

Information for Trainer of Trainers

- Speakers and Field Trips**
- Presentation Skills**
- Detailed Agenda for Training**
- Guide Exploration Game**
- Bibliography**

BLANK

**The Teacher's Guide
to Using
Community Resources:**

**Speakers
and
Field Trips**

BLANK

SPEAKERS AND FIELD TRIPS

What Are Community Resources?

Every year, as a teacher, you spend many hours searching for activities and materials that will enrich your basic instructional program. Some of the most exciting experiences you could possibly offer your students can easily be arranged in a very short time.

Your community has many resources available to enrich your curriculum. For example, your students can learn a great deal from community speakers — men and women who come into your classroom representing local business, industry, organizations, and professions. They have unique stories to tell about themselves and their work or organization. As these volunteers share information with your students, they help your students grasp the reality of the world of work. They can show your students that what they are learning in the classroom has practical application outside school — something young people are very concerned about these days! When students discover how your subject is used outside the classroom, they are often more motivated to learn about it.

While locating community speakers to come into your classroom, you will find that businesses are often willing to have your students observe their actual operations. If you can arrange for release time and transportation for an entire classroom of students, field trips are an excellent opportunity for firsthand observation of the use of

the subject(s) you teach. They allow students a chance to learn outside the normal school environment.

Sometimes, it is not possible for an entire class to take a field trip to a business. Sometimes you want a student to gain a more in-depth understanding of a career. This is when the concept of job shadowing can be used. “The Job Shadowing Guide” is available at the Oklahoma Department of Vocational and Technical Education (CIMC Catalog CS-1203).

This guide on speakers and field trips was written to assist you in deciding how and when to use these important community resources. It includes suggestions for obtaining resources, sample letters and forms, and questions for students to ask persons serving as resource personnel.



SPEAKERS AND FIELD TRIPS

Why Use Community Speakers and/or Field Trips?

1. To reinforce the fact that “what is being learned in school will be needed in the world of work.”
2. To further establish a partnership with business/industry.
3. To bring firsthand relevant information into the classroom.
4. To gain knowledge of careers that relate to skills you are teaching.
5. To show that skills learned in extracurricular activities, such as leadership activities, teamwork, decision-making, public speaking, etc., are needed by various community organizations and careers.
6. To relate up-to-date information on new techniques and practical applications of that information.
7. To better understand community affairs —
 - a. Federal, state, and local government services and regulations
 - b. Clubs, civic associations, and organizations

How to Locate Community Speakers

An individual teacher can call businesses to request a speaker for the classroom. Simply using the telephone book is an excellent way to start. The “Yellow Pages” automatically provide categories that prove useful. Often, speaking to one person will lead you to another potential speaker when you explain what subject area you wish to have reinforced. Suggested steps for securing guest speakers are shown on page 8.

If an entire school wishes to discover what community resources are available, it often conducts a survey. Due to the developmental stage of elementary students, they are delighted if a parent speaks to their class. This is an excellent chance to involve parents in your school and at the same time, reinforce the designated subject and career areas. Of course, parents can be used for all grade levels.

Parent surveys can be conducted to discover what parent resources are available to a school. The Chamber of Commerce in your town or an organization such as a Kiwanis Club would be willing to help survey businesses to discover speakers for your classroom. Remember that if you ask for volunteers and volunteers respond, they will want to be used. (Failing to do so can damage the public relations between your school and community.) Hints for establishing a parent resource file are listed on page 7.

SPEAKERS AND FIELD TRIPS

The parents' form on page 17 in the appendix can be sent home to parents. This form can also be adapted and used for the general business community.

Remember the importance of being sure teachers will use the speakers if a school/community-wide survey is conducted. Before conducting a large survey, a school may wish to have its staff discuss which subjects they want reinforced or which businesses/industries to survey first. Using the normal developmental subject area curriculum as a guide allows different types of careers to be explored each year without duplication. Since exposing elementary students to the career clusters is always a concern, this is also an organizational tool that can be used in connection with the curriculum. For example, if one grade level has a unit theme on plants, careers from the Agricultural Cluster would reinforce this theme.

Hints for Establishing a Parent Resource File

1. It is useful to have a Parent Resource File for teachers to use if they will really use it! A need should exist before the parents are solicited for help. Parents will resent volunteering and never being asked to speak. Excitement about the development of a file and its benefits should be generated among teachers before the file is established.
2. The filing system used to file parents' names and their speech topics may dictate how much the file is used.
 - a. Use topics teachers think of in connection with the units or concepts they teach rather than job titles only. For instance, a name might be used if filed under *fossils* rather than under *paleontologist*. This would allow people who have a hobby connected to fossils to be listed in addition to people employed professionally in the field.
 - b. Each parent can be cross-referenced in many ways: job, hobby, travel experiences, subject areas used on a job, etc. For example, an architect could be listed under architecture, pyramids, bridges, tools, angles, materials, etc.
 - c. Use a "see also" card to list similar topics.
 - d. The cross-reference topic cards should list both the student's and parent's names so that the information need be written only once.
3. The filing system should also be explained to teachers to make it useful to them. A hands-on training session would be helpful to expose teachers to the topics in the file and the many resources available to them.

SPEAKERS AND FIELD TRIPS

4. The Parent Resource File should be easily accessible for teachers. Locating it in the teachers' lounge is helpful because the telephone will be needed for contacting the parents. The library is another convenient location.
5. Color coding the student/parent names by grade is important so the resource can move with the student to another building. This enables an entire group of parent names to be easily pulled from the file and inserted into another existing file. When the "Parent" forms (page 17 in the appendix) are originally sent home to parents, each grade level should be given a different color form.
6. Explaining in detail to parents about the use of the file and the filing system will encourage parents to carefully fill out the form. If possible it should be done in person, such as at a "Back to School Night" or PTA meeting. You want *each* parent to complete their form. Since the top half will be separated from the bottom half of the page, writing "see above" on the bottom form will be of little use to you. If parents understand how topics they list will be used in the cross-reference system, they will take more time in listing information and topics. They will also provide the same information several times on different colored pieces of paper if they understand that the form moves with each child from building to building.

Suggested Steps to Secure Guest Speakers

1. Determine specific career development and subject objectives for the activity.
2. Request principal's/designated school official's permission.
3. Select firm, organization, or individual, keeping in mind your students' ages, interests, abilities, etc.
4. Ask co-workers to recommend a good speaker to meet your objectives.
5. Contact the individual by calling at least three weeks prior to the selected date of the activity.
6. Provide the speaker with facts he/she will need, such as:
 - a. Subject/career development objectives, follow-up activity planned, interests/abilities of students, types of questions students may ask
 - b. Date and time, length/duration, grade/age of group, size of group, location of room
 - c. Demonstration desired, brochures/posters/pictures/videos suggested

SPEAKERS AND FIELD TRIPS

7. Send a confirmation letter to the speaker, including all information discussed. A “Sample Confirmation Letter to Speakers” is shown on page 19 of the appendix.
8. With the confirmation letter, send the speaker a copy of “Tips for Speakers,” “Student Characteristics,” and the “Student Career Questions” for the appropriate grade level (see pages 23-29 of appendix).
9. Confirm the arrangements one or two days prior to the scheduled date of the activity. Confirm any equipment the speaker will need.
4. Students can collect occupational information in a notebook. They can complete a form while the speaker is presenting or use the form as a review after the presentation. Two sample forms, “Community Worker Interview Form” and “Career Reaction Questionnaire,” are included as pages 31 and 33 of the appendix.
5. Secure all necessary audiovisual aids.
6. Assign a student to greet the guest.

