The classroom activities presented in the document were designed by primary teachers in the Anchorage Borough School District for field-testing and evaluation in the 12 elementary schools in the Exemplory Career Education Project. The activities, for grades K-3, are arranged under the following areas: self-knowledge and interpersonal relations, work, leisure, planning and decision making, community involvement, basic studies and occupational preparation, and discovering Anchorage. Information on each activity includes: grade; subject; concept; developmental goal; objective; learning activities, including descriptions and procedures; materials and resources necessary; and occupations to explore, where applicable. A 21-page bibliography suggests materials for career education and includes titles under the following categories: books, 17 pages; 5 super eight film loops; 11 cassettes; 26 filmstrips; 5 film strip and cassette; 4 film strip and sound; 6 prints; 4 records; and a supplementary book list. (LH)
CAREER AWARENESS

A K-3 Activities Book

The activities in this book were written by:

Minnie Kennedy          Grade 2/3  Mt. View
Zonnie Morrisette       Grade 2    Lake Otis
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Consultants providing assistance to the writing team were:

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Frank Pinkerton         Music
Flory Vinson            Career Awareness

ANCHORAGE SCHOOL DISTRICT
Division of Career Development and Vocational Education
4600 DeBarr Road
Anchorage, Alaska 99504

Illustrations by: Brian Slover
Chugiak High
ABSD Career Center - Commercial Art Student
To the teacher:

The classroom activities in this book were designed by primary teachers in the Anchorage Borough School District for field-testing and evaluation in each of the 12 elementary schools in the Exemplary Career Education Project. To help us provide you, the classroom teacher, with relevant Career Awareness curriculum materials we need your assistance in evaluating the activities in this book. As you try the activities would you please let us know of the successes, and problems you encountered by completing the evaluation form on the back of each page. We hope the activities described will stimulate you into creating further activities and we are especially interested in receiving new ideas we can include in the final revision. Your books will be picked up in May, revisions based on your evaluation will be made in June and your original book will be returned in September.

The illustrations in each of the areas can be used as part of a bulletin board display, in learning centers, as a transparency or as a study print. Suggestions on how to use them as study prints are on the enclosed insert.

We hope you enjoy using these activities in your classroom this year and we are looking forward to your comments.

Elementary Career Awareness Consultant

Hoy Viscom
Grade: K-1
Subject: Arts/Health
Area: Self-knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of his interests, aptitudes and abilities.

Objective: The individual will describe his physical characteristics.

Learning Activities

1. Make facial outlines or body silhouettes of each child. Procedure: Arrange to have one adult for every 5 children as it takes about 5 minutes per child to make the outline. Utilize mothers or intermediate students. Tape up paper, stand the child sideways in front of the projector, turn on the projector and draw around the shadow.

USE the silhouettes for open house for parents to identify the desk their child sits in. PEOPLE your room with your shadow students.

HAVE group discussions in class:
- Ask students to identify each other.
- Ask students to describe themselves in a positive way verbally or in story form.
- PAINT costumes of what they think they might like to be (nurse, butcher, policewoman, etc.)
- MAKE a montage. Give each child a box and paste on pictures they have cut out that carry out a theme. (smiles, frowns, eyes)

Materials and Resources

SILHOUETTES: butcher paper, overhead projector, scissors, pencils
MONTAGE: paste, scissors, boxes, magazines
FILM: K 1631 Who Needs You?
         K 807 Be Healthy - Be Happy

Occupations to Explore: Any occupation that uses a uniform or special tools; waitress, pro football player, poi
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
films - (please list I.M.C.\number)

study prints - (please list price and address of source)

field trips - (site and contact person)
teacher resource books - (price and complete address)

Further activities you developed:
Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of his interest, aptitudes and abilities.

Objective: The individual will describe his physical characteristics.

Learning Activities

1. Each child measures his height from a chart and converts to another unit of measurement. Use straws, pipe cleaners, etc.

2. Variation - Have children measure objects with own feet, hand spans (tip of little finger to tip of thumb).

Comparing:
- Does each child measure the objects the same way?
- Would this be a good way to measure? Why? Why not?

Procedure: Measure child (Beginning, middle, end of year). Record height on graph paper (child's name with height).

Materials and Resources

- Measuring wall chart (buy or make)
- Any available objects in room

Films: F-27
- Let's Measure: Pints, Quarts, Gallons

Occupations to Explore:
- Housewife, butcher, baker, policeman, fireman, carpenter, draftsman, doctor, seismologist
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of his interests, aptitudes and abilities.

Objective: The individual will describe his physical characteristics.

Learning Activities

1. Make a rating scale.

PROCEDURE: Rate your facial characteristics from 1-5. Nose, eyes, teeth, smile, lips; eye lashes, mouth, ears, eye brows, color of eyes. Put this on a ditto sheet; each child rates his own. (Stress positive attributes.)

2. After rating themselves, show how one could change or improve a trait or characteristic. Example: teeth - 1,2 - brush teeth more often.

3. Write short stories. What are your best characteristics? Why?

Materials and Resources

ditto masters
pencil

FILMS:
F-808 Judy's Smile
F-1179 Double Day of Danny Dillion
F-377 Healthy Teeth
F-25 Let's Be Clean and Neat

Occupations to Explore:
orthodontist, dentist, optician, ophthalmologist, eye - ear - nose and throat specialist (M.D.), beautician, hair stylist, plastic surgeon
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept. Each individual should recognize his uniqueness and that of others.
Developmental Goal: For the individual to be aware of his interests, aptitudes and abilities.
Objective: A. The individual will describe his physical characteristics.
B. The individual will identify his interests.
C. The individual will identify his aptitudes.
D. The individual will identify his abilities.

Learning Activities

1. Writing. Procedure: Each child finds 2 magazine pictures. He chooses one most like himself. Paste in a story book form, using newsprint paper. He then writes why— he's most like the picture he has chosen and why he's so unlike the other picture he has chosen.
Use these story books for conferences or to show to the child later on in the year.

Materials and Resources

magazines
scissors
paste
newsprint
pencils

FILMS:
F-447
Allen is My Brother
F-1631
Who Needs You?
F-1696
People
F-347
School Children Around the World
F-1618
Just One Me

Occupations to Explore: school guidance counselor, clergyman, social worker, psychologist, psychometrist
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Grade: 2-3
Subject: Self-Knowledge and Interpersonal Relations

Area: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of his interests, aptitudes, and abilities.

Objective: The individual will describe his physical characteristics.

Learning Activities

1. Measurements. Procedure: Each child measures his own foot (inches, metric, etc.).

2. Makes his own story problems. Example:
   If John's foot is 6 inches long, using his foot, how long is the room? Using symbols >, <, or = in problems of comparison.
   Example:
   Joe's foot is 6 inches long and John's foot is 8 inches long. Is John's foot greater than or less than Joe's foot?

3. Put all story problems in bag, choose a partner, challenge each other. Partners check each other's story problems. Use also as an individual activity during free time.

Materials and Resources

rules
paper
pencils

FILM: F-27
Let's Measure: Pints, Quarts, Gallons

Occupations to Explore: Any occupation that uses measurement: shoemaker, draftsman, shoe clerk, seamstress, baker
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Grade:  E
Subject:  Art
Area:  Self-knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.
Developmental Goal: For the individual to be aware of his interests, aptitudes, and abilities.

Objective: A. The individual will identify his interests.
B. The individual will identify his aptitudes.
C. The individual will identify his abilities.

Learning Activities

1. Cutting. Procedures: Child cuts out pictures of what he likes to do. Uses a bag, pastes pictures on the outside of the bag, takes turns guessing whose bag it is. This can also be taken further by discussing occupations related to his interests.

2. Make a Mobile. Procedure: Paste pictures on construction paper, punch hole for each, tie string for each and tie onto pipe cleaners (same type of discussions as bag).

3. Make a Collage of his related occupations.

4. Write a paragraph or short stories about his likes or dislikes of these occupations.

Variations:
A. Individual interviews of people in various occupational fields to see if one likes or dislikes field.
B. Books of various occupations for child's review.
C. What course of study should a child undertake if he chose the particular activity.
D. Have child relate his physical attributes and attitudes to the occupation.

Example: Policeman. Good physical condition, gets along well with people, ability to reason, etc.

Materials and Resources:
1. catalog, magazines (several for cutting).
2. Scissors, paste.
3. Paper bag or mobile (pipe cleaners and string)

FILMS: F-1553
Art in Collage
F-768
Children Are Creative
Let's Write a Story

Occupations to Explore:
any occupations
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Grade: 2-3  
Subjects: Reading / Language Arts  
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.  
Developmental Goal: For the individual to become aware of basic skills necessary for getting along with others.  
Objective: A. The individual will re-examine some skills necessary for getting along with others.  
B. The individual will demonstrate the ability to cooperate within the group.

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Materials and Resources</th>
</tr>
</thead>
</table>
| 1. Make games or use the bulletin board, chalkboard or cardboard box. Procedure: Children will identify vocabulary words related to their hobbies and interests. New words can be posted on the chalkboard, bulletin board or in cardboard box. A game can be developed utilizing vocabulary words in the cardboard box, with children working in teams. Children can spell, clap out syllables, identify vowels and consonants, accents, etc, identifying occupations the words might relate to and using the words in sentences. | dictionary  
cardboard box  
small strips of paper  
pencils  
FILMS: F-1673 From Start to Finish  
F-21 Hoppy, the Bunny  
Occupations to Explore: Any occupations can be used. |
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Concept. Each individual should recognize his uniqueness and that of others.

Developmental Goal. For the individual to be aware of differences and similarities of others.

Objectives. A. The individual will identify interests, aptitudes and abilities he has in common with others.

Learning Activities

1. Hobbies, interests and clubs. Procedure: class discussion of what the children's outside interest are (hobbies, clubs, etc.).
2. Record all of these with the child's name.
3. Make a poll sheet of parents' interests, hobbies and clubs. (Put on ditto.)
4. Record the poll sheet findings for selection of class resource people.
5. Make a mobile with these or put up on bulletin board.

Materials and Resources

- paper for recording poll sheets
- drawings of children
- magazines or pictures
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-1
Subject: Language Arts / Social Studies
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of the differences and similarities of others.

Objective: The individual will identify interests, aptitudes and abilities he has in common with others.

Learning Activities

Hobbies, interests, clubs.  Procedure:

1. Bring in parents to share projects, occupations, skills, etc. (See poll sheet.)

2. Discuss with parents before hand the kinds of skills and aptitudes you would like stressed. This might be an individual activity or a whole class activity.

3. Recall discussion after this has been done relating to skills children already had and how later they developed into hobbies.

4. Lead children to discuss why they like something they do well and why they dislike things they don't know how to do.

Materials and Resources

parents

Occupations to Explore:
any occupations
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Grade: 2-3
Subject: Social Studies / Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of the differences and similarities of others.

Objective: The individual will identify interests, aptitudes and abilities he has in common with others.

Learning Activities

1. Procedure: Children bring in newspapers, read "What's happening this week." (Club meetings)

2. Class discussion of finding their interests and the groups that meet these interests. Break into small groups and discuss. Bring in some of these people.

3. Make a YES or NO GAME - put on tag board or file folder. Write yes or no in snake formation. On card write statements relating to a particular interest. Example: I like snow machines because I can be outside. (yes) I like snow machines because they are quiet. (no) Move your button to the yes or no.

