.*

The caterer directs those guests, cost, etc. The catering arranges the room, and makes arrangements for serving the food desired, number of guests, and place of event. From the caterer, such certain information the caterer must get.

*CATERER*
One of the objectives of career education is to help students see the importance of many different types of jobs. Once the importance of a job is presented to students, they will feel it important to present a parent job chart by a resource person or parent involved in an occupation of the consumer and homemaking cluster. To give each child an occupation, the teacher should prepare a parent job chart for her room. All children should be helped to feel pride in their parents' jobs, whatever they are. The teacher should check to see if any student has a parent involved in a career. Each student should be able to tell the teacher what the importance of the job is to help students see the importance of many different types of jobs.
This chart could be left up all year, and the child's name could be placed on the chart under the cluster where his parent is employed. If both parents work, the child's name might be on the chart twice.
The Parent Job Chart could be made on a piece of posterboard. The child’s name could be written on with a magic marker, or a slit could be cut in each slot and a card with the child’s name could be written on a piece of paper and placed in the slot.
II. Concept: The Home is Important in Preparing for a Career in Consumer and Homemaking

1. Role-Playing and Activities

To see how jobs in consumer and homemaking are related to the home, students could select one of the consumer and homemaking jobs and list all the things about the job that could be learned in the home. For example:

CATERER

Things learned at home:

- How to cook
- How to set a table
- How to arrange a room
- How to serve food
- How to arrange a room
- How to cook

This could be the same job that the student chose to explore earlier. However, students should be allowed to change jobs if they so desire.

The activities described are closely related to the previous concept, and the skills and abilities listed at the job descriptions are closely related to consumer and homemaking.
With this job survey card as a source of information, the student could prepare an activity to present to the class. This could be a project or skit. Students may work together in small groups, helping each other with projects or tasks. Students may present a project or activity to the class. The teacher could prepare an information sheet with this job survey card as a source of material for the class.
Other activities of this type that might be carried out are listed below:

a. Shopping list—Look at local newspaper and make a list of all the good grocery buys of the week or of all the good appliance buys. Make a list of all the local newspaper and shopping list—look at type that might be carried out.

b. Consumer's guidebook—In this book select certain items that are bought frequently, such as peanut butter, bread, and milk, and indicate which brand name is the best bargain. This book will show the price of the same item in various stores and will be very helpful in learning to shop.

c. Family meal—Plan a meal for the family. Have the student plan the meal in cooperation with his mother and then with his mother's help prepare the meal. Have the family's reaction.

d. Fashion model—Practice being a fashion model. With three other students work out a fashion show. Have one student read off information about each new style being offered. Work out a fashion show.

Other activities of this type that might be carried out are listed below:

- Shopping list—Look at local newspaper and make a list of all the good grocery buys of the week or of all the good appliance buys.
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- Family meal—Plan a meal for the family. Have the student plan the meal in cooperation with his mother and then with his mother's help prepare the meal. Have the family's reaction.
- Fashion model—Practice being a fashion model. With three other students work out a fashion show. Have one student read off information about each new style being offered. Work out a fashion show.
Money Work

SCOPE

ACTIVITIES

RESOURCES

Library

Card

Pocket

show procedure where another model is always ready to come out.

Banking--Let several students work together and set up a bank. Each student could be helped to begin a checking or savings account. Sample forms for applying for a checking and savings account could be obtained from a local bank. Samples of checks could also be obtained from a local bank. These forms could be run off on ditto. The bank itself could be run off on cardboard with library card pocket pasted to it. The bank itself could be run off on cardboard with library card pocket pasted to it.

For the convenience of the teacher, S.P.I.C.E. has a folder containing samples and instructions of each item. A folder can-- 588-6544

Banking--let several students work out. Ways ready to come another model is al-- for the con--
In each pocket could be placed the student's application forms, a record of money deposited and withdrawn, play money, and cancelled checks. Students could be given a certain amount of play money which they could deposit or withdraw. Several students could set up a grocery store. Various students could represent each store. Students could be taught to fill out checks or sets of checks representing expenditures and could write checks or savings. They could deposit a given amount and withdraw money. A record of forms, a record of expenditure, and a record of deposits could be kept. Students could be taught to fill out forms, to take a record of expenditure, and a record of deposits could be kept.

5. Grocery store--let several students set up a grocery store. This could be done with empty cereal boxes, cans, etc.
6. Students could be given a certain amount of play money, they could deposit or withdraw.
7. Students could be given a certain amount of play money, they could deposit or withdraw.
8. Students could be given a certain amount of play money, they could deposit or withdraw.
9. Taxes--let one or two students do a study of how much taxes we pay when we shop. This could be done with empty cereal boxes, cans, etc.
h. Loans--Let students gather information on making loans. From a local bank they could get the necessary forms on making loans. Students could then lend the money.

i. Dressmaking--The student presents to the class a dress pattern and explains how the dress is cut out according to the pattern. If possible, the student cuts out a dress and explains how the dress pattern is cut to the other students.
SCOPE

ACTIVITIES

Cooking--The student brings ingredients for a particular dish. The student follows the recipe, mixes all ingredients. The student or teacher could contact the school cafeteria and obtain permission to cook or bake the dish prepared. The student might be able to obtain certain kitchen utensils such as pans, bowls, etc. Otherwise, the student or the teacher will need to bring these items. A cake or cookies would be suggested dishes.

Setting table--The student would need to secure silverware, dishes, napkins, glassware, tablecloth, and other materials needed for the demonstration.

Serving--This could be done in conjunction with the table setting activity above. Once the table is set, another student could demonstrate the proper way to serve. The student would need to make or bring the dish. The teacher or the student, and other materials needed to train certain kitchen skills might be able to do this. The student could contact the school cafeteria and obtain permission to serve the dish. The student or teacher might be able to obtain certain kitchen utensils such as pans, bowls, etc. Otherwise, the student or the teacher will need to bring these items. A cake or cookies would be suggested dishes.

RESOURCES

Knoxville Utility Board provides resource people for homemaking:
1. Mrs. Ellen Monroe
2. Becky Davis
3. Linda Cruze
4. Mrs. Ann Monroe
5. Mrs. Ellen Miligan

Contact Mrs. Tom Milligan at 524-2911.

For Home Safety, Tom Milligan is the KUB resource person. Contact Mrs. Tom Milligan at 524-2911 Ext. 471.
Budgeting--The student is given $900 to budget for the month. The following expenditures are known:

- House $190
- Car payment $95
- Washer-dryer $80
- Lessons $25
- Doctor $35
- Utilities $50
- Insurance $60
- Utilities $50
- Doctor $35
- Lessn cho $25
- Washer-dryer $80
- Car payment $95
- House $290

This amount for four weeks.

