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ABSTRACT

This module is aimed toward those teachers and guidance personnel in school settings, grades K-12, or participants in preservice training programs, who are interested in developing an understanding of (1) the importance of teaching students skills in career decision making and (2) the types of activities and resources which can be used to teach skills in that area. Upon completion of the module, participants will be able to outline a rationale for teaching students skills in the area; modify for use with students in their own setting one of the activities presented in the module which can be used to help students develop career decision-making skills; and identify three other sources of information, materials, or resources related to the module topic area. The module is designed as a six-hour workshop. The term "career" is broadly defined, including learning and leisure as well as work activities. Evaluative activities are included. A separate Coordinator's Guide is designed to accompany the module. (Author/BP)

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Career Guidance  
Staff Development

ED140190

# Helping Students Develop Career Decision-Making Skills

by  
Ellen A. Stewart

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U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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# HELPING STUDENTS DEVELOP CAREER DECISION-MAKING SKILLS

*Ellen A. Stewart*  
*American Institutes for Research*

December 1976

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# INTRODUCTION

## MODULE GOAL AND OBJECTIVES

### Module Goal

This module is aimed toward those teachers and guidance personnel in school settings, grades K-12, or participants in preservice training programs, who are interested in developing an understanding of (1) the importance of teaching students skills in career decision making and (2) the types of activities and resources which can be used to teach skills in that area. Upon completion of the module, participants will be able to outline a rationale for teaching students skills in the area; modify for use with students in their own setting one of the activities presented in the module which can be used to help students develop career decision-making skills; and identify three other sources of information, materials, or resources related to the module topic area.

### Module Objectives

On successful completion of the module, you will be able to:

1. State the importance of developing student skills in the module topic area.
2. Choose one of the activities presented in the module which can be used to help students develop career decision-making skills and adapt it for use with students in your particular setting.
3. Identify two sources of additional activities, texts, or other resources related to the module topic area which you feel would be particularly applicable for use with students in your setting.



MODULE OUTLINE

<u>Approximate</u>		
<u>Time</u>	<u>Activity</u>	<u>Objectives</u>
½ hour	<u>Introduction</u> A group activity. The coordinator will explain the structure and purposes of the module. Warm-up and introductory activities included.	1-3
1½ hours	<u>Text</u> Discussion of the rationale for helping students to develop career decision-making skills. Includes a three-part activity for meeting the requirements of Objective 1.	1
2½ hours	<u>Text</u> Discussion of considerations for adopting and adapting student activities. Discussion sessions and practice activities interspersed.	2
1 hour	<u>Resources</u> Annotations of sources of additional activities for helping students to develop skills in the module topic area. Includes activities for meeting the requirements of Objective 3.	3
½ hour	<u>Wrap-up</u> Assessment of acquired knowledge and skills.	1-3

## *INTRODUCTION*

In this module we will approach the decision-making process as it is applied to the individual's career. Career is defined here as being the pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--her/his personal and social behavior, learning to learn skills, social responsibility, and use of leisure time. In helping students to develop career decision-making skills, we help them to develop a process that is not only applicable to immediate choices they must make, but which may also be applied generally to planning for life.

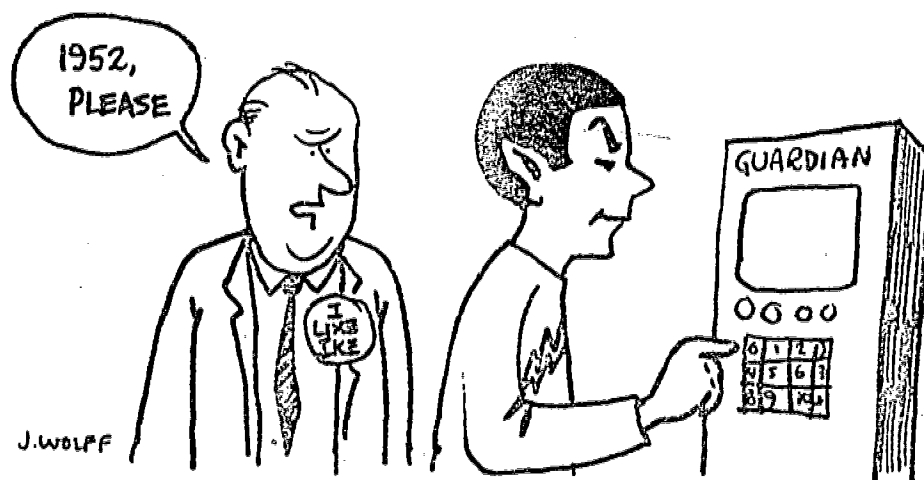
*INTRODUCTORY ACTIVITY*

Take a few minutes to think about the many kinds of decision-making situations students face. Write down the situations you think of in the space below.