Now That You Have Secured a Speaker

Before Speaker Arrives

1. Explain to the students why the activity was planned.
2. Encourage students to ask the speaker questions. Discuss with your students what you hope they will learn from the speaker. Distribute and discuss suggested career-oriented questions appropriate to the grade level. Use the “Student Career Questions” for your grade level (see pages 25-29 in the appendix) for ideas of career-oriented questions.
3. Stress the importance of appropriate behavior and appearance to the students. (Include matters of etiquette, especially courteous listening techniques.)
1. Introduce the speaker by name and job title, including information about speaker’s training, honors, awards, special achievements, etc.
2. Have someone videotape the session (for later use and evaluation) if permission from speaker can be obtained in advance of the presentation.
3. Encourage students to be inquisitive (in relation to subject and career development objectives).
4. Facilitate the session as the situation warrants. Do not hesitate to interrupt the speaker. (As an educator, you understand how to correct classroom situations. Request clarification of complicated information if you see students are becoming confused. Suggest a correction if you see potential disruptive behavior from the students.)
5. Express appreciation verbally at the end of the session.

SPEAKERS AND FIELD TRIPS

After Speaker Leaves

1. For the students:
 - a. Hold discussion about the presentation.
 - b. Assist your students in analyzing the significance of what they learned.
 - c. Cover all highlights.
 - d. Evaluate the presentation.
 - e. Make appropriate concluding assignments that will help students see the relationship between what they are learning at school and the skills they will need in the future.
2. For the speaker:
 - a. Send the speaker a letter of appreciation. (You may wish to include “thank-you” notes from students.)
 - b. Share with the speaker the complimentary results of the evaluation.
3. For you and other teachers:
 - a. Write yourself reminder notes about the speaker and what you would want presented again, differently, or additionally.
 - b. Start a Parent Resource File or Speaker File for your school.

Teacher Checklist

- Determine a definite date and time before contacting the speaker.
- Get approval from the designated official at your school.
- Contact the speaker.
- Confirm the date in writing after arrangements have been made. Send copies of “Tips for Speakers,” “Student Characteristics,” and “Student Career Questions” (see pages 21-29 in the appendix).
- Contact the speaker a day or so before the presentation, as a reminder.
- Be sure the speaker has adequate directions for finding the school and the meeting place.
- See that the speaker is welcomed and properly introduced. If possible to obtain, a cup of water will be welcomed during the presentation.
- Remind the students of why the speaker is there.
- Ask permission to videotape.
- Be sure the class is ready before the speaker arrives.
- Schedule the presentation at the speaker’s convenience to accommodate travel time, etc.

SPEAKERS AND FIELD TRIPS

Planning an Effective Field Trip/Tour

1. List and clarify career development and course objectives for the field trip.
2. Select the destination that best meets these objectives.
3. Obtain administrative approval.
4. Contact place to be visited, get name of contact, and discuss the following items:
 - a. Date
 - b. Time of arrival
 - c. Duration of trip
 - d. Size of group that can be accommodated
 - e. Objectives of trip
 - f. Grade/age level of students
 - g. Number of chaperons
 - h. Luncheon accommodations, if needed
 - i. Parking facilities, if needed
5. If possible, make a preliminary visit to host to better understand what the location has to offer.
 - a. Make detailed plans with host.
 - b. Discuss itinerary.
 - c. Obtain available materials to prepare students to get the most from the field trip.
6. Send a confirmation letter to the tour guide/host specifying telephone and/or site visit discussions. See “Sample Confirmation Letter to Field Trip Guide/Host” (appendix, page 35).
7. With the confirmation letter, send the field trip guide/host a copy of “Student Characteristics” and the “Student Career Questions” for the appropriate grade level (see appendix, pages 23-29).
8. Arrange transportation.
9. Have a signed parental consent form for each student.
10. Determine total cost of the trip, if any.
11. Invite chaperons needed. If students will be separated into groups during the tour, you may wish to educate the chaperons about what students should observe during the trip. Refer to “Information to Solicit and Observe During the Tour/Field Trip” (appendix, page 37).
12. Send confirmation and any information needed to chaperons.
13. Contact field trip guide/host for final confirmation one to two days prior to the visit.

SPEAKERS AND FIELD TRIPS

Walking Tours for Elementary Children

The elementary child is old enough to benefit from exploring the community environment. The world is an exciting place for a young person. Walking tours offer an easy way for a teacher to have students explore their world. Depending upon your objectives, an array of tangible rewards are available to your students.

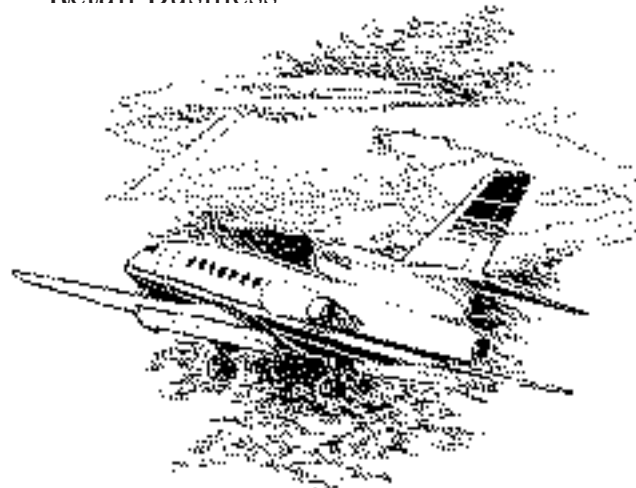
For example, walking tours:

1. Can teach simple roles of business, industry, and government and the importance and dignity of work.
2. Can offer unlimited opportunities to expand and expose the flexible mind of the elementary child to the working world and the cultural domain.
3. Are free, quick, and can be ended when the child's short attention span has been stretched to the limit.
4. Provide an awareness of the immediate surroundings.
5. Encourage children's senses.



Suggested Field Trip Areas

School Complex
Newspaper
Theater or Museum
Recreation Areas/Park
Health Center
Bank/Savings & Loan
Airport
Public Utility
Zoo
Town Hall
Construction Site
Industry
Hospital
Dairy
Nursery
Fire Department
Grocery Store
Any Local Business
Police Department
Library
Radio/TV Station
Historical Site
Retail Business



SPEAKERS AND FIELD TRIPS

Now That You Have Secured a Field Trip

Before the Field Trip

1. Prepare the students.
 - a. Discuss with the students the specific purposes for the field trip. Anticipate questions which may arise during the tour concerning activities or processes which will be observed such as source of raw material, products and uses, warehousing and storage facilities, methods of distribution, effects of automation, and dependence on computers.
 - b. Provide students with a copy of specific career questions they can ask. See “Student Career Questions” (appendix, pages 25-29).
 - c. Discuss value of note taking, picture taking, attentiveness, etc. (Obtain permission for videotaping, taking pictures, etc.)
 - d. If you want the students to complete a form during the field trip, distribute and discuss the “Form for Students to Use When Taking Field Trips” (appendix, pages 39-41).
 - e. Discuss guidelines for trip behavior, including dress and grooming; bus behavior; courtesy towards host, chaperons, and each other; and obedience of safety rules.

2. Distribute parental permission forms. Collect permissions.
3. Recheck itinerary and times for departure and arrival.

During the Field Trip/Tour

1. Position yourself and chaperons so you can observe both the students and the tour guide. (This elicits good behavior from the students.)
2. Look for ways your subject matter is utilized.
3. Look for such Employment Policies as:
 - a. Variety of job opportunities available.
 - b. Skills and education required.
 - c. Employee attitudes.
 - d. Dress.
 - e. Working conditions.
 - f. Hazards—safety program.
 - g. Teamwork required.
 - h. Salary ranges/promotion potential.
 - i. Relation to career planning.
 - j. Benefits (education, medical insurance, holiday, sick and annual, leave, advancement, retirement plans, etc.).