Materials and Resources:
newspaper
tag board
felt tip pens

Films:
F-768
Let's Write a Story
F-1639
Sharing Time in Our Classroom
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Subject: Social Studies / Language Arts
Area: Self-knowledge and interpersonal relations

Developmental Goal: Each individual should recognize his uniqueness and that of others.

Objectives:

1. The individual will identify differing interest, aptitudes, and abilities.

Activities:

Procedure: Children interview or check into a club interests.

- Children go back to the class and reporting news to the class. It can be done by the following methods:
  - skits (role-playing)
  - TV log
  - report
  - display
  - tape recording of interviews

Materials and Resources:

Children ask teacher for necessary materials needed for project.

FILMS:
- F-1639 Sharing Time in Our Classroom
- F-1664 Libraries Are for Sharing
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Skills for getting along with others are necessary for growth and effective membership in society.

Developmental Goal: For the individual to become aware of differences and similarities of others.

Objectives: 1. The individual will identify interests, aptitudes and abilities he has in common with others.
2. The individual will identify differing interests, aptitudes and abilities.

Learning Activities

Conduct Code: Children set up their own self-conduct code for the room, halls, lunchroom, etc.

example: -- best method of going to lunch
-- distributing materials
-- cleaning up
-- sharing equipment

Discussion: Discuss how families (and neighborhoods) cooperate.

Government: Set up a government for the classroom.

List words applicable to group situations (example: tolerance, cooperation, harmony, smile)

1. Role play these words.
2. List (or role play) alternate ways to handle situations. (Example: how to handle a fight between 2 boys; how to share equipment.)

Materials and Resources

FILMS: F-1551 Being a Good Sport
F-446 Our Family Works Together
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept. Skills for getting along with others are necessary for growth and effective membership in society.

Developmental Goal: For the individual to be aware of differences and similarities of others.

Objectives:
1. The individual will identify interests, aptitudes and abilities he has in common with others.
2. The individual will identify differing interests, aptitudes and abilities.

Learning Activities

Discussion Pictures -
Use large discussion pictures (either commercially produced or student/teacher made) showing various group situations - playground, lunchroom, etc. (Discuss working well together as versus playground bully.)

Place pictures about the room and have children write short phrases to go with each.

Materials and Resources

Discussion picture set (may also be from magazines)

Films:
- F-1551 Being a Good Sport
- F-1401 Courtesy for Beginners
- F-1312 Guidance: What's Right
- F-1311 Guidance - Let's Have Respect
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Skills for getting along with others are necessary for growth and effective membership in society.

Developmental Goal: For the individual to be aware of the differences and similarities of others.

Objective: The individual will identify interests, aptitudes, and abilities in congruence with others.

Learning Activity:
1. Children think of what they like about themselves, e.g., big smile, and put it into:
   - poem
   - song
   - puppet (role-playing)
   - dance
   - writing
   - scratch and doodle films
   This work may be done individually or in small groups.

2. Bring in library books that are about self-acceptance or acceptance of others.

Materials and Resources:
- Project child decides to do will determine his selection of materials.
- Library books
  - see bibliography at back
- FILMS:
  - F-1631 Who Needs You?
  - F-447 Allen Is My Brother
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)

- study prints - (please list price and address of source)

- field trips - (site and contact person)

- teacher resource books - (price and complete address)

Further activities you developed:
Developmental Goal: For the individual to become aware of the need for self-acceptance.

Object... The individual will identify what he likes about himself.

Learning Activities:

1. A child looks into a mirror or a reflective surface such as foil, spoons, shiny pans and finds out what he likes about himself. The foil should be distorted, look and perhaps draw the distorted face. Draw a self portrait after using the mirror.

2. A part: "But, our way out of the room." Set a routine where each child must "buy his way out" by telling the teacher one positive thing about himself or one positive thing about someone else before he may go out to recess.

3. Role-playing: Act out what they like about somebody else.

4. Teacher may also wish to use a Duso Kit at this time.

Materials and Resources:

- Mirror Act - mirrors
- Aluminum foil
- Paper crayons

Records - "When We Grow Up" from Free to Be You and Me

FILM: F-1618
Just One Me
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: An individual affects and is affected by his environment.

Developmental Goal: For the individual to become aware that his actions affect not only himself but also others.

Objectives: 1. The individual will discriminate between responsible and irresponsible behavior.
2. The individual will identify how responsible or irresponsible behavior affects himself and/or others.

Learning Activities

Puppetry: Make or use commercially made puppets. Use these puppets to act out stories (teacher and child made) depicting responsible and irresponsible actions. Example: "boy taking candy"

Discuss: How these actions affect themselves and others.

Duso Kit: May be used. Check teachers manual for particular objectives.

Materials and Resources

Puppets or material to make puppets
Duso Kit
FILM: F-1312 What's Right
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: An individual affects and is affected by his environment.

Developmental Goal: For the individual to become aware that his actions affect not only himself but also others.

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2. The individual will identify how responsible or irresponsible behavior affects himself and/or others.

Learning Activities

Open-Ended Stories: Using open-ended stories (from the NEA Journal, or films) children write the end of the story.

Discuss: How the actions of the people in the story - situations affect themselves and others.

Discuss: Responsibilities of community helpers.

Materials and Resources

Open-ended stories: story paper with picture space at top.

FILMS: F-1617 And Then What Happened?
        F-1652 The Ladder
        F-1484 The Crying Red Giant
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
  films - (please list I.M.C. number)
  study prints - (please list price and address of source)
  field trips - (site and contact person)
  teacher resource books - (price and complete address)

Further activities you developed:
**Concept:** An individual should learn to be responsible for his own actions.

**Developmental Goal:** For the individual to be aware that he is responsible for himself.

**Objectives:**
1. The individual will identify several types of responsibility (i.e., self, family, school and community)
2. The individual will identify situation in which he has demonstrated responsible behavior.

**Learning Activities**

- Class Discussion of their responsibilities with self, family, school, community. Each child may then illustrate a responsibility in one of the above areas and put into class mural.

- Jobs: The child may find one job responsibility for the area he illustrated. Set up a record chart for one or two weeks and keep a record of the job. At the end of the time period each child may tell how he/she has succeeded.


**Materials and Resources**

<table>
<thead>
<tr>
<th>Mural</th>
<th>drawing paper</th>
<th>paint</th>
<th>chalk</th>
<th>crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Chart</td>
<td>ditto for job record keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters</td>
<td>poster paper</td>
<td>paint</td>
<td>chalk</td>
<td>crayons</td>
</tr>
</tbody>
</table>
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Grade: 2-3
Subject: Science
Area: Self-Knowledge and Interpersonal Relations

Concept: An individual should learn to be responsible for his own actions.

Developmental Goal: For the individual to be aware that he is responsible for himself.

Objectives: The individuals will identify several types of responsibility (i.e. self, family, school and community).

Learning Activities
Science Units - Students could be responsible for simple science experiments to go along with a teacher's particular science units. The child could set up and demonstrate to the class or display in the room.

Culmination: Relate occupations to all the science areas covered.

Materials and Resources
Science Experiments: Teacher must provide necessary books and experiment materials.

FILM: F-1660 Making Things We Need
Look under Science Films for additional films.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Concept: An individual should learn to be responsible for his own actions.

Developmental Goal: For the individual to be aware that he is responsible for himself.

Objectives: 1. The individual will identify several types of responsibility (i.e. self, family, school and community).

2. The individual will identify situations in which he has demonstrated responsible behavior.

Learning Activities

Family Study - Construct a home model out of shoe boxes, put in furnishings and paper dolls for family members.

Tools and Instruments - Children bring tools from home (have parents put name tags on them) and discuss them. Identify the tool and identify who uses the tool. Encourage children to think of all family members who might use the tools and situations in which they would use them.

Example: screwdriver = mother to fix sewing machine, brother to fix a toy, father to fix a machine.

Follow-up - Make a family booklet. The child may use one page per family member. Cut and paste or draw the tools that each family member might use. Illustrate the cover with the family group.

Materials and Resources

Home model: shoe box, construction paper, pencils, paste, scissors.

Booklet: white drawing paper, catalogues, crayons, paste, scissors.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objective: The individual will give examples of occupations within the community that contribute to his well-being.

Learning Activities

Class Mural: Develop a class mural of pictures of all the community helpers who are sometimes called into the home to work or provide services.

Example: plumber, electrician, meter man, mailman.

Materials and Resources

Mural: butcher paper
     crayons or paints

Films: F-106
       Helper Who Comes to Our Home
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept. Work can contribute to the dignity and well-being of the individual and society.
Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.
Objective: The individual will give examples of occupations within the community that contribute to his well-being.

Learning Activities

Game: 20 Questions
One child thinks of an occupation. The rest of the class asks that child questions about his occupation - but only questions that can be answered with a "yes" or "no". (Example: "Do you work with your hands?" "Do you work outdoors?") After 20 questions (keep track of the number of questions on the chalkboard) - they should be ready to guess the occupation.

Materials and Resources

Films:
F-649
The Fireman
F-148
Our Post Office
F-665
The Policeman
F-1702
The Hospital
F-252
The Miller Grinds Wheat
F-445
What Do Fathers Do?
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Objective: Work can contribute to the dignity and well-being of the individual and/or society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objective: The individual will give examples of jobs he does that contribute to the well-being of his family.

Learning Activities:
1. Illustrate (or cut and paste) each job of the family. Add the jobs that each person is responsible for. Keep a log of jobs contributing to the welfare of the family.
2. Make a simple bar graph showing jobs done and time required for them. (See diagram.) In a discussion bring out that as he grows older he gains more responsibilities.
3. Special help (at home) will be needed to help the jobs of family members.

Materials and Resources:
- Booklet: paper, pencils, crayons, paint, catalogue, magazines
- Graph: paper (or ditto) pencils, crayons
- Film: F-446 Our Family Works Together
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose, which can contribute to the dignity and well-being of the individual and/or society.

Objectives:
1. The individual will give examples of jobs he does that contribute to the well-being of his community.
2. The individual will give examples of occupations within the community that contribute to his well-being.

Teaching Activities:
- Demonstrate how people work together: take an emergency situation (car accident, fire, bike accident, etc.) and discuss what workers would be involved in taking care of the situation. (Example: 911 emergency telephone operator, traffic policeman, tow-truck driver, ambulance attendants, etc.)

Materials and Resources:
Films: F-649 The Fireman
       F-665 The Policeman
       F-1702 The Hospital
       F-1252 Trucks in Our Neighborhood
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Subject: Social Studies  
Area: Work

Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objectives: 1. The individual will give examples of jobs he does that contribute to the well-being of his school and community.  
2. The individual will give examples of jobs he does that contribute to the well-being of his community.

Learning Activities

List on the board (a TABA retrieval chart) all the jobs an individual does (both at home and at school). Look for ways to group these jobs together. Compare the school to the community.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objective: The individual will give examples of occupations within the community that contribute to his well-being.

Learning Activities

* Discuss community helpers and make a tree illustrating them.

Materials and Resources

**Tree:** paper, colors, paints

**Family Tree:** paper, colors, paints, pencils

**Mural:** paper, mural backing, paints, crayons

**Films:**
- F-649 The Fireman
- F-148 Our Post Office
- F-106 Helpers Who Come to Our House
- F-665 The Policeman
- F-1702 The Hospital
- F-372 Trucks and Trains
- F-596 Tug Boats and Harbors
- F-364 Airport Activities
- F-417 The Good Store
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Math Area. Work and education are interrelated.

