The Career Development guide for teacher use in Grade 9 was developed and evaluated with the help of classroom teachers in Idaho in response to the need for additional emphasis on career awareness and exploration and for opportunities for career planning. It is intended as a basic core and focuses on both the personal and world of work aspects of career development. The document opens with an 8-page teacher's guide explaining the course outline, with suggestions for presenting and supplementing the basic core and a suggested sequence of lessons for integrating the three components. The body of the document contains lesson plans in the three component areas: self understanding (52 lessons focusing on economic, social, and psychological reasons for work, a study of general personality traits with reference to job selection and success on the job, and lifestyles); occupational information (46 lessons focusing on types of occupation, employment qualifications, and career exploration); and implementing career plans (24 lessons focusing on occupational choice, planning for employment or further education, and obtaining and keeping a job). Each lesson guide includes aims and objectives, procedures and activities, and resources and references. Supplementary material and detailed lists of resource materials and supplies are appended. (BP)
CAREER DEVELOPMENT

A COURSE OF STUDY
RECOMMENDED FOR NINTH GRADE

IDAHO STATE BOARD FOR VOCATIONAL EDUCATION
518 Front Street, Boise, Idaho 83702

In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501
A COURSE OF STUDY
RECOMMENDED FOR NINTH GRADE

IDAHO STATE BOARD FOR VOCATIONAL EDUCATION
518 Front Street, Boise, Idaho 83702
Lewis-Clark State College Vocational Graphics Press
1972
PREFACE

The need for additional emphasis in Career Development was recognized by the Idaho Superintendents Association as early as 1967. A special committee from the association worked with the State Department for Vocational Education, and a position statement was prepared by the 1967-68 Executive Committee of that association. This statement included a section on recommendation for occupational information and orientation at the elementary, junior high school, and senior high school levels.

A proposal for developing a guide to assist teachers in the implementation of Career Development at the ninth grade level was submitted to the State Department for Vocational Education by Dr. Marion Shinn of Lewis-Clark State College in 1969. This proposal was funded according to the provisions of Part D (Exemplary) of the 1968 amendments to the Vocational Act of 1963.

Mrs. Nancy Stalter served as Project Director. Mrs. Janet Latham, State Supervisor for Special Needs, coordinated the program with the State Department for Vocational Education. Dr. Oscar Kjos, Head of the Vocational Teacher Training Department, and Vocational Counselor Educator at the University of Idaho served as Consulting Instructor for the workshops.

All of the 19 high schools in the five counties of North Central Idaho were represented by superintendents, principals, teachers, or counselors at the Orientation Workshops. Seventeen smaller schools utilized the lesson material developed and evaluated its effectiveness in the classroom. In some schools, special classes were offered in Career Development but others found effective ways to integrate the lessons into their existing curriculum.

The lesson outlines were developed especially to serve the schools from the less populated areas of the state. The information, however, is equally applicable to the larger schools and population centers.
Many educators, community leaders and businessmen worked together to make the program a success.

The following schools and school personnel participated in the program:

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>Personnel</th>
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</thead>
<tbody>
<tr>
<td>Orofino Senior High School</td>
<td>District 171</td>
<td>Michael Cassetto, Superintendent, LaVon Chase, Principal, Ray Collins, Counselor, Norma Farmer, Don Halbmaier, and others</td>
</tr>
<tr>
<td>Timberline Senior High School</td>
<td>District 171</td>
<td>Jim Ulhman, Principal, Robert Triplett, Counselor, Stan Evans, and others</td>
</tr>
<tr>
<td>Elk River School</td>
<td>District 172</td>
<td>R. Dee Merrill, Superintendent, Raymond Ireland</td>
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<tr>
<td>Grangeville Senior High School</td>
<td>District 241</td>
<td>Earl Vopat, Superintendent, Ron Fredrickson, Counselor, William Eimers, Principal, Mrs. Roger Inghram, John Langs, Maxine Eimers, and others</td>
</tr>
<tr>
<td>Clearwater Valley High School</td>
<td>District 241</td>
<td>Phil Lamm, Principal, Robert Schultz, Georgia Lamm, Harold Springer, Mary Harris, John McCollum, Jessie Stinhochcomb, Don Burnside, and others</td>
</tr>
<tr>
<td>Salmon River High School</td>
<td>District 241</td>
<td>Sherm Rawls, Principal, Mrs. Marilyn Bagley, Ross Bagley</td>
</tr>
</tbody>
</table>
Salmon River High School (Con't)

Ward Fitch
Kermit Tate
Ray Stowers

Prairie High School District 242 Cottonwood

Jerry Felton, Superintendent
David Baumgartner, Principal
Scholastica Uhlenkott, Counselor
Vaneta Marks
Marg Fitch
V. Dale Drevlow
Ed Anderson
Joan Haines
and others

Moscow Senior High School District 281

Marshal Keating, Superintendent
Mourine Anduiza
Paul Rundell
Phyliss Sandvold
Dargan Mark
and others

Genesee Junior-Senior High School District 282

Lester Diehl, Superintendent
Ed Davis, Principal
Mrs. Beverly Evans, Counselor
Wayne Borgan
Mrs. Martha Davis
Vonley Hopkins
Mrs. Rowena Smith
and others

Kendrick Junior-Senior High School District 283

Don Blakely, Superintendent
Robert Heppner, Principal
Ron McCartney
Gale Vallem
Arthur Boe
Darrell Manfull
Steve Branting
and others

Deary High School District 284

Andree Molsee, Principal
Linda Miller
Florence Scott
Deary High School  (Con't)

Claire Chin
and others

Troy High School  District 284

Roger Swanson, Superintendent
Gary Henderson, Principal
Herb Hustis
Mike Johnson
Ken Perin
David Hash
Helén Anderson
Eldoris Hunter
and others

Potlatch Senior High School  District 285

James Bieker, Superintendent
Don Dial, Principal
Richard Griswold, Counselor
Janie Nirk
Glen Swinney
Dorothy Anderson
Lloyd Rohn

Nez Perce High School  District 302

George Hinds, Superintendent
Joe Anderson
Peggy Bradley
Mary Jane Letch
Gordon Strong
Richard Fargo
Max Bradley
Ellen Lyda
Chlea Gregory
Margaret Strong

Kamiah Senior High School  District 304

Jerry Currin, Superintendent
Bob Donahue, Principal
Leamae Rutherford
Lois Arnsen
Robert Towse
Patricià Kries
and others

Highland Junior-Senior High School  District 305

Dick Riggs, Superintendent
Roger Marks, Principal
Highland Junior-Senior High School (Con't)

Evelyn Bulen
Francis Bradley
Wayne Esvold
Barbara Fiory
Douglas-Heinzlerling
Dorold Johnson
Lenora O'Brien

Culdesac School District 341

Arlo Giles, Superintendent
Doris Butler

Lapwai Junior-Senior High School District 341

Jeff Wilson, Superintendent
Robert Sobotta, Principal
Mel Streeter, Counselor
Laurabelle Hobgoobam
Carl Johnson
Everett Jordan
Reva Luvaa
David Miles
Elsie Weitzke
and others

Lewiston Senior High School District 1

Andrew Smith, Superintendent
Virgil Lamarson, Assistant Superintendent
Frank Clark, Principal
Robert Collins
Leona Lannigan
Deloras Marshall
John Rudolph
Wanda Rudolph
Donna Johnson

The following resource people from the community provided information about the World of Work to assist the instructors in developing your lessons:

Mr. A. L. Alford, Jr., Publisher
Lewiston Morning Tribune
Lewiston, Idaho 83501

Mrs. Ida Blackeagle
Indian Crafts Production
Lapwai, Idaho 83540

Dorothy Anderson
Women's Air Occupations
Valley Aeronautics
Lewiston Airport
Lewiston, Idaho 83501

Mr. Bennie Banks
Auto Mechanics Instructor
Vocational-Technical Education
Lewis-Clark State College
Lewiston, Idaho 83501
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Bill Bulger</td>
<td>Manager, Pacific Fruit Produce (Wholesale)</td>
<td>623 Snake River Avenue</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Don Gish</td>
<td>Management Trainee, Montgomery Wards</td>
<td>1720 - 19th Avenue</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Ernest Callahan</td>
<td>Probation Officer</td>
<td>3088 - 14th Street</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Don Carlson</td>
<td>Manager, Pioneer Neon Signs</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Frank Clark</td>
<td>PFI Credit Union</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Don Cooper</td>
<td>Manager, Hughes Air West</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Wayne Cornils</td>
<td>President, Idaho Broadcasting Association</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Ted Haring</td>
<td>Chamber of Commerce</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. J. H. Harwood</td>
<td>Camas Prairie Railroad</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Spencer Haworth</td>
<td>Manager, Chef Occupations</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Mrs. Rose Hood</td>
<td>My Fair Lady Fashions</td>
<td>Clarkston, Washington</td>
<td>99403</td>
</tr>
<tr>
<td>Mr. Bill Howel</td>
<td>Biologist, U. S. Department of Agriculture</td>
<td>Twin City Foods, Inc.</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Art Glover</td>
<td>Manager, Drive-In Food Service</td>
<td>1421 Main Street</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Dale Hall</td>
<td>Manager, Cascade Broadcasting TV - KLEW</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Marie Halsey</td>
<td>Manager, Global Travel Agencies, Inc.</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Gary Heston</td>
<td>Court Recorder</td>
<td>County Court House</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Walter Heitman</td>
<td>Deputy Sheriff, Nez Perce County's Sheriff's Office</td>
<td>Lewiston, Idaho</td>
<td>83501</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Mr. Floyd Jackson</td>
<td>Union Paper &amp; Supply</td>
<td>206 - 9th Street</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Earl Loomis</td>
<td>Legal Federal Aid for Students</td>
<td>Lewis-Clark State College</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Tom Jackson</td>
<td>Head of Lewiston Branch</td>
<td>Idaho Department of Employment</td>
<td></td>
</tr>
<tr>
<td>Mr. Maurice Jamison</td>
<td>Thrift Store &amp; Meats (Retail Grocery Sales)</td>
<td>1634 Main Street</td>
<td>83501</td>
</tr>
<tr>
<td>Mrs. Ada Kovanen</td>
<td>LPN Training</td>
<td>Lewis-Clark State College</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Larry Lannigan</td>
<td>Assistant Director</td>
<td>Lewis-Clark State College</td>
<td>83501</td>
</tr>
<tr>
<td>Mr. Janet Latham</td>
<td>State Supervisor for Special Needs</td>
<td>State Department for Vocational Ed. 518 Front Street Boise, Idaho</td>
<td>83702</td>
</tr>
<tr>
<td>Mr. Roy Lieshman</td>
<td>Photo &amp; Sound Company (Area Sales)</td>
<td>1205 North 45th Street Seattle, Washington</td>
<td></td>
</tr>
<tr>
<td>Mrs. Jane Latham</td>
<td>State Supervisor for Special Needs</td>
<td>518 Front Street Boise, Idaho</td>
<td>83702</td>
</tr>
<tr>
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<td>Idaho Department of Employment</td>
<td></td>
</tr>
<tr>
<td>Vivian Kehrweider</td>
<td>Magistrate</td>
<td>Lewis County Court House Nez Percé, Idaho</td>
<td></td>
</tr>
<tr>
<td>Dr. Oscar Kjos</td>
<td>Professor Vocational Guidance</td>
<td>University of Idaho Moscow, Idaho</td>
<td>83843</td>
</tr>
<tr>
<td>Mrs. Ada Kovanen</td>
<td>LPN Training</td>
<td>Lewis-Clark State College</td>
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<td>State Department for Vocational Ed. 518 Front Street Boise, Idaho</td>
<td>83702</td>
</tr>
<tr>
<td>Mr. Ernest Nelson</td>
<td>Greyhound Freightlines</td>
<td></td>
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</tr>
<tr>
<td>Mr. Mike Montgomery</td>
<td>Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Jim Olson</td>
<td>Pacific Northwest Bell Telephone Co.</td>
<td></td>
<td>83501</td>
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<tr>
<td>Mr. Roy Lieshman</td>
<td>Photo &amp; Sound Company (Area Sales)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Ken Quesenberry</td>
<td>Garrett Freightlines (Trucking)</td>
<td></td>
<td>83501</td>
</tr>
<tr>
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<td></td>
<td>83501</td>
</tr>
</tbody>
</table>
Mr. Len Richmond, Manager
Twin City Foods, Inc.
(Food Technology)
First Street and RR
Lewiston, Idaho 83501

Mr. Myron Roberts, CPA
Assistant to the Bursar
(Accounting)
Lewis-Clark State College
Lewiston, Idaho 83501

Mr. France Rogers, Manager
Pontiac Auto Sales
4th & D Streets
Lewiston, Idaho 83501

Mr. Marion Shinn, Director
Vocational-Technical Education
Lewis-Clark State College
Lewiston, Idaho 83501

Mr. Phillip Shinn
Beneficial Finance
Lewiston, Idaho 83501

Mr. Joe Skok
Federal Land Bank
1230 Idaho
Lewiston, Idaho 83501

Mr. Darrell Smith, Personnel Manager
Potlatch Forests, Inc.
Lumber Division
Lewiston, Idaho 83501

Mr. Jim Soyk, Manager
Surplus Furniture
(Advertising & Retail Sales)
841 - 6th Street
Lewiston, Idaho 83501

Mr. Ray Speer
Speep, Inc.
(Manufacturing)
1023 Snake River Avenue
Lewiston, Idaho 83501

Mr. Wade Spencer
Spencer Livestock Commission
3200 Main Street
Lewiston, Idaho 83501

Mr. Bruce Sweeney
Sweeney Supply
(Building Supply Sales)
3100 North & South Highway
Lewiston, Idaho 83501

Mr. Joe Swisher
Child Development Center
2604 - 16th Avenue
Lewiston, Idaho 83501

Mrs. Mary Tanner
Business Occupations Instructor
Vocational-Technical Education
Lewis-Clark State College
Lewiston, Idaho 83501

Mr. Lee Tillotson
Graphics Instructor
Vocational-Technical Education
Lewis-Clark State College
Lewiston, Idaho 83501

Mr. John Tows
Foundry Worker Education
American Foundrymen
2703 W. Roye Street
Seattle, Washington 98199

Mr. Harry Tripp
Drafting Instructor
Vocational-Technical Education
Lewis-Clark State College
Lewiston, Idaho 83501

Mr. Thelon Winschell, Plant Manager
Washington Water Power
Lewiston, Idaho 83501

Mr. Ted Schimanski, Plant Manager
Pacific Northwest Bell
Lewiston, Idaho 83501

Mrs. Nancy Stalder
Curriculum Specialist
Vocational-Technical Education
Lewis-Clark State College
Lewiston, Idaho 83501

Mr. Don Tushoff
Red Shield
(Restaurant, Food, and Beverages)
1250 Bridge Street
Clarkston, Washington 99403
Many thanks to these named resource persons and the many others who have so generously shared their occupational experiences during the Career Development preparation activities.

This outline is intended as a basic core to assist the teachers in presenting the Career Development concepts to the students. The sequence of lessons is not fixed and can be adjusted and expanded to meet the needs of the specific communities. Resource people in the community should be utilized to add relevance to the material at the local level.
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The Career Development course has been divided into three components to assist both the teacher and the student. These components are (1) Self-Understanding, (2) Occupational Information, and (3) Implementing Career Plans. The Lesson Guide outlines are labeled by both the name of the component and a symbol to assist in identifying the material with the objective of the lesson.

The students should be encouraged to analyze their own unique qualities in order to determine the occupations which may relate to their own potentials. The students should be urged to examine alternate occupational choices even if they have already decided on an occupational goal. Since current research tells us that more than 80 percent of the jobs available require less than a college degree, much more emphasis could be placed on kinds of training that these jobs require. Similar demands for attitude development, prerequisite skills, and education continue to exist in many different occupations where change is occurring at an accelerating rate.

The lesson outline provides guidelines for the teacher and the students to creatively present these basic employment planning ideas that can be further implemented through other school courses and activities. Basic resources must be supplemented by contact with real people in community businesses and industries. Audio-visual aids can assist in giving insight into broad aspects of occupations. Films, filmstrips, audio-visual, and role playing can increase the student's knowledges of special occupations and preemployment preparation. The early selection of occupational goals by the student, though they may be changed later, will make it possible for the student to make more valid choices of school classes, the activities in the classes, the school and in the community will be more relevant.
These Career Development outlines, activities, and information were designed for classroom use by teachers. These lessons will assist the student to understand the various educational developments and the broad categories of work as explained in the Dictionary of Occupational Titles. Some lessons will help the students to understand different job classifications and the employment demand for each. Other lessons will help the students make long range and short range plans to meet their occupational goals. Some lessons are directed toward assisting the students to develop understanding of financial management necessary to sustain personal living standards.

A Self-Understanding component lessons should be alternated with occupational information as progress is made through the lesson materials. The triangle shows influences affecting the individual's attitudes of parents, siblings, and family on one side; the school's philosophy, course offerings, group activities, and individual activities influence another side of the triangle; while the community, government, business, industry, church, and work climate are influential on the third side of the triangle.

The DAT scores can be used to aid a Self-Understanding. Counselors can be effective resource persons to interpret test scores and meet individual needs.

A Occupational Information component, represented by the circle, should explore more than one level of work in each occupation studied. As many occupations as possible should be included. The practice of studying briefs of jobs will give the students insight into many kinds of work if consistently used. Various references will help the students grasp the structure of organizing job information.

The Dictionary of Occupational Titles (DOT), Volume II, is a basic reference used to define the specific traits, aptitudes and abilities
necessary to the tasks required in each job. Teachers should be familiar with the DOT codes as explained in the Appendix A & B in Volume II from pages 640 to 656. Teachers should also be informed about the occupational groupings of categories, divisions, and groups of jobs. The DOT should be presented to students so that they may learn how to use it for their own information.

If these lessons are used as part of another course, some of each component should be chosen. It is important to present the sections on how to use groupings to identify job similarities. Self-Understanding can be used with Implementing Career Plans so that individual differences will be considered. Teachers and counselors should encourage students to develop records of their preferences during their job investigations. They should identify traits and interests in jobs they investigate and identify why they do or do not prefer activities required in many different jobs. Occupational research and discussion by the students needs to accompany lessons in job orientation and human relations techniques.

The kits suggested each offer a different approach to job information. Lower level readers could use the Science Research Association's Widening Occupational Roles Kit (WORK) color codes to relate job to data, people, or things. The average reader could use the SRA Occupational Exploration Kit (OEK). The supplementary job family booklets and guides are geared to 9th grade in the Occupational Exploration Kit, however, more supervision is required to help students get the full benefit of the kit. The supplementary materials included with SRA kits can be helpful. Desktop Careers Kits from Careers, Largo, Florida, are smaller and have six other subject related kits that could be used. The kits include Health Careers, Business Careers, Industrial Careers, Science Careers, Exploratory Careers, and Professional Careers.
At least one kit should be planned for basic references for students to use during the Career Course. The kit could be made available in the library or counselor's office after the completion of the course.

The Occupational Outlook Handbook*, another basic reference, will assist in identifying various jobs, and includes salaries, general educational requirements, and additional persons the students may contact. The Handbook is good for the students' use as well as for discussion material as it contains current charts and illustrations of people at work.

☐ Implementing Career Plans component lessons are identified by the □ square. Such lessons can be spaced with lessons on △ Self-Understanding, and ○ Occupational Information as desired. A suggested sequence is included with the course outline.

During the course, many opportunities should be open to students in the 9th grade to plan for adult work experiences, △ Self-Understanding lessons and ☐ Implementing Career Plans lessons. Each teacher can relate to the attitude requirements of business and industry only if current contacts are maintained with people who work in fields other than education. A committee of local businessmen and women workers from many job areas may be formed to aid in securing resource people for the classroom.

Contacts with people who are working in different fields can be important in developing job attitudes and insights into work. Do not hesitate to call on people in your community who have job skills and knowledge of work opportunities. Most of them will be glad to help the students with information about their work. The selected references indicated on the lesson plans offer a starting place. Additional films, film loops, filmstrips, tapes, etc., are

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listed for your convenience. Many new career information and work films are being developed and should be used where applicable.

Copies of the Occupational Outlook Handbook (latest edition) should be available to each classroom for additional job specifications, salaries, education, and additional information. The Dictionary of Occupational Titles, Volume II, describes work traits and job groupings, qualifications and requirements. The Encyclopedia of Careers and Vocational Guidance, Volume I and II, and the five-volume Career Opportunities series has additional information for pursuing technical courses. Succeeding in the World of Work has many chapters that have proved helpful to other instructors. Paperback Arco books give additional information about specific careers. Encourage students to use as many references as possible to extend their choices. Other career references will be suggested by resource people to give additional insight into their industries and businesses and training opportunities.

A dynamic approach is needed for the search to find a variety of ways to succeed in the world of work. Each tentative goal will be enhanced by knowing the education and preparation necessary to be competent in required skills.

Cooperation, reliability, and promptness are appropriate occupationally related personal skill behaviors that can be practiced in the classroom. Attitudes of helpfulness and cooperation can be developed in class activities to enhance the research of each occupational category.

Continued research of jobs should identify the kinds of technical knowledge skill preparations that are indicated for entry into the world of work. Goals selection should be combined with a realistic evaluation of all school and work experience. Many school courses and activities offer valuable experience and skill preparation required for employment or serve as preemployment training. Long-range goals should relate to personal skills and abilities of each individual.
Everyone needs to be expert in some things. Helping find the kinds of occupations where this will be possible, you will help them achieve the flexibility they need to survive in today's complex society.

To help students find work in creative and productive jobs in a changing society will test the ingenuity of teachers. The goals may not be reached immediately, but we must take the first step now. The longest journey begins with the first step.
A detailed outline of lessons will be found at the beginning of each component.