SPEAKERS AND FIELD TRIPS

4. Notice Processes such as:
 - a. Source of raw material.
 - b. Products and uses.
 - c. Warehousing and storage facilities.
 - d. Methods of distribution.
 - e. Effects of automation.
 - f. Dependence on computers.
 5. Pay attention to Cultural Values such as:
 - a. Aesthetic benefits to the community.
 - b. Implications for leisure time.
 6. Request clarification of complicated information for retention of students' interest.
 7. Express appreciation for the field trip at its conclusion.
- b. List and describe the nature and/or activities they observed.
 - c. Identify data collected that could influence career choice.
 - d. Identify data collected that could influence leisure time activities.
 - e. Point out dimensions of the experience that could be adapted to regular educational activities.
 - f. List questions that could have been asked but were not.
 - g. Compare and contrast this visit with others of similar nature to determine its uniqueness.

3. Invite the host or someone in a similar field to meet with your class to discuss and answer any questions that might have been generated following the visit.

After the Field Trip/Tour: Evaluation and Follow-Up

1. Send a thank-you letter to the host. (Have students write individual thank-you letters or write one letter and have each one sign it.)
 2. Using your objectives as a basis, conduct an evaluation with your students to determine the impact of the experience. Ask questions that will determine if the students can:
 - a. Indicate the relationship between the field trip experience and the material they are currently studying.
4. Relate the experience to specific activities you do in the classroom.
 5. Have students collect occupational information in a notebook. A form may be completed during the tour or as a review after the presentation. Sample forms — “Community Worker Interview Form,” “Career Reaction Questionnaire,” and “Form for Students to Use When Taking Field Trips” — are included on pages 31, 33, and 39 of the appendix.

Appendix
of
The Teacher's Guide
to
Using Community Resources:
Speakers
and
Field Trips

BLANK

SPEAKERS AND FIELD TRIPS

Parents

_____ Public Schools invite you to help our students learn about the world of work! Students need to become familiar with all phases and types of work — paid and unpaid.

Please complete this form and return it to your child's teacher.

Student's name _____ Grade _____

Address _____ Home phone _____

Father's name _____ Business phone _____

Company _____

Address _____

Occupation _____ School attended _____

School subjects especially needed on my job _____

Hobby _____

Travel _____

Are there uniforms, pictures, tools, materials, etc., used in your work that you could bring to demonstrate/share with the students? Please explain.

When could you visit?

Day of week _____ Time of day _____

Student's name _____ Grade _____

Address _____ Home phone _____

Mother's name _____ Business phone _____

Company _____

Address _____

Occupation _____ School attended _____

School subjects especially needed on my job _____

Hobby _____

Travel _____

Are there uniforms, pictures, tools, materials, etc., used in your work that you could bring to demonstrate/share with the students? Please explain.

When could you visit?

Day of week _____ Time of day _____

BLANK

SPEAKERS AND FIELD TRIPS

Sample Confirmation Letter to Speakers (on school district or building stationery)

(Date)

(Name)

(Title)

(Company)

(Address)

(City), (State) (ZIP)

Dear (Last Name):

Thank you for agreeing to come to _____ School to speak to the _____ grade students about your career as a _____. Please emphasize the school subjects that you specifically use in your career.

Using a video to introduce your presentation is a great idea. I will arrange to have both a VCR and TV available for your use.

Our students will enjoy seeing the samples of your work that you plan to bring. The enclosed "Tips for Speakers" and "Student Characteristics" may provide information that will be useful to you as you organize and design your presentation. Please allow time at the end of your presentation for students to ask questions.

The following information will help facilitate your arrival:

Date _____ School _____

Time _____ — _____ (Address) _____

Number of Students _____ (City) _____

Please report to the school office upon your arrival so that you can be escorted to our class. We will gladly assist you if you need help in bringing materials to the classroom.

To locate our school, come east on Highway 270, turn south (right) onto Highway 9, and turn west (right) onto Broadway Avenue. The building is located on the north (right) side of the street.

Thank you again for your willingness to speak to our students. The students look forward to learning about your career. If you have any questions, please feel free to call me at _____ (telephone number) _____.

Sincerely,

(Name)

(Title)

BLANK

SPEAKERS AND FIELD TRIPS

Tips for Speakers

The following information should help you prepare for the presentation.

Purpose: To provide students an opportunity to meet and interview adults and inquire about their careers.

To develop an awareness of the world of work in all fields of work. To show the students how their present-day school work relates to work as an adult.

Attire: Wear the uniform or clothes normally worn to work. Explain its purpose and value (including any safety equipment worn).

Tools, Equipment, Samples of Work: Bring that which is most useful or of value to the job. When possible, use slides, films, charts, and actual tools or chalkboard.

Terminology: The students will be interested in terminology used on your job. Remember that it will have to be explained. You can ask the teacher to help you with this.

Tips:

1. In explaining your work, a “title” often means little to the students, so relate incidents and examples of work.
2. Actively involve the students in your presentation if you can. You may ask them to participate in a task or assist in a demonstration, or you can simply direct questions to them. No matter what age level you’re working with, you’ll find you get a much better response if the students can do something rather than just listen.
3. Watch the students and if they become restless, involve them or ask them a question.
4. The simple statement at the beginning, “Be sure to ask any questions as soon as you think of them,” will stop much confusion on the part of the students.
5. You should distribute any “handout” material at the end of the presentation. If the material is needed during the presentation, ask the students to put it aside when it has been used. Allowing time to circulate any items you may have brought, at the end of the presentation, will help you avoid the risk of competing with your own materials.

BLANK

SPEAKERS AND FIELD TRIPS

Student Characteristics

Our staff members have prepared this list of student characteristics. We believe these guidelines will help you as you prepare your presentation on jobs/careers prior to your visit.

Students in Grades K-3

- Have attention span of 15-20 minutes for one activity.
- View experiences in relation to self.
- Have limited vocabulary and need explanations in very simple terms.
- Are learning basic skills.
- Enjoy doing simple tasks.
- Need to see the relationship between the world of work and school.

Students in Grades 4-6

- Have attention span of 20-30 minutes for one activity.
- View experiences in relationship to self and others.
- Have more extensive vocabulary than younger child but still needs explanations in simple terms.
- Have previous experiences centered on home, school, and community.
- Are working to refine basic skills.
- Enjoy doing a work task.
- Need to see the relationship between the world and school.

Students in Grades 7-8

- Have attention span of 30 minutes for one activity.
- Need specific information about education and training, requirements for jobs, importance of school subjects, attendance, and attitudes.
- Need an opportunity to ask questions.
- Need information on salary range, job ladder, and entry-level requirements.
- Have vocabulary of young adult but still do not understand technical terms.

Students in Grades 9-12

- Have expressed interest in several career fields.
- Are mature enough to do individual exploration.
- Need a chance to “get the feel of the job.”
- Would gain insight into a particular job through a half-day visit.
- Need to relate written information to a real work situation.
- Have vocabulary approaching adult level but need explanation of technical terms.

BLANK

SPEAKERS AND FIELD TRIPS

Student Career Questions Elementary Students

1. What do you do in your job?
2. What is a typical day like on your job?
3. What hours do you work?
4. What special clothing must be worn on this job?
5. What tools and equipment are used?
6. What are the working conditions: indoors, outdoors, noise, temperature, dampness, dust, etc.?
7. What do you like best about your work? Why?
8. What do you like least about your work? Why?
9. What school subjects are important for this job?
10. What changes have happened in your career area since you have been working?
11. Is teamwork important on your job? Who do you depend on? Who depends on you?

BLANK

SPEAKERS AND FIELD TRIPS

Student Career Questions Middle School Students

1. What do you do in your job? What is an average day like on your job? What are the hours that you work?
2. What do you like best about your job? What do you like least?
3. What personal characteristics, interests, abilities, or preferences are important in your job? (Working with people, data, things, good speaking and writing skills, working under pressure, working inside or outside.)
4. What kind of training/education did you need to get started in your job? Have you had other jobs that prepared you for this job?
5. How long have you been working in this job? How did you decide to enter this job?
6. What subjects that I am studying now are important on your job?
7. Upon whose work do you depend? Is teamwork important?
8. How and when did you decide to enter this job? Did you have a career plan that you followed? What can I do now to get ready to work in a job like yours?
9. What changes have taken place in your career since you began working? What new changes are you preparing for at this time?