The student assumes that this is his own family and must divide the paycheck. The remains of the following:

- Saving
- Travel
- Recreational
- Clothing
- Food

The remainder of the payment must be divided among the

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>House</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>House</td>
<td></td>
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Mrs. Katherine Greenwood, Ltate Department Representative for Home Economics, could be contacted for a resource person at 525-7307 2111 Terrace Avenue, Knoxville, TN.
The kit includes excerpts from ETTER HOMES AND GARDENS and other brochures on decorating. Samples of vinyl, paint color chart for interior paints, and samples of carpeting.

Mail-ordering: Student uses Sears or other catalogue and makes out a piece of posterboard. Shows class how to make out an order form. Student then duplicates this on a piece of posterboard, and the student makes out an order. Student then explains how to fill out the order blank. Miss Willa Selvey, Kindergarten expert for Knox County Schools, could talk about child care. Talk about feeds, etc.
Clothes care--Student explains how to hang clothes properly, how to brush and mend certain types of fabrics, how to wash certain delicate fabrics, which fabrics can be washed and which must be dry cleaned, how to protect clothes from mildew, etc.

Shopping--Student is given $50 with instructions to purchase groceries for a family of five for a week. The student will check specials in papers and at local grocery stores before deciding how to spend the $50. The student should present to the class a list of all items purchased and the amount of taxes on the $50. The student should present to the class a list of all items purchased and the amount of taxes. The student will check specials in papers and at local grocery stores before deciding how to spend the $50. The student should present to the class a list of all items purchased and the amount of taxes.

Fashion director as resource person:
Sears, Mrs. Karen Henry.
546-8111, Ext. 216.

Miller's fashion coordinator, Marcie Papa.
524-4040.

ERI
Let each student keep a journal of his or her work activity at home. List every job and how well you did it. Indicate how much you like or dislike each job.

1. Baby-Sitting--This should be done by a student who has had experience baby-sitting. If no third or fourth grader has had this experience, perhaps a fifth or sixth grader could be a resource person and recount his or her experiences as a babysitter.

2. Homemaking--The student prepares information for the class on how the home is protected from germs, how best to attack housekeeping, tips on hygiene, etc.

Dr. Robert S. Homemaking--The student

Supplementary Activity

Call: 546-2946

Resources

Activities

Scope

- Allergy
- Family Fitness
- Potions and Oozes of Poisonous Plants
- Health Hazards in Your Home
- Asthma
- Housekeeping Tips
- Health Hazards Inside Your Home
- Stinging Insects
- Mites in Your Home
- Molds Inside Your Home
- Drug Hazards
- A Hypoallergenic Diet
- Your Allergic Child
- Call: 546-2946

Asthma Drug Hazards

(Stinging Insects)

(8'x6'tx4' display)
child care should be the theme of the talk.

2. MY JOB BOOK

Each child could make his own job book. In it he could record his feelings about various jobs in consumer and homemaking. He could tell what he has learned from the various activities. This could include a list of his abilities, skills, interests, likes, dislikes, the worker in consumer and homemaking that he would rather be and why. A self-assessment entitled "The Person I Am" could include a list of the various activities and feelings about various jobs in consumer and homemaking. He could record his reasons for choosing each child could make his own job book.

This could include a list of his abilities, skills, interests, likes, dislikes, the worker in consumer and homemaking that he would rather be and why. A self-assessment entitled "The Person I Am" could include a list of the various activities and feelings about various jobs in consumer and homemaking. He could record his reasons for choosing each child could make his own job book.
The school plays a vital role in preparing workers for careers in consumer and homemaking. Even though students can gain much of the background needed for consumer and homemaking occupations at home, they cannot secure most of these jobs without certain educational requirements. A good many of the jobs can be entered into with a high school diploma with very little additional education. A few of these jobs require a college degree: consumer economics teacher, home economist, home demonstration agent, home service director, youth coordinator, fashion coordinator, etc.

1. The students may want to follow up on the job or jobs that interested them from the beginning and find out how the job or jobs relate to school. The following are questions that could be answered:

- a. How much education is needed for the job? Elementary, high school, college.
- b. How much specialized training can be obtained in high school?
- c. How much can be gained in private, trade, or proprietary schools?
- d. How much can be gained in college?
- e. What are the skills that a caterer must learn to earn in elementary school?

Even though students may gain much of the background needed for these occupations at home, they cannot secure most of them without a college degree, and need to take courses in certain educational requirements. A good many of the jobs can be entered into with a high school diploma with very little additional education. A few of these jobs require a college degree: consumer economics teacher, home economist, home demonstration agent, home service director, youth coordinator, fashion coordinator, etc.

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<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
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<tr>
<td>III. Concept: The school plays a vital role in consumer and homemaking. Preparing workers for careers in consumer and homemaking.</td>
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</table>
A caterer must be able to:
1. Read
2. Write
3. Speak
4. Listen
5. Do math
6. Understand directions
7. Others

Make a chart.

<table>
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<th>SCOPE</th>
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The teacher should help students see that the skills they are learning in school, such as language arts, science, social studies, math, are the same ones used by workers on the job. Many students do not see this connection and later, in the middle school years, drop out of school to look for a job. The teacher can help students see that school is a part of preparing for a career and that many of the skills they are learning are needed in all jobs. The teacher should help students see that school is a part of preparing for a career and that many of the skills they are learning are needed in all jobs.
Telephone Order

Customer: Mrs. Dressmaker

Telephone Order

1. At one station have a practical skills.
   (5) Setting table
   (4) Mopping
   (3) Washing
   (2) Sewing
   (1) Sweeping

2. To make it clear to the students that practical skills learned at home are not enough for most jobs in consumer and homemaking, the teacher could conduct the following experiment by setting up two stations:
   a. At one station have:
      (1) Sweeping
      (2) Washing
      (3) Mopping
      (4) Setting table
      (5) Sewing

   b. At the other station, have:
      (1) Cookin'
      (2) Baking
      (3) Laundry
      (4) Ironing
      (5) Cleaning

   What are the skills she will need to do her job that will cost about $200? Her wedding dress for December 26.

[Diagram of a parachute]
C. The point should make it

- For mental skills there is primarily one place to learn them and that is at school. The teacher should stress the importance of what the students already know in the way of mental skills. Many jobs require no more mental skills than the students already have; however, most good jobs require more skills which they will acquire as they continue through school.

Dropping out of school cuts a student off from the development of these mental skills. For most people mental skills never advance much beyond their last year of formal education.
(8) Budgeting—give the student an amount of money and several bills. He must pay the bills and budget the remaining money for living for a month.

b. Let each student do one or two of each type of skill. Bring the students together for discussion.

c. Which jobs were easier?

(4) Which ones could you do with no help?

(3) Where did you need help? Why?

(2) If you were on a job, would you be doing things like reading, writing, spelling, etc.?

