

Integration by Subject

Science

1. Analyze noise and light in a variety of occupational settings. Moderate a class discussion on how the noise and light levels in various situations affect the mood and effectiveness of workers.
2. Scan the news media for new products. Discuss the spin-offs of occupational opportunities.
3. Evaluate the working conditions of different occupations that use science. Have students indicate whether they would enjoy working under these conditions.
4. Study the major technological problems of today. Suggest occupations and processes that might help alleviate them.
5. Have students perform tasks with simulated disabilities. Discuss disabilities and their effects on adult life in the work world.
6. Identify and list skills and aptitudes needed to work in a job requiring regular use of a microscope. Indicate how finer dexterity and motor coordination contributed to the manipulation of instruments.
7. Discuss what occupations have been created or made obsolete by machines, computers, and technology.
8. Search the want ads and graph the number of science-related jobs. Graph the number of jobs advertised monthly.
9. Discuss the differences and similarities in skills, aptitudes, interests, training time, pay, work environment, and prestige between an electrician and an electrical engineer.
10. Discuss the many occupations and industrial processes that are tied to electricity.
11. Compare safety rules of the laboratory with safety rules in the workplace.

Integration by Subject

Math

1. Have students calculate the cost of postsecondary education at different institutions. Calculate and compare the cost for one year at a vocational school, community college, and comprehensive university.
2. Have students choose 10 occupations and convert the hourly wage to monthly and yearly salaries.
3. Play "What's My Math Skill?" Ask a student to draw a card with an occupational title on it. Student gives an example of how a person in that occupation would use a math skill. Have remaining students guess the occupation.
4. Have students graph the cost of a three-bedroom house by five-year intervals from 1950 to the present.
5. Have students interview their parents or others about the math applications used in their jobs.
6. Have students compute the annual salary for the current minimum wage. Design a budget with the students. Compare the budget to the projected salary. Compute what hourly wage is needed to cover the expenses listed in their budget.
7. Have students compute the cost of getting a job through a private employment agency versus getting a job on their own.
8. Graph various economic factors (e.g., unemployment rate, inflation rate, stock market averages, value of the American dollar versus European countries) on a monthly basis over a 12-month period.

Integration by Subject

Physical Education

1. Ask several employees whose jobs require physical training to visit class for a question-and-answer session. Use video or other resources when necessary.
2. Role play situations requiring first aid.
3. Have students check the want ads. Count the total number of jobs listed and the number of jobs related to physical education.
4. Have students videotape or photograph a sports event, and then discuss this activity as a possible career.
5. Role play physical abilities needed in various occupations.
6. Take away one physical ability from each student for one class period. Discuss adaptations necessary for various occupations. (Examples of disabilities: blindness, hearing impaired, wheelchair confined.)
7. Discuss the effects of drugs on successful careers.
8. Ask students to design and create bulletin boards depicting careers requiring extensive physical training or conditioning.

Integration by Subject

Social Studies

1. Invite an employee from a local business to discuss with students how changing technology has affected employment opportunities.
2. Conduct a survey of students' occupational aspirations. Discuss the results in terms of employment trends and occupational requirements.
3. Ask students to imagine their futures and write about their work in 2015.
4. Arrange for a social worker to visit the class and discuss the increased number of welfare programs and the training opportunities available through various agencies.
5. Have teams of students design bulletin boards showing jobs in the social sciences cluster.
6. Have students role play a mock court in which they study a landmark case related to work. Assign students the roles of judge, jury, court reporter, guard, and lawyers.
7. Ask students to list and discuss jobs that require geographical mobility.
8. Arrange for a probation officer to discuss his/her job and its relation to the social sciences cluster.

Integration by Subject

Vocational Education

1. Arrange shadowing experiences for students to observe vocational skills in action.
2. Explore students' feelings about nontraditional careers for themselves. Ask students to express how they would feel toward coworkers who have nontraditional careers.
3. Role play various sales and service occupations, emphasizing the ability, knowledge, and interest needed to perform the job duties effectively. (Examples: florist, cosmetologist, law enforcement, and retail salesperson.)
4. Compile a directory of resource people working in occupations that use the skills taught in vocational education.
5. Develop mini sessions to teach younger students about skills and opportunities available in the vocational education curriculum.
6. Design want ads identifying specific skills needed in each vocational education program.

Games and Activities

Career Development Month Activities

November is Career Development Month. These activities are designed for junior high and middle school students, but many of them can also be used with elementary and high school students.

1. Congratulate all students who entered the Career Poetry or Poster contest. Send letters to parents.
2. Give students business cards inscribed "Let me help you with your future!" to encourage them to use career counseling services.
3. Arrange visits to high school career programs. Be sure to include limited English proficient (LEP) and special education students.
4. Hold group counseling sessions on career topics, e.g., "What are my interests?" or "How can I select a high school career program?"
5. Help students write a play about different careers and present it at an assembly, e.g., "Careers in the Year 2000."
6. Help students write and develop a career newsletter focusing on specific careers and the world of work.
7. Ask students to bring hats representing different careers and to describe these careers while modeling the hats.
8. Arrange for classroom speakers on nontraditional careers, e.g., a female pilot or male nurse. Use resources such as Chamber of Commerce, service organizations, and parents to locate the speakers.
9. Have students interview workers from the local community by visiting them on the job. Write up these interviews in a career newsletter.
10. Assist students in role playing job interviews for different types of jobs.
11. Have students investigate unusual careers in Oklahoma and give oral reports to the class.
12. Arrange for all students to take a career interest inventory. Hold follow-up sessions to analyze the results in terms of future career planning.

