An interdisciplinary career education program called Career Education Activity Kits (CEAK) for grades 3-4 is presented in the document. The materials in the teacher's handbook may be used as an aid to achieve pre-established instructional outcomes. Fourteen career generalizations were utilized to develop the CEAK materials. Each generalization has four career education outcome statements which develop the student's thought processes: (1) identify--activities requiring recognition from the students, (2) compare/contrast--activities providing students with different materials which require comparison, (3) analyze--activities requiring students to identify parts or concepts and the relationship between them, and (4) evaluate--activities requiring students to make judgments about the concepts in the career generalization. The CEAK information sheets are presented for three subject areas: language arts (31 activities), mathematics (five activities), and social studies (10 activities). Each activity guideline includes a career generalization, career objective, performance objective, materials needed, preparation, procedure, and evaluation. Worksheets, transparency masters, evaluation instruments, and other instructional materials are included. Appended materials include the 14 career generalizations and objectives, a list of Career Education Consortium participants, an explanation of the feedback system for assessing the kit's value, and a teacher check list for the feedback system.
CAREER EDUCATION ACTIVITY KIT

An interdisciplinary curriculum that reinforces learned capabilities through Career Education.

Developed by the Wichita Career Education Consortium
Curriculum Services Division
Wichita Public School System
July, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The implementation of this Career Education Activity Kits (CEAK) curriculum project was made possible through funds authorized under Part C of the Vocational Education Amendments of 1968. This project was administered through the Division of Vocational Education, State Department of Education, pursuant to Grant No. OEG-0-73-2975 from the U. S. Office of Education, Department of H. E. W.

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The Career Education Activity Kits were developed by curriculum, guidance and teaching personnel of the Wichita Public School system during the summer of 1974. The activities and supportive materials are field test copies only and will be revised according to teacher recommendation. In addition to teacher evaluation, students will be pre and post tested to measure advancement in career concepts.
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</tr>
</tbody>
</table>
WE'D LIKE TO LIGHT YOUR FIRE!

ORIENTATION

Career Education Activity Kits (CEAK, pronounced seek) incorporate the developmental approach to career education into learning center activities for elementary students. The CEAK activities are interdisciplinary and should enhance current instructional goals by reinforcing learned capabilities. The intent is that materials be used as an aid to achieve pre-established instructional outcomes.

The CEAK Program distinguishes activities for all elementary children through three grade level groupings---K-2; 3-4; 5-6. In addition, some activities are appropriate for students with special needs. The material is not sequential, giving students and teachers freedom to enter most activities at any time.

The Wichita Career Education Curriculum Consortium utilized fourteen career generalizations to develop the materials in CEAK. Each generalization has four career education outcome statements that progress the student through an intellectual design that develops the student's thought processes. The intellectual design provides students with identity activities that simply require recognition from the students. Compare and contrast activities provide the student with differing materials that require comparison. The more complicated thought process of analysis is approached through activities that require students to identify parts or concepts and the relationship between them. Finally, evaluative activities ask the students to make judgments that value the concepts inherent in the career generalization.

In addition to the career generalization and career objective statements, each CEAK activity has a performance objective that is written in behavioral terms. The performance objective enables the teacher to easily evaluate student participation.

The philosophy guiding CEAK development was based on the premise that teachers generally do not have time to make hands-on activities that are suggested in standard curriculum guides. Therefore, the materials required in each CEAK activity are provided in the kit. If the activity is a game, then the game is provided in the kit. When spirit masters are needed then thermofax masters can be found in the teachers handbook. Any materials not provided in CEAK are standard classroom supplies that are normally on hand in the classroom.

Teachers are also provided with preparation instructions informing them when an activity requires preparations in advance of the activity. Similarly, procedure instructions are provided to aid the teacher in getting the activity underway.
Finally, each CEAK activity has an evaluative tool included. The evaluation is not required but does provide the teacher with a measurable means of evaluating student performance. Suggested levels of acceptable performance are provided. However, no problem is incurred if the instructors wish to adjust these levels to their situations.

In summary, CEAK is a career education curriculum that actively involves students in learning. The activities are interdisciplinary and are designed to supplement current instructional goals. CEAK should be used as a means of achieving pre-established outcomes and not as an addition to the school day.
HOW TO USE CEAK MATERIALS

For the instructor to effectively utilize the CEAK materials it is important that the curriculum model and packaging be understood.

The CEAK materials for each grade level are packaged in the teachers handbook and an activity box.

The teachers handbook has twenty (20) sections. Section One provides orientation information to the CEAK model. Section Two includes the instructions for using the CEAK kits. Sections 3-16 contain the activity information sheets. These sheets are divided according to the career generalization numbers. Section 17 is an appendix that includes a listing of all the career generalizations and their career objectives. Section 18 explains the feedback system. Section 19 is a special thanks to the Career Education Consortium participants. Finally, Section 20 is a miscellaneous section for teacher records.

Contained in the CEAK box are all the materials that are not provided in this notebook. These materials include game boards and pieces ranging in size from 8½" x 11" to 22" x 25".

The remainder of this section concerns the use of the activity information sheets provided in Sections 3-16.

Code Numbers

Each activity has a code number that helps the teacher identify the grade level grouping, career generalization and career objective of the activity. The code is divided into three components. The first two digits indicate the grade level grouping. The third and fourth digits refer to the career generalization. The letter signifies the process involved in the intellectual design and the career objective related to the generalization. Activity coding may progress as shown in the table below.

Table of Coding Progression

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Career Generalization</th>
<th>Career Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>01 08</td>
<td>A - identify</td>
</tr>
<tr>
<td>3-4</td>
<td>02 09</td>
<td>B - compare/contrast</td>
</tr>
<tr>
<td>5-6</td>
<td>03 10 04 11 05 12 06 13 07 14</td>
<td>C - analyze D - evaluate</td>
</tr>
</tbody>
</table>
For example a code number K202A refers to an activity for Kindergarten through second grade. The career generalization is the number two which states that "education and training are required for most work". The letter "A" signifies that the intellectual process utilized in the activity is identity and meets career objective A for generalization number two. The coding 3410C belongs to a third and fourth grade activity for generalization 10 using career objective C. Similarly the coding 5614D signifies a fifth and sixth grade activity for generalization fourteen involving the evalutative career objective. Every piece of material provided in CEAK has a code number printed on it. If a piece is misplaced, it may be refiled with proper kit by reading the code number.

**Discipline Identification**

The subject area identification appears at the top of the activity information sheet. Included with the subject area identification are concepts or skills within that subject addressed by the activity. For example:

**Language Arts:** Listening, word recognition. The preceding identifies this activity as a Language Arts activity that involves the children in listening and word recognition.

In order to select a CEAK activity for your class, simply scan the activity information sheets' subject area identifications until you find one that is appropriate to the needs of your class at the present time.

**Materials**

The materials statement on the activity information sheet identifies the materials needed for the activity. Those materials with an asterisk (*) appearing before them are already provided for you in the CEAK package. Those materials without the asterisk are generally in supply for any classroom and must be provided by the school.

When the activity requires consumable items, one master copy is provided for the teacher. Student copies can be duplicated through the use of a thermofax spirit master and a spirit duplicator.

**Preparation**

It is important that the teacher read the preparation statement at least one day in advance of the activity implementation. The preparation statement alerts the instructor to reproduce or gather materials when necessary. Anything that needs to be done in advance of the activity is identified in this section of the activity information sheet.

**Procedures**

The procedure statement provides information for the instructor that will aid in implementing and operating the activity as efficiently as possible. The activities were originally created for learning centers, but many of the activities could be used with other management styles.
Evaluation

Provided with each activity is an evaluation activity. Each evaluation activity has an answer key. Simply follow the instructions for using the evaluation. Some have suggested levels of performance. Converting the evaluation to a grade is left to the teacher.
CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will identify a variety of reasons why people work.

PERFORMANCE OBJECTIVE:

Given the set of 36 cards, the child will draw and match them into sets of 2 until all are correctly matched.

MATERIALS:

*36 playing cards (18 sets of 2)

PREPARATION:

This exercise is designed for 2 to 6 players. Cut out the playing cards. Laminate if desired.

PROCEDURE:

Place the cards in a learning center. Explain the directions for the game. Cards should be dealt out evenly to all players. Then players should see if they have any matches in their hands. Any matches should be placed on the playing table. To play the game, players take turns drawing a card at a time from the player to their right. As matches are made, they should be placed on the table. The player getting rid of his cards first is the winner and becomes dealer for the next game.
<table>
<thead>
<tr>
<th>Foreign Travel</th>
<th>Fringe Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise</td>
<td>Make a living for the family</td>
</tr>
<tr>
<td>Help Others</td>
<td>Reward</td>
</tr>
<tr>
<td>Honor</td>
<td>Paid vacation</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>To be their own boss</td>
<td>Personal Satisfaction</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>To please the family</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Money (Wealth)</th>
<th>Fame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prestige</td>
<td>Security</td>
</tr>
<tr>
<td>Education for children</td>
<td>Social</td>
</tr>
</tbody>
</table>
CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will compare reasons why people work in different situations.

PERFORMANCE OBJECTIVE:

The student will be able to give at least one reason why people work in each of the 15 open-ended stories.

MATERIALS:

* 15 open-end stories
  pencils

PREPARATION:

Reproduce a copy of each story for each child. Lead a discussion with children stressing reasons why people like to perform their particular jobs.

PROCEDURE:

Working independently, children will read the stories and then decide why the characters continue to work as they do. They should write their answers. For children who cannot write, lead an oral discussion, encouraging children to share and explain their answers to the questions. After children have completed their work, lead a discussion encouraging the children to compare the different reasons people were engaged in their activities.

EVALUATION:

Read student papers.
WHY PEOPLE WORK

DIRECTIONS: Write at least one sentence to complete each story.

1. John is a Boy Scout. He has earned badges in pet care, first aid, camping and gardening. Recently John has started doing volunteer work at the Red Cross.
   Why do you think John is doing this?

2. Betty is in the fourth grade. She has four younger brothers and sisters that she sometimes babysits with. When the kindergarten teacher, Miss Dill, needed a helper, Betty asked if she could do this.
   Why do you think Betty wanted to help Miss Dill?

3. Miss Jones taught piano for many years, but has now retired. She spends much time in children's wards of the local hospitals and the rest homes working with the children and senior citizens.
   Why do you think she does this?

4. Bill likes to visit his grandfather who works as an airplane mechanic. There are many kinds of models in grandfather's den and Bill can identify all of them. Bill wants to be a pilot.
   Why do you think Bill wants to be a pilot?
5. The third grade children were watching Mr. Gray operate a bulldozer, when he was preparing the ground for a new annex. He dug the hole and removed the sidewalk section by section. The day was very hot, but Mr. Gray worked hard. Why do you think he chose this job?

6. Tom likes to spend his weekends camping in the woods near his home. He will observe, with interest, a forest animal and its action for long periods of time. He knows the habits of most of these animals either from observation or reading information. What careers could Tom take up that he would be able to use this knowledge?

7. Terry's family lives near the ocean. His father and grandfather have been travelers all their lives and Terry goes in the boat sometimes with them. What occupation do you think Terry will want to take up? Why?

8. Joe wishes he lived on a farm. He visits his cousins as often as he can and enjoys watching his Uncle prepare the land for planting in the fall. During the summer he converses with the threshing crew and hears about their harvest travel into other states. He admires the huge machines involved in all farm work. With these special interests, what career do you think Joe is preparing himself for?
9. Mr. Penn is an attorney in a large city. He has represented clients who have been wronged and has been successful in bringing many guilty persons to justice. He spends most evenings studying at home and has very little time for recreation, or his family. When asked if he enjoyed his work, Mr. Penn replied, "I would not be happy doing anything else!"

Why do you think Mr. Penn stays in this profession?

10. Mrs. Allen has a beauty shop in the extra room of her house. She starts working at 8:00 in the morning and is sometimes still working at 8:00 in the evening. She gives permanents, manicures, and works with long hair, short hair, and wigs. She is always busy and always happy.

Why do you think Mrs. Allen chose to be a beautician?

11. Joyce has taken tap dancing lessons and ballet since she was three years old. Now she is a junior in high school and is beginning to give lessons to preschool and kindergarten children. She hopes someday to be a famous ballerina.

Why do you think she will probably be successful?

12. Charles reads all types of books from the library. He says he doesn't have any special informational interest, but wants to know "all about everything". He was the ring master when the children on his block had a circus. He speaks intelligently and with a good clear voice; the other kids are always asking him to read to them.

What career do you think Charles could use this type of preparation for?
13. Jim is a welder with a construction company. He is a strong man who enjoys the out-of-doors and spends his vacation fishing in a quiet spot in the woods. Jim always seems happy.

What are the reasons you believe that Jim will stay in his profession.

14. Joe is in high school and works in a grocery store. He stocks shelves, stamps prices on canned goods and checks out customers. He likes to go to his job every evening after school is out. He plans to take business and economics courses in college.

What career do you think he is preparing for?

15. Jane likes to meet people and she delights in visiting with them. She hopes to become a receptionist in a large office after she completes high school.

Why do you think she would like to do this?
CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVES:

The student will analyze the behaviors of workers and infer why they are working.

PERFORMANCE OBJECTIVE:

The student will be able to give various reasons why certain people engage in certain careers after analyzing interview results.

MATERIALS:

*Interview questionnaire
Pencil

PREPARATION:

Conduct a class discussion on how to conduct a personal interview. Reproduce interview sheets (3 for each student).

PROCEDURE:

Students make appointments for interviews and visit with workers, taking notes. After all have gathered their data, have each student prepare an oral report describing some of the data they gathered and why they think the worker they interviewed works at his job.

EVALUATION:

Listen to student reports for accurate assessments of their inferences.
WHY DO PEOPLE WORK?

Interview 3 people in different occupations using the following questionnaire. (Write their responses.)

1. What is your job?

2. Do you enjoy your work? □   □
   yes   no

3. Why do you like (or dislike) your work?

4. What special training does your job require? College Degree
   Vocational School
   High School
   On-the-job

5. What other work could you do with your training?

6. Why did you choose this profession?

   salary
   family pressure
   security
   Prestige
   Short hours
   Fringe Benefits

7. Did you ever work at any other job? □   □
   yes   no

8. Why did you change from that job?

9. What do you like best about your job?
   Least?

10. Would you recommend your type of work for other people? □   □
    yes   no

11. What special interests should people who go into this profession have?

   Like people
   Enjoy working outside
   Like to work with tools
   Can work independently
   Enjoy music
   Like to sew
   Working with medicine
   Like to read
   Like Animals
   Be able to type
   Like to travel
   Enjoy reading
   Working in a lab
   Enjoy sports
12. Would you choose your same career if you were to begin working again?  

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
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</thead>
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Why?

13. How many hours do you spend working each day?  

<table>
<thead>
<tr>
<th>Hours</th>
<th></th>
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<tbody>
<tr>
<td>4 - 6 hours</td>
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<tr>
<td>6 - 8 hours</td>
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<tr>
<td>More</td>
<td></td>
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</table>

14. Do you work better alone or with others?  

<table>
<thead>
<tr>
<th></th>
<th>Alone</th>
<th>With others</th>
</tr>
</thead>
</table>

15. Is your work seasonal or do you do this all through the year?  

<table>
<thead>
<tr>
<th></th>
<th>Seasonal</th>
<th>All year</th>
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</table>

16. Are you required to do extra work at home, at the library, or some other place?  

<table>
<thead>
<tr>
<th></th>
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<th>no</th>
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</table>

17. Are you paid for in-service training, on-the-job training, or workshops?  

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<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
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18. Are you required to go back to school to keep up-to-date?  

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<tr>
<th></th>
<th>yes</th>
<th>no</th>
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19. Does your job pay well?  

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
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20. Is there opportunity for advancement in your type of work?  

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
</table>
CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will evaluate his/her own reasons for working in given settings.

PERFORMANCE OBJECTIVE:

The child will fill in a worksheet describing his/her job preferences in given settings and contexts.

MATERIALS:

*Career Options Sheet

PREPARATION:

Reproduce as many copies of the Career Option Sheet as you wish to use for this group activity.

PROCEDURE:

After group discussion of a variety of careers, students should fill in the Career Option Sheet. After they complete their work, have the students work in pairs and share information on their sheets.

EVALUATION:

Discuss informally with the students.
CAREER OPTIONS

Complete the following about yourself:

1. I would rather be a _______ than a druggist.

2. If I could sing well I would like to be a _______.

3. My parents want me to be a _______.

4. A _______ must know how to type.

5. If I were a _______ I would be wealthy.

6. A _______ must work long hours.

7. I would like to work in a _______.

8. A _______ must like animals.

9. I would be scared to be a _______.

10. A _______ has to study for many years.

11. If I like to work with children, I can be a _______.

12. A _______ must wear a hard hat.

13. People would respect me if I were an outstanding _______.

14. I would be proud to be a _______.

15. We need a _______ in our community.

16. I would like to be a _______, because my friend is.

17. To be a _______ would be a secure job.

18. I (do, do not) work hard to get a good grade.

19. A _______ is a hero.

20. I would enjoy being a _______.

21. I would like to be a _______ and travel to foreign countries.

22. I like to help other people so I might be a _______.

23. It would be fun to be a _______.

24. I would like to be a famous _______.

25. My parents would not let me be a _______.

25
CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will identify the formal and informal educational requirements for specific occupations.

PERFORMANCE OBJECTIVE:

Using the Career Wheel, the student will correctly match the type of training needed with the jobs, using the multiplication facts to arrive at the correct answer.

MATERIALS:

*Career Wheel (two pieces)
Paper and pencil
Mathematics book or multiplication fact sheet to check answers

PREPARATION:

Cut out the two wheels and assemble. Where to go for training and one multiplication factor are on the small wheel. The job and another multiplication factor and the product are on the other wheel.

PROCEDURE:

Place the material on a student desk or an activity center. As the student matches type of training with the job, the student should write the multiplication facts on paper. If the teacher desires, the student could also be required to write down the type of training and the matching job.

EVALUATION:

The student should check the multiplication facts with his mathematics book and the training facts with the teacher. If the student does not have all facts correct, he should use the Career Wheel for further reinforcement.
<table>
<thead>
<tr>
<th>Category</th>
<th>Suggested Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Apprenticeship</td>
<td>plumber 2&lt;br&gt;crane operator 7&lt;br&gt;electrician 8</td>
</tr>
<tr>
<td>3 College</td>
<td>teacher 2&lt;br&gt;engineer 3&lt;br&gt;commercial artist 7&lt;br&gt;musician 8</td>
</tr>
<tr>
<td>4 Private School</td>
<td>cosmetologist 2&lt;br&gt;or beautician or hairdresser&lt;br&gt;T.V. repairman 7&lt;br&gt;key punch operator 8&lt;br&gt;aircraft assembly worker 9</td>
</tr>
<tr>
<td>5 On-The-Job Training</td>
<td>used car salesman 2&lt;br&gt;nurse aid 5&lt;br&gt;grocery store cashier 6</td>
</tr>
<tr>
<td>6 Vocational-Technical</td>
<td>bricklayer 1&lt;br&gt;secretary 2&lt;br&gt;auto mechanic 3&lt;br&gt;cabinet maker 4</td>
</tr>
</tbody>
</table>
CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will compare and contrast the educational requirements for different occupations as well as the educational resources available to help him/her prepare for work.

PERFORMANCE OBJECTIVE:

Given the puzzle pieces, the student will correctly match the pieces, sequencing the training required for ten occupations.

MATERIALS:

*Career training puzzles
*Answer sheet

PREPARATION:

Reproduce 4 - 6 copies of the puzzle.
Cut puzzle apart along lines. Place material on the individual's desk or at a learning center.

PROCEDURE:

Career Puzzle is designed for one to four players. Each player should try to complete the puzzle bars listing one occupation and the matching schooling and training pieces. When all the bars have been completed check with the answer sheet for accuracy.

EVALUATION:

Observe the students at the center to see how well they match the pieces. Review with them what the puzzle pieces say.
<table>
<thead>
<tr>
<th>Career</th>
<th>Education Level Required</th>
<th>Training/Program Required</th>
<th>Certification/Licensing Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty shop operator</td>
<td>Tenth grade or more, high school</td>
<td>School of cosmetology usually 6-12 months</td>
<td>State licensing</td>
</tr>
<tr>
<td>Plumber</td>
<td>High school</td>
<td>Plumber's helper</td>
<td>Apprenticeship with on-the-job training up to 5 years</td>
</tr>
<tr>
<td>Secretary</td>
<td>High school</td>
<td>Business College</td>
<td>On-the-job training</td>
</tr>
<tr>
<td>Lawyer</td>
<td>High school</td>
<td>College</td>
<td>Law School Admitted to state bar</td>
</tr>
<tr>
<td>T.V. Repairer</td>
<td>High school</td>
<td>Technical school</td>
<td>On-the-job training</td>
</tr>
<tr>
<td>Car sales-workers</td>
<td>High school</td>
<td>On-the-job training, previous sales work helpful</td>
<td></td>
</tr>
<tr>
<td>Veterinarian</td>
<td>High school</td>
<td>2-3 years college</td>
<td>4 years veterinary school</td>
</tr>
<tr>
<td>Dental assistant</td>
<td>High school</td>
<td>On-the-job training or training at Vo-tech school or Jr. college</td>
<td>1 year or more training</td>
</tr>
<tr>
<td>Surveyor</td>
<td>High school</td>
<td>1-3 years Jr. college or Vo-tech school</td>
<td>On-the-job training</td>
</tr>
<tr>
<td>Air flight attendents</td>
<td>High school</td>
<td>College or nurse's training preferred</td>
<td>About 5 weeks training at airline school</td>
</tr>
</tbody>
</table>
CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will evaluate the educational options available in relation to his/her personal objectives and needs.

PERFORMANCE OBJECTIVE:

After reading each of the situation stories, the student will evaluate the possible career choices each story character could make and express his ideas in complete sentences.

MATERIAL:

*Situation story sheets (4)
*Situation story answer key
Paper and pencil

PREPARATIONS:

Reproduce as many copies of the situation stories as needed. This activity is designed for individual work or possibly in a group of two students.

PROCEDURE:

Place the situation stories on the students' desk or at a learning center. After the student has read the stories ask him to respond to the questions at the end in complete sentences.

EVALUATION:

When the student has completed the sentences he, the teacher or another student should check them for both content and form, using the situation story answer key.
Bill

Bill is a boy with many interests. Most of all he likes to be with people. He likes to help other boys and girls. He helped Jack with his Scout project in poster making. When his father needed more tools to repair the mower, he got them from the garage. At school Bill likes to help others with reading when he is done. Bill asked Tom to stay after school to help clean up after a messy art project. His favorite thing is to play many kinds of outdoor games with his friends. He found a new game in "Boy's Life" and now is helping others to learn how to play it.

When Bill thinks about what kind of work he would like to train for, he has a hard time to decide. What do you think he should do? Write your ideas in complete sentences.
Sam

Sam lives close to a busy street with several businesses at the intersection. He goes by these when he goes to school. In his back yard Sam has his shop for fixing toys, tricycles and bicycles. He does this for fun because he likes to take things apart and put them together again. He also likes to sell things. In spring he sold garden seeds. Last winter he was top salesman for the Scout candy sale.

What kind of work do you think Sam should train for as he grows older? Write your ideas in complete sentences.
Sue

Most of the time Sue doesn't have a lot to say. She likes to put her ideas on paper. She writes short stories and then uses them for plays with her dolls and puppets. Her class went to the newspaper printers for a field trip. She got to talk to one of the feature article writers. She enjoyed this very much. Her class made a newspaper after the field trip, she wrote a funny story for it. At school she spends a lot of time in the library reading. She was chosen as the class librarian for the month. She has made many friends through her writing and reading.

What kinds of jobs do you think Sue should think about when she chooses to train for her future? Write your ideas in complete sentences.
Jane

Jane likes animals very much. She has had several kinds of pets. When she finds or knows about an injured animal she tries to take care of them until they can go on their own. She reads books from the library about pets and wildlife. Jane enjoyed a field trip to the humane society very much. She learned new ideas about how to take care of animals.

With these kinds of interests, what kind of jobs should Jane consider when she thinks about choosing what work to train for? Write your ideas in complete sentences.
<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill</td>
<td>Public relations, Health services, Personnel services</td>
</tr>
<tr>
<td>Sam</td>
<td>Businessman, Mechanic or repairman, Sales work</td>
</tr>
<tr>
<td>Sue</td>
<td>Editor, Journalist, Free lance writer, Librarian, Proofreader</td>
</tr>
<tr>
<td>Jane</td>
<td>Zoo Keeper, Veterinarian, Wildlife, Humane Society</td>
</tr>
</tbody>
</table>
DIAL - A - JOB

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will identify different work roles and their interrelatedness in given specialized work situations.

PERFORMANCE OBJECTIVE:

Given a listing of general job classifications or clusters, the student will be able to identify the specific occupations that fit within that cluster.

MATERIALS:

* Dial - a - Job game board
* Game cards: 17 of (red, white, blue, and 15 of the green)
* Dial - a - Job game directions
* Dial - a - Job answer key
* Evaluation sheet
* Evaluation answer key

PREPARATION:

Make copies of the evaluation sheet, one for each student who plays the game.