(1) How many jobs can you think of where you would need none of these mental skills?
IV. Concept: Specialization leads to interdependency among workers in the consumer and homemaking cluster.

1. Although the jobs in the consumer and homemaking cluster are of a wide variety, these workers often work together as a team to complete a specific task. For example, a family planning a wedding and reception may call on the following consumer and homemaking workers to help with the arrangements:
   - Caterer--prepare food for the wedding and reception
   - Laundress--prepare clothing and linen for the wedding and reception
   - Nursery maid--take care of the children during the wedding and reception

2. The interdependency of all these workers might be explored. The students might like to list the specific skills of each. They might think of additional workers to add to the list. This would certainly be so if we take the newly married couple and follow them into housekeeping.

3. The students should have little difficulty seeing the concept of specialization of the workers in the wedding that has been described. They might like to list the benefits of specialization as they see them. The students should be encouraged to think of other workers to add to the list.

Although the jobs in the consumer and homemaking cluster are of a wide variety, they might be grouped into the following categories:

- Concept: Individuals of differing abilities can find a place in the consumer and homemaking cluster.
- Concept: Specialization leads to interdependency among workers in the consumer and homemaking cluster.
- Concept: Interdependencies among workers in the consumer and homemaking cluster.
SCOPe

ACTIVITIES

4. Wardrobe specialist-- help pick out a wedding dress pattern

5. Dressmaker-- make the wedding dress

6. Dresser-- help the bride get dressed on her wedding day

7. Cook-- prepare meals for wedding day

Each of these workers has a specialty, but in this one endeavor all of them work cooperatively.

RESOURCES

- Caterer's helper-- help other workers do their jobs
- Nursemaid keeps children out of the kitchen and other parts of the house where preparations are in progress

Let the students answer these questions:

a. How are these workers depending upon each other to make the wedding a success?

b. What are some of the things these workers are doing for each other?

Example:

(1) Nursemaid keeps children out of the kitchen and other parts of the house where preparations are in progress.

(2) Caterer's helper-- help other workers do their jobs.

- Caterer is dependent upon his helpers to do their jobs.
- Caterer is also dependent upon the laundress to have linens ready, the cook to have foods ready, the wardrobe specialist, dressmaker, and dresser to do their work on time so that the reception will take place as scheduled.

7. Crash-- help the bride get dressed on her wedding day.

6. Dresser-- help the bride get dressed on her wedding day.

5. Dressmaker-- make the bride's dress pattern.

4. Wardrobe specialist-- help pick out a wedding dress pattern.
Otherwise he loses money.

(3) The dressmaker must wait for the wardrobe specialist to help select a pattern.

(4) The dresser must wait until the dressmaker gets the dress. He might help prepare or serve the food; he might help clear the table and clean up to speed the operation.

3. The students might point out ways these various workers might help each other in order to keep things on schedule. For example, the caterer might help arrange the room. The dresser might help caterer might help the other. Let the students find others.

4. The students might like to stage the wedding as a skit. This would give them a chance to show how these interrelationships work and show how the different aspects of the wedding as a whole work together.
V.

A. Workers
different the ed has workers to drive to clubs.

Concept:
A career in consumer and homemaking affects a worker's total way of life.

Concept:
Supply and demand help career choices in the homemaking cluster.

d. Are rich people
c. Are poor people
b. How do you measure
a. Which worker is
discussion:
questions to promote
ask several leading
The teacher might
subject for a class
would be an excellent
about each one. This
tell what they think
and let the students
workers have described
the two types of
send to the students
The teacher can pre-

RESOURCES

ACTIVITIES

SCOPE

home?
an expensive
want to live in
Why would you

How are you happy?
Always happy?
d. Always happy?
c. Are rich people
b. How do you measure
a. Which worker is
discussion:
questions to promote
ask several leading
The teacher might
subject for a class
would be an excellent
about each one. This
tell what they think
and let the students
workers have described
the two types of
send to the students
The teacher can pre-

1. Family

away from home and
extra hours of work

I. They require many, many

several things in common.

A. They require many, many

extra hours of work

In order to do this, they

must have high incommes.

In order to do this, they

must have high incommes.

In order to do this, they

must have high incommes.

In order to do this, they

must have high incommes.

In order to do this, they

must have high incommes.

In order to do this, they

must have high incommes.

In order to do this, they

must have high incommes.

In order to do this, they

must have high incommes.

In order to do this, they

must have high incommes.
They require considerable outlay of money.

3. They require considerable sacrifice of time and energy.

4. They require putting off things like vacations, travel, expensive homes, cars, etc. until the person is established.

5. Once established, most of the jobs require a high degree of professional competency in order to compete successfully with others in the business.

6. Once established, they continue to make heavy demands upon the person's free time and energy since often these jobs are round-the-clock jobs requiring a person to perform at any hour of the night or day.

6. What are some reasons why you would want to drive an expensive car?

G. Why would a lower-paying job be better?

H. What are some things money can't buy?

I. What are five reasons why a consumer and homemaking worker might feel proud of their career?

J. What are some disadvantages of being poor?

K. What are some advantages of being rich?

L. Why are some reasons why you would want to drive an expensive car?

F. Why would a consumer and homemaking worker feel proud of their career?
and homemaking workers in consumer ways be jobs for

-31-

A. Why will there all-

B. Another worker may be far more concerned about living comfortably but not lavishly, having a house that is sufficient but not extravagant, driving a car that gets him there but not luxuriously. This worker may place more importance upon having an adequate but secure income, upon spending free time with the family, upon having a low stress factor and upon enjoying his family and having modest friends.

C. Both types of jobs offer certain advantages and disadvantages. The first group has wealth but must make great personal sacrifices and live most of their lives under extreme pressure. The second group has wealth but must make greater personal sacrifices and live most of their lives under extreme pressure. The second group is less wealthy, less known, makes fewer personal sacrifices, has a lower stress factor, has a lower pay but secure job and live most of their lives under extreme pressure, less wealthy, less known, makes fewer personal sacrifices, has a lower pay but secure job and live most of their lives under extreme pressure.

Let the students vote secretly on which of the two workers they would rather be.

2. The teacher might be able to get greater student participation by asking the following questions:

a. If the new Wankle engine becomes popular, is it possible that some workers may lose their jobs or have to be retrained?

b. Why is it unlikely that most consumer and homemaking workers will never have to be completely retrained?

c. Why will there always be jobs for workers in consumer and homemaking?
d. What is the demand for consumer and homemaking jobs?
Where does it come from?
e. Will this demand be likely to change?
f. Why are jobs in consumer and homemaking secure?

3. Let students call the Employment Security Office (546-1260) and find out what sort of demand there is for jobs in consumer and homemaking. Why are these jobs likely to change? Will the demand for these jobs increase or decrease?