△ Self-Understanding Component

I. Reasons for Work
   A. Economic Reasons for Work
   B. Psychological Reasons for Work
   C. Social Reasons for Work

II. General Personality Traits
   A. Attitudes
   B. Personal Appearance
   C. General Interests
   D. Hobbies
   E. Extracurricular
   F. Reputations

III. Life Styles
   A. Geographic Location
   B. Family Patterns
   C. Recreation

ο Occupational Information Component

I. Who Works?
   A. Broad Occupational Fields

II. Where Do People Work?
   A. Resource Personnel
   B. Distribution of Workers

III. Classifying
   A. Interest Related Work

IV. Job Requirements
   A. Education Development
   B. Aptitudes
   C. Physical Demands
   D. Conditions of Work
   E. Interests

V. In-Depth Study of the Job
   A. Computational
   B. Service
   C. Technical
   D. Agriculture
   E. Logging
   F. Transportation
VI. Field Trips
   A. Types of Work

VII. Resource Personnel Contacts
   A. Procedures

VIII. Day-On-The-Job
   A. Work Experience

IX. Career Days
   A. Preparation

X. Job Constraints
   A. Legal Records

Implementing Career Plans Component

I. Selecting Broad Fields
   A. Selecting Categories

II. Selecting Representative Jobs
   A. Alternate Vocations

III. Planning Post High School Programs
   A. College
   B. Vocational-Technical Training
   C. Military
   D. Apprenticeships

V. Getting a Job
   A. Employment Service
   B. Help Wanted Ads
   C. Job Interviews
   D. Preparing a Resume
   E. Preparing Application Letters
   F. Preparing Application Forms
   G. Social Security

VI. Holding a Job
   A. Unions
   B. Continuity of Employment
   C. Employee Obligations and Responsibilities
TEACHER'S GUIDE

SUGGESTED SEQUENCE OF LESSONS
FOR INTEGRATING THE THREE COMPONENTS OF THE COURSE

△ Self-Understanding - Unit I . . . . . . Why People Work

○ Occupational Information - Unit I . . . Who Works

△ Self-Understanding - Unit II . . . . General Personality Traits

○ Occupational Information - Unit II . . Where People Work

○ Occupational Information - Unit III . . Data, People, and Things

△ Self-Understanding - Unit III . . . . Life Styles

○ Occupational Information - Unit IV . . Job Requirements

△ Self-Understanding - Unit IV . . . . Measured Personality Characteristics

△ Self-Understanding - Unit V . . . . Personality Profile

□ Implementing Tentative Plans - Unit I . Selecting Broad Categories of Work

○ Occupational Information - Unit IV . . In-Depth Study of One Job

□ Implementing Tentative Plans - Unit II. Selecting Representative Jobs

○ Occupational Information - Unit VI . . Field Trips

□ Implementing Tentative Plans - Unit III Planning High School Program

○ Occupational Information - Unit VII . . Resource Personnel

○ Occupational Information - Unit VIII . . Day On The Job

○ Occupational Information - Unit IX . . Career Days

△ Self-Understanding - Unit V . . . . Personality Profile Review

□ Implementing Tentative Plans - Unit IV Planning Post High School Program

○ Occupational Information - Unit X . . . Job Constraints

□ Implementing Tentative Plans - Unit X . Getting a Job

□ Implementing Tentative Plans - Unit VI. Holding a Job

22
SELF UNDERSTANDING

CAREER DEVELOPMENT

A COURSE OF STUDY
RECOMMENDED FOR NINTH GRADE

IDAHO STATE BOARD FOR VOCATIONAL EDUCATION
518 Front Street, Boise, Idaho 83702

In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501
Self Understanding Outline

I. Economic Reasons
A. Economic Reasons for Work
   Does Money Talk? ........................................ I-A-1
   Does Money Talk? (Con't) ............................ I-A-2
   Future Fixed Expenses ............................... I-A-2a
   Four Week Period ................................... I-A-2b
   Future Flexible Expenses .......................... I-A-2c
   Rewards of Work ..................................... I-A-2d
   Comparing Long Term and Short Term Rewards ... I-A-3
   People at Work ....................................... I-A-4
   Why Women Work ..................................... I-A-6
   Why Women Work (Con't) ............................ I-A-7
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   Factors Important to Work ........................ I-B-3
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## LESSON GUIDES:

### LESSON TITLE: ECONOMIC REASONS FOR WORK

### AIMS AND OBJECTIVES

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify some costs related to providing food, shelter, and clothing.</td>
</tr>
<tr>
<td>Identify family money habits.</td>
</tr>
<tr>
<td>Compare their family's pattern of spending with another and realize values are different.</td>
</tr>
</tbody>
</table>

### PROCEDURES AND ACTIVITIES

| Have students determine the cost of 365 hamburgers, french fries, and soft drinks. Discuss outcome. |
| Using a list of expenses incurred by families, students will identify those which their family seem to think important. |
| List 10 items on the blackboard or have a hand-out. Have students rank the items as to importance. Discuss Wants vs. Needs. |

### RESOURCES AND REFERENCES

- "The Money Tree"
- Bowmar Filmstrip and Cassette
- Duplicate list forms.

### Evaluation:

These objectives will have been met when students begin to realize work provides money to buy the basic necessities of life.
AIMS AND OBJECTIVES

Students will be able to:

List the expenses: flexible, fixed, and day-to-day.

Estimate cost of some items and services they might use in the future.

Project an approximate future cost and standard of living and determine how this might influence his choice of an occupation.

PROCEDURES AND ACTIVITIES

Discuss what constitutes fixed expenses and assign students to research property and property tax fees by questioning friends and parents. Study a sample annual property tax statement from the county assessor. Invite a local real estate dealer to discuss future residential costs and taxes.

Complete a future fixed expenses form after discussing and reviewing sample telephone bills and insurance coverages.

Complete a future flexible expenses form after discussing the local cost of newspapers and recreation. Discuss the unbelievable future recreation "experiences" that will be produced for public purchase and estimate costs.

Compute the total of flexible, fixed, and day-to-day costs and subtract from the total salary of three chosen occupations of the student. Analyze the difference between expenses and the approximate salary of desired occupations. Students compare the difference between the wages of several occupations and the approximate salaries of desired occupations.

RESOURCES AND REFERENCES

Get a real estate dealer to act as guest speaker.

Future, fixed, and day-to-day chart handouts.


Institute of Life Insurance Money Management Library
LESSON TITLE: DOES MONEY TALK TO ME? (Con't)

Identify the influences of life style on job chances.

Have students identify those jobs which seem to yield incomes which provide a life style they desire.

Show the economic need for work.

Discuss the methods by which money is needed for work quality, work quantity and the types of work performed or traded for goods and services the worker desires.

Evaluation: These objectives will have been met when the students realize the need for work in today's society as well as in the future.

Information on wages can be obtained from the employment agencies.

Union wage scales.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Amount Due</th>
<th>Date Due</th>
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<tbody>
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<td>Dec.</td>
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</table>

In Top of Columns, List Budget Periods

- Taxes
- Property
- Rent or Mortgage Payments
- Apartment
- Safety Deposit Box
- Telephone
- Union Dues
- Insurance
- Hospital
- Car
- Life
- Total
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Four Week Period</th>
<th>Total Four Weeks</th>
<th>Total for Year</th>
<th>Monthly Costs</th>
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<td>Dry Cleaning</td>
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<td>Clothing Repair</td>
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<td>Personal Supplies</td>
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<td>Household Supplies</td>
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<td>Soap and Cleaners</td>
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<td>Car Expense</td>
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</table>
### LESSON GUIDES:

#### LESSON TITLE: REWARDS OF WORK

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>By role playing a group of students can demonstrate the reactions they received from people they know in the types of rewards the worker gets. By using one's imagination the student can try to gain a sensitivity to other rewards that are less obvious.</td>
<td>Job briefs in the Occupational Exploration Kit, by the Science Research Associates. Occupational Outlook Handbook.</td>
</tr>
<tr>
<td>Identify the psychological rewards available of various occupations.</td>
<td>Taking as many personality traits as one likes—such as extrovert, introvert—list the different types of reward that appeal to these types of characteristics. By comparing as the student sees these different types of personalities, he then can compare himself as where he would feel most comfortable. Relate how one must feel they are needed. Show how work can help fulfill this need.</td>
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<tr>
<td>Discuss the importance of psychological, sociological, and economic rewards of work.</td>
<td></td>
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</tbody>
</table>

**Evaluation:** These objectives will have been met when the students can identify the rewards available from different occupations.
<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Have students describe what they want from a job or their work. Individually rank their wants according to importance. Develop a group composite. Class discussion on individual values. Have students survey others (parents, teachers) to determine how they rank various rewards.</td>
<td>Occupational Outlook Handbook</td>
</tr>
<tr>
<td>Identify the values he attaches to different kinds of rewards.</td>
<td>Have students determine economic and status rewards of various occupations at different levels within the occupation.</td>
<td>Bureau of Labor Statistics</td>
</tr>
<tr>
<td>Identify the immediate and long term rewards of several occupations.</td>
<td></td>
<td>Survey of Parents, Businessmen, Teachers</td>
</tr>
</tbody>
</table>

Evaluation: These objectives will have been met when the students can list and compare the reward structure in several occupational fields.
**AIMS AND OBJECTIVES**

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a variety of ways people earn a living.</td>
<td>Students view film and discuss &quot;How many jobs do you see?&quot;</td>
<td>Film: &quot;Where the Action Is&quot; Area Vocational School</td>
</tr>
<tr>
<td></td>
<td>Display a bulletin board with a variety of pictures of people working. Have students identify apparent category. Have students tell of people they know who work at such jobs.</td>
<td>Trade Magazines</td>
</tr>
<tr>
<td></td>
<td>Using a variety of want ads, have students identify job titles. Discuss titles, descriptions, etc.</td>
<td>Newspapers</td>
</tr>
<tr>
<td>Recognize individual differences</td>
<td>Identify how we differ: Students left-handed-stand Students who like to read-stand Students who enjoy arithmetic-stand</td>
<td>Sheet to identify personal characteristics</td>
</tr>
<tr>
<td>List reasons for choosing the course.</td>
<td>Discuss why they enrolled and what they hope to gain. Teacher lists students' stated goals.</td>
<td>Blackboard Overhead Projector</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the student can identify his own personal job related characteristics.
Career Development:
Component: Self Understanding
Unit: Why People Work
Topic: Economic Reasons for Work

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Have each student prepare a list of reasons stating why he feels he must work.</td>
<td>Succeeding in the World of Work, G. Kimbrell and Ben Vineyard, McKnight &amp; McKnight Publishing Co., Bloomington, Illinois.</td>
</tr>
<tr>
<td>List several reasons why one must work.</td>
<td>Conduct a survey of people who are presently working and chart their responses to the question &quot;Why do you work?&quot; Compare the lists each student made with the results of the survey. Discuss whether age had any bearing on the reasons for which one works.</td>
<td>Get guest speaker.</td>
</tr>
<tr>
<td></td>
<td>Discuss the psychological aspects of work and invite a psychologist to speak on work as a self-satisfying task.</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation: These objectives will have been met when the students realize the reasons why they will most likely have to engage in some kind of work.
Career Development:
Component: Self Understanding
Unit: Why People Work
Topic: Economic Reasons for Work

LESSON GUIDES:

LESSON TITLE: WHY DO WOMEN WORK?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss the need for women to earn money for themselves and their families. Many times their earnings are what supports their families. Some women work to boost the family income so they may maintain a higher standard of living and provide a good education for their children. Another important reason for working on the woman's part is personal satisfaction or achievement. Ask those who have working mothers to raise their hands. Have these students interview their mothers to determine why they are working. Have the students determine the actual job title of the working mother. Write these on the board. Note that many of the jobs are semi-skilled, low-paying jobs. Have the students draw conclusions as to whether women should plan and prepare for a career. Assign a role playing situation which includes a student's grandmother, mother, herself, and her own daughter. Each should stress the role of the woman in her own time. The person playing the daughter will have to use her imagination in determining the</td>
<td>Manpower Report of the President, 1968, U.S. Dept. of Labor Superintendent of Documents Government Printing Office Washington, D.C. (nominal fee).</td>
</tr>
</tbody>
</table>
Evaluation: These objectives will have been met when students realize that the business world is not just a man's world.

role of the future. Structure the roles so that the changing historical role of the woman is emphasized.
<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: List how responsibilities change as persons mature.</td>
<td>Average person's vocational and responsibility growth</td>
<td>&quot;Vocational-Technical Education for a Changing World of Work&quot;</td>
</tr>
<tr>
<td></td>
<td>Stage I. 5 to 10 years of age</td>
<td>Guidance Associates Division of Vocational Education Harcourt, Brace and World Pleasantville, New York 10570</td>
</tr>
<tr>
<td></td>
<td>a. Oldest child in family usually performs better in school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Oldest usually received more attention.</td>
<td></td>
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<td></td>
<td>c. More interest people take in us, more active we keep our mind. Easier to succeed to the next stage.</td>
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<tr>
<td></td>
<td>Stage II. 10 to 15 years of age</td>
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</tr>
<tr>
<td></td>
<td>a. Develop work habits</td>
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<td></td>
<td>Stage III. 15 to 25 years of age</td>
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</tr>
<tr>
<td></td>
<td>a. Job success</td>
<td></td>
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<td>b. Learning to manage money</td>
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<td></td>
<td>c. Responsibility to family</td>
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<td>Stage IV. 25 to 55 years of age</td>
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<td></td>
<td>a. Growth and increased productivity</td>
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</tr>
<tr>
<td></td>
<td>b. What happens after age 25 is due mainly to own efforts.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON TITLE: VOCATIONAL DEVELOPMENT AND CHANGING PERSONALITY
(Con't)

c. More successful we have been in each stage, more guidance we can give our children as they pass through the same stage.

Stage V. 55 to 65 years of age
a. Responsibilities change
b. Children grown
c. Living expenses may become less.

Stage VI. Over 65 years of age
a. Retirement

Evaluation: These objectives will have been met when the students are able to list several responsibilities expected at different age levels.
### LESSON GUIDES:

#### LESSON TITLE: AN INTRODUCTION TO MAKING DECISIONS

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Introduce the concept that making decisions is part of everyone's life, and the decisions may have an important effect on one's life. Discuss decisions the students have made.</td>
<td></td>
</tr>
<tr>
<td>Discuss how decisions affect their lives.</td>
<td>Have the students make a list of 15 important decisions they had to make yesterday. List them in order of importance and give reasons for the listing. Have a group discussion about the lists. Discuss the reasons for variations. Follow up with the filmstrip and record &quot;Days of Decision.&quot;</td>
<td>&quot;Days of Decision&quot; Idaho State Board for Voc. Ed. Boise, Idaho</td>
</tr>
<tr>
<td>Identify how personal values affect their decisions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students can list reasons for making decisions.
# LESSON GUIDES:

## LESSON TITLE: USING VALUES IN MAKING DECISIONS

<table>
<thead>
<tr>
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<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss the list of values listed on the handout sheet given each student (enclosed). Read the story orally and have each student choose what he thinks the person would decide and list the values the decision represents. Discuss the decisions and values represented.</td>
<td>Have handout sheet ready. Sheet is from Decision, Decision Making Program, College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540.</td>
</tr>
<tr>
<td>Define the role of values in decision-making.</td>
<td>Have students list their three most important values and list some recent actions or behavior which expresses these values.</td>
<td></td>
</tr>
<tr>
<td>List behaviors which express their own values.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students appear to understand their own values.
TYPICAL VALUES

Listed below are some typical values of both adults and teenagers. They are based on what a group of teenagers have said are typical values. There are probably others you feel are more important.

- Independence
- Money
- Education
- Responsibility
- Family
- Honesty
- Opinion of others
- Prestige and recognition
- Helping others
- Creativity
- Immediate pleasure
- Helping others
- Creativity
- Immediate pleasure

Read over the following story and discuss what you think the person will decide and what his decision represents.

Mr. Jones is the associate producer at CMK Broadcasting. He is making $20,000 a year, enjoying his work to the fullest as he sees his work recognized. His eldest daughter will be starting college next fall, which will place a large dent in the family income. There are three other children in the family. He is called into the head producers office and offered the job of vice-president of the broadcasting company. His salary would be raised to $32,000 a year. He would no longer have time to do creative work and the other parts of his job which he enjoys.

What do you think Mr. Jones' decision will be? What does he value more?
Career Development
Component: Self Understanding
Unit: Why People Work
Topic: Psychological Reasons for Work

LESSON GUIDES:

LESSON TITLE: FACTORS IMPORTANT TO WORK

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>In the table below there are places for students to place their personal opinions on the different factors. Have this table ready to hand out to all students.</td>
<td>The Idaho Employers Council</td>
</tr>
<tr>
<td>List work factors which are important to them.</td>
<td>Fill in own opinion by private decision (Rank 1-10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show-class average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interesting Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job Security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appreciation of work done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feel &quot;in&quot; on things</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help on personal problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tactful Discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Loyalty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to workers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good working</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conditions</td>
<td></td>
</tr>
</tbody>
</table>

The variety of individual ranking of job factors shows that the same job situation may please one and not another.

Evaluation: These objectives will have been met when the students realize and appreciate the factors which are important to work.
### AIMS AND OBJECTIVES

Students will be able to:

- List the basic needs of life.
- List qualities which make him unique.
- Write personal analysis.
- Identify behavior which exhibits social or physical needs of the individual.

### PROCEDURES AND ACTIVITIES

- Discussion of common basic needs: food, shelter, clothes, etc., and how different people have different levels of needs.
- Discussion of each student as an individual: physical characteristics, abilities, and interests.
- Each student will write a simple biographical sketch on "WHO AM I?" including only basic information from birth. (Could show a biographical sketch of well-known person from encyclopedia or develop your own personal sketch with the students)
- Have students write a paper on how they think others accept or reject them. (Confidential)

### RESOURCES AND REFERENCES

- Psychology books for discussion of needs.
- Encyclopedia
Career Development
Component: Self Understanding
Unit: General Personality Traits
Topic: Attitudes

LESSON GUIDES:
LESSON TITLE: UNKNOWN OBSERVER

AIMS AND OBJECTIVES

Students will be able to:
List personality traits other significant people identify as important to work or society.

PROCEDURES AND ACTIVITIES

Ask each student to keep a record of the personality traits that they admire in those people that they associate with most for a week's time. Ask them to also keep a record of those traits possessed by those individuals that they seldom associate with. Record the information supplied by the students and make this available to all students. If a pattern evolves, make sure that it is pointed out to the student.

Evaluation: These objectives will have been met when the students begin to realize how admirable traits are appreciated by others.
### AIMS AND OBJECTIVES

Students will be able to:

- List desirable work characteristics which can be developed.

### PROCEDURES AND ACTIVITIES

Put several proverbs or sayings on cards and as each is shown, discuss the traits that are referred to by the author. Encourage the students to recall incidents where possession or lack of these traits created a desirable or undesirable situation in their own lives. Let students suggest other sayings or traits to which they refer.

**EXAMPLES:**

1. **Do unto others as you would have others do unto you.** (courtesy, friendliness, honesty, loyalty, dependability)
2. **Laugh and the world laughs with you.** (sense of humor, friendliness)
3. **The early bird gets the worm.** (ambition, industry, enthusiasm, initiative, punctuality)
4. **A chain is only as strong as its weakest link.** (loyalty, cooperation, dependability)
5. **Like a bull in a china shop.** (tact, self-control)
6. **A rolling stone gathers no moss.** (ambition, industry, initiative)
7. **Success is 10% inspiration and 90% perspiration.** (ambition, industry, willingness to work)

### RESOURCES AND REFERENCES

LESSON TITLE: DESIRABLE PERSONALITY TRAITS (Con't)

8. A task well planned is a task half done.
   (foresight, initiative, neatness)

Evaluation: These objectives will have been met when the student is able to describe how to use these traits to improve himself.
### Lesson Title: What Attitudes and Habits Do I Need to Be Successful?

### Aims and Objectives

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Have class select successful people in various fields at the national, state, and local levels. Have each student give a brief report on one, listing his achievements and what the student believes is his outstanding trait.</td>
<td>Succeeding in the World of Work by Grady Kimbrell &amp; Ben S. Vineyard (May be borrowed from the Vocational Division of Lewis-Clark State College)</td>
</tr>
<tr>
<td>Discuss attitudes, behavior, and appearance which are needed to be successful in life.</td>
<td></td>
<td>Quiz is taken from Succeeding in the World of Work by Kimbrell and Vineyard, pp. 149-150.</td>
</tr>
<tr>
<td>Evaluate themselves regarding their attitudes and habits.</td>
<td>Have students make lists of the qualities they most admire in others. Also have them make up a list of those traits which are most irritating to others.</td>
<td></td>
</tr>
<tr>
<td>Implement a plan for self-improvement of one self-recognized poor habit or trait.</td>
<td>Have each student decide on one habit or trait for self-improvement and develop a plan to overcome this. The teacher should check their progress regularly. Have each student take a self-evaluation quiz on his habits, traits, and attitudes which will effect his success in life. Base this on the lists made by students.</td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation:

These objectives will have been met when the students are able to implement their self-improvement plan and make it work.
PERSONAL-EVALUATION QUIZ

Suggested Personal-Evaluation Quiz for Predicting Your Future Success. (From Succeeding in the World of Work, Kimbrell and Vineyard, pp. 149-150).

You now should have a pretty good idea as to what is required from you to become successful. Will you succeed? The more "yes" answers you have to the following questions, the better your chances—but be honest!!

1. Will you dress neatly, wearing clothes appropriate for the job?
2. Have you worn appropriate school clothes while attending high school?
3. Will you plan to be a few minutes early for work so that small emergencies will not make you late?
4. Do you always arrive at school in time for your first class?
5. Will you, on the job, take criticism without resentment and learn from it?
6. Have you taken well and learned from the constructive criticism given by your teachers and parents?
7. Will you do the best job you can wherever you work?
8. Are you putting forth your best efforts while in school?
9. Will you be on the job every day unless you are really too ill to go?
10. Have you attended school regularly—being absent only when you are too ill?
11. Will you do your work on the job in a neat and orderly manner?
12. Have you done your work in this class completely and neatly?
13. Will you do any task asked of you even though you were hired to do something else?
14. While in school or on a part-time job, have you been willing to do whatever tasks were asked of you?
15. If you finish your own work early, will you help a co-worker?
16. Around your own household or on a part-time job, have you been willing to help others with their tasks?
17. On the job, will you be considerate of other's feelings?
18. Are you considerate of the feelings of your friends, parents, and even those whom you do not consider friends?
19. Will you stick to a difficult task until it is completed?

20. In your schoolwork, have you usually completed whatever work has been assigned you?
**LESSON GUIDES:**

**LESSON TITLE:** ATTITUDE EVALUATION

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will identify some of their attitudes about:</td>
<td>List of attitudes for success in work. Book: *Our Attitudes are Changing* by E. N. Chapman.</td>
</tr>
<tr>
<td>Identify their own attitudes about people, things, self.</td>
<td>1. Types of work (Use jobs from DOT. Rate on scale from 1-5 on value to society).</td>
<td>Filmstrip: &quot;Liking Your Job and Your Work,&quot; Guidance Associates.</td>
</tr>
<tr>
<td></td>
<td>2. Other people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Other things</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Oneself</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss reasons for the ratings indicated. Compare results with list of attitudes for success.</td>
<td></td>
</tr>
<tr>
<td>List attitudes needed in the world of work.</td>
<td>Discuss the list of attitudes needed for success in work.</td>
<td></td>
</tr>
<tr>
<td>Develop plan for change in attitude.</td>
<td>Discuss which attitudes could be changed by more information.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when students will be able to list their present attitudes and which attitudes need to be changed.
### Lesson Title: How I Would Be Rated for Character References

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td>Make the student aware of his good and bad points. Some are hard to accept. Check those personality traits that apply to you on the enclosed handout.</td>
<td>Dictionary of Occupational Titles</td>
</tr>
<tr>
<td>List his characteristics.</td>
<td>Find sources of information on jobs that each personally knows about. Encourage students to observe the jobs that people around them are doing. Find out information on all sorts of jobs. Don't just limit it to a few.</td>
<td>Occupational Awareness Mini-brief</td>
</tr>
<tr>
<td>Find information on the the fields of work.</td>
<td></td>
<td>Box 5098 Los Angeles, California 90055</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students survey different occupations and try to relate them to their own lives.
**PERSONAL TRAITS CHECK LIST**


**MY PERSONAL TRAITS**

Check which applies to you.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am friendly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I like to be with people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I get along with people well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I get upset very easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I am usually pleasant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I have a quick temper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I worry a lot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I have a lot of patience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I am usually considerate of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I like to plan school activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I lack confidence in myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I like school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I like to read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>I like to speak before groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I am kind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I am honest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>I can keep a secret.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I am dependable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>I am prejudiced toward others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I have a sense of humor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MY ABILITIES**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I learn quite quickly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I can read quite well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>My grades are average or better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I have a good memory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>My mental ability is average or better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I possess average or better of one or more of the following (check applicable ones) (Write-ins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td>Athletic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Artistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Musical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scientific</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dramatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dancing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Career Development**
**Component:** Self Understanding
**Unit:** General Personality Traits
**Topic:** Personal Appearance

**LESSON GUIDES:**

**LESSON TITLE:** DO I COME ON STRONG?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
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<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Teacher and selected trained students will present a skit comparing the difference between a well-groomed, well-spoken, and well-mannered applicant and one that is not. Discuss the difference and have students analyze personal characteristics of each person from their 5 minute observation. Complete a &quot;How Do You Sound&quot; inventory, then have the students draw numbers to complete an anonymous set of these inventory sheets on a student. Complete a &quot;How Do You Look&quot; check sheet and have the students and peers again evaluate themselves and others. Complete an inventory on temperament and self-grade. Conduct a discussion on how temperament affects impressions of people. Analyze self and complete a plan for self-improvement. Evaluation: These objectives will have been met when a student can look at himself and find the areas in which he needs improvement.</td>
<td>Handout: &quot;How Do You Sound&quot; Handout: Temperament inventory</td>
</tr>
</tbody>
</table>

Evaluate themselves according to appearance and sound.

