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JUNIOR HIGH SCHOOL CURRICULUM DEVELOPMENT FOR THE  
UTAH MODEL FOR CAREER GUIDANCE K-12

by

R. Russell Whitaker

A dissertation submitted in partial fulfillment  
of the requirements for the degree


of

DOCTOR OF EDUCATION

in

Psychology

Approved:



UTAH STATE UNIVERSITY  
Logan, Utah

1975

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R. Russell Whitaker

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Abstract

Junior High School Curriculum Development for the

Utah Model for Career Guidance K-12

by

R. Russell Whitaker, Doctor of Education

Utah State University, 1975

Major Professor: Dr. Michael Bertoch

Department: Psychology

The study was conducted to develop a process by which teachers and counselors could initiate implement and evaluate career guidance activities in regular junior high school classrooms.

The problem. Junior high school teachers in Utah were not participating with counselors in providing career guidance activities for students.

Purpose. To conduct a pilot program in career guidance in which teachers and counselors at the junior high school level could create student activities which are applicable in the classroom from a pre-designed career guidance model.

- Objectives.
1. To develop career guidance behavioral objectives and learning activities applicable to teaching in the classroom at the junior high school level.
  2. To evaluate the activities in a pilot project to determine if they reach the criterion set by the behavioral objectives.

3. To publish the developed behavioral objectives and learning activities as a guide for further program development in junior high schools throughout the State of Utah.
4. To develop a contractual process for the purpose of involving counselors and teachers in career guidance activity development.

Sample. The sample involved approximately 800 boys and girls, ages 13-15, at T. H. Bell Junior High School. The staff involved included the principal, one supervisor, two counselors and 16 teachers, five ninth grade, five eighth grade, and six seventh grade teachers as determined by their home-room assignment.

Data. The data gathered were the written and evaluated activities developed by each teacher.

Observational design. Contracts were written on each of the 56 pre-developed behavioral objectives. The contract stipulated the behavioral objective, time limitations for completion and the criterion level. The teacher, with the assistance of a supervisor or principal, developed activities which met the established criterion. Upon completion, these materials were compiled by a supervisor and final evaluation for correctness and completeness was determined. Upon completion, the teacher received a pre-arranged financial remuneration.

The completed activities were placed in book form to correspond with the behavioral objectives. This placed the teacher developed activities within the total curriculum model at the junior high school level.

Summary. Career guidance activities were written, and tested to determine if they reached criterion level specified by behavioral objectives, and these were then used in junior high school classes. The result of the process was to expand the career guidance offering at one junior high school from two counselors interacting with students to a large portion of the faculty interacting with students relative to their future career choices. It appears that the process developed in this study has merit as it pertains to career guidance activities integrated into regular classrooms. The career guidance model with the developed activities were distributed to junior high schools throughout the state for the purpose of serving as an example of expanding career guidance activities into the regular classroom.

(287 pages)

## Introduction

During the late 60's and early 70's national emphasis was placed on career education and career guidance. Federal guidelines were developed and from these the Utah Model for Career Guidance K-12 was developed within the total framework of career education. The literature indicated the most widely accepted rationale to career guidance was through the level approach, i. e. , K-6, 7-9, 10-adult. Utah followed this framework and this study developed activities for the 7-9 level of the Utah Model for Career Guidance.

Sidney P. Marland, Jr. (1971), Commissioner, U. S. Office of Education stated, ". . . All education is career education or should be . . . Anything else is dangerous nonsense." This statement over the past 4 years has been somewhat modified. However, this original statement was the initial position taken by the U. S. Office of Education concerning career development.

As a movement for educational reform, the American Vocational Association under the leadership of Lowell A. Burkett (1971), Executive Secretary, advocated a need for skill training in our school systems which enable every student to develop a saleable skill. At approximately the same time, Howard Rosen (1970), Director, Manpower Administration, Office of Manpower Research, U. S. Department of Labor, stated that "Considerable time is wasted while youngsters flounder in school and in the labor market because of lack of occupational guidance and counseling." This general philosophy prompted the U. S. Office of Education to appropriate funds for the

development of career guidance models which might be implemented in each of the states. The University of Missouri was the recipient of a federal grant to develop such a model.

#### Utah Model for Career Guidance

From the material produced in the Missouri model, The Utah State Board of Education established a task force to develop a K-12 model for integrating career guidance into the local curriculum. Task force members were selected because of their interest and competence in career project development as demonstrated in various school settings.

The task force consisted of elementary and secondary school teachers; a vocational education director; a pupil personnel director; elementary, junior high and high school counselors; curriculum consultant writers, a counselor-educator; and state board personnel representing general education, vocational education, and pupil services. The task force met initially for 4 days during the last week of May, 1972. During this week, participants developed a career guidance model and constructed 18 career concepts considered essential for the career identify of students. A framework of 56 developmental objectives which related to the concepts was also prepared.

These tentative concepts and developmental objectives were presented to over 200 junior and senior high school counselors attending the annual Vocational Education Conference, June, 1972. Valuable input to the model was provided by the counselors during the conference.

The task force met again during the last week of June and completed the writing of developmental objectives using the input from the June, 1972, workshop. A glossary of terms peculiar to the Utah Model for Career Guidance K-12 was defined. During this week, task force members also developed a tentative Career Education Model which illustrates the guidance-counseling function in the total educational process.

During late July, five members of the task force refined and edited the materials. Introductory materials; resource and bibliographical materials; examples of concept expansion to developmental objectives, behavioral objectives, and learning activities were developed. In addition, a section on evaluation was also developed for the model.

The intent of the model was to present concepts and developmental objectives concerning three main component interactions with students: (1) Work and Leisure, (2) Self and Others, and (3) Planning and Placement. It is recommended that the reader refer to Figures 1, 2, 3, and 4 in Appendix B in order to gain the basic understanding of the model necessary in order to fully comprehend the text of the study. The model also includes examples of behavioral objectives and learning activities related to the developmental objectives. (See Appendix A.)

The guidance model (Figure 3, Appendix B) represents a comprehensive effort in bringing clarity and integration between career guidance and career education.



### Career Education in Utah

Career Education (Figure 4, Appendix B) is defined as those parts of the educational system focused on providing the individual with the skills, understanding and values necessary for obtaining and succeeding in an occupation in which the individual may make his livelihood. According to Bailey and Stadt (1973), career education begins in grade 1 or earlier and continues through the adult years. Bugg (1969) and Hansen (1969), also advocate early career training. Ginzberg (1971), says, "Career education should extend beyond the school and utilize the entire community as a resource for career development." In this context, career education is not separate and apart from total life education, but is a correlated, integral part of all human development. He seems to call for a united effort of the school and community to help all individuals become familiar with the values of the work-oriented society; to integrate these values into their lives; and to implement them in such a way that work becomes useful, meaningful and satisfying. In an earlier study of communities' involvement, Hansen (1970) returned to the need to involve total communities in career education.

In the Utah development, both the career guidance model and the career education concepts were implemented using the following guidelines:

1. The kindergarten through sixth grade curriculum should include career awareness dealing with the development of proper attitudes, appreciations, and understandings in the World of Work.

2. The junior high or middle school curriculum should focus on career orientation and exploration with continued development of foundation skills and attitudes. At this level, students should have opportunity for in-depth exploration of different job families and opportunity to acquire information about themselves, i. e., relative to how their interests and abilities may be utilized in developing career opportunities.
3. The senior high curriculum should provide for the extension and expansion of programs identified in the elementary and junior high school through appropriate career specialization and support programs. A student should identify a tentative career goal as a matter of record by ninth grade. Within their senior high experience, the student should be given the opportunity to meet their career needs in a chosen area of subject concentration. The offerings of the school, however, should be broad enough to provide learning in a wide range of occupational fields with support of interrelating classes. The school also should provide optimum opportunities for students to engage in work experience activities.
4. At high school graduation or at the time a person leaves school, each student should receive school assistance in being placed at the next career step of his choice. This may include entry-level employment, military service, technical school, college,

homemaking or any other temporary goal identified by the student. This step requires follow-up by the school to ascertain the effectiveness of its program.

5. Programs of study at adult and postsecondary levels should be tailor-made to each student's interests and needs. Course content of subject matter should allow for varied career applications or should provide retraining for specific job needs.

It is the position of the Utah State Board of Education that Career Development should be a major thrust of the total public education system from the kindergarten through secondary, postsecondary, and adult levels.

Thus, the Utah Model for Career Guidance K-12 was completed and published.

The problem. With the completion of a Model for Career Guidance K-12, the next logical step was one of implementation. The problem to which this study addresses itself, then, was that no process for implementation of the model had been developed, implemented and evaluated.

Purpose. The purpose of this study was to develop a pilot program for implementation of the Utah Career Guidance Model K-12. This pilot program was limited to grades 7-9. Specifically, the objectives were:

1. To develop behavioral objectives and learning activities applicable to the classroom at the junior high school level.
2. To evaluate the activities in a pilot project to determine if they reached the criterion set by the pre-developed behavioral objectives.

3. To publish the developed behavioral objectives and learning activities as a means for acting as a guide for further career guidance program development in junior high schools throughout the State of Utah.
4. To develop a contractual process for the purpose of involving counselors and teachers in joint career guidance activity development.

#### Definitions

Career guidance. A utilization of techniques--including individual, group counseling and a variety of media--for the dissemination of occupational information and modifications of existing curriculum to meet the student's needs. Career Guidance assists the student in career planning and decision-making; enables the student to view life styles and personal satisfactions; and enables the student to investigate education, work and leisure alternatives.

Career identity. Integration of perceptions of self with meaningful career choice.

Decision-making. The utilization of value judgment about information in choosing alternative course of action and means for implementation.

Emerging self. The entire makeup of an individual evolving from the internalization and implementation of realistic perceptions of self which emerge from interaction with the surrounding environment.

Planning and placement. Planning is the process of decision-making for goal selection and goal-setting relative to school curriculum, school experience, work, leisure, and self-development.

Placement is the use of community and school resources to insure an individual's entry into appropriate educational and/or work experiences from one developmental phase to the next.

Concept. Major ideas, thoughts, or notions identified as essential to the career development process.

Developmental objective. An intermediate step between concepts and behavioral objectives written to describe essential career experience in the growth process of an individual.

Behavioral objective. A cited goal in education that can answer three major questions. First of all, it will identify what the learner is expected to accomplish after performing a task; secondly, it indicates the conditions and resources that will be used; and thirdly, how will the instructor and the learner know when he has performed to an acceptable standard.

Self and others. The perception of one's self in relationship to his individual characteristics and the relationship he has with others within his intervening environment.

Work and leisure. Work is required activity calling for the expenditure of an effort toward some definite achievement or outcome.

Leisure is freedom from required effort usually interpreted as time not spent on the activities of working and living. Reward is in doing rather than on the end product.

Career education. Those parts of the educational system focused on providing the individual with the skill, understanding and values necessary for obtaining and succeeding in an occupation in which the individual may make his livelihood.

Vocational education. A program of education organized to prepare the learner for entrance into a chosen vocation or to upgrade employed workers (programs less than a B.S. degree).

Career development. Continuous lifelong formulation of a viable self-concept through education, work and leisure.

### Limitations

This study was limited to the junior high level because of limited funding and supervisory personnel to oversee the project. For the same reasons, one junior high school, T. H. Bell in Weber School District, was selected for the study. There were 30 faculty members and approximately 800 students. Eighteen faculty members were selected to become involved in the program and most of the 800 students participated in at least one activity.

### Review of the Literature

The review of literature contains three main facets. First, a general history of Career Guidance from early man to the present time. Second, a review of the rationale for classification of Career Guidance into levels; i. e. , K-6, 7-9, 10-adult. The third portion of the review reports briefly concerning a representative sample of what is occurring in other states relative to career guidance program development.

#### History of Career Guidance

Man has undoubtedly been involved with career choices since his very beginning whether it be as a tribe leader or an individual stalking out his own means for self-maintenance. Organized career development began when early man trained his offspring in the skills necessary for survival. Historians such as Roberts (1965) indicate that career or vocational methods can be traced back to the Babylonians, Persians, and Hebrews. Even during the "Dark Ages" when most education ceased and very little advancement was made, vocational education flourished with apprenticeships and guilds. England, in the 13th century, practiced apprenticeship programs according to Venn (1964). These practices were brought to the United States by the early immigrants and occurred almost solely until the onset of the industrial revolution at which time the breakdown of the "Father to Son" concept occurred. No longer was a young son compelled to follow his father in a predominantly agrarian society.

Career guidance prior to the industrial revolution was predetermined and the recipients merely followed their life schedule. With the changes that occurred, it became necessary for career guidance to become a part of job selection.

According to Charlton (1973), "One of the earliest attempts to establish a career guidance program occurred in 1895." The director of the California School of Manual Arts involved each student in the exploration of every trade taught by the school. Besides the exploration experience, each student was also analyzed in an effort to determine his abilities, interests, and needs. Individual counseling, job placement, and follow-up were also facets of the program according to Brewer (1942). The first regularly scheduled class of occupational information appears to have been taught in the Fairfield, Connecticut, school system in 1908. Frank Parson (1909) organized the Vocational Bureau--an organization dedicated to assisting young people in making career choices based upon their occupational aptitudes and interests. Parson advocated the following principles:

1. It is better to choose a vocation than merely to hunt a job.
2. No one should choose a vocation without careful, thoroughly honest, self-analysis and guidance.
3. The youth should have a large survey of the field of vocations, and not simply drop into a convenient or accidental position.
4. Expert advice, or the advice of men who had made a careful study of men and vocations and of the conditions of success, must be better and safer for a young man than the absence of it.




5. Putting down on paper a self-analysis is of supreme importance. (Parson, 1909, p. 11)

The Vocational Guidance Bureau in Boston incorporated many of Parson's ideas and helped the Boston school system develop a guidance program including activities at the elementary, intermediate, and secondary levels by 1915. Other cities soon followed with organized vocational guidance programs of their own. Also, in 1915, the National Vocational Guidance Association was organized. This organization resulted in vocational guidance literature becoming increasingly available.

As early as 1938, vocational education received funds from the Federal Government to provide national, state, and local occupational information.

The first Russian satellite in 1957 prompted the Congress to enact in 1958 the National Defense Education Act which placed emphasis on directing more post-high school students into strategic career fields which aligned more closely with the National Defense. Title V, Parts A and B of this act further gave financial assistance for counseling programs and more specifically Career Guidance.

The Vocational Education Act of 1963 provided funds for planning, development, and operation of exemplary and innovative programs of occupational preparation and the vocational counseling and guidance necessary for students to be placed in appropriate programs. In 1968 Congress passed an amendment to the Vocational Education Act which strengthened the guidance aspects of vocational education which seemed to be the turning point from a clinical guidance emphasis to a career guidance mode.



In January, 1971, U. S. Commissioner Marland placed national emphasis on Career Education with his speech to the American Association of School Administrators. The present career guidance mode represented in the Utah Model for Career Guidance K-12 is a response to this career education push.

#### Level Classification of Career Guidance

According to Campbell, Walz, Miller, and Krige (1973), the rationale for classifying career guidance methods by educational level stems from both practical and theoretical considerations. In American society, career guidance is available primarily within the school system, and where it is available, it is usually provided by one or more career guidance counselors, teachers, or other personnel who act in this capacity. In spite of the differences in programs, services, facilities, and goals, a career guidance counselor operates within the confines and structural context of the school system. Thus, a counselor is typically in charge of career guidance and counseling for one educational level. Grouping methods by this way eliminates the need for the counselor to weed through methods applicable to other educational levels and facilitates scanning a given grade range for possible overlaps or deficiencies. It also helps the counselor to quickly familiarize and orient himself to some of the variables which are deemed important for a particular grade level grouping.

A classification by educational level recognizes that, at any level individual differences exist in terms of vocational development, vocational

maturity, and readiness for a particular approach to career guidance. Thus, with any one particular grade level, the vocational maturity of students appears to vary. Super (1957), Super and Overstreet (1960), and Crites (1969) define vocational maturity as the degree to which an individual becomes oriented to the world of work, seeks vocational information, is aware of the need to make a decision, and can recognize the direction of his vocational preference.

By definition, the concept of vocational maturity is normative in nature. The process by which an individual develops vocational maturity varies among individuals, as well as within individuals, at different stages of physical maturity. Classifying methods according to grade levels allows the counselor to become aware of methods that are generally applicable to students of a certain level. This also enables the counselor to utilize an alternative approach with those students who are of a particular grade level but are above or below the normative standard in their vocational maturity.

The concept of vocational maturity stems from a theoretical framework which is related to another dimension associated with classifying methods by educational levels. At least two theories of career development--those of Super and Ginzberg; Ginsberg, Axelrad and Herma--have emphasized the developmental, sequential nature of the process of vocational preference and choice (Osipow, 1968). Super (1957), in particular, believes that the process of career development follows the basic principles governing human development in general. He describes career development as a series of five stages which the individual must accomplish. These five stages are:

1. Growth Stage (birth-14): Self-concept develops through identification with key figures in family and in school; needs and fantasy dominate early in this stage; interest and capacity become more important in this stage with increasing social participation and reality-testing. Substages of the growth stage are Fantasy (4-10), interest (11-12), and Capacity (13-14).
2. Exploration Stage (age 15-24): Self-examination, role tryout, and occupational exploration take place in school, leisure activities, and part-time work. Substages of the exploration stage are: Tentative (15-16), Transition (18-21) and Trial (22-24).
3. Establishment Stage (age 25-44): Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trials early in this stage, with consequent shifting, but establishment may begin without trial, especially in the professions. Substages of the establishment stage are: Trial (25-30), and Stabilization (31-44).
4. Maintenance Stage (age 54-64): Having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines.
5. Decline Stage (age 65 on): As physical and mental powers decline, work activity changes and in due course ceases. New roles must be developed; first that of selective participant and then that of

observer rather than participant. Substages of this stage are:

Declaration (65-70) and Retirement (71 on).

Ginzberg, Ginzberg, Axelrad and Herma (1951) view the process of career development as consisting of three major stages. During the Fantasy Stage (ages 4-11), a child moves from a play orientation to a work orientation. Next he advances to the Tentative Stage (ages 11-18) where his interests and values with regard to work are formed. Then, during the Realistic Stage (ages 18-22), interests and preferences crystallize and choices become specific.

These conceptualizations of career development indicate that in the minds of these writers expectations exist for the stage of career development a child should reach by a certain age. These expectations, conceptualized as normative and flexible, are incorporated within the concept of vocational maturity. However, it is also possible to specify possible behavioral outcomes which are to be expected from the student at each grade level. The counselor would then be guided by a list of behavioral objectives, i. e., statements which describe observable expected performance which students should be capable of at the conclusion of a particular learning unit. This concept would not be inconsistent with the differential readiness of individual students at different ages, since outcomes could be varied and tailored to the individual. This is noted by Campbell et al. (1971) who, based upon theory and research in the area of career development, have identified behavioral objectives representing four major dimensions of vocational behavior for the senior high school grade

levels. These are: (a) knowledge of self; (b) knowledge of the world of work; (c) vocational planning skills and resources; and (d) attitudes, values and motivation toward work.

By classifying methods according to educational level, there is an attempt to emphasize the idea that since career development appears to be a systematic, developmental (i. e., progress over time) process, career guidance programs in the school need also to be built on the principle of systematic, orderly progress. Organizing programs which would start with simple goals, and systematically progress through higher degrees of sophistication could well be accomplished through the educational level approach. Establishing a network of methods suitable for students at different grade levels would facilitate incorporation of both continuity and systematic progression into school-wide programs of career guidance. It would also eliminate duplication of effort and the present lack of career guidance for the younger student population.

Since vocational development is a continuous process, it is important to provide continuous career guidance experiences throughout the school years which will assist students in this developmental process. This rationale has stimulated recent thinking concerning what should be the nature of career guidance activities and goals most appropriate for junior high school students.

However, to clearly understand the rationale underlying junior high school programs, it is necessary to examine the nature of the junior high school and its students. O'Dell (1968) suggests three major goals of junior

high school education:

1. Continued development, refinement and strengthening of basic skills and knowledge, and teaching how these skills and knowledge may be applied to the world of work.
2. Adequate preparation of pupils for subsequent educational experiences and for critical educational and vocational decision making.
3. Gradual transition from the educational environment of the elementary school to that of the senior high school. (p. 12)

The major function of the junior high school, according to O'Dell, is to help students explore various learning areas with an emphasis on future planning and goal setting.

Also important for planning career guidance experiences is an understanding of the nature of the junior high school student. Johnson et al. (1916) described these students as being in a transitional role between childhood and adolescence. Some of their major characteristics include: (a) students will be at quite different levels of development, with boys usually lagging behind girls, (b) individual students will be changing very rapidly during this period, and (c) students will have ambivalent feelings about whether they want to be treated as children or adults. These characteristics point to the fact that within the total group, as well as within the individual, there will be great fluctuation in behavior.

Walker (1960) suggests eight characteristics of this student group and relates these to guidance needs:

1. They are relatively unstable and capricious; therefore need the stability and consistency of relationships with understanding adults as found in a counseling relationship.

2. They lack first-hand knowledge of the "real" world; therefore need experiences that will supply this knowledge both directly and vicariously.
3. They have lacked opportunity to test their capacities in a variety of demanding situations; therefore need opportunities to explore and try out their emerging potentials.
4. They tend to lack the security of self-confidence; therefore need successful experiences which will tend to build self-assurance into the developing personality.
5. They have developed many questions, even anxieties, about themselves and their place in the scheme of things; therefore need an array of relationships, both adult and peer, and experiences which will enhance their search for answers.
6. They find heterosexual relations very unsatisfactory because of maturational differences between girls and boys at these ages; therefore need sensitive adult guidance in thinking through the concerns and anxieties that develop from this condition.
7. They are characterized by rather hostile attitudes toward many restrictions which as children they accepted; therefore they need opportunities to release or manage these hostilities in a non-punitive and understanding atmosphere.
8. They have as yet failed to develop a sense of identity; therefore they need a wide variety of experiences which will help them become more aware of who they are, how they relate to others, and how their peers perceive them. (pp. 14-15)

Career development research has focused on specific aspects of career development in junior high school students. This research has also supported the appropriateness of general goals for junior high career guidance. In discussing the implications of research on the vocational maturity of ninth-grade boys for career guidance practices, Super (1960) suggests:

Education in the ninth grade should be so organized as to make available experiences which foster a planful approach to developmental tasks, to arouse an awareness of the need to make pre-occupational and occupational choices, and to orient adolescents



to the kinds and sequences of choices which they will be called upon to make and to the factors which they should consider in making these choices. It should not require the making of definitive, directional, educational, and occupational choices in this grade. (p. 158)

A number of writers have discussed the major goals which are appropriate for junior high school career guidance programs (Hudak et al., 1967; Oklahoma State Department, 1968; Albracht et al., 1968; Bottoms & Cleere, 1969). The general nature of these goals parallel the basic goals previously described for junior high school education. Junior high school is a time when students can begin realistically to explore the relationship between their characteristics and the nature of various types of occupations. They may also learn the processes involved in planning and implementing occupational goals and develop a tentative plan for their own future.

Bottoms and Cleere (1969) report an extensive model relative to a basic program for career exploration in the junior high school. Included in this model are a number of specific behavioral objectives presented under the following general categories:

1. Self and relationships with others: understanding of student's own aptitudes and interests, and understanding of human development and individual differences.
2. The world of work: the multi-dimensional aspects of work, the structure of the world of work; the relationship between changing demands for jobs and needed work skills; employment trends; employers' expectations; relationships between school activities and career development; and the realities of requirements of work.
3. Education and training: the use of vocational information resources and available training programs; the concept of entry occupations; and how to study and take tests.

4. Economic education: basic concepts of production, distribution and consumption; the general economic structure; reasons why people work; the social significance of work; and principles of money management.
5. Employability skills: the value of education and job-hunting techniques.
6. Decision-making process: components of the process; awareness of educational and vocational information resources and how to use them; resources available to assist in vocational planning; and understanding of the career development process. (pp. 18-19)

Junior high school career guidance is designed to provide linkage between the elementary school where students explore themselves and the occupational world in terms of their immediate environment; and the high school where students need to narrow and tentatively select career and educational directions.

Specific goals for junior high career guidance programs according to Campbell, Walz, Miller, and Kriger (1973) include: (a) the opportunity to explore clusters of educational and occupational possibilities as these relate to student interests and abilities; (b) the opportunity to learn specific relationships between career and educational skills, such as study skills and job-seeking behavior; and (c) the opportunity to become aware of the types of information and processes needed for effective planning and decision making.

#### Career Guidance Models of States Other Than Utah

Many career guidance models have been developed through the support of the Federal Government. Most prominent of these is the Mesa, Arizona, Career Education Model (1972) which was developed using the level concept

with strands of concepts reaching each grade level. The three levels used in the Mesa Model are: Grades K-6, generally thought of as the awareness stage of career development where children become aware of the many jobs around them. Awareness also pertains to hands-on experience where students may get the feel of materials through school oriented or on-the-job experiences. No skill development is attempted at this level. Level two is 7-9 where exploration of careers takes place. Students begin to narrow their career interests and explore more thoroughly in their interest area. Level three represents the skill development stage of career education. Vocational education becomes the main source of training during this level. Through all three levels, the affective domain of Career Education is a main concern of career guidance. The Mesa model developed not only the scope and sequence of career education, but also the teacher-learner activities. These activities in many cases have subsequently been rejected by teachers because they had no input into the product.

According to evaluation reports, counselors and teachers when given prepared texts were unable to adapt activities from theory to practice. Counselors in Arizona are presently attempting to prepare Career Guidance activities which are more closely aligned with their needs.

At about the same time other states were developing similar level oriented programs. California produced Career Guidance: A California Model for K-12 Career Development (1971) which developed scope and sequence but left the teacher/learner activities to each teacher.

Wisconsin (1971) under the direction of Harry Drier developed a career development guide for K-12 in which the three levels of career development were set into a scope and sequence and included concepts and objectives, behavioral objectives, and sample activities. Minnesota (1972), and Kansas (1972) also developed three level programs.

Utah (1972) adopted a position paper on career education which advocated the three level philosophy. The Utah Model for Career Guidance K-12 (1974) used for its basis the same three level format. This model was developed to accomplish the needs of Utah students as seen by Utah educators. Within the three levels, 18 concepts were developed together with ensuing developmental objectives. Behavioral objectives and activities were developed for this specific study.

#### Summary

The review of literature has presented a history of the development of career guidance, the rationale for its development into specific grade levels, and a short presentation of the career guidance models of states other than Utah.

Careers are as old as man and the process of job selection has developed from that of survival to today's many programs in career education and career guidance. The format reported in the literature for model development relates to three levels: (a) awareness, (b) exploration, and (c) adaptation. It correlates with elementary (K-6), junior high (7-9), and high school (10-12).

All model development related to level classification and varied only in the terminology.

## Procedure

### Model Development

The development of the Utah Model for Career Guidance K-12 was described in detail in the preceding Introduction chapter. The author will only give a brief summary here.

In January of 1972, two key individuals representing the Office of the State Board of Education attended a U.S. Office of Education sponsored Career Guidance Seminar in Missouri. The information obtained gave the nucleus for the basic model to be followed. Material was gathered from other state models and synthesized into a tri-level model of Awareness (K-6), Exploration (7-9), and Adaptation (10-12). Eighteen concepts were developed which were designed to represent all the areas of cognitive and affective development dealing with career guidance. A section enumerating various references and an example section showing the expansion of one of the basic 18 concepts to classroom application were written in support of the main core of the model.

### Identification of Developmental Objectives

The State Board of Education established a task force to develop a K-12 Model for integrating career guidance into the curriculum. The scope of the model development was to include the first two levels of a four-level model. The levels being: (1) Concepts (Goals), (2) Developmental Objectives, (3) Behavioral Objectives, and (4) Activities. The task force consisted of elementary and secondary school teachers; a vocational education director; a

pupil personnel director; elementary, junior high and high school counselors; curriculum consultant writers, a counselor-educator; and state board personnel representing general education, vocational education, and pupil services. The task force met initially for 4 days during the last week of May, 1972. During this week, participants developed a career guidance model and constructed 18 career concepts considered essential for the career identity of students. A framework of developmental objectives which related to the concepts were also prepared.

These tentative concepts and developmental objectives were presented to over 200 junior and senior high school counselors attending the annual Vocational Education Conference during June, 1972. Valuable input into the model was provided by the counselors during the conference. The task force met again during the last week of June and completed the writing of developmental objectives using the input from the June, 1972, Workshop. During late July, five members of the task force refined and edited the materials. Introductory materials; resource and bibliographical materials; examples of concept expansion to developmental objectives, behavioral objectives, and learning activities; general articles on career education; and a section on evaluation were also developed for the model at that time. The total model was edited in August, 1972, by the project director and state career guidance specialist and was prepared for printing.

## Implementation

Procedure for the development of the junior high school activities for the use of the Utah Career-Guidance Model. The development of the junior high school phase involved six essential tasks:

1. The identification and writing of appropriate developmental objectives for grades 7-9.
2. Identification of a funding source for the development of junior high school activities.
3. Identification of a site selection.
4. Orientation of participating faculty.
5. The identification and writing of behavioral objectives which could become a vehicle for implementing the developmental objectives.
6. The development and testing of classroom activities that would meet the criterion set by the behavioral objectives.

Identification of funding source for development of junior high school activities. A grant of \$2000.00 was obtained through the Vocational Technical Division of the Office of the State Board of Education. The money was obtained by the state career guidance specialist for the purpose of teacher inservice training in the field of career guidance. Stipends of from \$25.00 to \$40.00 were paid to teachers for each activity developed and tested.

Identification of site selection for development of junior high school activities. Site selection was made from the following criteria:



1. Does the school district have a career education or career guidance director ?
2. Does the junior high school have a career center ?
3. Does the school district have an operating K-12 career education or career guidance program ?
4. Is the school district within a 50 mile radius of the writer ?
5. Would the junior high school principal support the project in the school ?
6. Would a majority of teachers be willing to participate in the project ?
7. Would all counseling personnel participate in the project ?

When these criteria were applied to local school districts only Weber School District qualified. The two lacking criteria of most other school district were no career centers and a lack of a K-12 career education or career guidance model.

The career education director of Weber School District made the individual school selection, T. H. Bell Junior High School, by using the same criteria.

#### Orientation of Participating Faculty

The first program proposal and orientation was conducted with the Weber District administration. Time, site and funds were arranged at this level. The next orientation was with the principal, assistant principal and the two counselors at T. H. Bell Junior High School. A faculty meeting was

arranged to inform the entire faculty of the project. Also in attendance were P. T. A. representatives and a random selection of students. At this meeting it was determined that the project would be carried on at T. H. Bell Junior High School.

A project coordinator was assigned to T. H. Bell Junior High School for the purpose of inservice training for those teachers and counselors involved in the project.

The original format to produce teacher developed student activities was designed in five steps: Step 1 required an understanding of the total concept of career education and was introduced 2 weeks after the first orientation meeting. Approximately 2 hours of group instruction was given explaining the three levels of career education awareness (K-6), Exploration (7-9), and Adaptation (10-12). Several definitions of career education were evaluated and the faculty then produced their own definition.

A comprehension of model development was necessary to accomplish step 2. This was acquired 1 week after step 1 was completed. Teachers needed to be aware that their product was only one portion of a scope and sequence which the total model represented. Since the Utah Model for Career Guidance K-12 was used for this study, the faculty was instructed on its structure and function.

Once the preceding steps were accomplished, it was necessary in step 3 to acquaint the faculty with behavioral objectives and instruct them in the development and use of same. Two hours of instruction were given on the

basics of behavioral objective writing. In the actual implementation, a modification of the program at this step became necessary. Originally teachers were going to develop the behavioral objectives but it became apparent that teachers were either unwilling or incapable to complete this assignment. At this point the program coordinator wrote the behavioral objectives.

The fourth step was an orientation to existing career education materials, i. e., films and film strips, career briefs, Dictionary of Occupational Titles, career search kits and the World of Work. Activities from the Mesa and other State projects were explored, giving the teacher samples of activity development which assisted them in writing and implementing their own activities. This activity development was the fifth and final step in the process.

At this same point in time the responsibility for the success of the project was switched from the state department to the school principal. This change in administration procedures seemed to provide the catalyst necessary for school unity and the program began to immediately function as designed.

#### Preparation of Behavioral Objectives

Responsibility for the original format for behavioral objective development was to rest with the instructor in the classroom. One of the 56 developmental objectives would be selected and one or more behavioral objectives were to be written defining the developmental objectives.