4. In Knoxville there are other private employment offices which the class might check.
Most jobs in consumer and homemaking are centered around service. Some, however, produce goods.

The concept: workers in consumer and homemaking produce both goods and services.

<table>
<thead>
<tr>
<th>Nurse-maid</th>
<th>Caterer</th>
<th>Seameress</th>
<th>Dress-maker</th>
<th>Seamstress</th>
<th>Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services &amp; Goods</td>
<td>Services</td>
<td>Goods</td>
<td>Services</td>
<td>Goods</td>
<td>Services &amp; Goods</td>
</tr>
</tbody>
</table>

The students could make a game called "Goods and Services." Have a list of the consumer and homemaking jobs in the Appendix. Divide the class into two teams. Let them take each job in the list and attempt to place it correctly in one of the three columns: Goods, Service, Goods and Service. The team placing the most jobs correctly wins.
4. Students might like to invite a resource person from the local area to talk to the class about jobs in consumer and homemaking.

a. How many students go into these jobs each year?

b. How much of their training do they get in high school?

c. How much do they get after leaving high school?

d. Which jobs in consumer and homemaking are high school students prepared for upon graduating?

5. Mr. Walter E. McMillan, Job Placement Coordinator for Knox County Schools, could probably provide information on the number of requests for workers in the field of homemaking and consumer education received in Knox County Schools. Job Placement Coordinator, Mr. Walter E. McMillan, could also provide an estimate of the number of high school graduates prepared for jobs in consumer and homemaking.

d. Which jobs in high school graduates prepare students for after leaving high school?

c. How much do they get in high school?

b. How much do they get after leaving high school?

a. How many students go into these jobs each year?
Mr. McMillan could probably provide the names of some graduates that have been placed in these jobs. If any student knows or is related to one of these recent high school graduates, jobs in consumer and homemaking will take on a new meaning.

6. How hard are jobs in consumer and homemaking?
   a. Do these workers work summer and homemaking?
   b. Do they work with their hands?
   c. Do they use their hands a lot?
   d. Do they stand up or sit down most of the time?
   e. How much education do they need?
   f. Is their work wet or dry or both?
   g. Which worker has the job you like best?

With take on a new meaning. In consumer and homemaking, school graduates, jobs one of these recent high school graduates, jobs. If any student have been placed in these jobs, they provided the names of some graduates that Mr. McMillan could provide.
Each child might take the job that he began with earlier in the unit to see how these questions apply. A chart could be made showing this information for all jobs. Sample on next page.
<table>
<thead>
<tr>
<th>School Type</th>
<th>Working Conditions</th>
<th>School Type</th>
<th>Working Conditions</th>
<th>School Type</th>
<th>Working Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Hard work</td>
<td>High School</td>
<td>Not so hard work</td>
<td>College</td>
<td>Not so hard work</td>
</tr>
<tr>
<td>Trade School</td>
<td>Not so hard work</td>
<td>Technical School</td>
<td>Not so hard work</td>
<td>Technical School</td>
<td>Not so hard work</td>
</tr>
<tr>
<td>College</td>
<td>Not so hard work</td>
<td>College</td>
<td>Hard work</td>
<td>College</td>
<td>Hard work</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Not so hard work</td>
<td>Trade School</td>
<td>Hard work</td>
<td>Trade School</td>
<td>Hard work</td>
</tr>
<tr>
<td>High School</td>
<td>Hard work</td>
<td>College</td>
<td>Not so hard work</td>
<td>College</td>
<td>Not so hard work</td>
</tr>
<tr>
<td>Technical School</td>
<td>Hard work</td>
<td>Technical School</td>
<td>Hard work</td>
<td>Technical School</td>
<td>Hard work</td>
</tr>
<tr>
<td>College</td>
<td>Not so hard work</td>
<td>College</td>
<td>Hard work</td>
<td>College</td>
<td>Hard work</td>
</tr>
<tr>
<td>Trade School</td>
<td>Not so hard work</td>
<td>Technical School</td>
<td>Hard work</td>
<td>Technical School</td>
<td>Hard work</td>
</tr>
</tbody>
</table>

| Caterer              | Hard work          | Model                | Hard work          | Model                | Hard work          |
| Barista              | Hard work          | Fashion Model        | Hard work          | Fashion Model        | Hard work          |
| Bartender            | Hard work          | Fashion Model        | Hard work          | Fashion Model        | Hard work          |
| Housekeeper          | Hard work          | Maid                 | Hard work          | Maid                 | Hard work          |
| Maidservant          | Hard work          | Fashion Model        | Hard work          | Fashion Model        | Hard work          |
| Janitor              | Hard work          | Maid                 | Hard work          | Maid                 | Hard work          |

- Hard - Easy
ACTIVITIES

The chart would be completed by pasting the appropriate symbol from the key on the chart across from the job as in the sample.

The students should be allowed to do this. Before each symbol is pasted on, the teacher could discuss it with the students.

Does a caterer work inside or outside?

Do we all know what a caterer does? (If not, review this for the students).

a. Does a caterer lift heavy things?
b. What does he lift?
c. Is a caterer going to get wet doing his job?
d. Does a caterer go to school a lot of years?

e. Does a caterer work hard? (Sometimes but not all the time). Why?

f. Does a caterer need to think a lot as a teacher or doctor does? (No)

e. Does a caterer need to work a lot?

The symbols the size needed for a standard posterboard are included in the Appendix. They may be cut out by students.
CONSUMER AND HOMEMAKING

BOOK LIST

Adler, Irving
Fibers

Alexander, Arthur
The Hidden You

Ames, Gerald
Food and Life

Andry, Andrew
Hi, New Baby

Arnold, Paulene
Food Facts for Young People

Asbury, Thomas
Blessings

Beck, Barbara
Vegetables

Beim, Jerrold
Tim and the Tool Chest

Bennett, Jeanne
It Works Like This

Banks, Marjorie
How We Get Our Dairy Foods

Barr, Donald
What Can Money Do?