PROCEDURE:

This lesson is designed to help the student learn about different occupational clusters and the interrelated occupations within those clusters. Before playing the game, briefly review the occupation categories and identify some of the occupations within the categories. Encourage students to describe the ways workers within a cluster depend on one another. Have the students play Dial - a - Job, following the game directions.

EVALUATION:

After students have played the game, have them work the evaluation sheet. They may check their own work using the evaluation key, or you may wish to check it.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Description</th>
<th>3403A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilots</td>
<td>fly airplanes.</td>
<td></td>
</tr>
<tr>
<td>Psychiatrists</td>
<td>are special doctors who diagnose, treat, and help prevent mental illness.</td>
<td></td>
</tr>
<tr>
<td>Physicians</td>
<td>diagnose illness and treat people in poor health. They also help us to keep from getting sick.</td>
<td></td>
</tr>
<tr>
<td>Dentists</td>
<td>examine teeth, take x-rays, fill cavities, straighten teeth, and treat gum diseases.</td>
<td></td>
</tr>
<tr>
<td>School nurse</td>
<td>is a nurse who works with principal, teachers, and children to take care of the needs of the children, examines them and keeps health records.</td>
<td></td>
</tr>
<tr>
<td>A store manager</td>
<td>is responsible for managing a whole store.</td>
<td></td>
</tr>
<tr>
<td>Carpenters</td>
<td>work with wood tile, insulation, board, and etc. They erect the framework in buildings and install molding, paneling, cabinets, and hardware.</td>
<td></td>
</tr>
<tr>
<td>Geologists</td>
<td>study the structure, composition, and history of the earth's crust. They search for things such as coal, water, and oil.</td>
<td></td>
</tr>
<tr>
<td>Elementary school teachers</td>
<td>provide a good learning environment and plan and provide programs for learning that suit the students' needs in K - 6th. grade.</td>
<td></td>
</tr>
<tr>
<td>Local truck drivers</td>
<td>move goods from terminals and warehouses to wholesalers, retailers, and consumers in the area. They must be skilled drivers so they can get the truck in and out of difficult places.</td>
<td></td>
</tr>
<tr>
<td>Actors and actresses</td>
<td>make a character come to life before an audience. It is hard work and requires special talent.</td>
<td></td>
</tr>
<tr>
<td>Architects</td>
<td>design buildings that combine attractiveness, safety, and usefulness.</td>
<td></td>
</tr>
<tr>
<td>Cooks and chefs</td>
<td>are responsible for the reputation and success of a restaurant. They decide on size of servings, plan menus, and buy food supplies.</td>
<td></td>
</tr>
<tr>
<td>An all-around machinist</td>
<td>can set up and operate most types of machine tools, uses these tools to make metal parts.</td>
<td></td>
</tr>
<tr>
<td>School counselors</td>
<td>work with students, teachers, parents, and community agencies in order to help students.</td>
<td></td>
</tr>
</tbody>
</table>

2 weeks paid vacation  
(Take another turn)  

Sick leave  
(Take another turn)
Airline Attendant look after the comfort of the passengers.

Psychometrist is a person who gives tests and makes surveys (often in school).

Medical assistants are the persons who greet you in the doctor's office, set up appointments, and answer questions. They also keep medical records up to date.

The dental hygienist works directly in the mouth of the patient, cleaning teeth, examining and charting dental defects.

Public health educator keeps public informed about their community health conditions and how they can be improved.

A salesperson works in one department and sells merchandise directly to the customer.

Painters apply coats of paint to either inside or outside surfaces for the purpose of decorating or protecting them.

Oceanographers study the ocean -- its characteristics, movements, physical properties, and plant and animal life.

Librarians make information available. They select and organize collections of book pamphlets, newspapers and magazines and assist others with their use.

Parking attendants move cars in and out of parking spaces at commercial and private parking lots.

Musicians may play in a symphony orchestra, dance band, rock group, or jazz combo. They usually have many years of music study and practice behind them.

Interior designers help clients select furniture, draperies, floor coverings, and accessories.

Waiters and waitresses take customers' orders, serve food and drinks, make out checks, and sometimes take payments.

Many machine tool operators do simple jobs that can be learned quickly on one or two types of machine tools. They repeat them over and over again.

Rehabilitation counselors help people with physical, mental, or social disabilities to adjust their vocational plans and personal lives.

Laid off
(Take another turn)

2 weeks paid vacation
(Take another turn)
<table>
<thead>
<tr>
<th>3403A</th>
<th>3403A</th>
<th>3403A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The airline ticket agent sells tickets.</td>
<td>Psychologists observe behavior (the way people act).</td>
<td>Medical technologists perform laboratory tests. They usually work in hospitals or medical laboratories.</td>
</tr>
<tr>
<td>Dental assistants get the dental equipment, instruments, and supplies ready for the dentist to use.</td>
<td>Sanitarian is a specialist in environmental health. (Examines food and water supplies)</td>
<td>A floor manager manages one department of a store. (Assigns duties to employees, hears customers' complaints, and reorders new stock for the department.)</td>
</tr>
<tr>
<td>Construction electricians lay out, assemble, and install electrical fixtures, apparatus, and wiring used in electrical systems.</td>
<td>Weather forecasters are really meteorologists. They interpret the daily weather information.</td>
<td>Secondary school teachers usually specialize in one particular field, such as, English, math, social studies. Their students are in junior or senior high school.</td>
</tr>
<tr>
<td>Long-distance truck drivers are skilled and experienced drivers. They operate large tractor-trailers that carry goods hundreds or thousands of miles.</td>
<td>Dancers may perform in classical ballet or modern dance. They may dance for musical shows or in folk dances.</td>
<td>Commercial artists create artwork in newspapers and magazines and on billboards, brochures, catalogs, and television commercials.</td>
</tr>
<tr>
<td>Meat cutters prepare meat, fish, and poultry for sale in supermarkets or wholesale food outlets.</td>
<td>Instrument makers translate the ideas of scientists into experimental models, or special laboratory equipment. They also change existing instruments for special purposes.</td>
<td>Employment counselors help job seekers evaluate their abilities and interests so they can choose and prepare for a satisfactory field of work.</td>
</tr>
</tbody>
</table>

Laid off (Take another turn) Dividend payment (Take another turn)
<table>
<thead>
<tr>
<th>AIR TRANSPORTATION</th>
<th>MENTAL HEALTH</th>
<th>MEDICAL SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENTISTRY AND</td>
<td>COMMUNITY HEALTH SERVICE</td>
<td>MARKETING</td>
</tr>
<tr>
<td>DENTAL SERVICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTRUCTION WORK</td>
<td>NATURAL SCIENCE OCCUPATIONS</td>
<td>EDUCATION</td>
</tr>
<tr>
<td>DRIVING OCCUPATIONS</td>
<td>PERFORMING ARTISTS</td>
<td>DESIGN OCCUPATIONS</td>
</tr>
<tr>
<td>FOOD SERVICE OCCUPATIONS</td>
<td>MACHINING OCCUPATIONS</td>
<td>COUNSELING OCCUPATIONS</td>
</tr>
</tbody>
</table>
DIAL-A-JOB

Directions:

The game may be played by 3 - 5 players.

The red, white, and blue cards should be stacked face down on the board according to color.

The green cards are general classifications for jobs, whereas the other colored cards represent jobs under those classifications.

The green cards are shuffled and dealt equally to the players. The player to the left of the dealer spins the dial and chooses a card from the top of the pile that is the same color as the color he has spun. The next player spins and draws 1 card. The players continue spinning and drawing in turn until they are able to make a "set" of related job cards corresponding to one of their green job category cards. For example, if a child has a green air transportation card, and through a successions of draws or trades, he draws a white ticket agent card, a red pilot card, and a blue airline attendant card, he will have drawn a complete set. When a player makes a complete set with his cards (green, red, white, and blue) he scores 5 points. The matching set of cards should be placed on the playing table.

When a player draws a card, he should read it aloud other players may bargain to trade cards if someone else has a card he needs for one of his sets.

The game continues until all of the cards in one color pile have been drawn.

The player with the most points wins.

If a dispute arises regarding the components of a set, players should refer to the answer key.
DIAL-A-JOB ANSWER KEY

1. Air transportation
   - Pilots
   - Airline Ticket Agents
   - Airline Attendants

2. Community health service
   - School Nurse
   - Sanitarian
   - Public Health Educator

3. Construction work
   - Carpenters
   - Electricians
   - Painters

4. Counseling occupations
   - School Counselors
   - Employment Counselors
   - Rehabilitation Counselors

5. Dental service
   - Dentists
   - Dental Assistants
   - Dental Hygienists

6. Design occupations
   - Architects
   - Commercial Artists
   - Interior Designers

7. Driving occupations
   - Local Truck Drivers
   - Long-Distance Truck Drivers
   - Parking Attendants

8. Education
   - Elementary School Teachers
   - Secondary School Teachers
   - Librarians

9. Food service occupations
   - Cooks and Chefs
   - Meat Cutters
   - Waitpersons
10. Machining occupations
   - All-Around Machinists
   - Instrument Makers
   - Machine Tool Operators

11. Marketing
   - Store Managers
   - Floor Managers
   - Salespersons

12. Medical service
   - Physicians
   - Medical Technologists
   - Medical Assistants

13. Mental health
   - Psychiatrists
   - Psychologists
   - Psychometrists

14. Natural science occupations
   - Geologists
   - Weather Forecasters
   - Oceanographers

15. Performing artists
   - Actors and Actresses
   - Dancers
   - Musicians
EVALUATION

DIAL – A – JOB

DIRECTIONS: Match an occupational category in the first column with the jobs that come under that classification by drawing a line to connect the two.

1. Air transportation
   A. School Counselor
      Employment Counselor
      Rehabilitation Counselor

2. Medical service
   B. Airline Pilots
      Airline Ticket Agents
      Airline Attendant

3. Construction work
   C. Actors and Actresses
      Dancers
      Musicians

4. Natural science jobs
   D. Dentist
      Dental Assistants
      Dental Hygienist

5. Driving occupations
   E. Cooks and Chefs
      Meat Cutters
      Waitpersons

6. Performing artists
   F. Physician
      Medical Technologist
      Medical Assistants

7. Food service occupations
   G. Store Manager
      Floor Manager
      Salesperson

8. Counseling occupations
   H. Local Truck Driver
      Long-Distance Truck Driver
      Parking Attendant

9. Dental service
   I. Geologists
      Oceanographers
      Weather Forecasters

10. Marketing
    J. Carpenters
        Electricians
        Painters
DIAL - A - JOB

DIRECTIONS: Match an occupational category in the first column with the jobs that come under that classification by drawing a line to connect the two.

A. School Counselor
   Employment Counselor
   Rehabilitation Counselor

B. Airline Pilots
   Airline Ticket Agents
   Airline Attendant

C. Actors and Actresses
   Dancers
   Musicians

D. Dentist
   Dental Assistants
   Dental Hygienist

E. Cooks and Chefs
   Meat Cutters
   Waitpersons

F. Physician
   Medical Technologist
   Medical Assistants

G. Store Manager
   Floor Manager
   Salesperson

H. Local Truck Driver
   Long-Distance Truck Driver
   Parking Attendant

I. Geologists
   Oceanographers
   Weather Forecasters

J. Carpenters
   Electricians
   Painters

B 1. Air transportation

F 2. Medical service

J 3. Construction work

I 4. Natural science jobs

H 5. Driving occupations

C 6. Performing artists

E 7. Food service occupations

A 8. Counseling occupations

D 9. Dental service

G 10. Marketing

48
CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will identify some universal abilities, skills, and interests required for engaging in successful work activities.

PERFORMANCE OBJECTIVE:

1) Given a copy of the Scramble puzzle, the student will locate and circle the universal and specific skills (12) listed at the bottom of the puzzle.

2) Given an evaluation worksheet, the student will fill in the appropriate work skill terms with 85% accuracy.

MATERIALS:

* Scramble puzzle
* Answer key for Scramble puzzle
* Evaluation worksheet
* Evaluation key
* Pencils
* Dictionaries

PREPARATION:

Make enough copies of the Scramble Puzzle and the Evaluation Sheet for the students you will be working with.

PROCEDURE:

Introduce the activity by discussing the difference between specific skills needed for specific jobs such as the specific skills needed by a secretary--typing, spelling, filing, taking messages, etc., and the universal skills that are helpful to anyone who works (e.g., promptness, interest in the job, congeniality, listening, communication, cooperation, and ability to follow directions).

After the discussion, have the students work the Scramble puzzle. They can check their work on the answer key.

EVALUATION:

To check how well the students understand the terms in the Scramble puzzle, have them fill in the evaluation worksheet. They can check their work on the evaluation key. If they do not understand the terms, they should look them up in the dictionary and correct the sentences.
This Scramble Puzzle deals with characteristics and skills a person may need in order to get and hold a job. At the bottom of the page you will find 12 of these terms listed. See if you can find them; they may go in any direction.

<table>
<thead>
<tr>
<th>R A B I C V D F E G U J C Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y . E X C O O P E R A T I O N</td>
</tr>
<tr>
<td>W P A T A R S Q O P N L M K</td>
</tr>
<tr>
<td>A C B D R D E M S T V W M A</td>
</tr>
<tr>
<td>X Z G W I L L E P S N O U G</td>
</tr>
<tr>
<td>C A C B T N O S R V E T N V</td>
</tr>
<tr>
<td>O D F Q H L G L O N W I I S</td>
</tr>
<tr>
<td>N R S W M X B L M K N N C W</td>
</tr>
<tr>
<td>G A G H E I L I P E O T A T</td>
</tr>
<tr>
<td>E K F J T A R K T H D E T A</td>
</tr>
<tr>
<td>N L O P I U X S N Z W R I V</td>
</tr>
<tr>
<td>I X L Y C K I H E G R E O B</td>
</tr>
<tr>
<td>A B L Z A L G J S B I S N L</td>
</tr>
<tr>
<td>L W O S V T W R S Q T T P X</td>
</tr>
<tr>
<td>I E W K D C I A Z D I C L B</td>
</tr>
<tr>
<td>T Y D I R E C T I O N S Y J</td>
</tr>
<tr>
<td>Y F P L O M S K Q H G N E K</td>
</tr>
<tr>
<td>R V H L J F L V Y A C V K P</td>
</tr>
<tr>
<td>I M O S P S 1 Z X R W E Q M</td>
</tr>
</tbody>
</table>

Reading  Arithmetic  Interest  Follow directions
Spelling  Congeniality  Listening  Cooperation
Writing  Promptness  Communication  Skills
This Scramble Puzzle deals with characteristics and skills a person may need in order to get and hold a job. At the bottom of the page you will find 12 of these terms listed. See if you can find them; they may go in any direction.

Reading  Arithmetic  Interest  Follow directions
Spelling  Congeniality  Listening  Cooperation
Writing  Promptness  Communication  Skills

51
Which word that you circled in the puzzle, make the sentences below true statements?

1. Can you ________ the directions?

2. Carpenters learn special ________.

3. Most employers are looking for people who are ________.

4. One characteristic of a good employee is ________.

5. I wasn't ________ to what you said.

6. He learned how to measure things in ________.

7. You do a better job on anything if you are really ________.

8. ________ is important when you write directions.

9. I can't read your ________.

10. ________ means helping one another.

11. ________ is how we find out what to do on a job.

12. A boss expects you to ________ ________.
Which word that you circled in the puzzle, make the sentences below true statements?

1. Can you **READ** the directions?
2. Carpenters learn special **SKILLS**.
3. Most employers are looking for people who are **CONGENIAL**.
4. One characteristic of a good employee is **PROMPTNESS**.
5. I wasn't **LISTENING** to what you said.
6. He learned how to measure things in **ARITHMETIC**.
7. You do a better job on anything if you are really **INTERESTED**.
8. **SPELLING** is important when you write directions.
9. I can't read your **WRITING**.
10. **COOPERATION** means helping one another.
11. **COMMUNICATION** is how we find out what to do on a job.
12. A boss expects you to **FOLLOW** directions.
CAREER GENERALIZATION:

Different occupations require different abilities, skills and interests.

CAREER OBJECTIVE:

The student will compare the abilities, skills and interests required for the different occupations.

PERFORMANCE OBJECTIVE:

Given a group of occupations and a list of working skills, the student will be able to match the occupations with the skills needed for those occupations with 80% accuracy.

MATERIALS:

* Compare game board
* 2 sets of game cards: Occupation cards and Skill cards
* Compare game directions
* Compare answer sheet
* Evaluation sheet
* Evaluation key

PREPARATION:

Make copies of the evaluation sheets. Place the game materials in a learning center.

PROCEDURE:

Explain the game directions. Explain to students that they are to match the work skills needed with different jobs and then compare them. Allow students to play the game.

EVALUATION:

After students have played the game, lead them in a discussion comparing the different skills and abilities needed for different occupations. Then have them work the evaluation sheet. They can check their own work on the evaluation key or you may check it.
Compare

Occupation Cards

Skill or Ability Cards
<table>
<thead>
<tr>
<th>SKILLS 3404B</th>
<th>SKILLS 3404B</th>
<th>SKILLS 3404B</th>
<th>SKILLS 3404B</th>
<th>SKILLS 3404B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes engines</td>
<td>Arithmetic</td>
<td>Likes to travel</td>
<td>Skilled Driver</td>
<td>Can play different characters and roles</td>
</tr>
<tr>
<td>Reads maps</td>
<td>Reads Schedules</td>
<td>Good at waiting on people</td>
<td>Has sense of rhythm</td>
<td>Knows how to dance</td>
</tr>
<tr>
<td>Is level headed</td>
<td>Listener</td>
<td>Good at waiting on people</td>
<td>Creates art work for cards and advertising.</td>
<td>Knows how to dance</td>
</tr>
<tr>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
</tr>
<tr>
<td>Careful Worker</td>
<td>Congenial</td>
<td>Science</td>
<td>Skilled Driver</td>
<td>Can play different characters and roles</td>
</tr>
<tr>
<td>Follows Directions</td>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
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<td>SKILLS 3404B</td>
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<tr>
<td>Careful Worker</td>
<td>Assigns Duties to Employees</td>
<td>Reorders stock</td>
<td>Has sense of rhythm</td>
<td>Searches for oil, coal, or water</td>
</tr>
<tr>
<td>SKILLS 3404B</td>
<td></td>
<td>Sells merchandise to customers</td>
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<tr>
<td>Careful Worker</td>
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<td>SKILLS 3404B</td>
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<tr>
<td>Skilled Driver</td>
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<tr>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
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<tr>
<td>Skilled Driver</td>
<td></td>
<td>Provides a good learning environment.</td>
<td></td>
<td>Can play different characters and roles</td>
</tr>
<tr>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
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<tr>
<td>Skilled Driver</td>
<td></td>
<td>Likes boys and girls</td>
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<tr>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
<td>SKILLS 3404B</td>
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<tr>
<td>Skilled Driver</td>
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<td>Can play different characters and roles</td>
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<tr>
<td>Occupation</td>
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<tr>
<td>AIRPLANE PILOT</td>
<td>PHYSICIAN</td>
<td>ELECTRICIAN</td>
<td>AIRLINE ATTENDANT</td>
<td></td>
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<tr>
<td>AIRLINE TICKET AGENT</td>
<td>PSYCHIATRIST</td>
<td>CARPENTER</td>
<td>FLOOR MANAGER</td>
<td></td>
</tr>
<tr>
<td>AIRLINE ATTENDANT</td>
<td>COPIER</td>
<td>WEATHER FORECASTS</td>
<td>ACTORS and ACTRESSES</td>
<td></td>
</tr>
<tr>
<td>AIRPLANE PILOT</td>
<td>ACTORS and ACTRESSES</td>
<td>DENTAL ASSISTANT</td>
<td>LONG-DISTANCE TRUCK DRIVER</td>
<td></td>
</tr>
<tr>
<td>AIRLINE ATTENDANT</td>
<td>COMMERCIAL ARTIST</td>
<td>MEDICAL TECHNOLOGIST</td>
<td>ELEMENTARY TEACHER</td>
<td></td>
</tr>
<tr>
<td>AIRPLANE PILOT</td>
<td>DANCER</td>
<td>SCHOOL NURSE</td>
<td>MEDICAL ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>AIRPLANE PILOT</td>
<td>DENTIST</td>
<td></td>
<td></td>
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<tr>
<td>AIRPLANE PILOT</td>
<td></td>
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</tr>
</tbody>
</table>
Directions:

1. Shuffle both decks of cards.

2. Place one Occupation card, face down, on each colored box.

3. Place remaining Occupation cards, face down, on Occupation card square on the board.

4. The first player draws 1 skill card, then turns over 1 card on a colored square. If it is a match, (that is, if the skill or ability is one that is needed for the occupation) he makes the match, pronouncing the occupation and reading the skill description then places the matched cards down on the table. If a player is uncertain whether he has a match or not, he can check the Compare answer sheet.

5. When a match is made:
   a. The player gets the number of points shown under the occupation on the board.
   b. The player takes a card from the Occupation card pile and places it, face down, on the space made blank by the match.

6. If a player does not make a match on his turn, he keeps the skill card, and play continues in clock-wise rotation.

7. The player with the most points at the end of the game wins. The game ends when all cards have been matched.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actors and actresses</td>
<td>Can play different characters</td>
</tr>
<tr>
<td>Airline attendant</td>
<td>Likes to travel</td>
</tr>
<tr>
<td>Airline ticket agent</td>
<td>Arithmetic</td>
</tr>
<tr>
<td></td>
<td>Reads schedules</td>
</tr>
<tr>
<td>Airplane pilot</td>
<td>Likes engines</td>
</tr>
<tr>
<td></td>
<td>Reads maps</td>
</tr>
<tr>
<td></td>
<td>Is level headed</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Erects framework for buildings</td>
</tr>
<tr>
<td></td>
<td>Installs paneling</td>
</tr>
<tr>
<td>Commercial artists</td>
<td>Create art work for cards and advertising</td>
</tr>
<tr>
<td>Dancer</td>
<td>Has sense of rhythm</td>
</tr>
<tr>
<td></td>
<td>knows how to dance</td>
</tr>
<tr>
<td>Dental assistant</td>
<td>Follows directions</td>
</tr>
<tr>
<td></td>
<td>knows dental instruments</td>
</tr>
<tr>
<td>Dentists</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Communicates</td>
</tr>
<tr>
<td>Electrician</td>
<td>Installs electrical fixtures</td>
</tr>
<tr>
<td></td>
<td>Installs wiring</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>Provides a good learning environment</td>
</tr>
<tr>
<td></td>
<td>Likes boys and girls</td>
</tr>
<tr>
<td>Floor manager</td>
<td>Assigns duties to employees</td>
</tr>
<tr>
<td></td>
<td>Hears customers complaints</td>
</tr>
<tr>
<td>Geologist</td>
<td>Searches for oil, coal, or water</td>
</tr>
<tr>
<td>Long-distance truck driver</td>
<td>Skilled driver</td>
</tr>
<tr>
<td>Medical assistant</td>
<td>Congenial</td>
</tr>
<tr>
<td>Profession</td>
<td>Required Skills</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Medical technologist</td>
<td>Careful worker</td>
</tr>
<tr>
<td></td>
<td>Follows directions</td>
</tr>
<tr>
<td>Oceanographer</td>
<td>Knows plants and animals in the ocean</td>
</tr>
<tr>
<td>Physician</td>
<td>Knows medicine</td>
</tr>
<tr>
<td></td>
<td>Reads</td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>Listener</td>
</tr>
<tr>
<td>Salesperson</td>
<td>Sells merchandise to customer</td>
</tr>
<tr>
<td>School nurse</td>
<td>Recognizes contagious diseases</td>
</tr>
<tr>
<td></td>
<td>Knows First-Aid</td>
</tr>
<tr>
<td></td>
<td>Talks on dental care</td>
</tr>
<tr>
<td>Store manager</td>
<td>Knows stock</td>
</tr>
<tr>
<td></td>
<td>Manages movement of goods</td>
</tr>
<tr>
<td></td>
<td>Plans sales</td>
</tr>
<tr>
<td></td>
<td>Arithmetic</td>
</tr>
<tr>
<td>Weather forecasters</td>
<td>Know how to interpret weather information</td>
</tr>
<tr>
<td>Occupation</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Horse thief</td>
<td>law-abiding, knows horses, ironed well.</td>
</tr>
<tr>
<td>Medical technologist</td>
<td>heavy eater, careful worker, follows directions</td>
</tr>
<tr>
<td>Airline attendant</td>
<td>good at waiting on people, likes to travel, rude</td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>good listener, is a gossip, interested in people</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Careless worker, installs paneling, erects framework</td>
</tr>
<tr>
<td>Geologist</td>
<td>studies formation of the earth, searches for oil, coal and water, destroys minerals</td>
</tr>
<tr>
<td>Oceanographer</td>
<td>Knows plants and animals of the ocean, studies floor of the ocean, travels in outer space</td>
</tr>
<tr>
<td>Long-distance truck driver</td>
<td>skilled driver, likes radio music, knows traffic rules</td>
</tr>
<tr>
<td>Dancer</td>
<td>has sense of rhythm, needs little sleep, knows how to dance</td>
</tr>
<tr>
<td>Commercial artist</td>
<td>draws pictures for ads, does newspaper cartoons, art work for advertisements</td>
</tr>
<tr>
<td>Actors and actresses</td>
<td>can play different characters, are good cooks</td>
</tr>
</tbody>
</table>
EVALUATION KEY

Read the occupation and the description of the abilities or skills that are listed across from it. Mark out the abilities or skills that don't really fit that occupation.