# WHY TEACH STUDENTS SKILLS IN CAREER DECISION MAKING ?

## WHY TEACH STUDENTS SKILLS IN CAREER DECISION MAKING ?

In a scene from a very popular television series, a starship captain and his first officer "beamed" down to the surface of a nearby planet. The planet was uninhabited except for the "Guardian." A fascinating machine, the Guardian served as the keeper of time, displaying scenes of the past and future according to the will of its viewer and allowing the viewer to enter "time" at whatever point best suited her/his needs.



It is not unlikely that a great many of us today would welcome the services that an imaginative apparatus like the Guardian could provide. With the ability to gaze into the future, we would each know what changes were to take place, how those changes would affect us personally, and what adjustments in our lives were going to be necessary. If we could know with such certainty what the future had in store, the task of preparing ourselves to meet its demands would become much simpler. However, lacking this vision of what will be, all of us need to apply the most objective, systematic approach available to us to plan for the direction or directions we want our lives to take.

The success of the planning process depends, to a large extent, on the individual's ability to make decisions. Decision making is a behavioral skill that can and must be learned by

*Planning for the Future*

today's students if they are to be able to cope with the changes, conflicts, and demands of a fast-moving world.

Exposed daily to events and ideas, information, and alternatives, young people today will have the chance to experience more in a decade than the individual of the early part of this century experienced in a lifetime. Only 50 years ago, the majority of Americans lived in small, rural areas, often restricted to the ideas, concerns, and general lifestyles of their communities. Television was as yet unheard of; radio and motion pictures were in their infancy; automobile and air travel, little more than a novelty; education beyond high school, a luxury (and even then, primarily reserved for men).

Gradually, a new learning environment has been generated, one in which students are exposed daily to opportunities to learn about themselves and others and in which they are relatively free to explore alternative ways of carrying out their lives. For example, the decline of many of the traditional occupations of the past have made it less likely that children will be expected to follow in the footsteps of their parents; technological advancement and specialization have increased the amount of leisure time available; education has expanded to include many new and different centers of learning; contacts between people of many cultures have provided new ideas about religion, family, economics, education, entertainment, work, and much more. The new learning environment places these students in the middle of a wealth of information about how their lives *could* proceed, both on a personal level and in relation to the larger society. Students face the challenge of using this information to participate in many kinds of decision-making situations covering a wide range of options within their life careers. These options fall within education, work, use of leisure time, social responsibility, and personal and social behavior.

*The Challenge:  
Using Information  
Effectively*

*Career Options*

The components of career decision making and the advantages of applying the decision-making skills are illustrated below with the story of John, a not-so-uncommon student:

John was out of school on summer vacation. He wanted to find a job, but he didn't know where to start looking or even what kind of job would interest him. So, he put that idea aside and thought of going to camp... until one of his friends said, "Camp?! That's only for kids!" There went that idea.

*(Setting Goals. Generating Alternatives. Understanding Personal Aptitudes, Interests, and Abilities. Weighing the Opinions of Others.)*

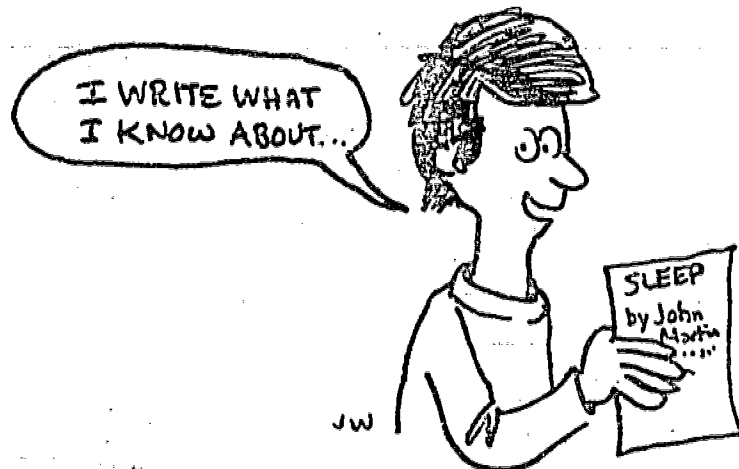
John's teacher had loaned him some books so he thought of doing some reading to catch up for next year. But, when Mike asked him to try out for the baseball team, the books were put back on the shelf. John made the team, but since he really didn't want to practice every afternoon, he dropped out.