Barr, Jene
How We Get Our Dairy Foods

Beck, Barbara
How and Why Wonder Book of Building

Bent, Jeanne
The First Book of Supermarkets

Bennett, Jeanne
Eating and Cooking Around the World

Bennett, Jeanne
Better Homes & Gardens Decorating Book

Black, Algernon
The First Book of Ethics

Black, Algernon
The Wonderful World of Food

Breed, Walter
Welcome Child

Buck, Pearl
Getting to Know United Nations Crusaders

Bretveld, Jim
Bread, the Staff of Life

Brett, John
The First Book of Ethics

Buchanan, Jim
Eating and Cooking Around the World

Buehr, Walter
Better Homes & Gardens Decorating Book

Buck, Pearl
Getting to Know United Nations Crusaders

Buck, Pearl
Welcome Child

Buck, Pearl
Eating and Cooking Around the World

Buehr, Walter
Better Homes & Gardens Decorating Book

Buck, Pearl
Getting to Know United Nations Crusaders

Buck, Pearl
Welcome Child

Buck, Pearl
Eating and Cooking Around the World
Great American Shopping Cart

Men at Work in the South

Manners to Grow On

Three Billion Neighbors Castles, First School

Nothing to Wear But Clothes What We Eat

Jill's Check-Up Homes Around the World

Come With Me to Nursery School The Story of Your Coat

Sew Easy Pourover and More

I Know a Grocer Hindi Hungry World At the Bakery

Plants: Food and People

Cotton: From Farm to Market Your Breakfast and the People Who Made It

Great American Shopping Cart

Hen, Henry

Leaf, Munro

Kernowthy, Leonard

Katzoff, Betty

Juppo, Frank

Jupitter, Ruth

Johnson, Lora

Jackson, Kathryn

Hurd, Beth

Holtos, Cara

Hoffman, Peggy

Hitchcock, S.

Heard, Iver

Heltman, Elizabeth

Heiting, Evelyn

Hammond, Whittred

Hammond, Whittred

Grandeau, Benjamen Graham, Ada

Grandeau, Benjamen

Grandeau, Benjamen

Grandeau, Benjamen

Grandeau, Benjamen

Grandeau, Benjamen

Grandeau, Benjamen

Grandeau, Benjamen

Grandeau, Benjamen

Grandeau, Benjamen
How people live in the suburbs

How people live in the big city

UNICEF and the world

Looking at you

About food and where it comes from

Everyday machines and how they work

The wonderful egg

Milk for you

The first book of food

Earning money

How a market economy works

Economics of the consumer

This is a department store

The first book of cotton

Where time stood still

Food for people

What is a community?

How families live together

People

The family post book of etiquette for young

Let's find out about the family

Pitt, Valerie

Let's Find Out About the Family

Post, Elizabeth

The Emily Post Book of Etiquette for Young People

Provus

What Is a Community?

Riedman, Sarah

Food for People

Roberts

Where Time Stood Still

Rogers, Matilda

The First Book of Cotton

Romano, Louis

Rossomando, Frederick

Rosenbaum

Rosenthal, Warren

Schloat, Warren

Schloat, Warren

Schneidler, Herman

Schneider, Herman

Scheib, Ida

Schmidt, Terry

Smardige, Norah

Speiser, Jean

Stanek

How People Live in the Suburbs

How People Live in the Big City

UNICEF and the World

Looking at You

About Food and Where It Comes From

Everyday Machines and How They Work

The Wonderful Egg

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Romano, Louis

Rossomando, Frederick

Rosenbaum

Rosenthal, Warren

Schloat, Warren

Schloat, Warren

Schneidler, Herman

Schneider, Herman

Scheib, Ida

Schmidt, Terry

Smardige, Norah

Speiser, Jean

Stanek
Symons, Arthur
-Fix-It Book
Vogel, Ray
The Other City
Waller, Leslie
Clothing
Whitney, David
Let's Find Out About Milk
Wilkinson, Jean
Come to Work with Us in a Hotel
Young, Dot
Dot Young's Sewing Book
Young, MarJabelle
Stand Up, Shake Hands, Say "How Do You Do?"
Zim, Herbert
Things Around the House
Stand Up, Shake Hands, Say "How Do You Do?"
Zim, Herbert
Your Food and You
Young, MarJabelle
Come to Work with Us in a Hotel
Let's Find Out About Milk
Clothing
The Other City
Fix-It Book

S.P.I.C.E. BOOK LIST
1. I Want to Be a Baker
2. I Want to Be a Waitress
3. About Cheese
4. About Food and Where It Comes From
5. About Salt
Mr. Kemp Fain
Financial Service Corporation
588-6544

Mrs. Amaryllis S. Deaton
New Hopewell School

Mrs. Ellen Monroe
KUB
524-2911

Miss Ann Dooley
KUB
524-2911

Linda Cruze
Becky Davis

Mr. Tom Milligan
KUB
524-2911

Mrs. Katherine Greenwood
Regional Supervisor
Home Economic Education
525-7307

Miss Willa Selvey
Elementary Supervisor
Knox County Schools

Mr. Walter McMillian
Job Placement Coordinator
546-8111 EXT. 216

Karen Henry
Fashion Coordinator
Militers Department Store

Marche Papa
524-4040

Mrs. Ellen Monroe
New Hopewell School

Mrs. Amaryllis S. Deaton
Resource People
588-6544

Mr. Kemp Pain
P pastoral Service Corporation
41. Keeping Children Happy (Child Care)
42. Keeping Children Safe (Child Care)
43. Materials (Sewing Series)
44. Measuring Accurately (Cooking Series)
45. Planning Meals (Cooking Series)
46. Rayon Fabrics (Consumer Education)
47. Retail Store (Consumer Education)
48. Safety in the Kitchen (Cooking Series)
49. Seams (Sewing Series)
50. Select Your Style (Consumer Education)
51. Serving Meals (Cooking Series)
52. Sleeves and Necklines (Sewing Series)
53. Slide Fasteners (Sewing Series)
54. Special Daytime Problems (Child Care)
55. Sterling Silver on Your Table
56. Storing Food (Cooking Series)
57. Using Your Pattern (Sewing Series)
58. Wool (Clothing and Shelter)
59. Wool Fabrics (Consumer Education)
60. Eskimo Family (Families Around the World)
61. Family of Brazil (Families Around the World)
62. Family of Central Asia (Families of Other Lands)
63. Family of Guatemala (Families Around the World)
64. Family of India (Families of Other Lands)
65. Family of Israel (Families Around the World)
66. Family of Jamaica (Families of Other Lands)
67. Family of Jordan (Families Around the World)
68. Family of Mexico (Families Around the World)
69. Family of Scotland (Families Around the World)
70. Family of Spain (Families Around the World)
71. Family of West Germany (Families of Other Lands)
72. Family of Yugoslavia (Families Around the World)
73. Getting Along with Your Brothers and Sisters (Family Living)
74. Is There a Typical Family? (Family Living)
75. Parents Are People Too (Family Living)
BULLETIN BOARD IDEAS

1. A bulletin board made up of pictures of tempting dishes. (Cut from old magazines)

2. Pictures of tools and products used in housekeeping. (Cut from old magazines)

3. Let each student draw and color a picture of himself as a consumer or homemaking worker to be placed on the bulletin board.