Career Development Month Activities, cont.

13. Play career-related quiz games such as "What's My Line?" or "Twenty Questions."
14. Set up a classroom store to teach such concepts as consumer education, marketing and sales, publicity, etc. Teach business-related skills via language arts and mathematics.
15. Arrange for visits to various types of businesses and learn about entry-level jobs — skills needed, working conditions, education required, etc.
16. Organize a "Career Day" for students that focuses on nontraditional careers.
17. Visit classes to talk about your career as a guidance counselor.

Games and Activities

Career Development Group Assignments for Junior High and High School Students

Assignment: Career Education Notebook. Groups may consist of four to five students. Some activities may be done by all the group members, and some activities may be delegated. Include in the notebook a title page listing the names of all group members. A contents page should list the following activities and the appropriate page number for each one.

1. **Occupational Alphabet.** Go through the alphabet and list one or more occupations for each letter.
2. **Why Do We Need That?** Write MATH at the top of the page. List every job you can think of that would require skills learned in Math. Do the same with English, Science, and Social Studies.
3. **Occupations Map.** Draw a map of a square block in your downtown or shopping area. Draw boxes to illustrate the businesses/industries. Indicate in each box the occupations represented. Label streets so your block can be checked.
4. **Make a Chart.** Compare at least 15 different occupations. Prepare a chart to summarize findings. Compare yearly salaries, employment outlook, and educational requirements.
5. **Want Ads.** Keep copies of your local newspaper, from Sunday to Sunday. Read the want ads and analyze the job opportunities in your community. Summarize your findings with a graph showing the different occupations available. (If you live in a large metropolitan area, pick a single cluster of occupations for comparison.)
6. **Future Jobs.** Think of five or more jobs that may exist in the future (example: space colonists). Write a job description for each.
7. **Person-on-the-Street Interview.** Interview seven to ten people about their jobs. Your questionnaire should have at least 10 questions.
8. **Employer Talk.** Make a list of 10 traits your group thinks an employer looks for in a potential employee. Talk to at least five employers. Ask them to list 10 things they look for in a potential employee. Compare your lists, and compile a chart that shows what was alike and what was different.
9. **Classmates Interview.** Ask at least 10 classmates (none in your own group) what their parents/guardians do for a living. Summarize the results of your interviews.
10. **Past, Present, and Future Interview.** Interview at least 10 adults. Ask these three questions: (1) what they wanted to be as young children, (2) what job they have now, and (3) what they would do if they could choose anything they wanted. Summarize your findings.

Games and Activities

Bulletin Boards

Assignment: Group Bulletin Board. Prepare a bulletin board. Various options are listed below, or your group can think of one not listed. (If developing a bulletin board not listed, get your teacher's approval. Each group must choose a different idea or theme. Be sure to list the names of the group members somewhere on the display.)

1. **Why Do We Need Math?** Turn your notebook assignment into a bulletin board. Choose one subject area to display.
2. **Occupation Alphabet.** Use your notebook assignment, and find or draw your own illustrations for each letter's occupation.
3. **Tools of the Trade.** Choose five to ten occupations that use special tools or equipment. Draw your own illustrations, cut out pictures, or bring examples of these tools and equipment. Design a bulletin board or display to show which occupations use which tools, or design it in a game format where matching is involved.
4. **Fun for Me.** Display pictures of people participating in leisure activities. For each picture, list occupations involved in helping provide these activities.
5. **Fashion Show.** Choose five to seven occupations that require distinctive clothing. Display clothing and provide "fashionable" tips on why this type of clothing is needed for the occupation.
6. **Career Cluster.** Design an icon to symbolize career clusters. List several occupations under their appropriate cluster.
7. **Around the Town.** Go to different businesses/industries in the community. Take pictures of where people work. Label each picture with the occupation and location of the job.
8. **What's Hot?** Prepare a bulletin board about the fastest-growing occupations in this decade.
9. **Did You Know?** Start with a common object such as a sneaker. What jobs are involved in getting that sneaker to you? Follow the sneaker from its assembly to the time it was sold to you. (Example: designer, factory workers, salesperson, advertising agent, machinist, etc.)

Games and Activities

Career Games

Baseball

Show pictures of people in different careers. (You can also use vehicles, hats, clothing, tools, or other objects.) Have students make flash cards of career information, using pictures from magazines, newspapers, or other materials.

Divide students into two teams. Place chairs where “bases and home plate” would be. Team A student is “up to bat.” Pitcher (teacher) shows a flash card or object to student. Student goes to first base if the answer is correct; if answer is incorrect, first “out” is recorded. Then the next player from Team A is “up to bat.” Team A continues to play and advance around the bases until the team has three “outs.” Team B then takes their turn at answering questions and recording “runs.” Baseball rules apply to score points for reaching home. Once a team makes three “outs,” the other team goes up to bat.