Example: Horse thief

1. Medical technologist
   - law-abiding
   - knows horses
   - irons-well-
   - heavy-eater
   - careful worker
   - follows directions

2. Airline hostess
   - good at waiting on people
   - likes to travel
   - rude-

3. Psychiatrist
   - good listener
   - is-a-gossip
   - interested in people

4. Carpenter
   - Careless-worker
   - installs paneling
   - erects framework

5. Geologist
   - studies formation of the earth
   - searches for oil, coal and water
   - destroys-minerals

6. Oceanographer
   - knows plants and animals of the ocean
   - studies floor of the ocean
   - travels-in-outer-space

7. Long-distance truck driver
   - skilled driver
   - likes-radio-musie
   - knows traffic rules

8. Dancer
   - has sense of rhythm
   - needs-little-sleep
   - knows how to dance

9. Commercial artist
   - draws pictures for ads.
   - does-newspaper-cartoons
   - art work for advertisements

10. Actors and actresses
    - can play different characters
    - are-good-ceeks
CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

Given an occupation, the student can list 2 or 3 skills or activities that are related to that occupation.

MATERIALS:

* "What's My Occupation?" Game Directions
* List of Occupations
* Suggested Panelist Questions

PREPARATION:

Read the Game Directions. The game may be played by a small group of students at a learning center or by a larger group in a group instructional session.

PROCEDURE:

You might begin by discussing the television game show, "What's My Line?" (The children may not have seen this show.) Then, explain the directions, following the Game Directions Sheet, and assign roles. Players should rotate their roles as they play several rounds.

EVALUATION:

Explain the Directions for Evaluation. Observe how well students perform.

The person who is taking the turn as the contestant should tell 2 or 3 skills, activities, or interests that his/her occupation requires. Use a different occupation from the one used playing "What's My Occupation?" The rest of the group may have one (1) guess per person to see if they can guess the contestant's occupation.

Students take turns being the contestant.
"WHAT'S MY OCCUPATION?"

GAME DIRECTIONS

SKILL:

In order to play this game successfully, you need to listen carefully and be able to think of the skills and abilities involved in different occupations.

OBJECT:

The object of the game is to guess what kind of work the contestant does. You will find this out by questioning the contestant.

MATERIALS:

Some suggested occupations are included as well as questions the panelists might ask. These are only to give you an idea. When you are the contestant, you may think up your own occupation. (Be sure you know something about it so you can answer questions.) When you are a member of the panel, you may use your own questions.

RULES:

You need a Master of Ceremonies, a contestant, and 4 or more panelists to ask questions. No more than 20 questions may be asked.

The Master of Ceremonies runs the game, keeps count of the questions, and calls on the panelists for questions.

The contestant decides on what occupation he wants to represent. He answers questions but does not give added information.

The panelists ask questions that will bring out the skills, activities, and interests of the contestant so they can guess his occupation.

If 20 questions have been asked and no one has guessed the occupation of the contestant, then the contestant will tell the group his occupation; and another player becomes the contestant.
"WHAT'S MY OCCUPATION?"

SUGGESTED OCCUPATIONS

1. Airline Ticket Agent
2. Contractor
3. Ship Navigator
4. Painter
5. Doctor
6. Judge
7. Librarian
8. Landscaper
9. Teacher
10. Chef
11. Veterinarian
12. Farmer
13. Nurse
14. Police
15. Soldier
"WHAT'S MY OCCUPATION?"
SUGGESTED PANELIST QUESTIONS

1. Do you use special clothes for your job?
2. Do you work with people in your job?
3. What special skill that you learned in school do you use?
4. Did you have to take special training beyond high school?
5. Where did you learn how to do your work?
6. What kind of vacation do you take?
7. Do you make much money at your job?
CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

When provided with a list of abilities, skills, and interests necessary for ten occupations, the student will select an occupation that most interests him and justify, in writing, his choice as it relates to his own abilities, skills, and interests.

MATERIALS:

* Nine 8" x 10" occupation sheets
* Activity Directions sheet
  Pencil
  Paper

PREPARATION:

Either provide pencil and paper or ask the student to bring his own to the learning center. Make a copy of the Activity Directions sheet for each student who will be participating. Laminate occupation cards.

PROCEDURE:

The student has had previous confrontation with occupations and knows that different occupations require different skills and abilities and reflect different interests. You are now asking the student to ask himself where he will fit into the employment picture. What are his abilities? What are his weak points?

Give each student an Activity Directions sheet. Allow the students to look through the cards and write their choices independently.

EVALUATION:

Informally, check the students' written work and discuss the choices they have made.
A PSYCHIATRIST:

is a medical doctor who has become a specialist in diagnosis, treatment, and prevention of mental disorders.

is usually in private practice. Others work in hospitals and clinics.

is in great demand. They make a good income.

has to have an education that is difficult and takes a long time. He needs a background of social science, humanities, and natural science. High school, college, and 4 years in medical school, besides 3 or 4 additional years of training in hospitals.

must be trustworthy. They must share the most intimate and personal part of their patients lives without becoming emotionally involved.

Fourteen years of schooling is the usual thing, after high school.
A PAINTER:

likes to work with colors.

knows how to prepare a surface ready for painting.

paints with brushes, spray guns, or rollers.

works inside and outdoors.

does work that is active and physically hard.

uses arithmetic, drawing, art, social studies, and English.

needs good eye-hand coordination, good color discrimination, and no physical handicaps with the exception of hearing defects.

usually has steady work. Sometimes in the winter months he is unemployed if he can't find inside work.
A SURVEYOR helps construct highways, airfields, bridges, dams, and other structures.

provides information on measurements and physical characteristics of the earth's surface.

have a good future as long as cities continue to grow and we build new highways.

usually works eight hours a day, five days a week. They sometimes work longer during the summer months when the weather is better for outdoor work.

does work that is active and takes a lot of energy.

needs to graduate from high school with a background in math and mechanical drawing. Up to three years of on-the-job training is necessary.

needs good physical health and a liking for outdoor work. Leadership qualities are important too because he supervises and directs the work of others.
A SANITARIAN:

is a specialist in environmental health.

examines food and water supplies.

is a consultant to industries such as beef packing plants.

gives health education programs to teach people better health habits.

is a growing field as people become more aware of the importance of environmental health.

needs a bachelors degree in environmental health. They usually work as a trainee for a year, receiving on-the-job training.

must be able to get along well with people. They often need to be tactful in getting unsanitary conditions corrected. Needs to be an effective speaker before civic groups or in court.

needs a graduate degree in some aspect of public health if he hopes to reach high level positions in this field.

often comes in contact with unpleasant conditions such as sewage disposal and slum housing.
A BROKER:

is also called a security salesman. Securities are stocks and bonds.

watches the stock market carefully and advises customers on what stocks and bonds to buy and sell.

arranges for the sale and purchase of stock for his customers.

has a sound future as long as the nation's economy is sound.

needs a good background in math and English. Speaking and writing well is important. He needs a college education.

needs to be responsible and trustworthy. An alert and well-trained mind is also essential. A broker needs to be tactful and listen to his customers.

has a job that offers him unlimited opportunity, if he is conscientious and if the stock market is on the upswing.
A BULLDOZER OPERATOR:

runs a machine called a bulldozer. They help clear land for large scale construction projects.

as there is growth in construction activity there is more work for bulldozer operators.

works outdoors. They usually work in the warmer months and have slow periods during the winter months.

does work that is physically tiring because the constant movement of the machine shakes and jolts the operator.

needs a high school education.

needs to be strong physically and needs good coordination of eye, hand, and foot movements.

can advance to job foreman and sometimes to construction supervisor. They can get higher pay by training themselves to operate more complicated machinery.

has to work outdoors in all kinds of weather. Dirt and noise are part of the job.
INdustrial scientist

chemist

A scientist:

in marketing does experiments and gives expert information in various fields of science.

must be a marketing expert. He or she helps develop new products and improves old ones.

is mostly employed by chemical companies. Some do work for private research institutes and foundations.

needs a good background in biology, chemistry, math, English, physics, and good reading and writing skills.

must be willing to work long periods of time before finding the answer to a problem. They must also pay attention to details, no matter how routine.

will find that grades are important to employers in their field.

earns high salaries.

does laboratory work that can be unpleasant and dangerous.
SCHOOL NURSE

THE SCHOOL NURSE:

works with the principal, teachers, and other school personnel in looking after the needs of school children.

examines the children and keeps their health records.

is needed in growing numbers as more schools are adding a nurse to the staff. About 1% of all nurses are men. More men are becoming nurses.

works in public or private schools.

usually works 5 days a week.

needs to be a high school graduate. Science and math are particularly important. A school nurse must have a bachelors degree in nursing.

needs good physical health, emotional maturity, sound judgement, and a sense of responsibility.

has a background that can lead to other career fields such as supervisors, instructors, and consultants for such companies as drug companies.

has to work with injured and crying children.
WELDERS

WELDERS join pieces of metal by applying heat, pressure, or both, to produce a permanent bond. There are at least forty different welding processes.

will be needed in growing numbers as metal work industries increase.

often do dangerous work so they wear protective clothing: goggles, helmets with protective lenses, and other devices to prevent burns and eye injuries.

need to complete elementary school, vocational school, and one or two years on-the-job training.

require a steady hand, good eye-hand coordination, and good eyesight.

are often in contact with rust, grease, paint, and other elements found on the surface of metals they are welding.
ACTIVITY DIRECTIONS

1. Look at the nine occupation cards.

2. Read about the occupation on each one.

3. As you read about what is involved in each occupation, notice the skills and abilities that each one must have.

4. Which occupation interests you most? Which one best fits the skills, abilities, and interests that you already have?

5. Write a paragraph explaining which occupation you think you could do best and why.
CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will identify the determinants of career development.

PERFORMANCE OBJECTIVE:

The student will complete the "Career Determinants" crossword puzzle with 80% accuracy.

MATERIALS:

*Crossword Puzzle "Career Determinants"
*Answer Key

PREPARATION:

Reproduce one copy of the puzzle for each student.

PROCEDURE:

The teacher may use this exercise as a whole class activity or in a learning center. Before the students begin conduct a brief discussion on the factors that help determine a person's career choice, introducing some of the new vocabulary.

EVALUATION:

Check each worksheet.
Do you know what some factors are that determine what you will be when you grow up? Complete this puzzle and you will find out.

Down
1. Children of the same age group
2. Being either male or female
3. The enjoyment of, concern with, or curiosity about something
4. A particular occupation, business, or profession
5. Any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins

Across
2. What you know about yourself
6. A social group of any size whose members reside in a specific locality
7. The result produced instruction
8. A place of settlement
9. Sources of supply, support, or aid
10. The physical or mental power to do something
11. The resources of a community
12. The things of social life (ideals, customs, institutions, etc.) toward which the people of the group have a special regard
Do you know what some factors are that determine what you will be when you grow up? Complete this puzzle and you will find out.

DOWN
1. Children of the same age group
2. Being either male or female
3. The enjoyment of, concern with, or curiosity about something
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ACROSS
2. What you know about yourself
6. A social group of any size whose members reside in a specific locality
7. The result produced instruction
8. A place of settlement
9. Sources of supply, support, or aid
10. The physical or mental power to do something
11. The resources of a community
12. The things of social life (ideals, customs, institutions, etc.) toward which the people of the group have a special regard

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CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will compare and contrast determinants as they affect individuals in their career development.

PERFORMANCE OBJECTIVE:

The student will compare the career determinants of a variety of cartoon characters, identifying at least two similar and two different career determinants.

MATERIALS:

*Activity Sheets "How I Got Where I Am"
9 X 12 Manila Paper
Crayons
Pencils
Ruler

PREPARATION:

Reproduce an activity sheet for every four to five children and place manila paper, crayons, pencils, activity sheets, and rulers in language arts learning center. This activity can be done as a learning center activity or as a whole class activity.

PROCEDURE:

Review the format for cartoon writing with students. Review career determinants. Instruct the students to create a cartoon, reflecting one item on the "How I Got Where I Am" activity sheet. The first frame in the cartoon should begin: "Once I thought I wanted to be a (banker).... but now I am a (doctor). Here's how I got where I am..... Encourage creativity.

EVALUATION:

After all of the students have completed their cartoons, have them engage in a comparison activity. Each child is to explore the cartoons of the other students until he/she finds at least two career determinants similar to his cartoon characters', and two career determinants different from his cartoon characters'.

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"HOW I GOT WHERE I AM"

NAME___________________________________________________________

Directions: Choose one from the list below and write a humorous comic strip. Compare at least three career determinants. Be imaginative! Be creative!

1. Why I am a doctor rather than a banker.
2. Why I am a teacher rather than a soldier.
3. Why I am an architect rather than a pilot.
4. Why I am a pipefitter rather than a scientist.
5. Why I am a dancer rather than a psychiatrist.
6. Why I am a librarian rather than a receptionist.
7. Why I am an actress/actor rather than a painter.
8. Why I am an electrician rather than a plasterer.
10. Why I am a writer rather than a lawyer.
CAREER GENERALIZATION:
Career development is a life-long process.

CAREER OBJECTIVE:
The student will analyze a career path in relation to its determinants.

PERFORMANCE OBJECTIVE:
Given a problem card describing a person's career path, the student will identify at least two career determinants in that person's life.

MATERIALS:
*Problem Cards - 6
Pencil, paper

PREPARATION:
Make sure students have done the first two activities in this set before doing this activity. Laminate the problem cards, if desired.

PROCEDURE:
Review the career determinants studied in the first two lessons of this set. Place the problem cards in a Language Arts learning center. Instruct the students to take turns reading a problem card and identifying the career determinants. After they have listed them aloud to the other students at the center, they should write them down.

EVALUATION:
Work with the children periodically to check the accuracy of their analysis.
PROBLEM CARD 1

Fred has just completed high school and is job hunting. He has taken many vocational education courses. The city is an industrial area and has a high unemployment rate. Fred does not plan to attend college. His family is pressuring him to get a job so he can help the family. He is considering volunteering for the Navy.

From what you know about Fred, what are some of the factors influencing his life? List as least two.

PROBLEM CARD 2

Jane has just completed college. She majored in journalism. Jane graduated at the top of her class, was editor of the school paper and very active in student government. She is having difficulty finding a job as a secretary.

From what you know about Jane, what are some factors influencing her life? What kind of job does she seem best suited for?
PROBLEM CARD 3

Beth has taught at the same school for the last three (3) years. She likes teaching very much. Her parents and two sisters are teachers. Beth's husband Bob, is an engineer, but because of a decline in production, he has to find a job elsewhere. The couple has to move, but both have not been able to get a job in the same place. In one city, there were more engineers than needed and in another city there was an over supply of teachers. They are still looking for jobs.

List some factors influencing Beth's and Bob's lives. List at least two.

PROBLEM CARD 4

Ralph has finally found something he enjoys doing. When Ralph was in school, he was always called "dummy" by his classmates, his teachers provided little encouragement. Ralph felt like a failure because he was not like his classmates. Finally, when Ralph was beginning high school, a special school was recommended for him. Ralph received special training in gardening. He loves to work in the soil. Now that he has graduated, he is working for the city keeping the plants around city buildings looking beautiful. He is happy because he is doing what he likes and is self-supporting.

List some factors that influenced Ralph's life. List at least two.
PROBLEM CARD 5

Johnny is twenty-eight (28) years old and very unhappy with his life. He came from a large, low-income family. For Johnny, school was a bad trip, therefore when he became of age he dropped out. He drifted from job to job in this small rural community. He is presently job hunting.

From what you know about Johnny, list some of the factors that have influenced his life. List at least two.

PROBLEM CARD 6

Melba is a photographer. She travels all over the world on different assignments. Melba comes from a very wealthy family. She attended the best schools. She has always liked to travel. Melba is very satisfied with her job.

From what you know about Melba, list some of the factors that have influenced her life. List at least two.
CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will evaluate and select the determinants that will positively affect his/her own career path.

PERFORMANCE OBJECTIVE:

The student will identify the ten most important career determinants in his life, using a Career Determinants worksheet.

MATERIALS:

*Activity sheet "Career Determinants"
Pencil

PREPARATION:

This activity may be done as a group activity or placed in a learning center.

Reproduce enough activity sheets for each participating child to use one.

PROCEDURE:

Discuss with the students their present career choices. After they have identified their present career interests, have them think what has influenced them to be interested in that particular career. Then have them fill in the Career Determinants worksheet.
CAREER DETERMINANTS

NAME

Directions: From the list below of things that influence a person's career choice, choose the ones you think will be most important in determining your own career. Write them in the spaces above, assigning each one a value. For example, the most important might be assigned a value of 100 and the least important a value of 10.

100
90
80
70
60
50
40
30
20
10

INTELLIGENCE  SEX
SPECIAL APTITUDE  FADS
INTEREST  LUCK/CHANCE
VALUES  COMMUNITY
NEEDS  MONEY
EDUCATION  HEALTH
FAMILY  WAR
PEERS  TECHNOLOGICAL CHANGE
RACE  NATURAL DISASTERS
RELIGION
CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will identify the positive contributions made by himself/herself and/or others in a given work setting.

PERFORMANCE OBJECTIVE:

The student will be able to find and circle on a word Scramble Puzzle, twenty-five positive contributions made by various workers.

MATERIALS:

*Career Contributions word Scramble Puzzle
*Answer Key
Pencils

PREPARATION:

Duplicate Career Contributions sheets and place them in a learning center, along with the Answer Key.

PROCEDURE:

The students can do this exercise independently by following the directions printed on the sheet. Instruct them to check their work on the Answer Key.

EVALUATION:

Informally question the students who complete the puzzle; ask them to identify specific careers which make the contributions they found in the puzzle sheet.
POSITIVE CONTRIBUTIONS BY WORKERS TO SOCIETY

See if you can circle all 30 words that show in the puzzle. The words run from left to right, right to left, top to bottom and diagonally. Use the list of words at the bottom to keep track of the words you have found.

ART PENAUTY
CLEANLINESS CLOTHING
COMFORT COMMUNICATION CONCERN
CONSERVATION CONSTRUCTION DRINK

ECOLOGY ENTERTAINMENT FOOD
GUIDANCE HEALTH JOY
JUSTICE KINDNESS KNOWLEDGE LAW
LOVE NEWS PLEASURE PROTECTION RELIGION
SAFETY SERVICE SHELTER SKILL
TRANSPORTATION
POSITIVE CONTRIBUTIONS BY WORKERS TO SOCIETY

See if you can circle all 30 words that show in the puzzle. The words run from left to right, right to left, top to bottom and diagonally. Use the list of words at the bottom to keep track of the words you have found.

- ART
- BEAUTY
- CLEANLINESS
- CLOTHING
- COMFORT
- COMMUNICATION
- CONCERN
- CONSERVATION
- CONSTRUCTION
- DRINK

- ECOLOGY
- ENTERTAINMENT
- FOOD
- GUIDANCE
- HEALTH
- JOY
- JUSTICE
- KINDNESS
- KNOWLEDGE
- LAW

- LOVE
- NEWS
- PLEASURE
- PROTECTION
- RELIGION
- SAFETY
- SERVICE
- SHELTER
- SKILL
- TRANSPORTATION

KEY

3406A
CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will compare and contrast the different contributions made by different individuals in a given work setting.

PERFORMANCE OBJECTIVE:

The student will identify common contributions made by different workers of the same occupational cluster, using a posttest worksheet with 70% accuracy.

MATERIALS:

* Posttest worksheet
* Answer Key
* Pictures of career persons referred to in the worksheets
* Pencil

PREPARATION:

Gather as many pictures of the fine arts workers as possible. Place them on a table or chalkboard where all students can see.

Reproduce copies of the Posttest worksheet.

PROCEDURE:

Discuss the various roles and contributions of the fine arts workers. Then give each student a copy of the Posttest worksheet to work.

EVALUATION:

Check the Posttest worksheets, using the Answer Key or have the students check.
All of the workers below belong to one cluster. Compare the various contributions made by the different workers who make up the cluster. Circle similar contributions made by different workers.

FINE ARTS AND HUMANITIES:

1. **Rock Group Musician**
   (Pleasure, music, noise, skill, rhythm)

2. **Actress**
   (Entertainment, understanding of others, poise, fashion, beauty, hair style, interpretation, tone quality)

3. **Comedian**
   (humor, self-confidence, happiness)

4. **Playwright**
   (suspense, entertainment, culture, literature, richness of language, mystification)

5. **Novelist**
   (suspense, understanding of others, literature, thrill, richness of language)

6. **Opera Singer**
   (tone quality, emotion, emphasis, music, drama, interpretation, communication)

7. **Make-Up Artist**
   (realism, color, harmony, effect)

8. **Portrait Photographer**
   (poise, balance, art, beauty, color)

9. **Director**
   (action, interprétation, movies)

10. **Conductor**
    (beauty, harmony, melody, self-confidence, music, interpretation, rhythm, aesthetics)

11. **Booking Agent**
    (information, knowledge, executive ability, entertainment)

12. **Lighting Specialist**
    (beauty, effect)
13. **Choreographer**  
   (rhythm, poise, interpretation)

14. **Lyricist**  
   (emphasis, interpretation, words to music)

15. **Composer**  
   (beauty, aesthetics, melody, rhythm)

16. **Sculptor**  
   (texture, form, beauty)

17. **Dancer**  
   (interpretation, coordinated movement, beauty, poise)

18. **Artist**  
   (harmony, form, color, beauty, appreciation)

19. **Costume designer**  
   (nostalgia, authenticity, realism, color)
POSTTEST

Underline the answer that you think is correct.

1. A Playwright and a novelist contribute to
   a. church
   b. literature
   c. charity

2. An Actress and an opera singer
   a. live in a tent
   b. perform on stage
   c. work for the government

3. A comedian/comedianne make audiences
   a. laugh
   b. cry
   c. dance

4. A Poet/Lyricist
   a. Write singable poems
   b. play character roles
   c. travel to foreign countries

5. A director and a conductor help others
   a. travel
   b. build
   c. perform

6. An artist and a sculptor
   a. create beauty
   b. grow flowers
   c. write commercials

7. A rock group musician and a booking agent must
   a. ride trains
   b. work with others
   c. build scenery

8. A lighting specialist and a set designer are necessary for
   a. learning karate
   b. successful play productions
   c. winning law suits
9. A choreographer and a dancer work together for
   a. health
   b. wealth
   c. communicating through movement

10. A stage hand and a set designer work with
    a. tickets
    b. food
    c. scenery

11. Costume designer and make-up artists
    a. write stories
    b. personify characters
    c. sing opera arias

12. A portrait photographer and a portrait painter make pictures of
    a. pets
    b. people
    c. landscapes

13. A composer/arranger create music for
    a. choral groups
    b. theory classes
    c. hurdy-gurdies

14. A conductor and a composer are dependent on
    a. the weather
    b. the government
    c. each other

15. A dancer and a comedian may be
    a. lumberjacks
    b. TV stars
    c. train engineers
POSTTEST ANSWER KEY

1.  b
2.  b
3.  a
4.  a
5.  c
6.  a
7.  b
8.  b
9.  c
10. c
11. b
12. b
13. a
14. c
15. b
CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will analyze, in a given work setting, the variety of contributions made by all individuals involved.

PERFORMANCE OBJECTIVE:

Given a crossword puzzle, the student will find words indicating occupations and products or services essential to his well being, with 85% accuracy.

MATERIALS:

*Worker contributions crossword puzzle
Pencil for each student
*One copy of key

PREPARATION:

Reproduce needed number of puzzles and directions, and one key.

PROCEDURE:

Child will work puzzle individually at learning center. Upon completion, he may check his own work with the key.

EVALUATION:

Student should be able to complete puzzle with 85% accuracy.
### Key to Career Contributions Crossword Puzzle

<table>
<thead>
<tr>
<th>Horizontal</th>
<th>Vertical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dentist</td>
<td>2. Note</td>
</tr>
<tr>
<td>5. Artist</td>
<td>3. Its</td>
</tr>
<tr>
<td>9. Sr.</td>
<td>5. Author</td>
</tr>
<tr>
<td>11. Turnip</td>
<td>6. Tire</td>
</tr>
<tr>
<td>12. Pie</td>
<td>7. Typist</td>
</tr>
<tr>
<td>15. Barber</td>
<td>10. Cobbler</td>
</tr>
<tr>
<td>17. Mechanic</td>
<td>12. Pilot</td>
</tr>
<tr>
<td>22. Vie</td>
<td>16. Beauty</td>
</tr>
<tr>
<td>23. OK</td>
<td>17. Merchant</td>
</tr>
<tr>
<td>24. Grocer</td>
<td>18. Invent</td>
</tr>
<tr>
<td>27. Trip</td>
<td>20. Curl</td>
</tr>
<tr>
<td>30. Ft.</td>
<td>25. Room</td>
</tr>
<tr>
<td>32. Pi</td>
<td>27. Tip</td>
</tr>
<tr>
<td>33. oust</td>
<td>28. Pro</td>
</tr>
<tr>
<td>34. Tailor</td>
<td>31. Ma</td>
</tr>
</tbody>
</table>
Career Contributions Crossword Puzzle

1. Cleans teeth             26. Compass direction
2. Draws pictures           27. Vacation
3. To write                 29. Pours cement
4. Abbr. for Senior         30. Abbr. for feet
5. Grows in a garden       32. Greek letter
7. Abbr. for Kentucky       20. Beautician does this to a lady's hair
8. Cuts hair                10. Repairs shoes
9. Works on cars            12. Flies a plane
11. To create something new 15. Kind of contest
13. Rides horses            17. To create something new
15. Written communication   19. Sports professional
16. Performs operations     20. Beautician does this to a lady's hair
17. Needed for car wheels   21. Sells diamonds
18. Works in an office      22. Paid to a waitress
20. All right               24. Sports professional
21. Beautician does this to a lady's hair
22. Sports professional
CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVES:

The student will identify the contributions of different occupations to society.