During this period of behavioral objectives development, it became apparent that many of the teachers became confused and in turn discouraged to the point that for nearly 4 months very little was achieved. Few if any usable

behavioral objectives were developed. At that point, it was decided to have the program consultants develop the 56 behavioral objectives. When this was completed, the consultants and principal determined the curriculum areas in which the objectives fell. Contracts for activity development were then written for each behavioral objective. (See Appendix A.)

#### Development and Testing Classroom Activities

Individual teachers and counselors selected and contracted to expand the behavioral objectives through the development and testing of one or more learning activities. The contract obligated the teachers to administer sufficient learning activities so that 80% of the students achieved the contracted behavioral objectives. Contract stipends ranged from \$25.00 to \$40.00, depending upon the projected amount of completion time and effort involved.

Materials the instructor received for each contract included: (1) A contract (Appendix C, Figure 1) including the scope and sequence from concept through behavioral objective, stipend amount, and signature blocks for teacher and principal; (2) A contract focus sheet (Appendix C, Figure 2) providing for activity development; and (3) A list of possible learning activities (Appendix C, Figure 3). The contract when signed was the agreement between the instructor and the project consultant to complete the criterion specified in the assigned behavioral objective. The contract focal sheet had the concept, developmental and behavioral objectives, and an outline of sequence of activities listed. An example list of learning activities was provided in order to illustrate

approximately 35 different ways in which activities might be developed. The procedure is outlined in Figure 1.

This chapter has presented the six essential procedural steps utilized in the development of the junior high school phase of the Utah Career Guidance Model. The following chapter presents the activity data developed by teachers as a result of following these defined procedures.

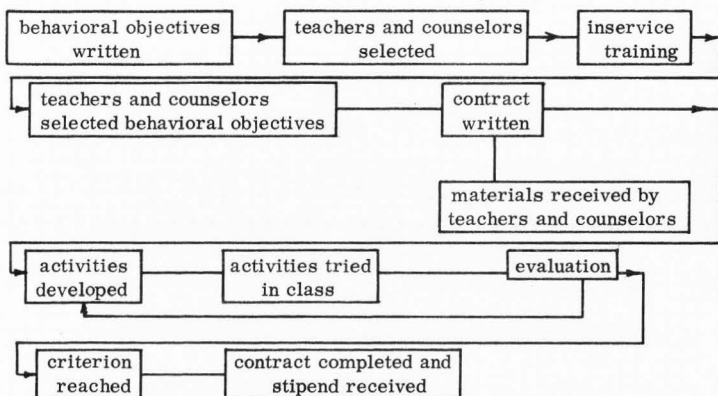


Figure 1. Diagram of procedure.

### Results

The results of this study are the activities developed by the counselors and teachers of the selected school for the junior high school (7-9) phase of the Utah Model for Career Guidance K-12. Each activity or set of activities is preceded by the Major Concept, Developmental Objective and the Behavioral Objective contained in the Utah Model for Career Guidance K-12.

As explained in the preceding chapter, before each activity was accepted as complete, 80% of the students in the classroom were required to reach the criterion set forth in the behavioral objective. In some cases several individual activities were needed to accomplish the criterion.

As each activity was completed, the student activity was evaluated by both the instructor and the program coordinator in order to insure that the criterion set forth in the behavioral objective had been reached.

The activities as developed and tested complete the remainder of this chapter. Where possible the instructor attempted to integrate the activities into the on-going curriculum. Teachers could not always select the behavioral objective most suited for their class and, therefore, in some cases were unable to integrate the activities but rather added them to the existing curriculum. When integrated, the activities appeared not to interfere with, but rather to enhance the education of students. This observation was expressed by 100% of those instructors involved with activity development in an informal interview with each teacher.

The format which follows is consistent throughout all 54 activities. First is listed the concept which represents the main topic or goal. Second the Developmental Objective defining the concept is listed. Third is listed the Behavioral Objective stating the Criterion, followed by the teacher developed activities. The activity developer, the date of activity completion and the Criterion reached completes the format.

CONCEPT: #1 UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT

DEVELOPMENTAL OBJECTIVE: 1.9 Assesses one's abilities, achievements, and interests as they relate to career development.

BEHAVIORAL OBJECTIVE: 1.9 Each student will demonstrate knowledge of his abilities, achievements, and interests by a written list of not less than 10 self-evaluative statements.

LEARNING ACTIVITIES: 1.9

1. Each student will complete the interest, achievement, and aptitude tests required by the school district.
2. Each student will participate in a counselor-lead small group discussion on interest, achievement, and aptitude test results and interpretations.
3. Each student will participate in an individual counselor interview to assess his interest, achievement, and aptitude test results.
4. Each student will undertake research in the vocational library to discover how his interests, achievements, and aptitudes relate to selected career requirements.
5. Each student will construct a list of not less than 10 self-evaluative statements about his interests, achievements, and aptitudes.

Total class time required: Approximately 9 periods

Activity developer: Norman DeVries, Counselor  
Contract completed: February 1974  
Criterion level reached: 95 percentile.



## PURPOSE OF THIS PROJECT

This project is a cooperative effort between the State Board of Education, Weber County School District, and the teachers at T. H. Bell Junior High. Through this joint effort, articulated learning activities will be developed to help boys and girls describe and make career decisions.

The goal of the project is to help T. H. Bell Junior High and the Weber County School District systematize the career development experiences for all students by giving each teacher the opportunity to contribute his/her expertise.

CONCEPT: #1 UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT

DEVELOPMENTAL OBJECTIVE: 1.10 Understand the various ways of identifying and describing individual differences.

BEHAVIORAL OBJECTIVE: 1.10 Each student will be able to describe in writing at least four different sources (i.e., interest and achievement tests, personal and/or teacher evaluations, etc.) for assessing, identifying, and describing his individual characteristics.

LEARNING ACTIVITIES: 1.10

1. Each student will receive a description of Concept #1 and Behavioral Objective 1.10.
2. Each student will write an essay based on one of three pictures selected by the instructor.
3. Each student will listen to an instructor-lead discussion and comparison of the stories written by the students to establish that the students have different ideas and characteristics.
4. Each student will complete the handout 1.10.1

Total class time required: Approximately 4 periods

Activity developer: Cynthia Esterholdt, teacher

Contract completed: February 1974

Criterion level reached: 88 percentile

### World of Work

If someone gave you a ticket to fly to a small village in a strange country, would you just get on the plane and go? You probably wouldn't without checking a few things first. You might want to check on someone who has already visited the village. You might wonder about expense. The habits and attitudes of the people there would be important. Many things would affect your decision.

We can compare this to finding a vocation. You need to "check a few things out" before you choose a job you may be working at most of your life. It is necessary for you to find exactly what your talents, interests and abilities are.

There are several sources one can use to identify individual characteristics. Here are some examples. (Please study these. You will need to be able to name four.)

1. self evaluation
2. teacher evaluation
3. religious leaders
4. parent evaluation
5. Interest tests=vocational (Strong, Kuder)
6. Achievement tests=capabilities (D.A.T., W.R.A.T.)
7. Personality tests (C.P.I., Edwards, Rorschach, TAT, Draw a Man)
8. Intelligence tests (OTIS, WISC, S.B.)
9. Discussion with an employee of work you are interested in.

On the following pages are some examples of several of the above tests. Please answer the questions as if you were really taking the tests.

## Interest and Vocational Tests

Kuder

Read over the questions in each group. Decide which of the three activities you like most and which you like the least and mark in the appropriate space. Mark with a check (✓).

	Most	Least
1. Be introduced to everyone at a big party made up of strangers.	1. _____	_____
2. Be introduced to a few people at the party.	2. _____	_____
3. Not be introduced to people at the party.	3. _____	_____
1. Help a child with his spelling lesson.	1. _____	_____
2. Help a child with his arithmetic problems.	2. _____	_____
3. Help a child improve his handwriting.	3. _____	_____

## Personality Tests

Read each statement, decide if it is true or false about yourself.

	True	False
1. When I get bored I like to stir up some excitement.	_____	_____
2. I would like to be a journalist.	_____	_____
3. I like school.	_____	_____
4. It is very hard for me to tell anyone about myself.	_____	_____
5. Any job is all right with me, so long as it pays well.	_____	_____

CONCEPT: #1 UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT

DEVELOPMENTAL OBJECTIVE: 1.11 Relates new testing data, achievements, and interpersonal experiences to present concept of self and relationship with others.

BEHAVIORAL OBJECTIVE: \*1.11 Each student upon receiving new personal and interpersonal data will add this data to his list of 10 or more self-evaluative statements (see 1.9) and will demonstrate his ability to relate new personal and interpersonal material with present concepts of self and others by writing a paragraph describing how this new information has affected or altered his present concepts.

LEARNING ACTIVITIES: 1.11

1. Each student will complete the Learning Activities in 1.9.
2. Each student will participate in a class discussion on what it means to understand yourself.
3. Each student will complete handout #1.
4. Each student will test his perception of self with others in a small group discussion.
5. Each student will complete handout #2.

Total class time required: Approximately 4 periods

Activity developer: Norman DeVries, Counselor

Contract completed: March 1974

Criterion level reached: 100 percentile



## Handout 1.11.2

Name \_\_\_\_\_

Write at least one paragraph on the following subject:

How has this new information about yourself altered or affected your ideas about yourself?



CONCEPT: #1 UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT

DEVELOPMENTAL OBJECTIVE: 1.12 Knows which careers are related to one's individual characteristics.

BEHAVIORAL OBJECTIVE: 1.12 Each student will be able to list and describe at least one professional and technical job that relates to each of his previously delineated individual abilities, achievements, and interests (see 1.9).

LEARNING ACTIVITIES: 1.12

1. Each student will participate in a small group discussion on professional and technical occupations.
2. Each student will undertake research in the vocational library on professional and technical occupations that relate to his previously listed individual abilities, achievements, and interests (see 1.9).
3. Each student will complete the handout 1.12.1.

Total class time required: Approximately 3 1/2 periods

Activity developer: Murial Pomeroy, counselor

Contract completed: February 1974

Criterion level reached: 95 percentile

## Handout 1.12.1

Name \_\_\_\_\_

List and describe one professional and one technical job that relates to each of your individual abilities and interests.

CONCEPT: #1 UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT

DEVELOPMENTAL OBJECTIVE: 1.13 Formulates tentative job expectations that are consistent with one's personal characteristics (refer to 5.4).

BEHAVIORAL OBJECTIVE: \*1.13 Each student will be able to explain in writing how each of his previously listed personal abilities, achievements, and characteristics (see 1.9) relate to and are prerequisites for specific job requirements and performance demands in his tentative career selection.

LEARNING ACTIVITIES: 1.13

1. Each student will complete the Learning Activities for 1.9.
2. Each student will make a tentative career selection consistent with his personal abilities.
3. Each student will undertake research for the vocational library to discover what characteristics are important for his tentative career selection.
4. Each student will complete the handout 1.13.1

Total class time required: Approximately 3 periods.

Activity developer: Norman DeVries, counselor

Contract completed: March 1974

Criterion level reached: 95 percentile

Name \_\_\_\_\_

Tentative job selection \_\_\_\_\_.

Explain how each of the following relates to your job selection.

EDUCATIONAL ACHIEVEMENTS:

PERSONAL ABILITIES:

PERSONAL CHARACTERISTICS:

CONCEPT: #1 UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT

DEVELOPMENTAL OBJECTIVE: 1.14 Understands the relationship between the development of proficiency in educational skills and success in a career (refer to 5.7).

BEHAVIORAL OBJECTIVE: \*1.14 Each student will be able to demonstrate his knowledge of the need for proficiency in education skills by describing in writing how these skills relate to future success and advancement in a tentative career selection.

LEARNING ACTIVITIES: 1.14

1. Each student will complete handout 1.14.1
2. Each student will listen to selected students describe the major skills schools should teach from handout 1.14.1
3. Each student will participate in a class discussion on the relationship between success in school and success on the job.
4. Each student will complete handout 1.14.2
5. Each student will complete handout 1.14.3

Total class time required: Approximately 3 1/2 periods

Activity developer: Kathryn Lyman, teacher  
Contract completed: February 1974  
Criterion level reached: 100 percentile

## Handout 1.14.1

NAME \_\_\_\_\_

You must understand yourself and abilities in order to choose a career in which you will be successful.

NAME 3 CAREERS OR JOBS YOU FEEL YOU MIGHT LIKE.

- 1.
- 2.
- 3.

NAME 10 ABILITIES OR SKILLS THAT SCHOOL SHOULD TRY TO TEACH YOU TO HELP YOU BE READY FOR THESE JOBS--OR ANY JOB YOU MAY CHOOSE.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

WHAT KINDS OF JOBS CAN YOU GET WITHOUT THESE SKILLS? NAME 3.

- 1.
- 2.
- 3.

WHAT ARE YOUR STRENGTHS AND WEAKNESSES IN LEARNING THE TEN SKILLS YOU LISTED?

Handout 1. 14. 2

AMOUNT OF SCHOOLING  
NEEDED TO DO THE  
JOB LISTED BELOW

8th Grade	_____
HIGH SCHOOL	_____
JOB EXPERIENCE	_____
VOCATIONAL	_____
COLLEGE	_____
GENERAL MATH	_____
COMMERCIAL MATH	_____
BOOKKEEPING	_____
ALGEBRA	_____
GEOMETRY	_____
TYPE	_____
SHORTHAND	_____
FILING	_____
BUSINESS MACHINES	_____
READ AT:	_____
6th	_____
HIGH SCHOOL	_____
COLLEGE LEVEL	_____
VERY TECHNICAL	_____
WRITE AT THIS	_____
LEVEL	_____
SENTENCES	_____
PARAGRAPHS	_____
LONG REPORTS	_____

EPS AS YOU  
VE UP THE LADDER  
A PARTICULAR  
PE OF JOB

KITCHEN HELPER	_____
USBOY	_____
WAITER	_____
HEAD WAITER	_____
COOK	_____
CHEF	_____
RESTAURANT MANAGER	_____
GARDNER	_____
NURSERYMAN	_____
LANDSCAPER	_____
LANDSCAPE ARCHITECT	_____
JR. STENOGRAPHER	_____
SR. STENOGRAPHER	_____
SECRETARY	_____
SUPERVISOR OF OFFICE	_____
PRIVATE SECRETARY	_____
OFFICE MANAGER	_____
COURT REPORTER	_____
EXECUTIVE SECRETARY	_____
BEAUTY OPERATOR	_____
BEAUTY SHOP MANAGER	_____
TEACHER IN B. COLLEGE	_____
SALE REPRESENTATIVE	_____
DEMO FOR COSMETIC CO.	_____
TRUCK DRIVER LOCAL	_____
TRUCK DRIVER DISTANCE	_____
YOUR OWN TRUCK	_____
FLEET OF TRUCKS	_____
OWNER OF THE CO.	_____
CANDY STRIPER	_____
NURSES AIDE	_____
SPN	_____
SPN	_____
SUPERVISOR	_____
SALE CLERK	_____
HEAD SALESMAN	_____
DEPT. MANAGER	_____
BUYER	_____
STORE MANAGER	_____

NAME \_\_\_\_\_

1. List 3 jobs which interest you.
  - 1.
  - 2.
  - 3.
2. List 5 or 6 major skills that you should learn in school to help you be good at the job of your choice.
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
3. Can your ability to read well, write, use mathematics, follow directions etc. effect your success in a job?  
Write a paragraph telling how ability in learning can effect your success in the job you may choose.
4. Can your success in school work effect your chances of getting a job? Getting a better salary? Getting a promotion? Write a paragraph telling how you think that success in school (being good in your school work) can help you get a job and get ahead in that job.



CONCEPT: #1 UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT

DEVELOPMENTAL OBJECTIVE: 1.15 Recognizes the need for continuous self-appraisal.

BEHAVIORAL OBJECTIVE: \*1.15 Each student will be able to describe in writing how his interests and abilities have changed during the past five years and relate how the lack of knowledge of these changes could result in an inappropriate career choice.

LEARNING ACTIVITIES: 1.15

1. Each student will participate in a small group discussion and individual completion of handout 1.15.1
2. Each student will complete handout 1.15.2

Total class time required: Approximately 2 periods

Activity developer: Renee Newbold and July Jolley, teachers

Contract completed: February 1974

Criterion level reached: 100 percentile

## Discussion Questions:

1. What occupation did you want to go into five years ago?
2. What does your past occupational choice require in the way of talents, skills, and personality traits? Could you have fit? Why or why not?
3. What occupation would you like to go into today?
4. What does your present choice of occupation require in the way of talents, skills, and personality traits? Could you fit now?

## Paragraph Test

1. Write a chronological paragraph showing how your career choice have changed over the last five years. Begin with a clear topic sentence. Remember, chronology shows time.
2. Write a comparative paragraph pointing out your comparison of how much you knew about yourself five years ago and what you know today. Compare what your skills, talents, and personality were then and what they are now. Be sure that you point out what method you are using. Label it either "point by point" or "whole method."
3. Write a descriptive paragraph about the job or career you are now thinking of choosing. Include such things as necessary skills, education required, working schedule, duties, or any equipment that may be needed. Add any ideas of your own to describe the career or job. Be as specific as possible. Be very specific in your vocabulary choice.
4. Why is it important to appraise your talents, skills, and personality accurately and objectively in choosing your career? The topic sentence of this paragraph should be written at the end of the paragraph.

CONCEPT: #1 UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT

DEVELOPMENTAL OBJECTIVE: 1.16 Understands the impact of other person's feelings and values and their relationship to one's own feelings and values.

BEHAVIORAL OBJECTIVE: \*1.16 Each student will be able to describe in writing the effects of the values and interests of at least three significant others on his own personal value system and interests.

LEARNING ACTIVITIES: 1.16

1. Each student will complete handout 1.16.1.
2. Each student will listen to a lecture on how we learn values in handout 1.16.2.
3. Each student will participate in a small group discussion of individual values.
4. Each student will complete handout 1.16.3.
5. Each student will complete handout 1.16.4.

Total class time required: Approximately 2 1/2 periods

Activity developer: Lewis May, teacher

Contract completed: March, 1974

Criterion level reached: 100 percentile

VALUES  
AND  
HOW THEY EFFECT WHAT WE DO

Today we are going to learn about values, how they effect what we do and how one persons values affect others.

FIRST - We will find out what values are.

THEN - How our values affect what we think and do.

THEN - How the values of our friends and associates can change our values.

Values are things we believe in like honesty, fairness, school pride, friendship, money, and religion.

Name some yourself:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your values are:

1. Things you like
2. Things you feel good about
3. Things you are proud of
4. Things you tell others about
5. Things you do something about
6. Things that become part of your life because you do something about them all the time.

## Handout 1.16.2

You already have values. Shall we find out what they are?

Put a circle around the ones you like - draw a line through the ones you don't like. Leave them blank if they don't strike you either way.

Example:	friendship	Stranger	<del>argue</del>
Best	popularity	manners	report card
Prestige	know	student	citizenship
Helping	decision	teacher	Do you have some we left out? If so, write them here and circle them or cross them out.
pleasure	trying	thanks	
others	Improvement	prompt	
students	Recognition	frequently	
independence	self	impress	_____
education	family	School	_____
Loyalty	honesty	Friendship	_____
Imagination	creativity	love	_____
Health Insurance	money	religion	_____
Dress	responsibility	pride	_____
Excitement	resourcefulness	tests	_____
Credit Rating	Enthusiasm	T. H. Bell School	
Change	Courtesy	Our Team	
Respect	Tact	Sports	
Loosing	Stranger	Television	
safety	Embarrass	School Spirit	
argue	Criticism	Litter	
impatience	sarcasm	Student Council	
compliment	Winning	Parties	
fun	progress	Boys	
security	principal	Girls	
boss	worst	dancing	

Handout 1.16.1  
(Cont.)

Now that you have thought about some of your values let's see how deeply you believe in them.

We'll take the example of crowding - Let's say you got in the lunch line and waited about 5 minutes to get to the food, just before you got there someone crowded in front of you. They were your same grade and about your same size, but you didn't know them very well.

Would You:

- (1) Think nothing of it.
- (2) Think to yourself - They shouldn't do that.
- (3) Say to your friends later on that they shouldn't crowd like that.
- (4) Tell the crowder not to crowd but not insist that they leave.
- (5) Insist that they get out of line.
- (6) Push them out of line if necessary or get a teacher to help.

The higher the number you picked, the more you believe in the value of not crowding in line.

Next we are going to get a chance to talk with some others about our values. As soon as everyone is finished the teacher will start you on a game.

How we learn values --

Parents: Grow up with them.  
We learn by what they do and say.  
Their rules; their life style.

Friends: Learn and share values with friends  
Do things they do  
Talk about things with them.

School and Church Leaders:  
Some of our values are shaped by the things we learn at  
church and school.

Media: We believe in some values more than others. Here is a list of  
seven ways we know about our values. If a value meets all 7  
ways we say it is a complete value - if not we say it is an  
incomplete value.

How we know about our values?

CHOOSE IT: 1. from a list  
2. after considering consequences  
3. freely

GLAD ABOUT IT:  
4. being happy you choose it  
5. Tell others about your choice

ACTION

Do something  
about it: 6. do things about it  
7. repeatedly do things about it so much that it becomes  
part of your life style.



## WORKSHEET ON THE VALUE OF LITTERING

A student, who you know and who is kind of a friend, drops a candy wrapper in the student lounge.

What would you do? (Circle a number in each group)

1. Think nothing of it.
2. Think to yourself that they shouldn't litter.
3. Pick up the paper and put it in the garbage.
4. Suggest to the friend that they shouldn't litter.
5. Tell the friend to pick it up and quit littering the school.

When you see litter in the school do you:

1. Think nothing of it.
2. Feel bad that the school is littered.
3. Pick some of it up.

When you eat a candy bar do you:

1. Drop the wrapper on the floor.
2. Put it in a garbage can if one is close.
3. Make sure that the wrapper gets put in a garbage can someplace.

Handout 1.16.3  
(Cont.)

Now that you have heard about the intensity of values and how the values of others affect us, let's learn some more about how our values change.

Have your values changed since you were a little kid?      Yes      No

How about Santa Claus - Money - Dates - Sports?

Name some more of yours that have changed:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Do you think they will change some more by the time you are 25 years old?

Yes

No

I don't know

Have any people affected your values?      Yes      No

Name a few people and which values they have affected.

Person	Value
_____	

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Now there will be a short discussion with the teacher.

## Handout 1.16.4

This is a Quiz to find out if you have learned about values and how other peoples values affect yours.

Name three people who have affected your values and tell, in a few words, how they have changed your values. (You might choose from these kinds of people):

Parents, Friends, Relatives, Neighbor, Church leader, Teacher, Student Leader, Scout Master.

<u>Person</u>	<u>Value</u>	<u>How they have changed Your Value</u>
---------------	--------------	---

1.

2.

3.

CONCEPT: #2 THE INDIVIDUAL SHOULD BE SELF-GOVERNING IN ORDER TO BE PREPARED FOR WORK

DEVELOPMENTAL OBJECTIVE: 2.8 Learns to accept positive influences and reject negative influences.

BEHAVIORAL OBJECTIVE: 2.8 Each student will demonstrate his ability to distinguish between positive and negative influences by selecting and properly categorizing (90% correct) a list of value-oriented statements prepared by the teacher.

LEARNING ACTIVITIES: 2.8

1. Each student will complete handout 2.8.1.
2. Each student will participate in an instructor-lead discussion of handout 2.8.2.
3. Each student will complete handout 2.8.3.
4. Each student will construct a list of personal values within his value system.

Total class time required: Approximately 2 periods

Activity developer: Kathryn Lyman, teacher

Contract completed: March 1974

Criterion level reached: 95 percentile

## Handout 2.8.1

Please mark the blank at the front of each word with a + if the word has a good meaning to you, or a 0 if the meaning is negative or bad.

Example: + Green                      0 Black

<u>      </u> Opinion	<u>      </u> Impatience	<u>      </u> Courtesy
<u>      </u> Prestige	<u>      </u> Compliment	<u>      </u> Tact
<u>      </u> Helping	<u>      </u> Customer	<u>      </u> Stranger
<u>      </u> Pleasure	<u>      </u> Boss	<u>      </u> Embarrass
<u>      </u> Others	<u>      </u> Almost	<u>      </u> Criticism
<u>      </u> Students	<u>      </u> Know	<u>      </u> Sarcasm
<u>      </u> Independence	<u>      </u> Frequently	<u>      </u> Immediate
<u>      </u> Education	<u>      </u> Decision	<u>      </u> Ma'm
<u>      </u> Loyalty	<u>      </u> Impress	<u>      </u> Principal
<u>      </u> Imagination	<u>      </u> Work	<u>      </u> Judgment
<u>      </u> Desert	<u>      </u> Recognition	<u>      </u> Manners
<u>      </u> Dress	<u>      </u> Self	<u>      </u> Student
<u>      </u> Sometimes	<u>      </u> Family	<u>      </u> Teacher
<u>      </u> Listener	<u>      </u> Honesty	<u>      </u> Never
<u>      </u> Change	<u>      </u> Creativity	<u>      </u> Often
<u>      </u> Respect	<u>      </u> Money	<u>      </u> Thanks
<u>      </u> Wisecracks	<u>      </u> Responsibility	<u>      </u> Overlook
<u>      </u> Sir	<u>      </u> Resourcefulness	<u>      </u> Prompt
<u>      </u> Argue	<u>      </u> Enthusiasm	

## INSTRUCTOR DISCUSSION QUESTIONS

What is the definition of a value?

A value is something a person esteems, cherishes, prizes; something he expresses in consistent behavior.

A values is expressed in interests, feelings, beliefs, or attitudes.

A value is expressed in repeated, consistent actions.

Do you know what traits you want and value in yourself and your friends?

Do you know all the possible values from which you can choose?

Do you know what the result of each choice will be?

Do you know what choice is most likely to give you what value?

Do you know what values make up your current personal value system?

What kinds of personal decisions can be made without thinking about your values? (It is difficult to think of any decision that does not effect what you value.)

Why is there no right answer for everyone facing the same decision? (The rightness of the decision depends on what is personally important to the decision-maker or what he values most at the time he makes the decision.)

Which of the following concepts listed on the board does the class value?

Getting ahead

Making profit

Honesty

Power

Progress

Individuality

Social conformity

Approval

Solitude

Security

Advancement

Good salary

Obedience

Respect

Happiness

Prestige

Spontaneousness

Power

Independence

Are there other suggested values by the students?

## Values Checklist

Name \_\_\_\_\_

Please indicate which of the following statements are positive (+) or negative (0) influences or values for a self-governing individual.

- (+) 1. You should recognize and compliment good work of others.
- (+) 2. You should avoid embarrassing other persons.
- (0) 3. You should develop a loud voice to attract peoples' attention.
- (+) 4. You should be a good listener.
- (0) 5. You should develop skill in arguing.
- (0) 6. You should desert a friend because of what someone else says about him or her.
- (0) 7. You should quit work a few minutes early so you can visit and relax with your friend.
- (+) 8. You should be calm in times of stress when things go wrong.
- (0) 9. You should do exactly what everyone else is doing so your friends won't drop you.
- (0) 10. You should be "almost honest" in everything you do.
- (+) 11. You should "hear a person through" before making suggestions/making decisions.
- (+) 12. You should control your impatience.
- (0) 13. You should blurt it out when you know someone else is wrong, so that everyone will know how smart you are.
- (+) 14. You should not say what is on your mind until you consider its effect on others.
- (0) 15. You should often try to impress others with your intelligence and skill.
- (0) 16. You should never admit to an honest mistake.
- (+) 17. You should look forward to getting started on long range projects.

- (+) 18. You should compliment someone for a job well done without expecting a compliment in return.
- (0) 19. You should show people they are wrong because they like it.
- (0) 20. You should never try to find a better way to do a routine job.
- (0) 21. You should never start a job until someone tells you it is time to begin.
- (0) 22. You should be courteous just when it suits you or when you feel that it might be beneficial to you.
- (+) 23. You should overlook small mistakes by others.
- (0) 24. You should never get advice from someone younger than yourself even if he/she knows about the subject.
- (+) 25. You should be willing to give up a little of your "spare time" in order to complete a job you started.
- (0) 26. You should criticize a person in the presence of others.
- (+) 27. You should be certain to thank someone who helps you.
- (+) 28. You should respect the feelings of others.
- (+) 29. You should make strangers feel at home.
- (+) 30. You should try to find the answer to a question yourself before asking for help.
- (0) 31. You should be critical of the boss in the presence of others.
- (0) 32. You should never be friendly to strangers.
- (+) 33. You should develop the habit of saying "Thanks", "Pardon me", "Excuse me", "Yes, Sir", "I'm sorry, Ma'm", and similar expressions as appropriate.
- (0) 34. You should make "wisecracks" to impress the boss.
- (+) 35. You should try another way of doing something if the first method does not work.
- (0) 36. You should become skilled in being sarcastic.
- (0) 37. You should tell others of another person's mistakes.
- (+) 38. You should admit you are wrong (especially to yourself) when you make a mistake.



- \_\_\_\_ (+) 39. You should practice common courtesy because it gives you and others a pleasant feeling.
- \_\_\_\_ (+) 40. You should try to visualize a job in its completed form even at the very beginning of the project.
- 
- alt. \_\_\_\_\_ 41. You should dress as you want to regardless of how others (feel) are affected.
- alt. \_\_\_\_\_ 42. You should wear your hair any way you want, because hair style and/or length will not affect your work.

CONCEPT: #2 THE INDIVIDUAL SHOULD BE SELF-GOVERNING IN ORDER TO BE PREPARED FOR WORK

DEVELOPMENTAL OBJECTIVE: 2.9 Recognizes work ethics expected by employers in relation to ~~own~~ work ethics and study ethics.

BEHAVIORAL OBJECTIVE: 2.9 Each student will be able to prepare a list of at least 10 of his work and study ethics. Each student will be able to prepare a list of representative work ethics held by at least two employers. Each student will be able to compare and contrast his list of work and study ethics with his list of representative work ethics.

LEARNING ACTIVITIES: 2.9

1. Each student will participate in a class discussion on the definition and relation of work and study to ethics.
2. Each student will participate in a class construction of a list of qualities of a good student.
3. Each student will participate in a class discussion on the relation of the world of work to the class constructed list of qualities of a good student.
4. Each student will complete the handout and will construct a list of 10 of his work ethics.
5. Each student will listen to a local businessman's discussion of his work ethics.
6. Each student will conduct an interview with a local employer on his work ethics.
7. Each student will listen to selected students report the findings of their interview to the class and will construct a list of representative work ethics.
8. Each student will compare and contrast in paragraph form his list of work and study ethics with his list of representative work ethics.

Total class time required: Approximately 6 periods

Activity developer: Cherie Walton  
 Contract completed: February 1974  
 Criterion level reached: 100 percentile

## CHECK LIST OF STUDY CONDITIONS

Check either "yes" or "no" for each of the following statements.

	<u>YES</u>	<u>NO</u>
1. I have a room of my own in which to study.	___	___
2. I study in the same place each time.	___	___
3. Where I study is quiet.	___	___
4. I have indirect lighting.	___	___
5. The light comes over my shoulder.	___	___
6. Room temperature is between 68-72 degrees.	___	___
7. Only materials needed for study are on my desk.	___	___
8. My chair is hard with a straight back.	___	___
9. I sit erect with my feet on the floor.	___	___
10. I close my eyes occasionally to relax them.	___	___
11. I have my eyes checked regularly.	___	___
12. I visit a dentist for a checkup once a year.	___	___
13. When I study, I study alone.	___	___
14. I leave the radio out of my room when studying.	___	___
15. I set up a definite time to study and stick to it.	___	___
16. I start studying when the time comes.	___	___
17. I have pencils, pens, erasers, and dictionaries close at hand.	___	___

CONCEPT: #3 WORK HAS DIGNITY AS IT CONTRIBUTES TO SOCIETY

DEVELOPMENTAL OBJECTIVE: 3.12 Recognizes that an individual has dignity as he enters the world of work and begins to contribute.

BEHAVIORAL OBJECTIVE: \*3.12 Each student will be able to describe in paragraph form the individual dignity possessed by workers for at least one job in each skill category (i.e., unskilled, semi-skilled, skilled professional).

LEARNING ACTIVITIES: 3.12

1. Each student will participate in a class discussion on the individual dignity possessed by workers in various careers.
2. Each student will complete handout 3.12.1.
3. Each student will complete handout 3.12.2.

Total class time required: Approximately 1 1/2 periods

Activity developer: Kathryn Lyman, teacher

Contract completed: March 1974

Criterion level reached: 95 percentile

## Handout 3.12.1

WORK HAS DIGNITY AS IT CONTRIBUTES TO SOCIETY. NAME \_\_\_\_\_

An individual has dignity as he enters the world of work and begins to contribute. There are four classifications of jobs: unskilled, semi-skilled, skilled, and professional. The workers in each job possess individual dignity.