*(Understanding Personal Values. Setting Priorities.)*

More than a month had passed and John hadn't decided what to do. Sitting in his room one afternoon, he remembered his promise to his father to clean out the garage, but "not today," he thought. He was sure he'd get to it at some point. Besides, he had volunteered to help his neighbor distribute those campaign leaflets that week. He didn't know much about the issue though--something about putting in a new parking lot.

*(Considering All Alternatives, Positive and Negative. Examining the Possible Consequences of Each Alternative.)*

The summer was dragging on. John hadn't found a job, camps were beginning to close, and the baseball team had won all of its games. His father had had to clean the garage so he had taken away John's privilege of using the tools "until he became more responsible." The neighbor was happy because the parking lot issue had passed and work had already begun on paving over the park where John and his friends liked to play ball. But worst of all, school was about to begin again and John would have to write that essay. You know the one--"What I Did Over Summer Vacation."



Knowledge of self is basic to the career decision-making process. This includes knowledge of personal attitudes, interests, and abilities, as well as an understanding of personal values. If responsible decisions are to be made, ones to which the individual feels a commitment, on which the individual can act, and with which s/he is satisfied, this type of knowledge must be applied. Gaining an understanding of personal values within the context of decision making deserves special note. In fact, the valuing process and the decision-making process are so closely linked that they share many of the same objectives:

*Knowledge of Self*

1. Encourage children to make choices and to make them freely.
2. Help students discover and examine available alternatives when faced with choices.
3. Help children weigh alternatives thoughtfully, reflecting on the consequences of each.
4. Encourage children to consider what they prize and cherish.
5. Give them opportunities to make public affirmations of their choices.
6. Encourage them to act, behave, and live in accordance with their choices.



7. Help them to examine repeated behaviors or patterns in their lives.

Instruction in career decision-making skills helps students to (a) set realistic attainable goals based on knowledge of self, (b) develop a willingness to explore within their interests and abilities to find new applications and means of expression, and (c) to apply all of their personal resources to reaching the desired outcome.

Skill in gathering and analyzing information is another component of career decision-making. Included here are the ability to identify alternatives, to identify and explore sources of information on those alternatives and their consequences, and to weigh the information received against knowledge of self and one's environment. In short, information-seeking and gathering skills involve not only the discovery and use of new sources of information, but also the critical analysis of that information. John, in the story above, represents many of today's young people (and adults!) who are rather easily taken in by peer group pressures or swayed by the smooth talker or the latest fad. Skills in information seeking reduce the vulnerability of the student to these influences. These skills help the student to consider all possible alternatives in a decision situation to gain a complete, rather than fragmented, picture of the decision to be made. In the process of generating alternatives, the student will gain an understanding of the value of seeking information from outside sources--an important aspect of the learning process in general--and will learn to apply knowledge gained from personal experience.

Setting priorities helps the student to be more productive and facilitates the decision making process. The skill encourages the student to identify the things s/he wants most and to select options which are aimed at realizing

*Information  
Seeking*

*Generating  
Alternatives*

*Setting Priorities*

<sup>1</sup>Louis E. Raths, M. Harmin, and S. Simon. *Values and Teaching* (Columbus, Ohio: Charles E. Merrill, 1966), pp. 38-39.

those outcomes. The ordering process is useful for planning small-scale, day-to-day activities, as well as for mapping out future plans.

A final aspect of career decision-making skills involves risk taking. These skills help students cope with the uncertainty inherent in their lives. In using these skills, students know that they have applied all of their resources to achieving the desired outcome. They have examined all alternatives, sought and analyzed information, and considered the possible consequences of each alternative. In making a final decision, students must once again apply their knowledge of self to determine their risk-taking preference. For example, Mark wants to get an A on his science exam this Friday. He has to come up with some alternatives which might lead to the desired outcome and has also listed the possible consequences of each alternative. The risk concerns whether the alternative he chooses will indeed help him to get the grade he wants.