4. Place samples of creative writing on bulletin board.

5. Put up poster showing names of parents involved in consumer and homemaking.

6. Pictures cut from magazines of a worker's home and what he or she does.

7. A large picture of a worker (three feet tall) with captions explaining what he or she does.

8. Make a bulletin board using the labels from various foods or household products.


11. Picture of person properly dressed contrasted with picture of person improperly dressed.


CONSUMER AND HOMEMAKING WORKERS

Nursemaid
Foster mother
Child-care attendant (school)
Kindergarten teacher
Day care worker
Laundress
Clothing management specialist
Wardrobe specialist worker (motion picture)
Dresser (amusement and recreation)
Nursery school teacher
Wardrobe mistress (amusement and recreation)
Wardrobe attendant (amusement and recreation)
Dressmaker
Seamstress
Garment examiner
Garment inspector
Costumer (motion pictures)
Caterer
Director (school lunch program)
Manager (cafeteria or lunchroom)
Food products tester
Plant hostess (for bakery products)
Cook
Kitchen supervisor (hotel or restaurant)
Head cook (school)
Food service supervisor
Caterer helper
Home-lighting demonstrator
Home service representative
Home-lighting adviser (light, heat, power)
Slipcover cutter (house or car)
Hand sewer
Drapery operator
Slipcover seamstress
House mother (private school or college)
Executive housekeeper
Management aide
Home demonstration agent
Inspectress (hotel or restaurant)
Maid (motel, hotel, home)
Maid (hospital)
Below check the column that best expresses the degree to which you have taught the specific concepts set forth in your career education manuals:

<table>
<thead>
<tr>
<th>S.P.I.C.E. UNIT CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrated career education into the total curriculum</td>
</tr>
<tr>
<td>2. Helped students recognize their ambitions and their limitations as they relate to a career</td>
</tr>
<tr>
<td>3. Helped each student see himself as important and necessary</td>
</tr>
<tr>
<td>4. Helped students develop an appreciation for all jobs</td>
</tr>
<tr>
<td>5. Helped students understand why work is necessary</td>
</tr>
<tr>
<td>6. Helped students understand why work is desirable</td>
</tr>
<tr>
<td>7. Helped students understand the changing nature of the world of work</td>
</tr>
<tr>
<td>8. Helped students relate their school work to the world of work outside the classroom</td>
</tr>
<tr>
<td>9. Helped students see the importance of getting along with others</td>
</tr>
<tr>
<td>10. Helped students participate in hands-on activities that broaden their knowledge and increase their awareness of jobs</td>
</tr>
</tbody>
</table>

Very Little | Some | Extensively
<table>
<thead>
<tr>
<th>Artistic Ability</th>
<th>Career Maturity</th>
<th>Self-Concept</th>
<th>Academic Skills</th>
<th>Creativity and Inventive Skills</th>
<th>Planning and Organization Skills</th>
<th>Manual Skills</th>
<th>Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chart of Abilities**

To be placed in the CR-2 Folder

Sample:

With a straight and join them appropriately boxes an x in the mark of the year. Each student at the end of the year mark evaluation on each.

To complete this
EVALUATION

1. Students will know ten different jobs in consumer and homemaking that produce goods and services.

2. Students will be able to name six practical skills that can be learned at home.

3. Students will be able to list five skills which can be learned only in school.

4. Students will list two that cannot be learned only in school.

5. Students will list four ways specialization leads to interdependence among workers in consumer and homemaking.

6. Students will list six ways a person's life is affected by his career.

7. Students will list three ways supply and demand determine how many workers will be needed for any job.

8. Students will name two jobs in consumer and homemaking that require no education, require a high school diploma, and two that require a college degree.

9. Students will be able to list the five skills which can be learned only in school.

10. Students will be able to name six practical skills that can be learned at home.
THOUGHTS PERTINENT TO APPLYING FOR A JOB

The Employer Wants to Hear:

1. That you can handle the job.
2. That you are willing to work with him.
3. That you will be there every morning at the time agreed upon.

That you will, in return for a full day's pay, demonstrate you have earned that pay.

SUGGESTIONS:

4. If any unforeseen event prevents your appearance upon the job, let him know well in advance.

Never leave him wondering where you are.

5. Do not be negative. Be POSITIVE in your approach and anything you tell the employer during the interview.

6. The employer would rather hear of your successes than failures. Don't leave the employer with a negative attitude with him to mull over in your absence.

Never tell him you haven't had any experience for the job you are applying for.

7. Never tell him any negative facts, especially of a negative nature with him to mull over in your absence.

8. Dress sensibly and neatly and, above all, be clean and fresh-smelling. Take a bath the morning before the interview and have clean, sweet-smelling clothes.

Never overpower a prospective employer with strong perfumes, after-shave lotions, etc.

6. The employer would rather hear of your successes than failures. Don't leave the employer with a negative attitude with him to mull over in your absence. Never leave him wondering where you are.

Never tell him you haven't had any experience for the job you are applying for.

7. Never tell him any negative facts, especially of a negative nature with him to mull over in your absence.

Never tell him any negative facts, especially of a negative nature with him to mull over in your absence.

Never leave him wondering where you are.

8. Dress sensibly and neatly and, above all, be clean and fresh-smelling. Take a bath the morning before the interview and have clean, sweet-smelling clothes.

Never overpower a prospective employer with strong perfumes, after-shave lotions, etc.

6. The employer would rather hear of your successes than failures. Don't leave the employer with a negative attitude with him to mull over in your absence. Never leave him wondering where you are.

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Never tell him any negative facts, especially of a negative nature with him to mull over in your absence.

Never leave him wondering where you are.
9. Above all, be a good listener.

Please him with the feeling you would be an excellent employee to have around his organization, that you would be easy to get along with and can take advice and criticism and are not too radical.

You cannot tell him you won't get a haircut (if your hair is girl-length and you are a boy), and he has to give you a job. It is his prerogative to select the people he wants to tackle it. The people who are willing to take the risk of an employee that you are ready to tackle anything will get him. Employees are looking for a "job," and not enough for "work." Do you know how to spell "work"? God many people are looking for a "job," and not enough for "work"? Are you looking for a "job," or are you looking for "work"?

10. Are you interested in the job for which you are applying? No employer wants to hear you say, "I'll try it for a few days." They want employees who are seeking permanent jobs and who will be a credit to the organization. People who will stay with them, they want employees who are seeking permanent employment. People who are looking for a "job" say they are hired to type and not to type, or hired to make a bed and not enough for "work." People who want to "work" will find things to keep them busy and productive. They are people who are not to sweep and mop floors... etc. People who want to "work" will find things to keep them busy and productive.

11. Are you interested in the job for which you are applying? No employer wants to hear you say, "I'll try it for a few days." They want employees who are seeking permanent employment. People who are looking for a "job" say they are hired to type and not to type, or hired to make a bed and not enough for "work." People who want to "work" will find things to keep them busy and productive.