BLANK

SPEAKERS AND FIELD TRIPS

Student Career Questions High School Students

1. What is your job title?
2. What are the duties on your job? What is an average day like? What hours or shifts do you work?
3. What type of clothing does one wear on this job? Are there any special tools or equipment needed? What are the health and accident hazards, if any?
4. What personal characteristics, interests, abilities, or preferences are important in your job? (Working with people, data, things, good speaking and writing skills, working under pressure, working inside or outside.)
5. What work habits/attitudes are necessary to succeed in this field?
6. What do you like best about your job? What do you like least?
7. What type of training/education did you need to get started in your job? How many years of training are required? Is there a certificate or license required? What prevents receiving the license/certificate: age, police record, etc.?
8. Have you had other jobs that prepared you for this job?
9. What is the approximate cost of training? What are the names of schools where one can receive training, if training beyond high school is required?
10. Do you continue to obtain additional education/training? Where? How often? Who pays for it?
11. Is professional organization membership required, recommended? What does it cost?
12. How much job security is there in this occupation? Is the demand for this occupation going up, down, or staying the same? Is the work seasonal? In what other types of companies could one work in this field? Is the work performed in other geographic locations?
13. How long have you been working in this job? Are there opportunities for advancement?
14. How and when did you decide to enter this job? Did you follow a career plan?
15. What high school courses would you recommend I take? Why? What other advice do you have for a young person considering this field?
16. What is the salary schedule/range for an entry-level job in this occupation? What additional benefits do you receive: paid vacation, insurance, retirement fund, etc.?
17. Is teamwork important on your job? Upon whose work do you depend? Who depends on your work?
18. What changes have taken place in your career since you began working? What new changes are you preparing for at this time? How does technology affect your job?

BLANK

SPEAKERS AND FIELD TRIPS

Community Worker Interview Form

1. My name is _____
2. I interviewed _____
3. The worker's job title is _____
4. The job produces a: (Circle one) good service
5. The duties of the job _____

6. Hours worked _____
7. Draw a line under each phase of education/training that the worker has completed.
Grade School Middle School High School College
Graduate School Vocational School Apprenticeship On-Job Training
8. Starting salary range _____
9. Is there another salary in the family? (Circle one) Yes No
10. List skills needed for the job _____
Special Qualifications _____
Special Skills _____
11. List special tools needed/used _____
12. In order to get this job:
A. An application form was completed. (Circle one) Yes No
B. Character references were given. (Circle one) Yes No
C. A special test was taken. (Circle one) Yes No
13. Fringe benefits provided _____
14. What does the worker like best about the job? _____
15. What does the worker like least about the job? _____
16. What cluster does this job fit into? _____
17. This job is important because _____

BLANK

SPEAKERS AND FIELD TRIPS

Career Reaction Questionnaire

After completing your career interview, career search, or career research paper, answer these questions. Do your answers match with the career that you researched? Be sure to give serious thought to the way you want to live and where you want to live. Are you willing to do what it takes to work in this field, or do you need to continue your search?

1. Am I really interested in this type of work?
2. Do I have the personality that is required to do this job?
3. Will I be happy with this job?
4. Am I taking the right courses in school?
5. Am I willing to continue my education beyond high school for this job?
6. Am I prepared to deal with the cost of training or education required?
7. Is the job outlook good in this field?
8. In the town or city that I want to live, are jobs available?
9. Am I willing to move?
10. Will I be able to compete successfully if there are only a few openings?
11. Will I be able to live the way I want to live on the income this job offers?
12. Have I looked at similar occupations with closely related duties that require the same training?
13. Is this career right for me?

If this job is not right for you, please continue your search.

BLANK

SPEAKERS AND FIELD TRIPS

Sample Confirmation Letter to Field Trip Guide/Host (on school district or building stationery)

(Date)

(Name)

(Title)

(Company)

(Address)

(City), (State) (Zip)

Dear (Last Name):

Thank you for arranging for the _____ grade _____ (subject area) students from _____ School to tour your business. The students look forward to seeing people at work in various careers. We hope you will emphasize the school subjects needed for each job.

The video you plan to use to introduce your business will be helpful in providing our students an overview before we begin the tour.

I know our students will enjoy having people in various careers explain their jobs. The enclosed "Student Characteristics" and "Student Career Questions" will give you an idea about the type of information needed on the careers in your company. Please allow time at each location on the tour for the students to ask questions.

The following information may help you facilitate arrangements for our visit.

Date _____ School _____

Time _____ — _____ Grade _____

Number of Students _____ Subject _____

Thank you again for your willingness to let our students tour your business. The students will benefit greatly from learning about your company and its careers. If you have any questions, please call me at (telephone number) _____.

Sincerely,

(Name)

(Title)

BLANK

SPEAKERS AND FIELD TRIPS

Information to Solicit and Observe During the Tour/Field Trip

Look for practices, employment policies, and career information:

1. Variety of job opportunities available
2. Skills and education required
3. Employee attitudes
4. Dress
5. Working conditions
6. Hazards — safety program
7. Teamwork required
8. Salary range and promotion potential
9. Relation to career planning
10. Benefits (education, medical insurance, holiday, sick and annual leave, advancement, retirement plans, etc.)

Notice processes such as:

1. Source of raw material
2. Products and uses
3. Warehousing and storage facilities
4. Methods of distribution
5. Effects of automation
6. Dependence on computers _____

BLANK

SPEAKERS AND FIELD TRIPS

Form for Students to Use When Taking Field Trips

Because even the most highly motivated student is bombarded with so many new and diverse impressions while visiting an actual work site, giving you a form to complete will help you focus attention on some elements to observe.

Student Name _____ Date _____

Place visited _____

Occupation(s) under consideration/seen _____

The working conditions I observed were:

- | | | | |
|----------------------------------|----------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Inside | <input type="checkbox"/> Outside | <input type="checkbox"/> Pleasant | <input type="checkbox"/> Unpleasant |
| <input type="checkbox"/> Noisy | <input type="checkbox"/> Quiet | <input type="checkbox"/> Neat | <input type="checkbox"/> Untidy |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Hectic | <input type="checkbox"/> Formal | <input type="checkbox"/> Casual |
| <input type="checkbox"/> Relaxed | <input type="checkbox"/> Tense | <input type="checkbox"/> Cold | <input type="checkbox"/> Hot |

The worker(s) I observed:

- Worked mostly alone.
- Worked mostly in a small group.
- Worked mostly in a large group.

- Had a great deal of contact with members of the public.
- Had a small amount of contact with members of the public.
- Has no contact with members of the public.

- Wore a uniform.
- Wore formal clothes (tie and jacket, skirt and blouse).
- Wore casual or very informal clothes.

- Seemed to be under a lot of pressure.
- Seemed to be busy but not under pressure.
- Seemed not to have a lot to do.

The occupation in which I am the most interested was _____

The things I liked most about this job were _____

BLANK

SPEAKERS AND FIELD TRIPS

Form for Students to Use When Taking Field Trips (continued)

The things I liked least about this job were _____

The subjects/courses that I need to learn well in order to be successful in this job are

The attitudes/work habits that will add to my success in this business are _____

I have the following skills and personal traits that make me suited to this job _____

BLANK

SPEAKERS AND FIELD TRIPS

Principal Sources of Information for This Guide

“Community Speaker’s Guide” and “The Host’s Guide”

Produced by: Herman Grizzle, Career Education Director,
Tulsa County Area Vocational and Technical School,
Tulsa, Oklahoma

“Tulsa’s Career Speaker’s Bureau”

Produced by: Metropolitan Tulsa Chamber of Commerce,
Tulsa, Oklahoma

“Career Education Speaker’s Bureau Packet”

Produced by: Jenks Public Schools, Jenks, Oklahoma

Copyright permission given.