*Risk Taking*

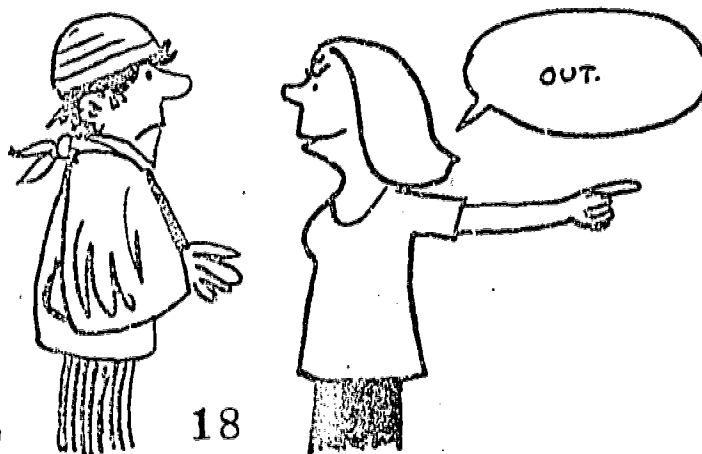
#### Alternatives

- 1) Spend extra time studying after school.
- 2) Ask the teacher to assign a tutor to help me.
- 3) Sit next to Janie during the test and copy her paper.
- 4) Get mysteriously ill Friday morning so I don't have to go to school.

#### Possible Consequences

- 1) Might miss out on after-school activities.
- 2) Tutors are usually other students; the rest of the kids are bound to find out.
- 3) I might get caught. (Or what if Janie's absent?!) )
- 4) Mom might get wise to my act and make me go.

MOM MIGHT GET WISE...



Mark might choose to rule out #3 and #4. If he did try to cheat and was caught, he would be in a lot of trouble at home *and* at school. Besides, Mark always got more satisfaction from knowing that he had done his own work. He knew from past experience that the option of pretending to be sick was tricky. And even if he *did* get away with it this time, he was still going to have to take the test at some point. He decided to try a combination of his first two alternatives. He would study a little extra every night, and he would ask his friend Joe to help him with the points he didn't understand. The uncertainty of getting an A has not, of course, been resolved. Applying career decision-making skills helps to lessen the possibility of an unfavorable outcome, but these skills cannot eliminate that possibility. The satisfaction is in knowing that you have made the most complete, well-considered decision possible.

In review, the development of career decision-making skills helps students to

- be more purposeful. They acquire a clear understanding of their personal values, interests and aptitudes, and are better able to set realistic, attainable goals for themselves.
- be more productive. Students gain a sense of accomplishment as they learn to apply all of their resources to the choices they must make. As they head toward a specific goal, they are less likely to fritter away their time on less beneficial pursuits.
- explore their own knowledge of the decision to be made. The first step in generating alternatives requires students to consider all possible paths, both positive and negative, that are already known to them.
- discover and analyze new sources of information. The decision-making process encourages students to generate new alternatives by examining information from outside sources.
- sharpen their critical thinking. Students are encouraged to gather both positive and negative information on each of the alternatives. They are better able to weigh the importance of each

piece of information because they are able to see the problem as a whole.

- cope with the uncertainty in their lives and the risks involved in every decision by maximizing their control over the outcomes.

## ACTIVITY FOR MEETING THE REQUIREMENTS OF OBJECTIVE 1

### Objective 1

State the importance of developing student skills in the module topic area.

Successful achievement of this objective will require preparing a written outline of a rationale which could be presented to your school board, school administration, or a group of parents. The outline should contain at least four components of career decision making, at least three reasons for developing such skills in students, and rebuttals to three objections generated by module participants which might be raised against developing such skills in students. The acceptability of each participant's outline will be determined by exchanging papers with a co-participant and certifying that each other's outlines meet the criteria specified above. The reasons and rebuttals must come from lists provided in the module or generated by the participants during the activities for this objective.

### Activity

This activity is divided into three parts. In Part I, you will use role playing to generate arguments which might be presented against teaching career decision-making skills to students. In Part II, you will use the information provided in the preceding text section to develop rebuttals to each of the arguments generated in Part I. Finally, in Part III, you will outline a rationale for teaching career decision-making skills to students which will be based on the information you have recorded in Parts I and II.

### Directions

Divide into groups of three to five people. Each member of the group will assume one of the roles described on page 15.

1. Read over your role description. Now take a few minutes to write down as many arguments as you can think of which will support your character's point of view on teaching career decision-making skills. Write these arguments in the column marked *AGAINST* for your character on the chart on page 16.