What are some of the factors which contribute to the individual dignity of any job? From the following class discussion, list as many things which contribute to the dignity of work as you can.

NAME \_\_\_\_\_

Choose one job from among the following unskilled jobs and underline it. Write a paragraph telling how that job has dignity for the individual doing it. (A paragraph has: margins, indentation, capital letters and punctuation. It is at least 6 or more sentences in length. It has one central idea.)

Grocery bagger, Bus boy, Taxi cab driver, Car hop, Child care attendant, Waitress, Dishwasher, Farmhand, Grounds keeper, Watchman, Kitchen helper, Golf caddie, Copy boy (newspaper), Service station attendant.

## Handout 3.12.2

(Cont.)

From the following list of skilled workers, choose one job, underline it. Write a paragraph of at least 6 complete sentences describing the dignity of the individual as he does this job and contributes to society.

Auto mechanic, Bricklayer, Carpenter, Cement mason, Electrician, Lineman, Painter, Plumber, Seamstress, Tailor, Heavy truck driver, Operating engineer (Heavy equipment), Nurses aide, Airplane mechanic.

From the following list of technical jobs, choose one and underline it. Write a paragraph telling how that particular job has dignity, contribute to the welfare of the individual and society.

Dentist assistant, Electronic technician, Medical Lab assistant, Radiological technician, Forestry technician (aide), Practical nurse, Library technical, Physician assistant (para-medic), Data typist, Air traffic controller, Broadcast technician (TV or radio), Computer technician.

## Handout 3.12.2

(Cont.)

From the following list of professional jobs, choose one, underline it. Write a paragraph (at least 6 or more sentences) telling how the job you underlined has dignity and contributes to the dignity of the individual, society, and the professional world.

Dentist, Forester, Registered nurse, Physician, Teacher, Veterinarian, Economists, Lawyer, Geologist, Architect, Chemist, Engineer (electrical, civil, aeronautical, etc.), Military officer (graduate or military academy).

Name three factors which contribute to the dignity of the job you may choose.

My job \_\_\_\_\_

- 1.
- 2.
- 3.



CONCEPT: #3 WORK HAS DIGNITY AS IT CONTRIBUTES TO SOCIETY

DEVELOPMENTAL OBJECTIVE: 3.13 Recognizes the contributions of various jobs to individuals, groups, and society.

BEHAVIORAL OBJECTIVE: 3.13 Each student will be able to describe in writing at least one job from each skills category (i.e., unskilled, semi-skilled, skilled, professional) and detail its necessary contributions to individuals, groups, and society.

LEARNING ACTIVITIES: 3.13

1. Each student will undertake research in the vocational library to complete handout 3.13.1.
2. Each student will listen to selected students report the findings of their research to the class.
3. Each student will write a job description for one job in each skill category (i.e., unskilled, semi-skilled, skilled, and professional).
4. Each student will undertake research in the vocational library to complete handout 3.13.2.

Total class time required: Approximately 3 periods

Activity developer: Judy Jolley, teacher

Contract completed: March 1974

Criterion level reached: 100 percentile

## Handout 3.13.1

1. Define in short paragraph form, unskilled, semi-skilled, skilled, and professional.
2. What information should a person know about the career they have chosen?

Answer the following questions about each job from each skill category:

1. List two duties you would do if you were working at this job.
2. What are the working conditions of this job?
3. List two personal qualifications you would need to work at this job.
4. What type of education or training would you need for this job?
5. What salary would you earn if you worked at this job?
6. Would you like to work at this job? Why?
7. What classification does your choice fit into? (Unskilled, semi-skilled, skilled, or professional)
8. What contributions does this job that you have chosen make to society, groups, or individuals?

CONCEPT: #4 AN INDIVIDUAL WORKS TO SATISFY PERSONAL AND SOCIAL NEEDS

DEVELOPMENTAL OBJECTIVE: 4.4 Develops an understanding of the relationship between personal needs and social needs in employment.

BEHAVIORAL OBJECTIVE: 4.4 Each student will be able to list at least five personal needs that may be satisfied through his prospective employment.  
Each student will be able to list at least five societal needs that will be satisfied through his prospective employment.  
\*Each student will be able to describe in writing the relationship and interdependency between the satisfaction of his personal needs and societal needs through the conscientious performance of required activities on his prospective job.

LEARNING ACTIVITIES: 4.4

1. Each student will receive a description of Concept #4 and Behavioral Objective 4.4.
2. Each student will participate in a class construction of a list of personal needs and will individually construct a list of at least five personal needs.
3. Each student will participate in a class construction of a list of societal needs and will individually construct a list of at least five societal needs.
4. Each student will participate in the formulation of companies and completion of contracts from the handout.
5. Each student will listen to the complete lecture from the handout.

Total class time required: Approximately 11 periods

Activity developer: Kenneth Cottle, teacher

Contract completed: February 1974

Criterion level reached: 100 percentile

## Handout 4.4.1

Because on the job experience would be impractical, a mock job situation is set up to simulate an on the job situation. The following is the explanation of how this simulation was organized.

Set up of companies: Six companies. Number of participants in each company may vary, 6 to 7 persons per company works best.

Contracts: Six contracts each of which contain about fifty words. These contracts are made up from a lecture on the 3rd behavioral objective. Each contract contains a particular part of the lecture. The words and sentences have been scrambled and must be organized into readable manuscript.

Six more contracts which contain about fifty words are also available. These contracts are made up of commonly misspelled words. These words are scrambled and are in lists of about eight words.

Reward standards: Individual - 5 points per work unscrambled extra credit is given on completion of contract. Extra points may be applied any time during the semester. There is a possibility of 3,000 points.

Company - Two minutes free time for each minute of early completion of contract. (Each contract is on a fifty minute basis.)

Class - For each minute of early completion one minute of free time will be given.

Negative standards: If any company goes over the allotted time, for each minute over that time they loose 1/2 minute of free class time.

Time allotment: Each contracts length of time to complete should vary with the ability level of the students. About fifty-five minutes per contract is an average time.

Handout 4.4.1  
(Cont.)

What is hoped for from this assignment, is that when each student gains his personal goal of earning extra points, that in turn a societal goal of "free time" can also be gained. Each student will also understand that accomplishment of the societal goal (free time) in completing the contract must be attained so that his individual goal of extra points may be obtained. Also a realization that working together everyone may gain in a working experience. The reason for the negative reward is to show that everyone in the experience must do his utmost to gain the most success.

Materials and procedures follow: The following pages contain the lecture and spelling words used in the contracts. Eight x 5 manila envelopes were handed out to the companies with the needed information on the front of each. Scrambling of the words will be left up to the desires of the instructor.

Handout 4.4.1  
(Cont.)

## HOW WORKING HELPS ME, YOU, AND EVERYONE

1. HOW MANY TIMES HAVE PEOPLE CONSIDERED WHAT
2. THEIR JOB MEANS TO THEM, THEIR NEIGHBOR,
3. AND THEIR SOCIETY LITTLE DO PEOPLE REALIZE
4. THAT THEIR JOB, NO MATTER WHAT IT
5. IS, SATISFIES NOT ONLY HIS PERSONAL NEEDS BUT
6. ALSO VERY MUCH THE NEEDS OF HIS SOCIETY

Contract #4  
40 min.

1. ARE SOCIETAL NEEDS AND PERSONAL NEEDS RELATED
2. FIRST, THEY ARE RELATED BECAUSE PEOPLE MAKE
3. UP A SOCIETY, AND MANY PEOPLE HAVE
4. SIMILAR LIKES AND DISLIKES SECONDLY, SOCIETY TO
5. BE SUCCESSFUL NEEDS EACH AND EVERY ONE
6. OF ITS MEMBERS DOING HIS VERY BEST
7. JOB POSSIBLE THIS IS A MUST FOR SUCCESS

Contract #5  
40 min.

1. WHEN A PERSON SATISFIES A PERSONAL NEED,
2. HE ALSO WILL HELP SATISFY A SOCIETAL
3. NEED FOR EXAMPLE SUPPOSE THIS PERSONAL NEED

Contract #6  
40 min.

Handout 4.4.1  
(Cont.)

4. WAS TO EARN ENOUGH MONEY TO BUY
  5. FOOD AS THIS PERSON BUYS THE
  6. FOOD, HE SATISFIES ONE OF THE
  7. PERSONAL NEEDS OF THE GROCER WHO
  8. IN TURN CAN NOW STAY IN BUSINESS
- 
1. NOW, OTHER PEOPLE MAY SOLVE THEIR PERSONAL
  2. NEED OF FOOD AND, OF COURSE, PEOPLE
  3. MAKE UP SOCIETY SO THE SOCIETAL NEED
  4. OF FOOD IS SOLVED BY THE GROCER
  5. STAYING IN BUSINESS EACH TIME A PERSON
  6. FULFILLS A PERSONAL NEED, NO MATTER WHAT
  7. IT IS, IT WILL BENEFIT THE SOCIETY
  8. AND IN TURN WHEN SOCIETAL NEEDS ARE
  9. MET, THAN A PERSON MAY MEET EVEN
  10. MORE OF HIS PERSONAL NEEDS

Contract #2  
40 min.

1. IN EVERY SOCIETY, NO MATTER WHAT KIND



Handout 4.4.1  
(Cont.)

2. IT IS, THE BASIC PRINCIPLE OF WHEN
3. PERSONAL NEEDS ARE MET THEN SOCIETAL NEEDS
4. ARE MET RINGS TRUE HISTORY HAS PROVED
5. THIS FOR EXAMPLE, WHEN ONE LOOKS BACK
6. TO THE FALL OF EMPERORS IN PAST
7. DECADES, ONE CAN SEE THAT THERE WAS
8. A DECAY IN THE WORKING CLASS WHICH
9. GNAWED AT THE VERY ROOTS OF THE
10. SOCIETY IN TIME, THAT SOCIETY COLLAPSED

Contract #3  
50 min.

1. ANOTHER FACT THAT HAS NOT HERETOFORE BEEN
2. DISCUSSED IS THE KIND OF JOB WE
3. DO RELATES TO THE KIND OF SOCIETY
4. WE HAVE IT HAS BEEN PROVED IN
5. MOST SOCIETIES THAT HOW WELL A PERSON
6. DOES HIS JOB DIRECTLY RELATES TO HOW
7. WELL HIS PERSONAL NEEDS WILL BE SATISFIED

Contract #1  
45 min.

8. AND HOW WELL THE SOCIETY WILL

9. BENEFIT FROM A JOB WELL DONE

I	II	III	IV
against allowed already altar amateur amount and apology	loose loss manner matter maybe meant medical methods	really rebel regard remember scene simple since source	indefinite independent influence intelligent irritable laborer likeness loneliness
dining disease divide divine dropped due during easily huge	hundred imagine involve laid later license likely lives	noble omit opposite passed past permit piece planned	happiness hopeless hunger hungry ideally ignorant immense increase
began bigger breath buried bury busy career careful	led lose mere paid possible precede quiet rhythm	write absence accustom across advice advise afraid ninety	lonely magazine medicine mischief allowed another applies approximate
cemetery chief choice choose cite clothes committee condemn	minutes moral among belief coming define effect height	sense shine studying than then there too woman	arouse article attendant attitude bargain beautiful beginner biggest
confuse council create cruelty dealt desire device dilemma hoping	eighth enjoy escape etc. expect expense fallacy families	using view yield everything favorite forward fulfill governor handled	conceive concern consistent controlled deceive decided despair difficult discipline
area arise athlete attack basis beauty become before	fantasy field forty fourth further gaiety genius grammar group hear	speech story stretch strict swimming themselves those tomorrow tried	Britain careless carrier challenge children chose companies competitor concede

Handout 4.4.1  
(Cont.)

## V

accommodate  
acquire  
apparent  
argument  
benefited  
definition  
describe  
embarrass

environment  
existent  
explanation  
fascinate  
interest  
losing  
occurred  
opinion

particular  
personal  
practical  
precede  
prepare  
privilege  
procedure  
professor

prominent  
pursue  
receive  
recommend  
separate  
shining  
similar  
studying

succeed  
surprise  
thorough  
transferred  
villain  
writing  
abundant  
acceptable  
accidental

accomplish  
accurate  
actually  
admission  
affect  
confusion  
connote  
conscience  
convenient

## VI

counselor  
countries  
criticism  
cruelly  
curious  
enough  
enterprise  
entertain

entirely  
entrance  
equipment  
listener  
material  
mathematics  
peace  
peculiar

pertain  
phase  
physical  
pleasant  
political  
preferred  
presence  
primitive

safety  
satire  
satisfied  
seize  
sentence  
several  
shepherd  
simply

prisoners  
quantity  
represent  
resources  
religion  
response  
revealed  
roommate  
sacrifice

sincerely  
speaking  
sponsor  
stepped  
stories  
straight  
stubborn  
summed  
suppose

CONCEPT: #4 AN INDIVIDUAL WORKS TO SATISFY PERSONAL AND SOCIAL NEEDS

DEVELOPMENTAL OBJECTIVE: 4.5 Understands that career planning relates to fulfilling personal and social needs.

BEHAVIORAL OBJECTIVE: \*4.5 Each student will be able to detail in paragraph form the relationship between careful career planning and the fulfillment of personal and social needs.

LEARNING ACTIVITIES: 4.5

1. Each student will participate in a class construction of a list of needs.
2. Each student will complete handout 4.5.1.
3. Each student will describe his responses to handout #1 to the class.
4. Each student will conduct an interview using handout 4.5.2.
5. Each student will report the findings of his interview to the class.
6. Each student will describe in paragraph form the relationship between careful career planning and the fulfillment of personal and social needs.

Total class time required: Approximately 3 periods

Activity developer: William Murphy, teacher

Contract completed: March 1974

Criterion level reached: 90 percentile

## Handout 4.5.1

Based on the discussion of NEEDS that we have just had rank the following list of basic needs. Based on how you feel at this moment.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

1. Love-The need to love and be loved. The need to feel accepted by friends, family, and yourself.
2. Physical-food, clothing, and shelter.
3. Self-actualization-The need to become what you can potentially be.
4. Safety-The need of having an orderly and predictable world.
5. Esteem-The need to be recognized. The need for independence and understanding.

Complete the following sentence.

I am mainly concerned about \_\_\_\_\_

## Handout 4.5.2

Ask one other person (adult) the following questions. Name \_\_\_\_\_

What one single need has been the greatest motivating force in your life?

\_\_\_\_\_

Is it still the strongest motivating force? \_\_\_\_\_ If not which one has replaced it?

CONCEPT: #4 AN INDIVIDUAL WORKS TO SATISFY PERSONAL AND SOCIAL NEEDS

DEVELOPMENTAL OBJECTIVE: 4.6 Understands that a person may satisfy his personal-social-economic-political needs through an occupation.

BEHAVIORAL OBJECTIVE: 4.6 Each student will be able to list at least three of his social-economic-political needs in addition to his previously described personal needs (see 4.4).  
 \*Each student will be able to describe in paragraph form the means of achieving satisfaction of his personal-social-economic-political needs through his prospective occupational choice.

LEARNING ACTIVITIES: 4.6

1. Each student will receive a description of Concept #4 and Behavior Objective 4.6.
2. Each student will complete the Learning Activities in 4.4.
3. Each student will participate in and make notes from a class discussion of societal needs.
4. Each student will receive a definition of economic needs and will participate in and make notes from a class discussion of economic needs, banking, and finance.
5. Each student will listen to a lecture on the organization of state and local governments.
6. Each student will conduct a parental interview on political needs.
7. Each student will rejoin his company formed in 4.4 to select a member to participate on a bargaining committee to discuss grievances with the instructor.
8. Each student will listen to selected members of the bargaining committee set forth grievances to the instructor-manager concerning contract negotiations.
9. Each company will attempt to complete their new contract.
10. Each company will write a 150 word essay to be presented to the class on how personal, social, economic, and political needs are satisfied through employment.
11. Each student will complete the handout 4.6.1.

Total class time required: Approximately 15 1/2 periods

Activity developer: Kenneth Cottle, teacher

Contract completed: March 1974

Criterion level reached: 100 percentile







CONCEPT: #4 AN INDIVIDUAL WORKS TO SATISFY PERSONAL AND SOCIAL NEEDS

DEVELOPMENTAL OBJECTIVE: 4.7 Accepts the necessity for compromise between one's societal and individual needs in career development.

BEHAVIORAL OBJECTIVE: \*4.7 Each student will be able to describe in writing the necessity of compromise between individual and societal needs (see 4.4) with regard to his prospective occupational choice.

LEARNING ACTIVITIES: 4.7

1. Each student will receive a description of Concept #4 and Behavioral Objective 4.7.
2. Each student will complete the Learning Activities in 4.4 and 4.6.
3. Each student will conduct a parental interview on the career compromises they have made during their lives.
4. Each student will report the results of his parental interview to the class.
5. Each student will rejoin his company formed in 4.4 to participate in a discussion of compromises made during completion of their contracts.
6. Each student will listen to selected members from each company present their company compromises to the class.
7. Each student will describe in paragraph form the necessity of compromise between societal and individual needs.

Total class time required: Approximately 8 periods

Activity developer: Kenneth Cottle, teacher

Contract completed: April 1974

Criterion level reached: 100 percentile

CONCEPT: #5 EDUCATION AND WORK ARE INTERRELATED

DEVELOPMENTAL OBJECTIVE: 5.7 Identifies the special skills necessary for predicted or desired life goals (refer to 1.14).

BEHAVIORAL OBJECTIVE: 5.7 Each student will be able to list the necessary occupations requirements (i.e., skill training, work experience, academic preparation, work-related leisure-time activities, requisite skills) for acceptance in his anticipated career field.

LEARNING ACTIVITIES: 5.7

1. Each student will participate in a class discussion on where to locate information on job requirements and will complete handout 5.7.1.
2. Each student will undertake research in the vocational library to complete handout 5.7.2.
3. Each student will listen to selected students report the findings of their research to the class.
4. Each student will complete handout 5.7.3.

Total class time required: Approximately 5 periods

Activity developer: Natalie Kimball, teacher

Contract completed: March 1974

Criterion level reached: 95 percentile

Name \_\_\_\_\_

SOURCES OF INFORMATION ON JOB REQUIREMENTS

1. Where can you find out how much schooling is required for a particular job?
2. Where can you find out what other training is required?
3. Where can you find out what special license or permit is required?
4. Where can you find out what the physical requirements are?
5. Where can you find out what social skills are required?
6. Where can you find out what kind of reading is done on this job?
7. Where can you find out what kind of writing is done on this job?
8. Where can you find out what math skills are needed for this job?
9. Where can you find out what high school courses are offered that you can take?

## Handout 5.7.2

Name \_\_\_\_\_

1. What do you think your future job might be?
2. How much formal education (years of school) is required for this job? What?
3. What special training other than formal education is required?
4. What kind of special degree, license, or permit is required for this job?
5. What are the special physical requirements for doing this job?  
(vision, hearing, kinds of activity, amount of strength, etc.)
6. What physical disabilities would prevent your getting this job?
7. What social skills does this job require?  
(talking, persuasiveness, knowledge of etiquette, memory for names, pleasant manner, etc.)
8. What kind of reading is required to train for doing this job?
9. What kind of writing is required on this job?
10. What kind of math skills are required to do this job?
11. What high school courses would be most valuable to help prepare you for this job?
12. What leisure time activities would best help you get ahead in this job?

Name \_\_\_\_\_

## JOB REQUIREMENT CHECKLIST

1. Did you complete the questionnaire on job requirements by getting information from someone besides your teacher?
2. What job did you do your research on?
3. Read the list of education, training, classes, and skills below. Check the right column to show how important each is to get and do well in the job you chose.

high school education				general science				
college education				biology				
education beyond college				chemistry				
trade-technical school				physics				
business school				physiology				
beauty school				hygiene				
internship				business math				
apprenticeship				bookkeeping				
company training school				business machines				
on-the-job training				typing				
special license				shorthand				
special permit				office practice				
auto mechanics				general english				
electricity				speech				
machine shop				journalism				
mechanical drawing				foreign language				
plastics				business english				
printing				civics				
radio				history				
sheet metal				economics				
welding				general art				
woodworking				photography				
general shop				home economics, food				
architectural drawing				home economics, clothing				
algebra				home management				
geometry				instrumental music				
trigonometry				vocal music				
advanced math				music appreciation				
general math				physical education				

not needed  
would help  
should have  
must have

not needed  
would help  
should have  
must have

Handout 5.7.3  
(Cont.)

strong muscles					read textbooks				
physical endurance					read technical books				
manual dexterity					read training manuals				
physical agility					read direction manuals				
good vision					read forms				
keen hearing					read signposts				
freedom from organic disease					read place names				
manual repetition					read person's names				
pass physical examination					read letters				
clear speech					read maps				
persuasive talker					read handwriting				
memory for names					read numbers				
polished manners					read meters and gauges				
enjoy working with people					read instruments				
enjoy working with things					read lists				
enjoy working with animals					write letters				
concentrate for a long time					write articles				
accurate spelling					write work plans				
good grammar					write work reports				
legible handwriting					fill out forms				
alphabetizing					make change (money)				
business skills					read and use measures				
mostly indoor activities					read and use weights				
mostly outdoor activities					make estimates				
understands people					figure totals and discounts				
				not needed					not needed
				would help					would help
				should have					should have
				must have					must have

4. What are two or more leisure time activities that could help you get ahead in this job?



CONCEPT: #6 OCCUPATIONS ARE OF A WIDE VARIETY AND MAY BE GROUPED IN DIFFERENT CLUSTERS

DEVELOPMENTAL OBJECTIVE: 6.7 Understands the various ways of classifying occupations; i.e., goods vs. services; people, idea, or thing; industry; geography; economic factors.

BEHAVIORAL OBJECTIVE: 6.7 Each student will be able to list the five ways of classifying occupations via broad categories (i.e., goods vs. services; people, idea, or thing; industry; geography; and economic factors). Each student will be able to list at least three occupations from each skill category (i.e., unskilled, semi-skilled, skilled, professional) and be able to correctly identify each job listed according to goods vs. services; people, idea, or thing; and industry.

LEARNING ACTIVITIES: 6.7

1. Each student will receive a definition and description of the following skill categories:
  - a. unskilled  
semi-skilled: jobs requiring no specialized training beyond basic skills or only minimal training.
  - b. skilled: jobs requiring additional specialized training, trade school, or special courses.
  - c. professional: jobs requiring a bachelors degree or advanced degree.
2. Each student will listen to and take notes from a lecture on the five ways of classifying occupations via broad categories.
3. Each student will complete the handout 6.7.1.

Total class time required: Approximately 2 periods

Activity developer: Sylvia Carter, teacher

Contract completed: March 1974

Criterion level reached: 95 percentile

## JOB CATEGORIES

Handout 6.7.1

Unskilled

Animal Keeper  
 Bagger (grocery)  
 Busboy  
 Car Hop  
 Carpenter's Helper  
 Child Care Attendent  
 Cook, short order  
 Dishwasher  
 Elevator Operator  
 Farmhand  
 Highway Flagman  
 Janitor's Helper  
 Maid, household  
 Nurse's Aide  
 Parking Lot Attendent  
 Plumber's Helper  
 Telephone Answering Service  
 Operator  
 Usher, theater  
 Warehouseman's Helper  
 Window Cleaner

Semi-skilled

Bus Driver  
 Forest Fire Fighter  
 Industrial Truck Operator  
 Laundry and Dry Cleaning  
 Operator  
 Power Sewing Machine Operator  
 Service Station Attendent  
 Taxi Driver

Aircraft Mechanic  
 All-round Machinists  
 Appliance Serviceman  
 Auto-body repairman  
 Automobile Mechanic  
 Bricklayer  
 Carpenter  
 Diesel Mechanic  
 Dispensing Optician  
 Electrician  
 Glazier  
 Operating Engineer  
 Painter  
 Paperhanger  
 Plumber-Pipefitter  
 Telephone Installer  
 Television and Radio  
 Repairman  
 Truck and Bus Mechanic  
 Tool and Die Maker  
 Watch Repairman

Technical

Agri-Business Technician  
 Air Traffic Controller  
 Broadcast Technician  
 Computer Programmer  
 Crime Lab Technician  
 Dental Assistant  
 Dental Hygienist  
 Fashion Merchandising  
 Specialists  
 Floriculture Technician  
 Forestry Technician  
 Laboratory Animal Care  
 Technician  
 Library Technician  
 Licenced Practical Nurse  
 Medical Lab Technician  
 Operation Room Technician  
 Para-Med (Physician Assistant)  
 Radiology Technician  
 Secretary  
 Social Welfare Assistant

Professional

Airplane Pilot, Commercial  
 Architect  
 Athletic Coach  
 Dentist  
 Dietitians  
 Doctor  
 Electrical Engineer  
 Forester  
 Geologist  
 Home Economists  
 Lawyer  
 Mechanical Engineer  
 Meteorologists  
 Oceanographer  
 Pharmacists  
 Registered Nurse  
 Social Worker  
 Teacher, Elementary School  
 Teacher, Secondary School  
 Veterinarian

Handout 6.7.1  
(Cont.)

Name \_\_\_\_\_

UNSKILLED SEMI-SKILLED	GOODS VS. SERVICES	PEOPLE, IDEAS, THINGS	INDUSTRY
1			
2			
3			
SKILLED			
1			
2			
3			
PROFESSIONAL			
1			
2			
3			

CONCEPT: #6 OCCUPATIONS ARE OF A WIDE VARIETY AND MAY BE GROUPED IN DIFFERENT CLUSTERS

DEVELOPMENTAL OBJECTIVE: 6.8 Knows that people within a given cluster tend to relate more with one another than with people within other clusters.

BEHAVIORAL OBJECTIVE: \*6.8 Each student will be able to write an essay describing the tendency of people within a given career cluster to relate more with one another than with people in other clusters.

LEARNING ACTIVITIES: 6.8

1. Each student will listen to a lecture on career clusters and receive handout #1.
2. Each student will complete handout #2.
3. Each student will receive a list of all occupations surveyed and will correctly classify these jobs according to their cluster.
4. Each student will report the findings of his survey to the class on whether the person surveyed tended to relate more with people within his own career cluster or with people within another career cluster.
5. Each student will discuss in essay form whether people within a given career cluster tend to relate more with one another or with people in other clusters.

Total class time required: Approximately 3 periods

Activity developer: Annette Adams, teacher

Contract completed: March 1974

Criterion level reached: 85 percentile

## OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

## OCCUPATIONAL CATEGORIES

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

## TWO-DIGIT OCCUPATIONAL DIVISIONS

## PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

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

## CLERICAL AND SALES OCCUPATIONS

- 20 Stenography, typing, filing, and related occupations
- 21 Computing and account-recording occupations
- 22 Material and production recording occupations
- 23 Information and message distribution occupations
- 24 Miscellaneous clerical occupations
- 25 Salesmen, services
- 26) Salesmen and salespersons, commodities
- 27) Merchandising occupations, except salesmen
- 28)
- 29

Handout 6.8.1  
(Cont.)

SERVICE OCCUPATIONS

- 30 Domestic service occupations
- 31 Food and beverage preparation and service occupations
- 32 Lodging and related service occupations
- 33 Barbering, cosmetology, and related service occupations
- 34 Amusement and recreation service occupations
- 35 Miscellaneous personal service occupations
- 36 Apparel and furnishings service occupations
- 37 Protective service occupations
- 38 Building and related service occupations

FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

- 40 Plant farming occupations
- 41 Animal farming occupations
- 42 Miscellaneous farming and related occupations
- 43 Fishery and related occupations
- 44 Forestry occupations
- 45 Hunting, trapping, and related occupations
- 46 Agricultural service occupations

PROCESSING OCCUPATIONS

- 50 Occupations in processing of metal
- 51 Ore refining and foundry occupations
- 52 Occupations in processing of food, tobacco, and related products
- 53 Occupations in processing of paper and related materials
- 54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
- 55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint and related products
- 56 Occupations in processing of wood and wood products
- 57 Occupations in processing stone, clay, glass, and related products
- 58 Occupations in processing of leather, textiles, and related products
- 59 Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

- 60 Metal machining occupations
- 61 Metalworking occupations, e.e.c.
- 62) Mechanics and machinery repairmen
- 63)
- 64 Paperworking occupations
- 65 Printing occupations
- 66 Wood making occupations
- 67 Occupations in machining stone, clay, glass, and related materials
- 68 Textile occupations
- 69 Machine trades occupations, n.e.c.

## BENCH WORK OCCUPATIONS

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

## STRUCTURAL WORK OCCUPATIONS

- 80 Occupations in metal fabricating, n.e.c.
- 81 Welders, flame cutters, and related occupations
- 82 Electrical assembling, installing, and repairing occupations
- 83
- 84 Painting, plastering, waterproofing, cementing, and related occupations
- 85 Excavating, grading, paving, and related occupations
- 86 Construction occupations, n.e.c.
- 89 Structural work occupations, n.e.c.

## MISCELLANEOUS OCCUPATIONS

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

## OCCUPATION SURVEY

1. What is your occupation?
2. How much training or education is required for your job?
3. How much education have you had?
4. How many hours per week do you work?           What shifts?
5. Do you feel your income is:
  - a. Above average
  - b. Average
  - c. Below average
6. Would you rate your neighborhood as:
  - a. Above average
  - b. Average
  - c. Below average
7. How many children do you have?
8. What training do you anticipate for your children?
9. What are your interests and hobbies?
10. What do you do in your leisure time?
11. Do you associate with the people you work with other than at work?  
If yes, when?
12. What type of occupations do most of your close friends have?
13. What people do you feel you can relate best with?



CONCEPT: #6 OCCUPATIONS ARE OF A WIDE VARIETY AND MAY BE GROUPED IN DIFFERENT CLUSTERS

DEVELOPMENTAL OBJECTIVE: 6.9 Recognizes that there is a wide and increasing variety of occupations within each cluster.

BEHAVIORAL OBJECTIVE: 6.9 Each student will be able to list, using available resource materials, at least 10 occupations within his projected career cluster.  
Each student will be able to specify at least five additional occupations within his projected career cluster that have recently been created or described.

LEARNING ACTIVITIES: 6.9

1. Each student will participate in a group discussion concerning occupational clusters.
2. Each student will make a tentative occupation career cluster choice from handout 6.9.1.
3. Each student will undertake research in the vocational library to complete handout 6.9.2.

Total class time required: Approximately 2½ periods

Activity developer: Murial Pomeroy, Counselor

Contract completed: March 1974

Criterion level reached: 95 percentile

## OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

## OCCUPATIONAL CATEGORIES

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

## TWO-DIGIT OCCUPATIONAL DIVISIONS

## PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

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

## CLERICAL AND SALES OCCUPATIONS

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

## SERVICE OCCUPATIONS

- 30 Domestic service occupations
- 31 Food and beverage preparation and service occupations
- 32 Lodging and related service occupations
- 33 Barbering, cosmetology, and related service occupations
- 34 Amusement and recreation service occupations
- 35 Miscellaneous personal service occupations
- 36 Apparel and furnishings service occupations
- 37 Protective service occupations
- 38 Building and related service occupations

## FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

- 40 Plant farming occupations
- 41 Animal farming occupations
- 42 Miscellaneous farming and related occupations
- 43 Fishery and related occupations
- 44 Forestry occupations
- 45 Hunting, trapping, and related occupations
- 46 Agricultural service occupations

## PROCESSING OCCUPATIONS

- 50 Occupations in processing of metal
- 51 Ore refining and foundry occupations
- 52 Occupations in processing of food, tobacco, and related products
- 53 Occupations in processing of paper and related materials
- 54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
- 55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint and related products
- 56 Occupations in processing of wood and wood products
- 57 Occupations in processing stone, clay, glass, and related products
- 58 Occupations in processing of leather, textiles, and related products
- 59 Processing occupations, nec.

## MACHINE TRADES OCCUPATIONS

- 60 Metal machining occupations
- 61 Metalworking occupations, e.e.c.
- 62) Mechanics and machinery repairmen
- 63)
- 64 Paperworking occupations
- 65 Printing occupations
- 66 Wood making occupations
- 67 Occupations in machining stone, clay, glass, and related materials
- 68 Textile occupations
- 69 Machine trades occupations, n.e.c.

Handout 6.9.1  
(Cont.)

## BENCH WORK OCCUPATIONS

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

## STRUCTURAL WORK OCCUPATIONS

- 80 Occupations in metal fabricating, n.e.c.
- 81 Welders, flame cutters, and related occupations
- 82 Electrical assembling, installing, and repairing occupations
- 83
- 84 Painting, plastering, waterproofing, cementing, and related occupations
- 85 Excavating, grading, paving, and related occupations
- 86 Construction occupations, n.e.c.
- 89 Structural work occupations, n.e.c.