Identify whether they have introvert, extrovert, or ambivert tendencies and determine how this affects the impression they give.

Make a feasible self-improvement plan.

**C7**
### HOW DO YOU SOUND?

Write the letter (A or B) of the correct usage in the blanks at the right.

<table>
<thead>
<tr>
<th></th>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Between you and I</td>
<td>Between you and me</td>
</tr>
<tr>
<td>2.</td>
<td>It's I</td>
<td>It's me</td>
</tr>
<tr>
<td>3.</td>
<td>We had a swell time</td>
<td>We had a good or fine time</td>
</tr>
<tr>
<td>4.</td>
<td>I feel bad about it</td>
<td>I feel badly about it</td>
</tr>
<tr>
<td>5.</td>
<td>Could have, would have</td>
<td>Could of, would of</td>
</tr>
<tr>
<td>6.</td>
<td>It is real nice</td>
<td>It is very nice</td>
</tr>
<tr>
<td>7.</td>
<td>Don't blame me for it</td>
<td>Don't blame it on (onto) me</td>
</tr>
<tr>
<td>8.</td>
<td>Look it</td>
<td>Look</td>
</tr>
<tr>
<td>9.</td>
<td>It didn't do no good</td>
<td>It didn't do any good</td>
</tr>
<tr>
<td>10.</td>
<td>A bunch of us went</td>
<td>Several of us went</td>
</tr>
<tr>
<td>11.</td>
<td>A friend and I</td>
<td>Myself and a friend</td>
</tr>
<tr>
<td>12.</td>
<td>The reason is <em>because</em></td>
<td>The reason is that</td>
</tr>
<tr>
<td>13.</td>
<td>It happened due to</td>
<td>It happened <em>because</em></td>
</tr>
<tr>
<td>14.</td>
<td>To whom do you <em>refer</em>?</td>
<td>Who do you <em>refer to</em>?</td>
</tr>
<tr>
<td>15.</td>
<td>We couldn't hardly</td>
<td>We could hardly</td>
</tr>
<tr>
<td>16.</td>
<td>In regard to the matter</td>
<td>In regards to the matter</td>
</tr>
<tr>
<td>17.</td>
<td>He divided it among us three.</td>
<td>He divided it between us three</td>
</tr>
<tr>
<td>18.</td>
<td>Are you implying that</td>
<td>Are you referring that</td>
</tr>
<tr>
<td>19.</td>
<td>He gave it to <em>we</em> girls</td>
<td>He gave it to <em>us</em> girls</td>
</tr>
<tr>
<td>20.</td>
<td>I'm not very hungry</td>
<td>I'm not too hungry</td>
</tr>
<tr>
<td>21.</td>
<td>What sort of a (or kind of a)</td>
<td>What sort of (kind of)</td>
</tr>
<tr>
<td>22.</td>
<td>Leave him go</td>
<td>Leave him go</td>
</tr>
<tr>
<td>23.</td>
<td>He <em>don't</em> believe it</td>
<td>He doesn't believe it</td>
</tr>
<tr>
<td>24.</td>
<td>Take this out to the secretary</td>
<td>Bring this out to the secretary</td>
</tr>
<tr>
<td>25.</td>
<td>It is quite unique</td>
<td>It is unique</td>
</tr>
</tbody>
</table>
"HOW DO YOU SOUND"
Answer Sheet

1. B
2. B
3. B
4. B
5. A
6. B
7. B
8. B
9. B
10. B
11. A
12. B
13. B
14. A
15. B
16. A
17. A
18. A
19. B
20. A
21. A
22. B
23. B
24. A
25. B
RATING PROCEDURE

Questions 1 - 27 2 points for every yes
Questions 28 - 50 1 point for every no
Questions 1 - 50 2 points for every no

<table>
<thead>
<tr>
<th>Total points</th>
<th>Personality Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 36</td>
<td>Extrovert *</td>
</tr>
<tr>
<td>37 - 63</td>
<td>Ambivert *</td>
</tr>
<tr>
<td>64 - 100</td>
<td>Introvert *</td>
</tr>
</tbody>
</table>

* EXTROVERT - one whose attention and interests are directed wholly and predominantly toward what is outside the self.

* AMBIVERT - a person having both characteristics of extrovert and introvert.

* INTROVERT - one who turns inward upon himself; one who is wholly concerned in himself.
A TEMPERAMENT CHECK LIST

This check list will indicate certain of your temperament qualities and how they effect your adjustment to your associates and activities, both business and social. There is no such thing as a good or bad mark on this form. A mark of 70% is no better than 30%: it simply means the individuals differ in terms of human qualities.

INSTRUCTIONS: If your answer is "Yes", encircle "Yes"; if "No", encircle "No"; if "Sometimes", encircle "S".

1. Would you rather stay home and read a good book than go out with a group of friends? YES S NO
2. Do you like to do jobs carefully and thoroughly, even when a less perfect job would be all right? YES S NO
3. When you are going to buy something fairly expensive, do you look around carefully before buying? YES S NO
4. Do you like to do arithmetic problems? YES S NO
5. Have you lost out in something you wanted to do by not making up your mind quickly enough? YES S NO
6. Do your friends think you are particular about some things? YES S NO
7. Would you like to have things more settled and safe in your life with nothing to worry about as you look ahead? YES S NO
8. Do you like to make minor repairs or adjustments on autos, appliances, or about the house? YES S NO
9. Does your mind frequently dwell on things you would like to see, do, and have? YES S NO
10. Are you in the clouds one day while "down in the depths" another day? YES S NO
11. Do you tend to blush easily? YES S NO
12. Are you careful not to lend money to acquaintances unless you are sure of their honesty? YES S NO
13. Do you allow people to crowd ahead of you in line? YES S NO
14. Have you ever been afraid of losing a job because your work went badly? YES S NO
15. Does it annoy you to have someone watch you at work? **YES** **S** **NO**

16. Can you keep on doing tiresome, routine work over a long period of time? **YES** **S** **NO**

17. Are you inclined to keep quiet when out with people you do not know well? **YES** **S** **NO**

18. Does it annoy you to have people talk about you? **YES** **S** **NO**

19. Do you like to read serious books and attend lectures? **YES** **S** **NO**

20. Do you have strong religious or political convictions? **YES** **S** **NO**

21. Do you have a strong desire to feel more certain of yourself and to be more self-confident? **YES** **S** **NO**

22. Do you question the wisdom of your decisions after you have made them? **YES** **S** **NO**

23. Do you like to take care of the details of your work? **YES** **S** **NO**

24. Do you come right to the point with what you have to say regardless of the consequences? **YES** **S** **NO**

25. Do you find people so opinionated that it is hard to reason with them? **YES** **S** **NO**

26. In the organizations to which you belong, are you usually satisfied to be a member rather than one of the leaders? **YES** **S** **NO**

27. Do even the most dramatic of your experiences generally leave your personality much the same? **YES** **S** **NO**

28. Can you express yourself orally more easily than in writing? **YES** **S** **NO**

29. Do you remember people well? **YES** **S** **NO**

30. Are you inclined to exaggerate about your experiences or about what you can do? **YES** **S** **NO**

31. Are you usually late for an appointment? **YES** **S** **NO**

32. Is it easy for you to change an opinion or belief? **YES** **S** **NO**

33. Do you like to be busy with several things at the same time? **YES** **S** **NO**

34. Do you find it easy to get started with new projects? **YES** **S** **NO**

35. Are most people willing to cooperate with you and your plans? **YES** **S** **NO**
36. Do you accept people's mistakes and little annoying actions good naturedly? __________ YES  S  NO
37. When you are out with two or three friends, are you usually the one who decides where to go and what to do? __________ YES  S  NO
38. Do you like to have power or influence over people so you can make them do as you wish? __________ YES  S  NO
39. Are you quick to say what you feel like saying as compared to other people? __________ YES  S  NO
40. Are you inclined to go ahead and do things without thinking much about the outcome? __________ YES  S  NO
41. After you have done the big and difficult parts of a job, do you dislike finishing up the odds and ends? __________ YES  S  NO
42. Have other people told you that you are a proud, stuck up, or egotistical person? __________ YES  S  NO
43. Do you laugh readily? __________ YES  S  NO
44. Do you care what other people think about you? __________ YES  S  NO
45. Do you like to gamble? __________ YES  S  NO
46. Do you feel at ease upon entering a room where there are several strange people? __________ YES  S  NO
47. Do people say you are a person who will have his own way? __________ YES  S  NO
48. Do you prefer jobs where you work with other people? __________ YES  S  NO
49. Do you speak to people first on meeting them? __________ YES  S  NO
50. Are you answering these questions quickly, without much thought or deliberation? __________ YES  S  NO

Have you worked in the public? __________
If so, what did you do? __________

What type of personality (extroverts, ambiverts, introverts) do you like to associate with? __________

Of the three personality types what do you consider your parents to be? (extroverts, ambiverts, introverts)
Mother __________
Father __________
### AIMS AND OBJECTIVES

Students will be able to:

- Write his long range goals and aspirations.

### PROCEDURES AND ACTIVITIES

- Individually write a short essay on "How do I see Myself in 1984?"
- Look into preparations necessary to reach the goals the students expressed in their essays.

### RESOURCES AND REFERENCES

- **Film:** "Mirror-Mirror"
  - Idaho Dept. of Health
  - Boise, Idaho
- **Occupational Exploration Kit**
- **Job Briefs**
- **Science Research Associates**
  - 259 East Erie Street
  - Chicago, Illinois 60611
- **Occupational Outlook Handbook**

### Evaluation:

These objectives will have been met when the students are able to set reasonable tentative goals.
**Career Development**  
**Component:** A Self Understanding  
**Unit:** General Personality Traits  
**Topic:** Interests

**LESSON GUIDES:**

**LESSON TITLE:** WHAT ON EARTH AM I DOING NOW?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td>Handout adapted from <em>Your Career if You’re Not Going to College</em> by Splaver. pp. 20-22.</td>
</tr>
<tr>
<td>Realize that he must make his own career decision.</td>
<td>Circulate the handout on YOU.</td>
<td>Filmstrip and cassette &quot;If You're Not Going to College&quot; Guidance Associates.</td>
</tr>
<tr>
<td>List his activities and achievements, his weaknesses and his strengths.</td>
<td>List the following topics on the board and encourage a personal survey:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Scholastic effort—have each student refer to his academic record and see if he's doing his best.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Academic interests—ask himself what areas he excels in; what is his favorite subject?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Faithfulness—is he dependable; does he enjoy school and attend regularly?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Interests—what extra curricular activities does he take part in? Enjoy?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Work experience—does he work or shirk?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Community life—does he contribute anything to the community? What does he gain from the community?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. Leadership—is there leadership ability? Is it being used?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h. Ambitions, dreams, goals—is there an ideal goal in mind? A keen desire to be in a certain position?</td>
<td></td>
</tr>
</tbody>
</table>
Develop a plan to encourage the student toward improvement.

Study the conclusions you came up with and strive to improve your weak points.

Evaluation: These objectives will have been met when the students are able to list their strong and weak points.
KNOW THYSELF

Socrates, the great philosopher, said, "Know thyself." It's easy for us to view others but more difficult to get to know ourselves. But for career planning, it is important to examine your mental abilities, your special abilities, your interests, your personality, your school records, and your work experience.

YOU are most important in determining your future vocation. Deciding upon the kind of work for which you may be best suited and in which you show the greatest promise for success is not an easy task. It calls for serious thought and planning. The first step in this process of career planning is getting to know YOU. The more you know about yourself, the better your chances are for choosing a career successfully.

What about YOU? What are you like and what do you like? What are the characteristics which distinguish you from your friends and schoolmates? What makes YOU distinctly YOU?

Adapted from *Your Career if You're not Going to College*, pp. 20-22, by Splaver.
**Lesson Guides:**

**Lesson Title:** Personality Assessment

<table>
<thead>
<tr>
<th><strong>Aims and Objectives</strong></th>
<th><strong>Procedures and Activities</strong></th>
<th><strong>Resources and References</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate what would be an acceptable job for him.</td>
<td>Discussion of &quot;What is an acceptable job?&quot;</td>
<td>Two filmstrips and two cassettes. (allow 30 minutes)</td>
</tr>
<tr>
<td>Consider personal likes, dislikes, prejudices, interests, etc. in relation to jobs.</td>
<td>Show film Your Personality: The You Other People Know. (Guidance Associates) Discuss film.</td>
<td></td>
</tr>
<tr>
<td>Determine those things which most interest him, and the things he does well.</td>
<td>Give out short aptitude test. Have students make a list of ten positive items he would expect from a job and ten items that would make a job unacceptable. Compare and discuss lists.</td>
<td>Short aptitude test.</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the student is able to judge job acceptability from present interests in relation to one job in each of the DOT categories.
**Career Development**
Component: Self Understanding
Unit: General Personality Traits
Topic: Interests

**AIMS AND OBJECTIVES**
Students will be able to:
- Evaluate their interests and abilities.
- Tentatively select several jobs he feels he would like to do as his life's work.
- Identify if he has to work with people, data or things.

**PROCEDURES AND ACTIVITIES**
- Check jobs on the chart according to their interests. Use the Dictionary of Occupational Titles to broaden each area checked. Use briefs from the SRA Kit to inform students about the jobs they may be interested in.

**RESOURCES AND REFERENCES**
- Film can be rented from Washington State University for $4.96.
- Science Research Associates Widening Occupational Roles Kit, 259 Erie Street, Chicago, Illinois 60611 (List price $211.35  Net price $158.50)

**Evaluation:** These objectives will have been met when the students can identify a few tentative job likes and has read material on them.
JOB INTEREST GROUPS

Choose the groups of jobs that fit your interest of interests. Check the jobs in each group you think would be interesting. Check as many as you like, then use the Dictionary of Occupational Titles to add more jobs to your area of interests.

A. Jobs that show a preference for working with words and ideas as well as with people.
   - Accountant
   - Counselor
   - Computer Programmer
   - Dietitian
   - Lawyer
   - Librarian
   - Nurse
   - Physician
   - Psychologist
   - Social Worker
   - Teacher
   - Technician
   - Medical
   - Dental
   - Veterinarian

B. Jobs that are clerical in nature, indicating an interest in office work and business procedures.
   - Bank Teller
   - Bookkeeper
   - Cashier
   - Computer Operator
   - File Clerk
   - Office Machine Operator
   - Payroll Clerk
   - Receptionist
   - Secretary
   - Stenographer
   - Telephone Operator
   - Typist

C. Jobs that show a preference for working with people in selling.
   - Demonstrator
   - Insurance Sales
   - Real Estate Sales
   - Sales Clerk
   - Stock and Bond Sales

D. Jobs that show a preference for working with your hands creatively.
   - Commercial Display Designer
   - Electrician
   - Floral Designer
   - Interior Decorator
   - Upholsterer

E. Jobs that show you like to work with your hands using tools and machinery.
   - Assembler
   - Dressmaker
   - Garment Worker
   - Laundry Worker
   - Drycleaning Worker
   - Painter
   - School Bus Driver
   - Taxi Driver

F. Jobs that show a preference for working with people in their homes.
   - Baby Sitter
   - Cleaning Woman
   - Homemaker's Aide
   - Housekeeper
   - Maid

G. Jobs that show a preference for working with people - the service occupations.
   - Beautician
   - Elevator Operator
   - Hospital Attendant
   - Kitchen Worker
   - Model
   - Policewoman
   - Practical Nurse
   - Stewardess
   - Waitress
## Lesson Guides:

**Lesson Title:** A Picture of Me in Hobbies

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Take an inventory of likes and dislikes in the hobby and recreational areas.</td>
<td></td>
</tr>
<tr>
<td>Analyze the skills, developed and applied, in his own hobbies and interests.</td>
<td>1. List the hobbies and leisure activities that you especially enjoy and the reasons you enjoy them.</td>
<td></td>
</tr>
<tr>
<td>Relate how these skills may be useful in various vocational areas.</td>
<td>2. List the hobbies you think you would like and give reasons for your choices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. List the extracurricular activities in which you participate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. List others you would like to participate in and tell why.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the student realizes that skills can be obtained even in extracurricular activities.
SELF INVENTORY

Name

Personal Data:
List your outstanding abilities, talents, and strong points.
List your weak points.

Hobbies:
List the hobbies and leisure activities that you like.

Health:
List any physical limitations which may restrict your occupational choice.

Education:
List the school subjects you do best in.
List the school subjects you do least well in.

Extracurricular School Activities:
List the school activities you especially like to take part in.
List the activities that are not school connected that you especially like to take part in.
SELF INVENTORY

Name ____________________________

Personal Data:

List your outstanding abilities, talents, and strong points.

List your weak points.

Hobbies:

List the hobbies and leisure activities that you like.

Health:

List any physical limitations which may restrict your occupational choice.

Education:

List the school subjects you do best in.

List the school subjects you do least well in.

Extracurricular School Activities:

List the school activities you especially like to take part in.

List the activities that are not school connected that you especially like to take part in.
SELF INVENTORY

Name

Personal Data:

List your outstanding abilities, talents, and strong points.

List your weak points.

Hobbies:

List the hobbies and leisure activities that you like.

Health:

List any physical limitations which may restrict your occupational choice.

Education:

List the school subjects you do best in.

List the school subjects you do least well in.

Extracurricular School Activities:

List the school activities you especially like to take part in.

List the activities that are not school connected that you especially like to take part in.
# SELF INVENTORY

## Personal Data:
List your outstanding abilities, talents, and strong points.

List your weak points.

## Hobbies:
List the hobbies and leisure activities that you like.

## Health:
List any physical limitations which may restrict your occupational choice.

## Education:
List the school subjects you do best in.

List the school subjects you do least well in.

## Extracurricular School Activities:
List the school activities you especially like to take part in.

List the activities that are not school connected that you especially like to take part in.
## LESSON GUIDES:

**LESSON TITLE:** INTEREST INVENTORY

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify their interests.</td>
<td>Have each student write down their hobbies, clubs they belong to, types of books they enjoy reading, and classes they like.</td>
<td>Occupational areas may be obtained from the DOT, Vol. II: <em>Dictionary of Occupational Titles</em>.</td>
</tr>
<tr>
<td>Relate occupations to students' interests.</td>
<td>Sort interests on the blackboard. Have students classify them into occupational areas.</td>
<td><em>Occupational Outlook Handbook</em></td>
</tr>
<tr>
<td></td>
<td>Have each student analyze his own interests from his list and relate them to an occupational area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have each student make a list of eight jobs that may be of interest to him from the occupational areas.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when each student is able to list jobs that might be of interest to him.
Career Development
Component: Self Understanding
Unit: General Personality Traits
Topic: Extra Curricular

LESSON TITLE: YOUR INTERESTS AND ABILITIES

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss the difference between forced interests and real interests. Stress the importance of developing new interests. Discuss differences between interests, aptitudes and skills.</td>
<td></td>
</tr>
<tr>
<td>Evaluate their interests, aptitudes, and abilities.</td>
<td>Handout sheet: Things I Do Well</td>
<td></td>
</tr>
<tr>
<td>Inventory interests and abilities.</td>
<td>Handout sheet: Mental Abilities Chart (Science Research Associates)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handout list of activities to show occupational relationships in various study areas that concern interests.</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation: These objectives will have been met when students are able to associate their extracurricular activities with their jobs.

If You're Not Going to College
by Charles Spiegler and Martin Hamburger.
Science Research Associates
Reorder No. 5-1253, 1959.
Chapter II

Succeeding in the World of Work
by Grady Kimbrell and Ben S. Vineyard.
Chapter VI
<table>
<thead>
<tr>
<th>SOCIAL RELATIONS</th>
<th>SPECIAL SKILLS (talents not included elsewhere, in groups, as an individual)</th>
<th>OTHER SCHOOL ACTIVITIES (clubs, extracurricular projects)</th>
<th>SCHOOL SUBJECTS</th>
<th>SPORTS</th>
<th>HOBBIES</th>
<th>AT HOME (chores, family activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT I THINK I'M GOOD AT</td>
<td>SPECIFIC EXAMPLES (name activity)</td>
<td>WHAT OTHERS THINK (things others have said or done about your skill)</td>
<td>COMPARED WITH (name some one skill in this field and state how you compare)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT I'VE EARNED</td>
<td>(grades, prizes, rewards, club offices, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT HOME (chores, family activities)</td>
<td></td>
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</tr>
<tr>
<td>HOBBIES</td>
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<tr>
<td>SPORTS</td>
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<tr>
<td>SCHOOL SUBJECTS</td>
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<td></td>
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</tr>
<tr>
<td>OTHER SCHOOL ACTIVITIES (clubs, extracurricular projects)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIAL SKILLS (talents not included elsewhere, in groups, as an individual)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL RELATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOW TO RELATE SCHOOL SUBJECTS TO OCCUPATIONS

Suggested activities which might be carried out to show occupational relationships in various study areas that concern personal interests.

1. ART
   Study life of an artist and show how this early interest determined his career.

2. BUSINESS
   Bring to class interesting advertisements. Vote on one that holds the greatest sales appeal. Do some original commercials on the video tape.

3. ENGLISH
   Explain why Alice in Wonderland continues to arouse popular interest.

4. HEALTH
   What professional sport holds the greatest interest in your community? Why?

5. HOME ECONOMICS
   What have some persons in this area done to make wheat more interesting to eat?

6. LANGUAGE
   What is more interesting - French song sung in French or the same song translated into English? Why?

7. MATHEMATICS
   Create an interest in arithmetic by learning a number of short cuts for multiplying numbers in your head.

8. MUSIC
   Explain the interest in so-called "modern" music as apposed to traditional classical music.

9. OCCUPATIONS
   Select one occupation. Tell why it holds a high interest for you.

10. SCIENCE
    Demonstrate and explain some simple scientific "trick" that might be used for entertainment on the stage.