Developmental Goal: For the individual to be aware of related occupations.

Objectives: 1. The individual will identify related occupations.
2. The individual will identify skills needed for related occupations.

Learning Activities:

Counting Research Project. Discuss what counting is with your children. Make arrangements for interviewing your school personnel. After divide into groups or bring into classroom: principal, secretary, librarian, nurse, aids, music and art teacher, other teachers, and bus driver. The interview would consist of asking them questions about how they use counting. Bring findings back to the classroom. Carry this further by interviewing neighbors. While they are doing this, have them write the occupation with examples of how counting is used on the job and return findings to the classroom. Discuss all of the findings and discover what their impressions are of the use and importance of counting in relation to them.

Game: "Have You Seen My Chicks?"

Teacher Preparation: On 5" X 7" cards, write numerals your class is using in addition and subtraction.

Directions: Divide into groups of four to six. Each group needs a farmer, and the rest will be chicks. Chicks form a circle with the farmer on the outside. Pin the number "X X X 0-farmer"

cards on all children. The farmer approaches a chick and asks, "Have you seen my chicks?" chick answers, "No, how many have you seen?"
farmer replies, "I have one more than you." farmer chooses his own number.) Now the chick adds his card number and the number the farmer says. (Card number 3 + farmer number 4 = 7. If chick says the correct sum, then he is the farmer. Repeat this for as long as you want.

Variation: Use subtraction skills
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)

- study prints - (please list price and address of source)

- field trips - (site and contact person)

- teacher resource books - (price and complete address)

Further activities you developed:
Concept: Work and education are related.

Developmental Goal: For the individual to be aware of related occupations.

Instructions: The individual will identify related occupations. The individual will identify skills needed for related occupations.

Materials and Resources

Game: Game board or file folder of cards (skills and occupations)

Game: Magic markers

Materials and Resources

Game: Game board or file folder of cards (skills and occupations)

Game: Magic markers

Activities

Skills and Skills Game. 2-4 players

Laminate and skills game. 2-4 players

Rules: Game board similar to this.

Skills cards

Occupation cards

Teacher then makes the occupation cards (cards with various occupations) and

copies to accompany them.

Draws occupation card first and then one set. If these two cards match

loser driver - hard hat), he moves two

paces. If no match, he remains where he is.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Work and education are related.

Developmental Goal: For the individual to be aware of related occupations.

Objectives: 1. The individual will identify related occupations. 
2. The individual will identify skills needed for related occupations.

Learning Activities

Silly Salt Box Community Helpers
Each child chooses the helper he wants to make. Cover the salt box with construction paper for face or paint it. Make the facial features out of construction paper or paint them. Yarn makes good hair. Finish it by making a hat if part of helper's uniform:

Use. Discuss the similar responsibilities of each. Move boxes into similar groups. Do the same for physical characteristics necessary.

Materials and Resources

Salt Box Project: salt box, colored construction paper, pencils, scissors, tape, paste, yarn, tempera paint

Films: F-649 The Fireman
F-148 Our Post Office
F-106 Helpers Who Come To Our House
F-665 The Policeman
F-1702 The Hospital
F-372 Trucks and Trains
F-506 Tug Boats and Harbors
F-364 Airport Activities
F-417 The Good Store
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Occupations and skills requirements change.

Intrinsic goal: For the individual to be aware that family members may acquire new skills to change occupations.

Extrinsic goal: The individual will identify new skills acquired by family members.

Materials and Resources

- Language master
- Felt pens
- Pictures (newspapers, old workbooks)
- Cement glue or paste
- Contact paper
- Tagboard 3" X 5" or index cards
- Sentence strip.

Films:
- F-1551
  Beginning Responsibility
- Being a Good Sport (11)
- F-10
  Courtesy for Beginners (11) B & W

Activities

- Some reading pictures, teacher writes acts on sentence strips or language cards about various skills related to current jobs done by family members. Child reads a partner. Statements are read from language master or another child can read the statement. Child shows a "yes" or "no" card if member of his family needs to acquire skills to perform the various activities listed.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
occupations and skill requirements change.

Developmental goal: For the individual to be aware that family members may acquire new skills and change occupations.

Objective: The individual will identify several changes in occupations family members may have experienced.

Learning Activities

Discuss with your father and mother the kinds of jobs they have held from Junior High School to the present jobs they have held. Compare differences and similarities, advantages and disadvantages of these experiences. Make a rating scale, number it 1 - 10, indicate occupations preferred best.

Materials and Resources

Film: F-1696 People
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitudes.

Developmental Goal: For the individual to be aware that his tentative occupational choice will change as his interests develop.

Objectives:  
1. The individual will identify his tentative occupational choices.  
2. The individual will compare his tentative occupational choices with those of his past.

Learning Activities

- Make circles (about 6-7" in diameter) for each child. The first week illustrate what they would like to be. (Save these.) Do another a week later and see if it changes. Continue making one per week until all are completed. (Date them.) When done, let the children look at them and discuss the changes.

- Assemble the circles. Put them together like a Christmas tree ornament and hang them from the ceiling. To do that, fold each in half with the picture on the inside. Now paste half of the back of the first one to another back until all four fit into a circle. (Put in sequence.)

Materials and Resources

- White construction paper
- Scissors, paste, pencils, crayons
- String
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
films - (please list I.M.C. number)
study prints - (please list price and address of source)
field trips - (site and contact person)
teacher resource books - (price and complete address)

Further activities you developed:
Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude. Developmental Goal: For the individual to be aware that his tentative occupational choice will change as his interests develop.

Objectives: 1. The individual will identify his tentative occupational choices. 2. The individual will compare his tentative occupational choices with those of his past.

Learning Activities

Child writes a story about what he wanted to be followed by what he now wants to be. Then have the child tell why he changed. If more than one change, have them tell about each change.

Make a scrapbook of occupations you like, using clippings from newspapers, magazines, or make your own drawings. Place them in alphabetical order.

Materials and Resources

story writing paper
poster paper
scrapbook - construction paper
magazines
newspapers
scissors, paste

Film:
F-649
The Fireman
F-148
Our Post Office
F-106
 Helpers Who Come To Our House
F-665
The Policeman
F-1702
The Hospital
F-372
Trucks and Trains
F-366
Tug Boats and Harbors
F-564
Airport Activities
F-417
The Good Store
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: An individual's attitude toward his work will determine his efficiency and productivity and the amount of enjoyment he derives from it.

Developmental Goal: For the individual to be aware that his attitude toward a task affects his performance.

Objective: The individual will name tasks that he does, identify his attitude toward those tasks, and evaluate his performance of them.

Learning Activities

After a classroom discussion of tasks and how people do not always like the task they must do, children will keep a log (with parental help, if necessary) for one week's home tasks. He may then tell how he feels about his assigned tasks - like or dislike. If he dislikes a particular task, is there any way he can change the task to make it seem more desirable? How does he feel when he does his job well? How does he feel if he has done a sloppy job? Is there a relation between how we feel about a task and how well we accomplish that task?

For kindergarten - Children could put on happy face masks (sad, angry, etc) and tell how they feel about doing their tasks.

Materials and Resources

Explain idea of log keeping to each child and parents. May want to make a ditto form.

Films: F-446 Our Family Works Together

F-1696 People
**EVALUATION**

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Leisure and work can be interrelated.

**Developmental Goal.** For the individual to be aware of the meanings of work and leisure.

**Objectives.**
1. The individual will identify leisure time activities.
2. The individual will explore meanings of work.

**Learning Activities**
Give each child 1 large sheet of white construction paper. Divide into 4 parts. (Fold.) Child illustrates what he considers leisure on the top two parts and illustrates what he considers work on the bottom two.

**Discussion** - Display each of these and compare how each thought of work and fun. (Point out what one considers work may be another's leisure.)

**Booklet** - Put these into a class booklet.

**Materials and Resources**
- white construction paper
- pencils
- crayons
- cover for booklet
- newsprint

**Films:**
- F-1553 Art in College (11) C
- F-1214 Rolling Rice Ball (11) C
- F-430 Let's Go to the Circus (9) B&W
Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Leisure and work can be interrelated.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objective: The individual will identify leisure time activities.

**Materials and Resources**

- Recipe - look at recipe
- Films:
  - F-27 Let's Measure: Pints, Quarts, Gallons
  - F-438 Grandmother Makes Bread

**Making Ice Cream**

1. An empty 1/2 gallon milk carton (top half cut off) for each student
2. 4 oz. metal juice cans for each child
3. Popsicle stick or plastic spoon for each
4. Large pan or bowl and ladle for mixing
5. Cocktail (crushed) ice (approximately 10 lbs. / 12 children)
6. Rock salt (approximately 1 1/4 lbs / 12 children)
7. Ice cream ingredients (for 12):
   - 2 cups milk
   - 2 cups heavy cream
   - 1/4 teaspoon salt
   - 1 - 4 inch square aluminum foil for each child
   - Optional: a rubber band for each

**Procedure**

1. Mix ingredients for ice cream and stir thoroughly.
2. Fill each juice can 1/2 full with ice cream mix. Cover can with aluminum foil and rubber band to prevent rock salt from falling into mix.
3. Fill each milk carton 2/3 full with ice mix.
4. Place juice can in center of ice mix - making sure most of can is surrounded by ice.
5. Place rock salt over ice.
6. Take aluminum foil from top of can and instruct children to stir ice cream mix constantly until mix freezes - about 20 minutes...
7. ... Eat!!

Is it the dairy? Do the dairy employees consider making ice cream work or leisure?
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Subject: Language Arts  
Area: Leisure

Concept: Leisure and work can be interrelated.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objective: The individual will identify leisure time activities.

Learning Activities

News Reports on Leisure Activities: Children could report on Mondays about their week-end activities. (Leisure)

Follow-up: Each child could write up his news and illustrate (story paper). Then the child could read his news to the class. Combine all the reports and make a class newspaper.

Materials and Resources

Story paper

Films: F-1373  
Lines, Spines and Porcupines  
F-768  
Let's Write a Story
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Leisure and work can be interrelated.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objectives:
1. The individual will identify leisure time activities.
2. The individual will explore meanings of work.

Learning Activities

Trip Activity With Family -
Take along scratch pad (writing paper). Divide into columns (one for each) and keep count of the following: cars by color, trucks by kinds, advertising signs, animals by kinds, telephone poles. Child may think of others.

Follow-up: Have the child bring this tally list back to class and make a bar graph. The whole class could help.

Materials and Resources

Scratch pad - writing paper
Graph paper

Films:
F-1436
All in the Early Morning
F-1529
One Turkey, Two Turkey

<table>
<thead>
<tr>
<th>Tally Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue cars - 4</td>
</tr>
<tr>
<td>red cars - 2</td>
</tr>
<tr>
<td>green cars - 3</td>
</tr>
<tr>
<td>orange cars - 6</td>
</tr>
</tbody>
</table>

Graph

```
  red  X  X
  blue X  X  X  X
  green X  X  X
  orange X  X  X  X  X  X
```
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Leisure can contribute to the well-being of the individual and society.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objective: The individual will explore meanings of work.

Learning Activities:

Procedure: Choose the kind of puppet you want your class to make. (Call your Art resource teacher if assistance is needed.) Each child makes a puppet of himself.