## MISCELLANEOUS OCCUPATIONS

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

Name \_\_\_\_\_

## OCCUPATIONAL CLUSTERS

Jobs are grouped together into broad occupational fields on the basis of common characteristics. Some common characteristics may be that they:

1. Belong to the same industry
2. Require similar training
3. Involve similar activities
4. Satisfy similar interests
5. Require similar skills
6. Are in the same location

Knowing what occupational cluster a job belongs to may help you to learn about other jobs which might interest you. It can help you discover other jobs which require similar abilities, skills, or training.

1. The occupational clusters are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

2. My cluster choice is:

\_\_\_\_\_

Handout 6.9.2  
(Cont.)

3. Ten jobs found in my cluster choice:

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

4. Five recently developed or created occupations found in my cluster choice:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

CONCEPT: #6 OCCUPATIONS ARE OF A WIDE VARIETY AND MAY BE GROUPED IN DIFFERENT CLUSTERS

DEVELOPMENTAL OBJECTIVE: 6.10 Recognizes that there are many job levels within an occupational field.

BEHAVIORAL OBJECTIVE: 6.10 Each student will be able to list, using available resource materials, at least five occupations from each skill category (i.e., unskilled, semi-skilled, skilled, professional) within his projected career cluster (see 6.9).

LEARNING ACTIVITIES: 6.10

1. Each student will complete the Learning Activities in 6.9.
2. Each student will receive a definition of each skill category:
  - a. Unskilled - less than a high school education required.
  - b. Semi-skilled - high school education desirable and some training required.
  - c. Skilled - high school education and technical training required.
  - d. Professional - college education and advanced degree required.
3. Each student will undertake research in the vocational library to complete the handout

Total class time required: Approximately 1 period

Activity developer: Kathryn Lyman, teacher

Contract completed: April 1974

Criterion level reached: 100 percentile

## Handout 6.10.1

OCCUPATIONS ARE OF A WIDE VARIETY AND MAY BE GROUPED IN DIFFERENT CLUSTERS

Each student will be able to list, using available materials, at least five occupations from each skill category (unskilled, semi-skilled, skilled professional) within his projected career clusters.

My prospective cluster is \_\_\_\_\_

My prospective job is \_\_\_\_\_

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

From the cluster (0 to 9) selected, list the following:

1. five unskilled jobs (no training required).
2. five semi-skilled jobs (some training is required).
3. five skilled or technical level jobs (training or technical schooling required).
4. five professional jobs (4 or more years of college or degree required).

NAME \_\_\_\_\_



CONCEPT: #7 GEOGRAPHICAL LOCATION AND JOB SPECIALIZATION LEAD TO INTERDEPENDENCY AND AFFECT CAREER CHOICE

DEVELOPMENTAL OBJECTIVE: 7.5 Understands the interdependency of nations according to the economic and national resource potential of countries and the effect this has on job availability.

BEHAVIORAL OBJECTIVE: \*7.5 Each student will be able to write a paragraph describing the interdependency of any two nations according to the economic and national resource potential of these countries.  
\*Each student will be able to describe in paragraph form how the economic and national resource potential of two interdependent nations affects job availability.

LEARNING ACTIVITIES: 7.5

1. Each student will receive a definition of self-sufficient and interdependency.
2. Each student will listen to a lecture on the economic interdependency of nations and on nations that are interdependent for resources they require and for markets to sell their products.
3. Each student will undertake library research to complete handout 7.5.1.
4. Each student will listen to selected students report the findings of their research to the class.
5. Each student will listen to a lecture on the process of products manufacturing and export and on nations whose interdependency will affect the number and kinds of jobs available.
6. Each student will complete handout 7.5.2.

Total class time required: Approximately 2 periods

Activity developer: Julie Peacock, teacher  
Contract completed: March 1974  
Criterion level reached: 95 percentile

Name \_\_\_\_\_

In the library use geography text book or encyclopedias to find:

1. a. Some resources that a European or Asian country we have studied exports to the U.S.A.:

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- b. What are these resources used for?

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2. a. Some resources that the same country imports from the U.S.A.

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- b. How are these resources obtained?

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3. Some products an Asian or European country buys (imports) from the U.S.A.

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4. Some products the U.S.A. imports from the other country.

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CONCEPT: #7 GEOGRAPHICAL LOCATION AND JOB SPECIALIZATION LEAD TO INTERDEPENDENCY AND AFFECT CAREER CHOICE

DEVELOPMENTAL OBJECTIVE: 7.6 Understands what interdependent relationship one's tentative career choice has with other career specialities.

BEHAVIORAL OBJECTIVE: 7.6 Each student will be able to describe in writing the career specialities that serve a necessary supportive function for his prospective job choice.

LEARNING ACTIVITIES: 7.6

1. Each student will view the filmstrip "What Are Job Families?" and participate in a discussion on how one occupation within a family supports another.
2. Each student will participate in a role playing simulation of how the occupation of:
  - a. a nurse is supported by a nurse's aid, practical nurse, orderly, hospital housekeeper.
  - b. a carpenter is supported by a plumber, electrician, lumber salesman, cement mason.
3. Each student will receive a description on the construction of an occupational flow chart (i.e., occupations which support or contribute to another occupation) and will then select an occupation and complete handout 7.6.1.
4. Each student will receive a description on the construction of a job wheel and will then select an occupation and complete handout 7.6.2.
5. Each student will complete handout 7.6.3

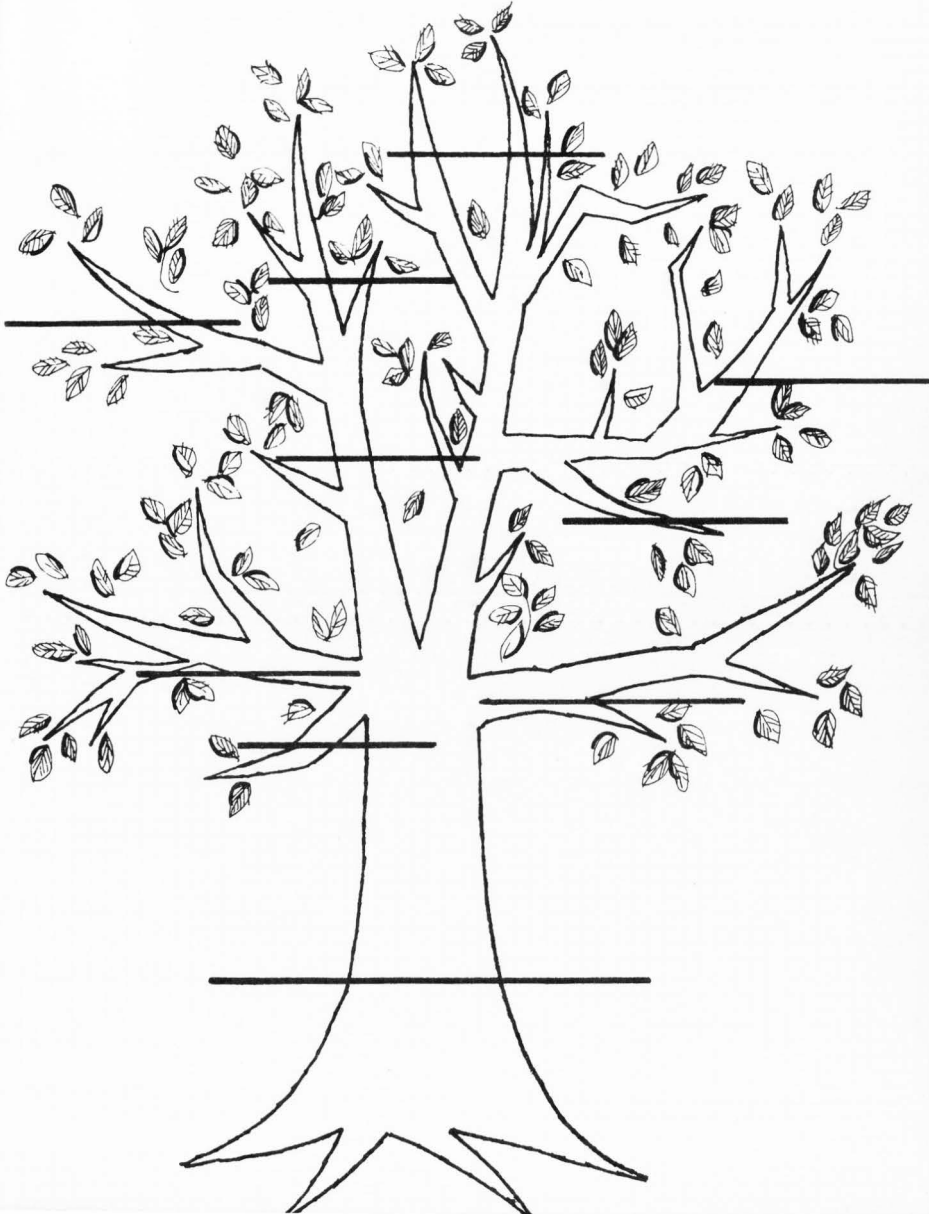
Total class time required: Approximately 4 periods

Activity developer: Murial Pomeroy, counselor

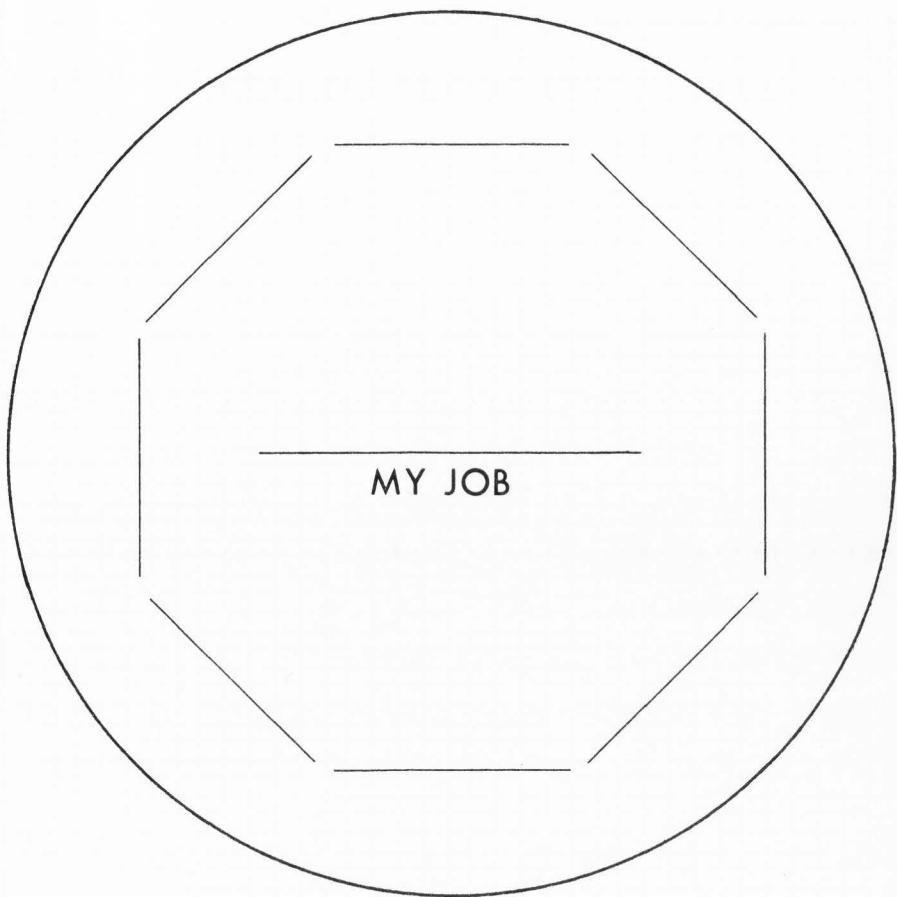
Contract completed: April 1974

Criterion level reached: 95 percentile

## THE JOB "FAMILY TREE"



# JOB WHEEL



CAREER SPECIALTIES THAT SUPPORT  
MY PROSPECTIVE JOB CHOICE

Name \_\_\_\_\_

1. Write a paragraph explaining what supportive jobs are important to your occupation choice.

CONCEPT: #7 GEOGRAPHICAL LOCATION AND JOB SPECIALIZATION LEAD TO INTERDEPENDENCY AND AFFECT CAREER CHOICE

DEVELOPMENTAL OBJECTIVE: 7.7 Recognizes that one's tentative career choice has implications for location of job availability.

BEHAVIORAL OBJECTIVE: 7.7 Each student will be able to list the geographic potentials and limitations specific to a prospective career choice.

LEARNING ACTIVITIES: 7.7

1. Each student will participate in a class discussion on the interdependency of job selection and the location of one's residence.
2. Each student will complete the handout 7.7.1.

Total class time required: Approximately 1½ periods

Activity developer: Kathryn Lyman, teacher

Contract completed:

April 1974

Criterion level reached: 90 percentile



## GEOGRAPHIC LOCATION AND ITS EFFECT ON A JOB CHOICE

NAME \_\_\_\_\_

True-False questions: mark true with a (+) and false with a (0).

Name a job you would like \_\_\_\_\_

Use this job to answer the following questions.

- \_\_\_\_\_ 1. Your choice of a job affects where you will live?  
 \_\_\_\_\_ 2. You can get any job in any city?  
 \_\_\_\_\_ 3. Some jobs can be done only in a big city?  
 \_\_\_\_\_ 4. Some jobs can be done only in the country?  
 \_\_\_\_\_ 5. My job can be done only in the city?  
 \_\_\_\_\_ 6. My job can be done only in the country?  
 \_\_\_\_\_ 7. Some jobs can be done either in the city or the country?  
 \_\_\_\_\_ 8. My job can be done in either the city or the country?  
 \_\_\_\_\_ 9. My job can be done alone (no other people are involved).  
 \_\_\_\_\_ 10. My job needs other people I can help or who can help me?

Use the job you have selected to answer the following multiple choice questions.

- \_\_\_\_\_ 1. I could get my job in a city of: (A) 100; (B) 1,000; (C) 10,000; (D) 1,000,000; (E) 10,000,000.  
 \_\_\_\_\_ 2. I could get my job in: (A) Washington Terrace; (B) Odgen; (C) Salt Lake City; (D) none of these.  
 \_\_\_\_\_ 3. I could get my job: (A) only where there are mountains; (B) only where there are no mountains; (C) only where there are lakes; (D) only where there is an ocean; (E) only where there are all of these; (F) only where there are none of these.  
 \_\_\_\_\_ 4. I could get my job: (A) on a farm; (B) on a ranch; (C) in the desert; (D) on the moon.  
 \_\_\_\_\_ 5. My job can be done: (A) all by myself; (B) with 1 or 2 people; (C) with a small group of people; (D) with many people.  
 \_\_\_\_\_ 6. My job requires: (A) houses; (B) small stores; (C) big "chain" stores; (D) a private office; (E) all of these; (F) none of these.

Name several other things that affect your job from the class discussion.

Handout 7.7.1  
(Cont.)

WHERE WOULD YOU LIKE TO LIVE?

- \_\_\_\_\_ (A) in a big city; (B) on a farm; (C) in a small town; (D) in the mountains;  
(E) in a neighborhood of mixed nationalities.
- \_\_\_\_\_ (A) in a log cabin; (B) in a small apartment; (C) in your own home;  
(D) in a duplex; (E) in a fancy condominium.
- \_\_\_\_\_ (A) in this town; (B) in this county; (C) anywhere in Utah; (D) in the  
wester U.S.; (E) anywhere in the U.S.; (F) in a foreign country.

THINK ABOUT WHERE YOU WANT TO LIVE, TELL ME ABOUT IT

DOES WHERE YOU WANT TO LIVE AFFECT YOUR JOB CHOICE? NAME SOME WAYS.

1

2

3

NAME THE JOB YOU WANT \_\_\_\_\_

IS THAT JOB AVAILABLE IN THE KIND OF PLACE YOU WANT TO LIVE?

LIST 10 FACTORS (GEOGRAPHY) THAT HELP OR HINDER YOU IN THE JOB YOU CHOOSE.  
(Mountains, rivers, oceans, size of city, number of people, how you want to  
live, where, type of neighborhood etc.) HOW WILL EACH ONE HELP OR HINDER YOU?

1

2

3

4

5

6

7

8

9

10

CONCEPT: #8 PERSONAL HABITS, PHYSICAL AND MENTAL HEALTH AFFECT SUCCESS IN CAREERS

DEVELOPMENTAL OBJECTIVE: 8.4 Recognizes those areas of health, appearance, manners, and personal characteristics which will affect one's future employability and which will be affected by various occupations.

BEHAVIORAL OBJECTIVE: 8.4 Each student will be able to make a comprehensive list describing his health, appearance, manners, and personal characteristics as they relate to his future employability.  
Each student will select one job from each skill category (i.e., unskilled, semi-skilled, skilled, professional) and be able to describe in writing the necessary health, appearance, manners, and personal characteristics required by these various occupations.

LEARNING ACTIVITIES: 8.4

1. Each student will participate in a class discussion on how personal characteristics affect future employability.
2. Each student will complete handout 8.41.
3. Each student will construct a list describing his health, appearance, manners, and personal characteristics.
4. Each student will select one job from each skill category (i.e., unskilled, semi-skilled, skilled, and professional) from handout 8.4.2
5. Each student will undertake research in the vocational library or conduct field interviews to determine what health, appearance, manners, and personal characteristics are important in each skill category chosen.
6. Each student will describe in paragraph form the necessary health, appearance, manners, and personal characteristics required by the various occupations selected.

Total class time required: Approximately 3 periods

Activity developer: Carol Dudman, teacher

Contract completed: March 1974

Criterion level reached: 95 percentile

## Handout 8.4.1

Health

	Agree			Disagree	
1. I maintain proper weight adequate for age and bone structure.	1	2	3	4	5
2. My diet is sufficient to maintain my body.	1	2	3	4	5
3. I eat proper foods	1	2	3	4	5
4. I refrain from tobacco and alcohol.	1	2	3	4	5
5. I have adequate rest to supply good energy for a happy disposition and physical fitness	1	2	3	4	5
6. I get plenty of fresh air and exercise.	1	2	3	4	5
7. I have good health.	1	2	3	4	5
8. I seldom miss school because of illness.	1	2	3	4	5
9. I do not have any handicap that will effect my career choice.	1	2	3	4	5

Personal Habits

1. I take daily baths.	1	2	3	4	5
2. I always use a deodorant.	1	2	3	4	5
3. I wash and brush my hair regularly.	1	2	3	4	5
4. I brush my teeth twice a day.	1	2	3	4	5
5. I change my clothes daily.	1	2	3	4	5
6. I maintain good posture.	1	2	3	4	5
7. I keep my shoes polished and shined.	1	2	3	4	5

Appearance

1. My hair is well kept.	1	2	3	4	5
2. My skin is clean and well cared for.	1	2	3	4	5
3. My breath is pleasant.	1	2	3	4	5
4. I obtain proper dental care.	1	2	3	4	5

Handout 8.4.1  
(Cont.)

5. My hands and nails are clean.	1	2	3	4	5
6. My clothes are neat and clean.	1	2	3	4	5
7. My clothes fit properly.	1	2	3	4	5

Manners

1. I practice proper table manners and eating habits.	1	2	3	4	5
2. I am courteous.	1	2	3	4	5
3. I am considerate of other people.	1	2	3	4	5
4. I am pleasant with people.	1	2	3	4	5
5. I do not have any annoying habits.	1	2	3	4	5
6. I show proper respect to my teachers, parents, and friends.	1	2	3	4	5

Personal Characteristics

1. I present a well groomed appearance.	1	2	3	4	5
2. I have a cheerful disposition.	1	2	3	4	5
3. My voice is pleasant.	1	2	3	4	5
4. I refrain from swearing and poor grammar.	1	2	3	4	5
5. I am a good listener.	1	2	3	4	5
6. I am dependable.	1	2	3	4	5
7. I have confidence in myself.	1	2	3	4	5
8. I complete tasks I undertake.	1	2	3	4	5
9. I am able to control myself.	1	2	3	4	5
10. I am honest.	1	2	3	4	5
11. I have a sense of humor.	1	2	3	4	5
12. I can keep a secret.	1	2	3	4	5
13. I avoid annoying habits.	1	2	3	4	5

Handout 8.4.1  
(Cont.)

14. I avoid criticizing other people.	1	2	3	4	5
15. I am not scarastic.	1	2	3	4	5
16. I do not talk behind other peoples' back.	1	2	3	4	5
17. I complete school assignments on time.	1	2	3	4	5
18. I follow directions well.	1	2	3	4	5
19. I'm able to manage money well.	1	2	3	4	5
20. I'm able to work on my own without constant supervision.	1	2	3	4	5
21. I am punctual.	1	2	3	4	5
22. I am considerate of other people's property.	1	2	3	4	5
23. I am a good citizen.	1	2	3	4	5

## Handout 8.4.2

## JOB CATEGORIES

Unskilled

Animal Keeper  
 Bagger (grocery)  
 Busboy  
 Car Hop  
 Carpenter's Helper  
 Child Care Attendent  
 Cook, short order  
 Dishwasher  
 Elevator Operator  
 Farmhand  
 Highway Flagman  
 Janitor's Helper  
 Maid, household  
 Nurse's Aide  
 Parking Lot Attendent  
 Plumber's Helper  
 Telephone Answering Service  
 Operator  
 Usher, theater  
 Warehouseman's Helper  
 Window Cleaner

Semi-skilled

Bus Driver  
 Forest Fire Fighter  
 Industrial Truck Operator  
 Laundry and Dry Cleaning  
 Operator  
 Power Sewing Machine Operator  
 Service Station Attendent  
 Taxi Driver

Skilled

Aircraft Mechanic  
 All-Round Machinists  
 Appliance Serviceman  
 Auto-body Repairman  
 Automobile Mechanic  
 Bricklayer  
 Carpenter  
 Diesel Mechanic  
 Dispensing Optician  
 Electrician  
 Glazier  
 Operating Engineer  
 Painter  
 Paperhanger  
 Plumber-Pipefitter  
 Telephone Installer  
 Television and Radio  
 Repairman  
 Truck and Bus Mechanic  
 Tool and Die Maker  
 Watch Repairman

Technical

Agri-Business Technician  
 Air Traffic Controller  
 Broadcast Technician  
 Computer Programmer  
 Crime Lab Technician  
 Dental Assistant  
 Dental Hygienist  
 Electronics Technician  
 Fashion Merchandising  
 Specialists  
 Floriculture Technician  
 Forestry Technician  
 Laboratory Animal Care  
 Technician  
 Library Technician  
 Licenced Practical Nurse  
 Medical Lab Technician  
 Operation Room Technician  
 Para-Med (Physicians Assistant)  
 Radiology Technician  
 Secretary  
 Social Welfare Assistant

Professional

Airplane Pilot, Commercial  
 Architect  
 Athletic Coach  
 Dentist  
 Dietitians  
 Doctor  
 Electrical Engineer  
 Forester  
 Geologist  
 Home Economists  
 Lawyer  
 Mechanical Engineer  
 Meteorologists  
 Oceanographer  
 Pharmacists  
 Registered Nurse  
 Social Work  
 Teacher, Elementary School  
 Teacher, Secondary School  
 Veterinarian

CONCEPT: #8 PERSONAL HABITS, PHYSICAL AND MENTAL HEALTH AFFECT SUCCESS  
IN CAREERS

DEVELOPMENTAL OBJECTIVE: 8.5 Examines personal habits as they relate to health and safety standards and policies for workers in various occupations.

BEHAVIORAL OBJECTIVE: 8.5 Each student will be able to describe in writing the health and safety standards and policies for at least two different occupations and be able to relate these to his personal habits and characteristics (see 8.4).

LEARNING ACTIVITIES: 8.5

1. Each student will complete handout 8.4.1 from 8.4.
2. Each student will undertake research in the vocational library on the health and safety requirements for two occupations of interest.
3. Each student will compare his personal habits and characteristics to the health and safety requirements of the two occupations selected.

Total class time required: Approximately 3 periods

Activity developer: Renee Newbold and Judy Jolley, teachers

Contract completed: March 1974

Criterion level reached: 100 percentile



CONCEPT: #8 PERSONAL HABITS, PHYSICAL AND MENTAL HEALTH AFFECT SUCCESS  
IN CAREERS

DEVELOPMENTAL OBJECTIVE: 8.6 Identifies methods of improvement as they  
relate to one's personal habits and health  
preparation.

BEHAVIORAL OBJECTIVE: 8.6 Each student will be able to describe in writing  
at least four methods of individual improvement  
as they relate to his personal habits and health  
preparation.  
Each student will be able to describe in writing  
at least one detailed method of improving a  
selected personal habit or health preparation.

LEARNING ACTIVITIES: 8.6

1. Each student will participate in a class discussion on personal habits which they could improve upon.
2. Each student will view a role playing simulation of a person with various undesirable habits applying for a job.
3. Each student will participate in a class construction of a list of methods of individual improvement.
4. Each student will list at least four methods of individual improvement that relate to his personal habits and health preparation.
5. Each student will select and describe one detailed method of improving a personal habit or health preparation.

Total class time required: Approximately 1½ periods

Activity developer: Kathryn Lyman, teacher  
Contract completed: April 1974  
Criterion level reached: 100 percentile

CONCEPT: #9 AN INDIVIDUAL MAY BE QUALIFIED TO PERFORM IN MANY DIFFERENT OCCUPATIONS, AND ANY ONE OCCUPATION MAY ACCOMMODATE A VARIETY OF INDIVIDUALS

DEVELOPMENTAL OBJECTIVE: 9.5 Recognizes that there are many occupations which have similar performance requirement patterns.

BEHAVIORAL OBJECTIVE: 9.5 Each student will be able to list at least four occupations from the technical and professional areas that have similar performance requirement patterns.

LEARNING ACTIVITIES: 9.5

1. Each student will view the filmstrip, "An Overview of Technical Education."
2. Each student will select one pair of related technical and professional occupations from the handout and will undertake research in the vocational library to describe their relationship.
3. Each student will report the findings of his research to the class.
4. Each student will list four occupations from the technical and professional areas that have similar performance requirement patterns.

Total class time required: Approximately 3½ periods

Activity developer: Norman DeVries, counselor

Contract completed: April 1974

Criterion level reached: 100 percentile

## RELATED TECHNICAL AND PROFESSIONAL OCCUPATIONS

TECHNICALPROFESSIONAL

Electrical Engineer Technician ←————→ Electrical Engineer

Forestry Technician ←————→ Forester

Physicians Assistant ←————→ Physician

Licensed Practical Nurse ←————→ Registered Nurse

Library Technician ←————→ Librarian

Laboratory Animal Technician ←————→ Veterinarian

Dental Hygienist ←————→ Dentist

Draftsman ←————→ Architect

Social Welfare Assistant ←————→ Social Worker

Floriculture Technician ←————→ Horticulturist

Bookkeeper ←————→ Accountant

Title Examiner ←————→ Lawyer

Policeman ←————→ F.B.I. Agent

Radiologic Technician ←————→ Radiologist

Medical Lab Technician ←————→ Pathologist

Crime Lab Technician ←————→ Criminologist

CONCEPT: #9 AN INDIVIDUAL MAY BE QUALIFIED TO PERFORM IN MANY DIFFERENT OCCUPATIONS, AND ANY ONE OCCUPATION MAY ACCOMMODATE A VARIETY OF INDIVIDUALS

DEVELOPMENTAL OBJECTIVE: 9.6 Understands that there exists a wide range of abilities, interests, and personality traits which meet the requirements for any given occupation.

BEHAVIORAL OBJECTIVE: 9.6 Each student will choose at least one professional and one technical occupation and be able to list a wide range of abilities, interests, and personality traits that meet the requirements for the selected occupations.

LEARNING ACTIVITIES: 9.6

1. Each student will listen to a lecture on the job opportunities in the professional and technical areas.
2. Each student will complete handout 9.6.1.
3. Each student will undertake research in the vocational library to select occupations whose requirements are consistent with his abilities, interests, and personality traits.
4. Each student will complete handout 9.6.2.

Total class time required: Approximately 4 periods

Activity developer: Kenneth Cottle, teacher

Contract completed: April 1974

Criterion level reached: 100 percentile

## Definition of Interests

- OUTDOOR: Preference for work or activity that keeps you outside most of the time - Usually work dealing with plants and other growing things, animals, fish and birds. Foresters, Naturalists, fishermen, telephone linemen, and farmers are among those occupations that might be of interest to those that have a high interest in the outdoors.
- MECHANICAL: Working with machines and tools - Jobs in this area suggest that you might like to work as an automobile repairman, watchmaker, drill press operator, engineer, dental assistant and medical technician.
- COMPUTATIONAL: Working with numbers - A high score in this area suggests that you might like such jobs as a bookkeeper, accountant, bank teller, or mathematician.
- SCIENTIFIC: Discovering new facts and solving problems - Doctors, chemists, nurses, engineers, radio repairmen, aviators, and dieticians usually have high scientific interests.
- PERSUASIVE: Meeting and dealing with people and promoting projects and selling things - Most actors, politicians, radio announcers, authors, salesmen, and store clerks have high persuasive interests.
- ARTISTIC: Being creative and working with your hands - Painters, sculptors, architects, dress designers, hair-dressers, and interior decorators all do artistic work.
- LITERARY: Liking to read and write - Literary jobs include novelists, historian, teacher, news reporter, editor, drama critic, librarian, and book reviewer.
- MUSICAL: Listening to music, playing an instrument, or singing - A high score in this area suggests that you might like playing an instrument in an orchestra or band, singing professionally, teaching music, or music critic.
- SOCIAL SERVICES: Preference for helping people - Nurses, boy or girl scout leaders, counselors, tutors, ministers, social workers, scored high in social service.
- CLERICAL: Office work that requires precision and accuracy - Jobs such as file clerk, secretary, stenographer, fall in this area.

Handout 9.6.1  
(Cont.)

## SELF APPRAISAL INVENTORY

WHEN I AM IN A GROUP DO I:	Rarely So	Sometimes	Always
1. introduce myself to strangers?			
2. volunteer if help is needed?			
3. follow suggestions of others cheerfully?			
4. participate in the discussion?			
5. talk when others are talking?			
6. insist on being the center of attention?			
7. behave in a manner suitable of my age?			
8. try to force my plans or wishes on others?			
9. show respect for elders?			
10. sit back and let someone else do the work?			
11. get asked to do an important job?			
12. try to follow the rules of the group?			
I RATE MYSELF IN THE FOLLOWING SUBJECT AREAS AS:	Weak	Average	Strong
mathematics			
literature			
science			
foreign languages			
history and other social studies			
industrial arts (shop) (home economics)			
music			
art			
reading			
physical education			

## SELF APPRAISAL INVENTORY (cont.)

I RATE MYSELF IN THE FOLLOWING ABILITIES AS:	Weak	Average	Strong
to do high school work			
to do technical school work, such as drafting			
to do college work			
to learn to use tools and machines			
to do the same thing over and over again			
to get along with other people			
to coordinate eye-hand operations			
to persuade people (influence them)			
to analyze or divide a problem into its related parts			
to appear before groups and discuss questions			

My strong points are:

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My weak points are:

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Interest Areas:

1.

2.

ABILITY:

Mathematics:

English:

## Handout 9.6.2

Professional Occupation:

---

Required Personal Qualifications:

My Personal Qualifications:

Technical Occupation:

---

Required Personal Qualifications:

My Personal Qualifications:



CONCEPT: #9 AN INDIVIDUAL MAY BE QUALIFIED TO PERFORM IN MANY DIFFERENT OCCUPATIONS, AND ANY ONE OCCUPATION MAY ACCOMMODATE A VARIETY OF INDIVIDUALS

DEVELOPMENTAL OBJECTIVE: 9.7 Realizes that within a given career cluster there is a wide range of opportunity to meet the needs of many types of individuals.

BEHAVIORAL OBJECTIVE: 9.7 Each student will select one occupation from each skill category (i.e., unskilled, semi-skilled, skilled, professional) from his projected career cluster (see 6.10) and be able to list at least five individual needs that could be realistically satisfied through adequate performance of the various job requirements.

LEARNING ACTIVITIES: 9.7

1. Each student will participate in a class discussion on why people need to work.
2. Each student will complete handout 9.7.1.
3. Each student will listen to selected students read their essays from handout 9.7.1.
4. Each student will complete handout 9.7.2.
5. Each student will undertake research in the vocational library to complete four copies of handout 9.7.3.
6. Each student will complete handout 9.7.4.
7. Each student will complete handout 9.7.5.

Total class time required: Approximately 4 periods

Activity developer: Gordon Russell, teacher

Contract completed: March 1974

Criterion level reached: 100 percentile

Handout 9.7.1

ESSAY PAPER

Name:

Date:

Title:

"What Life Would Be Like If No-one Worked?"