11. SHOP WORK
    Why does shop work interest students more than academic work?

12. SOCIAL STUDIES
    Make a poll of teachers. Find out what their interests were during their school days. Is there a relationship between such interests and the subject field in which they teach?
AREAS OF INTEREST

Reading
Writing
Numbers
Art, Design, Music, Drama, Dancing

Commercial Work
Competition
Domestic Duties
Gigantic Task

RELATIONSHIP OF INTERESTS TO OCCUPATIONAL FIELDS

Academic (schoolwork and study) Professional
Literary (reading and writing) Professional
Scientific (laboratory work and discovering new information) Professional
Computational (math and numbers) Professional
Aesthetic (art, design, music, rhythm, dancing) Professional
Social Sciences (helping people solve problems) Professional
Commercial (business enterprises) Clerical and Sales
Clerical (office work, filing, keeping records) Clerical and Sales
Domestic Services Service
Services, except domestic (waiting on customers and carrying out orders) Service
Agriculture Agriculture, Forestry, Fishing
Outdoor Interests Agriculture, Forestry, Fishing
Mechanical (work with hands using tools and machines) Skilled
Creative Skilled
Mechanical Semi-skilled
Manual (work with hands at heavy or light jobs) Semi-skilled
### Lesson Title: Build a Reputation for Reliability and Honesty

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Explain and discuss the need for keeping good attendance and grades as these factors are in the school's permanent records.</td>
<td>Get a sample student folder through the school office.</td>
</tr>
<tr>
<td>Recognize that what they do during school does make a difference in their future.</td>
<td>Have different forms available for students to read that are actually used by the school to send this information to employers.</td>
<td>Get a sample of the form used by your school to send information to employers.</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when students are able to list the factors that are important in reference to their personal school records.
### LESSON GUIDES:

**LESSON TITLE:** OCCUPATION OPPORTUNITIES IN OUR NATION VS. WORLD

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Have students check the want ads in the newspaper for occupations overseas.</td>
<td>Local Newspaper</td>
</tr>
<tr>
<td>Compare and evaluate the likenesses and differences of occupational opportunities in our nation with those in other parts of the world.</td>
<td>Assign the writing of letters to employment services in other nations.</td>
<td>Book: Jobs Abroad Career Guidance Series, $1.95; Arco, 219 Park Avenue South; New York, New York 10003</td>
</tr>
<tr>
<td></td>
<td>Compare the living costs in our nation and other countries.</td>
<td>Try to get a speaker who has been employed overseas.</td>
</tr>
<tr>
<td></td>
<td>Compare and evaluate salaries, taxes in our nation and abroad.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and evaluate cultural and educational differences.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to see the differences in the cultures from country to country.
## Career Development
### Component: Self Understanding
#### Unit: Life Styles
##### Topic: Family Patterns

### LESSON GUIDES:

#### LESSON TITLE: MY LIFE STYLE

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss the various life styles in the United States.</td>
<td>Occupational Outlook Handbook, Science Research Associates Briefs.</td>
</tr>
<tr>
<td>Identify various life styles.</td>
<td>Relate jobs to various geographical locations and living conditions. Give examples.</td>
<td></td>
</tr>
<tr>
<td>Show the relationship between ones job and the geographical location.</td>
<td>Discuss the relationship between ones job and ones social life.</td>
<td></td>
</tr>
<tr>
<td>Show relationship between ones job and his life style.</td>
<td>Prepare individual papers on &quot;My Life Style&quot; and describe how you would like to live. a. Location (approximate) b. Family c. Social Life d. Recreation including vacations, etc. e. House, car, luxuries Conclude paper with the approximate amount of income needed to live the life style chosen.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students become aware of several different ways of living.
### AIMS AND OBJECTIVES

**Students will be able to:**

1. Recognize need to have a balance among emotional, physical, and intellectual energy used on the job and during recreational activities to promote good health.

### PROCEDURES AND ACTIVITIES

- **Ask students when they enjoy active sports most. Restful and mental activity most.**
- **Have students define what "good health" means to them.**
- **Divide the class in half. Have one side compile a list of jobs requiring various physical, mental, and intellectual strain. Have the other side compile a list of recreations requiring various physical, mental, and intellectual strain.**
- **Have the students match the jobs and recreations to have a balance among physical, mental, and emotional activity which would lead to good health.**

### RESOURCES AND REFERENCES

- Dictionary of Occupational Titles, Vol. II.
- Occupational Outlook Handbook.

**Evaluation:** These objectives will have been met when the students can set up a good program for keeping their health.
CAREER DEVELOPMENT
A COURSE OF STUDY
RECOMMENDED FOR NINTH GRADE

IDAHO STATE BOARD FOR VOCATIONAL EDUCATION
518 Front Street, Boise, Idaho 83702
In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501
OCCUPATIONAL INFORMATION COMPONENT

Occupational Information Outline

I. Who Works?

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   Using the DOT .................................................. I-A-2
   Self-Evaluation for Career Information ........................ I-A-2a
   Lesson on DOT Code Understanding .............................. I-A-2b
   Self-Evaluation of Career Vocabulary for People ............ I-A-2c
   Self-Evaluation ................................................ I-A-2d
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   Do You Know the DOT Major Categories? ........................ I-A-3
   DOT Code Cross References for Career or Occupational
   Clusters Designated by U.S. Office of Education ............. I-A-3a
   Occupations in the U.S. ...................................... I-A-4
   Occupations in the U.S. (Con't) ............................... I-A-4a
   (Graph). Industries Providing Services ...................... I-A-4b
   (Graph). Employment in Major Occupational Groups .......... I-A-4c
   Semi-Skilled Occupations ................................... I-A-5
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   Construction .................................................. I-A-7
   Careers in Industry ......................................... I-A-8
   Careers in Hotel, Motel, and Restaurant Industry .......... I-A-9
   Careers in Public Services ................................ I-A-10

II. Where Do People Work?

A. Resource Personnel
   Sources of Information ....................................... II-A-1
   Sources of Information (Con't) ................................ II-A-1a
   Community Vocational Occupations ......................... II-A-2

B. Distribution of Workers
   Area Occupations ........................................... II-B-1
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   Job Survey of Women ......................................... II-B-4
   Occupation Mother ........................................... II-B-5
   Occupation Mother (Con't) .................................. II-B-5a
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III. Classifying

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   Health Services ............................................. III-A-1
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IV. Job Requirements

A. Education Development
   What My High School Record Tells About Me
   Will You Be There
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   Distributive Education
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B. Aptitudes
   Personnel Competition Within the World of Work

C. Physical Demands
   Are Hazardous Working Conditions for Me?

D. Conditions of Work
   What Information Do I Need to Know About Occupations
   Occupation Information Questionnaire

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   What Jobs are Available that Will Fit My Interests?
   Job Insecurities

V. In-Depth Study of the Job

A. Computational
   An Accountant--Me?

B. Service
   Introduction to Jobs in the Building and Grounds
   Maintenance
   Job Survey

C. Technical
   What Is An Engineer?
   Who Will Be Technicians of Tomorrow?
   Who Is A Potential Technician?

D. Agriculture
   Grain Industry
   Ranching and Livestock Industry
   Ranching and Livestock Industry (Con't)

E. Logging
   Logging Industry

F. Transportation
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VI. Field Trips

A. Types of Work
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   A. Work Experience
      Work Experience .......................................................... VIII-A-1

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      Career Days ............................................................. IX-A-1

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      How’s My Background ................................................. X-A-1
LESSON GUIDES:

**LESSON TITLE:** THE D. O. T. - WHAT IS IT?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td>Introduce the concept of grouping and the need for it.</td>
<td>Research information in the Dictionary of Occupational Titles. Vol. II.</td>
</tr>
<tr>
<td>Use the DOT</td>
<td>Discuss occupational divisions and groups. Classify a variety of jobs under the major categories. Discuss other ways of grouping jobs.</td>
<td>Circle graph of categories will be included.</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students can efficiently use the Dictionary of Occupational Titles.
**AIMS AND OBJECTIVES**

Students will be able to:

- Find areas of interest in the DOT.
- Understand some of the many categories and variations within a given field of work.

**PROCEDURES AND ACTIVITIES**

- Assign each student to find three jobs of specific interest to themselves in the Dictionary of Occupational Titles.
- Each student is to write the descriptions of the jobs as found in the Dictionary of Occupational Titles. List the major field of each job and three related jobs for each.

**RESOURCES AND REFERENCES**

- Dictionary of Occupational Titles
- Handout: DOT Code Vocabulary

**Evaluation:** These objectives will have been met when the students are able to efficiently use the Dictionary of Occupational Titles.
Lesson on DOT Code Understanding

"Rate Yourself"

Vocabulary Words for Data-------------------------Relating to Occupational Words

1. Digit-----------------a single numeral, separate or in a group

2. Data-----------------Information

(CODE # for these words in the DOT data category)

<table>
<thead>
<tr>
<th>Rate Yourself</th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Synthesizing</td>
<td>Interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Coordinating</td>
<td>Determining operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Analyzing</td>
<td>Examine and evaluate several alternate actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Compiling</td>
<td>Gathering, collecting information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Computing</td>
<td>Arithmetic operations, reporting or doing action prescribed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Copying</td>
<td>Transcribing or posting data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Comparing</td>
<td>Judging observable, functional, structural or compositional characteristics for similarities or differences of data, people, or things</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Self Evaluation of Career Vocabulary for People**

DOT Code digit position for career information about people. (see DOT Code Graph)

**Code designation for the 5th digit meaning**

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Rate Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Negotiating---Exchange ideas, formulate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>joint policies and decisions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Instructing---Teaching, explaining</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Supervising---Directing or over-seeing</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Diverting---Amusing others</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Persuading---Influence others in favor of a product, serving or point of view</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Speaking-signaling---Exchange information, give directions to convey command, warning</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Serving---Attending to the needs or requests of the people or animals where immediate response is involved</td>
<td></td>
</tr>
</tbody>
</table>

Look in your dictionary for more detailed definition of these words.
SELF EVALUATION

Career information uses words to help us understand certain aspects of different jobs and our own potentials.

Define these vocabulary words--
(The capital letter before each word is the code letter used for that word)

G--Intelligence

Underline Yes if you think you can

Yes No Follow 2 step instructions.
Yes No Read, count, record numbers.
Yes No Add, subtract, multiply, divide by arithmetical methods.
Yes No Use fractions, decimals, percentages.
Yes No Follow diagrams.
Yes No Use data for surveys.
Yes No Interpret schedules, do algebra, geometry.
Yes No Interpret a variety of instructions oral or written.

Rate Yourself
Excellent Average Poor

V--Verbal
N--Numerical
S--Spatial
P--Form perception
Q--Clerical
K--Motor coordination
F--Finger dexterity
M--Manual dexterity
E--Eye, foot, hand coordination
C--Color discrimination

Apt--Aptitudes

Which of the above aptitudes of your own can you identify as excellent or average or poor?
Self Evaluation of Career Information

Words dealing with things

(Find where things are shown on your circle DOT Code graph)

DOT (6) digit code for relationship of jobs to things

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>How well you work with</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inanimate objects - Things</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>Tangible - That can be touched or felt by touch</td>
<td>Average</td>
</tr>
<tr>
<td>3</td>
<td>Distinguished - Celebrated, famous</td>
<td>Poor</td>
</tr>
<tr>
<td>4</td>
<td>Substances - The physical matter of which a thing consists, materials</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Setting up - Adjusting tools</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Precision working - Responsibility for certain standards, tool adjustment, and judgment</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Operating - Controlling - Start-stop control machines, fabricate process. Observe dials, gauges, valves, and reactions of materials</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Driving operating - Estimating speeds, distances, trucks, crane conveyor systems, tractors, paved road-lines, etc.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Manipulate - Use tools with precision.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tending - Starting, stopping by flipping switches in response to lights</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Feeding off-bearing - Placing or removing equipment or material from machines</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Handling - Use hand tools, to move or convey, little judgment involved</td>
<td></td>
</tr>
</tbody>
</table>
CAREER AWARENESS CIRCLE GRAPH

Circle Graph shows clues to job functions.

Develop your own personal Career Survey Organizer in the blank Circle Graph.

Use DOT Code (Dictionary of Occupational Titles), used by U.S. Department of Labor and State Department of Employment classification system for identifying job titles.

Center Ring: Broad areas of Careers, 0-9, one digit identification.

- 0. Professional
- 1. Managerial technical
- 2. Clerical - Sales
- 3. Service
- 4. Farming, Fishery, Forestry
- 5. Processing
- 6. Machine Trades
- 7. Bench Work
- 8. Structural Work
- 9. Miscellaneous

Second Ring: Jobs with at least two digit DOT Code.

List at least 3 in each broad area of careers.

Write in titles of three divisions of jobs.

Look up major requirements.

(Relationship to people in second digit)

Third Ring: Jobs with at least three digit DOT Code.

Write in title of each you learn about.

List and study job briefs of at least six different jobs in each area (at least two jobs for each division).

(Relationship to things in third digit)

Outside Ring: List job choices with job title number of goal jobs, entry jobs, interim jobs, pay of each, major activity or skill required.

- Amount of training required
- Where training offered (and cost)
- Advantages
- Disadvantages
### AIMS AND OBJECTIVES

Students will be able to:

- Identify and describe the 10 major categories of the Dictionary of Occupational Titles.

### PROCEDURES AND ACTIVITIES

- Through the use of the Dictionary of Occupational Titles, the students can locate and state the 10 major categories.

- Class discussion on what is included in each category.

- Each student will fill out the major category sections of the Career Awareness Circle Graph.

### RESOURCES AND REFERENCES

- Dictionary of Occupational Titles
- Career Awareness Circle Graphs (can be copied for each student)

### Evaluation

These objectives will have been met when the students are able to list and describe the ten major categories used in the Dictionary of Occupational Titles.
DOT Code Cross References for Career or Occupational Clusters
Designated by the U.S. Office of Education

<table>
<thead>
<tr>
<th>Related Categories of the Dictionary of Occupational Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business and Office Occupations</td>
</tr>
<tr>
<td>2. Marketing and Distribution Occupations</td>
</tr>
<tr>
<td>3. Communications on Media Occupations</td>
</tr>
<tr>
<td>4. Construction Occupations</td>
</tr>
<tr>
<td>5. Manufacturing Occupations</td>
</tr>
<tr>
<td>6. Transportation Occupations</td>
</tr>
<tr>
<td>7. Agricultural Business and Natural Resources Occupations</td>
</tr>
<tr>
<td>8. Marine Science Occupations</td>
</tr>
<tr>
<td>9. Environmental Control Occupations</td>
</tr>
<tr>
<td>10. Public Services Occupations</td>
</tr>
<tr>
<td>11. Health Occupations</td>
</tr>
<tr>
<td>12. Hospitality and Recreation Occupations</td>
</tr>
<tr>
<td>13. Personal Services Occupations</td>
</tr>
<tr>
<td>14. Fine Arts and Humanities Occupations</td>
</tr>
<tr>
<td>15. Consumer and Homemaking Related Occupations</td>
</tr>
</tbody>
</table>
### AIMS AND OBJECTIVES

Students will be able to:

- List the broad categories of occupations in the United States.
- Select one or more jobs that may appeal to them.

### PROCEDURES AND ACTIVITIES

- List the nine occupational categories as found in the Dictionary of Occupational Titles. Under each category give a brief description of each occupation. List several jobs under each major category.
- Choose one job title that appeals to you and under it describe:
  - Work performed on the job
  - Worker requirements
  - Training required

### RESOURCES AND REFERENCES

- Occupational Outlook Handbook
- Guidance Associates Films and Cassettes
- "Choosing Your Career" Harcourt, Brace & World, Pleasantville, New York 10570

The nine occupational categories are:

0. Professional, technical, and managerial occupations
1. Clerical and sales occupations
2. Service occupations
3. Farming, fishery, forestry, and related occupations
4. Processing occupations
5. Machine trades occupations
6. Bench work occupations
LESSON TITLE: OCCUPATIONS IN THE UNITED STATES
(Con't)

8 Structural work occupations
9 Miscellaneous occupations

(Note: If (0) and (1) are counted separately, there are 10 categories.)

Evaluation: These objectives will have been met when the students are able to acquaint themselves with some of the qualifications required for certain jobs.
**Career Development**

**Component:** Occupational Information

**Unit:** Who Works?

**Topic:** Broad Occupational Fields

---

**LESSON GUIDES:**

**LESSON TITLE:** THE SEMI-SKILLED OCCUPATIONS

<table>
<thead>
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<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Have students use the Dictionary of Occupational Titles to find the jobs that are semi-skilled. Have them locate their code numbers so they become familiar with the use of them.</td>
<td>Dictionary of Occupational Titles</td>
</tr>
<tr>
<td>Identify the nature of semi-skilled workers and list some jobs so identified.</td>
<td>List the semi-skilled occupations according to the Dictionary of Occupational Titles. Include the nature of work involved. Also the preparation needed.</td>
<td>Occupational Outlook Handbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dictionary of Occupational Titles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science Research Associates Career Information Kit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Occupations and Careers by Walter J. Greenleaf McGraw-Hill Book Company</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World of Work Series I McGraw-Hill Filmstrips 619249 (1967)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) TV Repairman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Gas Station Attendant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Vending Machine Routeman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Office Worker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(e) Hairdresser</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to identify some areas of work which are semi-skilled and the qualifications for them.
CAREER DEVELOPMENT
Component: Occupational Information
Unit: Who Works?
Topic: Broad Occupational Fields

LESSON GUIDES:

LESSON TITLE: BANKING SERVICES

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
</table>
| Students will be able to: | Discuss state and national banks. Film: "Fred Meets a Bank"; Coronet Films 65 East South Water Street, Chicago. (Black & White--$81.25; Color--$162.50). | Film: "Fred Meets a Bank"
Eyegate Filmstrip
"How to Use Your Checkbook"
Eyegate Filmstrips, Inc.
Jamaica, New York 11435 |
| List the many services banks perform. List the different types of banks. | Discuss services, such as--savings, safety deposit boxes, loans, checking accounts, etc. | Film: "Story of a Check"; Washington State University, Pullman, Washington 99163 ($4.60). |
| List cash substitutes. | Take a field trip to a local bank. | |
| Demonstrate the workings of a bank. | | |

Evaluation: These objectives will have been met when the students recognize the usefulness of banks. Also the many job opportunities involved with a bank.
**Career Development**
Component: Occupational Information
Unit: Who Works?
Topic: Broad Occupational Fields

**LESSON GUIDES:**
**LESSON TITLE: CONSTRUCTION**

<table>
<thead>
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<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Consider some of the different job titles included: carpenter, electrician, plumber, and bricklayer. Consider the wide variety of jobs available in each field.</td>
<td>Dictionary of Occupational Titles, Vol. II.</td>
</tr>
<tr>
<td>Discuss duties and requirements of several construction workers.</td>
<td>Take up the general duties and specific responsibilities for becoming each of the above. Discuss salary scales and working conditions.</td>
<td>Get some brochures on these &quot;jobs&quot; and let students read them. They may be obtained from the local employment office.</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to list some of the jobs included in this field and some of the general requirements of each.
**AIMS AND OBJECTIVES**

Students will be able to:

- Explain some of the general skills needed for industrial work.

**PROCEDURES AND ACTIVITIES**

- Consider some different branches of this field, such as: printing, air conditioning, aviation, mechanics, manufacturing, and the garment industry.
- Explore the work-study program available in these fields. Describe typical apprenticeship requirements.

**RESOURCES AND REFERENCES**

- Dictionary of Occupation Titles.
- Get some brochures from the local employment office.
- Science Research Associates Kit containing briefs.
- 35 minute filmstrip with cassettes; Bowmar Films: "Air Frame Mechanic" and "Electro Mechanical Assembler" Bowmar Films, 622 Rodier Drive, Glendale, California 91201.

**Evaluation:** These objectives will have been met when the students become familiar with some of the many branches this field encompasses.
### Lesson Title: Careers in the Hotel and Restaurant Industry

#### Aims and Objectives

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify some of the specific job titles and requirements in the hotel and restaurant industry.</td>
</tr>
</tbody>
</table>

#### Procedures and Activities

| Consider the many jobs this area includes. Get a guest speaker who is a manager of a hotel or restaurant and have them inform the students of their responsibilities. | Detail the usual hotel departments: housekeeping, reservations, and desk services; also laundry and business services. Break down different jobs in the food service line. |

#### Resources and References

- Dictionary of Occupational Titles
- Pamphlets: "Scholarship in Hotel and Restaurant Schools" "Directory of Hotel and Restaurant Schools" Cornell University, Statler Hall, Ithaca, New York 14850.

#### Evaluation

These objectives will have been met when the students are able to list five different job titles in each of these fields.
### AIMS AND OBJECTIVES

Students will be able to:

- Explain some skills and responsibilities needed by workers in public services.

### PROCEDURES AND ACTIVITIES

- Describe the careers in public services. Some of them are: (1) police department (2) airline stewardesses (3) barbers (4) beauticians (5) postal workers.
- Explore the similarities among these fields in terms of interest in people, dedication to the field and a willingness to take independent responsibility.

### RESOURCES AND REFERENCES

- Dictionary of Occupational Titles.
- Film: "General Services" Doubleday Multimedia 1371 Reynolds Avenue Santa Anna, California

### Evaluation

These objectives will have been met when the students are able to list some of the skills and qualities of those who go into public services.
### AIMS AND OBJECTIVES

Students will be able to:

Determine where information can be acquired about a number of diversified occupations.

Write letters asking for current information.

### PROCEDURES AND ACTIVITIES

Have an informal discussion on the sources of information available.

Have the students write several letters to various companies requesting information. Compare the results when they have been answered.

### RESOURCES AND REFERENCES

- **Occupational Outlook Handbook**
  - U. S. Government Printing Office

- **Dictionary of Occupational Titles**
  - U. S. Department of Labor
  - Bureau of Employment Security
  - U. S. Government Printing Office
  - Washington, D.C. 20402

- **Occupational Briefs**
  - Science Research Associates, Inc.
  - 259 East Erie Street
  - Chicago, Illinois 60611
LESSON TITLE: SOURCES OF INFORMATION
(Con't)

Explain how various companies promote themselves through different types of media that can give or loan occupational information.

Have a businessman come in and discuss some of the different ways they let the public know of their occupational possibilities.

Arrange for a speaker.

Evaluation: These objectives will have been met when students learn how and where to go for occupational information.
The document describes a lesson plan titled "Community Vocational Opportunities" under the component "Career Development: Occupational Information." The unit is "Where Do People Work?" and the topic is "Resource Personnel." The lesson aims to help students identify local job opportunities and observe work carried on in several local businesses and vocational schools. Students will be able to:

- Identify local job opportunities.
- Observe work carried on in several local businesses and vocational schools.

The procedures and activities include:

- Have the class list local vocational opportunities that do not require a college degree.
- Through a discussion, pool class information about local vocational opportunities. Point out what might be seen on a tour and what one should look for. Take the tour in groups of about 15 and observe the work first hand.

Evaluation: These objectives will have been met when the students have had the opportunity to visit some of the local businesses, and can list the different jobs in each.

Resources and references:
- Pamphlets from Vocational Schools; newspapers.
- Place all material in notebook.
- Make prior arrangements with the tour people and set up a time for the tour.
- SVE Educational Filmstrip "What is a Job?" 1345 Diversey Parkway Chicago, Illinois.
## AIMS AND OBJECTIVES

Students will be able to:

- Determine what jobs are available in the community.
- Look for jobs.

## PROCEDURES AND ACTIVITIES

Let each student choose one of the nine major occupational areas and make a collection of advertisements for that occupational area. These advertisements may come from:

a. Newspapers  
b. Magazines  
c. Trade publications  
d. Employment agencies

Summarize the advertisements according to title, salary, experience, and special requirements.

Discuss the resources and trade of the community in relation to the advertisements to determine if these jobs will continue in the area.