Puppet Show - Discuss courtesy and manners - good manners and bad manners. Write them on the chalkboard.

Act the various activities out. (Concept is to accomplish - good manners help to make a good worker now as a student, family member and later in a job.)

Optional: ready made puppets
Duso Kit - puppets and dialogue

Material and Resources

puppet material
Films:
F-1061
Paper Mache
F-1060
Puppets (methods of making)
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Leisure can contribute to the well-being of the individual and society.

For the individual to understand how leisure contributes to his well-being and that of his family.

Individuals will tell how leisure contributes to the well-being of the family.

A list of words that are synonyms for work, tell their origins and make a sentence of each using that word in it.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Leisure activities are essential.

Developmental Goal: For the individual to understand that leisure activities are essential.

Objective: The individual will explore the need for varied leisure activities.

Materials and Resources:
- index cards
- Occupational Outlook Handbook (in each project school library)
- Films:
  - F-1664 Libraries Are For Sharing
  - F-1315 Lively Art of Picture Books
  - F-1301 Music to Tell a Story
  - F-1616 Story (boy on walk through woods and what he sees)
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)

- study prints - (please list price and address of source)

- field trips - (site and contact person)

- teacher resource books - (price and complete address)

Further activities you developed:
Concept: Leisure activities are essential.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objective: The individual will explore meanings of work.

Learning Activities

Discussion.
Begin with a discussion of open-ended questions (example: What would it be like if everyone was an electrician, or everyone a doctor?). What would it be like if everyone played tennis at the same time, or if everyone played golf at the same time? What would it be like to work all the time with no breaks?

Experiment.
Set aside a time (suggested: K-15 mins.; 1st-15-30 mins.; 2,3-30-45 mins. as a work time only). This is not to be used as a punishment activity. The work is to be done only in desks, one activity after the other with no breaks. When frustration sets in, break off and discuss how they felt just working with no break at all. Why do we have breaks and why do we have other "relaxing" activities in our school rooms? Do businesses have breaks from work activities?

Materials and Resources

Films: F-1680 A Boy, A Bat, and A Baseball
          F-1110 Frog Went A-Counting
          F-1618 Just One Me
          F-1639 Sharing Time in the Classroom
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-3
Subjects: Art, Social Studies
Area: Leisure

Concept: Leisure can contribute to the well-being of the individual and society.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objectives: 1. The individual will identify leisure time activities.
2. The individual will explore meanings of work.

Learning Activities

Procedure: Set up mini-demonstrations (use parent's poll) of what they are doing. Let the children participate in this or observe in small groups (each demonstration 15 minutes). Rotate to each activity.

Bring in book of various areas (crafts, cooking, sports, pets, collections, music, sewing, etc.). Let children look at the books. Each is to look for something to begin for at-home participation. Have them keep a record or log and report their progress. Have children report to the class how this activity has affected the entire family life.

Materials and Resources

materials for various demonstrations
library books
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-3  
Subject: Art  
Area: Planning and Decision Making

Concept: Effective planning and decision making require knowledge and exploratory experiences.

Developmental Goal: For the individual to understand the need to make decisions.

Objective: The individual will identify decisions which are made for him.

Learning Activities:

Do an art project giving the child only specific materials. The child must also follow directions - no variations.

Do a second art project giving the child a choice of materials and a choice as to how he would like to do the project.

Follow-up: Discuss the differences of the two ways of doing a project.

Materials and Resources:

Materials will be determined by the art project the teacher selects.

Ditto for rating scale.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Effective planning and decision making require knowledge and exploratory experiences.

Objectives:

1. The individual to understand the need to make decisions.
2. The individual will identify decisions which are made for him.

Learning Activities:

Draw plan of school on tagboard. The Office usually has a small one for the fire drill. Invite the principal into your room to pencil in your room's route during fire drill. Have him explain the safety reasons involved. Other routes to chart: lunch, library, recess, gym.

Materials and Resources:

- Tagboard
- Magic markers
- Pencils
- Rulers

Films:

- F-1552: Beginning Responsibility
- F-10: Getting Ready for School
- F-1312: Courtesy for Beginners

Guidance:

- What's Right

Occupations: Have the children explore occupations which require a team effort with others making decisions.

Example: occupations in a large store or hospital.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Effective planning and decision making require knowledge and exploratory experiences.

Developmental Goal: For the individual to understand the need to make decisions.

Objective: The individual will identify decisions made by a group.

Learning Activities

1. "Repair Shop" Have children collect a variety of broken objects from home. (tools, toys, shoes, hand mirrors, etc.)

2. Set up a display and discussion:
   - Name the object
   - Identify what is wrong with the object
   - What materials are needed to fix it
   - Who can fix it and why
   - Discuss skills needed to repair
   - Discuss all possibilities of who repairst

3. Open-ended Problem Solving Situations:
   - Give a situation and discuss all solutions (include jobs that require problem solving).

   Examples:
   - Flat tire with large hole
   - Window in house broken
   - Clothes dryer works but no heat
   - Someone sprays paint on a raw wood fence
   - Handle comes off a china tea pot
   - Crew missing in sewing machine
   - Car in ditch 20 miles from town
   - Carpet comes apart at the seams
   - Oil spot on carpet
   - Grape juice on your shirt

Materials and Resources

Repairs: Variety of broken objects

Film: F-106

Helpers Who Come to Our House
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Concept. Effective planning and decision making require knowledge and exploratory experiences.

Developmental Goal. For the individual to understand the need to make decisions.

Objective. The individual will identify decisions he makes during the day.

Learning Activities

Teacher and class make up dialogues. Teacher write a "script" on sentence strips and the children read their part.

Example (student enters travel agency)

"Good morning, I'm Mrs. Brown. I'm interested in touring Greece. How might I also take in another surrounding country at the same or a slightly different price?"

Travel Agent=travel agent gives information and shows him maps and pamphlets.

Materials and Resources

Posters and actual materials might be obtained from travel agencies.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
films - (please list I.M.C. number)
study prints - (please list price and address of source)
field trips - (site and contact person)
teacher resource books - (price and complete address)

Further activities you developed:
Effective planning and decision making require knowledge and exploratory experiences.

A personal goal: for the individual to understand the need to make decisions.

The individual will identify decisions made by a group.

Materials and Resources

<table>
<thead>
<tr>
<th>Films</th>
<th>F-433</th>
<th>Lat for Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-1647</td>
<td>The Big Dinner Table</td>
<td></td>
</tr>
</tbody>
</table>

Materials

F-1647

The Big Dinner Table

Films

F-433

Lat for Health

The Big Dinner Table

Materials

F-1647

The Big Dinner Table

Films

F-433

Lat for Health

The Big Dinner Table
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-3
Subjects: All areas
Area: Planning and Decision Making

Concept: Personal planning and decision making are individual responsibilities.

Developmental Goal: For the individual to understand there are consequences to his decision making.

Objectives: 1. The individual will describe decisions which affect only himself.
2. The individual will describe decisions he makes which affect others.

Learning Activities
Set up a choice of projects (example: 2 art projects, 2 science projects, 2 language arts projects) where the child chooses one he would like to complete. Once the decision has been made the child must abide by it.

After completing the project, discuss how the decision (choice of projects) has affected others. Did his choice and use of materials affect the others in his group? If he was working with a partner, did his own attitude affect his work with the partner? (Example: If he found he really didn't want to be in the group he had chosen, did this affect his work and the work of others in his group?)

There must be the follow up discussion to tie in the reasoning behind the choices presented.

Materials and Resources
Films:
F-1551 Being a Good Sport
F-1311 Let's Have Respect
F-1312 What's Right
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept. Planning and decision making are a continuous process.

Developmental Goal. For the individual to be aware that the result of one decision often necessitates another decision.

Objective. The individual will identify a situation which requires a sequence of decisions.

Planning Activities:
- Put together fairy tale sequence stories. They could put together longer stories or make their own.
- Sentence sequence stories: a short paragraph may be dictated, then sentences are cut apart so they can be put together again.
- Map: make a map of the school community and put on bulletin board. Discuss (and show on map) how to get from one part of the neighborhood to another. (Example: Cross the busiest street - or is there another way?) Discuss why these decisions are made.
- Store: set up a store situation using play money. The child makes a decision as to what to buy. Then he makes a decision as to whether he will share it or keep it all to himself.

Materials and Resources:
Stories: paper, crayons, scissors
Map: can be purchased at City Hall Annex Map Dept. for your neighborhood
Store: money, products to buy
Films: F-1674 Tell Me All About It
F-1675 Riddle-Me-Ree
F-1673 From Start to Finish
F-484 How to Make Potato Pr
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Subject: Social Studies  
Area: Planning and Decision Making

Concept: Planning and decision making provide an individual with options to influence his life.

Developmental Goal: For the individual to be aware that his plans and decisions do affect his future.

The individual will identify present decisions that affect his future.

Planning and Decision Making

Planning and decision making provide an individual with options to influence his life.

Developmental Goal: For the individual to be aware that his plans and decisions do affect his future.

The individual will identify present decisions that affect his future.

Materials and Resources

Films:
- F-1617 And Then What Happened
- F-1599 Clown (a dog story)
- F-1210 The Crane's Magic Gift
- F-1484 The Crying Red Giant
- F-1652 The Ladder
- F-1650 The Red Balloon
- F-1668 Stone Soup

Prepared situations - present situations of the following kind and have the class supply and discuss endings.

1. If you learned how to set the table, how would this help you at a neighbor's, friend's or grandmother's house?

2. If you don't brush your teeth, what will happen to them?

3. If you learn good table manners (or if you don't have good table manners), what would happen if you and your family went out for dinner, or were invited to a friend's house?

Let the class come up with other situations they've experienced.

Discussion Pictures: Use commercial or "Other Side" and follow above procedure.
Comments (include suggestions for improvement)

Additional Resources you discovered:
films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Planning and decision making provide an individual with options to influence his life.

**Objective**
Planning and decision making provide an individual with options to influence his life.

**Linguistic Goal**
For the individual to be aware that his plans and decisions do affect his future.

**Object**
The individual will identify present decisions that affect his future.

**Materials and Resources**
- Telephone books (yellow pages)
- Newspapers
- The Yellow Pages of Learning Resources

**Lifting Activities**
Discuss what you do when you need something done and where you go to get it done. Do this by presenting open-ended situations:
1. Car for sale
2. Want to buy a used car; new car
3. Apartment for rent; want to rent an apartment
4. Someone to fix your hair, shoes
5. Get a loan to buy something
6. Save money
7. Someone to fix your refrigerator, freezer, washer, or dryer (one at a time)
8. Want a sign made
9. Lunch for 100 people
10. Music for a party
11. Want a home-made pot for flowers

**Films:**
- F-161 "And Then What Happened"
- F-1652 "The Ladder (5) C"
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-3
Subject: Language Arts
Area: Community Involvement

Concept: Involvement with community resources contributes to an individual career development.

Developmental Goal: For the individual to be aware that there are a variety of occupations within his community.

Objective: The individual will name occupations in his community.

Learning Activities:
Have the children make up riddles about different occupations in their community and have the rest of the class guess the occupations.

Example:
I climb poles.
I have special shoes.
I wear a safety belt so I will not fall.
I wear my tools on a belt.
Who am I?
(Telephone Lineman.)