Match-It Game

Teacher or older students can make flash cards of each cluster and flash cards of definitions. The cards should then be displayed so all students can see them. Students are divided into two teams. A student from Team A picks cluster and reads it from card. A student from Team B picks matching definition card and reads it. Team B gets one point if the student picked the correct definition. The next student from Team B then picks a cluster card and reads it. A student from Team A then picks the matching definition card. Teams take turns with above procedure.

Geography Careers

Have students write names of occupations on pieces of paper (one occupation per sheet) and drop them into a container. Students then take turns drawing an occupation and placing it on a map, explaining the choice of location.

Oceanographer — I would live close to an ocean. Corn Farmer — I would live where the soil is rich and the climate is mild. Senator or Representative — I would probably live in a suburb of Washington, D.C.

Job Jeopardy

Prepare clues for different occupations. Categories can be different clusters of the occupations. After the clue is given, students must answer in the form of a question.

Hangman

Play the traditional “hangman” game, but use only names of occupations for the words. Let students be the speller.

Match the Person

Divide the class into groups of four or five. Have students select a name for their group or use A, B, C, etc. Have Group A go up to the front of the room and list, on a sheet of paper so that no other class members can see, five likes and five strengths each, using only things that accurately describe themselves.

After the lists are completed, have the four students exchange lists. Have each of these four students write their new list on the chalkboard for the entire class to read. The class will evaluate these lists and try to correctly "match" them to the four persons. After each group has finished, have the four students identify his or her correct list. Scoring for the evaluation groups is as follows:

For correctly matching *all* four people +5 points. For incorrectly matching anyone, -1 point will be scored. A group must match all four persons to gain 5 points. Any time that a group mismatches a person, the group loses 1 point.

After Groups B and C complete the same procedure as Group A did, add up all of the points of each of the evaluation groups. The group with the most points, or least minus points, wins.

After the game has been played and the group chosen as winner, have the class discuss which characteristics were the best for describing which persons. Which were "dead giveaways"? Which characteristic would fit two or more than two other persons in the group?

Name That Job

This game is played by two or more teams of equal size and can be made more difficult or easier to meet the age and ability of those playing it. Each team selects a leader, timekeeper, and recorder. A story or problem is given. Example: A three-year-old has been in a car accident.

Each team then works quietly together so that other teams can't see or hear to make their own list of jobs. When the time is up, the teams take turns in naming and describing how their jobs correspond to the emergency situation.

Twenty Questions

Prepare cards with names of occupations on them. Have a student draw one card. Other students can ask him/her 20 questions about the occupation. See how many questions are asked until the students either guess the occupation or are stumped. Questions can only be answered with a "yes" or "no."

Games and Activities

Career Development Activities for Students

Related Competencies*	Activity	L.A.	Math	Sci.	S.S.
Competencies: I, II, IV, V, VII, X	Discuss interviewing for a job. Allow students the opportunity to interview for class jobs available during the month of November.	✓			✓
Competencies: VIII	Give students a poster size piece of paper. Let them create a tool or a machine that would be helpful in a job of their choice.	✓		✓	
Competencies: I, III	Have students write stories about their favorite hobby or interest. Let each child illustrate with drawings or magazine pictures.	✓			
Competencies: II, V, VI, X, XI	Have students interview parents or significant others. Find out what they do in their jobs and what they enjoy most about their jobs.	✓			✓
Competencies: I, II, III	Have a Share a Hobby Day. Students' hobbies and interests may lead to a career.	✓	✓	✓	✓
Competencies: I, II, V, VIII, IX	Discuss volunteering: Have students design a gift certificate for a member of their family. Pledge time and help.	✓	✓		✓
Competencies: II, V, VI, VII, IX	Many jobs involve skills in communication. Discuss information needed when taking phone messages. Role play taking accurate phone messages. Vary the content and type of messages for fun.	✓			✓
Competencies: II, V, VI, XI	Plan a Career Dress-Up Day. Choose a cluster of occupations to spotlight. Students select a job and dress accordingly.	✓			✓
Competencies: V, VI, VII, VIII, X, XI	Take students on a visit to the custodian, cafeteria workers, principal, etc. Find out what duties each one does in his/her job. Pretend one of these workers stopped doing his/her job for a week. How would that affect the school?	✓	✓	✓	✓
Competencies: V, VI, VII, VIII, X, XI	Make a list of the jobs students observe while traveling to and from school this week. Discuss the tools and skills needed in each job.	✓	✓	✓	✓