## RESOURCES AND REFERENCES

- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- Census Reports from the Department of Commerce.
- Newspapers circulated within the area.
- Magazines
- Trade Publications

## Evaluation

These objectives will have been met when the students are able to find jobs that are available in their immediate community.
**Career Development**
- Component: Occupational Information
- Unit: Where Do People Work?
- Topic: Distribution of Workers in Idaho

**LESSON GUIDES:**

**LESSON TITLE:** DISTRIBUTION OF WORKERS IN IDAHO

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td>Occupational Outlook Handbook</td>
</tr>
<tr>
<td>Evaluate job opportunities statewide.</td>
<td>Compare the industry groupings to the occupational groupings in the Dictionary of Occupational Titles Code. Discuss why they are different and how they overlap.</td>
<td>Have handout ready.</td>
</tr>
<tr>
<td></td>
<td>Find an occupational brief for each industry on the following 1972 Idaho Economic Trends list.</td>
<td>Idaho Manpower Review Monthly</td>
</tr>
<tr>
<td></td>
<td>The number of retail jobs and jobs in services are increasing. All the rest are down or the same at this time. (Note: Current reports on the job market are available through the Department of Employment and should be used for this lesson.)</td>
<td>State Department of Employment.</td>
</tr>
<tr>
<td></td>
<td>Have them list where these SRA job briefs will fit on the industry list.</td>
<td>Science Research Associates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Briefs from Occupational Exploration Kits, Widening Occupational Roles Kit, or other kits with job briefs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic Economic Data for Idaho</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State Department of Idaho</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State House</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boise, Idaho</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to list a general distribution of workers in Idaho.
**LABOR FORCE EMPLOYMENT TRENDS**
for
IDAHO - JANUARY, 1972*

<table>
<thead>
<tr>
<th>Civilian Labor Force</th>
<th>307,800 - down 4,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>17,500 - up 2,800</td>
</tr>
<tr>
<td>Percent Unemployed</td>
<td>5% - up 1%</td>
</tr>
<tr>
<td>Total Employed</td>
<td>290,200 - down 7,400</td>
</tr>
</tbody>
</table>

| Agricultural         | 36,500 - down 6,500 |
| Nonagricultural      | 253,700 - down 900  |
| Self Employed & Domestics (Nonagricultural) | 34,700 - down 200 |
| Wage & Salary Workers (Nonagricultural) | 219,000 - down 700 |

| Total Manufacturing  | 42,000 - down 900 |
| Durable Goods       | 21,200 |
| Lumber              | 13,400 |
| Stone, Clay, & Glass | 1,000 |
| Primary Metal       | 1,300  |
| Fabricated Metal    | 900    |
| Machinery           | 700    |
| Transportation Equipment | 2,500 |
| Other               | 1,400  |

| Nondurable Goods    | 21,400 - down 400 |
| Food & Kindred Products | 16,600 - down 400 |
| Paper & Allied Products | 1,100 - same |
| Printing, Publishing & Allied Products | 1,700 - same |
| Chemical & Allied Products | 1,400 - same |
| Other Nondurable Goods | 600 - same |

| Total Manufacturing  | 176,400 - up 200 |
| Mining              | 3,500 - same |
| Construction        | 10,900 - down 1,200 |
| Interstate Railroad | 3,300 - same |
| Transportation (Nonrailroad) | 5,100 - down 100 |
| Communications      | 3,300 - same |
| Electricity, Gas, & Sanitary Service | 2,600 - same |
| Wholesale Trade     | 10,400 - same |
| Retail Trade        | 42,800 - up 1,200 |
| Finance & Real Estate | 8,500 - same |
| Service & Miscellaneous | 34,700 - up 800 |

| Federal Government Employment | 9,100 - down 100 |
| Government, State, Local Education | 23,700 - same |
| Government, State, Local Administrative | 18,400 - down 400 |

**Agricultural Employment:** 15% of Idaho Labor Market in 1971. 31% in 1951.

| Unpaid Family Workers | 25,900 |
| Hired Workers         | 10,600 |

*Idaho Manpower Review Monthly available then from the Department of Employment.*
## AIMS AND OBJECTIVES

Students will be able to:

<table>
<thead>
<tr>
<th>Identify some of the advantages of self-employment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the qualifications needed for self-employment.</td>
</tr>
</tbody>
</table>

### PROCEDURES AND ACTIVITIES

| Define self-employment and list some of the jobs that fit into that category. |
| Find out some of the personality traits and educational requirements which are associated with success in different self-employment jobs. |
| Interview people employed in these areas of occupational categories to find some of the advantages and disadvantages that aren't obvious. Report the findings to the class. |

### RESOURCES AND REFERENCES

- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- A local businessman who is self-employed may be a guest speaker.

### Evaluation

These objectives will have been met when the students are able to list some advantages and some disadvantages to being self-employed.
<table>
<thead>
<tr>
<th>LESSON GUIDES:</th>
<th>LESSON TITLE: JOB SURVEY OF WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT:</td>
<td>Topical Information</td>
</tr>
<tr>
<td>Component:</td>
<td>Occupational Information</td>
</tr>
<tr>
<td>Topic:</td>
<td>Distribution of Workers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURES AND ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>List the occupations in their immediate area for women.</td>
</tr>
<tr>
<td>List each business in the local town or city that employs women. Under each business, list the job titles of the women employed and the approximate hours each week.</td>
</tr>
<tr>
<td>Appoint class members to make a survey of some of the local businesses. After this is completed, a class discussion on the following subjects can be taken up:</td>
</tr>
<tr>
<td>a. How many women are employed in the local business people?</td>
</tr>
<tr>
<td>b. How many are full-time employees?</td>
</tr>
<tr>
<td>c. What is the most common type of job?</td>
</tr>
<tr>
<td>d. Did any particular job appeal to you?</td>
</tr>
<tr>
<td>e. What kind of job do you think you would like?</td>
</tr>
<tr>
<td>f. Do you feel that you should be learning any particular skills while in high school that might help you later?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local business people.</td>
</tr>
<tr>
<td>Wilson Educational Cassette &quot;Women in Work&quot;</td>
</tr>
<tr>
<td>H. Wilson Corp.</td>
</tr>
<tr>
<td>555 West Taft Drive</td>
</tr>
<tr>
<td>South Holland, Illinois</td>
</tr>
</tbody>
</table>

Evaluation: These objectives will have been met when the students realize women's place in local businesses, industries, and the professions.
### LESSON GUIDES:

#### LESSON TITLE: OCCUPATION MOTHER.

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: Recognize the role of the woman who cares for a family full-time by choice.</td>
<td>Discussion with class of advantages of the family who has a full-time mother, as opposed to the family of a working mother. Care must be taken not to put down either, but consider each realistically. The following points might be solicited: a. At what age do children need full-time care most? b. Is there enough to keep a woman busy at home all day in this day and age? c. How much of the volunteer work of our society is done by women who are full-time mothers? d. Do children with working mothers fare worse than those with mothers who do not work? e. During what hours is it most important that children be supervised by an adult? Does it have to be their mother? Consider other mothering roles, such as foster mothers, house mothers of institutions, etc.</td>
<td>Information can be obtained from brochures from the local child's health clinic. Handbook on Women Workers Government Printing Office Washington, D. C. Filmstrip and LP record: &quot;Home Economics: Child Care Commercial Serving Food Preparations&quot; Instructional Materials Laboratory. Occupational Outlook Handbook U. S. Department of Labor U. S. Printing Office Washington, D. C.</td>
</tr>
</tbody>
</table>
Recognize that this occupation of mother requires training and competence similar to that of an independent businessman.

Discuss what things a person needs to know to be a mother and where such information can be obtained. Compare the occupation of mothers with salesmen or farmers who must be self-starters and who plan and are responsible for their own work. Discuss the rewards, monetary and personal, of mothering.

Evaluation: These objectives will have been met when the students recognize the different "mothering" occupations there are available.
**AIMS AND OBJECTIVES**

Students will be able to:

1. Evaluate the role technology plays in various careers in Idaho.

**PROCEDURES AND ACTIVITIES**

- Have students collect opinions from parents and friends about the influence of technology on their careers and in the world. Discuss the opinions and ask student to research these via the library in order to evaluate opinions as to fact or fiction.
- Ask each student to write a couple of paragraphs on his findings relative to the effect of modern technology on his career selections.

**RESOURCES AND REFERENCES**

- Library books and magazines.
- Filmstrip and cassette: "The Nation's Builders" Bowmar Films, 622 Rodier Drive, Glendale, California 91201.

**EVALUATION**

These objectives will have been met when the students are able to determine if technology has an affect on careers today.
### LESSON GUIDES:

**LESSON TITLE:** HEALTH SERVICES

<table>
<thead>
<tr>
<th>STUDENTS WILL BE ABLE TO:</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>List jobs in the health field.</td>
<td>Have the students make a list of all the jobs they know of in this particular field. Discuss some of the requirements to be in these jobs.</td>
<td>SVE Educational Filmstrip &quot;Hospital Workers&quot;</td>
</tr>
<tr>
<td>Identify jobs in a hospital.</td>
<td>Arrange for some guest speakers to inform the students about the way of life for those who work in a hospital. Some suggestions for speakers are: doctors, nurses, dieticians, veterinarians, and dental technicians.</td>
<td>Arrange for a guest speaker from Health Service Occupations.</td>
</tr>
<tr>
<td>Summarize educational and health requirements for health workers.</td>
<td>Detail some of the knowledge needed by practical nurses, histological technicians, dental technicians, and animal caretakers.</td>
<td>Dictionary of Occupational Titles</td>
</tr>
<tr>
<td></td>
<td>Arrange for a tour of State Hospital North or the nearest hospital.</td>
<td>Make arrangements for the tour.</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to make a list of jobs included in this field.
<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will meet in the classroom. With note pad and pencils, they will then go to two or three local merchandising establishments.</td>
<td>Wilson Educational Cassette</td>
</tr>
</tbody>
</table>
H. Wilson Corp.  
555 West Taft Drive  
South Holland, Illinois                                                   |
|                                                        | The following day will be spent in the discussion of the things learned from these merchants. | "Cabbages to Kings and Various Things"  
Retailing  
Bowmar Filmstrips and Cassettes                                              |

Evaluation: These objectives will have been met when the students are able to see what jobs are alike at all of the places visited.
### AIMS AND OBJECTIVES

Students will be able to:

- Identify a variety of jobs related to sports.
- List the qualifications and abilities required in occupations related to sports and recreation.

### PROCEDURES AND ACTIVITIES

- Look up physical education in the Dictionary of Occupational Titles. List the occupations available and some qualifications and limitations of each.
- Have students choose specific job occupations and go into some research on them. Have students make reports to the class.

### RESOURCES AND REFERENCES

- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- S.R.A. Career Information Kit Science Research Associated Chicago, Illinois
- Eyegate Filmstrips
  - "Are You Looking Ahead?" Kit
  - "Do You Like Sports?"

### Evaluation

These objectives will have been met when the students are able to list some of the abilities and qualifications necessary to be a physical education teacher or the like.
### LESSON GUIDES:

**LESSON TITLE:** A GAME: WHAT'S MY LINE?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>A previous study of many fields and specific jobs described in the Dictionary of Occupational Titles should have been completed so the students are able to identify jobs through data, people, or things.</td>
<td>Prepare a list of job titles.</td>
</tr>
<tr>
<td>Pinpoint a job title.</td>
<td>Teacher should prepare a list of &quot;lines&quot; (job titles) to use in the game. Establish some rules so all are aware of what questions are useful and permitted.</td>
<td>Dictionary of Occupational Titles</td>
</tr>
<tr>
<td>Complete successfully in a career identification game.</td>
<td>1. Teacher should assume the role of the contestant and write the job title on a desk pad out of view of the students. 2. Students will ask questions such as, &quot;Do you work inside?&quot; &quot;Does it take longer than six months to learn your job?&quot; &quot;Do you earn more than $10,000 a year?&quot;</td>
<td></td>
</tr>
</tbody>
</table>

- Occupational Outlook Handbook
- Job Briefs
- Widening Occupational Roles Kit
- Color coded job briefs for data, people, or things.
- Assign a scorekeeper.
LESSON TITLE: A GAME: WHAT'S MY LINE?
(Con't)

points for each YES answer and lose a turn for every NO answer.

Evaluation: These objectives will have been met when the students are able to identify the job titles through data, people, or things.
## LESSON GUIDES:

**LESSON TITLE:** WHAT MY HIGH SCHOOL RECORD TELLS ABOUT ME

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: Acquaint themselves with the things that employers are looking for on their school records. Acquaint themselves with the things that teachers, administrators, and interested parties look for in their high school records.</td>
<td>Discuss a permanent record. Get a blank one from the office and demonstrate what information is recorded. Invite the principal or counselor to introduce the information. Explain what future employers ask for in their investigation of a student for employment. Talk about attitudes, good morals, hard work in developing a good record, and assuring a good recommendation.</td>
<td>Get a school record. <strong>Choosing a Career In A Changing World</strong> by Virginia Westervelt. <strong>Facing Life's Problems</strong> by Rand McNally Co. <strong>Psychology for Living</strong> by Herbert Sorenson and Marguerite Malm. <strong>Filmstrip and Cassette</strong> &quot;How to Succeed in High School by Trying&quot; Guidance Associates. Harcourt, Brace and World Pleasantville, New York</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students realize the importance of maintaining a good school record.
### Lesson Title: Will You Be There?

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss the importance of school records in general, but zero in on the attendance aspect and its carry over to the job.</td>
<td>Filmstrip: &quot;Developing Study Skills&quot; Guidance Associates Harcourt, Brace and World Pleasantville, New York 10570</td>
</tr>
<tr>
<td>Understand how his attendance records will follow him even into the world of work.</td>
<td>Have some school official (counselor, principal) discuss the value of good attendance, and show how attendance and tardiness are recorded on permanent records.</td>
<td></td>
</tr>
<tr>
<td>Recognize the importance of promptness and good attendance record while in school.</td>
<td>Have local employer (s) discuss their interest in a potential employee's school attendance record and how attendance and punctuality in school may carry over to the job.</td>
<td></td>
</tr>
<tr>
<td>Relate employee's promptness and good attendance on the job.</td>
<td>Assign a group of students to prepare a bulletin board which will display and emphasize the importance of punctuality and good attendance and their carry over to the job. Obtain for their use school permanent record folders and forms from employers requesting school records.</td>
<td></td>
</tr>
<tr>
<td>Discuss potential employer's interest in grades and in attendance records.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON TITLE: WILL YOU BE THERE?
(Con't)

Assign students for a panel discussion on the importance of punctuality and good attendance both in school and on the job.

Evaluation: These objectives will have been met when the students realize the importance of good school attendance.
### LESSON GUIDES:

**LESSON TITLE: DISTRIBUTIVE EDUCATION**

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Arrange for a guest speaker who is in this field to come and speak to the class on the variety of jobs included in this area of work.</td>
<td>Arrange for guest speaker.</td>
</tr>
<tr>
<td>Discuss how distributive education prepares for a variety of jobs.</td>
<td>Discuss the economic principles involved in production, wholesaling, retailing, and sales distribution. Describe the kinds of things distributive education students learn on the job.</td>
<td>Get brochures from the nearest branch of DECA (local high school).</td>
</tr>
<tr>
<td>List requirements for entrance into a Distributive Education Program.</td>
<td>Make a list of the types of jobs available to distributive education students. Explain the background and organization of the Distributive Education Clubs of America (DECA).</td>
<td>Guidance Associates Harcourt Brace Jonanovich, Inc. Pleasantville, New York &quot;Preparing for the World of Work&quot; Part II.</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students know how they can become involved with this type of training program.
### Lesson Title: Business Education, IV-A-4

#### Lesson Guide: Business Education

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td>Arrange for guest speaker.</td>
</tr>
<tr>
<td>Describe the role of a secretary.</td>
<td></td>
</tr>
<tr>
<td>List the skills needed by a secretary or clerical worker.</td>
<td></td>
</tr>
<tr>
<td>List the skills for office occupations which can be obtained in high school.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to see the life of the secretary more clearly.

**Resources and References:**

- Dictionary of Occupational Titles.
- Film: "Clerical" (9 minute color); Doubleday Multimedia.
### AIMS AND OBJECTIVES

**Students will be able to:**

- List different occupations which they may choose for work.
- Identify employer requirements and conditions affecting employment.

### PROCEDURES AND ACTIVITIES

- List the careers which the students might be interested in because of their geographical location and availability to the student's environment. List the fields that look especially promising for employment opportunities.
- Point out how competitive workers will affect the students' chances in the fields of work they might choose. Explain the more qualified they become through training, the better prepared they will be. The better prepared persons will usually survive longer job lives.
- Hand out charts and graphs to show the following aspects of job opportunities:
  - Necessary education and training for jobs.
  - How job opportunities open as replacements are needed and growth of new jobs takes place.
  - How school enrollment is on the increase.
  - Unemployment rates.
  - How education increases expected lifetime earnings.

### RESOURCES AND REFERENCES

- Use Science Research Associates File and student's suggestions.
- "What Good Is School?" (Singer); Society for Visual Education, Educational Filmstrip.

### Evaluation

These objectives will have been met when the students realize that a good education is necessary for a good job.
**AIMS AND OBJECTIVES**

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate how important competition is affecting their employment.</td>
</tr>
<tr>
<td>Observe a variety of careers and determine if competition is apparent in the role of the employee.</td>
</tr>
</tbody>
</table>

**PROCEDURES AND ACTIVITIES**

<table>
<thead>
<tr>
<th>Have students play competitive games among themselves. (Teacher should observe.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Card Games; for example, rummy</td>
</tr>
<tr>
<td>b. Crossword Puzzles</td>
</tr>
<tr>
<td>c. Number Games</td>
</tr>
<tr>
<td>Have students evaluate what they observed. Express whether they enjoyed such competition, both group and individual.</td>
</tr>
<tr>
<td>View filmstrips indicating the role of various jobs. Ask students to identify what kinds of competition are involved on the part of the employees and employers. Present a handout relative to the films already seen.</td>
</tr>
<tr>
<td>Have students list which jobs would most appeal to him from the films viewed, then have him compare those choices with his competitive nature.</td>
</tr>
</tbody>
</table>

**RESOURCES AND REFERENCES**

<table>
<thead>
<tr>
<th>Deck of cards and some crossword puzzle books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filmstrips: &quot;Sales Associate&quot; or any of Bowmar's cassette films. Handout.</td>
</tr>
</tbody>
</table>
**Lesson Guides:**

**Lesson Title:** ARE HAZARDOUS WORKING CONDITIONS FOR ME?

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss with the class occupations which they already know that involve high risks and hazards. Make a list of these occupations and the salary offered for each job to let the student see if he &quot;feels the risk is worth it.&quot;</td>
<td>Occupational Outlook Handbook</td>
</tr>
<tr>
<td>Cite unusual conditions involved in many jobs.</td>
<td>Invite community speakers (firemen, policemen, loggers, miners) to speak to the class about their jobs giving opinions about the danger involved as well as their reasons for the choice of a job.</td>
<td>Brochures can be obtained from The International Association of Fire Fighters, 905-16th St., Washington, D.C.</td>
</tr>
<tr>
<td>Determine what he feels would be &quot;hazardous&quot; on several jobs.</td>
<td>Compare the advantages and disadvantages of working on a &quot;hazardous&quot; job. Have each student write an analysis from the information acquired stating whether he would work at one of these jobs and the reasons why.</td>
<td></td>
</tr>
<tr>
<td>Compare hazards and safety factors of several occupations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students can see advantages as well as disadvantages to working on a hazardous job.
## LESSON TITLE: WHAT INFORMATION DO I NEED TO KNOW ABOUT AN OCCUPATION?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td>Wilson Educational Cassettes &quot;Introducing the World of Work&quot;, H. Wilson, Corporation, 555 West Taft Drive, South Holland, Illinois.</td>
</tr>
<tr>
<td>List the many factors he must know about an occupation before deciding to engage in it.</td>
<td>Discuss what the students feel is necessary occupational information.</td>
<td>Handout: Occupational Information Questionnaire.</td>
</tr>
<tr>
<td>Develop a thorough, comprehensive guide for all future occupational investigation.</td>
<td>Have teams of students compose a list of needed information; then exchange them until all lists have been read. Hand out teacher-made questionnaire for study; students can correct and modify it to their lists. Print a revised form. Questionnaires should be kept in Career Guidance Notebook for future reference.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when students become aware of the information they should have on an occupation before they decide to engage in it.
### I. CHARACTERISTICS

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cheerful, pleasant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Located in congested, polluted area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Generally deals with people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Generally deals with things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Limited to small area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Requires concentration frequently</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Geographical relocation</td>
<td></td>
<td></td>
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<tr>
<td>B. Certificate or license</td>
<td></td>
<td></td>
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<tr>
<td>C. Security clearance</td>
<td></td>
<td></td>
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<tr>
<td>D. Secure bond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Union membership</td>
<td></td>
<td></td>
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<tr>
<td>F. Overtime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Obsolescence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Initial investment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Seasonal work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. High school required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Hazardous working conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Unusual working hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. REWARDS

<table>
<thead>
<tr>
<th>Reward</th>
<th>Excel</th>
<th>Aver</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial -- Salary per Mo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overtime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status -- Fellow worker recognition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community recognition</td>
<td></td>
<td></td>
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<tr>
<td>Challenge</td>
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<td></td>
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<tr>
<td>Advancement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal satisfaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement paid by company</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement partly paid</td>
<td></td>
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</tr>
<tr>
<td>Company stock paid</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Personal leave per year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sick leave per year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacation days paid per year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. FUTURE TRENDS

A. Is there a possibility of obsolescence of this job in the future? If yes, in about how many years?

B. Will the job allow you to advance on to a similar one if it does become obsolete? If yes, would you have to obtain some training for this position? If yes, could you manage this both mentally and financially?

### V. MISCELLANEOUS INFORMATION
### AIMS AND OBJECTIVES

Students will be able to:

- Identify occupations he might be interested in and capable of performing.
- List sources of occupational information and cite the uses of the sources.

### PROCEDURES AND ACTIVITIES

- Attempt to motivate students to seek occupational information emphasizing the necessity of having to work for a living. Increase interest and awareness by visiting various local businesses and job sites. All of the following are things to help familiarize the students with different branches of work:
  - a. Field trips
  - b. AV materials
  - c. Films
  - d. Guest speakers
- Use the Dictionary of Occupational Titles, the Employment Service, Occupational Briefs as sources of information and familiarize the students with the use of each.

### RESOURCES AND REFERENCES

- "Preparing for the Jobs of the 70's"
  - Guidance Associates
  - Harcourt, Brace, Jonanovich, Inc.
  - Pleasantville, New York
- Dictionary of Occupational Titles
- Occupational Briefs
- Speakers

**Evaluation:** These objectives will have been met when the students are able to find information they desire by going to the reference material suggested.
### AIMS AND OBJECTIVES

Students will be able to:

- List advantages and disadvantages of seasonal jobs.

### PROCEDURES AND ACTIVITIES

- List uncommon job types like seasonal work, construction, etc. Discuss pay and how it affects people since it is good while you work, but you don’t always work. Some jobs of this type don’t have retirement benefits, hospital insurance benefits, or social security.

- Discuss things like different kinds of shifts and travel connected jobs, and how it affects the family life. Discuss the continually moving to the area where the work is available.

- If possible, have the students interview people in these jobs.

### RESOURCES AND REFERENCES

- Dictionary of Occupational Titles, Vol. II.
- U.S. Government Printing Office
- Washington, D.C.