12. Are you interested in the job for which you are applying? No employer wants to hear you say, "I'll try it for a few days." They want employees who are seeking permanent employment. People who are looking for a "job" say they are hired to type and not to type, or hired to make a bed and not enough for "work." People who want to "work" will find things to keep them busy and productive.
Activities for Integrating the Skills into Consumer and Homemaking

3-4 MATH

1. Students could become more familiar with different types of measurements:
   a. Liquid measures - pint, quart, half-gallon, gallon. The students could begin to learn the metric system of measures - liter, grams, cubic centimeter, etc.
   b. The class could examine many kitchen utensils to determine how much each holds: Measuring cups, measuring spoons, pint, quart, half-gallon, etc.
   c. The class could examine many kitchen utensils to determine how much each holds: Measuring cups, measuring spoons, pint, quart, half-gallon, etc.
   d. Measuring length - inches, feet, yards. The class could measure many things in the classroom in feet and inches and then transfer this to the metric system.

2. The students could practice making budgets. The students could practice the four basic mathematic skills - adding, subtracting, dividing, and multiplying - by working out the monthly income on a weekly basis, subtracting expenditures from the total family budget, then transferring this information to the metric system. The students could practice measuring cloth for making clothes.

3. The class could study the increased cost of living and calculate the effect on the family budget of the increased cost of certain commodities, such as the increased cost of milk, lunches, etc. The class could determine the effect of these increases on a yearly basis.

4. The class could study the increased cost of living as it pertains to all aspects of family life: clothes, rent or house payments, taxes, telephone, gas, car repairs. The class could put all of this together with the grocery bill and determine the increased cost of living over one, two or three years back. They could also determine the effect this increase has had on fixed incomes.
The class could study temperatures as they relate to cooking. This could involve reading a thermometer used for cooking purposes.

The class could study house temperatures and the effect of weather upon these temperatures at various times of the year.

The students could study the cost of going to school. This would include such things as bus tickets, books, paper, pencils, notebooks, gym clothes, special materials, etc.

The students could study the cost of medical care for the family: doctor, dentist, optometrist, orthodontist, etc.

Educational arts.

The students could practice writing budgets or copying receipts.

The students could practice writing rhymes or jingles such as the ones used in commercials and advertisements to sell food, soap, etc.

The teacher could read books relating to consumer and homemaking. Check pages 47-48 of the appendix.

The teacher could have the students describe their feelings about the house, their bedrooms, favorite dishes, sleeping in their rooms, things they enjoy doing at home, etc.

The students could study labels for current vocabulary.

The students could show how the students became accustomed to using commercials.

The students could make a list of new terms used for things around the house.

The students could practice writing rhymes about homemaker; bedtime, allowances, etc.
1. The class could study the labels on different food containers to see what additives have been added to the food. The class could gather information about these additives.

2. The class could study the problems of dieting and reducing. They could gather information from current magazines, such as Reader's Digest, Family Circle, Better Homes and Gardens, Time, Newsweek, newspapers, etc., about the different methods used: drugs, dieting, exercise, etc., the effect of these methods on the body, and how they decay. Various articles on tooth decay and other related body ailments, such as rheumatism, etc., would help the students in their study. The effects of heat, light, moisture, dryness, darkness, etc., on different types of materials used in clothing - or food, etc., on different types of materials used in food containers could be tasted experimentally. The effects of soaps, bleaches, etc., on different types of materials could be determined experimentally.

3. The class could visit a supermarket and then draw plans showing how they would improve the design. The class can attempt to draw family members. The class could practice drawing tables for food, soap, etc.

4. The class could practice arranging different types of materials and other materials used in food containers or cloth.
5. Let the class discuss jobs at home and how they feel about working.

4. Let the class discuss jobs at home and how they feel about working.

3. Let the class examine fashions today as compared to a few years ago. What do clothes tell us about a person?

2. Let the students examine the meals people eat today and compare them to the meals people ate 20 years ago. Can people determine whether or not they think these trends are good.

1. Let the students talk about the home and how it is changing.

SOCIAL STUDIES

2. Let the students examine the meals people eat today and compare them to the meals people ate 20 years ago. Can people determine whether or not they think these trends are good.

1. Let the students talk about the home and how it is changing.
6. The class could discuss the availability of these jobs in their own area.

7. Let the students discuss the change brought about in many of these jobs due to new inventions.

8. Let the students discuss home life as it is affected by a society that is constantly moving: those leaving the community and those remaining in the community as others move in.
Vocabulary Words for Consumer and Homemaking

Vocabulary Study

Let the students use the words provided in this vocabulary list; plus additional words they can think of and make their own Consumer and Homemaking Vocabulary List. In order to make a dictionary, the students will need to carry out the following tasks.

1. Arrange all words alphabetically.
2. Look up meanings of words that are not well-known and write a definition for each word.
3. Draw pictures to illustrate words where possible.
4. Cut pictures out of old magazines; paste them in the dictionary where possible.
5. Design a cover and title for the dictionary.

The following books available at the Knox County Materials Center were used as resources in compiling this vocabulary.

- Van Der Linde Around The World in 80 Dishes
- Dorothy Callahan Young America's Cook Book
- Gladys Taber My Own Cookbook
- Perkins The Fannie Farmer Junior Cook Book
- Chard's Make My Own Cook Book
- Van der Linda A Round The World in 80 Dishes

Consumer and Homemaking Vocabulary Words for
109. Cobbler
110. Scrambled egg
111. Poached egg
112. Tuna loaf
113. Fritters
114. Prunes
115. Rabbit
116. Squirrel
117. Green beans
118. Spinach
119. Mustard greens
120. Marmalade
121. Corned beef hash
122. Frankfurter
123. Pumpkin
124. Squash
125. Stuffing
126. Deviled eggs
127. Pinwheel
128. Brunch
129. Consommé
130. Lima beans
131. Split pea soup
132. Broccoli
133. Brussel sprouts
134. Cauliflower
135. Eggplant
The class could do creative writing pertaining to life at home, sister-brother relationships, parent-child relationships, family relationships, etc.

Money - bread, t.v. - the tube, tickets - bag, etc.

The students could make a list of new terms used for things around the house.

The students could show how things become accepted through commercials.

The students could study everyday vocabulary, words, phrases or stories, work baby-stitting, etc.

The students could write theater reviews about home life, bedtime, attendance, etc.

The teacher could have the students describe certain feelings, sensations, etc.

Pages 47-48 of the appendix.

3. The teacher could read books pertaining to consumer and homemaking. Check

3. Students could practice writing budgets or copying receipts.

4. The teacher could read books pertaining to consumer and homemaking.

5. Students could practice writing budgets or copying receipts.

LANGUAGE ARTS

8. The students could study the cost of medical care for the family: doctor, etc.

6. The students could study house temperatures and the effect of weather upon these temperatures at various times of the year.