Materials and Resources:
Films:
- F-768
  Let's Write a Story
- F-1650
  Riddle-Me-Ree
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number).

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Involvement with community resources contributes to an individual's career development.

Developmental Goal. For the individual to be aware of community resources.

Objective. The individual will describe the functions of some community resources.

Learning Activities

Following a class discussion of community resources and goods and services, develop a chart to make the definition of goods and services more clear.

<table>
<thead>
<tr>
<th>Stores &amp; Offices</th>
<th>Goods</th>
<th>Services</th>
<th>Both</th>
</tr>
</thead>
</table>

Materials and Resources

- Telephone books (yellow pages)
- Films:
  - F-417 The Food Store (13) C
  - F-599 Air Freight (11) B & W
  - F-364 Airport (17) B & W
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:
- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-3
Subject: Social Studies
Area: Community Involvement

Concept: Involvement with community resources contributes to an individual's career development.

Developmental Goal: For the individual to be aware that there is a variety of occupations within his community.

Objective: The individual will name some occupations in his community.

Learning Activities

Make columns on tagboard and put the businesses your class visits on top. List the occupations (or paste pictures showing the occupations) under each.

<table>
<thead>
<tr>
<th>Bakery</th>
<th>Bank</th>
<th>Grocery Store</th>
<th>Department Store</th>
</tr>
</thead>
</table>

Follow up with a management chart showing who is responsible to whom.

Set up occupation's dress-up day with costumes brought from home or hats the children have made.

Materials and Resources:

- Tagboard
- Films:
  - F-148 Our Post Office (11) C
  - F-665 The Policeman (11) C

See films under Community Life in IMC Catalogue.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)

- study prints - (please list price and address of source)

- field trips - (site and contact person)

- teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-3
Subject: Social Studies
Area: Community Involvement

Concept: Involvement with the community resources contributes to an individual's career development.
Developmental Goal: For the individual to be aware of community resources.
Objectives: 1. The individual will name some community resources.
   2. The individual will describe the functions of some community resources.
   3. The individual will experience some community resources.

Learning Activities
Following a discussion and definition of community resources, children look in the yellow pages of the telephone book and make lists of businesses that provide services and goods. Discuss these community resources and have the children tell what they do for the community.

Using a school neighborhood map, locate community resources in your local area. Plan and go on a walking field trip of your neighborhood.

Use the speaker-phone to call local businesses to arrange a visit and to find out more about them before visiting.

From the local neighborhood, expand to the greater Anchorage area.

Make community resource books divided into goods and services.

Have children role play various situations they see on their walking field trip.

Community resources can also be brought into the classroom. Poll your parents and have them describe their careers.

Materials and Resources
telephone books
map of school neighborhood (may be purchased at the City Hall Annex)
speaker-phone - check out from Career Education office
brochures and pamphlets from the Chamber of Commerce

Teacher's Resource: The Yellow Page of Learning Resources
Your City Has Been Kidnapped
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)

- study prints - (please list price and address of source)

- field trips - (site and contact person)

- teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-3
Subject: Social Studies / Art
Area: Community Involvement

Concept: Involvement with community resources contributes to an individual's career development.

Developmental Goal: For the individual to be aware of community resources.

Objectives: The individual will name some community resources. The individual will describe the functions of some community resources.

Learning Activities

Have your students make an A to Z book of occupations. (Able Seaman to Zoologist)

Assemble booklet
a. front and back cover
b. 26 sheets of white drawing paper
c. staple together

Pass booklets out to the students.
 a. have students illustrate the cover
 b. write the alphabet in order, one letter per page on the top with a crayon

Now each child thinks of an occupation that begins with that letter and draws or cuts and pastes tools and action pictures of each occupation.

Materials and Resources

drawing paper
colored construction paper for cover
catalogues, magazines
scissors, crayons, paste, pencils

Teacher Resource: Occupational Outlook Handbook

Film: The Magic Kingdom of Coul Be You (new release - 15 films)
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number)

- study prints - (please list price and address of source)

- field trips - (site and contact person)

- teacher resource books - (price and complete address)

Further activities you developed:
Concept: A community can change as a result of an individual's participation.

Developmental Goal: For the individual to be aware that his contributions affect his community.

The individual will describe ways he does influence his community.

Learning Activities:
Discuss all the community resources that are used by the child and his family. Make a ditto of the community resources wheel for each child and have him write, cut and paste or draw those resources he and his family use.

Materials and Resources:
Ditto

Films: F-755
Addition of Whole Numbers (29) C

F-754
Subtraction of Whole Numbers (29) C

After a class discussion of the above activity or as a separate project have the children list on the board all the home-produced things they need as opposed to things produced outside the home. This type of listing will help them see that they depend upon community resources but the community also depends upon consumers.

Have the children make up story problems using money.
Comments (include suggestions for improvement)

Additional Resources you discovered:
- films - (please list I.M.C. number)
- study prints - (please list price and address of source)
- field trips - (site and contact person)
- teacher resource books - (price and complete address)

Further activities you developed:
Grade: K-3
Subject: All curriculum areas
Area: Basic Studies and Occupational Preparation

Concept: Basic studies are a foundation which facilitates occupational preparation.
Developmental Goal: For the individual to be aware of the relationship between basic studies and occupational preparation.
Objective: The individual will describe skills learned in school that are used in various occupations.

Learning Activities
Make a diagram of a flower, list various occupations to put in the center of the flower and skills necessary for that occupation on the petals. The student colors the flower's petals if it described a skill he learned in school that day.

Materials and Resources
Teacher Reference: Occupational Outlook Handbook. (In your school library)

Films:
- F-1664 Libraries are for Shrin (12) C
- F-1478 Color for Beginners (11)
- F-1474 Creating with Color (11)

Occupations to Explore: All those your student show an interest in.
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Basic skills are essential for an individual to function effectively.

Developmental Goal: For the individual to be aware of the relationship between basic studies and occupational preparation.

Objective: The individual will describe skills learned in school that are used in various occupations.

Learning Activities

Discussion of communication and what it is and our need for communication. Some forms of communication and how they serve our needs:

1. Telephone - check out a speaker-phone from the Career Education office or a teletrainer from Anchorage telephone utility. Have the children practice taking messages, telephone courtesy.

2. Letter writing -
   a. pen pal letters to a class in another city
   b. order blanks from catalogues and magazines
   c. invitations and thank you notes
   d. holiday and birthday greetings
   e. telegrams
   f. book - rebuses, picture stories
   g. codes

3. Radio - Television. These are due to the advancement of our society.
   a. news
   b. commercials
   c. entertainment
   d. politics
   e. educational programs

As a follow up to this - discuss communications in the classroom. (example: T.V., records, tapes, films, etc.)

4. Discuss the following areas as to who uses them and why:
   a. sign language, pantomine, skits
   b. ham radio
   c. S.O.S. (signals, lights, sounds, cultures using signals and why)
   d. telegraph

5. Could also do some work on how people communicated before.
   T.V. telegraphs, and telephones and how things have changed and improved:
   smoke signals, mirrors, picture writing, symbols (peace pipe, broken arrow, etc.)

The class could choose one means of communication to share with another room in the building - example: plays, skits, pantomine, books, letters, tapes, puppets

Materials and Resources

speaker-phone - check out of Career Education office
teletrainers - Anchorage Telephone Utility

FILMS:
F-1060
Puppets
F-1437
Communications
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:
Concept: Basic studies and occupational preparation influence an individual's mobility.

Developmental Goal: For the individual to be aware of the relationship between his performance and the quality of his work.

Objective: The individual will evaluate the quality of his performance of a given task.

Learning Activities

Have the children evaluate themselves or have a partner evaluate them using the following key to determine the quality of their performance in reading a book they have chosen for recreational reading.

Key:
- E-Excellent
- G-Good
- A-Average
- P-Poor

1. Introduces the story effectively.
2. Reads clearly and distinctly.
3. Reads with expression.
4. Makes good use of visual aids (shows pictures).
5. Reads smoothly.

Materials and Resources

Films:
- F-30
- Mittens, the Kitten (11) B & W (Reading and Expression)
EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

- films - (please list I.M.C. number).

- study prints - (please list price and address of source)

- field trips - (site and contact person)

- teacher resource books - (price and complete address)

Further activities you developed:
Discover Anchorage

A group of imaginative 4th grade teachers at College Gate Elementary developed a walking tour of Anchorage for their entire 4th grade. The walking tour is a good way of developing some basic concepts about the community and its helpers with large numbers of children.

Preplanning

1. Divide the children into groups of 10-15 and identify tour leader (teacher, consultant) with each group plus 1 parent with each group.

2. If you want to have each group visit a site in the downtown area (i.e. Loussac Library, Alaska Court System, Anchorage Historical and Fine Arts Museum, Public Safety Building) in addition to the walking tour, fill out a community resources request form and send to the scheduling center at I.M.C.

3. Have the Community Resources Scheduling Center call those sites you will be walking through (i.e. Visitor's Log Cabin) to request a visit but letting them know you will not need a tour.

4. When you receive confirmation of sites from the Community Resources Scheduling Center, request buses from Transportation (a bus holds 66 elementary children). The walking tour starts at the Visitor's Information Center (log cabin) 4th and F Street and ends at the Park Strip-10th and G Street. The tour takes from 2 - 2 1/2 hours.
LEARNING ACTIVITIES

Before you go:

Divide your classes into walking groups and have a discussion session on what to look for in their city.

SOCIAL STUDIES

Examples: Is Anchorage a friendly city? Polluted? Does our city have lots of trees? What makes Anchorage different from other cities the children have visited? How would Anchorage be identified as an Alaskan town?

GEOGRAPHY

Give the children maps of the city of Anchorage or duplicate the one provided in this section.

DISCUSS: How we read maps.
IDENTIFY: North, South, East, West
PLAN: Have each child draw the route that the walking-field trip will take.

MATH

Estimate mileage from your school to the park strip. Find out current price of a gallon of gas and mileage a school bus gets (approximately 5 miles per gallon) and determine how many gallons of gas it will take to go to the park strip and back to the school and how much it will cost.

READING

Have the children read books and pamphlets, about Alaska and Anchorage and report back to the class. Make a mural of facts about our city.

ART

Design small felt banners for each group to carry to identify their class or school.

MATERIALS AND RESOURCES

Your City Has Been Kidnapped, $1.95, (Check out of Career Ed office), Zephyrus Material Exchange.
Addison-Wesley Publishing Co.
Sand Hill Road
Menlo Park, California 94025

The Yellow Pages of Learning Resources, $1.95 (Career Education Office has copies)
MIT Press
Massachusetts Institute of Technology
Cambridge, Massachusetts 02142

City map
Pencils

Chamber of Commerce: Alaskan Fact Sheet
Pamphlet: All About Alaska

Felt
Glue
LEARNING ACTIVITIES

ART

DISCUSS Alaskan artists - Sydney Lawrence
Alex Combs
Gerald Conaway

SHOW their work to the class. Mr. Combs and Mr. Conaway are living artists - perhaps the class would invite them in as resource speakers.

SCIENCE

Earthquake, NWSE (Cardboard - clay fracture and slump)

PHYSICAL EDUCATION

Have children discuss:
What does a city need to make it a healthy place to live?
Why does our city have parks?
Can a physically handicapped person move around our city easily?

MUSIC

Language Arts

Have students listen to songs about cities - "Chicago", "I Left My Heart in San Francisco", "Live, Live, Live in Alaska".