- Science Research Associates
- Career Information Kit

- Wilson Educational Cassette
- "Mechanical Interest Occupations"
- H. Wilson Corp.
- 555 West Taft Drive
- South Holland, Illinois

### Evaluation:

These objectives will have been met when the students are able to pick out jobs that may not be secure because of seasonal reasons.
### Lesson Guides:

**Lesson Title:** AN ACCOUNTANT--ME?

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Distribute and discuss the handouts on accounting from the American Accounting Association.</td>
<td>Handouts</td>
</tr>
<tr>
<td>Relate the possibilities of accounting in the area.</td>
<td>Have a Certified Public Accountant present the picture of accounting—its requirements, problems, advantages, and rewards.</td>
<td>Arrange for a speaker.</td>
</tr>
<tr>
<td>Examine his potential relative to employment in the accounting field.</td>
<td>Summarize the experience needed, training needed, abilities and interests required, time demanded, job location, advancement opportunities, compensation, benefits, and rewards.</td>
<td>Wilson Educational Cassette &quot;Computational Interest Occupations&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Occupational Outlook Handbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science Research Associates Brief</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to see some advantages to this type of work.
Career Development
Component: Occupational Information
Unit: In-Depth Study of Jobs
Topic: Service

LESSON GUIDES:

LESSON TITLE: INTRODUCTION TO JOBS IN THE BUILDING AND GROUNDS MAINTENANCE FIELD

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss jobs in the field as students believe them to be. Consider duties, salary, working conditions, status in the community, qualifications, advantages, and disadvantages. As a result of this discussion, have each student fill out the Job Survey form, answering questions as he now believes them to be. The form should be dated and kept by the teacher.</td>
<td>Job Survey Form</td>
</tr>
<tr>
<td>List jobs in the building and grounds maintenance field.</td>
<td>Each student will choose and interview one person in the building-maintenance or groundkeeping business and note new data on the Job Survey form. Have the students report on variations they discovered from the first discussion.</td>
<td>Make up a list of persons to whom the students could see for interviews.</td>
</tr>
<tr>
<td>Meet people who do maintenance work, and to enable students to visualize themselves in such a job.</td>
<td>A guest speaker might be invited to discuss the jobs in this field and tell in more detail the work involved in this line.</td>
<td>Speaker: Building and Maintenance Superintendent of the local school district.</td>
</tr>
<tr>
<td>Appreciate the worth and dignity to jobs essential to society.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation: These objectives will have been met when the students are able to identify with a person who has worked in this field.
JOB SURVEY

This is a survey of your understanding of a particular occupation.

JOB TITLE ____________________________________________

1. What is the supply and demand of the workers locally? Where in Idaho?
2. What are the employment opportunities locally? Where in Idaho?
3. What is the nature of the work?
4. Work Environment (Under what conditions is this work performed?)
5. What are the special physical demands?
6. Name any special aptitudes . . . Mental, Emotional, Special physical skills.
7. What are the special interests people in this occupation possess?
8. Are there any special tools and equipment required in this occupation?
9. Do you have to have a certificate or license to work in this occupation?
10. Are there union requirements?
11. Schooling required to prepare for this job.
12. Apprenticeship YES _____ NO _____
13. How do you get started in this occupation?
14. Are there advancement opportunities in this field?
15. What are the average earnings per week in this occupation?
16. Name any special benefits such as retirement, insurance, etc.
17. What are the hours per week?
18. Are there paid vacations?
### LESSON GUIDES:

**LESSON TITLE:** WHAT IS AN ENGINEER?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: Discuss the engineer and his role in this world of technology.</td>
<td>Discuss the opportunities in the field of engineering and the salary rates and qualifications. Read pages 19-22 titled &quot;World of Technology&quot; from Career Opportunities. Invite an engineer to attend your class and talk to the students on the field of engineering in regards to its growth and future rewards. Present a chart of the vast number of schools offering engineering technician programs. Show the film &quot;Where the Action Is&quot; which not only discusses the engineer but gives insight to other jobs.</td>
<td>Dictionary of Occupational Titles Career Opportunities, p. 313. Film: &quot;Where the Action Is&quot; Idaho State University</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to list some of the duties and rewards received from becoming an engineer.
### LESSON GUIDES:

**LESSON TITLE: WHO WILL BE THE TECHNICIANS OF TOMORROW?**

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be/able to:</td>
<td>Discuss what technicians are. Relate their place in today's world. Discuss personal traits which would cause a person to want to be a technician. Relate the educational requirements of this job.</td>
<td>Dictionary of Occupational Titles.</td>
</tr>
<tr>
<td>Discuss how technicians are utilized in industry.</td>
<td>Point out the importance of the technician in development of luxury we have in this modern life, and the challenges that go along with this kind of occupation. Handout: &quot;Who Is a Potential Technician?&quot;</td>
<td>Film: &quot;Technicians&quot; Doubleday Multimedia 1371 Reynolds Avenue Santa Anna, California</td>
</tr>
<tr>
<td>Identify their potential for technical jobs.</td>
<td></td>
<td>Handout from Career Opportunities Engineering Technicians Doubleday 1970 p. 27.</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students recognize the rewards of this particular job.
WHO IS A POTENTIAL TECHNICIAN?

Young people who:

... are attracted to the activities and sounds of construction projects, factories, airports, shipping terminals, and such places where men and machinery are working.

... are attracted to laboratories or laboratory apparatus or scientific instruments. They notice and examine mechanical, electronic, radio, or photographic equipment when they see pictures of it in newspapers, comics, magazines, or on television.

... like a science fiction or scientific exploration stories and pick out the television programs or magazines or books telling such stories.

... see meaning in pictures of blueprints, factory production layouts, wiring diagrams, or water-flow charts.

... like to do work on things and answer the questions "What is it?" and "How does it work?"

... are the hands-on at home because they know how to use tools and like to adjust or fix things that are not working right.

from: Career Opportunities--
Engineering Technicians
Doubleday 1970
p. 27.
## LESSON GUIDES!

**LESSON TITLE: GRAIN INDUSTRY**

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss qualifications of this type of occupation. Give the student an opportunity to analyze his personal abilities in regard to this job and also the different varieties of jobs related with this industry.</td>
<td>Dictionary of Occupational Titles</td>
</tr>
<tr>
<td>Analyze self as to his worth in the grain industry.</td>
<td>Discuss the qualities of service in which one has a positive reaction. List and evaluate undesirable traits in which one has a negative reaction. Elaborate on qualities to serve people. a. Must be able to work with other people b. Must be able to communicate c. Must be able to analyze problems</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to identify the abilities necessary for workers in the grain industry.
### LESSON GUIDES:

**LESSON TITLE:** RANCHING AND LIVESTOCK INDUSTRY

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss qualities in which one has a positive reaction to this type of work. List undesirable points in which one has a negative reaction.</td>
<td>Wilson Educational Cassette &quot;Outdoor Interest Occupations&quot; H. Wilson Corp. 555 West Taft Drive South Holland, Illinois.</td>
</tr>
<tr>
<td>Analyze himself as to his interest in the ranching and livestock industry.</td>
<td>Recognize traits necessary in order to do work of this kind.</td>
<td></td>
</tr>
<tr>
<td>List the necessary qualities he must possess in a self-employed industry such as the ranching and livestock industry.</td>
<td>a. Must have knowledge of kind of work, hours, pay.</td>
<td></td>
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<tr>
<td></td>
<td>b. Must be able to get along with others with whom he associates.</td>
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<td></td>
<td>c. Must be able to face reality and a certain amount of hardship.</td>
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<tr>
<td></td>
<td>d. Must be able to cope with the elements of all seasons.</td>
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<tr>
<td></td>
<td>e. Must be sure that this is the line for him.</td>
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<tr>
<td></td>
<td>f. Must realize that time is not always his own. Sometimes, Sundays, long hours, and holidays are included as regular work days when it is necessary.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON TITLE: "RANCHING AND LIVESTOCK INDUSTRY (Con't)

Determine his interest in such an occupation.

Introduce a list of jobs within ranching and livestock. Clarify each job as a type of work. Consider the monetary part of it.

Evaluation: These objectives will have been met when the students can recognize the different types of work involved with ranching and livestock.

Dictionary of Occupational Titles
## LESSON GUIDES:

### LESSON TITLE: THE LOGGING INDUSTRY

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss the conservation practices that are necessary to prevent over-taxing one of our oldest and most valuable natural resources. Point out the danger of cutting too many trees.</td>
<td>Get pamphlets on logging and conservation from Potlatch Forests, Inc., in Lewiston, Idaho.</td>
</tr>
<tr>
<td>Identify the importance of conservation as related to the logging industry.</td>
<td>Arrange for a visit to a saw shop to investigate the cost of the initial investment of logging equipment.</td>
<td>&quot;The Potlatch Story&quot; Potlatch Forests, Inc. Lewiston, Idaho 83501 (16 mm. 27 min)</td>
</tr>
<tr>
<td></td>
<td>Hand out pamphlets with pictures of the logging industry from the beginning to the end of the finished product. PFI would be a good source for pamphlets.</td>
<td></td>
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<tr>
<td></td>
<td>List any sub-divisions of the industry that give rise to job opportunities in other related occupations.</td>
<td></td>
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<tr>
<td></td>
<td>Discuss the advantages of out-of-doors work in the woods and its healthful effect on the worker.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students can list some of the duties of the logging man.
### Career Development
Component: Occupational Information
Unit: In-Depth Study of One Job
Topic: Transportation

**LESSON GUIDES:**

**LESSON TITLE:** TRUCK-TRAILOR DRIVING

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td>Imperial International Learning Tapes, Inland Audio-Visual Company, Spokane, Washington 99205, &quot;Truck Driver&quot;</td>
</tr>
<tr>
<td>List the procedures necessary in order to obtain a job as a trucker.</td>
<td>Discuss what is necessary so far as training is concerned—the benefit of a good attitude toward traffic safety. Explain licensing procedures. Point out the necessity of a good driving record.</td>
<td></td>
</tr>
<tr>
<td>Outline advantages and disadvantages of truck-trailer driving.</td>
<td>List all the skills that the driver must acquire in order to hold the job. Relate the aspects of salary and the opportunities for advancement in the field of work. Discuss good points as well as the bad ones for those who work as truck drivers—away from family for long periods of time, subjected to all kinds of weather conditions. See lots of country in travels and perform services for people. Visit a truck terminal and allow students to mingle and talk with the drivers as they prepare to leave on their trips. Perhaps arranging for more interested students to make a &quot;run&quot; with a driver.</td>
<td></td>
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</table>

**Evaluation:** These objectives will have been met when the student can see the advantages as well as the disadvantages to this field.
### LESSON GUIDES:

**LESSON TITLE:** PLANT TOURS

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Make arrangements with personnel of a local plant to have a tour conducted. Let him know the size of the group and the time, and what you wish to see. Teacher should make a preliminary visit and select important points to emphasize.</td>
<td>Occupational Handbook by Robert Hoppock, McGraw-Hill Book Company.</td>
</tr>
<tr>
<td>See, hear, feel, and smell the environment in which they may work if they choose any of the occupations observed.</td>
<td>Occupational Information on pages 231 and 232 give some good suggestions. Explain to students that they are to focus their attention on the workers not on the process. A discussion after the tour should be used to clear up any misunderstandings and initiate a discussion of abilities, aptitudes, interests, and job satisfaction.</td>
<td></td>
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<tr>
<td>Exhibit the behavior expected in a place of business.</td>
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</tbody>
</table>

**Evaluation:** These objectives will have been met when the students have had the opportunity to see the workings of a business.
### Lesson Guides:

**Lesson Title:** Resource Personnel Utilization

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
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</tr>
<tr>
<td>Listen to and question resource persons in a manner consistent with the objectives of the class.</td>
<td>Have students list possible resource people for occupational information.</td>
<td></td>
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<tr>
<td>Have students list topics which interest them to enable the instructor to obtain some speakers.</td>
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<tr>
<td>Role play some phoning exercises for making appointments before going to visit resource people.</td>
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<tr>
<td>Practice proper contacting procedures.</td>
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<tr>
<td>Seek workers for job information about conditions of work.</td>
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<td></td>
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<tr>
<td>Seek supervisors for job information about what workers need to do.</td>
<td></td>
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</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students can list appropriate questions and contact methods for obtaining job information from resource persons.

- Contact local service and civil clubs, and the Chamber of Commerce.
- Local telephone book.
- Business and Industry Directory
- Occupational Outlook Handbook
- Science Research Associates Briefs
- Guidance material can be obtained from: Guidance Publications, 355 State Street Los Altos, California 94022
### AIMS AND OBJECTIVES

- Students will be able to:
  - Observe a whole day of work with a worker.
  - List job requirements, responsibilities, and activities.

### PROCEDURES AND ACTIVITIES

- Prearrange with parents and administrator for permission for students to be away from school for one whole day. Job observations could be selected by the students or assigned by the instructor.
- Have students suggest possible local jobs that would be possible to observe for a full day. Consult with resource committee for additional opportunities.
- Contact the employer or supervisor to obtain permission for one student to observe a job for one full day. Each student can write to one employer asking to observe a particular job for one day, and after returning, each student should write a thank-you note to the worker he observed and the employer of the worker.
- Students will write a summary in the format of a job brief of the job visited and report it to the class.

### RESOURCES AND REFERENCES

- Community employers and workers.
**LESSON GUIDES:**

**LESSON TITLE:** CAREER DAYS

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Early preparation is necessary for Career Days. Correlate with the school administrator to choose responsible panel. Have students meet with an adult resource panel to expand their contacts with people in different occupations. Each panel member should have a student host. After Career Days, the student committee should send thank-you notes. Nicely written invitations would also be appropriate. Plan that jobs from each category should be discussed. Often employees or personnel managers can discuss requirements for several types of occupations they employ. Have students prepare questions to ask about job responsibilities, attitudes, and preparations required for employment.</td>
<td>Contact career speakers.</td>
</tr>
<tr>
<td>List the names of companies in the vicinity that employ workers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List employers expectations of workers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to list some of the responsibilities required in each occupation discussed. List names of companies that may employ them in the future.
LESSON GUIDES

LESSON TITLE: HOW'S MY BACKGROUND? OR ANYONE FOR A FAMILY SKELETON?

AIMS AND OBJECTIVES

Students will be able to:

Relate the importance of a good attendance, attitude, scholastic, extracurricular activity, work experience, citizenship, and reference record.

Build such records satisfactorily in preparing for obtaining a job.

PROCEDURES AND ACTIVITIES

Discuss occupations where attendance is of vital importance. Arrange for a field trip through a local telephone company with a company representative informing students of the telephone company's policy of putting on probation employees missing more than three days per year.

Discuss the value of work experience in securing future jobs. Have a local high school cooperative program director and Youth Employment Service employee speak on securing jobs. Have the speaker explain what personal characteristics a good scholastic and extracurricular activity participation indicates.

Invite a local policeman to speak on the consequence of a police record on future jobs or military service.

Emphasize that usually three references must be given in job applications. 1. Job experience, 2. Scholarship, and 3. Character.

RESOURCES AND REFERENCES

Get a speaker from the Youth Employment Service.

Get a speaker from the local police department.

Evaluation: These objectives will have been met when the students realize the need for keeping a clean record.
### AIMS AND OBJECTIVES

**Students will be able to:**

- Discuss how occupations change and other jobs are created.
- Discuss that people change through world progress.
- Discuss that it is rewarding to have a vocation which helps meet other people's needs.

### PROCEDURES AND ACTIVITIES

1. List some of the problems created by technology.
2. List vocations and jobs which these problems may create.
3. List occupations of grandparents or ancestors.
4. List those jobs and occupations that are now extinct.
5. Discuss personal values derived from jobs and occupations which help others.

### RESOURCES AND REFERENCES

- Bowmar
- "Jobs for the Now Generation"
- Filmstrips and Cassettes

**Evaluation:** These objectives will have been met when the students realize that more and more jobs are being created.
IMPLEMENTING CAREER PLANS

CAREER DEVELOPMENT
A COURSE OF STUDY
RECOMMENDED FOR NINTH GRADE

IDAHO STATE BOARD FOR VOCATIONAL EDUCATION
518 Front Street, Boise, Idaho 83702
In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501
IMPLEMENTING CAREER PLANS COMPONENT

Implementing Career Plans Outline

I. Selecting Broad Fields
   A. Selecting Categories
      Selecting Broad Fields: I-A-1
      Application of Interests and Abilities to Broad Fields: I-A-2

II. Selecting Representative Jobs
   A. Alternate Vocations
      Do I Need an Alternate Vocational Plan: II-A-1

III. Planning High School Programs
   A. High School Subjects
      High School Subjects and a Job: III-A-1

IV. Planning Post High School Programs
   A. College
      "How to Read College Vocational School Catalogs": IV-A-1
      Career Exploration: IV-A-1a
      Career Exploration (Con't): IV-A-1b
   B. Vocational Technical Training
      Post High School Education and Training
         (Graph) Estimated Earnings: IV-B-1
         IV-B-1a
   C. Military
      Is Training in the Military for Me?: IV-C-1
   D. Apprenticeships
      Apprentice Programs: IV-D-1

V. Getting a Job
   A. Employment Service
      What Can the Employment Service Do?: V-A-1
   B. Help Wanted Ads
      Help Wanted: V-B-1
   C. Job Interviews
      The Job Interview: V-B-1
      Preparing a Resume: V-C-1
      The Boss Needs to Know About You
         Who is a Good Reference?: V-D-1
      Preparing Application Letters
         Letter of Application: V-D-2
      Application Forms
         Filling Out Application Forms
            Personal Data Sheet: V-F-1
            Personal Data Sheet (Con't): V-F-1a
            Personal Data Sheet (Con't): V-F-1b
            Personal Data Sheet (Con't): V-F-1c
            Personal Data Sheet (Con't): V-F-1d
VI. Holding a Job

A. Unions
   Unions
   [VI-A-1]

B. Continuity of Employment
   Money Management
   Money Management (Con't)
   [VI-B-1a]

C. Employee Obligations and Responsibilities
   Don'ts for Job Seekers
   [VI-C-1]


**Lesson Title:** What can the Employment Office Do?

<table>
<thead>
<tr>
<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
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<tr>
<td>List services the employment office provides to aid the worker.</td>
<td>A member of the staff of the local employment agency will come out and give a talk on the services of the employment office such as employment benefits, placement and training programs.</td>
<td>Arrange for a speaker.</td>
</tr>
<tr>
<td>List what process a person must do to obtain benefits of the employment service.</td>
<td>A form that is filled out on an employed person will be explained and how the benefits work.</td>
<td>Supply forms for the class to use.</td>
</tr>
<tr>
<td>Relate how the office obtains job openings and how they go about placing a person on a job.</td>
<td>Information and brochures from the employment office could give the material needed to find out how and where jobs are obtained by the office.</td>
<td>Resource person Field trips</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students realize the help received from the employment office.
# AIMS AND OBJECTIVES

Students will be able to:

- Use ads in various newspapers to find local opportunities.
- Interpret and read the ads.
- Prepare a letter in answer to a want ad.

## PROCEDURES AND ACTIVITIES

- **Find out what jobs are open in your local community through the want ads.** Discuss the sources of help wanted ads.
  - a. Newspapers
  - b. Magazines
  - c. Posters
  - d. Employment Office Notices
- **Read and discuss several want ads.** Have a large variety of interest to all the students. Have students review three ads and tell what employer means in the references.
- **Students write two letters of application.**

## RESOURCES AND REFERENCES

- "Extension, Evening Correspondence and Workshop Study" Wilson Educational Cassette.
- Newspapers and magazines.

Evaluation: These objectives will have been met when students are able to list sources of help wanted ads and interpret their meaning.
Lesson Guides:

Lesson Title: The Job Interview

### Aims and Objectives

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
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<tbody>
<tr>
<td>Prepare for an interview.</td>
</tr>
<tr>
<td>Use the proper procedure in simulated job interviews.</td>
</tr>
</tbody>
</table>

### Procedures and Activities

<p>| | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Define an interview and discuss the things the employer wants to find out about you. Discuss dress, manner, and attitude for the interview.</td>
<td>Discuss the appropriate way to arrange for an interview by making an appointment. Inform students of the things they should have with them when they go for the interview. Role play video, or tape interview techniques.</td>
</tr>
<tr>
<td>Divide the class. Appoint certain jobs to each group and have them write mock skits to portray various characters from case studies.</td>
<td></td>
</tr>
</tbody>
</table>

### Resources and References

- Dictionary of Occupational Titles
- Succeeding in the World of Work International Learning Tapes: "Your Job Interview" "The ABC's of Getting and Keeping a Job" "Applying for the Job You Want"

Evaluation: These objectives will have been met when the students are able to list the procedures for interviews.
# Lesson Guides: The Boss Needs to Know About You

## Aims and Objectives

Students will be able to:

- Prepare a personal data sheet.

## Procedures and Activities

- Discuss information an employer should know about a prospective employee and ways an employer could obtain needed information.

- Display a collection of data sheets and discuss how to prepare one.

- Practice preparing data sheets, often called resumes.

## Resources and References

- *Succeeding in the World of Work*
  McKnight & McKnight Publishing Company
  Bloomington, Illinois.

- *Secretarial Office Practice*
  South-Western Publishing Company
  Cincinnati, Ohio ($3.60)

## Evaluation

These objectives will have been met when the students are able to fill out data sheets quickly, completely, and legibly.
### AIMS AND OBJECTIVES

Students will be able to:

1. Write a reference request.
2. Secure a list of personal references for use in applying for a job.

### PROCEDURES AND ACTIVITIES

- **Explain the reasons for having a good recommendation, and the importance of a good reference in getting a job.**
- **Show a form that may be used for personal reference purposes.** Invite an employer to attend class to discuss how much emphasis he may place on the recommendation—helping you stress the importance of a good reference.
- **Students write letters securing permission to use selected persons as references.**

### RESOURCES AND REFERENCES

"Your Personality and the You Others Know"
Guidance Associates
Harcourt, Brace, and World
Pleasantville, New York 10570
Film and Cassette

### Evaluation

These objectives will have been met when the students are able to make a list of persons whom they could use for reference if necessary.
**Lesson Title:** Letter of Application

### Aims and Objectives

Students will be able to:

- Write application letters.

**Procedures and Activities**

- Discuss when the letters should be written and why they should be written.
- Five phases in construction of the letter:
  - a. The approach
  - b. Creating interest
  - c. Arousing desire
  - d. Instilling confidence
  - e. The closing paragraph
- Have each student write a letter of application along with a personal data sheet.

**Resources and References**

- Succeeding in the World of Work pp. 43-51.
- Have handouts on the letter form and content of the letter and the data sheet.