BLANK

Presentation Skills

Consider Your Audience

Plan Your Presentations

Develop Your Communication Style

Use Effective Visuals

Make Arrangements

BLANK

Presentation Skills

Consider Your Audience

Knowing that many learning styles exist in an audience will help you tailor your presentations to reach a wider group of people. Arrange your presentation's content, design, and delivery methods to accommodate the variety of learning needs in your audience.

Engage them with FACTS — Provide facts, lecture, citations, quotes, examples, demonstrations, practice feedback, drill, sequence, detail overt organization and a detailed bibliography. They will ask, “What?”

Attend to their FEELINGS — Provide emotional hooks, personal stories, metaphors, inventories, and opportunities for sharing, choosing, and relating the topic to self and others through hands-on and group activities. They will ask, “So what?”

Involve them in FORMULATING IDEAS — Provide concepts, ideas, and data as well as opportunities to examine and process the data, formulate explanations, make judgments, and inquire. They like structure and organization. They will ask, “Why?”

Let them CREATE — Provide opportunities for creative self-expression along with individual and group exploration so they can reorganize what is known to make new connections and original creations. They will ask, “What if?”

Plan Your Presentations

Post an agenda — Do not make the agenda overly specific. Keep a generalized public agenda and a detailed private agenda. If the public agenda is too specific, you lose flexibility. Some participants will spot check the agenda throughout the session to gauge progress and monitor time flow.

Use verbal and visual advance organizers — At the beginning of the workshop, explain the public agenda and give detail to the major segments. Repeat this pattern at key transition points, reminding the group where you are going and what is important. Briefly orienting participants to materials and handouts will save time throughout the presentation if people know where to look for key components.

BLANK

Presentation Skills

Encourage Active Participation — Many adults prefer active learning situations where they can engage ideas and interact with others. Small-group processes are very important to these members. Simple strategies like “turn to your neighbor and share” help these people stay alert and engaged. Processing time helps participants make personal connections to the ideas at hand and allows them to construct meaning.

Use Stories — Good stories break down barriers to learning and open up pathways to understanding. Use personal examples to illustrate. Good stories linger in the memory.

Make Use of Brainstorming — “Information gathering” allows everyone to be involved, creative ideas to surface, and introspection to develop solutions.

Know Your References and Provide a Detailed Bibliography — Citing accurate references is a major source of credibility for you. Participants will be drawn to the details and specifics, wanting to know the source of the authority and in some cases the methodology used to determine specific findings.

Develop Your Communication Style

Self-Confidence — Since your body reflects changes in your mental and emotional states, you need to convince your mind that speaking isn’t threatening. First, settle yourself down. Assume a comfortable body position and breathing pattern. Focus all of your energy on being calm and make positive statements to yourself, such as “I am calm and I am in charge of myself,” instead of “I am not going to be nervous.” Second, practice stress-relieving techniques such as deep breathing and assume a confident stance.

Body Language — Use body language to your advantage. Audiences form an opinion before you say anything. Remember only 7 percent of your total message comes from what you say; 38 percent comes from your voice; and 55 percent comes from your nonverbal cues. Author Stephen Rafe suggests that you keep seven Cs in mind: calm, courteous, caring, cheerful, competent, creative, and confident.

Gestures — Effective gestures are spontaneous and authentic. Videotaping yourself and viewing it without sound will assist you in identifying the types of gestures you use and determining if they are distracting or if you physically understate or overstate your points. Generally, larger audiences require larger movements and smaller audiences less obvious gestures.

BLANK

Presentation Skills

Distractions — Hand movements can add to your presentation or be a major distraction, especially when you are holding something other than notes. Hands naturally stray and fiddle with objects when we are not conscious of them.

Clothing — Clothing and accessories also may add to your overall presentation or distract from it. The basic rule of thumb is to dress one notch up from your audience. Audiences see this as a sign of respect. But be careful not to overdress. If you find you have overdressed for the audience, be prepared to remove a jacket, etc., to achieve a more informal stance. You want the audience to remember *what you say, not what you wear*.

Voice — Your speaking voice is your most basic presentation tool. You may wish to tape your presentations and analyze these key vocal factors: quality, range, loudness, rate, and articulation.

Face — Your facial expressions tell more about yourself than any other physical feature. Flexibility and variety in expressions add warmth to your presentation. Again, videotaping yourself can be an enlightening experience.

Humor — Using humor in a presentation is a delicate commodity. Contrived or forced humor doesn't work for most people, but if something is naturally funny and serves your presentation outcomes, it can be a strength. The use of humor in a group can build rapport within your audience, but use caution not to offend or alienate any person or group by appearing to put them down in some manner.

Barriers — Language is an important medium of exchange between presenters and participants. If you are not careful, you can inadvertently set up barriers between yourself and your audience. Using jargon or technical terms unknown to audience members can create resistance or hostility. Talking down to audiences has the same consequence. If you oversimplify or use inappropriate examples, you either set yourself apart from the group or imply a superior position.

BLANK

Presentation Skills

Use Effective Visuals

Visuals add tremendous impact to your presentations and support the learning process for most participants. On the average, only 20 percent of an audience has auditory-processing strengths. This means that most people will remember the visuals you use more than your words.

Use strategically — Reveal only the points on the visual you are immediately discussing. If you reveal the entire chart or transparency, your audience will be busy reading the other points. Place a piece of paper under the transparency to block out all lines except the one being discussed.

Use a pointer to focus attention — A pen or pencil (make sure it doesn't roll off) creates a focus, leaving you free to move around. Use of laser pointers require some practice.

Consider these cautions:

- Face the audience when you speak.
- Elaborate on the points you want to make.
- If you use visuals, they should supplement your presentation.
- Make sure visuals are not too extensive; leave yourself something to say.
- Give the audience a handout containing information if the content of the visual is important.
- Do not continuously turn overhead projector on and off. Bulbs burn out quickly. If you are not using the overhead but plan to again soon, place a piece of paper over the screen.

Make Arrangements

Consider the Day and Time — If you have any control over the day of the week of your presentation, keep in mind the most desirable times. Avoid a Monday or Friday or the day immediately before or after a major holiday. Try to present in the morning when people are freshest and most alert. Listeners are drowsy after lunch and are tired and anxious to leave later in the afternoon.

BLANK

Presentation Skills

Consider the Room — Make sure the room is large enough to accommodate the audience comfortably but not too large. Make sure there are enough comfortable, well-spaced chairs. Lighting will depend on whether you are using visuals with your presentation. Make sure to locate all lighting controls. Check the room's thermostat and make sure the room is comfortable. You may need to contact the custodian for assistance.

Arrange the Seating — The seating arrangement should reflect your objective, the size of your group, and the dimensions of the room. Always check the room at least an hour before your presentation so you have time to rearrange the room. Remember that if your audience is uncomfortable, they cannot be attentive. Your job is to ensure that your audience gets the maximum from the presentation. By tailoring the environment to the kind of presentation you have prepared, you will help facilitate learning.

There are six basic room arrangements (see diagram on next page):

Lecture is the simplest and uses space most effectively. This type of seating is used for large audiences of 40 or more but does not encourage participation and interaction.

U-shaped seating is ideal for small groups of between 15 and 25 people. This allows participants to see and interact with each other, and the speaker can move freely among the audience.

Two-sided angle seating style is good for note-taking and teamwork but will limit participants seeing speaker. It is easy for the speaker to move from group to group.

One-sided angle seating is similar to two-sided angle except tables are slanted in the opposite direction, and there is less seating available.

Round tables that normally seat 10 people each are set on only one side, with a maximum of six people facing forward. The open, unused arc allows everyone to interact with the presenter, take notes, and still work with the group at the table.

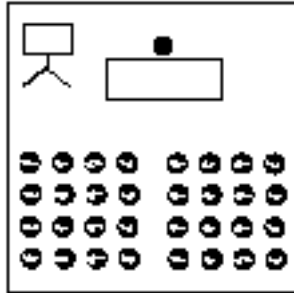
Half circle is used when no notes or desk activities will be needed. It encourages open discussion with all participants.