PERFORMANCE OBJECTIVE:

Given the occupational circles with occupation contributions, the student will match occupational names with contributions with 90 percent accuracy.

MATERIALS:

* Occupational circles—4
* Clothespins—40
* Worker names for clothespins
* Answer Key
  Plastic bags or envelopes—4

PREPARATION:

Attach one of the provided worker names to each clothespin. Laminate the occupational circles. Put the clothespins in plastic bags or envelopes. Place in a learning center. (Each circle has a number on the back. The number following the worker's name on the clothespin should match the occupational circle number.)

PROCEDURE:

Direct the students to match workers with their contributions by attaching a clothespin with a worker name to the appropriate description of that worker's contribution. Students may check their work against the Answer Key on the back of the circle. Each student should do all four circles.

EVALUATION:

Informally, check the students' completed work.
**WORKER NAMES for CLOTHESPINS**

**Directions:** Cut and attach each name to a clothespin.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Quantity</th>
<th>Occupation</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANDSCAPER</td>
<td>1</td>
<td>ARCHITECTS</td>
<td>2</td>
</tr>
<tr>
<td>SURVEYOR</td>
<td>1</td>
<td>WAREHOUSE WORKER</td>
<td>2</td>
</tr>
<tr>
<td>AQUARIST</td>
<td>1</td>
<td>BUYER</td>
<td>2</td>
</tr>
<tr>
<td>SANITARIAN</td>
<td>1</td>
<td>GLAZIER</td>
<td>2</td>
</tr>
<tr>
<td>STATISTICIAN</td>
<td>1</td>
<td>WAITPERSON</td>
<td>3</td>
</tr>
<tr>
<td>PLASTERER</td>
<td>1</td>
<td>CATERER</td>
<td>3</td>
</tr>
<tr>
<td>COSMETOLOGIST</td>
<td>1</td>
<td>ROUTE AGENT</td>
<td>3</td>
</tr>
<tr>
<td>CONTRACTOR</td>
<td>1</td>
<td>OCEANOGRAHICERS</td>
<td>3</td>
</tr>
<tr>
<td>QUARTERBACK</td>
<td>1</td>
<td>BELL CAPTAINS</td>
<td>3</td>
</tr>
<tr>
<td>FORESTER</td>
<td>1</td>
<td>CITY PLANNER</td>
<td>3</td>
</tr>
<tr>
<td>RANGER</td>
<td>2</td>
<td>DENTAL HYGIENIST</td>
<td>3</td>
</tr>
<tr>
<td>WRITER</td>
<td>2</td>
<td>SOCIAL WORKER</td>
<td>3</td>
</tr>
<tr>
<td>PROOFREADER</td>
<td>2</td>
<td>RECEPTIONIST</td>
<td>3</td>
</tr>
<tr>
<td>CANAL TENDER</td>
<td>2</td>
<td>COMMUNITY WORKERS</td>
<td>3</td>
</tr>
<tr>
<td>RECIPE DEVELOPER</td>
<td>2</td>
<td>TICKET AGENT</td>
<td>4</td>
</tr>
<tr>
<td>DIETITIAN</td>
<td>2</td>
<td>HOUSEKEEPER</td>
<td>4</td>
</tr>
</tbody>
</table>
ANSWERS

1. RANGER
2. WRITER
3. PROOFREADER
4. CANAL TENDER
5. RECIPE DEVELOPER
6. DIETITIAN
7. ARCHITECT
8. WAREHOUSE WORKER
9. BUYER
10. GLAZIER

3407A
ANSWERS

1. LANDSCAPER
2. SURVEYOR
3. AQUARIST
4. SANITARIAN
5. STATISTICIAN
6. PLASTERER
7. COSMETOLOGIST
8. CONTRACTOR
9. QUARTERBACK
10. FORESTER

3407A
ANSWERS

1. WAITPERSON
2. CATERER
3. ROUTE AGENT
4. OCEANOGRAPHER
5. BELL CAPTAIN
6. CITY PLANNER
7. DENTAL HYGIENIST
8. SOCIAL WORKER
9. RECEPTIONIST
10. COMMUNITY WORKER

3407A
1. Handles airline reservations
2. Investigates crime
3. Cleans the guests' room
4. Makes offset plates
5. Makes signs, buildings, and well made
6. Develops and directs props and background sets, builds props
7. Plans, works with photo
8. Analyzes applications for loans
9. Receives and pays out money
10. Cleans the guests' room
ANSWERS

1. Ticket Agent
2. Housekeeper
3. Lithographer
4. Building Inspector
5. Bus Driver
6. Display Worker
7. Models
8. Loan Officer
9. Teller
10. Detective
CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will identify the contributions of different occupations to our society.

PERFORMANCE OBJECTIVE:

Given a list of worker names and a list of worker contributions, the student will appropriately match the two, with 90% accuracy.

MATERIALS:

* "Worker Contributions" worksheet
* Answer sheet

PREPARATION:

Reproduce enough copies of the worksheet for each participating student. Place the materials in a learning center.

PROCEDURE:

Review the other two activities in this set. Instruct the students to work the worksheet in the learning center, and check their work against the answer sheet.

EVALUATION:

Informally check the students' work.
WORKER CONTRIBUTIONS

Below is a list of workers and a list of job descriptions. Each worker is involved in some way with meeting the needs of the dead. Match the worker with the job description.

<table>
<thead>
<tr>
<th>Worker</th>
<th>Job Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clergy</td>
<td>a. responsible for the sanitary preparation of the body</td>
</tr>
<tr>
<td>2. tombstone engraver</td>
<td>b. responsible for preparing the grave</td>
</tr>
<tr>
<td>3. funeral director</td>
<td>c. responsible for providing flowers</td>
</tr>
<tr>
<td>4. embalmer</td>
<td>d. responsible for providing appropriate music</td>
</tr>
<tr>
<td>5. grave digger</td>
<td>e. responsible for acknowledging death and signing death certificate</td>
</tr>
<tr>
<td>6. maintenance crew</td>
<td>f. responsible for proper identification and storage of body</td>
</tr>
<tr>
<td>7. security personnel</td>
<td>g. responsible for performing last rites</td>
</tr>
<tr>
<td>8. florist</td>
<td>h. responsible for caring for the dead until burial or cremation</td>
</tr>
<tr>
<td>9. caterer</td>
<td>i. responsible for making caskets</td>
</tr>
<tr>
<td>10. casket maker</td>
<td>j. responsible for finding cause of death</td>
</tr>
<tr>
<td>11. organist</td>
<td>k. responsible for providing food if necessary</td>
</tr>
<tr>
<td>12. coroner</td>
<td>l. responsible for the upkeep of the cemetery</td>
</tr>
<tr>
<td>13. doctor</td>
<td>m. responsible for reporting deaths</td>
</tr>
<tr>
<td>14. newspaper writer</td>
<td>n. responsible for keeping accurate records of the dead</td>
</tr>
<tr>
<td>15. personnel in vital statistics dept.</td>
<td>o. responsible for patrolling the cemetery</td>
</tr>
<tr>
<td>16. personnel at the morgue</td>
<td>p. responsible for making and engraving headstones</td>
</tr>
</tbody>
</table>
1. G
2. P
3. H
4. A
5. B
6. L
7. O
8. C
9. K
10. I
11. D
12. J
13. E
14. M
15. N
16. F

3407k
CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will compare and contrast the contributions made by different occupations to society.

PERFORMANCE OBJECTIVE:

The student will select one occupation from a master list, interview a representative from that occupation, and plot his/her findings on a class graph.

MATERIALS:

* Interview Guide
* Worker List
* Sample Graph
  Poster board
  Colored markers

PREPARATION:

Reproduce an Interview Guide and a Worker List for each child involved in this activity. Get the students to help you locate the workers on the list. Either invite the workers to class or plan ways for students to go out to see the workers.

PROCEDURE:

Review procedures for interviewing with students. Each student will be given a list of workers. The student will choose one worker to interview using the Interview Guide provided. After interviews are completed, students can plot their cumulative findings on a graph similar to the sample provided.

EVALUATION:

The students will show their findings on a class graph.
INTERVIEW GUIDE

NAME:
DATE:
NAME OF PERSON INTERVIEWED:
JOB OF PERSON INTERVIEWED:
DATE OF INTERVIEW:

1. What is your job?

2. How much training do you need for your job?

3. How long have you done this?

4. What do you like about your job?

5. What do you dislike about your job?

6. About what percentage of your work is involved with taking care of the needs of deceased persons?
   
   100%
   90%
   80%
   70%
   60%
   50%
   40%
   30%
   20%
   10%
WORKER LIST

DIRECTIONS: Choose one.

1. Clergy
2. Tombstone Engraver
3. Funeral Director
4. Embalmer
5. Grave Digger
6. Maintenance Crew
7. Security Personnel
8. Florist
9. Caterer
10. Casket Maker
11. Organist
12. Coroner
13. Doctor
14. Newspaper Writer
15. Personnel in Vital Statistics Department
16. Personnel at the Morgue
CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will evaluate which occupations would be needed to achieve certain objectives.

PERFORMANCE OBJECTIVE:

Each student will complete three (3) activity cards from a Tic-Tac-Toe game.

MATERIALS:

* Contribution cards (9)
  Manila folder
  Library card holders—9
  Paper
  Pencils

PREPARATION:

Glue nine (9) 3" x 3" library card holders to the inside of a Manila folder. Number the holders horizontally starting at the top left-hand corner. Write the name of the game on the folder and the directions for playing. Place the Tic-Tac-Toe game in a learning activity center.

PROCEDURE:

Instruct students to choose any three (3) activity cards to complete. They should write their responses on paper. Completion of three cards will give them a Tic-Tac-Toe.

EVALUATION:

In a class question-and-answer session, the students may share and defend the answers to the Tic-Tac-Toe cards.
YOU ARE STAYING IN A HOTEL.
LIST THE WORKERS AND SERVICES PROVIDED.
WHICH ONE DO YOU THINK IS THE MOST IMPORTANT? WHY?

YOU WANT A FAMOUS WRITER TO WRITE A STORY ABOUT YOUR FAMILY.
WHO WOULD YOU CHOOSE? WHY?

YOU ARE IN THE HOSPITAL FOR A SERIES OF TESTS.
WHAT WORKERS WILL YOU MEET?
EXPLAIN WHAT EACH WILL DO FOR YOU.

YOU HAVE SOME RECIPES THAT YOU THINK ARE VERY GOOD.
WHO COULD TEST THEM?
LIST THE WORKERS INVOLVED IN PUBLISHING THEM.
WHICH WORKER DO YOU THINK IS THE MOST IMPORTANT? WHY?

YOU HAVE A DESIGN FOR AN AMUSEMENT PARK.
USE THE TELEPHONE DIRECTORY AND LIST THE NAMES AND ADDRESSES OF SOME PEOPLE WHO COULD HELP YOU WITH YOUR DESIGN.
WHO DO YOU THINK WOULD BE THE MOST HELPFUL? WHY?

THERE HAS BEEN A DEATH IN THE FAMILY.
LIST THE WORKERS INVOLVED IN THE PREPARATION OF THE FUNERAL UNDER THE COLUMNS MOST HELPFUL AND LEAST HELPFUL.

YOU HAVE AN IMPORTANT EVENT TO ATTEND.
YOU WANT TO LOOK YOUR VERY BEST.
WHAT WORKERS CAN HELP YOU LOOK YOUR VERY BEST?
WHAT WILL EACH WORKER DO FOR YOU?

YOU ARE GOING ON A TRIP.
WHAT WORKERS MIGHT YOU CONTACT TO INSURE A SUCCESSFUL TRIP?
GIVE REASONS FOR YOUR CHOICES.

YOU OPENED A SAVINGS ACCOUNT AT A LOCAL BANK.
LIST THE NAMES OF THE WORKERS YOU MET IN THE BANK.
WHO WORKED DIRECTLY WITH YOU?
WRITE A PARAGRAPH TELLING HOW YOU LIKED OR DISLIKED THE SERVICES PROVIDED YOU.
CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will identify a cluster of occupations that require similar skills.

PERFORMANCE OBJECTIVE:

Given a series of symbols and a list of 30 occupations, the student will match 3 similarly skilled occupations with the correct symbol.

MATERIALS:

* Career Clusters Worksheet--2 pages
* Answer key

PREPARATION:

Reproduce as many copies as needed of the Career Clusters Worksheet--one per participating child.

PROCEDURE:

Place the Career Clusters Worksheets in a center for independent work or distribute them to the students for independent work. After the students have completed the categorizing exercise, encourage them to discuss and justify their answers.

EVALUATION:

Check the work done by the student and listen to his/her rationale for categorizing as he/she did. If the groupings do not seem to have any discreetness or logic, work with the student on establishing similarities and differences among different job functions.
CAREER CLUSTERS

DIRECTIONS: Look at the list of occupations. For each problem number, choose three (3) occupations that require similar skills. Write the occupations under the correct symbol.
<table>
<thead>
<tr>
<th></th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BARBER</td>
</tr>
<tr>
<td>2</td>
<td>SWITCHMAN</td>
</tr>
<tr>
<td>3</td>
<td>WAITPERSON</td>
</tr>
<tr>
<td>4</td>
<td>LIBRARIAN</td>
</tr>
<tr>
<td>5</td>
<td>BALLERINA</td>
</tr>
<tr>
<td>6</td>
<td>CRANE OPERATOR</td>
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<tr>
<td>7</td>
<td>SWIMMING INSTRUCTOR</td>
</tr>
<tr>
<td>8</td>
<td>LIGHTHOUSE KEEPER</td>
</tr>
<tr>
<td>9</td>
<td>STOCK CLERK</td>
</tr>
<tr>
<td>10</td>
<td>DIETITIAN</td>
</tr>
<tr>
<td>11</td>
<td>HOSPITAL ORDERLY</td>
</tr>
<tr>
<td>12</td>
<td>SHOE SHINE PERSON</td>
</tr>
<tr>
<td>13</td>
<td>DISPATCHER</td>
</tr>
<tr>
<td>14</td>
<td>TEACHER</td>
</tr>
<tr>
<td>15</td>
<td>RESTAURANT CHEF</td>
</tr>
<tr>
<td>16</td>
<td>SITE FOREMAN</td>
</tr>
<tr>
<td>17</td>
<td>SCULPTOR</td>
</tr>
<tr>
<td>18</td>
<td>SHRIMPER</td>
</tr>
<tr>
<td>19</td>
<td>ELECTRICIAN</td>
</tr>
<tr>
<td>20</td>
<td>PHYSICIAN</td>
</tr>
<tr>
<td>21</td>
<td>WAREHOUSE SUPERVISOR</td>
</tr>
<tr>
<td>22</td>
<td>LOBSTER FARMER</td>
</tr>
<tr>
<td>23</td>
<td>PRICE MARKER</td>
</tr>
<tr>
<td>24</td>
<td>RECREATION DIRECTOR</td>
</tr>
<tr>
<td>25</td>
<td>SHORT-ORDER COOK</td>
</tr>
<tr>
<td>26</td>
<td>TRAFFIC OFFICER</td>
</tr>
<tr>
<td>27</td>
<td>RAILROAD ENGINEER</td>
</tr>
<tr>
<td>28</td>
<td>MANICURIST</td>
</tr>
<tr>
<td>29</td>
<td>REServations CLERK</td>
</tr>
<tr>
<td>30</td>
<td>PAINTER</td>
</tr>
</tbody>
</table>
1. HOSPITAL ORDERLY
   PHYSICIAN
   DIETICIAN

2. STOCK CLERK
   WAREHOUSE SUPERVISOR
   PRICE MARKER

3. LIGHTHOUSE KEEPER
   SHRIMPER
   LOBSTER FARMER

4. RECREATION DIRECTOR
   RESERVATIONS CLERK
   SWIMMING INSTRUCTOR

5. CRANE OPERATOR
   SITE FOREMAN
   ÉLECTRICIAN

6. BALLERINA
   SCULPTOR
   PAINTER

7. TRAFFIC OFFICER
   TEACHER
   LIBRARIAN

8. WAITER/WAITRESS
   RESTAURANT CHEF
   SHORT-ORDER COOK

9. RAILROAD ENGINEER
   DISPATCHER
   SWITCHMAN

10. BARBER
    MANICURIST
    SHOE SHINE PERSON
CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will identify the range of performance, competence, and responsibility in different occupational areas.

PERFORMANCE OBJECTIVE:

The student will match the aptitudes and work values with appropriate occupations with 80 percent accuracy.

MATERIALS:

* Answer wheel
* Student worksheet
* Student evaluation
* Evaluation answer key
* Pencils

OCCUPATIONAL OUTLOOK HANDBOOK - 1973-74 Edition

PREPARATION:

Reproduce as many of the first three items as needed—one per participating student.

PROCEDURE:

Pass out an Answer Wheel to each child and help the children interpret the wheel with questions such as: "What three careers perform work that is artistic and creative?" "What aptitude or skill must the artist have?" After the discussion is completed, take up the Answer Wheels.

Pass out the Student Worksheets and ask the students to take every word from the list and place them in the empty spaces. They can check their work against the Answer Wheel.

After the activity has been completed, pass out the Student Evaluation Sheets and have the students fill them in.

EVALUATION:

Informally, check the Student Evaluation Sheets.
STUDENT WORKSHEET

Directions: Select the correct placement in the circle for the words listed below. Write them in. Check your work against the Answer Wheel.

1. Carpenter
2. Numerical
3. Artistic
4. Intellectual
5. Commercial artist
6. Clergyman
7. Geologist
8. Social

Diagram:

- Aptitude
  - Creative
  - Visual
  - Work
  - Value
- Careers
  - Industrial designer
  - Writer
- Physical
  - Coordination
  - Production
  - Independent
- Intellectual
  - Scientific
  - Numerical
  - Carpenter
- Social
  - Service
  - School
  - Worker
  - Counselor
- Intellectual
  - Scientific
  - Numerical
  - Carpenter
- Physical
  - Coordination
  - Production
  - Independent
- Creative
  - Visual
  - Work
  - Value
- Aptitude
  - Creative
  - Visual
  - Work
  - Value
- Intellectual
  - Scientific
  - Numerical
  - Carpenter
- Physical
  - Coordination
  - Production
  - Independent
- Creative
  - Visual
  - Work
  - Value
STUDENT EVALUATION

DIRECTIONS: Match the aptitudes and work values with the correct occupation. Check your work on the Answer Key.

1. Needs artistic ability          verbal aptitude
2. Does not need visual aptitude  commercial artist
3. Social worker                  clergyman
4. Meteorologist                 numerical aptitude
5. Has to be productive          physical coordination
6. T.V. repairman                auto-body repairman
7. Intellectual                   needs visual aptitude
8. Industrial designer           scientific helper
DIRECTIONS: Match the aptitudes and work values with the correct occupation. Check your work on the Answer Key.

1. Needs artistic ability - verbal aptitude
2. Does not need visual aptitude - commercial artist
3. Social worker - clergyman
4. Meteorologist - numerical aptitude
5. Has to be productive - physical coordination
6. T.V. repairman - auto-body repairman
7. Intellectual - needs visual aptitude
8. Industrial designer - scientific helper
CAREER GENERALIZATION:

Choice of career usually involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will identify the components (positive and negative aspects) of a career-related activity.

PERFORMANCE OBJECTIVE:

The student will name occupations that are associated with particular positive or negative aspects of working.

MATERIALS:

*Why Do I Like My Work Game Board?
*Occupations List
*Dice
*Game markers

PREPARATION:

Gather the materials and place them in a learning center. Discuss some of the advantages and disadvantages of various occupations, focusing on the concepts included on the game board.

PROCEDURE:

Two to four players may play the game. The players throw the dice to decide who plays first; then they proceed in clockwise order.

The number that is thrown on the dice determines the number of spaces a player may advance. If he lands on a space with a (+), indicating an advantage of a job, he may advance that many spaces more, provided he can name a career from the occupations list that has that particular advantage. If he lands on a negative numbered space (-), he must go back the number of spaces indicated, unless he can name a career that has that particular disadvantage. If he names an appropriate career, he may stay where he is. The first player to reach the winner space wins the game, but he must roll the exact number necessary to reach the finish line. (Not more than necessary.)

EVALUATION:

The student should begin to recognize some positive and negative aspects associated with many careers.
Drill press operator
forester
life guard
actress
butcher
carpenter
housekeeper
motor assembler
chauffeur
jockey
fish and wildlife assistant
inventor
merchant marine
governor
police officer
dairy herder
riveter
food checker
pet groomer
waitress or waiter
advertising agent
lumberjack
dentist
whaler
receptionist
sculptor
welder
tree surgeon
bricklayer
product tester
camp counselor
novelist
egg grader
reporter
bulldozer operator
interior decorator
factory engineer
tax counselor
anthropologist
logger
service station operator
photographer
farmer
bartender
car salesperson
coal miner
physical therapist
deep sea diver
nursery owner
T.V. announcer
rescuer
meter reader
stage hand

Crane operator
dry cleaner
sheet rock worker
electrician
plumber
plasterer
painter
companion to the elderly
dance instructor
jeweler
balloonist
researcher
credit manager
underwater salvager
switcher (railroad)
auctioneer
copy person
architect
veterinarian
firefighter
airplane pilot
mathematical statistician
organist & pianist
missionary
dancer
social worker
CAREER GENERALIZATION:

'Getting along with people is an important part of a successful career.'

CAREER OBJECTIVE:

The student will identify some human relation skills that are important to a successful career.

PERFORMANCE OBJECTIVE:

The student will be able to select the adjectives denoting human relation skills.

MATERIALS:

*Game Sheets (2),
*Word Cards (48)
*Answer Sheets (2), and game directions
Pencils
Dictionary
Envelope Paper

PREPARATION:

Cut out the words from one of the sheets. Place them in an envelope. If desired, laminate the Answer Sheet and the Game-board Sheet.

PROCEDURE:

The human relations skill game is designed for three to five players. The two Game Sheets are placed so that all players can use them. The Word Cards are placed in a stack. Each player should have paper and a pencil on which to keep score. The players take turns in clockwise order. The first player takes a card and places it on a space with matching coding (blue or red). The next player chooses a card. If he can match a card with an antonym or a synonym, he should place it in line with the matching word in the appropriately coded space. He should then add the sum of the two matched cards for his score. The players may use a dictionary or the Answer Sheet for word meaning matches. If a player draws a third matching card, the player adds numbers of all three covered spaces; for a fourth, four numbers. Players continue the game until all cards have been used. Player with the highest score wins.
<table>
<thead>
<tr>
<th>POLITE</th>
<th>HELPFUL</th>
<th>NEAT</th>
<th>KIND</th>
<th>TRUTHFUL</th>
<th>FRIENDLY</th>
<th></th>
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<tbody>
<tr>
<td>COURTEOUS</td>
<td>USEFUL</td>
<td>TIDY</td>
<td>CONSIDERATE</td>
<td>HONEST</td>
<td>AMICABLE</td>
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<td>MESSY</td>
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<td>Understanding</td>
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<td>Industrious</td>
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<td>UNTREATED</td>
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<tr>
<td>INFOLITE</td>
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<td>HELPFUL</td>
<td>USEFUL</td>
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<td>KIND</td>
<td>TRUTHFUL</td>
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<td>ANSWER SHEET</td>
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<td>FIFTY</td>
<td>INDUSTRIOUS</td>
<td>OPTIMISTIC</td>
<td>FORGIVING</td>
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</tr>
<tr>
<td>APATHETIC</td>
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<td>IMPARTIAL</td>
<td>DILIGENT</td>
<td>INDUSTRIEUS</td>
<td>OPTIMISTIC</td>
<td>FORGIVING</td>
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<tr>
<td>PARTIAL</td>
<td>INDIFFERENT</td>
<td>UNFAIR</td>
<td>LASY</td>
<td>PESSIMISTIC</td>
<td>REVENGEFUL</td>
<td>UNRELIABLE</td>
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<td>FORGIVING</td>
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<td>UNDERSTANDING</td>
<td>FIFTY</td>
<td>INDUSTRIOUS</td>
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<td>FORGIVING</td>
</tr>
</tbody>
</table>
GAME DIRECTIONS

For example:

<table>
<thead>
<tr>
<th>SYNONYMS</th>
<th>ANTONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEAT</td>
<td>TIDY</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

The score for placing the fourth word would be: $1 + 1 + 1 + 1 = 4$.

The game ends when all cards are used or when time expires. The player with the highest score is the winner.
CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify communication skills that are important to a successful career.

PERFORMANCE OBJECTIVE:

The student will be able to fill in the blanks of the puzzle with words that express different ways of communicating.

MATERIALS:

* Puzzle, "We Communicate Through"
* "We Communicate Through Answer Key"
* Pencils

PREPARATION:

Reproduce enough copies of the Puzzle to provide one for each student.

PROCEDURE:

Instruct the students to fill in the Puzzle. Check their work.