*National Career Development Guidelines

Career Development Activities for Students

Related Competencies*	Activity	L.A.	Math	Sci.	S.S.
Competencies: V, VII, X	Have your students do a report on a famous person. Research all the jobs the person had in his or her lifetime. Share findings with class.	✓		✓	✓
Competencies: II, V, VI, VII, VIII, X, XI	Have students write a job description for the perfect _____.	✓	✓	✓	✓
Competencies: II, IV, V, VI, VII, IX	Have students poll families, neighbors, and friends about the different ways they use measurement. Discuss ways measurement is used in different careers.	✓	✓	✓	✓
Competencies: VI, VIII, IX	Ask students to create an imaginary business. Name it and describe the products or services offered. Design a billboard advertisement for the company.	✓		✓	✓
Competencies: II, III, VI, VII	Divide class into small groups; have students write a song or rap about a job. Let each group perform their creation for the class.	✓	✓		✓
Competencies: VI	Have students categorize a list of jobs into three groups: jobs that primarily involve (1) working with hands, (2) working with people, and (3) working with numbers.	✓	✓	✓	
Competencies: V, X, XI	Have students make a career collage from old magazine pictures. Students may illustrate occupations not found in magazines.			✓	✓
Competencies: II, IV, VI	Have student write a research paper. Use <i>Oklahoma Career Search</i> or other interest inventory to find careers of interest. To write the paper, use <i>Career Resource Center, Occupational Outlook Handbook, Career Search</i> , and others. To bring in other subjects, use <i>Careers in Math, Science, History</i> , etc.	✓	✓	✓	✓
Competencies: V, VI, IX	Have students write a theme describing a decision they made that involved compromise.	✓			
Competencies: IV, VII	After reading a biography of a famous person, have students discuss risks that person took in implementing career goals.	✓			

*National Career Development Guidelines

Career Development Activities for Students

Related Competencies*	Activity	L.A.	Math	Sci.	S.S.
Competencies: IV, VI, XI, XII	Have students shadow careers that fit into the subject area being taught. This will answer the question "Why do I have to take this?"	✓	✓	✓	✓
Competencies: I, IV, VII	Write a commercial. Students write commercials that show the skills and qualities they possess that would make them a great employee.	✓			✓
Competencies: VI, VII, VIII, IX, XII	Plan an imaginary business. Name the business, create services or products offered, list employees needed, set hours of the business, and determine job benefits.	✓	✓	✓	✓
Competencies: II, IV, V, VII, IX, XII	Help an imaginary business get started. Develop a business card or brochure for the business. Write want ads for positions that are available. Project profits and expenditures.	✓	✓		✓
Competencies: IV, V, VI, VII, IX, XII	Develop a directory of entry-level jobs in your area. Include job descriptions, qualifications, procedures for applying, wages, and a contact person. Use newspaper ads, professional magazines, employment agencies, <i>Oklahoma Career Search</i> , etc.	✓			✓
Competencies: I, V, VI, VII, XI	Look in the want ads of newspapers List and discuss the adjectives used to describe desirable workers.	✓			
Competencies: I, II, IV, V, VII, IX, XII	Invite a representative from the State Employment Office to visit class. Ask him or her to bring any materials that would be helpful to students (job application forms, etc.). Have the representative talk about what employers look for, importance of computer skills, importance of basic skills, and the importance of interpersonal skills.	✓	✓	✓	✓
Competencies: I, II, IV, V, VIII, X, XII	Have students name one or two people who they think have made significant contributions in the community. Interview them. Try to determine their personal aspirations and definitions of success. Decide how the school or your students can recognize these individuals.	✓			✓

*National Career Development Guidelines

Career Development Activities for Students

Related Competencies*	Activity	L.A.	Math	Sci.	S.S.
Competencies: IV, V, VI, VII	Have students identify occupations they would like to explore. Encourage use of <i>Career Search</i> , <i>Careers for the 21st Century</i> , the <i>Occupational Outlook Handbook</i> , and <i>Guide for Occupational Exploration</i> . Have them list the school subjects that would be helpful to know for each occupation chosen.	✓	✓	✓	✓
Competencies: X, XII	Ask an individual who volunteers services to the community to share experiences with the class. Discuss the benefits and responsibilities of volunteer work. Encourage students to volunteer their services to help others.	✓			✓
Competencies: I, II, IV, V, VI	Have students design a family tree. Research the occupations of immediate family or significant others. Use the students' findings to create a class chart showing the range of occupations.	✓	✓	✓	✓
Competencies: I, II, IV, V, VI, VII, XII	Produce a video on interviewing. Have students demonstrate successful interviewing techniques. Use members of the community to act as resources for this project.	✓		✓	✓
Competencies: III, IV, V, VIII, X, XI, XII	Invite a senior citizens' group to talk with the class about their careers. Ask them about choices in career options through the years. Discuss the changes in technology, wages earned, education required, etc.	✓	✓	✓	✓
Competencies: II, IV, V, VI, VII	Have students conduct a poll or survey in a mall or business area. Find out what qualities employers look for as they interview potential candidates. Graph their results.	✓	✓		✓
Competencies: II, IV, IX, XI	Arrange to visit the area vo-tech school. Observe students in action and find out about the technology needed in the workplace today.		✓	✓	✓

*National Career Development Guidelines

Career Poster Contest

Career Development in the 21st Century

Sponsored by the Oklahoma National Career Development Associations (OCDA/NCDA)

Eligibility: There are five divisions: Primary (grades K-2); Intermediate (grades 3-5); Middle Grades (grades 6-8), Senior (grades 9-12), and Adult (postsecondary).

Theme: Posters should reflect the theme: "Career Development in the 21st Century." Lifestyle, leisure time, career awareness, career planning, occupational activity, and career developing are possible subthemes. Slogans may be used.