Have students write the lyrics for a song about Anchorage. What kind of a rhythm reflects our city? (busy or slow)

What are the sounds of our city?
REALLY LISTEN!

You may wish to take a compass along for each group to learn how to read a compass.

You may wish to check out a metric trundle wheel from the math consultant and have your children measure city blocks.

You may wish to appoint an archeologist for
LEARNING ACTIVITIES

each group and have the children pick up litter of our city.

After the walking tour you could simulate an archaeological dig using sand, saw-dust etc. and discuss what these "artifacts" tell us about our culture.

It is handy to have some simple rules for your tour:

Stick together.

No eating except on rest stops.

Name tags for children and leaders (if you have someone other than a teacher leading the tour).

How about taking a tape recorder along?
The buses have deposited you and all the children at the Visitor's Log Cabin. NOW WHAT??????

Here is one route one group could take. Be sure to have each group going in different directions.

1. Log Cabin - Visitor's Information Center (operated by the Chamber of Commerce). Point out the jade boulder outside. How do we know it is jade? - What worker identifies rocks? (Geologist)

Take your group inside and look at the big map of Alaska on the wall. Have your children point out the Alaskan cities they have visited. Point out that Alaska is the largest Peninsula on the North American continent (586,400 square
miles, one-fifth the size of the Continental United States). Alaska's coastline is 33,904 miles in length - greater than all other coastal states combined.

Outside - Why is the roof made of sod? Why is the roof cut out over the windows?

Does the Visitor's Information Center provide goods or services? Have children guess how many tourists visited Alaska last summer. List occupations in the Hospitality and Tourism Industry.

VOCABULARY - Geologist, peninsula, sourdough, cheechako

2. Loussac Public Library - The funds for this library came from the Z.J. Loussac Foundation. Z.J. Loussac was a Russian immigrant who first came to Alaska in the early 1900's to find his fortune in the Nome gold fields. He went broke twice, left Alaska twice but returned to earn his wealth as a druggist, coal mine operator - owner and realtor.

Does it cost the public anything to use the library? Who does pay for it? What is in a public library? Does a library provide goods or services?

Discuss other leisure activities that don't cost money to use.

Ask the librarian for a copy of THE ALASKA RAILROAD, Vol. I, by Bernadine LaMay Prince. Invest 15¢ and duplicate the picture of Ship Creek taken in 1915 that is in the front of the book. (You will use this later).

VOCABULARY - immigrant, philanthropist, librarian

3. Log Cache - What is a cache? Why does a cache stand on long pole legs?

On the blocks leading to the next stop, have the students team up and list the businesses that provide Goods and those that provide Services.

GOODS
- Nerlands
- Singer Company
- J.C. Penney's

SERVICES
- National Bank of Alaska

As you walk down 5th Avenue, have the student measure the length of a city block by counting the number of clicks on a trundle wheel. Check trundle wheel out of the math consultant's office (Dave Matlock).

VOCABULARY - cache, consumer, private enterprise.

4. Public Safety Building - City Fire Department, Police Department, jail

Name the community helpers who work in this building. What are some of the qualifications for these jobs? (Be physically fit, able to get along with others, etc.)

Why do we have a police department? What would happen if we didn't have police? Who pays the salaries of these community helpers?
5. **Anchorage Historical and Fine Arts Museum**

While outside point out the frieze designed by Alex Combs. What was the artist trying to communicate?

What is the name of the worker who designed buildings like this?

What school subjects would an architect have to be proficient in to do a good job as an architect?

What do the following people have to do with a museum: curator, donor, guide, volunteer, anthropologist.

(If you go inside the museum, be sure the Community Resources Scheduling Center has contacted the museum prior to your visit.)

While inside look at the large Sydney Lawrence painting. What do you like about it? Why do you think Sydney Lawrence is regarded as a great Alaskan artist?

Check out the current exhibit for more activities. If you are just looking at the permanent exhibit, this is a great opportunity for the children to discover many interesting facts about the first Alaskans and the Russian influence in Alaska.

**VOCABULARY** - frieze, architect

6. **Star the Reindeer and Wallabies** - Star is from Unalakleet, an Eskimo village 150 air miles south of Nome on the Bering Sea.

Where do Wallabies come from?

What is the difference between a reindeer and a caribou?

Are reindeer indigenous to Alaska? Where did they come from and why were they introduced?

7. **Anchorage Cemetery** - Before going into the cemetery, remind your group that this is a place to show respect.

Why does a city have a cemetery?

Look for Sydney Lawrence's grave and the Eskimo grave. Why is the Eskimo grave marked with whale bones?

Distribute rubbing materials and let the children team up and do rubbings.

What do grave markers tell us about the people who are buried there?

**Materials needed for this project** - newsprint, charcoal, crayons.
8. Looking North across Knik Arm at the horizon, on a clear day, the peak of Mt. McKinley is visible 150 miles away. It is the highest mountain in North America, rising to 20,350 feet. From higher vantage points, Mt. Foraker can be seen; it's the peak to the left of Mt. McKinley. Closer to Anchorage, and to the left, is Mt. Susitna, the "Sleeping Lady." In a reclining position, her head is on the left, arms folded across her waist and flowing gown on the right.

Take out the copy of the picture of Ship Creek in 1915 which you duplicated at the library. Looking downhill from you is Ship Creek. Anchorage had its beginning in 1915 along the muddy shores of this creek. Residents of this tent city were employed by the federal government to construct the Alaska Railroad.

Have the children identify all of the changes that have taken place. How many kinds of transportation do they see? Why is transportation so important to Anchorage?

The three-story gray building is the Alaska Railroad terminal, built in 1942. Interesting photographs are displayed in the waiting room.

Ship Creek is a silver salmon run. Beginning in mid-June, if you see people gather, hike to the dam and watch as the salmon jump the ladder to the streams beyond.

The Port of Anchorage and Anchorage City Dock were developed in the early 1960s at the cost of over $10 million.

Turn around and look south. The land you see between A and E Streets and Second and Fourth Avenues is the buttress area. During the 1964 earthquake, stores along the north side of Fourth dropped 10 to 12 feet. Stores along the south side remained intact, much as you see them today. Following the quake, the Corps of Engineers did a gigantic soil stabilization project and most of the area was developed for city parking.


Have the children fill out a deposit slip and a check blank.

Why do we have banks? What guarantee do we have that our money is safe? What workers do we see in the bank? Does the bank provide us with goods or services?

10. The Flag Pole - Have the children estimate the height of the flag pole by placing one child whose height is known (i.e. 5 feet) next to the pole. To estimate, walk away from the pole down the block, turn and holding the ruler at arm's length in front of you, place your thumb on the point on the ruler that measures the child standing by the flag pole. Then, keeping your thumb on that point, move up to the pole and estimate its height. (139 feet)  

1 inch = 5 feet  
(you would move the ruler 28 times)
11. Seward Monument - This sculpture commemorates the 100th Anniversary of the purchase of Alaska from Russia in 1867. It was carved by local sculptor, Gerald Conaway.

Who was Seward?

Why was Alaska purchased from Russia?

How did Russia get ownership of Alaska?

Why didn't Mr. Conaway carve a portrait of Mr. Seward?

What is Mr. Conaway telling us about Alaska in his sculpture?

Walk back to 10th and G Street to eat lunch, to brief groups on what they have discovered about our city, and wait for bus pickups.

This walking tour takes about 2 - 2 1/2 hours.
Resource Materials.

1. Bursill, Henry - Hand Shadows to be Thrown Upon the Wall
2. Carey, Steve - Toy Book
3. Carlson, Bernice Wells - Listen! And Help Tell the Story
4. Forte, Imagene; Pangle, Mary Ann; Tupa, Robbie - Center Stuff for Nooks, Crannies and Corners
5. Graf, Rudolf F. - Safe and Simple Electrical Experiments
6. Lorton, Mary Baratta - Workjobs
7. Marzallo, Jean; Lloyd, Janice - Learning Through Play
8. Russell, Helen Ross - Teacher's Guide Ten-Minute Field Trip
9. Toffler, Alvin - Learning for Tomorrow
11. The Yellow Pages of Learning Resources, MIT Press
12. DUSO I (K-2) 95.00  American Guidance Service
     DUSO II (3-4) 98.00  Publishers Building
                        Circle Pines, Minnesota 55014
13. Focus on Self-Development
    Stage One: Awareness (K-2)
    Stage Two: Responding (3-4)
    Stage Three: Involvement (5-6)
14. Values Clarification, Simon, Howe, Kirschenbaum
A BIBLIOGRAPHY
OF SUGGESTED MATERIALS
FOR
CAREER EDUCATION

Compiled by:

ANCHORAGE BOROUGH SCHOOL DISTRICT
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MAY 1974
<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>PUBLISHER</th>
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</thead>
<tbody>
<tr>
<td>Adelman, Bob</td>
<td>On and off the street</td>
<td>Viking</td>
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<tr>
<td>Agle, Nan (Hayden)</td>
<td>Three boys and a lighthouse</td>
<td>Scribner</td>
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<td>Allee, Harjorie</td>
<td>Smoke jumpers</td>
<td>Houghton</td>
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<td>American Heritage</td>
<td>Captains of industry</td>
<td>Am. Heritage</td>
</tr>
<tr>
<td>Ameritage Heritage</td>
<td>Men of science and invention</td>
<td>Golden Press</td>
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<tr>
<td>Anckarsvard, Karin</td>
<td>Doctor's boy</td>
<td>Harcourt</td>
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<td>Arnold, Pauline</td>
<td>The automation age</td>
<td>Holiday</td>
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<td>Asimov, Isaac</td>
<td>ABC's of space</td>
<td>Walker</td>
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<td>Dancers of the ballet</td>
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<td>Forest rangers</td>
<td>Macrae Smith</td>
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<td>Averill, Esther</td>
<td>Fire cat</td>
<td>Harper</td>
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<td>Story-lives of American composers</td>
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<td>I want to be a bank teller</td>
<td>Childrens Press</td>
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<td>I want to be a basketball player</td>
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<td>I want to be a beauty operator</td>
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</tr>
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<td>I want to be a taxi driver</td>
<td></td>
</tr>
</tbody>
</table>
Baker, Eugene H.
I want to be a tennis player
Children's Press

Barr, George
I want to be a waitress
McGraw-Hill

Barr, George
I want to be a weatherman
McGraw-Hill

Barr, Jene
I want to be an architect
Hale

Behrens, June
Fire on the mountain
Whitman

Bendick, Jeanne
I want to be a waitress
Elk Grove

Bendick, Jeanne
I want to be a weatherman
Watts

Benet, Laura
I want to be an architect
Dodd

Bergaust, Erik
Jobs that help the consumer and homemaker
Putnam

Berger, Gilda
Perhaps I'll be a railroad man
Lothrop, Lee

Bethers, Ray
Naturalist-explorers
Aladdin

Blassingame, Wyatt
Jobs that help the consumer and homemaker
Watts

Bolian, Polly
I know a house builder
Putnam

Bolton, Sarah K.
Famous men of science
Crowell

Bonsall, Crosby
Tell me some more
Harper

Bontempo, Arna
Famous Negro athletes
Dodd

Borreson, Mary Jo
Let's go to Annapolis
Putnam

Boylan, James R.
School teaching as a career
Walck

Boylston, Helen D.
Clara Barton; founder of the American Red Cross
Random

Bradley, Duane
Electing a president
Van Nostrand

Braude, Michael
Bruce learns about life insurance
Denison

Braude, Michael
Chad learns about the naval aviation
Denison
Braude, Michael
Braude, Michael
Brechtvedt, Jim
Brenner, Barbara
Brewster, Benjamin
Bridges, William
Brindze, Ruth
Brindze, Ruth
Brockway, Edith
Brown, Marcia
Brownmiller, Susan
Buchheimer, Naomi
Buchheimer, Naomi
Buchheimer, Naomi
Buchheimer, Naomi
Buehr, Walter
Buehr, Walter
Buehr; Walter
Burchard, Marshall
Butler, Roger
Butler, Roger
Cameron, Elizabeth
Campbell, Douglas
Carlson, Bernice Wells
Carroll, Sidney
Carton, Lonnie C.
Chandler, Edna