EVALUATION:

Informally question students to see if they can name the ways in which we communicate.
WE COMMUNICATE THROUGH

KEY:

DANCE
DRAMA
MUSIC
SCULPTURE
PAINTINGS

SPOKEN WORDS
PANTOMIME
FACIAL EXPRESSIONS
WRITTEN WORDS
WE COMMUNICATE THROUGH ANSWER KEY

KEY:

DANCE        SPOKEN WORDS
DRAMA        PANTOMIME
MUSIC        FACIAL EXPRESSIONS
SCULPTURE    WRITTEN WORDS
PAINTINGS    DRAMA
CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results.

PERFORMANCE OBJECTIVE:

Given a situation, the student will decide on the best solution to the problem.

MATERIALS:

* "What Shall I Do?" Problem Cards
* "What Shall I Do?" Answer Key

PREPARATION:

Reproduce "What Shall I Do?" Problem Cards, providing one set for each participating student. This work can be done as seat work or placed in a learning center.

PROCEDURE:

Students should read the descriptive situation on each card and decide the best opinion of "What Shall I Do?" They should then read the contrasting definitions and fill in the words that are defined in these two sentences. They may check their work against the Answer Key.
WHAT SHALL I DO?

When we have plays at school, I always expect a leading part. Today Mrs. Structor assigned Jack the part that I wanted. Mrs. Structor wants me to be a stage hand. She says that we need experience in all areas of play production. I know that Jack can't play the part as well as I can. What shall I do?

1. Be a good sport and do my part.
2. Try to talk my teacher out of it.
3. Other.

A person that is just and unbiased is

______________________.

A person that is biased is ____________.

WHAT SHALL I DO?

Arthur told Mrs. Structor that I was the boy that let the parakeet out of its cage. I didn't even know anything about it, so I am tempted to get even with Arthur for telling this story. What shall I do?

1. Try to keep him off our ball team.
2. Be courteous as usual.
3. Other.

Someone who is willing to grant pardón is

______________________.

Someone who "gets even" is ____________.
WHAT SHALL I DO?

Dad says that things never seem to turn out right; taxes are too high, and our government is going from bad to worse. Mom says we should count our blessings. She believes that all clouds have a silver lining. I can't decide who is right. What shall I do?

1. Do my part in improving conditions.
2. Look for good in people and things.
3. Other.

One who looks on the bright side of things is being _____________.

One who sees the dark side of things is being _____________.

WHAT SHALL I DO?

Our band leader, Mr. Blower, asked me to play a trumpet solo for next Friday's assembly program. I put off practicing, and now it's too late for me to learn my number well. What shall I do?

1. Stay out of school on Friday, saying I am ill.
2. Call Mr. Blower and tell him the truth.
3. Other.

If we stick to the facts, we are being _____________.

If we tell a falsehood, we are being _____________.

WHAT SHALL I DO?

When my big brother answers the telephone, he sometimes loudly says "Yeah?" when he answers. What shall I do?

1. Suggest he read the rules on telephone courtesy.
2. Tell him that you think he is being impolite.
3. Other.

To be courteous is to be ____________.
To be rude is ________________.

WHAT SHALL I DO?

Jack works all the time during school hours. Many times I don't feel like working. Some of the children think that I am lazy. I really am not lazy, and I don't want anyone to say that I am. What shall I do?

1. Work harder.
2. Tell Mother that I feel tired most of the time.
3. Other.

People who are in the habit of working are called ________________.
Those who avoid work whenever possible are usually labeled as ____________.
WHAT SHALL I DO?

Mother promised me that I could go to an afternoon movie. I was about to leave the house when Mother remembered a promise to go shopping with a friend. Mother asked me to take care of my little sister until Dad came home. When I told her that this was the last showing of the movie, she said that I could see it next time around. What shall I do? Explain your answer.

1. Insist that Mother keep her promise.
2. Do as she asks without complaining.
3. Other.

If one has a sympathetic answer he is

__________________.

If one is severe in character he is

__________________.

WHAT SHALL I DO?

Lately, Dad is really picky. He says that my room is messy. He says that my clothes and hair look messy, too. What shall I do?

1. Don't pay any attention to my Dad.
2. Try to be more neat.
3. Other.

An orderly, tidy person is ________________.

A messy person is ________________.
WHAT SHALL I DO?

My teacher, Mrs. Structor, asked Jerry and me to clean up our auditorium so that everything would look nice for open house. She said she chose us because she knew that she could count on us. We didn't want to let her down, so we worked especially hard. Some kids sneaked in at recess time and really scattered things around. Since we had band next period, it meant we had to stay after school in order to rearrange things. We had planned on a ball game. What shall I do?

1. Tell Mrs. Structor I don't want to do the work over.
2. Come back after school and get to work.
3. Other.

Someone who can be relied upon is _____________.
Someone who doesn't keep his promises is ________________.

WHAT SHALL I DO?

Our new boy, Carl, has a foreign accent. Some of the boys make fun of him behind his back. Carl doesn't make friends easily. What shall I do?

1. Choose him as my science-project partner.
2. Don't pay any attention to him.
3. Other.

Someone who is sensitive to another's problems is ________________.
Someone who is apathetic or unconcerned is _________________.

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WHAT SHALL I DO?

Waldo is a new boy in our class. He doesn't talk very much, and his clothes seem too dressy for school. Most of my class is not being very friendly to Waldo. What shall I do?

1. Ask him to be my science project partner.
2. Be nice to him, but keep out of his way.
3. Other.

A _________person has high regard for other people.

An _________person is usually felt to be inimical or hostile.

WHAT SHALL I DO?

My little sister, Suzy, is as good as can be if someone plays games with her and gives her lots of attention. I know that Mother and Dad are tired out after their long trip. I would like to watch Gunsmoke. Sis is beginning to be fussy. What shall I do?

1. Play Suzy's favorite game with her.
2. Let someone else take care of her.
3. Other.

Someone that lends a helping hand is _________.

Someone that needs constant supervision is ________________.
"WHAT SHALL I DO? ANSWER KEY

1. A person that is just and unbiased is FAIR
   A person that is biased is PREJUDICED
2. Someone who is willing to grant pardon is JUST
   Someone who "gets even" is VENGEFUL
3. One who looks on the bright side of things is being OPTIMISTIC
   One who sees the dark side of things is being PESSIMISTIC
4. If we stick to the facts, we are being HONEST
   If we tell a falsehood, we are being DISHONEST
5. To be courteous is to be POLITE
   To be rude is IMPOLITE
6. People who are in the habit of working are called INDUSTRIOUS
   Those who avoid work whenever possible are usually labeled as LAZY
7. If one has a sympathetic answer he is GENEROUS
   If one is severe in character he is HARSH
8. An orderly, tidy person is NEAT
   A messy person is SLOPPY
9. Someone that can be relied upon is TRUSTWORTHY
   Someone that doesn't keep his promises is UNTRUSTWORTHY
10. Someone who is sensitive to another's problems is SYMPATHETIC
   Someone who is apathetic or unconcerned is UNSYMPATHETIC or DISINTERESTED
11. A FRIENDLY person has high regard for other people.
    An ANTAGONISTIC person is usually felt to be inimical or hostile.
12. Someone that lends a helping hand is DEPENDABLE
    Someone that needs constant supervision is UNDEPENDABLE
CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify and rate his/her own human skills.

PERFORMANCE OBJECTIVE:

The student will decide his rating in human relations skills.

MATERIALS:

*My Human Relations Skills
Three different colored pencils
Pencil

PREPARATION:

Reproduce enough copies of the sheet for each participating student.

PROCEDURE:

Review the communicative skills and human relations skills referred to on the previous activities of this set. Pass out or have available in a learning center the rating sheet.

The student lists the human relations skills that he feels apply to him all of the time.

The student lists the human relations skills that he feels apply to him most of the time.

The student lists the human relations skills that he feels seldom apply to him.

The student then gives three classmates a different colored pencil. Each classmate puts a check after the skills in the student's list that he agrees with, an X after the skills that he disagrees with, and he adds to the list those skills that he feels the student omitted.

The student should confer individually with each of the three classmates.

The teacher should check the student's list. She may offer suggestions that will help the student improve his skills.
### MY HUMAN RELATIONS SKILLS

<table>
<thead>
<tr>
<th>APPLY ALL THE TIME</th>
<th>APPLY MOST OF THE TIME</th>
<th>SELDOM APPLY</th>
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</tbody>
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151
CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will compare and contrast the different clothing, tools, equipment, and instruments in a variety of occupations.

PERFORMANCE OBJECTIVE:

Given the MATCH GAME the students will match the names of occupations with their respective clothing and equipment/tools with 80% accuracy.

MATERIALS:

*Yellow Occupation cards (90)
*Green Equipment/Tool Cards (90)
*Blue Clothing Cards (90)
*Answer Key

Box or bowl in which to put the occupation cards

PREPARATION:

Sheets containing occupation, clothing, and tool/equipment cards should be cut along the lines. A box should be provided for the caller in which to put the occupation cards.

PROCEDURE:

The clothing and equipment/tool cards are shuffled thoroughly and passed out to each child. There are 180 cards and depending on the number of students playing an equal number of cards should be passed out. If some cards need to be left out, omit some of the BUSINESS SUIT or DRESS cards, and/or some of the others that are duplicated.

The caller will thoroughly mix the occupation cards in the box. He will draw one card and call out the occupational name on it. The first player to hold up a card which matches the occupation by clothing or equipment/tool is asked to turn this card face down so that it may not be used again. The first player to turn all his cards over wins. If there are any doubts on the correctness of answers, the caller may refer to the answer sheet.

EVALUATION:

The student should be able to match the occupation cards to the clothing and equipment/tool cards with 85% accuracy. If not, have the student look up in the dictionary any name or term of which he doesn't know the meaning.
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<th>3411 B</th>
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<tbody>
<tr>
<td>AQUANAUT</td>
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<tr>
<td>BACTERIOLOGIST</td>
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<td>GUNSMITH</td>
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<td>SUBMARINE OPERATOR</td>
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<td>DIAMOND CUTTER</td>
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<td>TRAWLER</td>
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<td>FACTORY ENGINEER</td>
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DENTIST

PORTRAIT PHOTOGRAPHER

PHYSICIAN

CONDUCTOR.

SURGEON

STAGE HAND

AMBULANCE DRIVER

COMPOSER
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<td></td>
<td>CAR SALESPEerson</td>
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<tr>
<td>3411B</td>
<td>LUMBERYARD WORKER</td>
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<td></td>
<td>JEWELER</td>
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<td>PRICE MARKER</td>
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<td>SKIN DIVER</td>
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<td>CASHIER</td>
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<td>FISH HATCHERY WORKER</td>
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<td>X-RAY TECHNICIAN</td>
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<td>Occupation</td>
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<td>GOLF PRO</td>
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160
SCULPTOR | NURSERY PERSON
---|---
ARTIST | DAIRY HERDSMAN
BUTCHER | WHEAT FARMER
ARGRONOMIST | OIL RIGGER
<table>
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<tr>
<th>UPHOLSTERER</th>
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<td>TEE/CLUBS</td>
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<td>CAMERA</td>
<td>MICROPHONE</td>
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<td>TYPEWRITER</td>
<td>TICKER TAPE</td>
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**WORK CLOTHES**

**APRON**

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<td>Uniform</td>
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<td>Swimming Instructor</td>
<td>Swim Suit</td>
<td>Whistle</td>
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<td>Taxi Driver</td>
<td>Casual</td>
<td>Car</td>
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<td>Telephone Repair Person</td>
<td>Work Clothes</td>
<td>Safety Belt</td>
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<td>Tool and Dye Maker</td>
<td>Work Clothes</td>
<td>Machine</td>
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<td>Traffic Police Officer</td>
<td>Uniform</td>
<td>Whistle</td>
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<td>Fish Net</td>
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<tr>
<td>X-Ray Technician</td>
<td>Lead Smock</td>
<td>X-Ray Machine</td>
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CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instrument, and/or tools.

CAREER OBJECTIVES:

The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks.

PERFORMANCE OBJECTIVE:

Given the game "Go For A Job", the student will answer the questions on the cards.

MATERIALS:

*Game Board "Go For A Job"
*Green Police Cards—(10)
*Orange Dentist Cards—(10)
*Blue Pilot Cards—(10)
*Yellow Secretary Cards—(10)
*"Go For A Job" Evaluation Sheet
*Answer Sheet
*Key to Evaluation Sheet
*Die—(1)
Toy Cars—(5)

PREPARATION:

The "Go For A Job" game is designed for two to five players, plus a leader who will keep the Answer Sheet. Laminate the game pieces and Answer Sheet, if desired. Reproduce as many copies as needed of the Evaluation Sheet.

PROCEDURE:

Shuffle the cards according to color and place on the matching color rectangle in the center of the game board. Each child should pick a card and place it on "GO". Roll the die for order of play. First player rolls the die and advances as many squares as shown on the face of the die. Whatever he lands on, he takes the top card from the corresponding stack, reads it; and if he is able to answer it, he stays on that square. If not, he goes back one square. Players may check their answers on the Answer Sheet. As cards are used, they are returned to the bottom of the stack. The first player to go all around the board to "GO" wins.
SECRETARY

GO FOR A JOB

PILOT

POLICE

DENTIST
9. Name one piece of equipment a police officer wears which tells you what he/she is.

10. How many hours a week does a police officer usually work?
   (a) 40  (b) 60  (c) 55
<table>
<thead>
<tr>
<th>1.</th>
<th>What is an Orthodontist?</th>
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<tbody>
<tr>
<td>2.</td>
<td>Name two things a dentist does.</td>
</tr>
<tr>
<td>3.</td>
<td>What must you do to get a license to be a dentist?</td>
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<tr>
<td>4.</td>
<td>What is the average yearly income for a dentist?</td>
</tr>
<tr>
<td></td>
<td>(a) $10,000 (b) $34,000</td>
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<tr>
<td></td>
<td>(c) $100,000</td>
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<td>5.</td>
<td>Does a dentist wear a uniform, a business suit, or a pair of swim trunks?</td>
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<tr>
<td>6.</td>
<td>How long does a dentist have to go to school to complete his training?</td>
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<tr>
<td>7.</td>
<td>Is a dentist office open seven days a week?</td>
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<tr>
<td>8.</td>
<td>Name a tool a dentist uses.</td>
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</table>
9. Is it true that there is a law in most states that says that a woman cannot be a dentist?

10. What is a dental assistant?
1. Name one duty a pilot has besides flying a plane.

2. What is the pilot's title?

3. What must the pilot check before he becomes airborne? Name one thing.

4. Who does the actual steering of the airplane—the pilot or co-pilot?

5. True or False
   No matter what size the plane is, the pre-flight and flight duties are much the same.

6. How old must you be to qualify for a license?
   (a) 21  (b) 18  (c) 24

7. How old must you be when you are forced to quit flying an airliner?
   (a) 60  (b) 65  (c) 55

8. Do you think the highest yearly salary of a pilot is:  
   (a) $10,000  (b) $25,000  (c) $60,000
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<td>9. True or False</td>
<td>10. What is a windsock?</td>
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<tr>
<td>A pilot may wear anything he wants when he flies an airliner?</td>
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<td>Question</td>
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<td>What is a secretary called that prepares medical histories for a doctor?</td>
<td>What is a legal secretary?</td>
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<tr>
<td>What kind of clothing would a secretary wear?</td>
<td>Can a person with just a high school education become a secretary?</td>
</tr>
<tr>
<td>Name one tool or piece of equipment a secretary might use?</td>
<td>Speed and accuracy are important to a secretary.</td>
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<tr>
<td>Name two things a secretary should be good at.</td>
<td>Having a good personality helps a secretary.</td>
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</table>
9. True or False
   There are more men than women secretaries.

10. Who relieves her employer for more important duties?
GO FOR A JOB EVALUATION SHEET

EVALUATION:

Match the column I of occupations to the correct answer in column II which contains the clothing and tools.

<table>
<thead>
<tr>
<th>I.</th>
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<tr>
<td>1. Golf Pro</td>
<td>(a.) lead smock</td>
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<td>2. Aquanaut</td>
<td>(b.) saw</td>
</tr>
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<td>3. Equestrian</td>
<td>(c.) ticker tape</td>
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<tr>
<td>4. Sawyer</td>
<td>(d.) caterpillar</td>
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<td>5. Librarian</td>
<td>(e.) typewriter</td>
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<td>6. Veterinarian</td>
<td>(f.) jodphurs</td>
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<td>7. X-ray Technician</td>
<td>(g.) drill</td>
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<td>8. Dentist</td>
<td>(h.) snorkel</td>
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<td>9. Physician</td>
<td>(i.) ohmmeter</td>
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<tr>
<td>10. Conductor</td>
<td>(j.) toupe</td>
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<tr>
<td>11. Agronomist</td>
<td>(k.) transit</td>
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<tr>
<td>12. Bulldozer Operator</td>
<td>(l.) books</td>
</tr>
<tr>
<td>13. Jeweler</td>
<td>(m.) mask</td>
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<tr>
<td>14. Electrician</td>
<td>(n.) baton</td>
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<tr>
<td>15. Stockbroker</td>
<td>(o.) plant clippers</td>
</tr>
<tr>
<td>16. Stenographer</td>
<td>(p.) mackinaw</td>
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<tr>
<td>17. Surveyor</td>
<td>(q.) rain guage</td>
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<td>18. Welder</td>
<td>(r.) stethoscope</td>
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<tr>
<td>19. Lumberjack</td>
<td>(s.) tee/clubs</td>
</tr>
<tr>
<td>20. Meteorologist</td>
<td>(t.) syringe</td>
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</table>
1. What is an Orthodontist?

Dentist who specializes in straightening teeth.

2. Name two things a dentist does.

- Takes X-rays
- Fills cavities
- Treats gum disease
- Extracts teeth
- Cleans teeth
- Makes artificial teeth
- Performs corrective surgery

3. What must you do to get a license to be a dentist?

Must be a graduate of a dental school.
Must pass the State Board examination.

4. What is the average yearly income for a dentist?

$34,000

5. Does a dentist wear a uniform, a business suit, or a pair of swim trunks?

Uniform

6. How long does a dentist have to go to school to complete his training?

4 to 6 years

7. Is a dentist office open seven days a week?

No

8. Name a tool a dentist uses.

- Drill
- Mirror
- Power abrasive tool

9. Is it true that there is a law in most states that says that a woman cannot be a dentist?

No

10. What is a dental assistant?

One who stands by him to aid him in his work.
1. A police officer in civilian clothing is called a what?
   Detective

2. Could one city have as many as 30,000 police officers?
   Yes—New York City has 30,000

3. Police officers report to police headquarters through call boxes, by radio, or by walkie-talkie.
   True

4. Policewomen usually work only in the larger cities.
   True

5. Police are never called on to testify in court.
   False

6. You need not be a citizen of the United States in order to be a police officer.

7. A police officer usually retires at the age of 55.
   True

8. What does a police officer wear?
   Uniform

9. Name one piece of equipment a police officer wears which tells you what he/she is.
   Gun, badge

10. How many hours a week does a police officer usually work?
    (a) 40  (b) 60  (c) 55
    40 hours
1. What is a secretary called that prepares medical histories for a doctor?
   A medical secretary.

2. What is a legal secretary?
   One who works for a lawyer.

3. What kind of clothing would a secretary wear?
   Business dress or suit.

4. Can a person with just a high school education become a secretary?
   Yes.

5. Name one tool or piece of equipment a secretary might use?
   Typewriter, steno pad, pencil.

6. Speed and accuracy are important to a secretary?
   True.

7. Name two things a secretary should be good at.
   Hear well, spelling, punctuation, vocabulary.

8. Having a good personality helps a secretary.
   True.

9. There are more men than women secretaries.
   False.

10. Who relieves her employer for more important duties?
    A secretary.
**KEY TO EVALUATION SHEET**

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CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks.

PERFORMANCE OBJECTIVE:

Given a specific worker or group of workers, the student will identify the clothing, equipment, instruments and/or tools used with 80% accuracy.

MATERIALS:

- Task Choices Sheet
- Classified Newspaper Ads
- Newsprint
- Crayons

PREPARATION:

The Evaluation for Occupation-Clothing-Tools Activities is designed for the entire class.

PROCEDURE:

Choose or allow the students to choose any of the listed activities.

EVALUATION:

Group discussion is needed to aid any student who has not grasped the concept that particular clothing, equipment, and tools are needed for given occupations.
TASK CHOICES

1. Student will select an occupation and write a short paragraph which explains why the clothing that is worn is important, and why the occupational tool or equipment is necessary.

2. Students should tell orally why the skills of reading, writing, spelling, computation, and communication are important to the occupation he chose.

3. If possible, find an advertisement for the selected job in the want-ad section of the local newspaper.

4. Ask students to discuss clothing, equipment, and tools of the employees of the following departments:
   1. Fire Department
   2. Police Department
   3. Sanitation Department

What would life in your city be like without them?

5. Divide the class in groups with each group discussing a different occupation, listing the tools and clothing for each. Exchange and have the other group guess the occupation.

6. Ask students to pretend that they are workers. They should research a job and prepare to describe it to the rest of the class telling why this job is important, what clothing is worn to perform the job, and what tools or equipment are used.

7. Students may invite people from different jobs to talk to the class and discuss their jobs.

8. Student may be asked to illustrate his chosen occupation showing the clothing and equipment and how it is used while on the job.

9. Students might play "Charades" acting out occupations to see if the class can guess the occupation and if possible, the tool or equipment.

10. Have one child describe necessary clothing and equipment or tools and the class will guess what occupation he is describing.
CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will identify the geographic and environmental factors that are in operation in a given setting.

PERFORMANCE OBJECTIVE:

Given seven (7) Scramble Puzzles, the student will find the hidden states and their products with 80% accuracy.

MATERIALS:

*Scramble Puzzle Sheets (7)
*Scramble Puzzle Answer Sheets (7)
*United States Map (3412B)

PREPARATION:

The Scramble Puzzle Sheets are designed for the entire class to use as a group or for individual students to use. Reproduce as many of the puzzle sheets as you will need.

PROCEDURE:

Each student will need a set of seven Scramble Puzzles. He will find the names of the states and products in the puzzle to match those states and products listed below each puzzle. A map of the United States is provided so that the students can see how the states are divided into the various sections.

EVALUATION:

The student should be able to complete the puzzles with 80% accuracy.
SOUTHERN STATES

R A P K P E A N U T I S G
E G G E O R G I A O P T A
C N E N A P T O D O P N V
R I S T C O A L I D I O I
E P A U F T M B R L S T R
A P S C I A A E O C S T G
T I N K S T B R L A I O I
I H A Y H O A E F U S C N
O S K T H C L Y E S S A I
N O R T H C A R O L I N A
R O A T I M B E R O M E R
O D U T E N E S S E E E G
C O I L A N A I S T I U O L
S T O B A C C O T I U R F

ALABAMA
ARKANSAS
FLORIDA
GEORGIA
KENTUCKY
LOUISIANA
MISSISSIPPI
NORTH CAROLINA

SOUTH CAROLINA
TENNESSEE
VIRGINIA
PEANUT
RECREATION
CORN
OIL

COTTON
TIMBER
FRUIT
TOBACCO
SHIPPING
FISH
POTATO

210
### SOUTHWESTERN STATES

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O C O C X I L A R A C
K O K L A H O M A E O
R P O S S T G O A H A
S P T C O T T O N W L
F E E D S S I L V E R
F R U I T L S H E E P

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211
WESTERN STATES

W N O I T A E R C E R
R A L A S K A I W O N
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O R E G O N E C A O D
C T I U R F G O L D A
F I S H C A T T L E L
A I R C R A F T O A A
B R L E E T S O A N O
A P E E H S I N O I C

CALIFORNIA
WASHINGTON
HAWAII
NEVADA
OREGON
ALASKA
TIMBER
CATTLE
FRUIT
GOLD

RECREATION
COTTON
FISH
AIRCRAFT
OIL
STEEL
COPPER
SHEEP
COAL

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| N | C | R | U | E | L | E | E | T | S | O | L | F |
| D | O | S | T | O | B | A | C | C | O | E | I |
| C | R | E | C | R | E | A | T | I | O | N | S |
| X | N | Y | S | E | O | T | A | T | O | P | A | H |

<table>
<thead>
<tr>
<th>DELAWARE</th>
<th>RECREATION</th>
</tr>
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<tbody>
<tr>
<td>NEW YORK</td>
<td>SHIPPING</td>
</tr>
<tr>
<td>NEW JERSEY</td>
<td>STEEL</td>
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<td>PENNSYLVANIA</td>
<td>CORN</td>
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<tr>
<td>MARYLAND</td>
<td>POTATOES</td>
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<tr>
<td>WEST VIRGINIA</td>
<td>COAL</td>
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<td>FISH</td>
<td>TOBACCO</td>
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<tr>
<td>TEXTILES</td>
<td>WHEAT</td>
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</tbody>
</table>
ILLINOIS
INDIANA
IOWA
KANSAS
MICHIGAN
MINNESOTA
MISSOURI
NEBRASKA
NORTH DAKOTA
SOUTH DAKOTA
OHIO
WISCONSIN
RECREATION
COAL
CORN
STEEL
CATTLE
SALT
WHEAT
FISH
OIL
AIRCRAFT
POTATOES
GOLD
ROCKY MOUNTAIN STATES

COLORADO

RECREATION

IDAHO

WHEAT

MONTANA

CATTLE

UTAH

SHEEP

WYOMING

FRUIT

GOLD

OIL

COAL

COPPER

SILVER

SALT
ALABAMA
ARKANSAS
FLORIDA
GEORGIA
KENTUCKY
LOUISIANA
MISSISSIPPI
NORTH CAROLINA

SOUTH CAROLINA
TENNESSEE
VIRGINIA
PEANUT
RECREATION
CORN
OIL
COAL

COTTON
TIMBER
FRUIT
TOBACCO
SHIPPING
FISH
POTATO

217
SOUTHWESTERN STATES

ARIZONA
OKLAHOMA
NEW MEXICO
TEXAS
CATTLE
SHEEP
COTTON
COPPER
SILVER
PEANUTS
WHEAT
COAL
CORN
TIMBER
FISH
FRUIT
GOLD
OIL
CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will compare different sets of geographical and environmental factors in relation to the kinds of occupational opportunities found.