BLANK

Presentation Skills

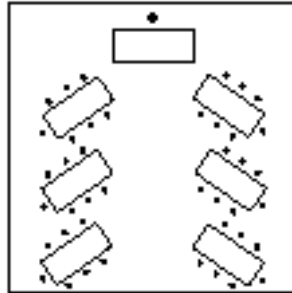
Room Arrangement

Lecture



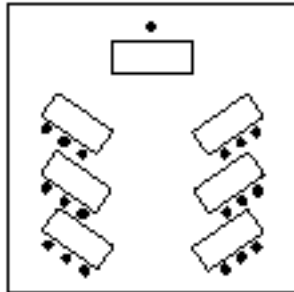
8 sq. feet
per person

Two-Sided Angle



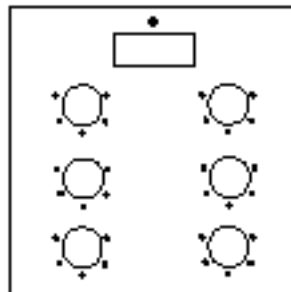
20-24 sq. feet
per person

One-Sided Angle



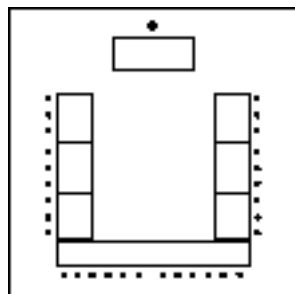
16 sq. feet
per person

Round



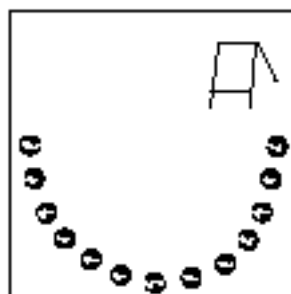
20-24 sq. feet
per person

U-Shaped



20 sq. feet
per person

Half Circle



16-20 sq. feet
per person

BLANK

BLANK

BLANK

Detailed Agenda for Training

Building Blocks for Elementary Career Awareness Day One

8:30 a.m. - 9:00 a.m.	Registration	
9:00 a.m. - 9:45 a.m.	Welcome - Goals	<i>5 min.</i>
	Introduction to Guide	<i>15 min.</i>
	Guide Exploration Game	<i>25 min.</i>
9:45 a.m. - 10:20 a.m.	Introduction to CD - Section A	<i>35 min.</i>
	A-I and II - Presented as is - 1 min.	
	A-III - Explain - 3 min.	
	A-IV - Presented as is - 5 min.	
	A-V, VI - Presented as is - 20 min.	
	A-VII - Explain - 2 min.	
	A-VIII - Explain - 2 min.	
	A-IX to end - Explained - 2 min.	
10:20 a.m. - 10:30 a.m.	Break	
10:30 a.m. - 10:55 a.m.	Introduction to CD - Section B	<i>22 min.</i>
	Presented as is	
10:55 a.m. - 11:20 a.m.	Introduction to CD - Section C	<i>21 min.</i>
	C-I, II, III - Presented as is - 15 min.	
	C-IV - Explain - 5 min.	
	C-V - Presented as is - 1 min.	
	C-VI - Skip	
11:20 a.m. - 11:50 a.m.	Introduction to CD - Section D	<i>30 min.</i>
	Trainer D-III - Presented as is - 5 min.	
	Trainer D-IV - Presented as is - 25 min.	
11:50 a.m. - 12:35 p.m.	Lunch	
12:30 p.m. - 2:40 p.m.	Infusion (includes 10 min. break)	<i>2 hrs. 5 min.</i>
	Trainer I and II as is - 5 min.	
	Trainer Table Assignment Instructions - 4 min.	
	Table Assignment Team Planning - 15 min.	
	Table 1 III: A-D as is - 20 min.	
	III: E - Only do first three questions of handout - 5 min. (saves 10 min.)	
	Trainer IV as is - 10 min.	
	Table 2 V as is - 10 min.	
	Table 3 VI as is - 10 min.	
	Table 4 VII as is - 25 min.	
	Table 5 VII as is - 25 min.	

*(presenters)

*(presenters)

*(presenters)

BLANK

Detailed Agenda for Training

	*(presenters)	Table 6	III: A-D as is - 20 min. III: E - Only do first three questions of handout - 5 min. (saves 10 min.)
		Trainer	VIII as is - 5 min. IX - Skip Evaluation - 5 min.
2:40 p.m. - 4:20 p.m.		Parent/Teacher Partnership and Parent Involvement Packets <i>1 hr. 40 min.</i>	
		Taught together	
		Parent/Teacher Partnership	
		Trainer	I as is - 1 min.
		Parent Involvement Packets	
		Trainer	I as is - 1 min. Table Assignment Instruction - 5 min. Table Assignment Team Planning - 15 min.
		Parent/Teacher Partnership	
		Trainer	II as is - 4 min.
	*(presents)	Table 1	III as is - 5 min. IV - Limit team reports to 1 or 2 teams - 10 min. (15 min. total)
	*(presents)	Table 2	V as is - 20 min.
	*(presents)	Table 3	VI, VII as is - 17 min. VIII - Skip
		Parent Involvement	
		Trainer	II as is - 2 min.
	*(presents)	Table 4	III as is - 5 min. IV - Explain only - 3 min. (total 8 min.)
	*(presents)	Table 5	Cut V, VI and explain Parent File and Option: "It's Up to You" will be shown the next day during Resources - 2 min. VII - as is - 5 min. (total 7 min.)
		Table 6	Cut V, VI and explain Parent File and Option: "It's Up to You" will be shown the next day during Resources - 2 min. VII - as is - 5 min. (total 7 min.) Evaluation - 5 min.
4:20 p.m. - 4:30 p.m.		Wrap-Up	Ask participants to read advanced training notes for homework found in Resource Packet.

BLANK

Detailed Agenda for Training

Building Blocks for Elementary Career Awareness Day Two

8:30 a.m. - 10:55 a.m.	Resources Packet	2 hrs. 15 min. (includes 10 min. break)
	Trainer	I as is - 1 min. (Point out that participants must read advanced training notes.) Table Assignment Instructions - 15 min. Table Assignment Team Planning - 25 min.
*(presents)	Table 6	II A and B 1-2 as is - 5 min. IIC as is and explain top half of TN1 - 5 min. *IIC Explain: Trainer, you might have some questions on IIC. Team must explain advanced trainer notes (TN1 "Gathering Your Own Resources"). III - Explain TN 1 (Request Presentation Room and Equipment). Tell participants where designed resource room is, but participants do not leave. - 5 min. (total 15 min.)
	Table 4	IV Advanced Planning TN2 "Locating Resource Presenters and Arranging for Presenters," TN6-8 1st paragraph - as is - 2 min. 2nd paragraph - as is - 25 min. 3rd paragraph - Reduce presentation discussion to 5 min. (total 32 min.)
*(presents)	Table 3	IV Advanced Planning TN2 "Locating Resource Presenters and Arranging for Presenters," TN6-8 1st paragraph - as is - 2 min. 2nd paragraph - as is - 25 min. 3rd paragraph - Reduce presentation discussion to 5 min. (total 32 min.)
	Table 1	IV Advanced Planning TN2 "Locating Resource Presenters and Arranging for Presenters," TN6-8 1st paragraph - as is - 2 min. 2nd paragraph - as is - 25 min. 3rd paragraph - Reduce presentation discussion to 5 min. (total 32 min.)