Dany Graham, Banker
Jeff learns about the FBI
Getting to know the human rights commission
A year in the life of Rosie Bernard
First book of firemen
Zoo Doctor
All about courts and the law
All about sailing the seven seas
Range Doctor
Henry, fisherman; a story of the Virgin Islands
Shirley Chisholm
I know a teacher
Let's go to a fire house
Let's go to a post office
Let's go to a school (and other similar titles)
Cloth from fiber to fabric
Harvest of the sea
The marvel of glass
Sports hero, Joe Namath
Let's go to an automobile factory
Let's go to the U.S. Coast Guard Academy
The big book of real fire engines
Looking forward to a career: theater
Act: it out
You be the judge
Daddies
Cowboy Andy.
Chapin, Cynthia
Chapin, Cynthia
Chase, Francine
Chilton, Shirley
Clarke, Arthur C.
Clarke, Mary Stetson
Clevin, Jorgen
Clymer, Eleanor
Cobb, Vicki
Colbert, Edwin H.
Colby, Carroll B.
Colby, Carroll B.

Dairyman Don
Squad car 55
Visit to the hospital
Everyone has important jobs to do
Indian Ocean treasure
The glass phoenix
Pete's first day at school
Me and the eggman
How the doctor knows you're fine
Digging for dinosaurs
Air Force Academy: cadets, training and equipment
Annapolis: cadets, training and equipment
Army engineers
Astronauts in training: how our astronauts prepare for space exploration
Coast Guard Academy: cadets, training and equipment
Communications: how man talks to man across land, sea and space
Danger fighters: men and ships of the U.S. Coast Guard
F.B.I.
Fish and wildlife: the story of the work of the U.S. fish and wildlife service
Frogmen: training, equipment and operations of our Navy's undersea fighters
Leatherneck: the training, weapons and equipment of the U.S. Marine Corps
National Guard: purpose, training and equipment
Night people: workers from dusk to dawn  Coward
Park rangers: equipment, training and work of the national park ranger  "
Police: skill and science combat crime  "
Police, the work, equipment and training of our finest  "
Secret Service: history, duties and equipment  "
Smoke eaters: trucks, training and tools of the nation’s firemen  "
Special forces: the U.S. Army’s experts in unconventional warfare  "
Submarine: men and ships of the U.S. submarine fleet  "
Survival: training in our armed services  "
West Point: cadets, training and equipment  "
Aerospace pilot  Morrow
Cleared for takeoff  Morrow
Deep sea world  Morrow
Behind the scenes at an airport  Dodd
Behind the scenes in television  Dodd
How paper is made  Dodd
Your treasury department  Norton
All about the symphony orchestra and what it plays  Random
I know a farm  Young, Scott
At the bakery  Melmont
Frogmen in action  Wagner
Sea hunt  Wagner
Pearl divers  Wagner
Submarine rescue  Wagner
Whale hunt  Wagner
Corcoran, Jean
Coy, Harold
Coy, Harold
Dahlberg, Charles
Davis, Mary
Davis, Mary
Davis, Mary
Davis, Mary
Dean, Jennifer Brooks
Dean, Jennifer Brooks
DeBorhegyi, Suzanne
Dietz, David
Dixon, Peter L.
Dixon, Peter L.
Dooley, Thomas A.
Dodge, Bertha
Dugan, James
Dwiggins, Don
Dwiggins, Don
Eaton, Jeannette
Edmonds, I. G.
Eisenberg, Azriel
Engeman, Jack
Engeman, Jack
Evans, Jane A.
Evans, Jane A.
Evans, Eva Knox

Elias Howe, Inventive boy
The first book of hospitals
Doctors and what they do
From food to fertilizer
Careers in a bank
Careers in baseball
Careers in printing
Careers with a telephone company
Careers in a department store
Careers with an airline
Ships, shoals and amphorans
All about great medical discoveries
Deep dive
Test run
Doctor Tom Dooley, my story
The story of nursing
Undersea explorer: story of Captain Cousteau
Into the unknown; the story of space shuttles and space stations
The sky is yours: you and the world of flight
Trumpeter's tale: Louis Armstrong
The magic man
Worlds lost and found
Airline stewardess: a picture story
West Point: the life of a cadet
I know a telephone operator
I know a truck driver
People are important

Bobbs
Watts
Watts
Addison
Lerner
Lerner
Lerner
Lerner
Lerner
Lerner
Lerner
Holt
Random
Bowmar
Bowmar
Ariel Books
Little
Harper
Golden Gate
Childrens Press
Morrow
Nelson
Abelard-Schuman
Lothrop
Lothrop
Putnam
Putnam
Capitol
<table>
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<th>Name</th>
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<td>Inventors of the world</td>
<td>Warne</td>
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<td>Ewen, David</td>
<td>Leonard Bernstein: a biography for young people</td>
<td>Chilton</td>
</tr>
<tr>
<td>Fanning, Leonard</td>
<td>Fathers of industry</td>
<td>Lippincott</td>
</tr>
<tr>
<td>Farmer, Laurence</td>
<td>Master surgeon: a biography of Joseph Lister</td>
<td>Harper</td>
</tr>
<tr>
<td>Felt, Sue</td>
<td>Rosa-too-little</td>
<td>Doubleday</td>
</tr>
<tr>
<td>Fischler, Stanley</td>
<td>Stan Mikita: the turbulent career of a hockey superstar</td>
<td>Regnery</td>
</tr>
<tr>
<td>Floethe, Louise Lee</td>
<td>The story of lumber</td>
<td>Scribner</td>
</tr>
<tr>
<td>Floherty, John J.</td>
<td>Behind the silver shield</td>
<td>Lippincott</td>
</tr>
<tr>
<td>Fraser, Arvonne</td>
<td>Looking forward to a career: office occupations</td>
<td>Dillon</td>
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<tr>
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<td>Looking forward to a career: government</td>
<td>Dillon</td>
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<tr>
<td>Freedgood, Lillian</td>
<td>Great artists of America</td>
<td>Crowell</td>
</tr>
<tr>
<td>Freeman, Mae B.</td>
<td>Finding out about the past</td>
<td>Random</td>
</tr>
<tr>
<td>Freeman, Dorothy</td>
<td>Vip on the scene in medical work</td>
<td>Childrens-Press</td>
</tr>
<tr>
<td>French, Dorothy K.</td>
<td>A try at tumbling</td>
<td>Lippincott</td>
</tr>
<tr>
<td>Froman, Robert</td>
<td>Let's find out about the clinic</td>
<td>Watts</td>
</tr>
<tr>
<td>Garat, Shannon</td>
<td>Cowboy boots</td>
<td>Abingdon</td>
</tr>
<tr>
<td>George, Dennis C.</td>
<td>Hat box</td>
<td>Singer</td>
</tr>
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<td>Godden, Rumer</td>
<td>Operation sippacik</td>
<td>Viking</td>
</tr>
<tr>
<td>Goldreich, Gloria</td>
<td>What can she be? A lawyer</td>
<td>Lothrop</td>
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<td>What can she be? A veterinarian</td>
<td>Lothrop</td>
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<td>Gould, Jack</td>
<td>All about radio and television</td>
<td>Random</td>
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<tr>
<td>Gradza, Margaret</td>
<td>Looking forward to a career: art</td>
<td>Dillon</td>
</tr>
<tr>
<td>Graham, Frank</td>
<td>Lou Gehrig</td>
<td>Putnam</td>
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<td>Looking forward to a career: metals and plastics</td>
<td>Dillon</td>
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<td>Gray, Genevieve</td>
<td>I know a bus driver</td>
<td>Putnam</td>
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<td>Greene, Carla</td>
<td>Animal doctors: what do they do?</td>
<td>Harper</td>
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Cowboys: what do they do?

Doctors and nurses: what do they do

I want to be a baker

I want to be a ballet dancer

I want to be a baseball player

I want to be a bus driver

I want to be a carpenter

I want to be a coal miner

I want to be a cowboy

I want to be a dairy farmer

I want to be a dentist

I want to be a doctor

farmer

fireman

fisherman

homemaker

librarian

mechanic

musician

news reporter

nurse

pilot

policeman

postman

restaurant owner

road builder

scientist

ship captain

space pilot
I want to be a storekeeper

I want to be a teacher

I want to be a telephone operator

I want to be a train engineer

I want to be a truck driver

I want to be a zoo-keeper

I want to be an airplane hostess

I want to be an animal doctor

I want to be an orange grower

Railroad engineers and airplane pilots

Soldiers and sailors; what do they do?

Truck drivers; what do they do?

What do they do? Police men

Looking forward to a career: radio and television

How schools help us

Carpentry and woodworking;

Let's go to West Point

Let's go to a harbor

Albert Einstein; young thinker

Will and Charlie Mayo, boy doctors

Sandy Koufax

The first book of wildlife sanctuaries

Postmen

About firemen

School helpers

Milkman Freddy

Our fragile earth

I know a grocer
<table>
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<td>Putnam</td>
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<td>I know a zoo keeper</td>
<td>Putnam</td>
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<td>Famous American athletes</td>
<td>Apollo</td>
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<td>Higgins, Helen B.</td>
<td>Walter Reed, the boy who wanted to know</td>
<td>Bobbs</td>
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<td>Hill, Robert W.</td>
<td>What Colonel Glenn did all day</td>
<td>John Day</td>
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<td>Hirsch, S. Carl</td>
<td>On course! Navigating in sea, air and space</td>
<td>Viking</td>
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<td>Hirsch, S. Carl</td>
<td>This is automation</td>
<td>Viking</td>
</tr>
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<td>Hirsch, Marilyn</td>
<td>Ben goes into business</td>
<td>Holiday</td>
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<td>Hoffman, Elaine</td>
<td>About family helpers</td>
<td>Melmont</td>
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<td>About helpers who work at night</td>
<td>Melmont</td>
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<td>American women in sports</td>
<td>Grosset</td>
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<td>They dared to lead</td>
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<td>Hollander, Zolander</td>
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<td>Random</td>
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<td>Hoopes, Roy</td>
<td>What a state governor does</td>
<td>John Day</td>
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<td>What the president does all day</td>
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<td>Houlehen, Robert J.</td>
<td>The battle for sales</td>
<td>Lippincott</td>
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<td>Hyde, Margaret O.</td>
<td>Medicine in action: today and tomorrow</td>
<td>McGraw</td>
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<td>Hyde, Wayne</td>
<td>What does a forest ranger do?</td>
<td>Dodd</td>
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<td>Building a skyscraper</td>
<td>Young Scott</td>
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<td>Iritani, Chika</td>
<td>I know a baker</td>
<td>Putnam</td>
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<td>I know an animal doctor</td>
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<td>Silver Burdett</td>
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<td>Jabbar, giant of the NBA</td>
<td>Walk</td>
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<td>Famous American women athletes</td>
<td>Dodd</td>
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<td>Johnson, Gerald</td>
<td>The cabinet</td>
<td>Morrow</td>
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<td>Johnson, Gerald</td>
<td>The congress</td>
<td>Morrow</td>
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</tbody>
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Lent, Henry
Lidstone, John
Liston, Robert A.
Linn, Sidney
Lewis, Alfred
Lewis, Alfred
Lewis, Alfred
McAdam, Robert
McAdam, Robert
McAdam, Robert
McCall, Edith S.
McClung, Robert M.
McGown, Robin
McKern, Sharon S.
McKibben, Galen
Markun, Patricia
Marsh, Susan
Martin, Bill
Martin, Bill
Martin, Patricia M.
May, Charles Paul
Meeker, Alice
Meshover, Leonard
Meshover, Leonard
Miers, Earl Schenck
Millimaki, Robert H.
Miner, Irene