PERFORMANCE OBJECTIVE:

The student will match products with a specific state with 100% accuracy.

MATERIALS:

*Master Product List
*Product Playing Cards - (6 sets --22 cards per set)
*United States Map

PREPARATION:

The JOB PIT game is designed for three to six players. Reproduce a copy of the Master Product List for each player.

PROCEDURE:

The cards are shuffled and six cards are dealt to each player. The remaining cards are placed in a pile in easy reach of the players. Each player is also given a master list and should choose the section of the country in which he is working to find products. After the players have sorted their cards according to the areas in which he wishes to play, the player to the right of the dealer asks any player for a card he may need. For example: John may say, "Mary, may I have your potato card?" If she has one, she must give it to him. He then gets to ask someone else for another card. He has only two turns and then must draw the top card off the pile. All Product Cards belonging to the state for which the player is working are placed on the table face up. The next player to his right then asks any member of the group for a card. The player who has the most cards for the state at the end of the game, wins. Each time a player lays down a card, he must tell what section of the country in which he has worked, e.g. Southwestern States.

EVALUATION:

Each student should be able to complete his set of cards with 80% accuracy. If not, have the students play the game again, starting with a new set of cards.
### MASTER PRODUCT LIST

#### MIDWESTERN STATES
- Illinois
- Indiana
- Iowa
- Kansas
- Michigan
- Minnesota
- Missouri
- Nebraska
- North Dakota
- South Dakota
- Ohio
- Wisconsin

- **Coal**
- **Corn**
- **Steel**
- **Cattle**
- **Wheat**
- **Fish**
- **Recreation**

#### SOUTHWESTERN STATES
- Arizona
- New Mexico
- Oklahoma
- Texas

- **Cattle**
- **Coal**
- **Oil**
- **Peanuts**
- **Silver**
- **Sodium**
- **Recreation**
- **Space Center**

#### ROCKY MOUNTAIN STATES
- Colorado
- Wyoming
- Idaho
- Utah
- Montana

- **Gold**
- **Fruit**
- **Coal**
- **Oil**
- **Recreation**
- **Cattle**
- **Salt**
- **Sheep**

#### WESTERN STATES
- California
- Washington
- Oregon
- Hawaii
- Alaska

- **Timber**
- **Oil**
- **Cattle**
- **Fruit**
- **Recreation**
- **Gold**
- **Coal**

#### NEW ENGLAND STATES
- Connecticut
- Massachusetts
- Rhode Island
- Maine
- New Hampshire
- Vermont

- **Tobacco**
- **Potatoes**
- **Fish**
- **Shipbuilding**
- **Textiles**
- **Lumber**

#### MIDDLE ATLANTIC STATES
- Delaware
- New Jersey
- Pennsylvania
- New York
- Maryland
- West Virginia

- **Fish**
- **Textiles**
- **Shipbuilding**
- **Steel**
- **Recreation**

#### SOUTHERN STATES
- Kentucky
- Virginia
- North Carolina
- South Carolina
- Mississippi
- Tennessee
- Georgia
- Florida
- Alabama
- Arkansas
- Louisiana

- **Peanuts**
- **Corn**
- **Oil**
- **Cotton**
- **Fish**
- **Recreation**
- **Space Center**
CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there.

PERFORMANCE OBJECTIVE:

The student will be able to list three factors that affect job availability and desirability in a region.

MATERIALS:

* "Geographic and Environmental Factors" Worksheet
* Answer Key
* Pencils

PREPARATION:

Reproduce one sheet for each child.

PROCEDURE:

Discuss some events or situations that affect the jobs and income of the people in a mining region. For example:

- size of ore deposits in the region
- amount of ore mined
- competition from other sources of ore
- cost of production
- extent to which ore is processed in the region
- availability of transportation to markets
- amount of ore sold
- price of the ore sold

Have the students look at the pictures on the worksheet. Tell them to decide how each situation pictured would affect the job opportunities in the mining region. Have them indicate their answers by writing a + (increase) or a - (decrease) in the small box by each picture. They may check their work on the Answer Key or you may read them aloud.

EVALUATION:

Each student should be able to list three factors that affect job availability in a region.
GEOGRAPHIC AND ENVIRONMENTAL FACTORS

DIRECTIONS: All the jobs in this coal mining town will be affected by the situations pictured. Put a + in the box if the incomes will be increased and a - in the box if the incomes will be decreased.
GEOGRAPHIC AND ENVIRONMENTAL FACTORS

DIRECTIONS: All the jobs in this coal mining town will be affected by the situations pictured. Put a + in the box if the incomes will be increased and a − in the box if the incomes will be decreased.
CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will evaluate the potential of a geographical and environmental setting as it relates to personal occupational aspirations and potential.

PERFORMANCE OBJECTIVE:

Given the Crossword Puzzle, the student will fill in the names of the states with 80% accuracy.

MATERIALS:

*Crossword Puzzle
*Crossword Puzzle Answer Sheet

PREPARATION:

The Crossword Puzzle is designed for individual students or the entire class. Reproduce as many puzzles as you will need.

PROCEDURE:

Give each student a puzzle and ask him/her to fill in the blanks with the correct answers.

EVALUATION:

The students should be able to fill in the answers to the puzzle with 80% accuracy. If additional work is needed, individual research on the items in question may be needed.
ACROSS

2. If you wanted to build ships, a good state in which to live would be _____________.

7. A great state to live in if you wanted to manufacture cars would be _____________.

8. A state containing many shipping harbors.

9. My state provides the United States with much timber.

12. This state has silver mines.

13. Copper mines are found in this state.

14. This state is called the "Fruit Bowl of America" (abbrev.)

DOWN

1. This state is famous for coal mines.

3. Raising cattle is good here.

4. This state is known as the "Air Capital of the World."

5. With 10,000 lakes this state provides much water recreation.

6. This state is famous for its oil.

10. The Space Center is found in this state.

11. This state is where everyone would like to go for a vacation.
CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will compare and contrast the effects of different technological and social factors on careers.

PERFORMANCE OBJECTIVE:

On a worksheet, the student will analyze statements and determine if they indicate more or less jobs in a given setting.

MATERIALS:

*Student Worksheet
*Teacher Answer Sheet
Pencils

PREPARATION:

Reproduce as many student worksheets as needed.

PROCEDURE:

Discuss the following:

- Some of the factors necessary for industrial growth. (appropriate location, raw materials, manpower)
- Explain the meaning of the word hinder
- Some of the factors that may hinder the industrial growth (depletion of natural resources, scarcity of money, poor transportation, disappearance of farm and open land)

Place the materials necessary for the activity in a learning center or give to each student for independent work.

After each student has completed a worksheet, the teacher should evaluate.

EVALUATION:

The student should be able to list three technological and social changes that have had an effect on careers.
STUDENT WORKSHEET

DIRECTIONS: If the statement tells of something that might create more jobs, write MORE in the blank at the beginning of the statement. If the statement tells of something that means less jobs available, write LESS in the blank before the statement. Below each statement write the reason for your response.

1. _______ More computers are being manufactured.

   ________________________________
   ________________________________
   ________________________________
   ________________________________

2. _______ Production in a factory is increased by one half because of more automated machinery.

   ________________________________
   ________________________________
   ________________________________
   ________________________________

3. _______ A large land area around a lake has been developed for leisure time activities, including a large amusement park.

   ________________________________
   ________________________________
   ________________________________
   ________________________________

4. _______ Numerous factories are located in the center of a large city.

   ________________________________
   ________________________________
   ________________________________
   ________________________________
5. No improvements have been made on a large city's main streets and expressways in thirty years.

6. Electricity is being widely used.

7. Telephones are being widely used.

8. There have been low wages in a large city for fifty years.

9. Water and transportation are scarce in a particular city.

10. New ways have been found to use iron ore.
11. Much of the income of a region is from government spending.

12. A region has plenty of money for loans.

13. So many people have moved into an area that most of the orchards and dairy farms have been condemned for housing areas.

14. Huge areas of forests have been cut down in the last one hundred years.

15. Air conditioning is being widely used.
TEACHER ANSWER SHEET

DIRECTIONS: If the statement tells of something that might create more jobs, write MORE in the blank at the beginning of the statement. If the statement tells of something that means less jobs available, write LESS in the blank before the statement.

1. LESS More computers are being manufactured.

Computers are an invaluable timesaver, but have taken over many bookkeeping and other jobs.

2. LESS Production in a factory is increased by one half because of more automated machinery.

Workers are going to have more leisure time and seeking more recreational activities.

3. MORE A large land area around a lake has been developed for leisure time activities, including a large amusement park.

The area and amusement park will need workers.

4. MORE OR LESS Numerous factories are located in the center of a large city.

Many skilled workers are needed, but the air pollution may drive people away from the center of the city.

5. LESS No improvements have been made on a large city's main streets and expressways in thirty years.

People will become discouraged with the traffic jams and quit their jobs.

6. MORE Electricity is being widely used.

Better use of machinery and better production creates more jobs for people who package, ship, etc.

7. MORE Telephones are being widely used.

Faster communication means orders are filled more promptly and received faster.
8. **LESS** There have been low wages in a large city for fifty years. People will not want to come to this region for a low income.

9. **LESS** Water and transportation are scarce in a particular city. Industries must have both of these or they will not come to this region, therefore, fewer jobs will be available.

10. **MORE** New ways have been found to use iron ore. Each new industry will need more workers.

11. **LESS** Much of the income of a region is from government spending. This would "lay off" a lot of workers if government spending or contracts were suddenly stopped such as aerospace.

12. **MORE** A region has plenty of money for loans. Industries often need to borrow money to enlarge factories or increase production.

13. **LESS** So many people have moved into an area that most of the orchards and dairy farms have been condemned for housing areas. People who depend on picking crops or dairy farming, for a living, will be out of jobs.

14. **LESS** Huge areas of forests have been cut down in the last one hundred years. People such as lumberjacks and paper mill workers will be out of jobs.

15. **MORE** Air conditioning is being widely used. Factories that are cool draw more workers and air conditioning factories provide more jobs.
CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will analyze the effects of specific technological and social changes on a particular setting and its occupants.

PERFORMANCE OBJECTIVE:

The student should be able to list five technological or social changes that affect a particular setting and its occupants.

MATERIALS:

* Technology Slide Game Board
* Game Cards
* Answer Key
* Dice
* Game pieces
* Pencils and paper for scoring

PREPARATION:

Laminate the game board and cards if desired.
The game is designed for three to five players.

PROCEDURE:

Discuss the fact that technology has had many good effects, but it has also brought about good and bad social changes in many regions. The children are to imagine an Industrial Region.

Place the cards, face down, in the space provided.

Each player picks a token and puts it at the STARTING LINE.

Each player throws the dice, the highest number designating the first to play.

The first player throws the dice and moves his token the number of spaces shown on the dice.

He draws the top card from the pile. If the card tells of an Industrial Region he is to say (I), if the card tells of Farmland, he is to say (F), if the card tells of both, he is to say (B). Answers can be checked on the Answer Key.
If the player answers correctly, he gets the number of points shown in the box where he landed.

If he is incorrect, he remains where he landed, but receives no points.

The used card is returned to the bottom of the deck.

The next player throws the dice and the game continues.

The game ends when each player has gone down the slide two times.

EVALUATION:

The student should be able to list five effects of specific technological and social changes on a particular setting and its occupants.
<p>| Clean, fresh air | Crowded housing |
| Pastures         | Property damage from smoky air |
| Fields with planted crops | Property damage from factory residue |</p>
<table>
<thead>
<tr>
<th>Labor &quot;lay offs&quot;</th>
<th>Electrical power lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor organizations</td>
<td>Combines</td>
</tr>
<tr>
<td>Power plant nearby</td>
<td>Large water mains</td>
</tr>
<tr>
<td>Telephone lines</td>
<td>Poor medical facilities</td>
</tr>
<tr>
<td>Airports</td>
<td>Shipping docks</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Dirt roads</td>
<td>Large banks, offices, stores</td>
</tr>
<tr>
<td>Many different schools</td>
<td>Unemployed people</td>
</tr>
<tr>
<td>Apartment buildings</td>
<td>Parking lots</td>
</tr>
<tr>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td><strong>Air pollution</strong></td>
<td><strong>Many highways</strong></td>
</tr>
<tr>
<td><strong>Problems with garbage and waste disposal</strong></td>
<td><strong>Factories</strong></td>
</tr>
<tr>
<td><strong>Slum areas</strong></td>
<td><strong>Many railroads nearby</strong></td>
</tr>
<tr>
<td><strong>Barns</strong></td>
<td><strong>Polluted water</strong></td>
</tr>
<tr>
<td>Decay of the inner cities in general</td>
<td>Loss of leadership in the inner cities</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Visual pollution</td>
<td>Depletion of natural resources</td>
</tr>
<tr>
<td>Use of valuable tax land for streets, freeways, parking lots</td>
<td>Museums and theaters</td>
</tr>
<tr>
<td>Small stores</td>
<td>Traffic congestion</td>
</tr>
</tbody>
</table>
ANSWER KEY

Industrial Region (I)       Farmland (F)       Both (B)

1. Decay of the inner cities in general (I)
2. Loss of leadership in the inner cities (I)
3. Visual pollution (B)
4. Depletion of natural resources (I)
5. Use of valuable tax land for streets, freeways, parking lots (I)
6. Museums and theaters (I)
7. Small stores (B)
8. Traffic congestion (I)
9. Air pollution (I)
10. Many highways (B)
11. Problems with garbage and waste disposal (I)
12. Factories (I)
13. Slum areas (B)
14. Many railroads nearby (I)
15. Polluted water (I)
16. Barns (F)
17. Airports (I)
18. Shipping docks (I)
19. Dirt roads (B)
20. Large banks, offices, stores (I)
21. Many different schools (I)
22. Unemployed people (B)
23. Apartment buildings (I)
24. Parking lots (I)
25. Some people earn high incomes (B)
26. Labor strikes (I)
27. Clean, fresh air (F)
28. Labor "lay offs" (I)
29. Crowded housing (I)
30. Pastures (F)
31. Property damage from smoky air (I)
32. Fields with planted crops (F)
33. Property damage from factory residue (I)
34. Electrical power lines (B)
35. Labor organizations (I)
36. Combines (F)
37. Power plant nearby (I)
38. Large water mains (I)
39. Telephone lines (B)
40. Poor medical facilities (I)
CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters, and the jobs within those clusters.

PERFORMANCE OBJECTIVE:

Given the Classifying Careers Sheet, the student will match the names of workers with the correct cluster with 80% accuracy.

MATERIALS:

*Career Cluster Tree (3)
*Career Cluster Tree Answer Sheets (15)
*Master Cluster List
*Worker Discs (150)
*Career Classifications (3)
*Career Classifications Answer Sheets (15)
Pencil

PREPARATION:

The Career Cluster Tree Game is designed for either an entire classroom divided into groups of four or five or as individuals, each using a blank Career Cluster Tree Sheet. Each Career Cluster Tree Sheet contains ten occupations within a career cluster when the tree is filled with discs.

Reproduce as many of the blank Career Cluster Tree Sheets as needed. Each player or group of players will need a different Career Cluster Sheet.

PROCEDURE:

Distribute a blank Career Cluster Tree Sheet to each group or individual. For each worksheet, ten Worker Discs should also be distributed. The group or student is to see how many of the workers will fit his or their Career Cluster Tree. Each group or student may trade an equal number of discs. (If the game is being played in groups, a "trader" should be chosen before the game begins.) The first group or student to have all ten Worker Discs correctly placed on the Career Cluster Tree is the winner. The work can be checked against the Answer Key.
EVALUATION:

After the game is played each student should complete the Classifying Careers Sheet. Children will choose worker names, (10) from one of the three Master Career Cluster Lists, that fits the blank Career Cluster Tree Sheet that the group just placed discs on. The student must fill in the blank above the small tree to indicate which blank Career Cluster Tree he put discs on. Example: 1A, 1B, 1C, 1D, 1E; 2A, 2B, 2C, etc. These numbers are on yellow discs.

Children then continue to fill in the numbers only, for example, of group 1A. These would be: 5 (life guard), 6 (librarian), 16 (prison warden), etc.
GROUP NO. 1
CAREER CLUSTER TREE
GROUP NO. 2

CAREER CLUSTER TREE
GROUP NO. 3
CAREER CLUSTER TREE
CAREER CLUSTER TREE

5
Life guard

33
Park Ranger

29
Lawyer

20
Social Worker

16
Prison Warden

44
City Commissioner

48
Vehicle Inspector

50
Police Detective

40
Recreation Director

6
Librarian

PUBLIC SERVICES

GROUP NO. 1A
CAREER CLUSTER TREE

ANSWERS
ANSWERS
GROUP NO. 1B
CAREER CLUSTER TREE

FINE ARTS AND HUMANITIES

1
Actress

30
Comedian

7
Playwright

11
Stagehand

26
Composer

28
Sculptor

24
Artist

47
Costume Designer
CAREER CLUSTER TREE

COMMUNICATION AND MEDIA

COMMERCIAL ARTIST

PRESS PHOTOGRAPHER

REPORTER

TYPESETTER

LINEPERSON

BOOKBINDER

PROOFREADER

COPYPERSON

TECHNICAL DIRECTOR

JOURNALIST

Photographer

ARTIST

COMMUNICATIONS

ANSWERS

GROUP NO. 1D

CAREER CLUSTER TREE

38

22

31

25

46

12

42

3

8

37

263.
GROUP NO. 2A
CAREER CLUSTER TREE

19
Forest ranger

15
Meteorologist

11
Surveyor

1
City Planner

9
Landscaper

23
Lumberjack

36
Mine Inspector

33
Minerologist

27
Water tester

38
Soil Conservationist

ENVIRONMENT
ANSWERS

GROUP NO. 2B

CAREER CLUSTER TREE

14
Sanitarian

48
X-ray technician

50
Dental Assistant

6
Veterinarian

2
Psychiatrist

25
Dentist

4
Surgeon

29
Pharmacist

34
Physician

40
Physical Therapist

HEALTH

266
GROUP NO. 2C
CAREER CLUSTER TREE

File clerk
Typist
Secretary
Stenographer
Stockbroker
Accountant
Purchasing Agent
Payroll clerk
Billing clerk

BUSINESS
AND
OFFICE
ANSWERS

GROUP NO. 2E

CAREER CLUSTER TREE

16
Truck driver

12
Pilot

21
Railroad Engineer

24
Cargo agent

7
Taxi driver

5
Mechanic

20

41
Barge operator

30
Bus driver

43
Switcher

44
Navigator

TRANSPORTATION

269
ANSWERS
GROUP NO. 3A
CAREER CLUSTER TREE

CONSUMER AND HOMEMAKING

5
Dry cleaner

18
Tailor

9
Floral Designer

22
Dressmaker

14
Baker

32
Food checker

50
Fashion Designer

30
Homemaker

45
Interior Decorator

24
Upholsterer
CAREER CLUSTER TREE

48
Production Manager

13
Shift Supervisor

44
Factory Engineer

7
Welder

39
Drill press operator

34
Lens grinder

43
Motor Assembler

36
Gauge Designer

25
Diamond Cutter

MANUFACTURING

ANSWERS

GROUP NO. 3B

Hose maker

271
ANSWERS

GROUP NO. 3D

CAREER CLUSTER TREE

19
Caterer

17
Hotel Manager

6
Bell captain

2
Busperson

41
Recreation Director

12
Ski Instructor

49
Dance Instructor

28
Tennis pro

46
Restaurant chef

26
Short order cook

HOSPITALITY AND RECREATION

273
MASTER LIST

1A. PUBLIC SERVICES
1B. FINE ARTS AND HUMANITIES
1C. AGRI-BUSINESS AND NATURAL RESOURCES

1D. COMMUNICATION AND MEDIA
1E. CONSTRUCTION
2A. ENVIRONMENT

2B. HEALTH
2C. BUSINESS AND OFFICE
2D. MARINE SCIENCE

2E. TRANSPORTATION
3A. CONSUMER AND HOMEMAKING
3B. MANUFACTURING

3C. PERSONAL SERVICES
3D. HOSPITALITY AND RECREATION
3E. MARKETING AND DISTRIBUTION

275
WORKER DISCS

ENVIRONMENT

33
Minerologist
3414A

19
Forest ranger
3414A

36
Mine Inspector
3414A

38
Soil Conservationist
3414A

1
City Planner
3414A

15
Meteorologist
3414A

9
Landscaper
3414A

27
Water tester
3414A

23
Lumberjack
3414A

11
Surveyor
3414A
WORKER DISCS

TRANSPORTATION

5
Mechanic
3414A

43
Switcher
3414A

41
Barge operator
3414A

44
Navigator
3414A

21
Railroad Engineer
3414A

7
Taxi driver
3414A

12
Pilot
3414A

30
Bus driver
3414A

26
Cargo agent
3414A

16
Truck driver
3414A

MARINE SCIENCE

39
Underwater Salvager
3414A

46
Engineer (marine)
3414A

37
Sponge diver
3414A

31
Fish farmer
3414A

17
Skindiver
3414A

42
Biologist (marine)
3414A

47
Fish Culturist
3414A

35
Aquanaut
3414A

8
Shrimper
3414A

49
Oceanographer
3414A

277
WORKER DISCS

PUBLIC SERVICES

40
Recreation Director

50
Police Detective

48
Vehicle Inspector

33
Park Ranger

29
Lawyer

6
Librarian

44
City Commissioner

20
Social Worker

16
Prison Warden

5
Life guard

3414A

3414A

3414A

3414A

3414A

3414A

3414A

3414A

279
WORKER DISCS

CONSTRUCTION

18
Riveter

2
Mason

36
Draftperson

23
Architect

14
Site Supervisor

13
Excavator

32
Carpenter

41
Civil Engineer

34
Plasterer

39
Jackhammer Operator

COMMUNICATION AND MEDIA

22
Typesetter

3
Bookbinder

12
Lineperson

46
Press Photographer

37
Copyperson

42
Technical Director

31
Reporter

38
Commercial Artist

8
Proofreader

25
Journalist

280
WORKER DISCS

MARKETING AND DISTRIBUTION

- 27 Grocer
- 33 Shipping Clerk
- 10 Package Designer
- 40 Advertising Agent
- 23 Car sales person

3414A

HOSPITALITY AND RECREATION

- 26 Short order cook
- 41 Recreation Director
- 19 Caterer
- 28 Tennis pro
- 49 Dance Instructor
- 12 Ski Instructor

- 38 lumberyard worker
- 29 Jeweler
- 16 Stock clerk
- 1 Price Marker
- 20 Cashier
- 46 Restaurant chef
- 2 Bus boy/girl
- 6 Bell captain
- 17 Hotel Manager

3414A

282
WORKER DISCS

CONSUMER
AND
HOMEMAKING

3414A

45
Interior
Decorator

3414A

32
Food checker

3414A

24
Upholsterer

3414A

9
Floral
Designer

3414A

14
Baker

3414A

30
Homemaker

3414A

22
Dressmaker

3414A

5
Dry cleaner

3414A

50
Fashion
Designer

3414A

18
Tailor

3414A
# Group No. 1

## Career Classifications

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## Career Cluster Tree

- **A. Public Services**
- **B. Fine Arts and Humanities**
- **C. Agri-Business and Natural Resources**
- **D. Communication and Media**
- **E. Construction**
### Group No. 2

#### Career Classifications

1. City Planner
2. Psychiatrist
3. Receptionist
4. Surgeon
5. Mechanic
6. Veterinarian
7. Taxi Driver
8. Shrimper
9. Landscaper
10. Secretary
11. Surveyor
12. Pilot
13. Accountant
14. Sanitarian
15. Meteorologist
16. Truck Driver
17. Skin Diver
18. Typist
19. Forest Ranger
20. File Clerk
21. Railroad Engineer
22. Stenographer
23. Lumberjack
24. Cargo Agent
25. Dentist
26. Stockbroker
27. Water Tester
28. Payroll Clerk
29. Pharmacist
30. Bus Driver
31. Fish Farmer
32. Billing Clerk
33. Minerologist
34. Physician
35. Aquanaut
36. Mine Inspector
37. Sponge Diver
38. Soil Conservationist
39. Underwater Salvager
40. Physical Therapist
41. Barge Operator
42. Biologist (marine)
43. Switcher
44. Navigator
45. Purchasing Agent
46. Engineer (marine)
47. Fish Culturist
48. X-Ray Technician
49. Oceanographer
50. Dental Assistant