BLANK

Detailed Agenda for Training

	*(presents)	Table 5	V as is - Explain TN 3 after expert reports - 25 min.	
	*(presents)	Table 2 Trainer	VI, VII - Explain - 5 min. VIII as is - 1 min. Evaluation - 5 min.	
10:55 a.m. - 11:45 a.m.		Learning Styles		50 min.
		Trainer	I and II as is - 5 min. Table Assignment Instructions - 5 min. Table Assignment Team Planning - 15 min.	
	*(presents)	Table 4	III as is - 25 min.	
11:45 a.m. - 12:40 p.m.		Lunch		
12:40 p.m. - 2:00 p.m.		Learning Styles		1 hr. 16 min.
	*(presents)	Table 5	IV as is - 40 min.	
	*(presents)	Table 6	V, VI - Explain - 6 min.	
		Table 2	V, VI - Explain - 6 min.	
	*(presents)	Table 1	VII show part of video - 14 min. VIII as is - 10 min. IX as is - 1 min. (total 25 min.)	
		Table 3	VII show part of video - 14 min. VIII as is - 10 min. IX as is - 1 min. (total 25 min.) Evaluation - 5 min.	
2:00 p.m. - 2:10 p.m.		Break		
2:10 p.m. - 3:50 p.m.		Career Activities		1 hr. 37 min.
		Trainer	I and III as is - 11 min. Table Assignment Instructions - 5 min. Table Assignment Team Planning - 15 min.	
	*(presents)	Table 3	II as is - 20 min.	
		Table 2	II as is - 20 min.	
	*(presents)	Table 4	IV as is - 31 min.	
		Table 5	IV as is - 31 min.	
	*(presents)	Table 1	V - Explain - 10 min. VI as is - 1 min.	
		Table 6	V - Explain - 10 min. VI as is - 1 min. Evaluation - 5 min.	
3:50 - 4:00 p.m.		Wrap-Up		

BLANK

Detailed Agenda for Training

Building Blocks for Elementary Career Awareness Day Three

8:30 a.m. - 10:05 a.m.	Cooperative Learning	<i>1 hr. 35 min.</i>
	Trainer I and II as is - 4 min.	
	Trainer III as is - 5 min.	
	Table Assignment Instructions - 5 min.	
	Table Assignment Team Planning - 15 min.	
*(presents)	Table 5 IV a-b as is line item 1-6 - 19 min.	
	Table 4 IV a-b as is line item 1-6 - 19 min.	
*(presents)	Table 2 IV a-b as is line item 7-10 - 24 min.	
	Table 3 IV a-b as is line item 7-10 - 24 min.	
*(presents)	Table 1 V as is - 15 min.	
	Table 6 V as is - 15 min.	
	Trainer VI as is - 5 min.	
	Evaluation - 5 min.	
10:05 a.m. - 10:15 a.m.	Break	
10:15 a.m. - 10:45 a.m.	Presentation Skills	
10:45 a.m. - 11:15 a.m.	Speakers and Field Trips	
11:15 a.m. - 11:30 a.m.	Evaluation of the Entire Workshop and Wrap-Up	

BLANK

Detailed Agenda for Training

Table	Infusion
1	III 25 min.
2	V 10 min.
3	VI 10 min.
4	VII 25 min.
5	VII 25 min.
6	III, A-D E - First three questions. 25 min.
Trainer Responsibilities	I, II, IV, VIII

Table Assignment Instructions

BLANK

Detailed Agenda for Training

Table	Parenting
1	P/T-III, IV (limit team reports to 1-2 min.) 15 min.
2	P/T-V 20 min.
3	P/T-VI, VII 17 min.
4	*PI-III IV (explain only) 8 min.
5	*PI-V (omit), VI (explain resources mentioned are covered on Day 2), VII 7 min.
6	*PI-V (omit), VI (explain resources mentioned are covered on Day 2), VII 7 min.
Trainer Responsibilities	P/T-I, II VIII Skip *PI-I, II

Table Assignment Instructions

BLANK

Detailed Agenda for Training

Table	Resources
1	IV-Adv. Plan TN2, TN6-8 32 min.
2	VI, VII 5 min.
3	IV-Adv. Plan TN2, TN6-8 32 min.
4	IV-Adv. Plan TN2, TN6-8 32 min. X
5	V, Explain TN3 25 min.
6	II, III Explain TN1 15 min.
Trainer Responsibilities	I, VIII

Table Assignment Instructions

BLANK

Detailed Agenda for Training

Table	Learning Styles
1	VII (video 14 min.), VIII, IX 25 min.
2	V (explain) VI (explain) 6 min.
3	VII (video 14 min.), VIII, IX 25 min.
4	III 25 min.
5	IV 40 min.
6	V (explain) VI (explain) 6 min.
Trainer Responsibilities	I, II

Table Assignment Instructions

BLANK

Detailed Agenda for Training

Table	Activities
1	V (explain), VI 11 min.
2	II 20 min.
3	II 20 min.
4	IV 31 min.
5	IV 31 min.
6	V (explain), VI 11 min.
Trainer Responsibilities	I, III

Table Assignment Instructions

BLANK

Detailed Agenda for Training

Table	Cooperative Learning
1	V 15 min.
2	IV: 7-10 line item 24 min.
3	IV: 7-10 line item 24 min.
4	IV: a-b 1-6 line item 19 min.
5	IV: a-b 1-6 line item 19 min.
6	V 15 min.
Trainer Responsibilities	I, II, III

Table Assignment Instructions

BLANK

Guide Exploration Game

BLANK

Contest Rules

- Team leader reads question to all teams. (30 sec.)
- Team 1 decides whether to play or pass.
- Team faced with question responds.
- Correct answer earns question's point value.
- Incorrect answer loses question's point value.
- Passing has no effect on points.

BLANK

Guide Exploration Game

Introduction to the Game	(5 minutes)
Review of Training Guide	(5 minutes)
Contest	(14 minutes)
Wrap-Up	(1 minute)

Material Needed:

- 1 guide per team
- 1 Trainer's Guide Introduction per participant
- 1 set of contest cards
(*Asterisk cards direct participants to search for answers beyond "Trainer's Guide Introduction.")

Introduction to the Game

We are going to hold a contest to familiarize you with the Training Guide. Form teams and designate one group to be Team 1, the other Team 2, etc.

Showing transparency "Contest Rules" (TM1), explain that each card has a question on it. The trainer reads the top question to *all* the teams to locate the answer. Team 1 decides whether to play or to pass the question to Team 2. If Team 1 decides to pass, Team 2 *must* play the question — passing again is not an option. If the response the team provides is correct, the team receives the point value on the card. If the response is incorrect, the team *loses* that point value.

The higher the point value, the more difficult the question. This is an open-book contest, so you may use the Trainer's Guide.

The trainer will keep track of the scores on the transparency "Table Points" (TM2).

Continue on to the next question, this time directing the question to Team 2. Again, Team 2 can choose to play or pass. Decide on a length of time to play or until all questions are answered. At that time, the team with the most points win.

Review of Training Guide

Ask each team to take 5 minutes to review the guide and select a team name.

Ask each team what their team name is and place it on the "Table Point" transparency.

BLANK

Guide Exploration Game

Contest

1. Begin with top card. Read card, directing questions to all teams. Allow 30 seconds to formulate an answer.
2. Ask Team 1 to decide to play or pass.
3. If Team 1 decides to play, they must formulate an answer.
4. If Team 1 passes, Team 2 must answer the question without additional time.
5. If the answer is correct, award points, calculating the score next to the team name.
6. If the answer is incorrect, read the correct answer from the card and deduct the appropriate number of points from the team's score.
7. Read the next card, directing the question to all teams.
8. Repeat Steps 1-7 for the designated time or until you run out of questions, whichever comes first.
9. Participants need to be cautious of their voices; answers can be overheard.

Wrap-Up

Upon completion of the game, review unused cards and items that were missed and reinforce areas for learning.

Explain that this contest has reinforced your knowledge of the guide you will be working with. It has also allowed you to see what you might want to go back over and review.

It is important, as you prepare to present the various packets that are part of the guide, to know what the particular features are of the packet you are delivering.