## Handout 9.7.2

## JOB CATEGORIES

Unskilled

Animal Keeper  
 Bagger (grocery)  
 Busboy  
 Car Hop  
 Carpenter's Helper  
 Child Care Attendant  
 Cook, short order  
 Dishwasher  
 Elevator Operator  
 Farmhand  
 Highway Flagman  
 Janitor's Helper  
 Maid, household  
 Nurse's Aide  
 Parking Lot Attendant  
 Plumber's Helper  
 Telephone Answering Service  
 Operator  
 Usher, Theater  
 Warehouseman's Helper  
 Window Cleaner

Semiskilled

Bus Driver  
 Forest Fire Fighter  
 Industrial Truck Operator  
 Laundry and Dry Cleaning  
 Operator  
 Power Sewing Machine Operator  
 Service Station Attendant  
 Taxi Driver  
 Truck Driver

Skilled

Aircraft Mechanic  
 All-Round Machinists  
 Appliance Serviceman  
 Auto-Body Repairman  
 Automobile Mechanic  
 Bricklayer  
 Carpenter  
 Diesel Mechanic  
 Dispensing Optician  
 Electrician  
 Glazier  
 Operating Engineer  
 Painter  
 Paperhanger  
 Plumber-Pipefitter  
 Telephone Installer  
 Television and Radio  
 Repairman  
 Truck and Bus Mechanic  
 Tool and Die Maker  
 Watch Repairman

Technical

Agri-Business Technician  
 Air Traffic Controller  
 Broadcast Technician  
 Computer Programmer  
 Crime Lab Technician  
 Dental Assistant  
 Dental Hygienist  
 Electronics  
 Fashion Merchandising  
 Specialists  
 Floriculture Technician  
 Forestry Technician  
 Laboratory Animal Care  
 Technician  
 Library Technician  
 Licenced Practical Nurse  
 Medical Lab Technician  
 Operating Room Technician  
 Para-Med (Physicians Assistant)  
 Radiology Technician  
 Secretary  
 Social Welfare Assistant

Professional

Airplane Pilot, Commercial  
 Architect  
 Athletic Coach  
 Dentist  
 Dietitians  
 Doctor  
 Electrical Engineer  
 Forester  
 Home Economists  
 Lawyer  
 Mechanical Engineer  
 Meteorologists  
 Oceanographer  
 Pharmacists  
 Registered Nurse  
 Social Worker  
 Teacher, Elementary School  
 Teacher, Secondary School  
 Veterinarian

Handout 9.7.2  
(Cont.)

My Four Job Choices Are . . .

\_\_\_\_\_ because it requires no training.

\_\_\_\_\_ because it requires some training.

\_\_\_\_\_ because it requires high school education  
and some special training.\_\_\_\_\_ because it requires an education higher than  
high school plus on job training.

## Vocational Library Resources

My \_\_\_\_\_ job is \_\_\_\_\_.

In this job I will be doing \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The wages I make will be \_\_\_\_\_

I will probably be working with \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I think the following information would help me: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By working on this job to the best of my ability, I will be able to fulfill my personal needs of (List at least 10) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Handout 9.7.4

Here is a short list of needs. Each one of the 30 seems important to a lot of people. Can you name an occupation (a kind of work) or a job title that seems to you to offer a good chance to satisfy people who are strongly governed by each of these needs?

## Personal Needs

## Occupation or Job Title

- |  |       |
|--|-------|
| <u>  </u> 1. Adventure, excitement, danger                       | _____ |
| <u>  </u> 2. Wealth (money)                                      | _____ |
| <u>  </u> 3. Power, authority                                    | _____ |
| <u>  </u> 4. Security  | _____ |
| <u>  </u> 5. Solitude (working alone)                            | _____ |
| <u>  </u> 6. Cooperation (working with others)                   | _____ |
| <u>  </u> 7. Independence (being your own boss)                  | _____ |
| <u>  </u> 8. Leadership, responsibility (supervising others)     | _____ |
| <u>  </u> 9. Dependence (taking orders, avoiding responsibility) | _____ |
| <u>  </u> 10. Knowledge and new ideas                            | _____ |
| <u>  </u> 11. Helping others                                     | _____ |
| <u>  </u> 12. Fame   | _____ |
| <u>  </u> 13. Recognition, approval                              | _____ |
| <u>  </u> 14. Stability (familiar things-not much change)        | _____ |
| <u>  </u> 15. Change (restlessness-new places, new people)       | _____ |
| <u>  </u> 16. Religion   | _____ |
| <u>  </u> 17. Self Realization                                   | _____ |
| <u>  </u> 18. Personal Esteem                                    | _____ |
| <u>  </u> 19. Social Acceptance                                  | _____ |
| <u>  </u> 20. Physical Comfort                                   | _____ |

Put an X in front of the ones of these 20 needs that seem to appeal to you.

Handout 9.7.4  
(Cont.)

Look at the following short list of occupations. Ask yourself what needs are likely to be fulfilled for each one. Refer to the list of 20 needs, and write which needs seem to fit each occupation.

Occupation	Numbers of Values
Actress	_____ (12, 15) _____
Scientist	_____ (10) _____
Test pilot	_____ (1) _____
Teacher	_____ (4, 10, 11, 14) _____
Artist	_____ (5, 7, 12) _____
Farmer	_____ (5, 7, 14) _____
Priest	_____ (11, 16) _____

List as many different needs as you can think of that might make a person want to become a doctor: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List the main needs you would expect to find among most doctors: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Handout 9.7.4  
(Cont.)

Look at the following short list of occupations. Ask yourself what needs are likely to be fulfilled for each one. Refer to the list of 20 needs, and write which needs seem to fit each occupation.

Quote	Number of Value
___ 1. "The nice thing about this job is that when you do something well you know you're going to get credit for it." . . . . .	(13)
___ 2. "In this job, what I like best is the teamwork. I can count on all the others, and they can count on me." . . . . .	(6)
___ 3. "I'll never make a million dollars at this kind of work, but it's good to know that I'll have my job and a steady salary as long as I want to work - and a pension after I retire." . . . . .	(4)
___ 4. "I worked hard for that promotion, not just for the money, but because I wanted to give the orders instead of taking them." . . . . .	(3)
___ 5. "The greatest satisfaction I get out of my work is the feeling that I've really helped some people to lead happier, better lives." . . . . .	(11)
___ 6. "I turned down an offer of a promotion because then I'd have the headaches of worrying about whether someone else is doing his job right. This way, as long as I do what I'm told, I can't go wrong." . . . . .	(9)
___ 7. "I probably work a lot longer and a lot harder now because I feel I'm working for myself. I do things the way I want to do them, and I take all the risks. That suits me fine." . . . . .	(7)



## TEST

List each of your four jobs and under each, list five personal needs that would be fulfilled by this job.

- |          |          |          |          |
|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| a. _____ | a. _____ | a. _____ | a. _____ |
| b. _____ | b. _____ | b. _____ | b. _____ |
| c. _____ | c. _____ | c. _____ | c. _____ |
| d. _____ | d. _____ | d. _____ | d. _____ |
| e. _____ | e. _____ | e. _____ | e. _____ |

CONCEPT: #10 CAREER CHOICE AFFECTS LEISURE TIME ACTIVITIES AND LEISURE TIME AFFECTS CAREER CHOICE

DEVELOPMENTAL OBJECTIVE: 10.3 Understands the importance and variety of leisure time enjoyment.

BEHAVIORAL OBJECTIVE: \*10.3 Each student will be able to compile a comprehensive list of his various leisure time activities and write an essay describing the personal importance and need for performing these selected activities.

LEARNING ACTIVITIES: 10.3

1. Each student will receive a definition of leisure time activities.
2. Each student will participate in a class discussion on leisure time activities that are constructive, relaxing, or wasteful and how these activities could affect career decisions and how career decisions could affect leisure time activities.
3. Each student will complete the handout 10.3.1.

Total class time required: Approximately 2 periods

Activity developer: Sylvia Carter, teacher

Contract completed: March 1974

Criterion level reached: 90 percentile

Name \_\_\_\_\_

1. List ten of your own leisure time activities:

A.

F.

B.

G.

C.

H.

D.

I.

E.

J.

2. Choose two of these activities and explain in a paragraph why each is important in your life.

CONCEPT: #10 CAREER CHOICE AFFECTS LEISURE TIME ACTIVITIES AND LEISURE TIME AFFECTS CAREER CHOICE

DEVELOPMENTAL OBJECTIVE: 10.4 Explores potential careers that develop from hobbies and leisure time activities.

BEHAVIORAL OBJECTIVE: \*10.4 Each student will select at least two hobbies and/or leisure time activities and be able to describe in writing the process through which these activities could be developed into potentially satisfying careers.

LEARNING ACTIVITIES: 10.4

1. Each student will participate in a class discussion on hobbies and interests.
2. Each student will write an essay on their interests and how these could develop into a satisfying career.
3. Each student will view and discuss the filmstrip "What Do You Like To Do?"
4. Each student will participate in a class discussion on selecting and starting a hobby.
5. Each student will conduct an interview using handout 10.4.1.
6. Each student will listen to a guest lecturer's discussion and display of his hobby.
7. Each student will undertake research in the vocational library to complete handout 10.4.2.
8. Each student will write an essay on the hobby they have researched.

Total class time required: Approximately 8 periods

Activity developer: Susan Stewart, teacher  
Contract completed: April 1974  
Criterion level reached: 95 percentile

## HOBBIES INTERVIEW SHEET

1. What is your hobby?
2. What career can your hobby develop into?
3. What steps would you take to develop this hobby into a career?
4. Will this hobby be profitable in our area? Explain.
5. What are your wages?
6. What kind of actual duties do you do in this hobby?
7. What skills are needed for this hobby?
8. How much room is needed for this hobby?
9. How much time and expense is involved with this hobby?

## HOBBIES

1. What is your hobby?
  
2. What career can your hobby develop into?
  
3. What steps would you take to develop this hobby into a career?
  
  
  
  
  
  
  
  
  
  
4. Will this hobby be profitable in our area? Explain.
  
  
  
  
  
  
  
  
  
  
- \*5. What will your wages be?
  
  
  
  
  
  
  
  
  
  
- \*6. What kind of actual duties will you be doing in this hobby?
  
  
  
  
  
  
  
  
  
  
- \*7. What skills are needed for this hobby?
  
  
  
  
  
  
  
  
  
  
- \*8. How much room is needed for this hobby?
  
  
  
  
  
  
  
  
  
  
- \*9. How much time and expense is involved with this hobby?

\*Look up in the vocational library.

CONCEPT: #10 CAREER CHOICE AFFECTS LEISURE TIME ACTIVITIES AND LEISURE TIME ACTIVITIES AFFECTS CAREER CHOICE

DEVELOPMENTAL OBJECTIVE: 10.5 Identifies ways in which career choice affects the amount of leisure time and types of leisure activity pursued.

BEHAVIORAL OBJECTIVE: \*10.5 Each student will select one occupation from each skill category (i.e., unskilled, semi-skilled, skilled, professional) from his projected career cluster (see 6.10) and be able to describe the expected effects on amount of leisure time and types of leisure activities pursued.

LEARNING ACTIVITIES: 10.5

1. Each student will view and discuss the filmstrip "What Do You Like to Do?"
2. Each student will participate in a class discussion on leisure time activities and how leisure time activities relate to occupational choice.
3. Each student will conduct a parental interview on the effects of their career on leisure time and what leisure time activities they enjoy.
4. Each student will report the findings of his parental interview to the class.
5. Each student will undertake research in the vocational library to complete the handout 10.5.1.

Total class time required: Approximately 3 periods

Activity developer: Murial Pomeroy, counselor

Contract completed: April 1974

Criterion level reached: 95 percentile

A WEEK IN THE LIFE OF A \_\_\_\_\_

ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
hours spent on the job							
eating, sleeping							
leisure time							
how leisure time is spent							



## LEISURE ACTIVITIES

Selected Job Cluster \_\_\_\_\_

Selected Job Category \_\_\_\_\_ Selected Job \_\_\_\_\_

Hours Worked  
Per DayAmount of Time  
for LeisureLeisure Time  
Activities

How this job effects the amount of time available and the type of leisure activity I might do.

---



---



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Selected Job Category \_\_\_\_\_ Selected Job \_\_\_\_\_

Hours Worked  
Per DayAmount of Time  
for LeisureLeisure Time  
Activities

How this job effects the amount of time available and the type of leisure activities I might do.

---



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CONCEPT: #11 AN INDIVIDUAL'S ATTITUDES, VALUES, AND LIFE STYLE  
AFFECT CAREER CHOICE AND SUCCESS

DEVELOPMENTAL OBJECTIVE: 11.2 Understands that psychological qualities needed for self-fulfillment differ among workers.

BEHAVIORAL OBJECTIVE: - \*11.2 Each student will be able to compare and contrast in writing the psychological qualities needed for self-fulfillment for at least two workers in an occupation of his choice.

LEARNING ACTIVITIES: 11.2

11.2.1

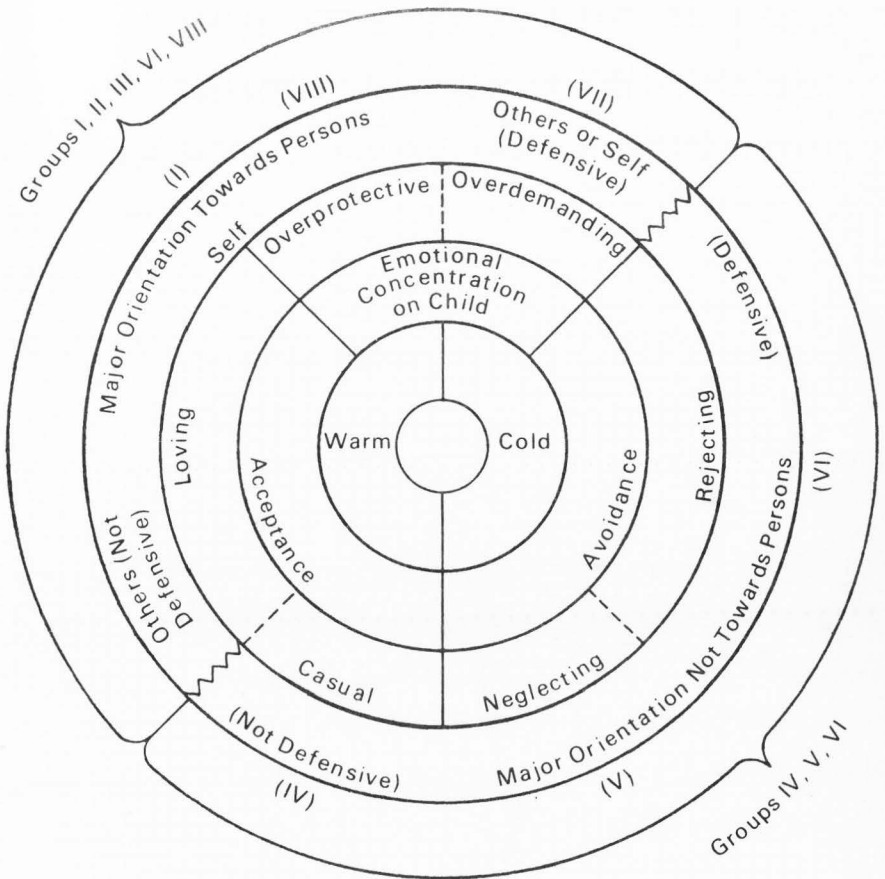
1. Each student will receive the handout/and will participate in a class discussion on the psychological qualities of:
  - a. warmth - coldness
  - b. acceptance - avoidance
  - c. causal - neglecting
  - d. loving - rejecting
  - e. over-protective - over-demanding
  - f. non-defensive - defensive
  - g. other orientation - non other orientation
2. Each student will describe in paragraph form his evaluation of a classmate and himself with respect to the psychological qualities they possess.
3. Each student will conduct an interview and describe in paragraph form the psychological qualities possessed by at least two workers in an occupation of his choice.

Total class time required: Approximately 3 periods

Activity developer: William Murphy, teacher

Contract completed: April 1974

Criterion level reached: 100 percentile



Schematic Representation of Roe's theory. (From Anne Roe, "Early Determinants of Vocational Choice," Journal of Counseling Psychology, 1957, 4, p. 216. Copyright 1957, Journal of Counseling Psychology, and reproduced with permission.)

## CLASSIFICATIONS OF OCCUPATIONS AND LEVELS

GROUPS

- I. Service
- II. Business Contracts
- III. Organizations
- IV. Technology
- V. Outdoor
- VI. Science
- VII. General Cultural
- VIII. Arts & Entertainment

LEVELS

- 1. Professional & Managerial (1)
- 2. Professional & Managerial (2)
- 3. Semiprofessional & Small Business
- 4. Skilled
- 5. Semiskilled
- 6. Unskilled

CONCEPT: #11 AN INDIVIDUAL'S ATTITUDES, VALUES, AND LIFE STYLE AFFECT CAREER CHOICE AND SUCCESS

DEVELOPMENTAL OBJECTIVE: 11.3 Identifies individual attitudes and values which will have a significant impact on career choice.

BEHAVIORAL OBJECTIVE: 11.3 Each student will be able to compile a list of at least 10 individual attitudes and values of personal relevance and importance.  
Each student will be able to describe in detail how each of his previously listed personal attitudes and values will have a significant impact on his career choice.

LEARNING ACTIVITIES: 11.3

1. Each student will participate in a small group discussion of attitudes and the meaning of the vocabulary words from handout # 1.
2. Each student will complete handout 11.3.1.
3. Each student will complete handout 11.3.2.
4. Each student will participate in a small group discussion on how to acquire and change attitudes and will complete handout 11.3.3.
5. Each student will participate in the Positive Image Game described in handout 11.3.4.
6. Each student will participate in a class discussion of handout 11.3.5.
7. Students will separate in to pairs and will each complete and exchange handout 11.3.6.
8. Each student will complete handout 11.3.7.

Total class time required: Approximately 3 periods

Activity developer: Kathryn Lyman, teacher

Contract completed: April 1974

Criterion level reached: 100 percentile

## Attitude Evaluation Packet

Accurate	Careful	Efficient	Loyal	Sulky
Affectionate	Confident	Excited	Mature	Suspicious
Agreeable	Conscientious	Friendly	Militant	Superior
Alert	Cooperative	Greedy	Moody	Tactful
Angry	Critical	Helpful	Negative	Tender
Antagonistic	Defensive	Honest	Patient	Timid
Appreciative	Dependable	Hostile	Realistic	Tolerant
Argumentative	Dominating	Inattentive	Rebellious	Uneasy
Artificial	Domineering	Incompetent	Responsible	Untrustworthy
Ashamed	Effective	Involved	Sarcastic	Vulgar
Boastful	Energetic	Jealous	Selfish	Vague
Bored	Enthusiastic	Kind	Sensitive	Vicious

Using the list above or other adjectives of your choice answer the following questions:

1. List 3 words to describe your best friend.

1.  
2.  
3.

2. List 3 words to describe someone you do not like.

1.  
2.  
3.

3. List 3 words to describe a teacher you like.

1.  
2.  
3.

4. List 3 words to describe one of your parents.

1.  
2.  
3.

5. List 5 words to describe yourself.

1.  
2.  
3.  
4.  
5.

## Attitude Check List

	Excellent	Fair	Poor
1. Is your facial expression always pleasant?	_____	_____	_____
2. Do you generally have a cheerful disposition?	_____	_____	_____
3. Are you kind and understanding	_____	_____	_____
4. Is your voice pleasing?	_____	_____	_____
5. Are you courteous and well mannered?	_____	_____	_____
6. Do you use pleasing grammar? (No swearing, etc.)	_____	_____	_____
7. Have you a good command of words?	_____	_____	_____
8. Are you a good listener?	_____	_____	_____
9. Are you agreeable about taking orders?	_____	_____	_____
10. Are you an interesting conversationalist?	_____	_____	_____
11. Are you open-minded in a discussion?	_____	_____	_____
12. Are you ready to use your initiative to make suggestions, volunteering, etc.	_____	_____	_____
13. Do you enjoy being with people?	_____	_____	_____
14. Do you remember to be courteous?	_____	_____	_____
15. Are you tactful in your dealing with people?	_____	_____	_____
16. Are you not too demanding of others?	_____	_____	_____
17. Do you avoid "putting on"?	_____	_____	_____
18. Are you patient with people?	_____	_____	_____
19. Are you cheerful?	_____	_____	_____
20. Can you make other people feel at ease?	_____	_____	_____
21. Can you sympathize with the problems of others?	_____	_____	_____
22. Can people depend on you?	_____	_____	_____
23. Are you careful and accurate about details?	_____	_____	_____
24. Can you take criticism good-naturedly?	_____	_____	_____
25. Are you dependable? (Finish jobs, etc.)	_____	_____	_____
26. Are you neat and methodical about your work?	_____	_____	_____
27. Have you confidence in yourself?	_____	_____	_____
28. Do you complete tasks you undertake?	_____	_____	_____
29. Have you a studious attitude toward school work?	_____	_____	_____
30. Are you willing to cooperate?	_____	_____	_____
31. Do you know how to work cooperatively?	_____	_____	_____
32. Are you enthusiastic about the things you do?	_____	_____	_____
33. Do you show initiative and leadership?	_____	_____	_____
34. Do you exercise self-control?	_____	_____	_____
35. Do you adapt yourself easily to new situations?	_____	_____	_____
36. Do your decisions seem best after you have made them?	_____	_____	_____
37. Are you sincere?	_____	_____	_____
38. Do you possess a sense of pride? (Do you feel good about what you are and what you do?)	_____	_____	_____
39. Do you strive to develop your own individuality, and not just follow the crowd?	_____	_____	_____
40. Are you neat and clean?	_____	_____	_____
41. Are you honest with yourself and others?	_____	_____	_____
42. Are you unselfish in your wants and demands?	_____	_____	_____
43. Are you loyal to people you like (or work for)?	_____	_____	_____
44. Have you a sense of humor?	_____	_____	_____
45. Can you be counted on to keep a secret?	_____	_____	_____
46. Are you thoughtful of others?	_____	_____	_____

## Handout 11.3.2

(Cont.)

- |  |       |       |       |
|--|-------|-------|-------|
| . Do you refrain from "gossip"?  | _____ | _____ | _____ |
| . Are you modest about achievements?   | _____ | _____ | _____ |
| . Do you avoid annoying habits, such as biting your nails, scratching your head, etc.? | _____ | _____ | _____ |
| . Have you some hobbies?   | _____ | _____ | _____ |
| . Do you enjoy reading, participating in active sports?                                | _____ | _____ | _____ |
| . Are you usually on time?   | _____ | _____ | _____ |





## Handout 11.3.4

## POSITIVE IMAGE GAME

Form a circle. Each student in turn or at random is to say one positive things about himself and to give members of the group opportunity to state what they feel this person's strong points are. NO NEGATIVE THINGS are to be said. If a student hesitates to make a positive statement of himself, the leader or another student may help him think of something to say.

## PERSONAL CHARACTERISTICS AND ATTITUDES WHICH AID SUCCESS

1. IS SOCIABLE: smiles, gets along with people, sense of humor.
2. IS COURTEOUS: please, thank you, etc. considerate of other people.
3. HAS GOOD SPEECH: expresses ideas clearly, speaks distinctly, good grammar.
4. IS COOPERATIVE: works well with other people, works for the organization, is willing to assume responsibility.
5. IS AMBITIOUS: wants the business to succeed, wants others to succeed, is a doer, wants to get ahead.
6. IS TACTFUL: says the right thing, does not argue, makes the other fellow feel good.
7. IS ENTHUSIASTIC: gets right to work, does not back off from hard work, likes people, likes his job.
8. IS CONSIDERATE: tries to see the other point of view, tries to be helpful, goes the second mile.
9. IS ORDERLY: keeps things in their proper place, knows the value of organization.
10. IS HONEST: trusted, takes responsibility (especially for his own errors) avoids temptation, avoids bad personal habits.
11. IS DEPENDABLE: always on the job, observes rules, does what he is instructed to do.
12. HAS SELF-CONFIDENCE: faith in his ability to do the job, is not a know it all.
13. IS LOYAL: upholds the policies of the company for which he works.
14. IS ADAPTABLE: will try something new, makes adjustments, judges new things on merit, not prejudice.
15. IS ECONOMICAL: does not waste time, effort, supplies or equipment.
16. USES JUDGMENT: looks for facts, makes decisions on merit, has good reasons for decisions.
17. IS PERSISTENT: will keep at a job until it is done.
18. IS PATIENT: does not lose his temper easily, is not easily discouraged.
19. HAS A GOAL: works toward something and knows what it is.
20. IS INTELLIGENT: knows what he is doing, learns his job, tries to learn new skills. Looks for ways to improve himself and his job.

## Handout 11.3.6

## Discussion of Personal Characteristics Which Will Aid Success on the Job

Name \_\_\_\_\_

	Other's Rating	Rate Yourself
1. Is Sociable	. 1.	. 1.
2. Is Courteous	. 2.	. 2.
3. Has Good Speech	. 3.	. 3.
4. Is Cooperative	. 4.	. 4.
5. Is Ambitious	. 5.	. 5.
6. Is Tactful	. 6.	. 6.
7. Is Enthusiastic	. 7.	. 7.
8. Is Considerate	. 8.	. 8.
9. Is Orderly	. 9.	. 9.
10. Is Honest	. 10.	. 10.
11. Is Dependable	. 11.	. 11.
12. Has Selfconfidence	. 12.	. 12.
13. Is Loyal	. 13.	. 13.
14. Is Adaptable	. 14.	. 14.
15. Is Economical	. 15.	. 15.
16. Uses Judgement	. 16.	. 16.
17. Is Persistent	. 17.	. 17.
18. Is Patient	. 18.	. 18.
19. Has a Goal	. 19.	. 19.
20. Is Intelligent	. 20.	. 20.

## Handout 11.3.7

If this is me \_\_\_\_\_ What job would fit?

- I take my work seriously
- I am happy go lucky
- I study hard
- I don't study hard
- I get good grades in school
- I get poor grades in school
- I read a lot
- I don't read a lot
- I'm good at sports
- I'm poor at sports
- I like to lead others
- I prefer to follow others
- I can take orders
- I don't like being told what to do
- I am reliable
- I don't mind breaking my promises
- I like adventure
- I hate to try new things
- I do things quickly
- I am slow and painstaking
- I get angry easily
- I rarely lose my temper
- I stay at home most of the time
- I go out most of the time
- I like to be around people
- I am the "lone wolf" type
- I like to talk
- I prefer to listen to others
- I make friends easily
- I am shy with strangers
- I have many friends
- I have few friends
- I am satisfied with my appearance
- I don't like the way I look
- I don't waste time
- I waste a great deal of time

## Handout 11.3.7 (Cont.)

BASED ON THE PREVIOUS DISCUSSIONS, MAKE A LIST OF 10 OF YOUR INDIVIDUAL ATTITUDES OR PERSONAL VALUES. BE BRIEF.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

---

Now go back over your list and tell how each of your 10 attitudes or values might effect your choice of a career. (For Example: I like to be alone - I would enjoy working with the Forest Service. I should not choose a job where I have to be around a great many people all the time.)

Name \_\_\_\_\_

CONCEPT: #11 AN INDIVIDUAL'S ATTITUDES, VALUES, AND LIFE STYLE AFFECT CAREER CHOICE AND SUCCESS

DEVELOPMENTAL OBJECTIVE: 11.4 Identifies several occupations which appear to have factors which would aid in implementing the individual's value system to life style.

BEHAVIORAL OBJECTIVE: 11.4 Each student will be able to list at least five occupations which appear to have factors consistent with his previously described (see 11.3) list of personal values and will aid in implementing the individual's value system to life style.

LEARNING ACTIVITIES: 11.4

1. Each student will complete the Learning Activities for 11.3.  
11.3.6 11.3.7
2. Each student will review and evaluate handouts / and / from 11.3 to aid them in their participation in a class discussion of desired life styles which are related to their value systems.
3. Each student will complete handout 11.4.1.
4. Each student will participate in a class discussion of factors of life style which effect job selection (i.e., desired income, type of work, location of work, mental or manual work, social or solitary tasks, etc.).
5. Each student will complete handout 11.4.2.

Total class time required: Approximately 1½ periods

Activity developer: Kathryn Lyman, teacher

Contract completed: April 1974

Criterion level reached: 100 percentile

## Handout 11.4.1

Name \_\_\_\_\_

List ten or more desired goals of a life style you think you would like.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Name \_\_\_\_\_

From your list of personal values list at least 5 occupations which are consistent with your values.

1.

2.

3.

4.

5.

11.3.6 11.3.7

Use handouts / and from 11.3 as reference material. Now go back and tell how five of the possible occupations you listed will fit with your value system--that is, which of your values make you want to choose this type of job--list two or three.

Also, tell how each job choice will fit into the type of life you want to have. (Income, security, type of people you will work with, location--indoor-outdoor, mental work, working with your hands, Sundays free, summer vacation etc.) Use the back of the page if necessary.

CONCEPT: #12 AGE, SEX, ETHNIC GROUP, OR RELIGION NO LONGER LIMIT CAREER POSSIBILITIES TO THE EXTENT THAT THEY HAVE IN THE PAST

DEVELOPMENTAL OBJECTIVE: 12.2 Understand changes that are taking place with regard to hiring people of both sexes that have been limited to individuals of one sex in the past.

BEHAVIORAL OBJECTIVE: 12.2 Each student will be able to list at least five occupations that have changed with regard to hiring people of both sexes that were previously limited to individuals of one sex.

LEARNING ACTIVITIES: 12.2

1. Each student will listen to a recording of Helen Reddy's "I Am Woman" and discuss the meaning of the record, why it was written, and the implications it has in regard to the world of work.
2. Each student will listen to a lecture and participate in a discussion on the Women's Liberation Movement and why the modern day movement originally began - equal pay for equal work.
3. Each student will participate in a class discussion on whether the women's movement has brought changes for both men and women in their occupational fields.
4. Each student will participate in a small group discussion and will list at least five occupations that have changed with regard to hiring people of both sexes that were previously limited to individuals of one sex.

Total class time required: Approximately 2 periods

Activity developer: Cherie Walton, teacher

Contract completed: April 1974

Criterion level reached: 95 percentile

CONCEPT: #12 AGE, SEX, ETHNIC GROUP, OR RELIGION NO LONGER LIMIT CAREER POSSIBILITIES TO THE EXTENT THAT THEY HAVE IN THE PAST

DEVELOPMENTAL OBJECTIVE: 12.3 Examines trends in occupational requirements and hiring patterns over the past few years with respect to age, sex, ethnic groups, and religion.

BEHAVIORAL OBJECTIVE: \*12.3 Each student will be able to describe in paragraph form two career clusters where occupational requirements and hiring patterns over the past several years have changed with regard to age, sex, ethnic background and religion.

LEARNING ACTIVITIES: 12.3

1. Each student will receive a definition of age, sex, ethnic background and religion and how these terms relate to the world of work.
2. Each student will participate in a class discussion on the changes in the world of work with respect to age, sex, ethnic background, and religious restrictions.
3. Each student will select one career cluster from the handout 12.3.1 and describe in paragraph form the changes in this cluster with respect to age, sex, ethnic background, and religious restrictions.
4. Each student will participate in a small group construction of a list of changes in a selected career cluster with respect to age, sex, ethnic background, and religious restrictions.
5. Each student will describe in paragraph form the changes in his selected career cluster with respect to age, sex, ethnic background, and religious restrictions.

Total class time required: Approximately 3 periods

Activity developer: Cherie Walton, teacher

Contract completed: April 1974

Criterion level reached: 100 percentile

## OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

## OCCUPATIONAL CATEGORIES

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

## TWO-DIGIT OCCUPATIONAL DIVISIONS

## PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

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

## CLERICAL AND SALES OCCUPATIONS

- 20 Stenography, typing, filing, and related occupations
- 21 Computing and account-recording occupations
- 22 Material and production recording occupations
- 23 Information and message distribution occupations
- 24 Miscellaneous clerical occupations
- 25 Salesmen, services
- 26)
  - 27) Salesmen and salespersons, commodities
  - 28)
    - 29 Merchandising occupations, except salesmen

## SERVICE OCCUPATIONS

- 30 Domestic service occupations
- 31 Food and beverage preparation and service occupations
- 32 Lodging and related service occupations
- 33 Barbering, cosmetology, and related service occupations
- 34 Amusement and recreation service occupations
- 35 Miscellaneous personal service occupations
- 36 Apparel and furnishing service occupations
- 37 Protective service occupations
- 38 Building and related service occupations

## FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

- 40 Plant farming occupations
- 41 Animal farming occupations
- 42 Miscellaneous farming and related occupations
- 43 Fishery and related occupations
- 44 Forestry occupations
- 45 Hunting, trapping, and related occupations
- 46 Agricultural service occupations

## PROCESSING OCCUPATIONS

- 50 Occupations in processing of metal
- 51 Ore refining and foundry occupations
- 52 Occupations in processing of food, tobacco, and related products
- 53 Occupations in processing of paper and related materials
- 54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
- 55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint and related products
- 56 Occupations in processing of wood and wood products
- 57 Occupations in processing of stone, clay, glass, and related products
- 58 Occupations in processing of leather, textiles, and related products
- 59 Processing occupations, n.e.c.