Judging Criteria: Judging will be based on originality/creativity and development of theme. Attention will be focused on basic art principles and appropriate use of media and lettering. Only posters judged as first-, second-, and third-place school winners should be sent for judging in the state contest.

Lettering: Simple bold lettering is preferred. Captions may be used to convey the message, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

Size: Minimum size is 22 x 22 inches; maximum size is 22 x 28 inches.

Display: Posters are to be displayed in the student's school during National Career Development Month in November. Winning posters must be sent to the OCDA coordinator by November 30 of each calendar year.

Entry Form: Copy and place the completed entry form below on a 3" x 5" card and attach to the back of each entry.

Mail Posters Chosen as School Winners to:

Debbie Butler/OCDA Career Poster Contest • Verdigris Elementary • 6101 Southwest Verdigris Road • Claremore, OK 74017.

Name	_____	Grade	_____
First	MI	Last	
Address	_____	State	ZIP
City			
School Name	_____		
School Address	_____	State	ZIP
City			
Contact Person	_____		
School Phone	_____		

All entries become the property of OCDA/NCDA and will not be returned.

Career Poetry Contest

Career Development in the 21st Century

Sponsored by the Oklahoma National Career Development Associations (OCDA/NCDA)

Eligibility: There are five divisions: Primary (grades K-2); Intermediate (grades 3-5); Middle Grades (grades 6-8), Senior (grades 9-12), and Adult (postsecondary).

Theme: Poems should reflect the theme: "Career Development in the 21st Century." Each poem's topic must relate to the theme or subthemes. Subthemes include the world of work, careers, jobs, professions, and/or feelings about work.

Judging Criteria: Judging will be based on originality/creativity and development of theme, appropriate form and execution, and spelling and grammar. Only posters judged as first-, second-, and third-place winners in the school contests should be sent for judging in the state contest.

Poetic Form: Poems may be written in any poetic form, i.e., cinquain, diamante, free verse, haiku, limerick, metered, rhyming, blank verse, etc.

Size: Each poem should be type or printed on a sheet of paper 8½ x 11 inches.

Display: Poems are to be displayed/read in the student's school during National Career Development Month in November. Winning poems must be sent to the OCDA coordinator by November 30 of each calendar year.

Entry Form: Copy and place the completed entry form below on a 3" x 5" card and attach to the back of each entry.