**Evaluation:** These objectives will have been met when the students are able to write letters of application including all the important points necessary.
### LESSON GUIDES:

**LESSON TITLE:** IS TRAINING IN THE MILITARY FOR ME?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
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<tr>
<td>List the opportunities military training provides for career preparation.</td>
<td>Compare other financial aid available for technical study such as vocational training.</td>
<td>Pamphlets from recruiting office.</td>
</tr>
<tr>
<td></td>
<td>Contact local recruiting office for publications of training available in the service or send for free job training course information to Army Opportunities, Department 200, Hampton, Virginia 23369.</td>
<td>&quot;Careers in the Military Service&quot; Wilson Educational Cassette</td>
</tr>
<tr>
<td></td>
<td>Outline the qualification requirements for service entry.</td>
<td></td>
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<tr>
<td></td>
<td>Discuss how young people who wish to be in the service can plan to use their training opportunities for their future goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find out how people use military training in civilian life. Get information from former service people or local ROTC program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List advantages and disadvantages of service related training.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Get the local military service recruiter to speak.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to list some of the advantages and some of the disadvantages of service training.
Career Development
Component: Implementing Career Plans
Unit: Planning Post High School Program
Topic: Apprenticeships

LESSON GUIDES:

LESSON TITLE: APPRENTICE PROGRAMS

<table>
<thead>
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<tr>
<td>Students will be able to:</td>
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</tr>
<tr>
<td>List apprenticable vocations.</td>
<td>Define the term &quot;apprentice.&quot; List different classifications of jobs and programs available.</td>
<td>&quot;Apprenticeships and On-The-Job Training&quot; Wilson Educational Cassette</td>
</tr>
<tr>
<td>Secure information about apprenticeship opportunities in the local community.</td>
<td>Use available occupational information to research specifics needed in the category you chose.</td>
<td>Information can be obtained from the State Apprentice Coordinator in Boise, Idaho. The unions of different branches of work also have coordinators with information available.</td>
</tr>
</tbody>
</table>

"Job Attitudes - Liking Your Job and Your Life" Guidance Associates Harcourt, Brace, and World Pleasantville, New York Filmstrips and Records

Evaluation: These objectives will have been met when the students become aware of the advantages of an apprenticeship program.
# Lesson Guides:

**Lesson Title:** WHAT CAN THE EMPLOYMENT OFFICE DO?

## Aims and Objectives

<table>
<thead>
<tr>
<th>Students will be able to:</th>
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<tr>
<td>List services the employment office provides to aid the worker.</td>
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<td>List what process a person must do to obtain benefits of the employment service.</td>
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<tr>
<td>Relate how the office obtains job openings, and how they go about placing a person on a job.</td>
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## Procedures and Activities

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<tr>
<td>A member of the staff of the local employment agency will come out and give a talk on the services of the employment office such as employment benefits, placement and training programs.</td>
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<td>Information and brochures from the employment office could give the material needed to find out how and where jobs are obtained by the office.</td>
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## Resources and References

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<tbody>
<tr>
<td>Arrange for a speaker.</td>
<td>Supply forms for the class to use.</td>
</tr>
<tr>
<td>Resource person</td>
<td>Field trips</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students realize the help received from the employment office.
**Career Development**
Component: Implementing Career Plans
Unit: Broad Categories of Work
Topic: Employment Service

**LESSON GUIDES:**

**LESSON TITLE:** COMPANY, INDUSTRIAL, AND GOVERNMENTAL EMPLOYMENT OFFICES (BOTH STATE AND FEDERAL)

<table>
<thead>
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<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the importance of &quot;organization&quot; even in small concerns.</td>
<td>Discuss how each enterprise organizes different occupational skills.</td>
<td>&quot;Social Service Occupations&quot; Wilson Educational Cassettes</td>
</tr>
<tr>
<td>Recognize the many different types of work in single organizations.</td>
<td>List on the chalkboard five organizations, businesses, or individuals who may be in need of employees. Discuss with students which occupations their abilities relate. Assign the students to review brochures and identify local jobs which are considered social services. Report on individual findings.</td>
<td>Brochures from the local post office.</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students understand that one organization is made up of many occupations.
# Career Development

Component: Implementing Career Plans
Unit: Getting a Job
Topic: Help Wanted Ads

## Lesson Guide:

**Lesson Title:** Help Wanted

<table>
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<th>Aims and Objectives</th>
<th>Procedures and Activities</th>
<th>Resources and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Find out what jobs are open in your local community through the want ads. Discuss the sources of help wanted ads.</td>
<td>&quot;Extension, Evening Correspondence and Workshop Study&quot; Wilson Educational Cassette.</td>
</tr>
<tr>
<td>Use ads in various newspapers to find local opportunities.</td>
<td>a. Newspapers</td>
<td>Newspapers and magazines.</td>
</tr>
<tr>
<td>Interpret and read the ads.</td>
<td>b. Magazines</td>
<td></td>
</tr>
<tr>
<td>Prepare a letter in answer to a want ad.</td>
<td>c. Posters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Employment Office Notices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read and discuss several want ads. Have a large variety of interest to all the students. Have students review three ads and tell what employer means in the references.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students write two letters of application.</td>
<td></td>
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**Evaluation:** These objectives will have been met when students are able to list sources of help wanted ads and interpret their meaning.
### LESSON GUIDES:

**LESSON TITLE:** THE JOB INTERVIEW

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<td>Students will be able to:</td>
<td>Define an interview and discuss the things the employer wants to find out about you. Discuss dress, manner, and attitude for the interview.</td>
<td>Dictionary of Occupational Titles</td>
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<tr>
<td>Prepare for an interview.</td>
<td>Discuss the appropriate way to arrange for an interview by making an appointment. Inform students of the things they should have with them when they go for the interview.</td>
<td>Succeeding in the World of Work</td>
</tr>
<tr>
<td>Use the proper procedure in simulated job interviews.</td>
<td>Role play video, or tape interview techniques.</td>
<td>International Learning Tapes</td>
</tr>
<tr>
<td></td>
<td>Divide the class. Appoint certain jobs to each group and have them write mock skits to portray various characters from case studies.</td>
<td>&quot;Your Job Interview&quot;</td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to list the procedures for interviews.
**Career Development**
Component: Implementing Career Plans
Unit: Getting a Job
Topic: Preparing a Resume

**LESSON GUIDES:**

**LESSON TITLE:** THE BOSS NEEDS TO KNOW ABOUT YOU

<table>
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<th>RESOURCES AND REFERENCES</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss information an employer should know about a prospective employee and ways an employer could obtain needed information.</td>
<td>Succeeding in the World of Work, McKnight &amp; McKnight Publishing Company, Bloomington, Illinois.</td>
</tr>
<tr>
<td>Prepare a personal data sheet.</td>
<td>Display a collection of data sheets and discuss how to prepare one.</td>
<td>Secretarial Office Practice, South-Western Publishing Company, Cincinnati, Ohio ($3.60).</td>
</tr>
<tr>
<td></td>
<td>Practice preparing data sheets, often called resumes.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to fill out data sheets quickly, completely, and legibly.
## LESSON GUIDES:

### LESSON TITLE: WHO IS A GOOD REFERENCE?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
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<tr>
<td>Explain the reasons for having a good recommendation, and the importance of a good reference in getting a job.</td>
<td></td>
<td>&quot;Your Personality and the You Others Know&quot; Guidance Associates Harcourt, Brace, and World Pleasantville, New York 10570 Film and Cassette</td>
</tr>
<tr>
<td>Write a reference request.</td>
<td>Show a form that may be used for personal reference purposes. Invite an employer to attend class to discuss how much emphasis he may place on the recommendation--helping you stress the importance of a good reference.</td>
<td></td>
</tr>
<tr>
<td>Secure a list of personal references for use in applying for a job.</td>
<td>Students write letters securing permission to use selected persons as references.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to make a list of persons whom they could use for reference if necessary.
Career Development
Component: Implementing Career Plans
Unit: Getting a Job
Topic: Preparing Application Letters

LESSON GUIDES:

**LESSON TITLE:** LETTER OF APPLICATION

<table>
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<tr>
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<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss when the letters should be written and why they should be written.</td>
<td>Succeeding in the World of Work pp. 43-51.</td>
</tr>
<tr>
<td>Write application letters.</td>
<td>Five phases in construction of the letter:</td>
<td>Have handouts on the letter form and content of the letter and the data sheet.</td>
</tr>
<tr>
<td></td>
<td>a. The approach</td>
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</tr>
<tr>
<td></td>
<td>b. Creating interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Arousing desire</td>
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<td></td>
<td>d. Instilling confidence</td>
<td></td>
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<tr>
<td></td>
<td>e. The closing paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have each student write a letter of application along with a personal data sheet.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** These objectives will have been met when the students are able to write letters of application including all the important points necessary.
## AIMS AND OBJECTIVES

Students will be able to:

1. Follow directions accurately, precisely, and neatly in completing application forms.

2. Have students fill out an application blank keeping in mind all the time the need for legibility, neatness and accuracy.

## PROCEDURES AND ACTIVITIES

Check over the application forms for any words or terms that are unfamiliar. Discuss each until the students have an understanding of these words and terms as they apply to the form. Review basic information contained on most application forms.

## RESOURCES AND REFERENCES

- Provide a variety of application forms; enough for each student. Samples attached.
- *Succeeding in the World of Work*
  McKnight & McKnight Publishing Company
- Idaho application sheet from Idaho Personnel Office, Boise, Idaho.
- International Film Bureau Filmstrip and LP record Series 2 "Job Applications"

## Evaluation

These objectives will have been met when the students are able to fill out the forms accurately and correctly.
# Personal Data Sheet

## Personal Information

1. **Name**
2. **Present address**
3. **Permanent address**
4. **Phone**
5. **Date of birth**
6. **Place of birth**
7. **Social security number**
8. **Height**
9. **Weight**
10. **Color eyes**
11. **Color hair**
12. **Blood type**

**Distinguishing scars or marks**

## Educational History

Complete the educational history chart below, beginning with the ninth grade and continuing up to the present, or to the last school you attended.

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
<th>NAME AND LOCATION OF SCHOOL</th>
<th>GRADUATE</th>
<th>DEGREE IF ANY</th>
<th>GRADE POINT AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**High school major:**

**College major:**
Extracurricular activities, including any offices held:

High school:

College:

All courses taken in your major field in college:

<table>
<thead>
<tr>
<th>NAME OF COURSE</th>
<th>INSTRUCTOR</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Employment History

Fill out the following chart, beginning with the first job you had and continuing to the present:

<table>
<thead>
<tr>
<th>POSITION HELD</th>
<th>DUTIES</th>
<th>IMMEDIATE, SUPERVISOR</th>
<th>EMPLOYER</th>
<th>ADDRESS</th>
<th>DATES FROM TO</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Military History

1. Branch of service
   ____________________________

2. Serial number
   ____________________________

3. Dates of service: From ___ To ___
   ____________________________

4. Rank or rate at time of discharge
   ____________________________

5. Type of discharge
   ____________________________

6. Present draft status
   ____________________________

7. Location of draft board
   ____________________________

8. List any security clearances granted, with dates granted
   ____________________________

Residence History (List all residences from birth to present)

<table>
<thead>
<tr>
<th>STREET, CITY, STATE</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Family History

Marital status
   ____________________________

Maiden name of spouse
   ____________________________
Children

<table>
<thead>
<tr>
<th>NAME</th>
<th>SEX</th>
<th>BIRTHDATE</th>
<th>BIRTHPLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

List below all parents, spouse, brothers and sister, even though deceased:

<table>
<thead>
<tr>
<th>RELATION</th>
<th>FULL NAME</th>
<th>ADDRESS (Enter &quot;Deceased&quot; if not living)</th>
<th>BIRTHDATE</th>
<th>BIRTHPLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Travel History (Outside the United States)

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>DATE LEFT U.S.</th>
<th>DATE RETURNED TO U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Miscellaneous History

1. List languages spoken besides English: ____________________________

2. List active hobbies: ____________________________
3. List any special skills: ____________________________________________

4. List any special honors or awards won: ________________________________

5. List organizations to which you belong: ________________________________

6. List any arrests, other than for minor traffic violations, with dates and charges:
   ________________________________________________________________
   ________________________________________________________________

7. List any convictions: _______________________________________________

Personal References

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>NUMBER OF YEARS KNOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Personal Documents

Attach photostatic copies of the following documents:

1. Birth certificate
2. Military discharge
3. High school diploma
4. College degree

HEALTH HISTORY

In case of illness or accident, notify: Name ___________________________
Address __________________________ Phone number _______________________

The following information is required to assist the doctor in determining each prospective employee's condition of health. Answer questions carefully by placing an X in the YES or NO column.
Have you ever had or do you have any of the following?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High blood pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Heart trouble</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Rheumatic fever</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Rheumatism or arthritis</td>
<td></td>
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<tr>
<td>5. Kidney trouble</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>6. Stomach or duodenal ulcer</td>
<td></td>
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<tr>
<td>7. Diabetes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Tuberculosis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Asthma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Hay fever</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Allergies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Shortness of breath</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13. Rupture or hernia</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>14. Cancer</td>
<td></td>
<td></td>
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<tr>
<td>15. Tumor</td>
<td></td>
<td></td>
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<tr>
<td>16. Skin conditions or chronic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Anemia</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18. Yellow jaundice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19. Fainting spells</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20. Gall bladder trouble</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>21. Epilepsy</td>
<td></td>
<td></td>
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<tr>
<td>22. Dislocation of joints</td>
<td></td>
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<tr>
<td>23. Broken bones</td>
<td></td>
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<tr>
<td>24. Back pain</td>
<td></td>
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<tr>
<td>25. Back injury</td>
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<tr>
<td>26. Knee injury</td>
<td></td>
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<tr>
<td>27. Head injury</td>
<td></td>
<td></td>
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<tr>
<td>28. Varicose veins</td>
<td></td>
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<tr>
<td>29. Severe headaches</td>
<td></td>
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<tr>
<td>30. Mental or nervous disorders</td>
<td></td>
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<tr>
<td>31. Complications from childhood diseases</td>
<td></td>
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<tr>
<td>32. Have you ever had an injury which caused you to lose time from work</td>
<td></td>
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<tr>
<td>33. Do you receive any pension for disability from the government?</td>
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<tr>
<td>34. Are you at present under the doctor's care for any condition?</td>
<td></td>
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<tr>
<td>35. Are you taking any medication at this time?</td>
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<tr>
<td>36. Date of last chest x-ray</td>
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<tr>
<td>37. Have you ever had any operations? If yes, please list name and date of operation:</td>
<td></td>
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</tr>
</tbody>
</table>

FAMILY HISTORY

Have any members of your family had or do they now have any of the following conditions?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuberculosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High blood pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes</td>
<td></td>
<td></td>
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<tr>
<td>Kidney disease</td>
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<tr>
<td>Epilepsy</td>
<td></td>
<td></td>
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<tr>
<td>Mental illness</td>
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<td></td>
</tr>
</tbody>
</table>

Relationship to You (That is, Mother, Father, Etc.)
Career Development
Component: Implementing Career Plans
Unit: Getting a Job
Topic: Social Security

LESSON GUIDES:

LESSON TITLE: HOW ABOUT THE BENEFITS?

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
</table>
| Students will be able to: | Display several contracts which describe job benefits. | "Career Opportunities"
| List possible benefits offered in various jobs. | Make a list of all the things the class identifies as being fringe benefits. Students research benefits as related to several job goals. | Walter M. Arnold
| Describe what fringe benefits are and how they can be beneficial. | In the classified section of the newspaper, have students study job ads which include job benefits. | J. G. Ferguson Publishing Co. Chicago, Illinois |
| Evaluate fringe benefits in relation to personal values. | Present the class with several benefit "contracts" or plans and let them determine which has the most to offer. Debate values of the job benefits. | "Occupational Outlook Handbook"
| | | Bulletin No. 1650 |
| | | U.S. Department of Labor |
| | | Obtain some sample contracts. |

Evaluation: These objectives will have been met when the students are able to recognize the fringe benefits of various jobs.
LESSON GUIDES:

LESSON TITLE: SOCIAL SECURITY BENEFITS

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Discuss various kinds of social security (unemployment compensation, old age insurance, survivors insurance, disability insurance, and health insurance).</td>
<td>Secure pamphlets from the Social Security Office which explains the laws and benefits.</td>
</tr>
<tr>
<td>Determine social security to be deducted from paychecks.</td>
<td>Discuss eligibility for benefits under each kind and where to apply for benefits. Also, discuss the importance of registering for a Social Security number and where to apply for your number. Discuss the importance of filing an application for benefits and occupations covered by Social Security laws.</td>
<td>&quot;What You Should Know Before You Go To Work&quot; Guidance Associates Sound Filmstrips</td>
</tr>
<tr>
<td>List various social security benefits.</td>
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</tbody>
</table>

Evaluation: These objectives will have been met when the students recognize the necessity of securing their social security number.
### AIMS AND OBJECTIVES

Students will be able to:

- Obtain social security card.
- Discuss the W-4 form and its use.
- Discuss how the W-2 form - Wage and Tax Statement is used.

### PROCEDURES AND ACTIVITIES

- Show students your social security card and have students show their cards if they have one. Discuss how to obtain the card and why workers are required to have it for employment. Assist the students who do not have a social security card to obtain one.
- Give each student a blank copy of a W-4 form - Employee’s Withholding Exemption Certificate. Discuss how, when, and why the form is completed.
- Give each student a blank copy of the W-2 form. Discuss how, when, and why the form is completed.

### RESOURCES AND REFERENCES

- The local Social Security Office will provide you with booklets, speakers, and blank forms.
- "Saving for Security" (Functional Living Series) International Film Bureau 332 South Michigan Avenue Chicago, Illinois 60604

**Evaluation:** These objectives will have been met when the students understand the use of the different tax forms.
<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
</table>
| Students will be able to:                                                         | Present a handout from the American Federation of Labor which will give a concise definition of a union. Formulate questions from the handout in regards to membership, qualifications, etc. | American Federation of Labor  
George Meany  
815-16th St,  
Washington, D. C.  
Filmstrip: "Labor Unions"  
Eyegate 7-5F No. 371.42 |
| Describe labor unions in regard to organization, membership, and functions of unions. | Invite a union official to discuss and answer questions that the students may have about the unions. Show the filmstrip on Labor Unions followed by a discussion period. | |

**Evaluation:** These objectives will have been met when the students understand the need and use of unions.
## LESSON GUIDES:

### LESSON TITLE: MANAGING MONEY

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Knowledge and careful planning are important in a budget. Financial responsibility to oneself, family, and community make money management a necessity.</td>
<td>Succeeding in the World of Work Kimbrell and Vineyard McKnight &amp; McKnight Publishing Company.</td>
</tr>
<tr>
<td></td>
<td>Suggestions for keeping the plan working are: 1. Keep it simple 2. Be realistic 3. Make it adjustable 4. Develop a system 5. Have a certain place to keep records.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON TITLE: MANAGING MONEY
(Con't)

The budget should include the following:
1. Estimated income
2. Future fixed expenses
3. Future flexible expenses
4. Day-to-day living costs
5. Trial plan

Evaluation: These objectives will have been met when the student are able to set up a model budget which could be used if they were working.
## LESSON GUIDES:

### LESSON TITLE: DON'TS FOR JOB SEEKERS

<table>
<thead>
<tr>
<th>AIMS AND OBJECTIVES</th>
<th>PROCEDURES AND ACTIVITIES</th>
<th>RESOURCES AND REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td>You and Your Job</td>
</tr>
</tbody>
</table>
| List employees obligations and responsibilities. | Make a list of do's and don'ts in:  
- Personal appearance  
- Attitude  
- Honesty  
- Dependability  
- Punctuality  
Discuss the importance of incorporating these qualities into their views now in preparation for the future. | J. G. Ferguson Publishing Company |
| | Students put on some mock interviews. One group will do it wrong and the other group will correct the mistakes. Stress importance of practicing and developing correct attitudes now. | Chicago, Illinois |
| | | Occupational Outlook Handbook |

**Evaluation:** These objectives will have been met when the students realize that the job seeker needs many impressive traits.

Film: "Getting and Keeping Your First Job"

International Film Bureau Filmstrip and LP record "Do's and Don'ts During the Interview."
APPENDIX

CAREER DEVELOPMENT

A COURSE OF STUDY
RECOMMENDED FOR NINTH GRADE

IDAHO STATE BOARD FOR VOCATIONAL EDUCATION
518 Front Street, Boise, Idaho 83702

In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501

180
Instructional Concepts to use for expanding this course should include these ingredients:

I. Vocational Planning
   A. Identifying Potential
   B. Exploring Clusters of Occupations
   C. Exploring Training

II. Vocational Preparation
   A. Employment Requirements
   B. Personal Skills
      1. Grooming
      2. Speech
      3. Reading
      4. Writing
   C. Job-Work Functions
      1. Measuring
      2. Time
      3. Money
      4. Job Tools
   D. Job Attitudes
      1. Cooperation
      2. Reliability
      3. Promptness
   E. Job Skills
      1. Writing Applications, Reports, and Orders
         a. Legibility
         b. Clarity
         c. Spelling
      2. Summary
APPENDIX

The following Occupational Categories and two-digit divisions are found in the Dictionary of Occupational Titles, Volume II on pages 1 and 2.

OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

Occupational Categories

| 0 | Professional, technical, and managerial occupations |
| 1 | Clerical and sales occupations |
| 2 | Service occupations |
| 3 | Farming, fishery, forestry, and related occupations |
| 4 | Processing occupations |
| 5 | Machines trades occupations |
| 6 | Bench work occupations |
| 7 | Structural work occupations |
| 8 | Miscellaneous occupations |

TWO-DIGIT OCCUPATIONAL DIVISIONS

Professional, Technical, and Managerial Occupations

| 00 | Occupations in architecture and engineering |
| 01 | Occupations in mathematics and physical sciences |
| 02 | Occupations in life sciences |
| 04 | Occupations in social sciences |
| 07 | Occupations in medicine and health |
| 09 | Occupations in education |
| 10 | Occupations in museum, library, and archival sciences |
| 11 | Occupations in law and jurisprudence |
| 12 | Occupations in religion and theology |
| 13 | Occupations in writing |
| 14 | Occupations in art |
| 15 | Occupations in entertainment and recreation |
| 16 | Occupations in administrative specializations |
| 18 | Managers and officials, n.e.c. |
| 19 | Miscellaneous professional, technical, and managerial occupations |

Clerical and Sales Occupations

| 20 | Stenography, typing, filing, and related occupations |
| 21 | Computing and account-recording occupations |
| 22 | Material and production recording occupations |
| 23 | Information and message distribution occupations |
| 24 | Miscellaneous clerical occupations |
| 25 | Salesmen, services |
Salesmen and salespersons, commodities
Merchandising occupations, except salesmen

Service Occupations

<table>
<thead>
<tr>
<th>Number</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Domestic service occupations</td>
</tr>
<tr>
<td>31</td>
<td>Food and beverage preparation and service occupations</td>
</tr>
<tr>
<td>32</td>
<td>Lodging and related service occupations</td>
</tr>
<tr>
<td>33</td>
<td>Barbering, cosmetology, and related service occupations</td>
</tr>
<tr>
<td>34</td>
<td>Amusement and recreation service occupations</td>
</tr>
<tr>
<td>35</td>
<td>Miscellaneous personal service occupations</td>
</tr>
<tr>
<td>36</td>
<td>Apparel and furnishings service occupations</td>
</tr>
<tr>
<td>37</td>
<td>Protective service occupations</td>
</tr>
<tr>
<td>38</td>
<td>Building and related service occupations</td>
</tr>
</tbody>
</table>

Farming, Fishery, Forestry, and Related Occupations

<table>
<thead>
<tr>
<th>Number</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Plant farming occupations</td>
</tr>
<tr>
<td>41</td>
<td>Animal farming occupations</td>
</tr>
<tr>
<td>42</td>
<td>Miscellaneous farming and related occupations</td>
</tr>
<tr>
<td>43</td>
<td>Fishery and related occupations</td>
</tr>
<tr>
<td>44</td>
<td>Forestry occupations</td>
</tr>
<tr>
<td>45</td>
<td>Hunting, trapping, and related occupations</td>
</tr>
<tr>
<td>46</td>
<td>Agricultural service occupations</td>
</tr>
</tbody>
</table>

Processing Occupations

<table>
<thead>
<tr>
<th>Number</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Occupations in processing of metal</td>
</tr>
<tr>
<td>51</td>
<td>Ore refining and foundry occupations</td>
</tr>
<tr>
<td>52</td>
<td>Occupations in processing of food, tobacco, and related products</td>
</tr>
<tr>
<td>53</td>
<td>Occupations in processing of paper and related materials</td>
</tr>
<tr>
<td>54</td>
<td>Occupations in processing of petroleum, coal, natural and manufactured gas, and related products</td>
</tr>
<tr>
<td>55</td>
<td>Occupations in processing of chemicals, plastics, synthetics, rubber, paints, and related products</td>
</tr>
<tr>
<td>56</td>
<td>Occupations in processing of wood and wood products</td>
</tr>
<tr>
<td>57</td>
<td>Occupations in processing of stone, clay, glass, and related products</td>
</tr>
<tr>
<td>58</td>
<td>Occupations in processing of leather, textiles, and related products</td>
</tr>
<tr>
<td>59</td>
<td>Processing occupations, n.e.c.</td>
</tr>
</tbody>
</table>

Machine Trades Occupations

<table>
<thead>
<tr>
<th>Number</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Metal machining occupations</td>
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<td>61</td>
<td>Metal working occupations, n.e.c.</td>
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<td>62</td>
<td>Mechanics and machinery repairmen</td>
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<tr>
<td>63</td>
<td>Paperworking occupations</td>
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</tbody>
</table>
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine trades occupations, n.e.c.