## MACHINE TRADES OCCUPATIONS

- 60 Metal machining occupations
- 61 Metalworking occupations, e.e.c.
- 62) Mechanics and machinery repairmen
- 63)
- 64 Paperworking occupations
- 65 Printing occupations
- 66 Wood machining occupations
- 67 Occupations in machining stone, clay, glass, and related materials
- 68 Textile occupations
- 69 Machine trades occupations, n.e.c.

## Handout 12.3.1 (Cont.)

## BENCH WORK OCCUPATIONS

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

## STRUCTURAL WORK OCCUPATIONS

- 80 Occupations in metal fabricating, n.e.c.
- 81 Welders, flame cutters, and related occupations
- 82 Electrical assembling, installing, and repairing occupations
- 83
- 84 Painting, plastering, waterproofing, cementing, and related occupations
- 85 Excavating, grading, paving, and related occupations
- 86 Construction occupations, n.e.c.
- 89 Structural work occupations, n.e.c.

## MISCELLANEOUS OCCUPATIONS

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

CONCEPT: #13 WOMEN AS WELL AS MEN SHOULD PREPARE FOR A CAREER

DEVELOPMENTAL OBJECTIVE: 13.2 Examines trends for women in the world of work.

BEHAVIORAL OBJECTIVE: \*13.2 Each student will be able to describe in writing the occupational trends during the 20th century with regard to women in the world of work.

LEARNING ACTIVITIES: 13.2

1. Each student will undertake research in the vocational library to describe jobs that were unacceptable or unavailable to women at the turn of the century.
2. Each student will report the findings of his research to the class.
3. Each student will listen to a lecture on women in the world of work from handout 13.2.1.
4. Each student will complete handout 13.2.2.

Total class time required: Approximately 3 periods

Activity developer: Sylvia Carter, teacher

Contract completed: April 1974

Criterion level reached: 90 percentile

## Handout 13.2.1

Discuss some of the traditional reasons woman has been restricted from most careers.

- A. Role believed to be homemaker-mother.
- B. Time involved in these activities did not allow her to work otherwise.
- C. Not considered strong enough.
- D. Socially unexceptionable.

Discuss some reasons for changing attitudes or opportunities that have made it possible to enter new careers.

- A. New labor saving devices allow her more time.
- B. The war changed the need for women working.
- C. Voting laws helped develop more equal status with men.
- D. Civil Rights Bill
- E. Equal Opportunity Act
- F. Abortion Law
- G. "New Morality"
- H. Other attitude changes



Name \_\_\_\_\_

1. From your research, list eight careers that were not available to women at the turn of the century:

A. \_\_\_\_\_ E. \_\_\_\_\_  
B. \_\_\_\_\_ F. \_\_\_\_\_  
C. \_\_\_\_\_ G. \_\_\_\_\_  
D. \_\_\_\_\_ H. \_\_\_\_\_

2. List three reasons for women being restricted in career fields:

A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

3. List some reasons that women are more accepted in the world of work:

4. Describe one career you might be interested in that would not have been acceptable for women fifty years ago. List the requirements for entering this field, what is expected in this career, and why you personally are interested in this as a possible career.

CONCEPT: #13 WOMEN AS WELL AS MEN SHOULD PREPARE FOR A CAREER

DEVELOPMENTAL OBJECTIVE: 13.3 Understands that because of technological and sociological changes and federal legislation, the woman's role has become more career oriented.

BEHAVIORAL OBJECTIVE: \*13.3 Each student will be able to describe in essay form how technological, sociological, and federal legislation changes in recent years have contributed to women becoming more career oriented.

LEARNING ACTIVITIES: 13.3

1. Each student will complete the Learning Activities in 13.2.
2. Each student will read two selected articles from handout 13.3.1.
3. Each student will listen to selected students participate in a panel discussion on recent changes and trends with respect to women in the world of work.
4. Each student will complete handout 13.3.2.

Total class time required: Approximately 3 periods

Activity developer: Sylvia Carter, teacher  
Contract completed: May 1974  
Criterion level reached: 100 percentile

## WOMEN'S EMPLOYMENT

1. "Healthy Anger" Library Journal 96:2597, Sept. 1, 1971
2. "Slow Gains at Work" Time 99:80, Mr. 20, 1972
3. "Some Second Thoughts" Read. Dig. 98:95, June, 1971
4. "Why Women Work" U. S. News 71:66, Aug. 23, 1971
5. "You Still Have a Long Way" Business World, p. 74, Sept. 25, 1971
6. "Are Myths About Misses..." Sr. Schol. 99:12, O. 25, 1971
7. "Closer: Equality for Women" U. S. News 72:58, Ap. 3, 1972
8. "Facing Equality" Time 98:58, O. 4, 1971
9. "Ladies Victory" Newsweek 78:23, Dec. 6, 1971
10. "Women and the Constitution" America 125:501, Dec. 11, 1971
11. "Ms. America" Newsweek 77:61, Ap. 26, 1971
12. "Equal Rights for Women" U. S. News 71:79, Dec. 13, 1971
13. "Power of the Purse" Newsweek 78:81, Dec. 6, 1971
14. "Why Women are Tougher" Read. Dig. 98:73, Ap., 1971
15. "Women Profs" Newsweek 77:99, My 17, 1971
16. "Woman Senate Page" Seventeen 30:52, Nov., 1971
17. "Gallery" Time 99:28, Mr. 20, 1972
18. "Good Job Opportunities" Good Hous. 174:144, Ja., 1972
19. "Ms. Plumber" Newsweek 79:53, Ja. 10, 1972
20. "Highway Flag Girl" Seventeen 30:20, J1., 1971
21. "Myths that Keep Women Down" Ladies Home Jour. 88:68, N., 1971
22. "On Women's Lib" N. Y. Time Mag. p. 12, F. 13, 1971
23. "On Women's Lib" N. Y. Time Mag., Mr. 12, 1972

## Worksheet

In paragraph form, give two changes in each category that have influenced women becoming more career oriented:

Technological:

Sociological:

Federal Legislation:

CONCEPT: #14 JOBS MAY BE OBTAINED IN A VARIETY OF WAYS

DEVELOPMENTAL OBJECTIVE: 14.2 Acquires the information necessary for job application through letters, forms, resumes, and interviews.

BEHAVIORAL OBJECTIVE: 14.2 Each student will be able to describe in writing the procedures and information (i.e., letters, forms, resumes, references, interviews, etc.) necessary for job application for at least one professional and one technical job within his prospective career cluster (see 6.9).

LEARNING ACTIVITIES: 14.2

1. Each student will receive a description of Concept #14 and Behavioral Objective 14.2.
2. Each student will complete the Learning Activities in 6.9 and will select one professional and one technical occupation from his prospective career cluster.
3. Each student will listen to and take notes of a lecture on writing letters of application and will complete handout #1.
4. Each student will write a letter of application for his selected professional or technical occupation.
5. Each student will participate in a class discussion on what makes a good reference and will list at least three references.
6. Each student will listen to and take notes of a lecture on the written application for employment and will complete handout #2.
7. Each student will listen to and take notes of a lecture on resume construction and will compile a personal resume using handout #3.
8. Each student will participate in a class discussion on what to expect in a job interview.
9. Each student will view a role playing simulation of the correct and incorrect way to participate in a job interview.
10. Each student will complete handout #4.
11. Each student will participate in an instructor-lead job interview for his selected profession or technical job.

12. Each student will complete handout 14.2.5.

Total class time required: Approximately 12 periods

Activity developer: Kenneth Cottle, teacher

Contract completed: May 1974

Criterion level reached: 100 percentile

## PARTS OF A LETTER OF APPLICATION

1. Date block or heading.
2. The inside address block.
3. The salutation.
4. The body of the letter.
  - a. State exact job you want.
  - b. Education and training.
  - c. Past work experience.
  - d. One reference.
  - e. Leave the door open.
5. The complimentary closing.
6. The signature.
7. Enclosure.

## Good letters of application.

1. Write to a specific individual.
2. State a definite job. Don't say that you want any kind of job open.
3. Be sincere. State facts.
4. Ask for an interview, but make arranging an interview as easy as possible for your prospective employer.
5. Write several drafts of the letter before you decide upon a final one.
6. Be neat. You can use a typewriter or if you write do not write on lined paper.
7. Be as brief as possible. If the letter takes more than one page, do not write on the back side of the page.
8. Be yourself. Don't copy or use someone else's letter.
9. Reflect personal confidence to do the job in question.
10. Make certain that the employer knows how and where he can get in contact with you.
11. Make a carbon copy of your letter, so that you can refresh your memory at a later date as to what you wrote in it.

## Letter of Application Exercise

True and False. Place "T" on the line if the statement is true, place "F" on the line if the statement is false.

- \_\_\_\_\_ 1. It is OK to type on both sides of the paper when typing a letter of application.
- \_\_\_\_\_ 2. "Enclosure" means something else is in the envelope besides the letter.
- \_\_\_\_\_ 3. You should always make a rough draft.
- \_\_\_\_\_ 4. "Salutation" refers to the person who is writing the letter of application.
- \_\_\_\_\_ 5. The "signature" of a letter of application is always typed.
- \_\_\_\_\_ 6. The "body" of the letter of application consists of five parts.
- \_\_\_\_\_ 7. In the "closing" only the first word is capitalized.
- \_\_\_\_\_ 8. You should say what you want to say in as many words as you can think of when writing a letter of application.
- \_\_\_\_\_ 9. A letter of application should not be written on lined tablet paper.
- \_\_\_\_\_ 10. A letter of application should be written in pencil.

Fill in the correct answers.

- 1. List five things you should do when writing a letter of application.
  - a.
  - b.
  - c.
  - d.
  - e.
- 2. List three reasons why letters of application are discarded.
  - a.
  - b.
  - c.
- 3. What is the purpose of a letter of application?



## Application for Employment

## Instructions

All questions must be answered completely and accurately. APPLICATIONS NOT FILLED OUT COMPLETELY WILL BE DISCARDED. If there is no answer to the question, write in the word none or draw a line through the space. Please print.

Date \_\_\_\_\_ Soc. Sec. No. \_\_\_\_\_

Date of birth \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_

Present address \_\_\_\_\_ City and state \_\_\_\_\_

Telephone \_\_\_\_\_ Marital Status (check one or more)

Single \_\_\_\_\_ Married \_\_\_\_\_ Widowed \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_ Engaged \_\_\_\_\_

Number of persons dependent on you for support \_\_\_\_\_

What salary would seem reasonable to you? To start \$ \_\_\_\_\_

After one year \$ \_\_\_\_\_ / Are you now employed? \_\_\_\_\_

Your health \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

List any serious illnesses, accidents or operations you have had in the past 10 years \_\_\_\_\_

List any physical defects you might have \_\_\_\_\_

Will you submit to a physical examination? Yes \_\_\_\_\_ No \_\_\_\_\_

Type of School	Name of school	Year last attended
Elementary		
Junior High		
High School		
Vocational		
College		

In case of emergency notify \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Why are you looking for work? \_\_\_\_\_

May we contact your present employer? Yes \_\_\_\_\_ No \_\_\_\_\_ If no, give reasons \_\_\_\_\_

Present or most recent employer \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Worked from \_\_\_\_\_ to \_\_\_\_\_

Wages at start \_\_\_\_\_ at leaving \_\_\_\_\_

Why did you leave? \_\_\_\_\_

What kind of work would you most like to try doing if you had a good chance? \_\_\_\_\_

What position would you like to have 10 years from now? \_\_\_\_\_

Handout 14.2.2  
(Cont.)

References, list only those persons that have known you for one year or more.

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

What extra-curricular activities did you participate in while at school?

\_\_\_\_\_

How do you spend your leisure time? \_\_\_\_\_

To whom do you feel the closest? Father\_\_ Mother\_\_ Sister\_\_ Brother\_\_  
 Wife or Husband\_\_ Son\_\_ Daughter\_\_ Other\_\_\_\_\_

It is understood that any agreement entered into between the company and the undersigned is predicated upon the truthfulness of the statements herein contained, and hereby authorize the company to verify the same. I understand that my final acceptance for employment is dependent on passing the necessary examination and requirements for employment.

Signature \_\_\_\_\_

## APPLICATION CHECKLIST

1. Did you follow directions found on the application form?
2. Are your answers neat, clear and legible?
3. Are your answers short, concise and carefully worded?
4. Did you ask permission to use the names of your references?
5. Are all dates and events accurate?
6. Did you use correct grammar, punctuation and spelling?
7. Did you present your qualifications clearly?
8. Have you double-checked the application carefully for any errors or omissions?

## Handout 14.2.3

What the resume should contain.

Your resume, which should not contain more than two pages neatly typed or written in ink, should include the following information:

1. Your name, sex, age, height, weight, address, telephone number.
2. Your educational background, including the names of all schools you attended (include year of entrance and year of leaving), courses of study, and major subject interests.
3. Work experience, including descriptions of part or full time employment, names and addresses of employers, dates of employment, and names of immediate supervisors on the job.
4. Extracurricular activities, including the school clubs and community programs in which you took part.
5. Leisure time activities and interests, including hobbies and sports.
6. A list of references, including teachers, former employers, adult friends, and community leaders.

## JOB INTERVIEW

The purpose of any interview is to give the interviewer an opportunity to learn something about:

1. Your work experience.
2. References you can give.
3. Your education and training.
4. Your personality.
  - a. How you look.
  - b. How you feel.
  - c. What you do.
  - d. What you say.

Check list before the interview.

1. Think positive.
2. Always apply alone.
3. Do not mention your personal or financial trouble.
4. Be sure you have the necessary papers.
5. Don't criticize former employers.
6. Be neat, clean, and dress in keeping with the job for which you are applying.
7. Let the employer do most of the talking, but make sure that all of your qualifications are brought out clearly.
8. Rehearse so that you are prepared to tell concisely and clearly about your education and previous job duties.
9. Learn all you can about the company.
10. Ask for the person you are to see by name.
11. Be confident and poised.
12. Be on time for your appointment.
13. Get a good night's rest.

Questions you may be asked during the interview.

Do you prefer to work with others or alone?

How do you spend your spare time?

What have you learned from your past jobs?

Are you willing to go where the company sends you?

What part-time jobs have you held?

What do you know about the company?

Are you looking for a permanent job or a temporary one?

What qualifications do you have that make you feel that you will be successful in your field?

What are your ideas on salary?

What courses in school did you like best? least? Why?

What are your future vocational plans?

## WHAT EMPLOYERS SAY THEY WANT

Write a definition from the dictionary.

1. Dependability
2. Reliability
3. Efficiency
4. Cheerfulness
5. Unselfishness
6. Perseverance
7. Helpfulness
8. Loyalty
9. Good Attendance
10. Initiative
11. Ability

Fill in the missing words or word:

1. \_\_\_\_\_ is the key-note in selling and offering a service to a customer.
2. A good habit to practice is trying to be \_\_\_\_\_ only when needed.
3. Because of his \_\_\_\_\_, Jim was well liked by his supervisor.
4. John gave one of his sandwiches to a fellow worker that had forgotten his lunch. This is being \_\_\_\_\_.
5. One must possess the necessary \_\_\_\_\_ to be able to perform the job well.
6. Peter was given a watch because of his \_\_\_\_\_ record.
7. \_\_\_\_\_ is when someone takes the leading steps in performing a task without having to be told to do it.
8. The boss will say that you are a \_\_\_\_\_ worker if you're on time every day and aren't absent.
9. \_\_\_\_\_ is when an employee does not waste time or material.
10. When a man has \_\_\_\_\_ he sticks with a task until he completes it.

## JOB VOCABULARY EXERCISES

Match the words on the left with one of the definitions on the right by placing the correct number on the line near the definition.

- |                |       |  |
|----------------|-------|--|
| 1. Reference   | _____ | renumeration for service               |
| 2. Applicant   | _____ | one who applies for a job              |
| 3. Legible     | _____ | clear, brief and to the point          |
| 4. Omission    | _____ | a safe, steady job                     |
| 5. Graduate    | _____ | to be correct                          |
| 6. Relatives   | _____ | a previous or past employer            |
| 7. Apply       | _____ | a person that will speak well of you   |
| 8. Completed   | _____ | grade school                           |
| 9. Occupation  | _____ | a particular field of work             |
| 10. Denied     | _____ | ability to write clearly and correctly |
| 11. Personal   | _____ | one who completes a course of study    |
| 12. Status     | _____ | to be finished or to fill out fully    |
| 13. Dependent  | _____ | to omit or leave out                   |
| 14. Salary     | _____ | to be refused a job                    |
| 15. Concise    | _____ | members of your family tree            |
| 16. Personnel  | _____ | someone you support                    |
| 17. Elementary | _____ | refers to you the individual           |
| 18. Security   | _____ | make application for a job             |
| 19. Accurate   | _____ | employees of a company                 |
| 20. Former     | _____ | position of an individual or group     |

## STATE CAREER CURRICULUM PROJECT

Directions: Answer the following questions with the needed information.

LETTERS OF APPLICATION PARTS

1. List the seven parts in a letter of application.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
2. Name three things a good letter of application contains.
  - a.
  - b.
  - c.

APPLICATION FORM

1. Name three things you should know about a reference.
  - a.
  - b.
  - c.
2. List five things you can do as an application checklist.
  - a.
  - b.
  - c.
  - d.
  - e.

RESUMES

1. What six things should be included in your resume?
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.

INTERVIEWS

1. What four things does an employer want to find out about you during an interview?
  - a.
  - b.
  - c.
  - d.
2. Name six things you should check before an interview.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.



CONCEPT: #14 JOBS MAY BE OBTAINED IN A VARIETY OF WAYS

DEVELOPMENTAL OBJECTIVE: 14.3 Knows where to seek information regarding job openings and knows advantages and disadvantages of each; such as employment agencies, state employment offices, college placement offices, personnel departments, and government agencies.

BEHAVIORAL OBJECTIVE: 14.3 Each student will be able to list at least five sources of information regarding job openings (i.e., employment agencies, state employment offices, college placement centers, personnel departments, government agencies, etc.) and be able to describe the relative advantages and disadvantages of each.

LEARNING ACTIVITIES: 14.3

1. Each student will receive a description of concept #14 and Behavioral Objective 14.3.
2. Each student will participate in a class discussion and individual examination of newspaper help wanted advertisements.
3. Each student will participate in a class discussion on the advantages and disadvantages of private employment agencies and will listen to a local businessman's discussion of his employment agency.
4. Each student will participate in a class discussion on the advantages and disadvantages of state employment offices and will listen to a state employment official's discussion of the employment office.
5. Each student will participate in a class discussion on the advantages and disadvantages of college placement centers and will listen to a college placement official's discussion of his placement center.
6. Each student will participate in a class discussion on the services offered by businesses' personnel departments.
7. Each student will listen to a lecture on the steps necessary to qualify for state or federal government jobs.
8. Each student will complete the handout 14.3.1.

Total class time required: Approximately 8 periods

Activity developer: Kenneth Cottle, teacher

Contract completed: May 1974

Criterion level reached: 100 percentile

## CAREER PROJECT

NAME: \_\_\_\_\_

Directions: List at least five sources of information regarding job openings and describe some relative advantages and disadvantages of each.

Advantages	Disadvantages
1.	
2.	
3.	
4.	
5.	

CONCEPT: #15 MOST JOBS ARE COMPETITIVE

DEVELOPMENTAL OBJECTIVE: 15.2 Realizes that promotions usually come to those who have been most competitive in their work assignments.

BEHAVIORAL OBJECTIVE: \*15.2 Each student will be able to describe in essay form the relative importance of competition in individual work assignments and its relation to promotion within one's occupational choice.

LEARNING ACTIVITIES: 15.2

1. Each student will complete handout 15.2.1.
2. Each student will listen to selected students describe their responses to handout 15.2.1.
3. Each student will conduct an interview using handout 15.2.2.
4. Each student will complete handout 15.2.3.
5. Each student will participate in a small group discussion and individual completion of handout 15.2.4.
6. Each student will complete handout 15.2.5.

Total class time required: Approximately 5 periods.

Activity developer: Lewis May, teacher  
Contract completed: May 1974  
Criterion level reached: 100 percentile

## Handout 15.2.1

## COMPETITION IN YOUR LIFE AND WORK

This project is to help you see how competition on everyday assignments and tasks can affect your future, and maybe even how well you advance when you choose an occupation.

This worksheet is to find out how you feel about competition in your life. Answer by checking the appropriate box. You will have some other questions to answer too.

YES      NO      SOMETIME

Is there competition at school?

Name some ways. (1 work answers are o.k.)

\_\_\_\_\_

Is there competition at home?

Name some ways.

\_\_\_\_\_

Is there competition to be popular in your group of friends?

Can you think of any other ways you have competition in your life?

What are they?

\_\_\_\_\_

Name 3 people you know who are good at competing.

\_\_\_\_\_

Are those 3 people usually happy?

Are they respected by other people?

Do they seem to be getting what they want out of life?

Most of us compete hardest at the things we like most. Are you good at competing in the things you like?

Handout 15.2.1  
(Cont.)

YES NO SOMETIME

Is competition fun for you?

Does competition bring the best out of people?

Does it pay to be a good competitor?

Does doing well at small assignments and jobs help you in the long run?

Will good competitors probably make more money when they get a job?

Will good competitors usually have a higher position in their occupation?

## QUESTIONNAIRE

Is there competition at occupations? \_\_\_\_\_

Interview someone who holds a full time job that could be considered an occupation. Ask the following questions and any others you would like to:

	YES	NO	SOMETIMES
Is there competition in your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a rating system to determine employees effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there competition in individual work assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the people who do best on work assignments get first consideration for promotions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Circle one)

- Are people selected mostly by seniority or mostly by ability?
- Does the selection depend on how well you get along with people?
- Does it help to be liked by the boss?

How else are people selected for promotion? \_\_\_\_\_

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Is there anything else you can add about competition on your job?

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## Hire a Teacher

Say you were in charge of hiring two English Teachers for East Junior High School; there are 20 applicants; you have the following information about each prospective teacher. Write a (1) by the thing you think is most important to hold the job, (2) for the next and (3) for the next, etc.

- \_\_\_\_\_ College grade average others
- \_\_\_\_\_ Attendance Record
- \_\_\_\_\_ Letters of recommendation from teachers and associates
- \_\_\_\_\_ Student teaching evaluation
- \_\_\_\_\_ Extra things they have done while in college
- \_\_\_\_\_ How they treat other people
- \_\_\_\_\_ Leadership ability

Name some other things you think are important.

\_\_\_\_\_

\_\_\_\_\_

Would it be hard to select two to hire? \_\_\_\_\_

Would those you picked be: (circle one or more)

1. The lucky ones?
2. The ones who needed the job the most?
3. The ones who day by day did the best work for the past few years and had the best reputation?

Do you think those who do best at day by day competition have a better chance of getting and holding a job? \_\_\_\_\_

## SMALL GROUP DISCUSSION

Write down your answers and be prepared to discuss them in a group of 3 or 4 students.

Does competition help a business be successful? \_\_\_\_\_

How (or how not) \_\_\_\_\_

Does competition help the workers? \_\_\_\_\_

How (or how not) \_\_\_\_\_

Will competition affect you when you get a job? \_\_\_\_\_

How do you plan to prepare for it? \_\_\_\_\_



## EVALUATION

Write down how you think competition on individual work assignments will affect promotions for you when you get a job.

CONCEPT: #15 MOST JOBS ARE COMPETITIVE

DEVELOPMENTAL OBJECTIVE: 15.3 Realizes that the truly competitive person is cooperative with others in his work setting.

BEHAVIORAL OBJECTIVE: \*15.3 Each student will be able to describe in essay form the necessity of establishing a harmonic balance between competition and cooperation with others in one's work setting.

LEARNING ACTIVITIES: 15.3

15.2.1

1. Each student will complete handout / from 15.2.
2. Each student will complete handout 15.3.1.
3. Each student will listen to selected students describe their responses to handout 15.3.1.
4. Each student will listen to a lecture on completion and cooperation from handout 15.3.2.
5. Each student will view selected student play the "Puzzle Game" from handout /15.3.3 and will participate in a class discussion of the game.
6. Each student will view a role playing simulation of a job interview using handout 15.3.4 and will participate in a class discussion of the interview.
7. Each student will complete handout 15.3.5.

Total class time required: Approximately 4 periods

Activity developer: Lewis May, teacher

Contract completed: May 1974

Criterion level reached: 100 percentile

## Handout 15.3.1

## COMPETITION AND COOPERATION IN YOUR LIFE AND YOUR WORK

This project is to help you learn how competition and cooperation can help you on a job.

There needs to be a good balance between competition and cooperation if you are going to be an effective worker.

Answer the following questions to tell how you think cooperative people would act on a job.

## People who Cooperate:

	Yes	No	<u>Sometime</u>
Help get jobs done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usually goof things up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get along with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are liked by other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are all for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think about others a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make sacrifices for the good of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do things THEIR way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are usually popular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make good leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make Good Bosses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make good Friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are good Team Members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do what they want most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do what others want part of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Those Who Cooperate at Work:

Generally get fired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Win approval of the Boss.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help production.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are well liked by other workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Handout 15.3.1

(Cont.)

Feel good at work.

Sometimes get promoted.

Does cooperation pay off in every day life?

Is Cooperation all that is needed to succeed in life and at a job?

It usually takes someone who is ambitious to get jobs done. Most ambitious people compete at things with others.

When everyone is finished with the Worksheet we will discuss it.

## Handout 15.3.2

Discuss cooperation and competition as it would relate to the football coach and the team.

Examples:

Competition

to be on first string  
to play key positions  
to beat other schools

Cooperation

to bring off plays  
to keep team running smoothly  
to help the coach and other  
team members with problems

## PUZZLE GAME

Need Puzzle game Packets and 3 tables with chairs.

Select 12 people to participate in the game - 4 people on each team. Have the other students observe and be ready to comment, at a later time, on what they noticed about each group - Take the master envelope yourself - Pass out the 4 CMP (Competition) envelopes to the four members in one of the groups. Tell all participants NOT TO OPEN the envelopes until they are told to start.

Pass out the COP (Cooperation) envelopes to another group.

Pass the BAL (Balanced) envelopes to the remaining group.

Isolate the groups enough so they cannot see the puzzle parts of the other groups.

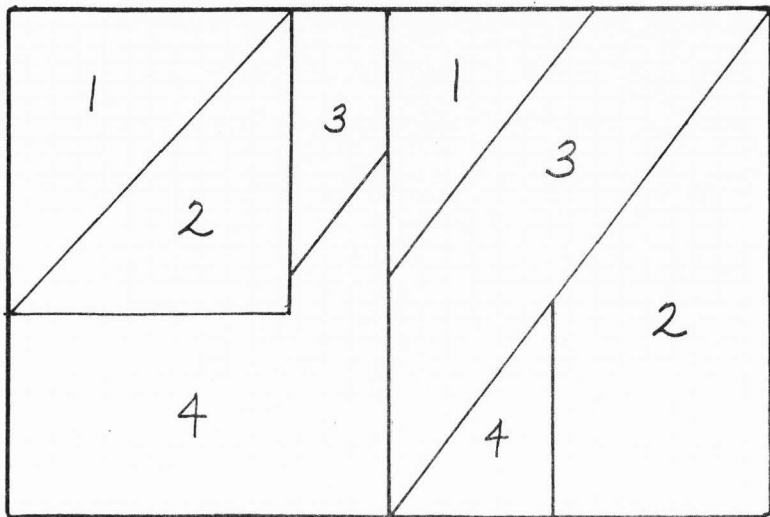
Instruct them to start.

Ask observers to move around to all 3 tables and notice how the students act and how they progress on their puzzle.

Let them work until finished or 20 minutes then discuss the results. Rely on observers for descriptions of what they saw and heard.

Summarize the conclusions of the activity.

MASTER COPY OF PUZZLE



Handout 15.3.3  
(Cont.)

## Group #1 CMP

You have been given 2 parts of a Puzzle. The other members of your group have the other parts. When you are told to do so, open this envelope and start to put it together. The person in your group who puts the most pieces in the completed puzzle will get a candy bar.

## Group #1 CMP

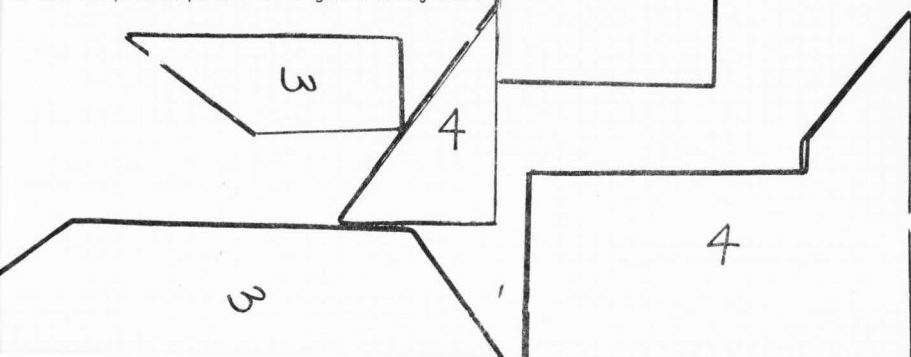
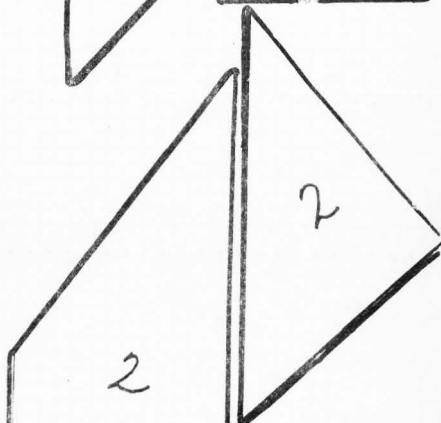
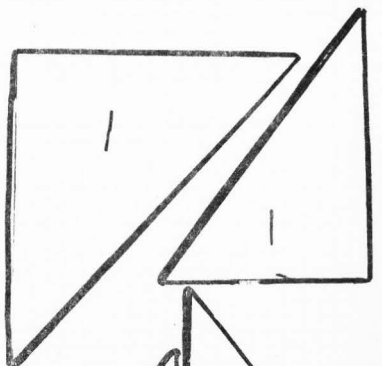
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You have been given 2 parts of a Puzzle. The other members of your group have the other parts. When you are told to do so, open this envelope and start to put it together. The person in your group who puts the most pieces in the completed puzzle will get a candy bar.



Handout 15.3.3  
(Cont.)

## Group #2 COP

You have been given 2 parts of a puzzle. The other members of your group have the other parts. When you are told to do so, open this envelope and start to put it together. The person in your group who cooperates the most with others will get reward.

## Group #2 COP

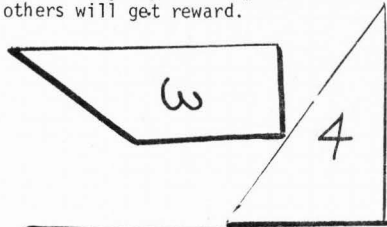
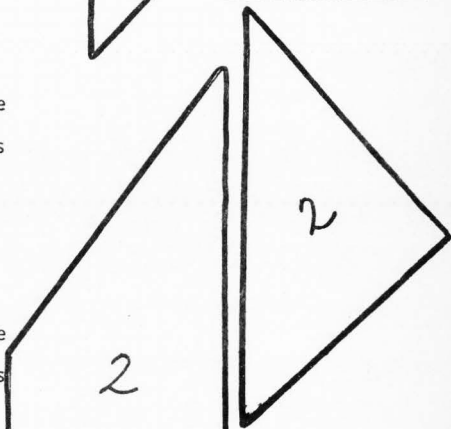
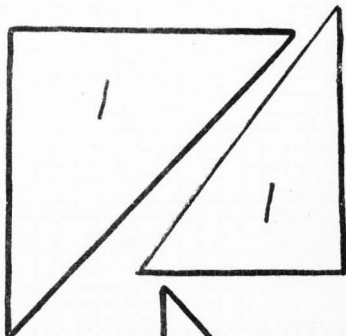
You have been given 2 parts of a puzzle. The other members of your group have the other parts. When you are told to do so, open this envelope and start to put it together. The person in your group who cooperates the most with others will get reward.