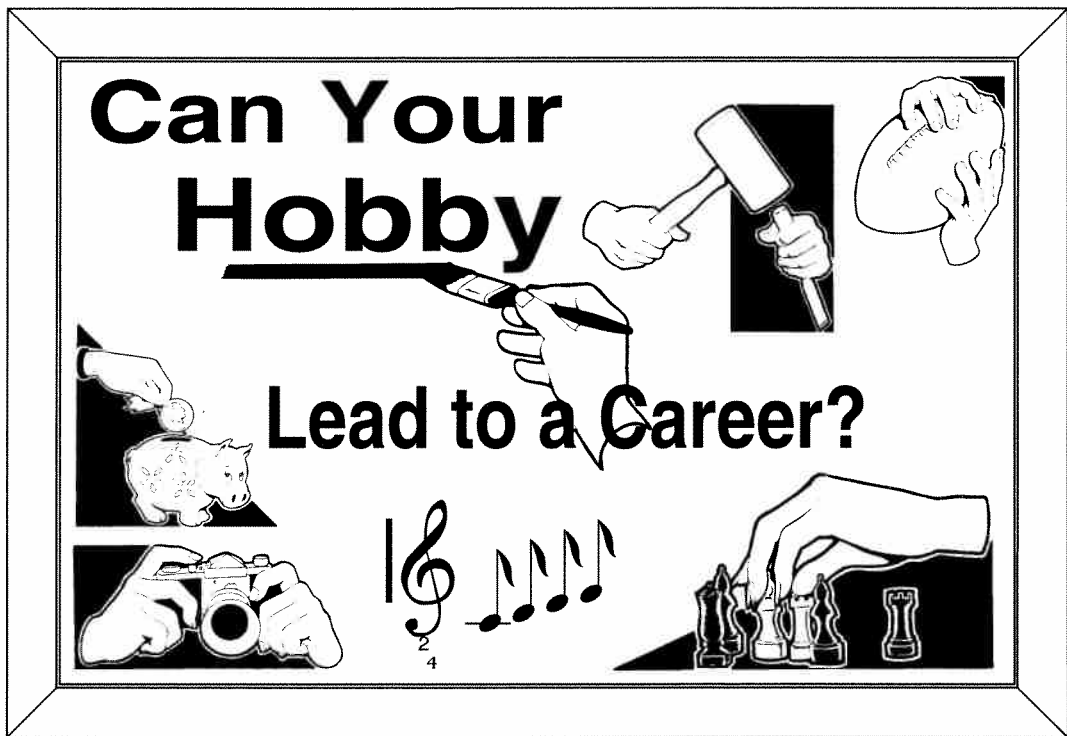
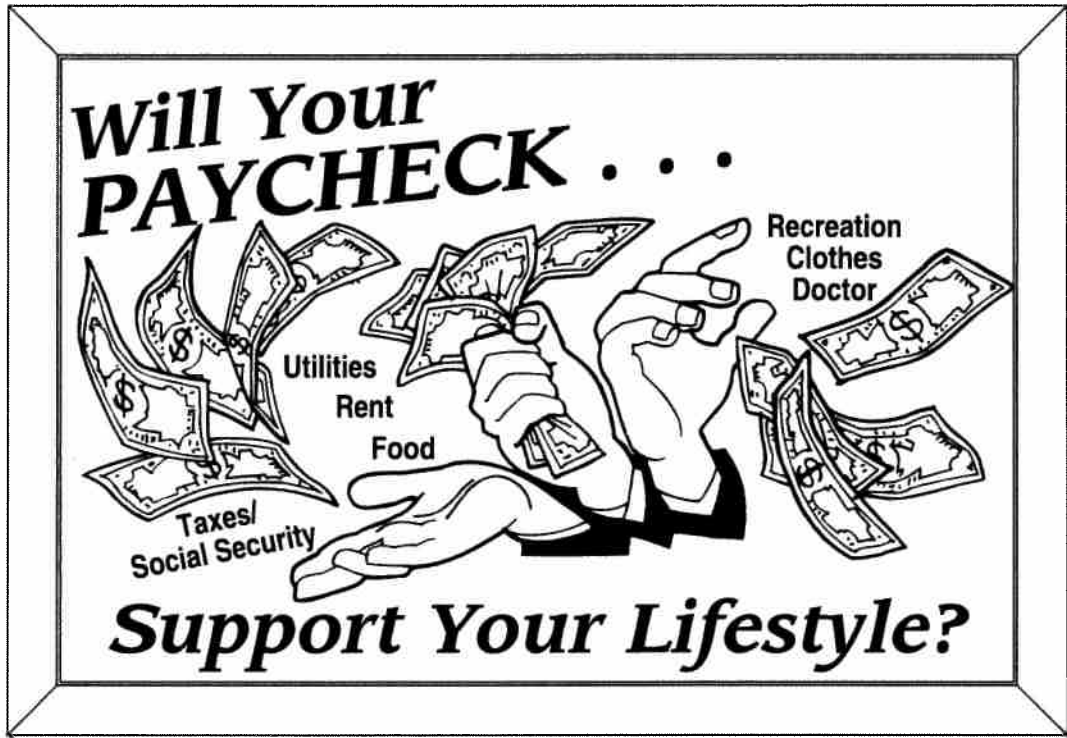
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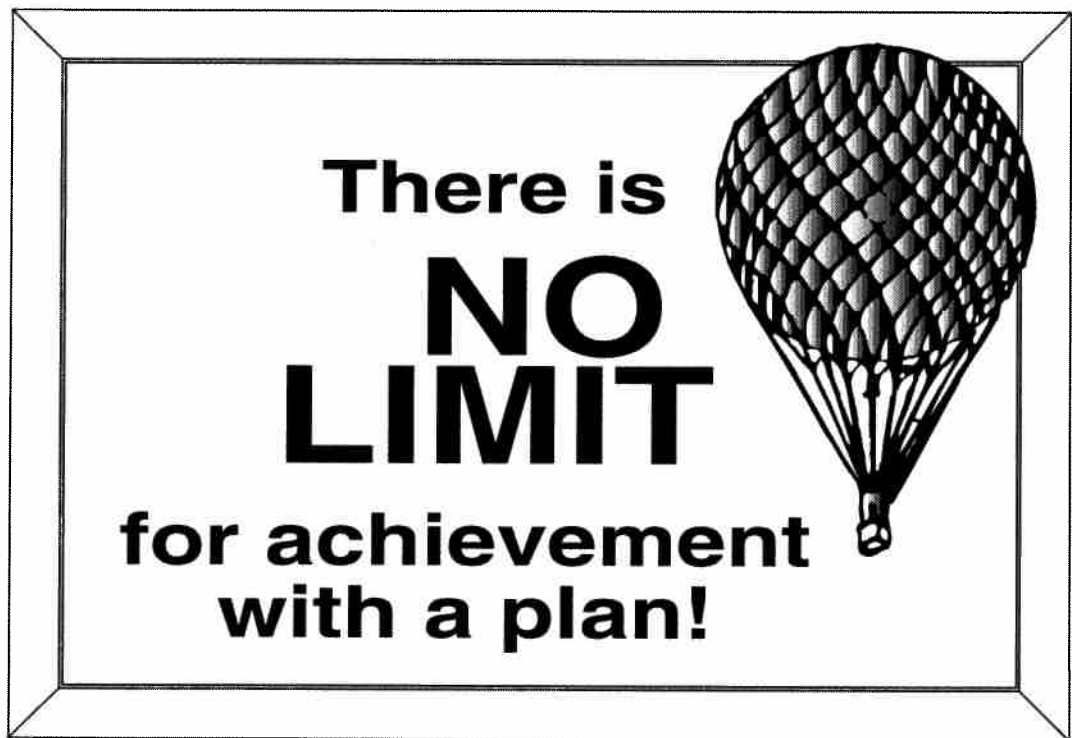