BLANK

Table

Points

1.....

2.....

3.....

4.....

5.....

6.....

BLANK

Contest Cards

Q: Name the title of the guide.

A: "Building Blocks for Elementary Career Awareness."

Points: 5

Q: After elementary teachers have received in-service training on all packets, what do the authors hope they will know? Name two items.

A: 1. Recognize need for Career Awareness. 2. Use this knowledge to incorporate more career development into the classroom. 3. Help students understand how the subjects they learn every day in school are used in the "real world."

Points: 15

Q: How many sections are in this guide?

A: 10 sections

Points: 5

Q: Which packet is to be presented first?

A: "Introduction to Career Development"

Points: 5

Q: How will you decide which packet to use after the "Introduction to Career Development"?

A: Use the pretest to assist in determining the participants' needs; allow participants to rank order list of packets.

Points: 10

BLANK

Contest Cards

*

Q: (two-part question)

Where is the “Bibliography” found? Name one of the references from the “Bibliography.”

A: “Information for Trainer of Trainers”

Points: 10

Q: What is the purpose of the pretest questions?

A: To see if knowledge has been gained through the training session.

Points: 10

Q: How is each handout master identified so that it can be returned to its original location?

A: By packet name and page number.

Points: 10

*

Q: How many objectives are listed for “Introduction to Career Development”?

A: Four (found on “Packet Information”)

Points: 10

Q: Name the six headings found on At-A-Glance page.

A: Objective, Time, Handout, Transparencies, Supplies, Trainer’s Notes

Points: 15

BLANK

Contest Cards

*

Q: What page tells the trainer which transparencies and handouts to prepare prior to the workshop?

A: At-A-Glance or outline

Points: 10

Q: Where would you find the masters to photocopy as handouts?

A: Located after the packet outline.

Points: 10

Q: What is the glossary definition of "Interest Inventory"?

A: It is a tool designed to help students define the kind of work they are interested in doing.

Points: 10

Q: What does NCDG stand for?

A: National Career Development Guidelines

Points: 10

Q: What does TM and HO stand for?

A: TM - transparency HO - handouts

Points: 15

BLANK

Contest Cards

*

Q: What is the glossary definition for “Infusion”?

A: The strategy whereby the concepts of career development are integrated with subject matter activities and guidance activities.

Points: 10

Q: When should “Introduction to Career Development” be presented?

A: First

Points: 10

Q: Where would you find directions for the “Introduction to Career Development” ice breaker?

A: “Packet Information”

Points: 10

Q: Within each packet is a list of vocabulary words. In which packet would you find the definitions to the vocabulary words?

A: “Trainer’s Guide” (part 5 - Glossary)

Points: 15

Q: (two-part question)

Describe the icon for “Refer.” What does “Refer” mean?

A: Two books with arrows pointing to each; directs trainer to another part of the guide to obtain more information.

Points: 15

BLANK

Contest Cards

*

Q: How much time should be planned for “Infusion,” roman numeral VII, entitled “Develop Lesson Plan”?

A: 25 minutes (located in “Infusion,” At-A-Glance, or last page of outline)

Points: 15

Q: Where would you find the answers to the pretests and posttests?

A: Trainer’s Guide (after Glossary)

Points: 5

Q: When should each packet pretest be administered?

A: *All* pretests of each packet should be administered at the first workshop.

Points: 10

*

Q: What is found in the “Information for Trainer of Trainers”?

A: Presentation Skills, Speakers and Field Trips, Bibliography, Guide Exploration Game, Detailed Agenda for Training

Points: 15

Q: How will the trainer know if knowledge has been gained through the training session?

A: By administering the posttest.

Points: 15

BLANK

Contest Cards

*

Q: How much time is given in each packet to administer the posttest?

A: 5 minutes (Posttest is located in “Information for Trainer of Trainers: Detailed Agenda for Training” packet.)

Points: 5

Q: Where would you find suggestions on planning a field trip?

A: “Information for Trainer of Trainers: Speakers and Field Trips” packet

Points: 5

Q: Where would you find a list for trainer’s equipment and supplies to present at any workshop?

A: “Information for Trainer of Trainers: Presentation Skills” packet

Points: 5

Q: Name three of the 10 packets.

A: “Trainer’s Guide,” “Introduction to Career Development,” “Infusion,” “Career Awareness Activities,” “Resources for Elementary Career Development,” “Parent Involvement,” “Learning Styles: Methods of Learning,” “Cooperative Learning: Methods of Learning,” “Parent/Teacher Partnership,” “Information for Trainer of Trainers.”

Points: 5

BLANK

Bibliography

BLANK

Bibliography

Introduction to Career Development Section A

Ettinger, Judith. (1993). *Madison Career counseling for change: Helping students transition from school to work*. Madison, Wisconsin Center on Education and Work.

4-6 Year plans of study (includes folder and plan of study). Stillwater, OK: Oklahoma Department of Vocational and Technical Education.

National Occupational Information Coordinating Committee. (1989). *National career development guidelines state resource handbook*. Portland, OR: Northwest Regional Educational Laboratory.

School-to-work opportunities act of 1994, Public Law 103-239, May 4, 1994. Alexandria, VA: American Vocational Association.

School-to-work. Stillwater, OK: Oklahoma Department of Vocational and Technical Education.

Shelley, Kristina J. (1992). More college graduates may be choosing fewer jobs. *Occupational Outlook Quarterly*, 36(2), 4-11.

Section D

Zunker, Vernon. (1990). Career counseling applied concepts of life planning: *The Dictionary of Occupational Titles and the Occupational Outlook Handbook*. Pacific Grove, CA: Brooks/Cole.

BLANK

Bibliography

Cooperative Learning References

- Johnson, D. W., and Johnson, R., and Holubec, E. (1990). *Circles of learning, cooperation in the classroom*. Edina, MN: Interaction Book Company.
- Curran, L. *Strengthening cooperative learning in K-2 classrooms*. Bellevue, WA: Bureau of Education and Research.
- Johnson, D. W., and Johnson, R. (1987a). *Learning together and alone: Cooperative, competitive, and individualistic learning* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Kagan, S. (1992). *Cooperative learning structures* (revised ed.). San Juan Capistrano, CA: Kagan Cooperative Learning.

Learning Styles: Methods of Learning

- Wichita Public Schools. *C.I.T.E. learning styles instrument*. Wichita, KS.
- Barb, W. B., and Swassing, R. with Milone, M. N. (1979). *Teaching through modality strengths: Concepts and practices*. Columbus, OH: Zaner-Bloser, Inc.
- Dunn, R., and K. Dunn. (1992). *Teaching elementary students through their individual learning styles: Practical approaches for grades 3-6*. Boston: Allyn & Bacon.
- Oklahoma State Department of Education. (1983). *One of a kind: A practical guide to learning styles K-6*. Oklahoma City, OK.
- Vitale, Barbara (1983). *Unicorns are real*. Rolling Hills Estates, CA: Jalmar Press.

BLANK



Bibliography

Parent/Teacher Partnership References

- Harris, C. (1993). *Parents are the master key*. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Guidance Division.
- Conroy, E., and Mayer, S. (1994). Strategies for consulting with parents. *Elementary school guidance and counseling*, 29, 63.
- Powers, M., Ed. (1993). *Parent tips*. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Guidance Division.

Parent Involvement References

- Oklahoma Department of Vocational and Technical Education. (1995). *Parent's / Guardian's information file: Elementary school*. Stillwater, OK: Curriculum and Instructional Materials Center.
- Otto, L., Ph.D. (1996). *Helping your child choose a career*. Indianapolis, IN: Jist Works, Inc.

Activities

- Oklahoma Department of Vocational and Technical Education. (1994). *Oklahoma school-to-work system — Model for guidance*. Guidance Division.
- Oklahoma Department of Vocational and Technical Education. *The ABCs of school-to-work*. Stillwater, OK: Curriculum and Instructional Materials Center.