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#### Career Cluster

- **A. Environment**
- **B. Health**
- **C. Business and Office**
- **D. Marine Science**
- **E. Transportation**
GROUP NO. 3
CAREER CLASSIFICATIONS

1 Price Marker      14 Baker       27 Grocer       40 Advertising Agent
2 Busperson        15 Manicurist  28 Tennis Pro   41 Recreation Director
3 Minister         16 Stock Clerk 29 Jeweler      42 Insurance Agent
4 Hose Maker       17 Hotel Manager 30 Homemaker  43 Motor Assembler
5 Dry Cleaner      18 Tailor      31 Mortician   44 Factory Assembler
6 Bell Captain     19 Caterer     32 Food Checker 45 Interior Engineer
7 Welder           20 Cashier    33 Shipping Clerk 46 Restaurant Chef
8 Chauffeur        21 Barber     34 Lens Grinder 47 Tax Counselor
9 Floral Designer  22 Dressmaker 35 Body Guard  48 Production Manager
10 Package Designer 23 Car Salesperson 36 Gauge Designer 49 Dance Instructor
11 Shoe Repairer   24 Upholsterer 37 Pet Groomer  50 Fashion Designer
12 Ski Instructor  25 Diamond Cutter 38 Lumberyard Worker
13 Shift Supervisor 26 Short Order Cook 39 Drill Press Operator

CAREER CLUSTER

A. Consumer and Homemaking
B. Manufacturing
C. Personal Services
D. Hospitality and Recreation
E. Marketing and Distribution
## Answer Key

### Group No. 1A

### Career Classifications

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### Group No. 1A - Career Cluster Tree
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**CAREER CLUSTER TREE**

- **A. Public Services**
- **B. Fine Arts and Humanities**
- **C. Agri-Business and Natural Resources**
- **D. Communication and Media**
- **E. Construction**
## CAREER CLASSIFICATIONS

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### CAREER CLUSTER TREE

- A. Public Services
- B. Fine Arts and Humanities
- C. Agri-Business and Natural Resources
- D. Communication and Media
- E. Construction
CAREER CLASSIFICATIONS

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A. Public Services
B. Fine Arts and Humanities
C. Agri-Business and Natural Resources
D. Communication and Media
E. Construction
CAREER ANSWER KEY
GROUP NO. 1E

CAREER CLASSIFICATIONS

5. Life Guard  18. Riveter  31. Reporter  44. City Commissioner

CAREER CLUSTER TREE

A. Public Services
B. Fine Arts and Humanities
C. Agri-Business and Natural Resources
D. Communication and Media
E. Construction
ANSWER KEY
GROUP NO. 2A

CAREER CLASSIFICATIONS

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GROUP No. 2 A

CAREER CLUSTER TREE

CAREER CLUSTER

A. Environment
B. Health
C. Business and Office
D. Marine Science
E. Transportation

GROUP No. 2 A
CAREER CLASSIFICATIONS

1 City Planner  14 Sanitarian  27 Water Tester  40 Physical Therapist
2 Psychiatrist  15 Meteorologist  28 Payroll Clerk  41 Barge Operator
3 Receptionist  16 Truck Driver  29 Pharmacist  42 Biologist (marine)
4 Surgeon  17 Skin Diver  30 Bus Driver  43 Switcher
5 Mechanic  18 Typist  31 Fish Farmer  44 Navigator
6 Veterinarian  19 Forest Ranger  32 Billing Clerk  45 Purchasing Agent
7 Taxi Driver  20 File Clerk  33 Minerologist  46 Engineer (marine)
8 Shrimper  21 Railroad Engineer  34 Physician  47 Fish Culturist
9 Landscaper  22 Stenographer  35 Aquanaut  48 X-Ray Technician
10 Secretary  23 Lumberjack  36 Mine Inspector  49 Oceanographer
11 Surveyor  24 Cargo Agent  37 Sponge Diver  50 Dental Assistant
12 Pilot  25 Dentist  38 Soil Conservationist  
13 Accountant  26 Stockbroker  39 Underwater Salvager

CAREER CLUSTER
A. Environment
B. Health
C. Business and Office
D. Marine Science
E. Transportation

CAREER CLUSTER TREE

GROUP NO. 2 B

294
**CAREER CLASSIFICATIONS**

|   | Career                  | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|---|-------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | City Planner            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2 | Psychiatrist            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3 | Receptionist            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4 | Surgeon                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5 | Mechanic                |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6 | Veterinarian            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 7 | Taxi Driver             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 8 | Shrimper                |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 9 | Landscaper              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10| Secretary               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 11| Surveyor               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12| Pilot                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13| Accountant             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