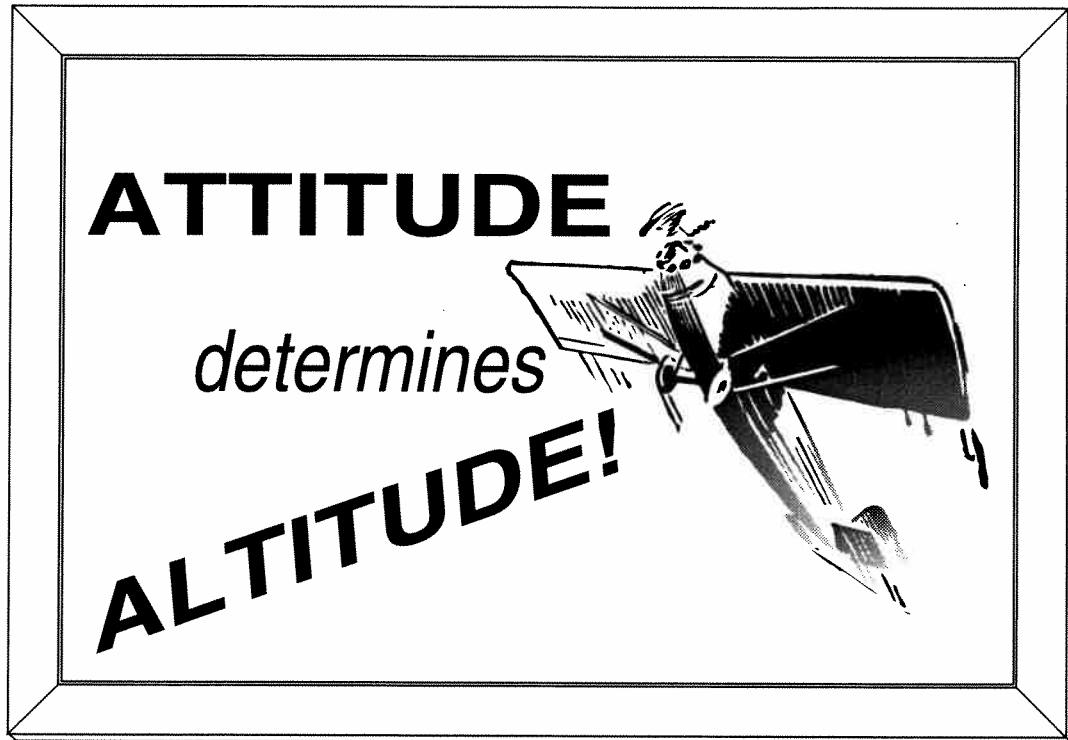
Name	_____	Grade	_____
	First MI Last		
Address	_____		
	City	State	ZIP
School Name	_____		
School Address	_____		
	City	State	ZIP
Contact Person	_____		
School Phone	_____		