## Group #2 COP

You have been given 2 parts of a puzzle. The other members of your group have the other parts. When you are told to do so, open this envelope and start to put it together. The person in your group who cooperates the most with others will get reward.

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Handout 15.3.3  
(Cont.)

Group #3 BAL

You have been given 2 parts of a puzzle. The other members of your group have the other parts. When you are told to do so, open the envelope and start to put it together quickly because if your group is the first one finished you will all get a candy bar.

Group #3 BAL

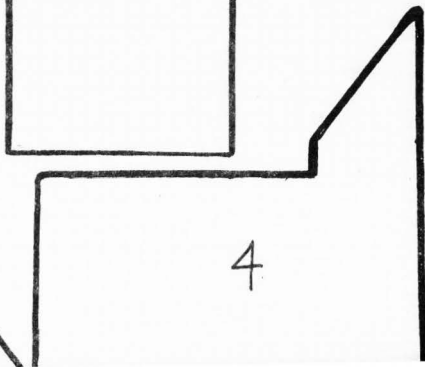
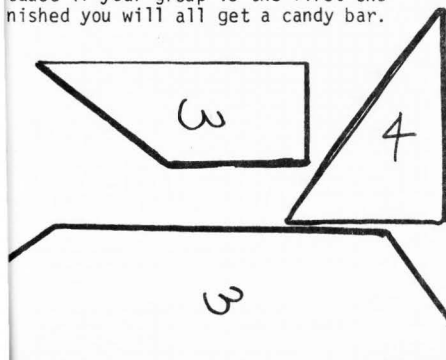
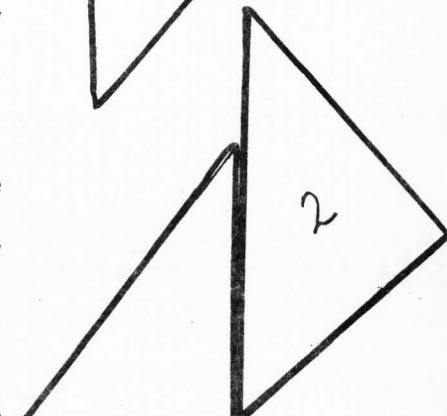
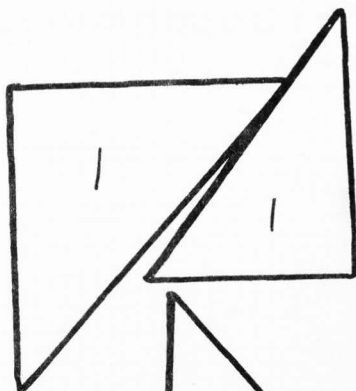
You have been given 2 parts of a puzzle. The other members of your group have the other parts. When you are told to do so, open the envelope and start to put it together quickly because if your group is the first one finished you will all get a candy bar.

Group #3 BAL

You have been given 2 parts of a puzzle. The other members of your group have the other parts. When you are told to do so, open the envelope and start to put it together quickly because if your group is the first one finished you will all get a candy bar.

Group #3 BAL

You have been given 2 parts of a puzzle. The other members of your group have the other parts. When you are told to do so, open the envelope and start to put it together quickly because if your group is the first one finished you will all get a candy bar.



## Handout 15.3.4

ROLE PLAYING - Needs 2 chairs - 1 desk

The next activity is a Role Playing activity. Explain to the students that they will watch an interview take place.

Situation: The Assistant Supervisor of a grocery store has taken another job and his job needed to be filled. It would mean a \$1,000 per year raise to the person who was selected. There are 3 applicants. Choose someone to Role Play the Supervisor and someone for each of the 3 applicants. Pass them their packets and give 3 or 4 minutes for them to get an understanding of their role. Help this if necessary.

Ask the other students to observe carefully and remember what they saw and heard.

They each have a copy of the 3 applicants' records in their packet.

Start the Activity.

After the supervisor has selected discuss it with the group.

## ROLE PLAYING ACTIVITY

## FOR SUPERVISOR

Your Assistant Supervisor has accepted a position in another area and you have to choose a new assistant. Three people from your area have applied for the job. You have the following information about them (see packet).

Interview the 3 applicants and choose someone for the position.

## FOR SUPERVISOR

## PAST RECORDS OF APPLICANTS

	<u>Entrance Test Score</u>	<u>Leave Record</u>	<u>Efficiency Rating</u>	<u>Cooperates With Others</u>	<u>Years of Service</u>
#1	84%	Fair	85%	Good	11 years
#2	84%	Good	93.	Good	3 years
#3	91%	Good	92%	Poor	5 years

(2 fights - one  
resulting in a  
broken nose to  
another employee)

## FOR #1 APPLICANT

You have been working for 11 years at this job and you feel like you should have the promotion because you have most experience and the company owes you the promotion. You feel you know the ropes of the business and know what is best for the other employees.

## FOR #2 APPLICANT

You have been with the company for 3 years. You have some ideas that you think will improve production.

Also some that will help improve the moral of the workers and you would like to try them if you could get some advice and permission from the supervisor.

## FOR #3 APPLICANT

You have been with the company for 5 years and you feel you should have the promotion because you could get the workers to shape up, put out more work. Give due respect to the management. Besides you are surprised they haven't noticed before that you are a natural born leader.

ROLE PLAYING ACTIVITY  
FOR ALL STUDENTS

In this activity you will watch a job interview. The parts will be acted out by students in your class.

SITUATION: The assistant Supervisor of a Grocery Store has taken another job and his job needs to be filled. The person who moves up to his position will get a \$1,000 per year raise. The position also has more prestige. Three people have applied - Here are their work records:

## PAST RECORDS OF APPLICANTS

<u>Entrance Test Score</u>	<u>Leave Record</u>	<u>Efficiency Rating</u>	<u>Cooperates With Others</u>	<u>Years of Service</u>
#1 84%	Fair	85%	Good	11 years
#2 84%	Good	93%	Good	3 years
#3 91%	Good	92%	Poor (2 fights & one resulting in a broken nose to another employee)	5 years

Watch and listen carefully, we will discuss the interview later.

## EVALUATION

Describe in your own words why people need to be both competitive and cooperative to be successful on a job:

CONCEPT: #16 TECHNOLOGICAL AND SOCIOLOGICAL CHANGES AFFECTING SUPPLY AND DEMAND OF JOBS AND WORKERS MAY NECESSITATE RETRAINING

DEVELOPMENTAL OBJECTIVE: 16.2 Understands that changing occupational requirements and competencies influence the content of one's education and the retraining of individuals in industry.

BEHAVIORAL OBJECTIVE: 16.2 Each student will be able to select at least three technical jobs that have undergone recent changes in their occupational requirements and competencies and be able to describe in writing the additional education and retraining necessary for individuals within the industry to adequately perform their job assignments.

LEARNING ACTIVITIES: 16.2

1. Each student will receive a description of concept #16 and Behavioral Objective 16.2.  
16.2.1
2. Each student will receive handout / and will participate in a class discussion of technical careers.
3. Each student will undertake research in the vocational library to complete handout 16.2.2.

Total class time required: Approximately 2 periods

Activity developer: Kathryn Lyman, teacher

Contract completed: May 1974

Criterion level reached: 95 percentile

## SOME INFORMATION ABOUT TECHNICAL CAREERS

The demand for people with technical skills is growing TWICE AS FAST as for any other group, while jobs for the untrained are rapidly disappearing. There aren't enough applicants to fill technical positions open now. Yet it is estimated that well over 1,000,000 more will open by 1975.

Technicians require only a year or two of education beyond high school, and have DOUBLE the salary of the average high school graduate.

Three kinds of schools have programs for technicians:

1. Technical Institutes. They give intensive courses concentrating almost entirely on what you will need to know in your career.
2. Junior and Community Colleges. They have more emphasis on theory, and also some courses in liberal arts.
3. Area Vocational-Technical Schools. Subjects are geared to work available in the area where the school is located.

Many technical schools can also arrange part-time work in your field of organization.

80% or more of all jobs in the future will require less than four years of college. Most of these jobs will be in the vocational-technical area. In Utah less than 15% of the jobs require a four year college degree.

Types of Technicians: (and some examples)

1. Aeronautical and Aerospace - Work on design of space vehicles, missiles, supersonic transports. Help solve air traffic control problems. Help explore space.
2. Air Conditioning and Refrigeration - Help in the design of future astro-domes, spaceships, sea laboratories, ultramodern homes and cities under domes--the air-conditioning, refrigerating, and heating systems of the future.
3. Agricultural - Work on the scientific production and processing of food and other things that grow. Act as consultant on farm machinery, agricultural chemicals and production techniques.
4. Architectural and Construction - Work on projects to rebuild our cities. Develop new building techniques and new materials for building. Through city planning, help with the sociological problems that plague our inner cities.
5. Automotive - Assist in the design of new traffic control systems. Help in the planning of tomorrow's cars, especially smog control devices, automatic guidance systems, and new safety features. Work on the problems of mass transportation.

## Handout 16.2.1 (Cont.)

6. Chemical - Work in new fields of chemistry, especially biochemistry, chemical engineering. Help develop new materials from chemicals, especially new plastics, new foods, new fertilizers, new anti-pollution agents.
7. Civil Engineering - Work with computers to solve structural problems in constructing new buildings. Work on automatic highways. Help rebuild our cities and our highway systems. Work on unconquered environments (like the jungle, the ocean) to make them livable for man.
8. Commercial Pilot - Pilot airplanes and helicopters. Act as cabin crews in commercial aircraft. (These careers call for experience after your 2-year educational program.)
9. Electrical - Work with new electrical devices, like portable power systems for use in remote areas, fuel cells for use in spaceships, sea labs. Help design electrical systems for tomorrow's homes, factories, etc.
10. Electronic - Work in new electronic fields like miniaturization, solid-state devices. Work along with scientists in new bioengineering systems. Work on fourth-generation computers, teaching machines, etc.
11. Electromechanical - Help design new information systems, new computers. Work on artificial hearts, other human organs in the new field of biomedical technology. Work on automated production equipment.
12. Electronic Data Processing - Process and analyze business and scientific data using new generation computers. Develop new systems analysis to solve storage and retrieval problems. Help develop new teaching machines.
13. Fire Protection - Develop new fail-safe systems for supersonic transports, sea labs, and other artificial environments to make them safe for human habitation.
14. Forestry - Help care for, protect, and harvest forests. Develop and conserve wildlife and recreational resources.
15. Health Service - Work with medical teams as assistant or nurse on the new frontiers of medicine. Work on bioengineering techniques to save and prolong life. Work in dentistry and oral surgery.
16. Industrial Production - Help design new production methods, particularly automated systems--and new materials, machinery, and control systems to make industry even more productive.
17. Instrumentation - Work on the instruments that have brought about space exploration, new medical techniques, automation, pollution control and other modern miracles.
18. Marine Life and Ocean Fishing - Develop new procedures for harvesting food from the ocean. Help discover new minerals beneath the sea. Work on conserving the ocean's natural resources.



## Handout 16.2.1

(Cont.)

19. Mechanical Design - Work on producing new kinds of machines for tomorrow's manufacturing plants, hospitals, homes.
20. Metallurgical - Help develop and produce new "miracle" metals and metal alloys for use in construction machinery, medicine, etc.
21. Nuclear and Radiological - Help research, develop and produce nuclear devices and atomic power plants. Use radio isotopes in industrial and health fields.
22. Oceanography - Explore the ocean's chemistry, geography and mineral resources. Develop ways to use them. Develop manned underwater sea labs.
23. Office Specialists - Accounting, financial control and management. Scientific, legal, medical or engineering secretaries.
24. Police Science - Work on new, scientific methods to detect and prevent crime.
25. Sanitation and Environmental Control - Help improve man's environment and protect natural resources by scientific means. Help prevent or control air and water pollution. Inspect and prevent contamination of food. Control waste disposal.

## Handout 16.2.2

## CHANGES AFFECTING SUPPLY AND DEMAND OF JOBS MAY NECESSITATE RETRAINING.

NAME \_\_\_\_\_

Changing occupational requirements and competencies often require extended education or re-training. Research and find three technical jobs that have undergone recent changes in their requirements and competencies. Describe in writing the additional education necessary, the additional training necessary, or special training required to adequately perform the job. (A list of potential jobs is attached).

JOB #1. \_\_\_\_\_

JOB #2. \_\_\_\_\_

JOB #3. \_\_\_\_\_

## POSSIBLE JOB SOURCES TO RESEARCH

AEROSPACE TECHNICIAN	PROTHETIST
MATHEMATICS AIDE	OCCUPATIONAL THERAPY ASSISTANT
PRODUCTION PLANNER	MUSIC THERAPIST
AGRICULTURAL TECHNICIAN	PARAMEDIC
AIRCONDITIONING, HEATING AND REFRIDGERATION	TECHNICIAN
AIR TRAFFIC CONTROLLER	OPERATING ROOM TECHNICIAN
AIRLINE DISPATCHER	BIOMEDICAL TECHNICIAN
AQUATIC SCIENCE TECHNICIAN	LABORATORY ANIMAL TECHNICIAN
ATOMIC ENERGY TECHNICIAN	INHALATION THERAPIST
HOT CELL TECHNICIAN	OCEANOGRAPHER
RADIATION MONITOR	MOTORCYCLE REPAIRMAN
BROADCAST TECHNICIAN	AGRI-BUSINESS
CERAMIC TECHNICIAN	TEACHER AIDE
CHEMICAL TECHNICIAN	ANESTHESIOLOGIST
CIVIL ENGINEERING TECHNICIAN	HIGHWAY FLAGMEN
COMMERCIAL ARTIST	FORESTRY AIDE
COMPUTER TECHNICIAN	POLICE WORK
MODELMAKER	SYSTEMS ANALYST
PHYSICS TECHNICIAN	URBAN PLANNER
PROGRAMMER	RADIOLOGIC TECHNOLOGIST
DRAFTSMAN	SURVEYOR
ELECTRONICS TECHNICIAN	CYRORECHNOLOGIST
ENGINEERING AIDE	HISTOLOGIC TECHNICIAN
QUALITY CONTROL TECHNICIAN	REGISTERED MEDICAL TECHNOLOGIST
FASHION DESIGNER	CERTIFIED LABORATORY ASSISTANT
FORESTRY TECHNICIAN	LIBRARY TECHNOLOGIST
GROUND RADIO OPERATOR AND TELETYPEPIST	CARD-TAPE COMPUTER OPERATOR
INDUSTRIAL PRODUCTION TECHNICIAN	CODING CLERK
INSTRUMENTATION TECHNICIAN	DIGITAL COMPUTER OPERATOR
INTERIOR DESIGNER AND DECORATOR	HI-SPEED PRINTER OPERATOR
INTERPRETER	SYSTEMS & PROCEDURES ANALYST
LABORATORY TECHNICIAN	TAPE LIBRARIAN
MECHANICAL TECHNICIAN	SPACE AND MISSILE TECHNICIAN
MEDICAL AND HEALTH SERVICES TECHNICIAN	INSTRUMENT TECHNICIAN
DENTAL HYGIENIST	HIGHWAY TECHNICIAN
DENTAL LABORATORY TECHNICIAN	BUILDING CONSTRUCTION TECHNICIAN
MEDICAL TECHNOLOGIST	ARCHITECTUAL DRAFTSMAN
MEDICAL X-RAY TECHNICIAN	CARTOGRAPHER
OCCUPATIONAL THERAPIST	MACHINE DESIGNER
PHYSICAL THERAPIST	QUALITY CONTROL TECHNICIAN
METAL CASTINGS TECHNICIAN	TECHNICAL WRITER
OPTICAL LABORATORY TECHNICIAN	TIME STUDY MAN
PACKAGING TECHNOLOGIST	TOOL DESIGNER
PHOTOGRAPHER	
RADIO AND T.V. ANNOUNCERS	
SURVEYOR	
TECHNICAL WRITER	
TOOL DESIGNER	
WOOD TECHNOLOGIST	

CONCEPT: #16 TECHNOLOGICAL AND SOCIOLOGICAL CHANGES AFFECTING SUPPLY AND DEMAND OF JOBS AND WORKERS MAY NECESSITATE RETRAINING

DEVELOPMENTAL OBJECTIVE: 16.3 Understands that new skills may be developed at any time during a person's life.

BEHAVIORAL OBJECTIVE: 16.3 Each student will be able to describe in writing the various new skills he has acquired over the past five years and forecast skills he expects to acquire in the next five years. Each student will select at least one person of personal importance and be able to describe the skills he has acquired over the past 20 years.

LEARNING ACTIVITIES: 16.3

1. Each student will conduct an interview to discover the skills a person has acquired over the past 20 years.
2. Each student will listen to selected students report the findings of their interview to the class.
3. Each student will participate in class discussion of skills they have acquired over the past five years using the handout 16.3.1.
4. Each student will construct a list of skills they have acquired over the past five years and will forecast skills he expects to acquire in the next five years.

Total class time required: Approximately 3 periods

Activity developer: Cynthia Esterholdt, teacher

Contract completed: May 1974

Criterion level reached: 90 percentile

Examples of Second Grade School Work

NAME \_\_\_\_\_

## What Do You Hear?

## Part A

Say each word.

Write L if you hear a long vowel sound.

Write S if you hear a short vowel sound.

_____ boat	_____ kite	_____ name	_____ dug
_____ cat	_____ see	_____ comb	_____ rain
_____ make	_____ not	_____ wait	_____ feet
_____ me	_____ big	_____ home	_____ seat
_____ cold	_____ run	_____ line	_____ pie

## Part B

Listen to the words.

all	wake	walk	chalk
hat	want	wait	ball
home	line	call	bat
sat	tall	fat	talk

---

The Story Told

Part A: Draw a line from each animal to the part that tells about the animal.

Ants	thump.
Rabbits	leave a trail.
Groundhogs	call like a bird.
Lightning bugs	hoot.
Bees	flash.
Owls	dance.

Part B: Write X by the words that tell why animals talk.

- \_\_\_\_\_ to tell where to find food
- \_\_\_\_\_ to tell where they are
- \_\_\_\_\_ to tell about their friends
- \_\_\_\_\_ to tell how to play a game
- \_\_\_\_\_ to tell where to buy food
- \_\_\_\_\_ to tell about danger
- \_\_\_\_\_ to tell a funny story
- \_\_\_\_\_ to call for help

Handout 16.3.1  
(Cont.)

I have a dog for a _____.	pet	Pete
My name is _____.	pet	Pete
Mother _____ a cake for us.	mad	made
I am _____ at Jan.	mad	made
I _____ I can go with you.	hop	hope
The big frog can _____.	hop	hope
Give Pug a bath in a _____.	tub	tube
This _____ came out of the T.V.	tub	tube
We want to go for a _____.	rid	ride
We got _____ of the trash.	rid	ride

Find the word that will fit.

Write the letter on the line.

The bird is \_\_\_\_\_, but it can fly.

a. kind

We saw \_\_\_\_\_ ducks at the lake.

b. wild

I can't \_\_\_\_\_ my pet frog.

c. child

What \_\_\_\_\_ of pet do you have?

d. find

A boy gave the crying \_\_\_\_\_ a toy.

e. blind

Did Jan \_\_\_\_\_ the toy?

f. wind



CONCEPT: #16 TECHNOLOGICAL AND SOCIOLOGICAL CHANGES AFFECTING SUPPLY AND DEMAND OF JOBS AND WORKERS MAY NECESSITATE RETRAINING

DEVELOPMENTAL OBJECTIVE: 16.4 Accepts the concept of continuous education and training for enhancing and effecting one's career development potential.

BEHAVIORAL OBJECTIVE: 16.4 Each student will select one professional and one technical occupation from his prospective career cluster (see 6.9) and be able to describe in writing the continuous education and training necessary for enhancing and effecting his career development potential.

LEARNING ACTIVITIES: 16.4

1. Each student will complete the Learning Activities in 6.9.
2. Each student will complete the handout 16.4.1.

Total class time required: Approximately 2 periods

Activity developer: Kathryn Lyman, teacher

Contract completed: May 1974

Criterion level reached: 100 percentile

## Handout 16.4.1

Each student will select one professional and one technical occupation from his prospective career cluster and be able to describe in writing the continuous education and training necessary for enhancing and effecting his career development potential.

---

Using the D.O.T. files select your prospective career cluster.  
(Numbers 0 to 300 will help).

1. Select one professional job from your cluster: \_\_\_\_\_ #
2. Select one technical-level job from your cluster: \_\_\_\_\_ #

Now, assume that you have each of these jobs in turn. Using the D.O.T. files or any other sources indicated, answer the following questions. List all other sources on the back of this paper.

3. FOR THE PROFESSIONAL JOB OF \_\_\_\_\_ THE FOLLOWING  
CONTINUOUS EDUCATION OR TRAINING IS NECESSARY FOR ME TO DO MY JOB  
BETTER, ADVANCE TO A BETTER POSITION, OR EVEN TO MAINTAIN THE  
POSITION I NOW HAVE.
  
4. FOR THE TECHNICAL JOB OF \_\_\_\_\_ THE FOLLOWING  
CONTINUOUS EDUCATION OR TRAINING IS NECESSARY FOR ME TO KEEP THE  
JOB, GET A BETTER JOB, OR DO MY JOB BETTER.

NAME \_\_\_\_\_

CONCEPT: #17 DECISION-MAKING SKILLS ARE ESSENTIAL FOR REALISTIC CAREER CHOICES

DEVELOPMENTAL OBJECTIVE: 17.8 Recognizes that if a proper career decision is to be made, alternatives must be examined.

BEHAVIORAL OBJECTIVE: \*17.8 Each student will be able to describe in essay form the possible undesirable effects of limiting career decisions by not considering realistic alternatives.

LEARNING ACTIVITIES: 17.8

1. Each student will participate in a class discussion on the undesirable effects of limiting career decisions by not considering realistic alternatives.
2. Each student will complete the handout 17.8.1.

Total class time required: Approximately 1 1/2 periods

Activity developer: Kathryn Lyman, teacher

Contract completed: May 1974

Criterion level reached: 95 percentile

Considering realistic alternatives

NAME \_\_\_\_\_

AS A STUDENT, YOU HAVE HAD ACHIEVEMENT TESTS. REMEMBER YOUR AREAS OF STRENGTH AND WEAKNESS

LIST TWO JOBS WHICH LIE IN YOUR AREAS OF GREATEST STRENGTH.

1

2

NOW LIST TWO JOBS WHICH LIE IN THE AREAS OF YOUR GREATEST WEAKNESS:

1

2

-----

NOW, TELL IN A PARAGRAPH WHAT MIGHT RESULT IF YOU CHOSE TO TAKE A JOB IN THE AREAS IN WHICH YOU HAVE THE GREATEST WEAKNESS. CONSIDER SUCH THINGS AS ABILITIES, WORKING CONDITIONS, TRAINING, ENJOYMENT, WAGES, ETC. INCLUDE AS MANY FACTORS AS YOU CAN WHICH MAY PRODUCE NEGATIVE OR SOMEWHAT UNDESIRABLE RESULTS, IF THIS SHOULD BE YOUR ALTERNATIVE AS A CAREER CHOICE.

CONCEPT: #17 DECISION-MAKING SKILLS ARE ESSENTIAL FOR REALISTIC CAREER CHOICES

DEVELOPMENTAL OBJECTIVE: 17.9 Realizes that occupational information comes from many sources within and outside the school setting, is subject to change, becomes out-date., and varies from region to region.

BEHAVIORAL OBJECTIVE: 17.9 Each student will be able to list at least five sources of occupational information from within and outside the school setting and be able to describe in writing the importance of knowing the material is subject to change over time and variation between different regions.

LEARNING ACTIVITIES: 17.9

1. Each student will view the filmstrip "Preparing for Jobs of the 70's" and discuss how the information on many of the occupations shown is already out-dated.
2. Each student will listen to a local businessman's discussion on recent changes in employment trends in his occupational field.
3. Each student will participate in an instructor-lead discussion on the relative accuracy of employment information obtainable from newspapers, State Employment Services, private employment agencies, college placement centers, and individual employers and/or employees.
4. Each student will complete the handout 17.9.1.

Total class time required: Approximately 4 periods

Activity developer: Murial Pomeroy, counselor

Contract completed: May 1974

Criterion level reached: 95 percentile

## Handout 17.9.1

Name \_\_\_\_\_

1. Choose two of the following occupations and compare the occupational outlook and the yearly earnings for that occupation:

Secretary  
Data Typists  
Cosmetologists  
Registered Nurse

Policeman  
Automobile Mechanic  
Operating Engineer  
Veterinarian

2. List 5 sources of vocational information and their relative accuracy:

3. Write a paragraph on why it is important to know vocational information changes:

CONCEPT: #17 DECISION-MAKING SKILLS ARE ESSENTIAL FOR REALISTIC CAREER CHOICES

DEVELOPMENTAL OBJECTIVE: 17.10 Obtains a knowledge of educational and vocational information resources and how to use them.

BEHAVIORAL OBJECTIVE: 17.10 Each student will be able to demonstrate his knowledge of educational and vocational information resources by the successful completion (80% correct) of a competency test prepared by the teacher in the use of identified source materials

LEARNING ACTIVITIES: 17.10

1. Each student will listen to an Employment Security Officer's lecture on the vocational information and services they offer.
2. Each student will listen and take notes from a lecture on the Civil Service Commission using handout 17.10.1.
3. Each student will participate in a demonstration of the materials in the vocational library.
4. Each student will complete handout 17.10.1.

Total class time required: Approximately 2 periods

Activity developer: Virginia Adamson, teacher

Contract completed: May 1974

Criterion level reached: 90 percentile

## Career Reprint

Reprinted from Pamphlet 47 of the U.S. Civil Service Commission. Additional copies may be purchased for 5¢ from the U.S. Government Printing Office, Washington, D. C.

Have Something to Offer

Your Government is interested in recruiting outstanding people in many fields of work. Uncle Sam pays for work and talent and judgment. So to qualify for a Government job, you must have the needed skill or necessary training or experience. Ninety-one percent of Federal jobs within the United States are under the civil-service system. Civil-service procedures are the main road to a job in the executive branch of the Government.

Equal Employment Opportunity

Appointments to civil-service jobs are made on the basis of ability to do the work--ability demonstrated in competitive examinations. All qualified applicants receive consideration for appointment without regard to race, creed, color, national origin, sex, or politics.

## 1. Find Out About Examinations

Civil-service positions are filled from lists containing names of people who have passed competitive examinations for jobs in a particular field. Examinations are announced by the U. S. Civil Service Commission and boards of examiners when vacancies exist or are expected. These examinations are publicized through news items in newspapers, radio and T.V. announcements, notices posted on bulletin boards in many post offices, pamphlets, and notices sent to school counselors, professional associations, etc. Offices of the Civil Service Commission and many post offices can give you information about current examinations. You need pay no money to "civil service" schools to learn about or compete in civil-service examinations for Federal positions. The Commission recommends no school.

## 2. Apply for Examination

When you find an examination open for a job in which you are interested, get full information about it. Consult the "examination announcement" -- a bulletin that tells about experience or training requirements, location of jobs, duties, pay, forms you must file, and when and where examinations will be held. You can consult examination announcements and get application forms at the Commission's office in Washington or one of its regional offices (see addresses on back panel), or at a post office in your locality. Your post office, if it does not have the announcements, can give you the address of the nearest post office which does have them. After you study the announcement, mail your application form and any required supplementary forms before the deadline mentioned in the announcement.



**Handout 17.10.1  
(Cont.)****3. Take the Examination**

Some examinations include written tests that are given to applicants in a group at an appointed time and place. When a written test is given, applicants are sent notice of when and where to report. In many cases, no written test is given. Applicants are rated on education, training, and experience they list on the standard application forms. It is important that you exercise care in completing your application form and include all important facts about your education and experience.

**4. Notice of Rating is Next**

Persons who take an examination compete against one another. Examinations are scored numerically. To become eligible for appointment to a job, an applicant must make a passing grade of at least 70. In a written test, rating depends on the number of questions answered correctly. Where no written test is given, experience and education determine the applicant's score. Names of eligibles are entered on a list in the order of their scores. Those entitled to veteran preference have points added to their passing grades--5 for veterans and 10 for disabled veterans and certain wives, widows, and mothers of veterans. Veterans with compensable service-connected disabilities also get preferred position at the top of many lists. After your examination is rated, you will be notified whether you have achieved an eligible or ineligible rating.

**5. Agency Makes Inquiry**

When a Federal agency has an opening, the appointing officer will ask the Civil Service Commission for names of people who are eligible for the job. The Commission sends the agency the names at the top of the appropriate list of eligibles. The appointing officer can select any of the top three available eligibles. Usually he will first communicate with the eligibles to see if they are available for appointment. If you get such an inquiry, reply immediately, because it may lead to an offer of a job. Names of eligibles not selected return to the list for consideration in connection with later vacancies.

**6. Chances of Employment**

Your chances of employment depend on your standing on eligibility lists as determined by your examination score, veterans preference, and the rate at which agencies are filling vacancies. In other words, there is no guarantee that you will be offered a job even after you have completed all prerequisite steps to application. So don't turn down any other opportunities for a job while you wait to hear from Uncle Sam. If you are selected for appointment, the hiring agency will send you a letter or a telegram requesting you to report at a specified time or place. Upon reporting, you will have to fill out several forms, be fingerprinted, and take an oath of office. A personal investigation will be made. Physical examination will be required in most cases.

Name \_\_\_\_\_

## RESOURCES FOR VOCATIONAL INFORMATION

1. You have just arrived in a new city and you want to find work, name two sources you could use to help you.

1. \_\_\_\_\_

2. \_\_\_\_\_

2. What member of the school faculty is best prepared to help you with information about occupations?

1. \_\_\_\_\_

3. Where would you go if you wanted to find out information about Civil Service Exams?

1. \_\_\_\_\_

4. Choose one of the following occupations and answer the following questions about it.

Airline Stewardess  
Forestry Aid  
Photographer

Auto Mechanic  
Medical Lab Technician  
Salesman

Licensed Practical  
Nurse  
Truck Driver  
Saleswoman

Occupational Choice: \_\_\_\_\_

1. Using the Dictionary of Occupational Titles Vol. I, write a brief definition of the occupation.
2. View a film loop. Write one task a person employed in this occupation performs.
3. Using the Occupational File or the Desk Top Career Kit, explain the employment outlook for this occupation.
4. Listen to vocational cassette. What type of education or training is needed for this occupation?

**Handout 17.10.1**  
**(Cont.)**

5. Using the book View, list the steps of advancement for this occupation.
  
  
  
  
  
  
  
  
  
  
6. Using the Occupational Outlook Handbook, what is the beginning salary for this occupation?

CONCEPT: #17 DECISION-MAKING SKILLS ARE ESSENTIAL FOR REALISTIC CAREER CHOICES

DEVELOPMENTAL OBJECTIVE: 17.11 Gains a knowledge of the components of the decision-making process.

BEHAVIORAL OBJECTIVE: \*17.11 Each student will be able to describe in writing the necessary and sufficient components of the decision-making process.

LEARNING ACTIVITIES: 17.11

17.11.1

1. Each student will complete handout / and participate in a class discussion on:
  - a. What caused students to choose their most important values?
  - b. Did some students have difficulty in identifying their values?
  - c. What values on individual student's lists would **they give** up if necessary?
  - d. Are possible future values more difficult to identify than present ones?
  - e. What are the student's parents values?
2. Students will form small groups and elect a commander to aid in the completion of handout 17.11.2.
3. Each student will participate in a class discussion on the decisions reached in the "Crisis on the Moon" problem and how the decisions were made.
4. Each student will complete handout 17.11.3.
5. Each student will listen to a lecture on the method of problem solving in handout 17.11.4.
6. Each student will complete handout 17.11.5.

Total class time required: Approximately 2 periods

Activity developer: Kathryn Lyman, teacher

Contract completed: May 1974

Criterion level reached: 95 percentile

## ELEMENTS OF DECISION MAKING

Name \_\_\_\_\_

## WHAT IS SUCCESS IN MY VALUE SYSTEM?

Check each item below in one of the three spaces to show how important it is to you.

At the age I am now:	Most important	Somewhat important	Least important
----------------------	----------------	--------------------	-----------------

Get along with friends and be popular

Have good clothes

Be a top student

Accomplish what my parents expect

Be a good athlete

Be independent

Work for a future

-----  
In the future:

Make a name for myself in my career

Contribute to society

Get along with friends and be popular

Make lots of money

Get married and have a nice family

Express myself in some creative way

Be independent

Have a goal or commitment for my life

Have free time for myself

Have a religious belief

Do you feel your present values will change a lot in the next five years?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why? \_\_\_\_\_

How has what you value most at the present time affected your thinking about the future?