7. The students could study house temperatures and the effect of weather upon these temperatures at various times of the year.

5. The class could study temperature as they relate to cooking purposes.
1. The class could study the labels on different food containers to see what additives have been added to the food. The class could gather information about these additives.

2. The class could study the problems of dieting and reducing. They could gather information from current magazines, such as Reader's Digest, Family Circle, Better Homes and Gardens, Time, Newsweek, newspapers, etc., about reducing and the different methods used: dieting, exercise, drugs, etc. The effect of these methods on the body is in the area of science.

3. The class could study the effect of heat, light, moisture, dryness, darkness, etc., upon different types of materials used in clothing - or food.

4. The students could study tooth care which would include a study of decay and how they decay, etc. Fruits or vegetables could be left exposed to determine which decays first, etc. The class could experiment with the effect of wear upon different types of cloth.

5. The class could study the effect of heat, light, moisture, dryness, darkness, etc., upon different types of materials used in clothing - or food.

6. The class could experiment with different types of materials as they are affected by soaps, bleaches, oils, stains, etc.

7. The class could practice drawing labels for food, soap, etc.

8. The class can attempt to draw family members.

9. The class could visit a supermarket and then draw plans showing how they would improve its design.

10. The class could study the problems of dieting and reducing and then draw plans showing how they would improve the design.
5. Let the class discuss jobs at home and how they feel about working.

5. The students could smell certain foods and represent this aroma in abstract art work.

6. Let the students draw their own home and represent the family members in it.

7. Some students might like to make a model representation of their home from cardboard.

8. Let the class build a large cardboard model of a house and decorate it with scraps of carpets, vinyl, etc.

9. Let the class draw designs for vinyl or carpeting.

10. Let the students take carpet or vinyl scraps and make collages.

11. Let the students draw pictures representing certain dishes that they like.

12. Let the class gather cloth scraps and make collages.

13. Let them draw people or objects and glue pieces of cloth, vinyl, cloth and other materials on to represent each part.

14. Let students melt crayons on wax paper and cover another piece of wax paper and later place in the window.

SOCIAL STUDIES

1. Let the students talk about the home and how it is changing.

2. Let the students examine fashions today as compared to a few years ago. What do clothes tell us about a person?

3. Let them examine fashions today as compared to a few years ago. What do clothes tell us about a person? What do they tell us about 20 years ago?

4. Let the students examine the meals people eat today and compare them to the meals people ate 20 years ago.

5. Can deciding whether or not they think these trends are good.

The students can decide whether or not they think these trends are good.

6. Let the students discuss jobs in consumer and homemaking (check the list on page 52-53) and see how they feel about them.

7. Let the students discuss jobs in consumer and homemaking (check the list on page 52-53) and see how they feel about them.
6. The class could discuss the availability of these jobs in their own area.

7. Let the students discuss the change brought about in many of these jobs due to new inventions.

8. Let the students discuss home life as it is affected by a society that is constantly moving; those leaving the community as others move in.
Vocabulary Study - Let the students use the words provided in this vocabulary list, plus additional words they can think of and make their own Consumer and Homemaking Dictionary.

In order to make a dictionary the students will need to carry out the following tasks:

1. Arrange all words alphabetically.
2. Look up meanings of words that are not well-known and write a definition for each word.
3. Draw pictures to illustrate words where possible.
4. Cut pictures out of old magazines; paste them in the dictionary where possible.
5. Design a cover and title for the dictionary.

The following books available at the Knox County Materials Center were used as a resource for the dictionary:

- Perkins - The Fannie Farmer Junior Cook Book
- Graham - My Own Cook Book
- Dorothy Callahan - Young America's Cook Book
- Van Der Linden - Around The World in 80 Dishes
- Gladys Taber - The Fannie Farmer Junior Cook Book
### Vocabulary Words for 3-4

**Consumer and Homemaking**

<table>
<thead>
<tr>
<th>1.</th>
<th><strong>Recipe</strong></th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>Broil</td>
</tr>
<tr>
<td>3.</td>
<td>Simmer</td>
</tr>
<tr>
<td>4.</td>
<td>Spice</td>
</tr>
<tr>
<td>5.</td>
<td>Cloves</td>
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<tr>
<td>6.</td>
<td>Garlic</td>
</tr>
<tr>
<td>7.</td>
<td>Blend in</td>
</tr>
<tr>
<td>8.</td>
<td>Paddy</td>
</tr>
<tr>
<td>9.</td>
<td>Brown and serve</td>
</tr>
</tbody>
</table>

| 10. | Recipe |
| 11. | Teaspoonful |
| 12. | Tablespoonful |
| 13. | Perk |
| 14. | Broiler |
| 15. | Fryer |
| 16. | Shortning |
| 17. | Range |
| 18. | Fry |
| 19. | Scim off |
| 20. | Whip |
| 21. | Pressure cooker |
| 22. | Frozen food |
| 23. | Custard |
| 24. | Custard |
| 25. | Jell |
| 26. | Meringue |
| 27. | Chef |
| 28. | Margarine |
| 29. | Chief |
| 30. | Peanut butter |
| 31. | Mayonnaise |
| 32. | Shortening |
| 33. | Margarine |
| 34. | Mayonnaise |
| 35. | Yellow tea |
| 36. | Russian tea |
| 37. | Fusil beer |
| 38. | Barbecue |
| 39. | Stewfarka |
| 40. | Detergent |
| 41. | Marshmallow |
| 42. | Peat butter |
| 43. | Mayonnaise |
| 44. | Chief |
| 45. | Margarine |
| 46. | Chief |
| 47. | Margarine |
| 48. | Chief |
| 49. | Margarine |
| 50. | Chief |
| 51. | Margarine |
| 52. | Chief |
| 53. | Margarine |
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| 89. | Margarine |
| 90. | Chief |
| 91. | Margarine |
| 92. | Chief |
| 93. | Margarine |
| 94. | Chief |
| 95. | Margarine |
| 96. | Chief |
| 97. | Margarine |
| 98. | Chief |
| 99. | Margarine |
| 100. | Chief |
| 101. | Margarine |

#### Notes
- Core - take out insides
- Dice
- Grate
- Mash
- Mix
- Grind
- Slice
- Core - take out insides
- French dressing
- Blue cheese
- Sliced dressing
- Mashed cup
- Mint and meat grinder
- Oatmeal
- Tadde
- Steamer
- Egg beater
- Bread board
- Dutch oven
- Chuck roast
- Ground round
- Bread crumbs
- Rolls
- Deep fry
- French fry
- Cheese
- Spices
- Summer
- Broil
- Recipe

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**Consume and Homemaking**

**Vocabulary Words for 3-4**
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111. Poached egg
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114. Prunes
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117. Green beans
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