All entries become the property of OCDA/NCDA and will not be returned.

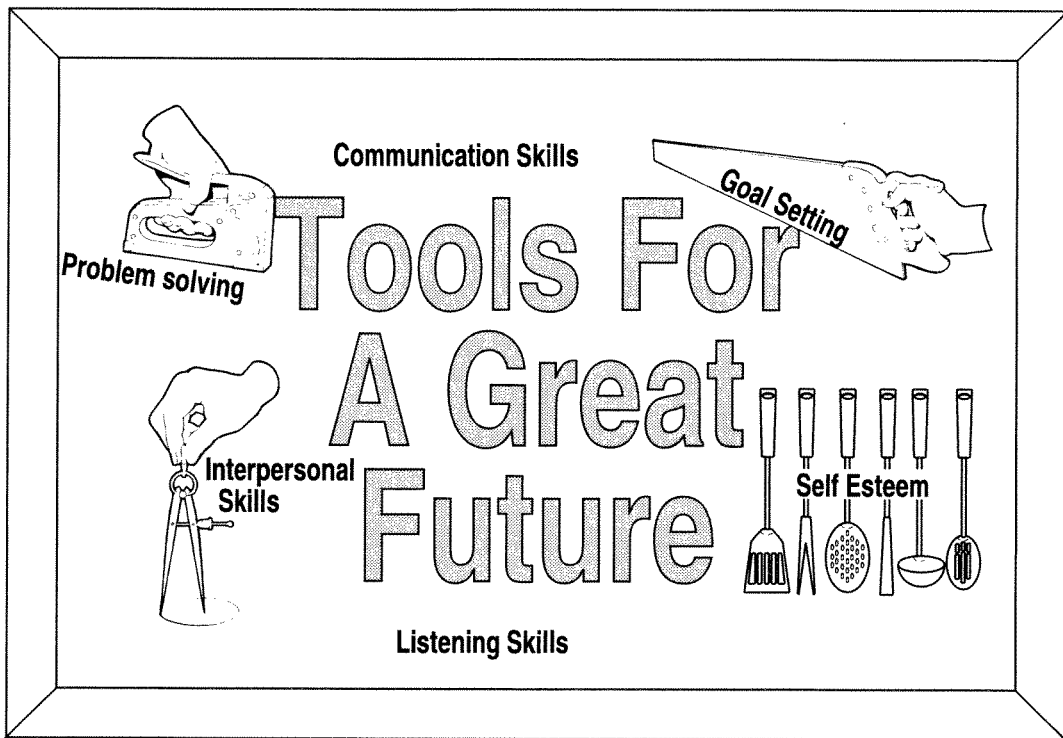
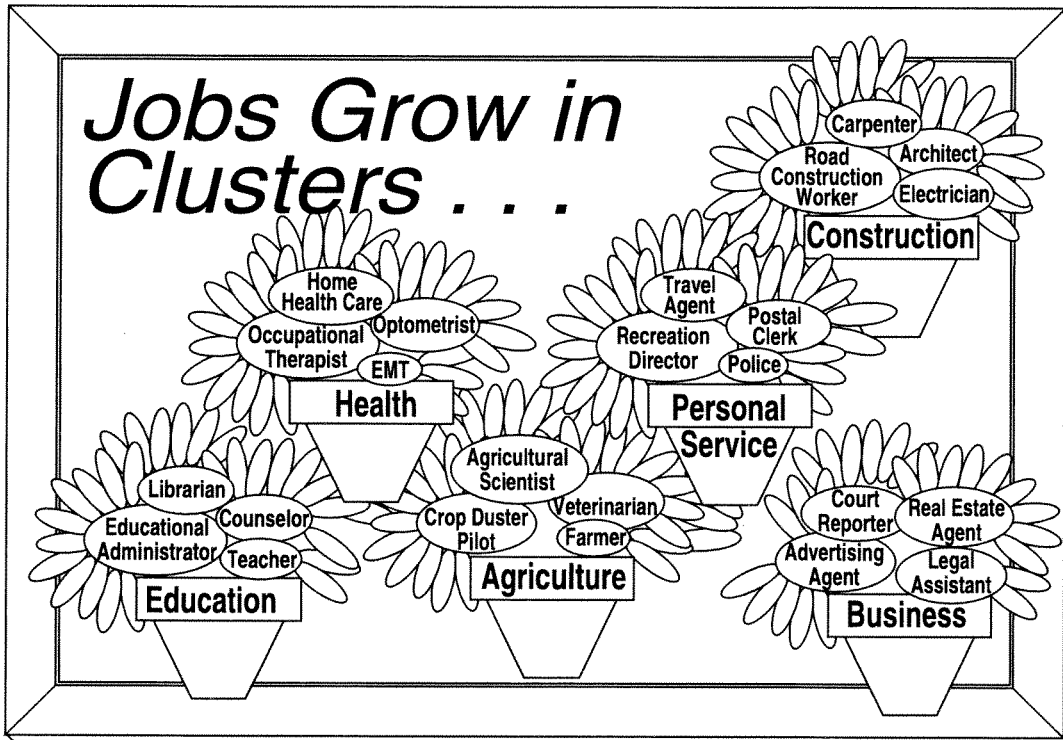
Bulletin Boards



Bulletin Boards



Bulletin Boards



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

**Speakers
and
Field Trips**



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 C5-1203).

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 included in this section.

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 the next page.

Speakers and Field Trips

The parents' form, shown later in this section, 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 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 included in this section.
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 (all are included in this section).
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 in this section.
5. Secure all necessary audiovisual aids.
6. Assign a student to greet the guest.

While Speaker Is There

- 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" (included in this section) for ideas of career-oriented questions for your grade level.
 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." (All three forms are included in this section).
- 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" in this section.
7. With the confirmation letter, send the field trip guide/host a copy of "Student Characteristics" and the "Student Career Questions" (included in this section) for the appropriate grade level.
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 as 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" (included in this section).
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.

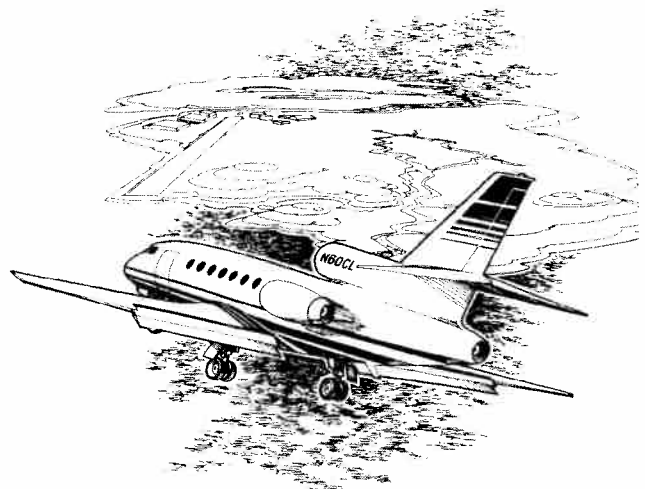
For example, walking tours:

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" included in this section.
 - 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" (included at end of this section).
 - 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.).
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.

Speakers and Field Trips

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.

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.
 - 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.
 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.
 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 in this section.
- 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.

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 both parts of this form and return to your child's teacher; the two parts go in separate files.

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 _____
 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 _____

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)

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.

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.

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?

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?

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?

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 _____

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.

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)

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