Name \_\_\_\_\_  
 Period \_\_\_\_\_

### CRISIS ON THE MOON

You are in a crew that planned to rendezvous with a mother ship on the light side of the moon. However, mechanical troubles have forced your ship to crash-land about 100 miles from the mother ship. The rough landing has damaged much of the equipment aboard. Since your survival depends on reaching the mother ship, only the most valuable items still available must be chosen for the 100-mile trip.

Below are the 15 items left intact after the emergency landing. Your job is to rank them in importance to your crew in its attempt to reach the mother ship--taking into account conditions on the moon.

After you have, by yourself, ranked the items, you must also consider the opinions of your crew members, and everyone's opinion in your crew must be considered for the final decision.

<u>Items Available</u>	<u>Your Rating For Example</u>	<u>Correct Rating</u>	<u>Differences For Example</u>
Box of matches	_____	_____	_____
Food concentrate in squeeze tubes that will attach to helmets	_____	_____	_____
50 feet of nylon rope	_____	_____	_____
Parachute silk	_____	_____	_____
Portable heating unit with built-in power supply	_____	_____	_____
Two .45 caliber pistols	_____	_____	_____
One case dehydrated milk	_____	_____	_____
Oxygen canisters that can be hooked up to space suits	_____	_____	_____
Map showing lunar surface	_____	_____	_____
Life raft with carbon-dioxide bottles for inflation	_____	_____	_____
Magnetic compass	_____	_____	_____
Squeeze tubes containing water	_____	_____	_____
Signal flares with own oxydizer	_____	_____	_____
First-aid kit including various types of squeeze-tube drugs	_____	_____	_____
Solar-powered AM-FM receiver- transmitter	_____	_____	_____
TOTAL OF SCORES IN "DIFFERENCE" COLUMN			_____

## ANSWER SHEET

Listed below are rankings for the "Crisis on the Moon" items, along with reasons for the rankings worked out by Read. He wants to emphasize that the rankings are arbitrary in some measure and could be open to disagreement.

- |  |   |
|--|---|
| (15) Box of matches                        | No use on moon. Would not burn because moon has no atmosphere like Earth's, thus no oxygen.   |
| (3) Food concentrate                       | Supply daily food required.   |
| (4) Nylon rope                             | Many uses--tying injured, climbing rocks tying supplies.  |
| (5) Parachute silk                         | Many uses--shelter against sun, stretcher, wrapping for supplies.   |
| (14) Portable heating unit                 | Heavy to carry, not needed on light side of moon.   |
| (11) .45 caliber pistols                   | Possible propulsion units when fired away from direction person wants to go, but would be hard to control. Might be used to give dying person quick death.  |
| (12) Dehydrated milk                       | Little value since no way to use.   |
| (1) Oxygen canisters                       | Absolutely essential to allow breathing.  |
| (7) Lunar map                              | Would help in picking easy route and showing landmarks for direction.   |
| (10) Life raft and CO <sup>2</sup> bottles | Life raft could be used for shelter. Carbon-dioxide bottles might be used as propulsion units.  |
| (13) Magnetic compass                      | Useless since moon has no magnetic poles.   |
| (2) Squeeze tubes with water               | Essential for replacing body fluids.  |
| (8) Signal flares                          | On low-gravity moon, could be fired very high in air when fairly close to mother ship to mark survivors' position.  |
| (6) First-aid kit                          | Splints, bandages, and drugs might be useful.   |
| (9) Radio sender-receiver                  | Would be of small use because moon has no atmosphere to bounce back AM signals. AM and FM signals would be limited to line-of-sight transmission--at most, about 2 miles. Might be used to send signal to Earth. Low power would not let it receive signals from Earth. |

## Handout 17.11.3

Choose one of the situations below and try going through the four steps listed at the bottom. Analyze the situation for the information you need.

SITUATION 1. You have been invited to a party on Saturday night. You already have talked to your friends about going to the show. You don't know who will be at the party. You don't know what show your friends will choose. You do not know the cost of either event.

SITUATION 2. A big camping trip is being planned by your class. It is coming at a time when your family had planned on going to the beach for a week. You are not sure how your parents feel about you going with them. You are not sure what your teacher might expect of you as a class officer at school. You are not sure about the weather at either place. You are not sure whether your friends are going on the camping trip.

SITUATION 3. Today is Sunday. You are going to have a test in math on Tuesday. You have a C+ in the course and you need a B. You only have a few hours in which you can study on Monday. You are invited to go to a ball game this afternoon, Sunday.

---

List the important information you already have.

List the important information you still need.

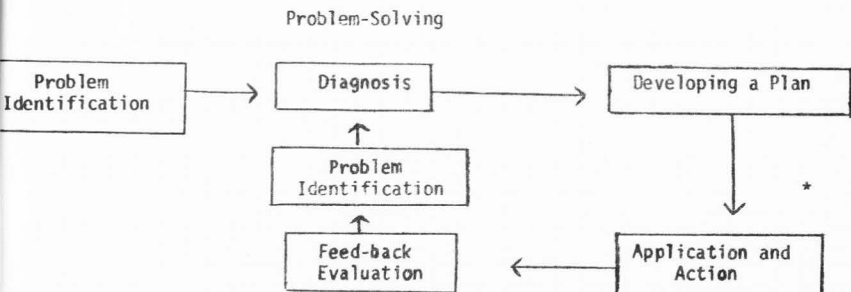
List in the order of your preference the sources of information you will use.

Find out when you must make the decision.

Will your value system affect your decision?

How?





Problem-solving is one of the major aspects of decision-making.

- A. The first step of problem-solving is defining the problem.
  - ..encountering what is bothering the individual.
  - ..determining whether there is concern and interest in the problem.
  - ..setting up the problem clearly and accurately.
  - ..deciding ways by which the problem can be solved.
- B. The second step of problem-solving is working on the problem.
  - ..recalling known facts about the problem.
  - ..determining the need for additional information.
  - ..locating the sources of information.
  - ..selecting proper topics, sequence, and grouping of information.
  - ..analyzing and interpreting the information in terms of ideas, concepts, and illustrative materials such as charts, graphs, and papers.
- C. The third step of problem-solving is drawing a conclusion.
  - ..drawing a tentative conclusion from analysis and interpretation of the information.
  - ..reaching the final conclusion through an analysis of the possible consequences.
- D. The fourth step of problem-solving is acting on or if necessary reconsidering the conclusion.

\* Taken from PEDAPOP

## COMPONENTS OF DECISION MAKING

NAME \_\_\_\_\_

Which of the following are components of the decision making process?

- eating school lunch.
- finding information you lack.
- knowing what you value.
- being popular.
- being a good student.
- getting good grades.
- knowing what information you already have.
- forming a plan of attack.
- filling out forms.
- looking at alternatives.
- knowing sources of information.
- earning money.
- pleasing your parents.
- being independent.
- using effective strategy.
- considering possible outcomes.
- getting a grade for your work.
- being a friendly person.
- caring about your school.
- judging the values of those involved in the matter.
- having an idea of the consequence of a course of action.
- using the proper toothpaste.
- knowing what outcomes might be desirable.
- knowing what choice leads to what result.
- pleasing your friends.

CONCEPT: #17 DECISION-MAKING SKILLS ARE ESSENTIAL FOR REALISTIC CAREER CHOICES

DEVELOPMENTAL OBJECTIVE: 17.12 Understands the need for careful planning of the high school program in light of tentative career plans.

BEHAVIORAL OBJECTIVE: \*17.12 Each student will be able to describe in writing the benefits of careful planning and the undesirable consequences of inadequate planning of the high school program in preparing for his prospective career choice.

LEARNING ACTIVITIES: 17.12

1. Each student will view a role playing simulation of a student applying for a job for which he has inadequate high school training.
2. Each student will view a role playing simulation of a student applying for college without prerequisite high school credits.
3. Each student will participate in a counselor-lead small group discussion on the various ways to obtain information concerning available high school courses.
4. Each student will describe in paragraph form the benefits of careful planning and the undesirable consequences of inadequate high school planning.

Total class time required: Approximately 3 periods.

Activity developer: Murial Pomeroy, counselor

Contract completed: May 1974

Criterion level reached: 90 percentile

CONCEPT: #17 DECISION-MAKING SKILLS ARE ESSENTIAL FOR REALISTIC CAREER CHOICES

DEVELOPMENTAL OBJECTIVE: 17.13 Understands that careful educational planning may shorten required training time for employment.

BEHAVIORAL OBJECTIVE: \*17.13 Each student will be able to describe in writing how the required training time for one technical and one professional career choice may be affected by the degree of careful educational planning undertaken.

LEARNING ACTIVITIES: 17.13

1. Each student will complete the Learning Activities in 17.12.
2. Each student will listen to several high school students' discussion of advanced placement and the need for careful course planning.
3. Each student will listen to representatives of the local college discussion of methods of shortening required education time (e.g., CLEP tests, summer school, correspondence and extension study).
4. Each student will participate in a small group discussion and individual completion of the handout 17.13.1.

Total class time required: Approximately 2 periods.

Activity developer: Kathryn Lyman, teacher

Contract completed: May 1974

Criterion level reached: 100 percentile

## Handout 17.13.1

Each student will be able to describe in writing how the required training time for one technical and one professional career choice may be affected by the degree of careful educational planning undertaken.

---

Based on the things brought out in today's discussion, how do you feel these people are planning their education to shorten the time required to help them get the job(s) they want?

Professional job \_\_\_\_\_ (educational planning)

THE TRAINING TIME FOR THIS PROFESSIONAL JOB WILL BE SHORTENED BECAUSE --

Technical job \_\_\_\_\_ (educational planning)

THE TRAINING TIME FOR THIS TECHNICAL JOB WILL BE SHORTENED BECAUSE --

CONCEPT: #18 SPECIFIC SKILL DEVELOPMENT IS A PRE-REQUISITE FOR ENTRY INTO A CHOSEN CAREER.

DEVELOPMENTAL OBJECTIVE: 18.4 Understands that different skills, knowledge, abilities, and competencies are necessary for success in various career clusters.

BEHAVIORAL OBJECTIVE: 18.4 Each student will demonstrate his understanding of the different skills, knowledge, abilities and competencies necessary for success in at least three career clusters by writing a minimum of ten of these differences for each career cluster.

LEARNING ACTIVITIES: 18.4

1. Each student will receive a description of Concept #18, developmental and behavioral objectives #18.4.
2. Each student will have completed the activities in Concept #6.
3. Each student will complete handout 18.4.1.
4. Each student will report their findings to the class and a master record will be placed on the board for all 15 clusters.
5. Each student will add all new differences which they did not include in their own selected clusters.

Total class time required: Approximately 4 periods.

Activity developer: Judy Jolley, teacher

Contract completed: May 1974

Criterion level reached: 90 percentile

## Handout 18.4.1

List 10 skills, knowledge necessary, abilities or competences necessary for success in any three chosen career clusters.

Cluster # 1

Cluster # 2

Cluster # 3

CONCEPT: #18 SPECIFIC SKILL DEVELOPMENT IS A PRE-REQUISITE FOR ENTRY INTO A CHOSEN CAREER.

DEVELOPMENTAL OBJECTIVE: 18.5 Identifies the specific skills and competencies necessary for entry and success in a prospective career choice.

BEHAVIORAL OBJECTIVE: 18.5 Each student will list at least 20 specific skills or competencies necessary to qualify for entrance into a career which the student has selected.

LEARNING ACTIVITIES: 18.5

1. Each student will receive a description of the concept, developmental and behavioral objective to be used in their activity.
2. Each student will have successfully completed Behavioral Objective # 18.4.
3. Each student will select one career cluster from Worksheet 18.4.1. completed in Behavioral Objective # 18.4.
4. Each student will visit the Career Center and explore the selected career cluster and choose the one career which best fits their career needs at the present time.
5. Each student will research their selected career and make notes of specific skills and competencies for that career.
6. Each student will complete Handout 18.5.1.
7. Each student will report their finding to the class.

Total class time required: Approximately 3 periods.

Activity developer: Judy Jolley, teacher

Contract completed: May 1974

Criterion level reached: 95 percentile



Career Cluster: \_\_\_\_\_

Career: \_\_\_\_\_

20 Skills or Competencies for selected career:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

CONCEPT: 18 SPECIFIC SKILL DEVELOPMENT IS A PRE-REQUISITE FOR ENTRY INTO A CHOSEN CAREER.

DEVELOPMENTAL OBJECTIVE: 18.6 Acquires the knowledge on where to obtain the necessary skill training required for entry into a prospective career choice.

BEHAVIORAL OBJECTIVE: 18.6 Each student will list a minimum of five training facilities which could offer the skill training necessary to obtain employment in a prospective career choice.

LEARNING ACTIVITIES: 18.6

1. Each student will receive a description of the Concept, developmental and behavioral objectives to be used in this activity.
2. Each student will have completed Behavioral Objectives #18.4 and 18.5.
3. Each student will complete Handout 18.6.1.
4. Each student will report finding to the class.
5. Each student while listing to other class members will add those skills which might be required in their own career but were left off their own list.
6. Each student will study from the Career Center post-high school catalogues and the manual titled, "Post-High School Orientation 1973-1974."
7. Each student will list five post-high school training facilities which offer the skill training necessary for their selected career.

Activity developer: Virginia Adamson, teacher

Contract completed: May 1974

Criterion level reached: 100 percentile

Selected Career: \_\_\_\_\_

List all the skills necessary to obtain employment in your chosen career.

## Summary, Conclusions and Recommendations

### Summary

The problem was junior high school teachers in Utah were not participating with counselors in providing career guidance activities for students. The purpose of this study was to develop a pilot program in career guidance in which teachers and counselors at the junior high school level could create student activities from a pre-designed career guidance model which would be applicable to the classroom. The present study produced this process.

Objectives of the study were as follows:

1. To develop behavioral objectives and learning activities applicable to the classroom at the junior high school level.
2. To evaluate the activities in a pilot project to determine if they reach the criterion set by the behavioral objectives.
3. To publish the developed behavioral objectives and learning activities as a means for acting as a guide for further program development in junior high schools throughout the State of Utah.
4. To develop a contractual process for the purpose of involving counselors and teachers in career guidance activity development.

The results of the study produced 56 behavioral objectives. Fifty-six activities were written by teachers and counselors of which all reached the criterion of 80% of class, 80% correct.

### Conclusions

The following conclusions were drawn from data generated during the evaluation of the study.

1. The process used in this study indicates that teachers in general are either unwilling or unable to develop written behavioral objectives. During the first 4 months of the study, it became apparent that those teachers involved were not developing behavioral objectives. It appeared that lack of experience in actual writing was their major concern. If this is true, it would indicate that teachers and counselors will implement career guidance into the classroom more readily when behavioral objectives are prepared for them.

2. The teachers in the study were able to conduct career related activities in their regular subject matter curriculum. Teachers for many years have been concerned with programs which are added on to their existing curriculum. This causes them to either eliminate or dilute that which is presently being taught in order to accomplish the new task. This study indicates that it is possible for counselors and teachers to integrate career guidance activities into the classroom. It appeared that not only can career guidance activities be included in regular classrooms without interference with on-going curriculum, but it is the opinion of the author and the counselors and teachers

involved with the project that career guidance activities actually enhance the existing curriculum.

3. Teachers respond favorably to career-related activities when they are directly involved. Without exception, every counselor and teacher felt that activities developed around career guidance enhanced their curriculum. One teacher revamped his entire program using career guidance concepts as the vehicle for subject matter material.

4. Contracting with teachers appears to be an economical and feasible way to develop career-related material for the classroom. The \$2000.00 spent on this project seems very economical in relation to other existing programs in Utah and other states, i. e, Arizona and Washington, where hundreds of thousands of dollars have been spent hiring consultants to write, test and evaluate a similar product. In the writer's opinion, teachers are the front line experts in education and should be used to develop teacher level materials.

### Recommendations

The following recommendations are pointed directly toward the continuance of the study and are reported for consideration:

1. A follow-up should be conducted to determine if those teachers and counselors in the study could and would prepare behavioral objectives as well as activities.
2. Activities should be developed for the elementary (K-6) and high school (10-12) to complete the total scope and sequence for the Utah Model for

Career Guidance K-12. This would present activities at all levels of education for teachers or counselors to use as samples.

3. A need exists for the validated activities to be printed for distribution to other school districts. The example activities should help in other districts in developing career oriented programs.

4. A follow-up study should be conducted to determine if the activities developed were carried on in the classroom once the initial year was completed.

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Appendixes

Appendix A: Figure 1. Example of Concept Expansion

EXAMPLE OF CONCEPT EXPANSION

The purpose of the following table is to demonstrate the expansion of selected K-12 developmental objectives for a particular concept. One or more behavioral objectives are constructed for each developmental objective and corresponding learning activities are created to insure that students achieve the specific behavioral objectives. The present list is not necessarily sufficient or complete; its only purpose is to serve as an illustrative example of concept expansion.

CONCEPT #5	K-3 4-6 7-9 10-12			
	EDUCATION AND WORK ARE INTERRELATED			
Developmental Objectives	5.1 Become aware of the relationship between school subjects and the world of work.	5.4 Recognize that different kinds of work require varying degrees and types of educational preparation.	5.7 Identify the special skills necessary for predicted or desired life goals.	5.8 Choose, plan, and enroll in appropriate classes or programs for the acquisition of the necessary specific skills for proficiency in his anticipated career choice.
Behavioral Objectives	5.1 The student must demonstrate his knowledge through verbal examination of the necessity of mastering his preliminary instruction in reading, writing, and arithmetic as related to success in the world of work.	5.4 The student must demonstrate his knowledge of prerequisite educational requirements for at least three jobs in each skill category (i.e., unskilled, semi-skilled, skilled, professional) by a verbal or written listing of specific occupations and their concomitant educational pre-requisites.	5.7 The student will list the necessary occupational requirements (i.e., skill training, work experience, academic preparation, related leisure-time activities, and needed abilities) for acceptance into his chosen or predicted career.	5.8 The student will construct and execute his sequential class course plan which will adequately prepare him for proficiency in his anticipated career choice.

Figure 1.

Learning  
Activities

5.1 A. The student will participate in a demonstration of the importance of written instructions through having verbal instructions passed along from student to student by whispering until the final transformed message is received (telephone game).

B. The student will be unable to follow rapid verbal instructions given by the teacher on the construction of some relatively simple project to demonstrate the importance of writing as an aid to remembering.

C. The student will unsuccessfully attempt to read several instructions or important job related information to demonstrate the necessity of learning to read.

5.4 A. The student will receive verbal examples of several specific jobs in various skill categories and their concomitant skill requirement and will discuss in groups what abilities are prerequisites for specific jobs.

B. The student will view demonstrations and discuss in groups how an inadequately trained person would be incapable of performing skills necessary for certain occupations.

5.7 A. The student will receive instructions and will use the resource materials necessary to discover occupational requirements needed for specific jobs.

B. The student will discuss verbally or in writing the important abilities, interests, and related leisure-time activities useful in satisfactory job performance and success.

C. The student will view and discuss related film strips and view and discuss appropriate career guidance booklets.

5.8 A. The student will view demonstrations and write summaries of important points on the successful planning of several class course schedules for various anticipated vocational or academic pursuits after high school graduation.

B. The student will listen to and ask questions of guest lectures who discuss academic or skill training preparation necessary for successful career placement.

C. The student will view demonstrations and participate in discussions on how poorly planned programs will inadequately prepare the student for his desired or anticipated career.

## Appendix B

## DESCRIPTION OF MODEL AND ITS COMPONENTS

Each of the triangular components - self and others, work and leisure, planning and placement - of the large triangle interrelates with the other components as demonstrated by the arrows.

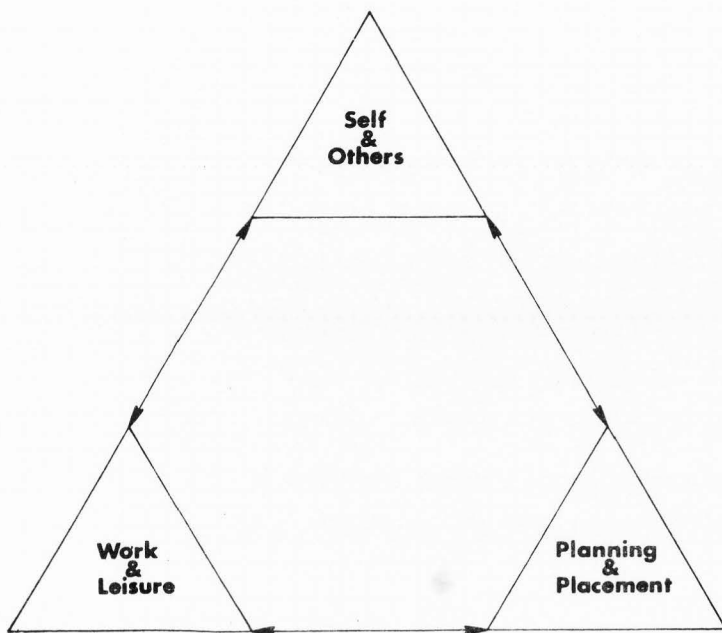
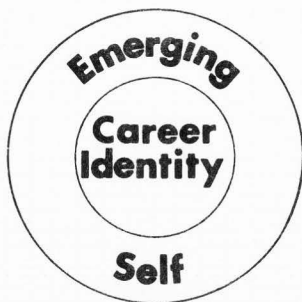


Figure 1. Description of model and its components.

Through decision-making, these components are internalized, resulting in the formation of the emerging self and career identity - as represented by the two inner circles.



The large triangle with these component parts encompasses the Career Guidance contribution to the Career Education Model.

Figure 2.



The large triangle with its component parts encompasses the Career Guidance contribution to the Career Education Model.

## Career Guidance Model



Figure 3.

Figure 4. The Career Education Model includes the Career Guidance Model and adds to it "Preparation." The sphere of preparation includes the components of Skill Training, Academic Training, and Work Experience, which are the three basic elements of Career Education. It is represented by the circle which encompasses the Career Guidance triangle. These three preparation areas also are internalized via the decision-making process and help from the center circles--the emerging self and career identity.

The large circle and all it includes represents Career Education, while Career Guidance is represented by the large triangle and is part of, and interacts with, Career Education, as represented by the arrows which go through the large triangle in order to arrive at the emerging self and career identity.

## Career Education Model

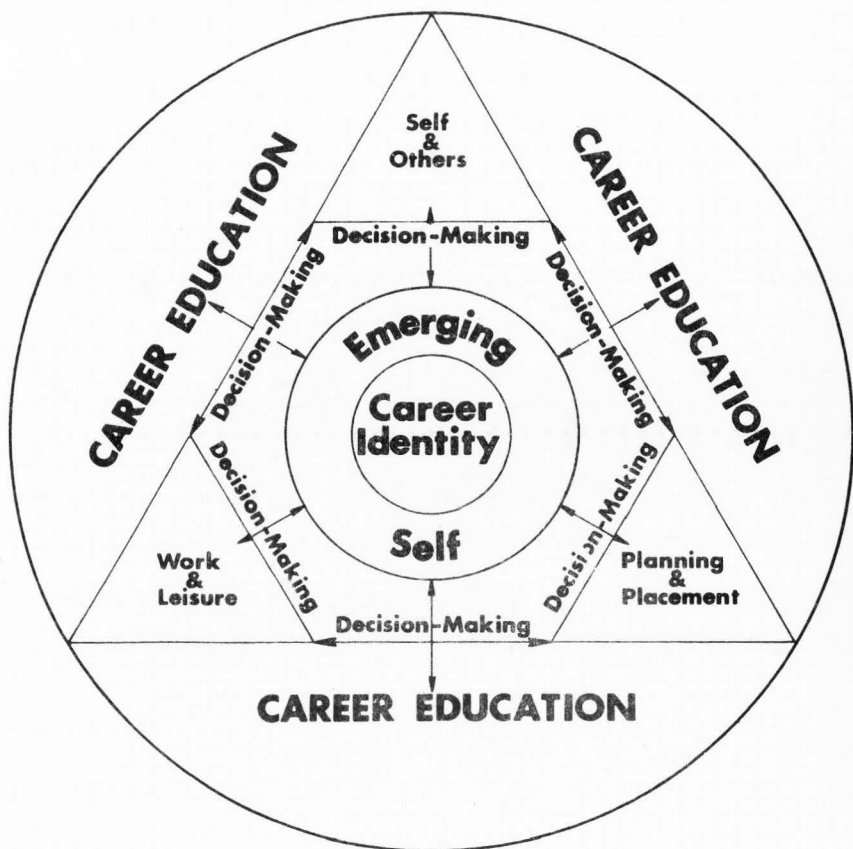


Figure 4.

Definitions for Figures 1, 2, 3, and 4

Academic training. Includes all courses taken by students for purposes other than skill training. Such courses may, however, serve as background or as prerequisites for skill training.

Work experience. Exposure of the individual to job requirements through job placement, temporary or permanent, which helps prepare him for additional occupational experiences.

Skill training. A learned aptitude of ability developed for greater job proficiency or for leisure pursuits. (Skill training may occur in any subject area such as journalism for those interested in writing, or auto mechanics for those wishing to develop automotive skills.)

Career guidance. A utilization of techniques--including individual, group counseling and a variety of media--for the dissemination of occupational information and modifications of existing curriculum to meet the student's needs. Career Guidance assists the student in career planning and decision-making; enables the student to view life styles and personal satisfactions; and enables the student to investigate education, work and leisure alternatives.

Career identity. Integration of perceptions of self with meaningful career choice.

Decision-making. The utilization of value judgment about information in choosing alternative course of action and means for implementation.

Emerging self. The entire makeup of an individual evolving from the internalization and implementation of realistic perceptions of self which emerge from interaction with the surrounding environment.

Planning and placement. Planning is the process of decision-making for goal selection and goal-setting relative to school curriculum, school experiences, work, leisure, and self-development.

Placement is the use of community and school resources to insure an individual's entry into appropriate educational and/or work experiences from one developmental phase to the next.

Self and others. The perception of one's self in relationship to his individual characteristics and the relationship he has with others within his intervening environment.

Work and leisure. Work is required activity calling for the expenditure of an effort toward some definite achievement or outcome.

Leisure is freedom from required effort usually interpreted as time not spent on the activities of working and living. Reward is in doing rather than on the end product.

Appendix C

## CONTRACT

## STATE CAREER CURRICULUM PROJECT

The teacher whose name appears on this contract agrees to develop the necessary learning activities and will aid his/her students in experiencing these activities so that at least 80 percent of these students will be able to perform the specified behavioral objective.

This contract covers:

Concept: \_\_\_\_\_  
 \_\_\_\_\_

Developmental Objective: \_\_\_\_\_  
 \_\_\_\_\_

Behavioral Objective: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Stipend \$ \_\_\_\_\_

I have developed and tested the necessary learning activities and certify that they will produce the specified behavior in accordance with the agreement stated above.

Date: \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Figure 1.

## CONTRACT FOCUS

CONCEPT: \_\_\_\_\_

\_\_\_\_\_

DEVELOPMENTAL OBJECTIVE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

BEHAVIORAL OBJECTIVE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LEARNING ACTIVITIES:

Please describe and list sequentially the learning activities you have developed and tested to fulfill the requirements of this contract:

Figure 2.



## CONTRACT UNIT PLACEMENT

Where does this contract unit relate best in your on-going curriculum? Please describe a segment of your existing curriculum (approximate time and major concepts) and place an arrow to show the entry point of this contract unit.



If this contract unit does not relate to your present curriculum, check here:

Figure 3.

## POSSIBLE LEARNING ACTIVITIES

The following is a list of learning activities that several members of the faculty of T.H. Bell Junior High helped develop. This list is by no means complete, it is attached only to aid the teacher in considering some alternatives available to fulfill the requirements of the contract:

Group discussion	individual introspection
panel discussion	twenty questions
role playing	open ended story
lecture	story telling from pictures
library research	debate
dramatization	case studies
staged events	surveys
guest lecturer	"What's My Line"
individual interviews	compositions
field trips	data sheets
projects: bulletin boards/ posters/scrapbook/ questionnaires/ inventories/ tests	demonstrations
oral reports	encounter group
crossword puzzles	job wheel/job ladder construction
vocabulary/definitions	commercial products: games/films slides/ etx.
	value discrimination

Figure 4.

Vita

R. Russell Whitaker

Candidate for the Degree of

Doctor of Education

Dissertation: Junior High School Curriculum Development for the Utah Model  
for Career Guidance K-12

Major Field: Psychology

Biographical Information:

Personal Data: Born at Ogden, Utah, January 11, 1934; married  
Janet Corlis; five children--Kim, Shelley, Kris, Heidi,  
Scott

Education: Graduated from Ogden High School, 1952; Attended:  
Weber State College, 1952-1954; Colorado State, 1954;  
University of Utah, 1954-1955; Utah State University, 1955-  
1956; Completed Bachelor of Science degree (major--physical  
education, Minor--industrial arts) and received Secondary  
Administrative Certificate, 1962; at Utah State University;  
Utah State University, 1958-1959, Master of Science degree,  
(Major--Physical Education, supporting field--Educational  
Administration--Psychology); Doctor of Education in  
Psychology and Administration expected 1976. Present  
certification: Utah State Board of Education, Secondary  
Administrative--Counselor and Psychologist.

Educational Associations and Affiliations:

President Davis Education Association

President U. E. A. Local Presidents

Lifetime member of National Education Association

Member: Utah Vocational Guidance Association

Utah Vocational Association

American Vocational Association

Utah State Educational Association

**Church Affiliation:**

Seventy in the L. D. S. Woods Cross Stake, South Bountiful  
 Third Ward  
 Stake Athletic Director  
 Ward Athletic Director  
 Venturer Leader

**Military:**

United States Army 1956-1958  
 Presently a Major, United States Air Force Reserve  
 Presently acquiring a private pilot's license

**Work Experience:**

Milkman 1 1/2 years while attending high school  
 The following are work experiences that I had up to the point  
 of graduation from Utah State University:  
 Crew Chief of a survey party for the Alaska Road  
 Commission  
 Highway Inspector--Alaska Road Commission  
 Caterpillar Operator--Alaska Road Commission  
 Laborer--Hooper Bridge Construction, Kentucky  
 Freeway System  
 Carpenter's Assistant  
 Cement Finisher  
 Steel Worker  
 Swimming Instructor, Water Safety Instructor--  
 American Red Cross  
 Tile and carpet layer--Superior Floors

**Part Time or Summer Employment:**

Manager, Municipal Swimming Pool--Clearfield, two years  
 Manager, Swimming Pool--Salt Lake City, five years  
 (summer only)  
 Director, Davis County Ski School (1300 students),  
 ten years  
 Football and basketball official, sixteen years

**Professional Employment after Graduation:**

Teacher and Coach, seven years, Davis School District  
 Taught history, health math  
 Coached football, basketball, track, and swimming  
 Counselor, two years, Viewmont High School  
 Counselor, one year, Washington Elementary  
 Utah State Board of Education, seven years as Specialist  
 in Occupational and Career Guidance

During my seven years with the Utah State Board of Education, I have been involved in both academic and vocational programs as it pertains to the pupil services functions. I have been a member of the vocational staff during this period and have worked jointly with the Vocational Division and the Division of Staff Development and Pupil Personnel Services. Instructor--Department of Educational Psychology, Utah State University, Extension Division

The following is a list of projects which initiated out of my office during the time I have been employed by the State Board of Education:

Mobile Assisted Career Exploration (MACE)  
 Pedapop--A career education program designed for rural Utah students  
 Teacher and Counselor Industrial Tours  
 Seventh Grade Career Education Program  
 Junior High Career Guidance Curriculum--Student-Centered Occupational Preparation and Exploration (SCOPE)  
 Utah High School Military Tours  
 Utah Model for Career Guidance K-12  
 On-site career centers in junior and senior high schools  
 Operation Guidance  
 Elementary Guidance Coordinator  
 Mini-course development in career education  
 One week vocational conference for all counselors

Programs which were in existence but which were improved upon:

Post High School Orientation  
 Vocational Information for Education and Work (VIEW)

Publications:

"Handbook for Sources of Occupational Information"  
 "A Counselor's Handbook of Apprenticeship Training Opportunities in Utah"  
 "Seventh Grade Occupational Guidance Program"  
 "Private Career Training Facilities in Utah"  
 "Junior High Career Guidance Curriculum--Student-Oriented Occupational Preparation and Exploration (SCOPE)"  
 "Post High School Orientation Booklet"  
 "Military Opportunities Booklet"  
 "Utah Model for Career Guidance K-12"  
 "Elementary Activities to Supplement the Utah Model for Career Guidance K-12"