**CAREER CLUSTER**

A. Environment
B. Health
C. Business and Office
D. Marine Science
E. Transportation

**GROUP NO. 2 C**

**CAREER CLUSTER TREE**

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13  45
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28  32
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22  18
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34  36
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 /    /  
3   2
 /    /  
2   1
```
ANSWER KEY

GROUP NO. 2D

CAREER CLASSIFICATIONS

1  City Planner  14  Sanitarian  27  Water Tester  40  Physical
2  Psychiatrist  15  Meteorologist  28  Payroll Clerk  41  Barge
3  Receptionist  16  Truck Driver  29  Pharmacist  42  Biologist
4  Surgeon  17  Skin Diver  30  Bus Driver  43  Switcher
5  Mechanic  18  Typist  31  Fish Farmer  44  Navigator
6  Veterinarian  19  Forest Ranger  32  Billing Clerk  45  Purchasing
7  Taxi Driver  20  File Clerk  33  Minerologist  46  Engineer
8  Shrimper  21  Railroad Engineer  34  Physician  47  Fish
9  Landscaper  22  Stenographer  35  Aquanaut  48  X-Ray
10  Secretary  23  Lumberjack  36  Mine Inspector  49  Oceanographic
11  Surveyor  24  Cargo Agent  37  Sponge Diver  50  Dental
12  Pilot  25  Dentist  38  Soil Conservationist  51  Assistant
13  Accountant  26  Stockbroker  39  Underwater Salvager

CAREER CLUSTER TREE

GROUP NO. 2D

CAREER CLUSTER

A. Environment
B. Health
C. Business and Office
D. Marine Science
E. Transportation
ANSWER KEY

GROUP NO. 2E

CAREER CLASSIFICATIONS

1 City Planner  14 Sanitarian
2 Psychiatrist  15 Meteorologist
3 Receptionist  16 Truck Driver
4 Surgeon      17 Skin Diver
5 Mechanic     18 Typist
6 Veterinarian  19 Forest Ranger
7 Taxi Driver   20 File Clerk
8 Shrimper     21 Railroad Engineer
9 Landscaper   22 Stenographer
10 Secretary   23 Lumberjack
11 Surveyor    24 Cargo Agent
12 Pilot       25 Dentist
13 Accountant  26 Stockbroker

27 Water Tester  28 Payroll Clerk
29 Pharmacist   30 Bus Driver
31 Fish Farmer  32 Billing Clerk
33 Minerologist 34 Physician
35 Aquanaut    36 Mine Inspector
37 Sponge Diver 38 Soil Conservationist
39 Underwater Salvager
40 Physical Therapist
41 Barge Operator
42 Biologist (marine)
43 Switcher
44 Navigator
45 Purchasing Agent
46 Engineer (marine)
47 Fish Culturist
48 X-Ray Technician
49 Oceanographer
50 Dental Assistant

CAREER CLUSTER TREE

A. Environment
B. Health
C. Business and Office
D. Marine Science
E. Transportation
CAREER CLASSIFICATIONS

1. Price Marker
2. Busperson
3. Minister
4. Hose Maker
5. Dry Cleaner
6. Bell Captain
7. Welder
8. Chauffeur
9. Floral Designer
10. Package Designer
11. Shoe Repairer
12. Ski Instructor
13. Shift Supervisor
14. Maker
15. Manicurist
16. Stock Clerk
17. Hotel Manager
18. Tailor
19. Caterer
20. Cashier
21. Barber
22. Dressmaker
23. Car Salesperson
24. Upholsterer
25. Diamond Cutter
26. Short Order Cook
27. Grocer
28. Tennis Pro
29. Jeweler
30. Homemaker
31. Mortician
32. Food Checker
33. Shipping Clerk
34. Lens Grinder
35. Body Guard
36. Gauge Designer
37. Pet Groomer
38. Lumberyard Worker
39. Drill Press Operator
40. Advertising Agent
41. Recreation Director
42. Insurance Agent
43. Motor Assembler
44. Factory Engineer
45. Interior Decorator
46. Restaurant Chef
47. Tax Counselor
48. Production Manager
49. Dance Instructor
50. Fashion Designer

CAREER CLUSTER TREE

GROUP NO. 3 A

CAREER CLUSTER

A. Consumer and Homemaking
B. Manufacturing
C. Personal Services
D. Hospitality and Recreation
E. Marketing and Distribution
**ANSWER KEY**

**GROUP NO. 3B**

**CAREER CLASSIFICATIONS**

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**GROUP NO. 3B**

**CAREER CLUSTER TREE**

**CAREER CLUSTER**

A. Consumer and Homemaking

B. Manufacturing

C. Personal Services

D. Hospitality and Recreation

E. Marketing and Distribution
## ANSWER KEY

### GROUP NO. 3 C

### CAREER CLASSIFICATIONS

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### CAREER CLUSTER TREE

- **A. Consumer and Homemaking**
- **B. Manufacturing**
- **C. Personal Services**
- **D. Hospitality and Recreation**
- **E. Marketing and Distribution**
CAREER CLASSIFICATIONS

1. Price Marker
2. Busperson
3. Minister
4. Hose Maker
5. Dry Cleaner
6. Bell Captain
7. Welder
8. Chauffeur
9. Floral Designer
10. Package Designer
11. Shoe Repairer
12. Ski Instructor
13. Shift Supervisor
14. Baker
15. Manicurist
16. Stock Clerk
17. Hotel Manager
18. Tailor
19. Caterer
20. Cashier
21. Barber
22. Dressmaker
23. Car Salesperson
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25. Diamond Cutter
26. Short Order Cook
27. Grocer
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35. Body Guard
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37. Pet Groomer
38. Lumberyard Worker
39. Drill Press Operator
40. Advertising Agent
41. Recreation Director
42. Insurance Agent
43. Motor Assembler
44. Factory Engineer
45. Interior Decorator
46. Restaurant Chef
47. Tax Counselor
48. Production Manager
49. Dance Instructor
50. Fashion Designer

CAREER CLUSTER TREE

A. Consumer and Homemaking
B. Manufacturing
C. Personal Services
D. Hospitality and Recreation
E. Marketing and Distribution
### CAREER CLASSIFICATIONS

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<td>Jeweler</td>
<td>42</td>
<td>Insurance Agent</td>
</tr>
<tr>
<td>4</td>
<td>Hose Maker</td>
<td>17</td>
<td>Hotel Manager</td>
<td>30</td>
<td>Homemaker</td>
<td>43</td>
<td>Motor Assembler</td>
</tr>
<tr>
<td>5</td>
<td>Dry Cleaner</td>
<td>18</td>
<td>Tailor</td>
<td>31</td>
<td>Mortician</td>
<td>44</td>
<td>Factory Engineer</td>
</tr>
<tr>
<td>6</td>
<td>Bell Captain</td>
<td>19</td>
<td>Caterer</td>
<td>32</td>
<td>Food Checker</td>
<td>45</td>
<td>Interior Decorator</td>
</tr>
<tr>
<td>7</td>
<td>Welder</td>
<td>20</td>
<td>Cashier</td>
<td>33</td>
<td>Shipping Clerk</td>
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<td>Restaurant Chef</td>
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<tr>
<td>8</td>
<td>Chauffeur</td>
<td>21</td>
<td>Barber</td>
<td>34</td>
<td>Lens Grinder</td>
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<td>Tax Counselor</td>
</tr>
<tr>
<td>9</td>
<td>Floral Designer</td>
<td>22</td>
<td>Dressmaker</td>
<td>35</td>
<td>Body Guard</td>
<td>48</td>
<td>Production Manager</td>
</tr>
<tr>
<td>10</td>
<td>Package Designer</td>
<td>23</td>
<td>Car Salesperson</td>
<td>36</td>
<td>Gauge Designer</td>
<td>49</td>
<td>Dance Instructor</td>
</tr>
<tr>
<td>11</td>
<td>Shoe Repairer</td>
<td>24</td>
<td>Upholsterer</td>
<td>37</td>
<td>Pet Groomer</td>
<td>50</td>
<td>Fashion Designer</td>
</tr>
<tr>
<td>12</td>
<td>Ski Instructor</td>
<td>25</td>
<td>Diamond Cutter</td>
<td>38</td>
<td>Lumberyard Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Shift Supervisor</td>
<td>26</td>
<td>Short Order Cook</td>
<td>39</td>
<td>Drill Press Operator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CAREER CLUSTER TREE

- **A. Consumer and Homemaking**
- **B. Manufacturing**
- **C. Personal Services**
- **D. Hospitality and Recreation**
- **E. Marketing and Distribution**
CAREER CLUSTER CARD GAME

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters, and the jobs within those clusters.

PERFORMANCE OBJECTIVE:

Given the Career Cluster Matching Sheet, the student will be able to match the cluster title with the cluster emblem and with related jobs with 80% accuracy.

MATERIALS:

*Career Cluster Cards (60)
*Career Cluster Matching Sheet
*Matching Sheet Answer Key
*Game Directions

PREPARATION:

The Career Cluster Card Game is designed for 3-6 players. Cut the cards apart. Laminate if desired. Reproduce as many of the Matching Sheets as needed.

PROCEDURE:

Place the materials at a learning center. Choose one player to shuffle and deal out the cards. Choose one player to begin the game. If necessary, help them read the Game Directions.

After the game, each student should complete the Matching Sheet. Check the answers with the Answer Key provided.

EVALUATION:

The students should be able to complete the Matching Sheet with 80% accuracy. If they cannot, have them play the game again.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Industry/Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refinery Supervisor</td>
<td>Agri-Business and Natural Resources</td>
</tr>
<tr>
<td>Wheat Farmer</td>
<td></td>
</tr>
<tr>
<td>Cattle Auctioneer</td>
<td></td>
</tr>
<tr>
<td>Butcher</td>
<td></td>
</tr>
<tr>
<td>Barber</td>
<td>Personal Services</td>
</tr>
<tr>
<td>Minister</td>
<td>Personal Services</td>
</tr>
<tr>
<td>Barber</td>
<td></td>
</tr>
<tr>
<td>Insurance Agent</td>
<td></td>
</tr>
<tr>
<td>Body Guard</td>
<td></td>
</tr>
<tr>
<td>Insurance Agent</td>
<td></td>
</tr>
<tr>
<td>Body Guard</td>
<td></td>
</tr>
<tr>
<td>Barber</td>
<td>Personal Services</td>
</tr>
<tr>
<td>Minister</td>
<td></td>
</tr>
<tr>
<td>Body Guard</td>
<td></td>
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<tr>
<td>Barber</td>
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</tr>
<tr>
<td>Insurance Agent</td>
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<tr>
<td>Body Guard</td>
<td></td>
</tr>
<tr>
<td>Barber</td>
<td></td>
</tr>
<tr>
<td>Minister</td>
<td></td>
</tr>
<tr>
<td>Body Guard</td>
<td></td>
</tr>
<tr>
<td>Ski Instructor</td>
<td>Hospitality And Recreation</td>
</tr>
<tr>
<td>Hotel Manager</td>
<td></td>
</tr>
<tr>
<td>Recreation Director</td>
<td></td>
</tr>
<tr>
<td>Restaurant Chef</td>
<td></td>
</tr>
</tbody>
</table>
PRESS PHOTOGRAPHER

(Communication And Media)

Newscaster
Lineperson
Book Binder

LINEPERSON

(Communication And Media)

Book Binder
Press Photographer
Newscaster

BOOK BINDER

(Communication And Media)

Press Photographer
Newscaster
Lineperson

CATTLE AUCTIONEER

(Agri-Business and Natural Resources)

Butcher
Refinery Supervisor
Wheat Farmer

WHEAT FARMER

(Agri-Business and Natural Resources)

Cattle Auctioneer
Butcher
Refinery Supervisor

BUTCHER

(Agri-Business and Natural Resources)

Refinery Supervisor
Wheat Farmer
Cattle Auctioneer
<table>
<thead>
<tr>
<th>Warehouse Worker</th>
<th>Forklift Operator</th>
<th>Jeweler</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Marketing And Distribution)</td>
<td>(Marketing And Distribution)</td>
<td>(Marketing And Distribution)</td>
</tr>
<tr>
<td>Forklift Operator</td>
<td>Jeweler</td>
<td>Cashier</td>
</tr>
<tr>
<td>Cashier</td>
<td></td>
<td>Warehouse Worker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forklift Operator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dry Cleaner</th>
<th>Product Tester</th>
<th>Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Consumer And Homemaking)</td>
<td>(Consumer And Homemaking)</td>
<td>(Public Services)</td>
</tr>
<tr>
<td>Fashion Designer</td>
<td>Fashion Designer</td>
<td>Librarian</td>
</tr>
<tr>
<td>Child Care</td>
<td>Child Care</td>
<td>Life Guard</td>
</tr>
<tr>
<td>Product Tester</td>
<td>Dry Cleaner</td>
<td>Park Ranger</td>
</tr>
<tr>
<td>Costume Designer</td>
<td>Composer</td>
<td>Stage Hand</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>(Fine Arts And Humanities)</td>
<td>(Fine Arts And Humanities)</td>
<td>(Fine Arts And Humanities)</td>
</tr>
<tr>
<td>Comedian</td>
<td>Costume Designer</td>
<td>Composer</td>
</tr>
<tr>
<td>Stage Hand</td>
<td>Comedian</td>
<td>Stage Hand</td>
</tr>
<tr>
<td>Composer</td>
<td>Costume Designer</td>
<td>Comedian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comedian</th>
<th>Newscaster</th>
<th>Inventor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Fine Arts And Humanities)</td>
<td>(Communication And Media)</td>
<td>(Business and Office)</td>
</tr>
<tr>
<td>Stage Hand</td>
<td>Lineperson</td>
<td>Accountant</td>
</tr>
<tr>
<td>Composer</td>
<td>Book Binder</td>
<td>Order Clerk</td>
</tr>
<tr>
<td>Costume Designer</td>
<td>Press Photographer</td>
<td>Key Punch Operator</td>
</tr>
<tr>
<td>Code</td>
<td>Occupation</td>
<td>Industry</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>3414A2</td>
<td>Switcher</td>
<td>Transportation</td>
</tr>
<tr>
<td></td>
<td>Merchant Marine</td>
<td>Transportation</td>
</tr>
<tr>
<td></td>
<td>Bus Driver</td>
<td>Transportation</td>
</tr>
<tr>
<td></td>
<td>Airport Manager</td>
<td>Transportation</td>
</tr>
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<td>Switcher</td>
<td>Transportation</td>
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</tr>
<tr>
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<td>Order Clerk</td>
<td>Business and Office</td>
</tr>
<tr>
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<td>Key Punch Operator</td>
<td>Business and Office</td>
</tr>
<tr>
<td></td>
<td>Inventor</td>
<td>Business and Office</td>
</tr>
<tr>
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<td>Business and Office</td>
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<tr>
<td>Code</td>
<td>Occupation</td>
<td>Code</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>------------</td>
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<td><strong>DIAMOND CUTTER</strong></td>
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</tr>
<tr>
<td></td>
<td><em>(Manufacturing)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tool and Dye Maker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Factory Engineer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3414A2</td>
<td><strong>FACTORY ENGINEER</strong></td>
<td>3414A2</td>
</tr>
<tr>
<td></td>
<td><em>(Manufacturing)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diamond Cutter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tool and Dye Maker</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Codes: 3414A2
- Occupations: DIAMOND CUTTER, WELDER, TOOL AND DYE MAKER, FACTORY ENGINEER, MINE INSPECTOR, LANDSCAPER
- Industry: Manufacturing, Environment
- Additional roles: Welder, Tool and Dye Maker, Factory Engineer, FOREST RANGER, MINE INSPECTOR, Meteorologist, Landscaper
CAREER CLUSTER MATCHING SHEET

Place the number of the Career Cluster symbol by the matching cluster title and by the matching jobs belonging to that cluster.

<table>
<thead>
<tr>
<th>Cluster Titles</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Service</td>
<td>Life Guard</td>
</tr>
<tr>
<td>Environment</td>
<td>Mason</td>
</tr>
<tr>
<td>Health</td>
<td>Butcher</td>
</tr>
<tr>
<td>Business and Office</td>
<td>Composer</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Newscaster</td>
</tr>
<tr>
<td>Transportation</td>
<td>Landscaper</td>
</tr>
<tr>
<td>Consumer and Homemaking</td>
<td>Surgeon</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Accountant</td>
</tr>
<tr>
<td>Personal Services</td>
<td>Fish Farmer</td>
</tr>
<tr>
<td>Hospitality and Recreation</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Marketing and Distribution</td>
<td>Child Care</td>
</tr>
<tr>
<td>Fine Arts and Humanities</td>
<td>Barber</td>
</tr>
<tr>
<td>Agri-Business and Natural Resources</td>
<td>Welder</td>
</tr>
<tr>
<td>Communication and Media</td>
<td>Hotel Manager</td>
</tr>
<tr>
<td>Construction</td>
<td>Cashier</td>
</tr>
<tr>
<td></td>
<td>Forest Ranger</td>
</tr>
<tr>
<td></td>
<td>Hospital Orderly</td>
</tr>
<tr>
<td></td>
<td>Switcher</td>
</tr>
<tr>
<td></td>
<td>Aquanaut</td>
</tr>
<tr>
<td></td>
<td>Inventor</td>
</tr>
<tr>
<td></td>
<td>Fashion Designer</td>
</tr>
<tr>
<td></td>
<td>Minister</td>
</tr>
<tr>
<td></td>
<td>Restaurant Chef</td>
</tr>
<tr>
<td></td>
<td>Factory Engineer</td>
</tr>
<tr>
<td></td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td>Stagehand</td>
</tr>
<tr>
<td></td>
<td>Wheat Farmer</td>
</tr>
</tbody>
</table>
CAREER CLUSTER MATCHING SHEET

Place the number of the Career Cluster symbol by the matching cluster title and by the matching jobs belonging to that cluster.

<table>
<thead>
<tr>
<th>Cluster Titles</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Public Service</td>
<td>9 Life Guard</td>
</tr>
<tr>
<td>6 Environment</td>
<td>4 Mason</td>
</tr>
<tr>
<td>13 Health</td>
<td>2 Butcher</td>
</tr>
<tr>
<td>14 Business and Office</td>
<td>10 Composer</td>
</tr>
<tr>
<td>12 Marine Science</td>
<td>7 Newscaster</td>
</tr>
<tr>
<td>3 Transportation</td>
<td>6 Landscaper</td>
</tr>
<tr>
<td>1 Consumer and Homemaking</td>
<td>13 Surgeon</td>
</tr>
<tr>
<td>15 Manufacturing</td>
<td>14 Accountant</td>
</tr>
<tr>
<td>5 Personal Services</td>
<td>12 Fish Farmer</td>
</tr>
<tr>
<td>8 Hospitality and Recreation</td>
<td>3 Bus Driver</td>
</tr>
<tr>
<td>11 Marketing and Distribution</td>
<td>1 Child Care</td>
</tr>
<tr>
<td>10 Fine Arts and Humanities</td>
<td>5 Barber</td>
</tr>
<tr>
<td>2 Agri-Business and Natural Resources</td>
<td>15 Welder</td>
</tr>
<tr>
<td>7 Communication and Media</td>
<td>8 Hotel Manager</td>
</tr>
<tr>
<td>4 Construction</td>
<td>11 Cashier</td>
</tr>
<tr>
<td></td>
<td>6 Forest Ranger</td>
</tr>
<tr>
<td></td>
<td>13 Hospital Orderly</td>
</tr>
<tr>
<td></td>
<td>3 Switcher</td>
</tr>
<tr>
<td></td>
<td>12 Aquanaut</td>
</tr>
<tr>
<td></td>
<td>14 Inventor</td>
</tr>
<tr>
<td></td>
<td>1 Fashion Designer</td>
</tr>
<tr>
<td></td>
<td>5 Minister</td>
</tr>
<tr>
<td></td>
<td>8 Restaurant Chef</td>
</tr>
<tr>
<td></td>
<td>15 Factory Engineer</td>
</tr>
<tr>
<td></td>
<td>9 Librarian</td>
</tr>
<tr>
<td></td>
<td>10 Stage Hand</td>
</tr>
</tbody>
</table>
DIRECTIONS FOR GAME

The object of the game is to call for cards from the other players to complete the set of four cards for each Career Cluster. Each time a player completes a set of four cards, the player should lay the set down.

The job listed at the top of the card is the card's title. The jobs listed at the bottom of the card are the card titles the player needs to call for from the other players. The symbol in the middle of the card stands for the "career cluster" that all of the jobs listed belong in.

The cards should be well shuffled. Deal out four cards to each player. The rest of the cards are placed face down in the center of the group. A chosen player begins by calling for a card from another player. If the caller gets the card he calls for, he takes another turn. If he doesn't get the card, he draws one card from the card stack in the center of the group. If the player draws the card he called for, he continues to play until he doesn't receive the card he calls for. The player to his left then begins his turn.

The game is over when all of the cards have been drawn from the stack. The player with the most sets of cards wins.
CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will compare and contrast the essential characteristics of the different occupational clusters.

PERFORMANCE OBJECTIVE:

Given a set of Worker Cards, the student will sort them out according to like job functions. After the student has sorted the cards into as few categories as possible, the student will label each of his "clusters" of workers and explain why he sorted them together into that "cluster".

MATERIALS:

* Worker Cards (35)
* "Sort Out Directions"
  Pencil
  Paper Label

PREPARATION:

Cut cards apart, laminate and place in a learning center.

PROCEDURE:

Place the cards with direction in a center or give them to a student for independent work. After the student has completed the categorizing of the cards, have him/her explain his/her category clusters and justify them to you.

EVALUATION:

Check the work done by the student and listen to his/her rationale for categorizing as he/she did. If the groupings do not seem to have any discreteness or logic, work with the student on establishing similarities and differences among different job functions.
"SORT OUT DIRECTIONS"

Sort out the Worker Cards into jobs that are alike or or similar. (For example, skiing and baseball might go together because they are both outdoor sports occupations.) Try to put the cards into as few categories as possible.

After you have finished sorting the cards, give each category of jobs a name or a label.
Language Arts: Listening, word recognition, vocabulary development

Social Studies: Analyzing relationships

Math: Addition

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will analyze the relationships between the various occupational clusters and/or jobs within clusters.

PERFORMANCE OBJECTIVE:

Given a card with two occupations, the student will verbally relate how the two occupations depend on each other.

MATERIALS:

* Career Ties Game Board
* Career Ties Game Cards (40)
* Career Ties Answer Key
* Student Evaluation Sheet
* Evaluation Answer Key
* Dice
* Game Pieces (5)
* Paper and pencil to keep score

PREPARATION:

The Career Ties Game is designed for three to five students. Place the materials necessary to play the game in a learning center. Place the Career Ties Cards face down. Each player picks a token and puts it at the STARTING LINE. Each player throws the dice and moves his token the number of spaces shown on the dice. He draws the top Career Ties Card from the pile. The player must tell how the two workers on the card depend on each other. If the player names at least one correct relationship, he gets the number of points shown in the box where he landed. If he is incorrect, he remains where he landed, but receives no points. The correct answers are on the Answer Key. The used Career Ties Card is returned to the bottom of the deck. The next player throws the dice and the game continues. The game ends when the first player reaches the STARTING LINE, or when the allotted time ends.

PROCEDURE:

After the game is played, each student should be able to complete the Student Evaluation Sheet.

EVALUATION:

The students should be able to complete the Student Evaluation Sheet with 80% accuracy. Informally check their work.
<table>
<thead>
<tr>
<th>3414C</th>
<th>3414C</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTOR</td>
<td>LAWYER</td>
</tr>
<tr>
<td>NURSE</td>
<td>JUDGE</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>3414C</td>
<td>3414C</td>
</tr>
<tr>
<td>ENGINEER</td>
<td>TEACHER</td>
</tr>
<tr>
<td>DRAFTSPERSON</td>
<td>PRINCIPAL</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>3414C</td>
<td>3414C</td>
</tr>
<tr>
<td>BOOKING AGENT</td>
<td>IRRIGATOR</td>
</tr>
<tr>
<td>ACTRESS/ACTOR</td>
<td>WHEAT FARMER</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>3414C</td>
<td>3414C</td>
</tr>
<tr>
<td>COPY EDITOR</td>
<td>ARCHITECT</td>
</tr>
<tr>
<td>PROOFREADER</td>
<td>CONTRACTOR</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Occupation</td>
<td>Code</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Forest Ranger</td>
<td>3414c</td>
</tr>
<tr>
<td>Lumberjack</td>
<td>9</td>
</tr>
<tr>
<td>Secretary</td>
<td>3414c</td>
</tr>
<tr>
<td>Business Machine Servicer</td>
<td>11</td>
</tr>
<tr>
<td>Railroad Engineer</td>
<td>3414c</td>
</tr>
<tr>
<td>Switcher</td>
<td>13</td>
</tr>
<tr>
<td>Production Manager</td>
<td>3414c</td>
</tr>
<tr>
<td>Moving Machine Operator</td>
<td>15</td>
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<td>Position</td>
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<tr>
<td>Recreation Director</td>
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<tr>
<td>Snow Ski Instructor</td>
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<tr>
<td>Coffee Shop Manager</td>
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<tr>
<td>Short Order Cook</td>
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<tr>
<td>Interior Decorator</td>
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<tr>
<td>Fabric Consultant</td>
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<td>Life Guard</td>
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<tr>
<td>Camp Counselor</td>
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<tr>
<td>Police Chemist</td>
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<tr>
<td>Playwright</td>
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<tr>
<td>Actress/Actor</td>
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<td>Set Designer</td>
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<tr>
<td>Stage Hand</td>
<td>27</td>
</tr>
<tr>
<td>Meat Packing Plant Manager</td>
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</tr>
<tr>
<td>Butcher</td>
<td>28</td>
</tr>
<tr>
<td>Nursery Owner</td>
<td>3414C</td>
</tr>
<tr>
<td>Florist</td>
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<td>Cattle Auctioneer</td>
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<td>Rancher</td>
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<td>Combine Operator</td>
<td>3414C</td>
</tr>
<tr>
<td>Grain Elevator Operator</td>
<td>31</td>
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<td>3414C</td>
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<tr>
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<tr>
<td>PILOT</td>
<td>39</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
CAREER TIES ANSWER KEY

1. **Doctor** - diagnoses and tells nurse what medication, tools, etc., are needed.  
   Nurse - performs tasks for doctor, acquires tools and gets patient ready for examination.

2. **Lawyer** - presents case.  
   **Judge** - presides over case.

3. **Engineer** - designs material  
   **Draftsperson** - draws up plans.

4. **Teacher** - carries out duties set up by principal.  
   **Principal** - sets up duties to be carried out by teacher.

5. **Booking Agent** - goes out and hunts up places where actress/actor can perform.  
   **Actress/Actor** - performs when and where agent has arranged.

6. **Irrigator** - installs equipment to water crops.  
   **Wheat Farmer** - grows and harvests wheat.

7. **Copy Editor** - reads over articles written by newspersons and makes changes needed.  
   **Proofreader** - makes sure there are no spelling or typesetting errors.

   **Contractor** - person who employs the people who build bridges, buildings, and highways.

9. **Forest Ranger** - patrols the forests.  
   **Lumberjack** - cuts down and hauls trees.

10. **Dentist** - cares for the health of teeth and gums.  
    **Dental Assistant** - acquires tools, performs tasks for dentist and prepares patient for examination.

11. **Secretary** - performs office skills.  
    **Business Machine Servicer** - tends to the upkeep, and repairs machines.

12. **Marine Conservationist** - tends to the welfare and safety of marine life.  
    **commercial Fisher** - catches seafood for a living.

    **Switcher** - directs railroad engineers in terminals and routes.

14. **Grocery Store Manager** - tends to the general operation and business of a grocery store.  
    **Food Checker** - totals a customer's grocery bill on the cash register.

15. **Production Manager** - analyzes output and operation of manufacturing.  
    **Moving Machine Operator** - operates machinery.
16. Minister - person who is authorized to conduct religious services.  
    Marriage Counselor - person authorized to counsel married couples.

17. Recreation Director - plans and coordinates physical and social activities.  
    Snow Ski Instructor - teaches snow skiing.

18. Hotel Manager - supervises the business and services of a hotel.  
    Maitre De - supervises all the waiters and waitresses.

19. Coffee Shop Manager - supervises the business and services of a coffee shop.  
    Short Order Cook - prepares food orders of customers.

20. Home Economist - specializes in all phases of homemaking.  
    Recipe Writer - creates and tests different combinations of ingredients.

21. Interior Decorator - plans and sometimes carries out the decor of rooms and buildings.  
    Fabric Consultant - advises people as to the use, availability, endurance, etc., of fabrics.

22. Factory Engineer - supervises the design and installation of systems of personnel, materials, machinery and equipment.  
    Shift Supervisor - person responsible for the supervision of that particular shift.

23. Life Guard - supervises activities and safety rules of a water recreation area.  
    Camp Counselor - person responsible for the safety and welfare of people at a camp.

24. Social Worker - person renders assistance to individuals and groups with personal problems.  
    Juvenile Caseworker - person renders assistance to young people with personal problems.

25. Police Detective - investigates and solves criminal cases.  
    Police Chemist - examines and gives reports on evidence.

26. Playwright - writes the script for plays.  
    Actress/Actor - person who takes part in a performance.

27. Set Designer - Designs the scenery for a production.  
    Stage Hand - performs tasks of arranging scenery, equipment, etc., for production.

28. Meat Packing Plant Manager - supervises the operation of slaughtering, butchering, and general processing of a meat packing plant.

    Butcher - cuts animal carcass into specific pieces.

29. Nursery Owner - raises many types of plants and flowers.  
    Florist - designs floral pieces and sells plants and flowers.
STUDENT EVALUATION SHEET

DIRECTIONS: Draw lines from the end of the words on the left that have a relationship to the occupation on the right.

1. COPY EDITOR
   MAITRE DE

2. HOTEL MANAGER
   COMMERCIAL FISHER

3. PRODUCTION MANAGER
   PROOFREADER

4. INTERIOR DECORATOR
   MOVING MACHINE OPERATOR

5. MARINE CONSERVATIONIST
   FABRIC CONSULTANT

6. NURSERY OWNER
   GRAIN ELEVATOR OPERATOR

7. COMBINE OPERATOR
   PLAYWRIGHT

8. EXCAVATOR
   FLORIST

9. ACTRESS/ACTOR
   BOOK BINDER

10. COMPOSITOR
    MASON
DIRECTIONS: Draw lines from the end of the words on the left that have a relationship to the occupation on the right.

1. COPY EDITOR
   - MAITRE DE
2. HOTEL MANAGER
   - COMMERCIAL FISHER
3. PRODUCTION MANAGER
   - PROOFREADER
4. INTERIOR DECORATOR
   - MOVING MACHINE OPERATOR
5. MARINE CONSERVATIONIST
   - FABRIC CONSULTANT
6. NURSERY OWNER
   - GRAIN-ELEVATOR OPERATOR
7. COMBINE OPERATOR
   - PLAYWRIGHT
8. EXCAVATOR
   - FLORIST
9. ACTRESS/ACTOR
   - BOOK BINDER
10. COMPOSITOR
    - MASON
CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters.

PERFORMANCE OBJECTIVE:

Given the "I'd Rather Be" sheet, the student will select an alternative for each item.

MATERIALS:

Learning Activity #1
*Career Cluster Decision Chart
*Information Sheet
Learning Activity #2
*More or Less Game Cards (22)
Learning Activity #3
*Master Copy of "I'd Rather Be" (3 sheets)

PREPARATION:

Learning Activity #1 is designed for the entire class. You will need one Career Cluster Decision Chart and an Information Sheet.

Learning Activity #2 can be played with large or small groups. You will need a set of 22 cards.

Learning Activity #3 requires duplication of as many of the "I'd Rather Be" sheets as needed.

PROCEDURE:

Learning Activity #1 - Place Career Cluster Decision Chart where students can see it and explain that jobs can be put into various clusters. Let students choose jobs to learn about. The Information Sheet can be used to help them learn about the various jobs.

Learning Activity #2 - Place the More and Less Game Cards where students can see them. Remaining cards should be passed out in sets. Children receiving a set or sets should decide which he likes more and which less. The cards are placed under the More or Less Game Cards as children are called on.

Learning Activity #3 - Each child will be given the "I'd Rather Be" sheets and should follow the instructions given.
EVALUATION:

The students will be able to complete the "I'd Rather Be" sheet. There will be no right or wrong answers.
Explanation of the Career Categories

Salary - Tells you the average pay per year, after the necessary Educational Requirements are met. Salaries for some careers will rise after a few years of experience in the career.

Educational Requirements

- No high school - diploma not necessary
- High School - diploma generally required
- Formal training - apprenticeship, business or technical school, or junior college required
- Bachelor - one college degree required
- Graduate - master's or doctoral degree required

Job Location

- Scattered - Jobs all over the United States
- Concentrated - jobs only in certain locations

Employment Outlook

- Slow - few openings
- Moderate - more than few
- Favorable - job opportunities available
- Rapid increase - new positions developing every year
- Excellent - many openings in the near future

Compulearn Composite

- Fair - will be a few disadvantages to this career
- Good - good facts outweigh the bad facts in this job
- Excellent - most aspects of this job are good

SERVICE

<table>
<thead>
<tr>
<th>Career</th>
<th>Salary Range</th>
<th>Formal Training</th>
<th>Job Location</th>
<th>Employment Outlook</th>
<th>Compulearn Composite</th>
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</thead>
<tbody>
<tr>
<td>Barber</td>
<td>$5000 - $7000</td>
<td>Formal training</td>
<td>Scattered</td>
<td>Slow</td>
<td>Good</td>
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<tr>
<td>Librarian</td>
<td>$7500 - 10,000</td>
<td>Graduate work</td>
<td>Scattered</td>
<td>Favorable</td>
<td>Good</td>
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<tr>
<td>Beauty Operator</td>
<td>$7500 - 10,000</td>
<td>Formal training</td>
<td>Scattered</td>
<td>Favorable</td>
<td>Good</td>
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<tr>
<td>Teacher - Elementary</td>
<td>$7000 - $10,000</td>
<td>Bachelor's degree</td>
<td>Scattered</td>
<td>Slow</td>
<td>Good</td>
</tr>
</tbody>
</table>
### HEALTH

**Dentist**
- $20,000 and above
- Graduate work
- Concentrated
- Favorable
- Excellent

**Nurse**
- $7000 - $10,000
- Formal training
- Scattered
- Rapid
- Excellent

**Psychologist**
- $10,000 - $60,000
- Graduate work
- Scattered
- Excellent
- Excellent

**Dietician**
- $7000 - $10,000
- Bachelor's degree
- Scattered
- Rapid
- Excellent

**Physician**
- $20,000 and up
- Graduate work
- Scattered
- Rapid
- Excellent

**Veterinarian**
- $20,000 and up
- Graduate work
- Scattered
- Favorable
- Good

### COMMUNICATION

**Newspaper Reporter**
- $5000 - $7000
- Bachelor's degree
- Scattered
- Favorable
- Good

**Radio/T.V. Announcer**
- $7000 - $10,000
- High School
- Scattered
- Excellent

### CONSTRUCTION

**Architect**
- $20,000 and up
- Bachelor's degree
- Scattered
- Rapid
- Good

**Carpenter**
- $10,000 - 20,000
- Formal training
- Scattered
- Rapid
- Excellent

**Bricklayer**
- $10,000 - $20,000
- Formal training
- Scattered
- Rapid
- Excellent

**Electrician**
- $10,000 - $20,000
- Formal training
- Scattered
- Rapid
- Excellent
**Painter**  
$7000 - $10,000  
Formal training  
Scattered  
Rapid  
Excellent

**TRANSPORTATION**

**Bus Driver**  
$7000 - $10,000  
No high school  
Scattered  
Slow  
Excellent

**Taxi Driver**  
$5000 - $7000  
No high school  
Concentrated  
Rapid  
Good

**NATURAL RESOURCES**

**Farmer (Dairy)**  
$10,000 - $20,000  
No high school  
Concentrated  
Slow  
Good

**Plumber**  
$10,000 - $20,000  
Formal training  
Scattered  
Rapid

**Pilot**  
$10,000 - $20,000  
High School Diploma  
Concentrated  
Rapid  
Good

**Truck Driver**  
$10,000 - $20,000  
No high school  
Scattered  
Moderate  
Excellent

**Forest Ranger**  
$6000 - $10,000  
Bachelor's degree  
Scattered  
Moderate  
Good
I'D RATHER BE

1. A person working on a woman's hair.
   A person talking to a patient.

2. A person driving a bus.
   A person writing on a piece of paper who is watching the Indianapolis 500.

3. A person in a plane.
   A person hammering on the frame of a house.

4. A person painting a house.
   A person working on someone's teeth.

5. A person writing on a chalkboard.
   A person with a herd of cows.

6. A person in a forest ranger suit standing by a parked car in a forest area.
   A person who works in a library.

7. A person on a plow.
   A person talking into a microphone.

8. A person driving a truck.
   A person giving a dog a shot.

9. A person with a plunger working on a kitchen sink.
   A person in a nurse's uniform holding a child.
Look over each of the following sets. For each set, which one would you rather be? Circle your choice.

**I'D RATHER BE**

1. **BEAUTY OPERATOR**  **OR**  **PSYCHOLOGIST**

2. **BUS DRIVER**  **OR**  **NEWSPAPER REPORTER**

3. **PILOT**  **OR**  **CARPENTER**
4. Painter or Dentist

5. Teacher or Dairy Farmer

6. Forest Ranger or Librarian

7. Farmer or Radio Announcer
8. TRUCK DRIVER OR VETERINARIAN

9. PLUMBER OR NURSE
GENERALIZATIONS AND OBJECTIVES

1. People work for various rewards and satisfactions
   A The student will identify a variety of reasons why people work
   B The student will compare reasons why people work in different situations
   C The student will analyze the behaviors of workers and infer why they are working
   D The student will evaluate his/her own reasons for working in given settings

2. Education and training are required for most work
   A The student will identify the formal and informal educational requirements for specific occupations and identify the educational resources available to help him/her prepare for work
   B The student will compare and contrast the educational requirements for different occupations as well as the educational resources available for preparing for certain occupations
   C The student will analyze opportunities afforded by each of the educational resources in relation to specific occupations
   D The student will evaluate the educational options available in relation to his/her personal objectives and needs

3. Specialization results in interactions and interdependencies among workers
   A The student will identify different work roles and their interrelatedness in given specialized work situations
   B The student will compare and contrast the types of interdependencies in given specialized work situations

CONCEPTS

respect pride love money social (family, peer, community) pressure for security grades/points recognition prestige enjoyment

formal education informal education skills apprenticeships internships community resources accreditation/credentials continuous learning specialization interdependence roles technology productivity division of labor synergism
GENERALIZATIONS AND OBJECTIVES

C The student will analyze the interdependent roles and interrelationships in given specialized work settings

D The student will evaluate the degree of specialization best suited to himself/herself and or a specific work setting

D The student will evaluate the effects of specialized roles on a whole product, process, or interaction

4. Different occupations require different abilities, skills, and interests

A The student will identify some universal abilities, skills, and interests required for engaging in successful work activities

A The student will identify specific abilities, skills, and interests required for specific occupations

B The student will compare the abilities, skills, and interests required for the different occupations

C The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations

D The student will evaluate his/her own abilities, skills, and interests in relation to different occupational opportunities

5. Career development is a life-long process

A The student will identify the determinants of career development

B The student will compare and contrast determinants as they affect individuals in their career development

C The student will analyze a career path in relation to its determinants

D The student will evaluate and select the determinants that will positively affect his/her own career path

CONCEPTS

basic job acquisition skills (job finding, application, interviewing, etc.)
abilities
interests
skills

family
peers
community
personal evolution
job changes
exploration
avocations
luck / chance
adaptation
vocations
interests
sex
education
values
abilities
GENERALIZATIONS AND OBJECTIVES

6. Each person is valuable and can be a worthwhile worker
   A The student will identify the positive contributions made by himself/herself and/or others in a given work setting
   B The student will compare and contrast the different contributions made by different individuals in a given work setting
   C The student will analyze, in a given work setting, the variety of contributions made by all individuals involved
   D The student will evaluate the effect that one person (self or other) has on a given group's interaction or task

7. Every occupation contributes to society
   A The student will identify the contributions of different occupations to society
   B The student will compare and contrast the contributions made by different occupations to society
   C The student will analyze the contributions made to our society by specializations within the economy
   D The student will evaluate which occupations would be needed to achieve certain objectives

8. A person may be suited for several different occupations, and different levels of performance in that occupational area
   A The student will identify a cluster of occupations that require similar skills
   A The student will identify the range of performance, competence, and responsibility in different occupational areas
   B The student will compare and contrast the range of performance and responsibility in given occupations
   D The student will evaluate his/her opportunities in relation to potential and capacities

CONCEPTS
self worth
dignity
individual contribution
individual potential
goods
services
public welfare
interdependence
dignity of all workers
planning
public sector of economy
private sector of economy
skills
abilities
interests
interests
adaptability
competence
responsibility
potential
personal goals
GENERALIZATIONS AND OBJECTIVES

9. Choice of career usually involves an optimization of greater and lesser needs
   A. The student will identify the components (positive and negative aspects) of a career-related decision
   B. The student will compare and contrast the consequences of different career decisions
   C. The student will analyze the components of a career-related decision in terms of projected consequences
   D. The student will evaluate the alternatives in a career-related decision to produce an optimal decision in relation to his/her personal needs, values, and aspirations

10. Getting along with people is an important part of a successful career
    A. The student will identify some human relations and communication skills that are important to a successful career
    B. The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results
    C. The student will analyze a situation and determine the human relations and communication skills most appropriate for achieving positive results
    D. The student will evaluate his/her own competencies in human relations and communications skills in a variety of settings

11. Different job functions require different clothing, equipment, instruments, and/or tools
    A. The student will identify the clothing, equipment, instruments, and/or tools related to different occupations
    B. The student will compare and contrast the different functions of different clothing, tools, equipment, and instruments in a variety of occupations

CONCEPTS
self
work
leisure
family/peers
citizenship
goal selections
risk-taking
decision-making
relative values
individual responsibilities
consequences
career planning
human relations skills
communication skills
respect
empathy
specialization
clothing
tools
equipment
technology
CONCEPTS

- economic resources
- natural resources
- culture/hisotory
- technology

CONCLUSIONS AND OBJECTIVES

1. The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks.

2. The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks.

12. Geography and environment influence the world of work

   A. The student will identify the geographic and environmental factors that are in operation in a given setting.

   B. The student will compare different sets of geographic and environmental factors in relation to the kinds of occupational opportunities found.

   C. The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there.

   D. The student will evaluate the potential of a geographic and environmental setting as it relates to personal occupational aspirations and potential.

13. Changing social and technological conditions affect careers and career opportunities

   A. The student will identify how career patterns change and the social and technological factors inherent in those changes.

   B. The student will compare and contrast the effects of different technological and social factors on careers.

   C. The student will analyze the effects of specific technological and social changes on a particular setting and its occupants.

   D. The student will evaluate the worth and merit of particular technological and social changes as they relate to his/her own career and to the total community.
GENERALIZATIONS AND OBJECTIVES

14. Different occupations are related in many ways

A. The student will identify the different occupational clusters, and the jobs within those clusters

B. The student will compare and contrast the essential characteristics of the different occupational clusters

C. The student will analyze the relationships between the various occupational clusters and/or jobs within clusters

D. The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters

CONCEPTS

career clusters
career functions
interdependence
ACKNOWLEDGMENTS

Workshop Participants

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Ruby M. Smalley
Mary M. Stephens
Martha Thiessen
Ruth D. Withrow
THE FEEDBACK SYSTEM

As with any new curriculum we anticipate some problems. In order for the CEAK program to be successful in the future we must have a means for revising the materials after the field test—hence, this feedback system.

You are the key to the system. As the person utilizing the kit you are the only one who can assess the kit's value for your students. Without your feedback, upgrading the materials will be impossible.

The check list on the following page is designed to gather pertinent information in the least amount of time. We estimate a maximum of 5 minutes per check list. Please complete one check list for each coded activity.

After completing the check list, insert it in the miscellaneous section of your handbook. Periodically during the field test, the check lists will be gathered and tabulated. At the end of the field test we will use your suggestions to revise the CEAK program for district wide dissemination.

If problems occur that require immediate attention, we want to help. When you need help call:

Ken Best
Coordinator, Career Education
268-7845 office
684-5931 home
CEAK Feedback System
Teacher Check List

Teacher______________________ School____________________
Activity Code__________________ Grade____________________

Directions: Place a check mark where appropriate. When specific information is requested please be as concise as possible.

1. How much time was required to prepare for the activity?
   - ( ) no advance preparation
   - ( ) 15 to 30 minutes
   - ( ) 45 to 60 minutes
   - ( ) up to 15 minutes
   - ( ) 30 to 45 minutes
   - ( ) more than 60 minutes

2. Can you suggest ways to shorten the preparation time?
   __________________________________________________________
   __________________________________________________________

3. How much time was required to teach this activity?
   - ( ) up to 15 minutes
   - ( ) 15 to 30 minutes
   - ( ) 45 to 60 minutes
   - ( ) more than 60 minutes

4. Please circle the number below that best indicates the students' response.
   Inattentive
   Boxed-Dull
   About
   Average
   Attentive and
   Enthusiastic
   1  2  3  4  5

5. Please identify why the children did or did not enjoy the activity.
   __________________________________________________________
   __________________________________________________________
6. Was the vocabulary in the activity:

<table>
<thead>
<tr>
<th>Too Difficult</th>
<th>At the Student's Level</th>
<th>Too Easy</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

7. Please identify vocabulary that was:

Too Difficult

______________

______________

______________

Too Simple

______________

______________

______________

8. Were the materials provided for the activity:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Can you identify reasons why the materials were particularly effective or ineffective?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

10. Were the directions for this activity:

unclear/confusing | OK | very clear and direct |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

11. If unclear please identify.

____________________________________________________________________

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12. Please include any other information you think will be helpful.

____________________________________________________________________

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____________________________________________________________________

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