Bench Work Occupations
70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.
71 Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products
72 Occupations in assembly and repair of electrical equipment
73 Occupations in fabrication and repair of products made from assorted materials
74 Painting, decorating, and related occupations
75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76 Occupations in fabrication and repair
77 Occupations in fabrication and repair of sand, stone, clay, and glass products
78 Occupations in fabrication and repair of textile, leather, and related products
79 Bench work occupations, n.e.c.

Structural Work Occupations
80 Occupations in metal fabricating, n.e.c.
81 Welders, flame cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations
84 Painting, plastering, waterproofing, cementing, and related occupations
85 Excavating, grading, paving, and related occupations
86 Construction occupations, n.e.c.
89 Structural work occupations, n.e.c.

Miscellaneous Occupations
90 Motor freight occupations
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations
93 Occupations in extraction of minerals
94 Occupations in logging
95 Occupations in production and distribution of utilities
96 Amusement, recreation, and motion picture occupations, n.e.c.
97 Occupations in graphic art work

See Volume II for other divisions and groups, worker trait explanations, Industry Index, and other information about occupations.
Training Needs Are Determined By Replacement, Plus Growth

(DEATHS AND RETIREMENTS)

Millions of Workers Needed 1968-80
CAREER AWARENESS CIRCLE GRAPH

Circle Graph shows clues to job functions.

Develop your own personal Career Survey Organizer in the blank Circle Graph.

Use DOT Code (Dictionary of Occupational Titles), used by U. S. Department of Labor and State Department of Employment classification system for identifying job titles.

Center Ring: Broad areas of Careers, 0-9, one digit identification.

Know important functions
(See DOT Code circle graph)
(Relationship to data in first digit)

0. Professional
1. Managerial technical
2. Clerical - Sales
3. Service

4. Farming, Fishery, Forestry
5. Processing
6. Machine Trades
7. Bench Work
8. Structural Work
9. Miscellaneous

Second Ring: Jobs with at least two digit DOT Code.

List at least 3 in each broad area of careers.

Write in titles of three divisions of jobs.

Look up major requirements.

things
(Things to major in second digit)

Third Ring: Jobs with at least three digit DOT Code.

Write in title of each you learn about.

List and study job briefs of at least six different jobs in each area (at least two jobs for each division).

(Things to people in third digit)

Outside Ring: List job choices with job title number of goal jobs, entry jobs, interim jobs, pay of each, major activity or skill required.

Amount of training required

Where training offered (and cost)

Advantages

Disadvantages
INDUSTRIES PROVIDING SERVICES OFFER MORE JOBS THAN THOSE PROVIDING GOODS

GOODS PRODUCING
- Manufacturing
- Contract Construction
- Mining
- Agriculture

SERVICE PRODUCING
- Transportation and public utilities
- Trade
- Finance, insurance, and real estate
- Services
- Government
INDUSTRIES DIFFER IN THE KINDS OF WORKERS THAT ARE EMPLOYED

FINANCE, INSURANCE, AND REAL ESTATE

TRADE

SERVICES

TRANSPORTATION AND PUBLIC UTILITIES

MANUFACTURING

MINING

CONTRACT CONSTRUCTION

WHITE COLLAR

BLUE COLLAR

SERVICE

(%) 0 25 50 75 100
Estimated Lifetime Earnings for Men are Higher for Those With Higher Education.

YEARS OF SCHOOL COMPLETED

ALL LEVELS

ELEMENTARY
Less than 8 years
8 years

HIGH SCHOOL
1 to 3 years
4 years

COLLEGE
1 to 3 years
4 years
4 years or more
5 years or more

ESTIMATED EARNINGS - 1966 TO DEATH IN THOUSANDS OF DOLLARS
EMPLOYMENT IN MAJOR OCCUPATIONAL GROUPS, BY SEX

MILLIONS OF WORKERS

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<td>Professional and Technical</td>
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<td>Craftsmen</td>
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<tr>
<td>Service</td>
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<tr>
<td>Managers, Officials, and Proprietors</td>
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<tr>
<td>Sales</td>
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<td>Nonfarm Laborers</td>
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<tr>
<td>Farm Workers</td>
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</table>
More Jobs Will Require Extensive Education and Training

Percent Change in Employment 1968-1980

-40 -30 -20 -10 0 10 20 30 40 50 60

- 40 -30 -20 -10 0 10 20 30 40 50 60

Professional & Tech.
Service
Private Household
Other
Clerical
Sales
Managers, Officials, and Proprietors
Craftsmen
Operatives
Nonfarm Laborers
Farm Laborers

Average School Years Completed (1968)

16.3
11.1
8.8
11.6
12.6
12.6
12.7
12.0
11.0
9.8
9.1
Where People Work

INDUSTRY

MAUFACTURING

TRADE

GOVERNMENT

SERVICES

TRANSPORTATION & PUBLIC UTILITIES

AGRICULTURE

FINANCE, INS., & REAL ESTATE

CONTRACT CONSTRUCTION

MINING

MILLIONS OF WORKERS

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<tr>
<td>durable</td>
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</table>

196
A Medical Careers Handbook
Horizons Unlimited (1970)

Arco Career Guidance Series ($1.95 each - paperback)
219 Park Avenue South
New York, New York 10003

Your Future In:
- Accounting
- Air Conditioning and Refrigeration
- Automotive Service
- Bakery Industry
- Baking
- Beauty Business
- Beauty Culture
- Your Own Business
- Computer Programming
- Dental Assisting
- Dentistry
- Dietitian
- Electronic Computer Field
- Electronic Technician
- Elementary School Teacher
- Fashion Design
- Government (Federal)
- Forestry
- High Fidelity Industry
- Home Economist
- Hospital Worker
- Hotel Management
- Insurance
- Interior Design
- Jobs Abroad
- Law Enforcement
- Medical Assisting
- Medical Technology
- NASA
- Nuclear Energy Fields
- Oceanography
- Optometry
- Pilot
- Pharmacy
- Photography
- Physician
- Real Estate
Restaurants and Food Service
Secretary
Welding

Arco Professional Career Examination Series ($5.00 each - paperback)

Bantam Publishing Company
National General Company
666 - 5th Avenue
New York, New York 10019

Future Shock
Alvin Toffler - Author

Cornell University
Statler Hall
Ithaca, New York

Directory of Hotel and Restaurant Schools
Scholarships on Hotel and Restaurant Schools

Education Progress Service
Randolph, Wisconsin

Educator's Guide to Free Films - revised annually
Educator's Guide to Free Filmstrips - revised annually
Educator's Guide to Free Tapes - revised annually

J. G. Ferguson Publishing Company (Doubleday)
6 North Michigan Avenue
Chicago, Illinois 60602

Career Opportunities ($35.00 per set)
Career Opportunities: Engineering Technicians
Career Opportunities: Agricultural, Forestry and Oceanographic Technicians
Career Opportunities: Health Veterinarians
Career Opportunities: Marketing, Business, and Office Specialists
Career Opportunities: Community Service and Related Specialists

Encyclopedia of Careers and Vocational Guidance (2 volumes - $21.95 per set)
Interstate Printers and Publishers
Danville, Illinois 61832

Careers and Career Preparation

McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Occupational Handbook
Occupations and Careers
Walter J. Greenleaf

McKnight and McKnight Publishing Company
Bloomington, Illinois 61701

Succeeding in the World of Work
Grady Kimbrell and Ben Vineyard

Rand McNally Publishing Company
Box 7600
Chicago, Illinois 60680

Facing Life's Problems

Research Press.
Champaign, Illinois

Careers: What Are They and How to Find Out About Them
Robert Larsen and Ralph Stenstrom

Science Research Associates
259 Erie Street
Chicago, Illinois 60611

Your Attitude is Changing - Chapman
Your Attitude is Showing - Chapman
Lovejoy Scholarship Guide - Clarence E. Lovejoy
Lovejoy College Guide - Clarence E. Lovejoy
Lovejoy Vocational School Guide - Clarence E. Lovejoy

South-Western Publishing Co.
Cincinnati, Ohio

Secretarial Office Practice

Superintendent of Documents
United States Government Printing Office
Washington, D.C.

Dictionary of Occupational Titles - 2 volumes and supplements
Handbook on Women Workers
Manpower Report of the President
Occupational Outlook Handbook
Job Guide for Young Workers

Vocational Guidance Associates
Washington, D.C.

Career Decisions (1969)
Delmont K. Gyron
The following equipment will be needed to use the suggested audio-visual aides during the course:

- Cassette sound tape player for sound tape cassettes of worker interviews (78) and other career information (24).
- Cassette sound tape recorder-player for classroom practice and local worker interviews.
- 35 mm filmstrip projector for 105 filmstrips with cassettes. Automated sound advance for filmstrips combined with cassette player. Also, similar projector with L.P. record player.
- 35 mm filmstrip projector, 12 filmstrips without sound.
- 35 mm filmstrip viewer with cassette player (optional for small groups).
- 16 mm movie film projector.
- Movie film projector for Super 8 mm cartridge (12-15 minutes) to use the 13 Doubleday Multimedia Career Movie Films (1971). These films are also available on 16 mm movie film at higher cost.

Optional:

- Microfilm reader for microfiche or aperture cards if needed for research or use of View decks. The View decks are being developed with local information and job DOT code for various areas in California, Washington, and other states. (Vocational Information for Education and Work, Seeley Business Systems, Inc.)
Audio-Visual Services
Idaho State University
Pocatello, Idaho

Sterling Career Educational Films
207 Calle Serena
San Clemente, California 92672

FILMS AND FILM LOOPS

Where the Action Is
(16 mm film)

---

Coronet Films
65 East South Water Street
Chicago, Illinois

Aptitudes and Occupations
(16 mm film)

Benefits of Looking Ahead

Careers in Building Trades

Choosing Your Occupation

Fred Meets a Bank
(16 mm film)

The Secretary's Normal Day

Selling a Career

---

Doubleday Multimedia
1371 Reynolds Avenue
Santa Anna, California

Vocational Guidance Series
Careers in the Seventies
Careers: Agri-Business
Careers: Clerical
Careers: Communications
Careers: Construction
Careers: Education
Careers: Government Services
Careers: Health Services
Careers: Leisure Industries
Careers: Making a Choice
Careers: Mechanical
Careers: Sales
Careers: Services General
Careers: Technicians
(Color film, approximately 12 min.)

1970: 16 mm - $915.30 set
       Super 8 mm loop - $615.35 set

Applying for a Job
Cooks, Chefs and Related Occupations
Jobs in Cosmetology
Opportunities in the Machine Trades
Jobs in Sheet Metal Trades
Jobs in the Automotive Trades
Jobs in the Baking Industry
Opportunities in Clerical Work
Job Opportunities in Sales and Merchandising
Business Machine Operations
Job Opportunities in Hotels and Motels
Opportunities in Welding
Jobs in Health
Jobs in Drafting
Jobs in Small & Major Electric Appliance Repair
(Color 7 to 11 min. - $90 to $135 each)

---

Washington State University
Pullman, Washington 99163

Story of a Check
(16 mm film, rental)
Career Opportunities, 2 filmstrips

Eye Gate Filmstrips
Jamaica, New York 11435

Are You Looking Ahead?
Budgeting Your Money
Do You Like Flowers?
Do You Like Sports?
Do You Like Animals?
How About Being a Key Punch Operator?
How About Being an Electronics Assembler?
How About Office Work?
Want to Work in a Laundry?
Would You Like Hospital Work?
Would You Like to Be a Cashier?
Would You Like to Sell?

Guidance Associates
Harcourt, Brace, and World
Pleasantville, New York 10570

Choosing Your Career
Developing Study Skills

Society for Visual Education (Singer)
SVE Educational Filmstrips
1345 Diversey Parkway
Chicago, Illinois.

School Skills for Today and Tomorrow
Successful Student (The)
Vocational Decision
What Good is School?
What is a Job?
Developing Your Study Skills, 2 parts
Our Credit Economy
Vocational and Technical Education for a Changing World of Work
Why Work at All?
Your Future through Technical Education

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

Functional Living:
Community Living
Old Task, New Plan

Office Education: Series I
Administration Assistant (The)
Clerical Worker as a Career
Secretary as a Career (The)
So You Want to Be a Secretary

Office Education: Series II
Do's and Don'ts During the Interview
Job Application Letter and Resume
Job Application Sources
Preparing for the Interview

Personal Living:
Age of Etiquette (The)
Beautiful Day to Be Beautiful
Easy Way Out (The)
Five Basic Ways to Be Well-Dressed
Image of Success

Closing the Education Gap
Crystal Ball
Right Road (The)
Saving for Security
Second Chance (A)

Idaho State Board of Vocational Education
Boise, Idaho

Days of Decision
FILMSTRIPS WITH CASSETTES

Bowmar Films
622 Rodier Drive
Glendale, California 91201

7 sets with 6 filmstrips and 3 cassettes for each set.
1 filmstrip and 1 side of cassette for each division of each set.
All 7 sets for $412.59, or $65.49 per set.

(1) Compassion for People:
   Health Service Industry
   Inhalation Therapy Technician
   Licensed Practical Nurse
   Mental Health Aide
   Registered Orthodontist
   Registered Professional Nurse

(2) The Nation's Builders:
   The Construction Industry
   Architectural Draftsman
   Carpenter
   Civil Engineering Technician
   Electrician
   Heavy Equipment Operator

(3) The Age of Electronics:
   Electronics Manufacturing
   Electro Mechanical Assembler
   Electronics Technician
   Environmental Test Technician
   Machinist
   Technical Writer

(4) Man Has Wings:
   The Civil Aviation Industry
   Air Controller
   Air Frame Mechanic
   Aircraft Engine Mechanic
   Passenger Service Agent
   Pilot Flight Instructor

(5) Cabbage and Kings:
   Retailing
   Credit Counselor
   Display Man
   Merchandising Management (TBA)
   Sales Associate
   Warehouse Man

(6) The Money Tree:
   Banking and Finance
   Bank Teller
   Decoder Machine Operator
   Investment Counselor
   New Accounts Clerk
   Real Estate Appraiser

(7) Jobs for the New Generation:
   Work-Study Opportunities
   Electronic Engineering Technician Assistant
   Equipment Rental Assistant
   Food Service Assistant
   Park and Recreation Assistant
   Real Estate Management Trainee
Eye Gate Filmstrips
Jamaica, New York

The ABC's of Getting and Keeping a Job
(4 cassettes and 8 filmstrips)
ABC's of Getting and Keeping a Job
Applying for the Job You Want
Budgeting Your Money
Health Rules to Follow
Labor Unions
On-The-Job
Preparing for the Job You Want
Quiz Strip

Occupational Education
(5 cassettes and 9 filmstrips)
Fixing a Flat Tire
Gas Station Attendant (The)
How to Use Your Checkbook
Job Interview (The)
Nurses Aide (The)
School Cafeteria Worker (The)
Stocker in a Super Market
Variety Store (The)
Waitress (The)

Society for Visual Education (Singer)
SVE Educational Filmstrips
1345 Diversey Parkway
Chicago, Illinois

Opportunities:
(3 cassettes and 6 filmstrips)
Achieving
Department Store
Hospital
Job Requirements
Restaurant
Super Market

Learning to Use a Sewing Machine
(2 cassettes and 4 filmstrips)
FILMSTRIPS WITH CASSETTES
(Con't)

Guidance Associates
Harcourt, Brace, and World, Inc.
Pleasantville, New York

35 mm Filmstrips with Sound Cassettes

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<th>Title</th>
<th>Order No.</th>
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<td>Careers in Materials Engineering: Aerospace Age</td>
<td>M-100 568</td>
<td>1 part</td>
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<td>Choosing Your Career</td>
<td>M-100 683</td>
<td>2 part</td>
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<td>Dare to Be Different</td>
<td>M-100 956</td>
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<td>Your Personality: The You Others Know</td>
<td>M-100 972</td>
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<td>Dropping Out: Road to Nowhere</td>
<td>M-101 103</td>
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<td>How to Succeed in School by Trying</td>
<td>M-101 905</td>
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<td>I Wish I'd Known that Before I Went to College</td>
<td>M-102 150</td>
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<td>If You're Not Going to College</td>
<td>M-102 200</td>
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<td>New Horizon: Careers in School Food Service</td>
<td>M-103 307</td>
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<td>Overview of Technical Education</td>
<td>M-103 604</td>
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<td>M-104 954</td>
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<td>What You Should Know Before You Go to Work</td>
<td>M-106 102</td>
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<td>Failure: A Step Towards Growth</td>
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Occupational Exploration Kit
Science Research Associates
259 East Erie
Chicago, Illinois 60611

400 Occupational Briefs, 20 Job Family Booklets, and Student Occupational Interest Survey. (net $107.50)

Widening Occupational Roles Kit
Science Research Associates
259 East Erie
Chicago, Illinois 60611

Jobs in Your Future
Your Abilities
All About You
Make Your Study Hours Count
Getting Along in School

Contains 400 Junior Job Briefs, 5 filmstrips, 20 Job Family Booklets, and 5 Junior Guidance Booklets. (net $158.50)

Job Experience Kit
Science Research Associates
259 East Erie
Chicago, Illinois 60611

Appliance Service Manager
Carpenter
Draftsman
Plumber
Accountant
Automobile Mechanic
Beautician
Designer
Electronic Technician
Elementary School Teacher
Lawyer
Librarian
Medical Technologist
Motel Manager
Police Officer
Sales Person
Secretary
Truck Driver
Veterinarian
X-Ray Technician
(includes packets for practice)
(net $130.00)
Semi-Skilled Career Kit
Careers, Incorporated
P. O. Box 135
Largo, Florida

150 Career Briefs and summarizes semi- and unskilled jobs.

(CIK) Career Information Kit
Science Research Associates
259 East Erie
Chicago, Illinois 60611

File folders of 600 pieces occupational materials with 2 drawer metal cabinet for $380.00 or $266.00 without cabinet.

Careers for Women
Science Research Associates
259 East Erie
Chicago, Illinois 60611

Includes 85 Junior Occupational Briefs, 5 Job Family Booklets, and a Guidance Series Booklet.

Briefs and Career Guidance Information
Chronicle Guidance Publications
Moravia, New York 13118
Many career oriented booklets and pamphlets are available through your local businesses, service organizations, product manufacturers, local, state, and federal agency offices. Trade and professional organization addresses to write to for more information are listed with related occupations in the Occupational Outlook Handbook, United States Government Printing Office, Washington, D.C. 20402.

Accounting Careers Council
National District Center
P.O. Box 650
Radio City Station
New York, New York 10010

Pamphlets
Sterling Film

American Bankers Association

ABA Film Guide
Personal Money Management

American Forest Institute
1835 K Street NW
Washington, D.C. 20006

Pamphlets

American Federation of Labor and Congress of Industrial Organizations
Department of Education
815-16th Street NW
Washington, D.C.

Brochures
16mm Films for Labor

American Personnel and Guidance Association
1605 New Hampshire Avenue NW
Washington, D.C.

Teachers Guide to Self Understanding through Occupational Exploration
Selected Guidance Films and Filmstrips
American Trucking Association  
1616 P Street NW  
Washington, D.C. 20036  
Films and Pamphlets  

Association of General Contractors of America  
1957 E Street NW  
Washington, D.C. 20006  
Pamphlets and Film  

Automotive Service Industry Association  
168 N Michigan Avenue  
Chicago, Illinois 60601  
Pamphlets  

Cuna International  
P.O. Box 431  
Madison, Wisconsin 53701  

Teachers Guide to Credit Unions  
Using Credit  

ERIC Clearing House  
Center of Vocational Technical Education  
Ohio State University  
1900 Kenny Road  
Columbus, Ohio 43210  

ERIC Microfiche copies of education research are available free through:  
Idaho State Department of Education  
Mrs. Ruth Seydel  
Education Media Services’  
State Office Building  
Boise, Idaho 83707  

Abstracts of Research and Related Materials in Vocational and Technical Education  
BOOKLETS AND PAMPHLETS (Con't)

General Motors Corporation
Educational Relations Section
Wareen, Michigan

Pamphlets Film
Your Opportunities as a Skilled Craftsman

Idaho State Department of Employment

Merchandising Your Talents
Job Interviews
(and others)

Interagency Board of U.S. Civil Service Examiners
1900 E Street NW
Washington, D.C. 20415

For specific information about Federal Government careers

J. G. Ferguson Publishing Company
Chicago, Illinois

You and Your Job (Manual $2.95, 5 booklets at $3.00 a set)

National Association of Broadcasters
1771 N Street NW
Washington, D.C. 20036

Careers in Television (1970)
Careers in Radio

National Association of Manufacturing

Your Opportunities in Industry as a Technician
BOOKLETS AND PAMPHLETS (Con't)

National Consumer Finance Association
Educational Service Division
100-16th Street NW
Washington, D.C. 20036

Careers in Consumer Finance

National Institute of Life Insurance
Educational Division
277 Park Avenue
New York, New York 10017

A Career in a Life Insurance Company
Catalogue of Teaching Aides

Potlatch forest Inc.
Lewiston, Idaho 83501

The Potlatch Story
Pamphlets and Film

Occupational Awareness Mini-Briefs
Box 5908
Los Angeles, California 90055

Occupational Information

Job Family Series Booklets (Set of 20 for $28.00 list price; $1.74 each)
Jobs in: Agriculture
Arts
Building Construction Trades
Clerical Work
Education
Electronic Data Processing
Engineering
Health
Mathematics
BOOKLETS AND PAMPHLETS (Con't)

Mechanical Work
Outdoor Work
Performing Arts
Professional Home Economics
Psychology
Publishing
Science
Selling
Social Work
Technical Work
Unusual Occupations

Vocational Guidance Booklets:
- Charting Your Job Future - Lambert L. Gilles (1968)
- How to Get the Job - Mitchell Dreese (1971)
- Understanding Yourself - William Menninger (1966)
- What to Do After High School - Charles Speeler, William Reiner (1971)
- Handbook of Job Facts - Norma Thieman (1968)

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<th>Code No.</th>
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<td>Choosing Your Career</td>
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