Men at work on the West Coast
Building with balsa wood
On the job training and where to get it
Working men
Behind the scenes at the post office
New world of computers
The new world of petroleum
Bull on ice
Forty for sixty
Viva Gonzalez!
How airplanes help us
Treasures in the sea
Heroic nurses
The many faces of man
Looking forward to a career: building trades
First book of mining
All about maps and mapmaking
I'm going to build a supermarket one of these days
The maestro plays
Kumi and the pearl
Veterinarians and their patients
How doctors help us
You visit a dairy, clothing factory
You visit a fire station, police station
The Capitol and our lawmakers
Fingerprint detective
True book of our post office and its helpers
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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</thead>
<tbody>
<tr>
<td>Miner, Irene</td>
<td>True book of policemen and firemen</td>
<td>Childrens Press</td>
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<tr>
<td>Moore, Clyde B</td>
<td>Robert Goddard, pioneer rocket boy</td>
<td>Bobbs</td>
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<tr>
<td>Moses, Lucille</td>
<td>Looking forward to a career: health</td>
<td>Dillon</td>
</tr>
<tr>
<td>Nathan, Dorothy</td>
<td>Women of courage</td>
<td>Random</td>
</tr>
<tr>
<td>Nathan, Emily</td>
<td>I know a farmer</td>
<td>Putnam</td>
</tr>
<tr>
<td>National Geographic</td>
<td>Man's conquest of space</td>
<td>National Geographic</td>
</tr>
<tr>
<td>National Geographic</td>
<td>Those inventive Americans</td>
<td>Follett</td>
</tr>
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<td>Naylor, Phyllis</td>
<td>Wrestle the mountain</td>
<td>Messner</td>
</tr>
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<td>Neal, Harry E</td>
<td>Oil, riches from the earth</td>
<td></td>
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<tr>
<td>Newman, Shirlee Petkin</td>
<td>About the people who run your city</td>
<td>Melmont</td>
</tr>
<tr>
<td>Nelson, Jo</td>
<td>Looking forward to a career: home economics</td>
<td>Dillon</td>
</tr>
<tr>
<td>Olsen, William A</td>
<td>The making of a surgeon</td>
<td>Random</td>
</tr>
<tr>
<td>Pacilio, James</td>
<td>Discovering aerospace</td>
<td>Childrens Press</td>
</tr>
<tr>
<td>Paradis, Adrian</td>
<td>Banks and banking</td>
<td>McKay</td>
</tr>
<tr>
<td>Paradis, Adrian</td>
<td>You and the next decade</td>
<td>McKay</td>
</tr>
<tr>
<td>Payton, Evelyn</td>
<td>About farm helpers</td>
<td>Melmont</td>
</tr>
<tr>
<td>Phleger, Frederick</td>
<td>You will live under the sea</td>
<td>Random</td>
</tr>
<tr>
<td>Pitt, Valerie</td>
<td>Let's find out about the Red Cross</td>
<td>Watts</td>
</tr>
<tr>
<td>Poole, Lynn</td>
<td>Diving for science</td>
<td>McGraw</td>
</tr>
<tr>
<td>Puner, Helen Walker</td>
<td>Daddies what they do all day</td>
<td>Lothrop</td>
</tr>
<tr>
<td>Radford, Ruby</td>
<td>Inventors in industry</td>
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1. The biggest job in the world; the American Presidency
   Reinfeld, Fred
   Crowell

2. Curious George takes a job
   Rey, H. A.
   HM

3. The FBI
   Reynolds, Quintin
   Random

4. Great American negroes
   Richardson, Ben
   Crowell

5. When I grow up, I'll be a farmer
   Rifkin, Lillian
   Hale

6. Henry Reed's baby-sitting service
   Robertson, Keith
   Viking

7. On the beat: policemen at work
   Robinson, Barry
   Harcourt

8. Let's go to a freight yard
   Rosenfield, Bernard
   Putnam

9. Let's go to the FBI
   Rosenfield, Bernard
   Putnam

10. Let's go to the Supreme Court
    Rosenfield, Bernard
    Putnam

11. Young and female
    Ross, Pat
    Random

12. Earning money
    Rossomando, Frederic
    Watts

13. Red Cross
    Rothkopf, Carol
    Watts

14. City workers
    Rowe, Jeanne A.
    Watts

15. A trip through a school
    Rowe, Jeanne A.
    Watts

16. United Nations workers: their jobs, their goals, their triumphs
    Rowe, Jeanne A.
    Watts

17. Men at work in the Great Plains States
    Rubicam, Barry C.
    Putnam

18. Men at work in the Mountain States
    Rubicam, Barry C.
    Putnam

19. I know an astronaut
    Rubinger, Michael
    Putnam

20. The farm
    Russell, Solveig P.
    Parents' Magazine

21. First book of food
    Scheib, Ida
    Watts

22. I know a nurse
    Schima, Marilyn
    Putnam

23. Milk for you
    Schloat, F. Warren
    Scribner

24. Let's look under the city
    Schneider, Harman
    Scott

25. City and it's people
    Schwartz, Alvin
    Dutton

26. The night workers
    Schwartz, Alvin
    Dutton

27. Saturday's child
    Seed, Suzanne
    J. Philip O'Hara, Inc.
Seuss, Dr.

Did I ever tell you how lucky you are? Random

Seuss, Dr.

If I ran the circus Random

Shannon, Terry

Project sealab Golden Gate

Shannon, Terry

The sea searchers; men and machines at the bottom of the sea Children’s Press

Shannon, Terry

Smoke jumpers and fire divers Golden Gate

Shapp, Martha

Let’s find out about space travel Watts

Shay, Arthur

What happens at a television station Reilly

Shay, Arthur

What happens when you travel by plane Reilly

Shippen, Katherine B.

Men, microscopes and living things Viking

Shippen, Katherine B.

Roosevelt Grady World

Siegel, Margot

Looking forward to a career: fashion Dillon

Silverberg, Robert

Great doctors Putnam

Silverman, Al

Mickey Mantle-Mister Yankee Putnam

Simpson, Willma

About news and how it travels Melthont

Slobodkin, Louis

Read about the busman Watts

Slobodkin, Louis

Read about the policemen Watts

Slobodkin, Louis

Read about the postman Watts

Smith, Frances

Men at work in Alaska Putnam

Sootin, Laura

Let’s go to a bank Putnam

Sootin, Laura

Let’s go to a police station Putnam

Spencer, Cornelia

Keeping ahead of machines Day

Spilhaus, Athelstan

Ocean laboratory Creative Ed.

Stanek, Muriel

How people live in the big city Benefic

Stanek, Muriel

I know an airline pilot Putnam

Stephens, Peter J.

Story of fire fighting Harvey House

Sterling, Dorothy

Wall Street: the story of the stock exchange Doubleday

Sterling, Dorothy

Trucks that haul by night Crowell

Sullivan, George

How do they grow it? Westminster Press
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<th>Author</th>
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<td>Janko's wish</td>
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<td>Putnam</td>
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</table>
Come to work with us in aerospace

Come to work with us in an airport

Come to work with us in house construction

Come with us: aerospace

Come with us in a television station

Come with us in a toy factory

I know a fireman

I know a garageman

I know a mayor

I know a policeman

I know a weatherman

Morris is a cowboy, a policeman, and a baby sitter

Is there a doctor in the barn?

American women of science

Dot Young's sewing book

If I drove a bus

If I drove a truck

Film Loops, super 8 mm

Explorer 1: first successful U.S. satellite

Gemini IV: space walk

Mercury 7: flight of Alan Shepard

Mercury 13: flight of John Glenn

Vanguard TV-3: unsuccessful satellite launching

Footnotes to Community Helpers (6 cassettes)

1. How Mr. Printz brings us the news and When Jeff and Mary stayed after school
Continued Footnotes to Community Helpers

3. Letter carrier: an important community helper. Mr. Puller runs a train.
4. Jeff and Mary argue about community helpers. Mr. Hall helps keep our neighborhood clean.
5. It is Mr. Badger’s duty to enforce the law. Gramps tells about Mr. Justice and the burglar.
6. Mr. Sparks is the man who works with lightning. Visiting Captain Walters at the fire station.
7. Miss Coyne keeps our money safe. The Doctor is an important community helper.
8. Visiting Judge Justice’s courtroom. Mr. Love helps us learn how to live.
9. Miss Wire brings the world of people together. Let’s visit Miss Clark at a department store.
10. Mr. Orr tells us about making steel. Men with machines are community helpers.
11. Visiting the library to talk with Miss Reid. Visiting Mr. Bloom at his greenhouse is fun.

Troll Associates
Jackie Robinson

<table>
<thead>
<tr>
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<tr>
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<td>Grocer</td>
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<td>Jam Handy Corp. &amp; Ginn &amp; Co.</td>
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<td>Jam Handy Corp.</td>
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<td>My Dad is a carpenter</td>
<td>Churchill Films</td>
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<td>My Dad works in a supermarket</td>
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<td>My Mother works in an office</td>
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<td>Nurses and nursing; Clara Barton</td>
<td>Curriculum Films</td>
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<td>Our fire Department</td>
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<td>Our food and clothing</td>
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<td>Telling and finding out</td>
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<td>Working in our community</td>
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FILM STRIP AND CASSETTES

Community workers and helpers - Group I
- School workers
- Library workers
- Supermarket workers
- Doctor's office workers

Community workers and helpers - Group II
- Television workers
- Fire department workers
- Hospital workers
- Department store workers

Exploring careers - Group I
- The telephone installer
- The newspaper reporter
- The automotive mechanic
- The broadcast technician

Space
Sports

FILM STRIP AND SOUND

Classroom journeys
- Greene, Carla
  - I want to be series
    - Teacher
    - Librarian
    - Nurse
    - Doctor
    - Pilot
    - Fireman

- 90 billion raindrops
- Postal service-vocational guidance

PRINTS

- Astronaut - training and equipment
- Family at work and play
- Keeping the city clean and beautiful
- Neighborhood friends and helpers
- Police Department helpers
- Postal helpers
Downtown story
Journey to the moon
Laundry story and bakery story
When I grow up I want to be a .........
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