2. Take turns acting out the roles, explaining your views to an audience made up of the other members of your group. Use the ideas you have jotted down to support your case.

3. As each person presents her/his role, record the major points being brought out in support of that position. Write these points in the column marked *AGAINST* in the space provided for that character.

4. Continue this activity until all group members have had a turn.

## ROLES

Student: You don't feel that you need career decision-making skills, especially not at age 16. Besides, what decisions does someone your age have to make besides how to get to the ball game or how to get out of taking out the garbage? If something *should* come up, you would go to your parents for help.

Parent: Enough is enough! First sex education and now career decision making! When is the school going to stop trying to take over for the home and get back to the business of real teaching? Leave parenting to parents!

Teacher: What does career decision making have to do with the subject I am teaching? How am I going to fit it in and *where* do you expect me to find the time?

School Board Member: Now just isn't the time to introduce any new curriculum. Our budget only goes just so far, you know. Stick with the basics.

Community Member: All this decision-making stuff is hogwash! What good is planning ahead? No matter what you plan for, you're going to end up grabbing the first thing that comes up because that might be all there is.

RECORD SHEET

CHARACTER	AGAINST	REBUTTAL
Student		
Parent		
Teacher		
School Board Member		
Community Member		
	24	



### Directions for Part II

1. Share the points you have listed on your Record Sheet with the other members of your group to ensure that all members have recorded all the arguments presented in the role-playing activity. Discuss with the group any additional points you think could have been included in any particular presentation and add these points to your list.

2. Now, using the information provided in the preceding text section as well as your own ideas, develop a rebuttal to each of the arguments listed on your Record Sheet. Write these rebuttal statements in the space provided on the Record Sheet.

### Directions for Part III

Put your name at the top of a separate sheet of paper. On that paper, you will be asked to outline a rationale for teaching career decision-making skills to students. Follow the format below. When you have finished, exchange papers with a co-participant (or group of participants) according to the directions of your *module coordinator*. Use the Checklist on the next page to certify that the participant has met the requirements of Objective 1. Sign and date the Checklist and return it and the rationale outline to the participant.

#### Rationale Format

- I. Components of career decision making. (List at least four.)
- II. Arguments which might be presented against helping students to develop these skills. (List at least four possible arguments.)
- III. Rebuttals. (List at least one rebuttal for three of the arguments presented in Section II above.)
- IV. Reasons for helping students to develop career decision-making skills. (List at least three reasons from among those presented in the module.)

*CHECKLIST FOR DETERMINING SUCCESSFUL  
ACHIEVEMENT OF OBJECTIVE 1*

1. Fill in the name(s) of the writer of the rationale outline you are reviewing.

Outline by: \_\_\_\_\_

2. Put a check by those items that are included in the rationale outline:

\_\_\_\_\_ at least four components of career decision making. (To be judged acceptable, these must come from the list given within the story on page 7.)

\_\_\_\_\_ at least three reasons for helping students to develop career decision-making skills. (To be judged acceptable, these reasons must come from the list given on pages 11-12.)

\_\_\_\_\_ at least three arguments which might be presented against helping students to develop career decision-making skills.

\_\_\_\_\_ at least one rebuttal statement for each of the three arguments presented in the outline.

3. Sign and date the checklist. Return it and the rationale outline to the person named above.

Checked by: \_\_\_\_\_

Date: \_\_\_\_\_

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# ADOPTING STUDENT ACTIVITIES

## ADOPTING STUDENT ACTIVITIES

There are at least two methods which you as teachers, counselors, and guidance personnel can use to develop your own resource book of activities for teaching career decision-making skills to students. In the text which follows, these methods will be referred to as *adopting* and *adapting*.

*Two Methods*

### The Adopting Method

Career decision making has received much attention over the years, and as a result, a wealth of materials has been developed for use in teaching these skills to students. Some of these may focus on one particular type of student population (e.g., non-college-bound high school students), and still others may present an entire curriculum unit covering the whole range of career decision-making skills. But which of these materials will prove useful in your particular classroom setting depends largely on your knowledge and understanding of your students--their abilities, interests, problems and concerns--as individuals and as a group.

In the adopting method, the teacher or counselor puts to use in the classroom an activity which has been developed, and usually tried out, by someone else. No changes are made in goals, procedure, content, or objectives. Simple? Not really. For each activity selected and put to use in this way, several assumptions are being made:

*Adopting Activities*

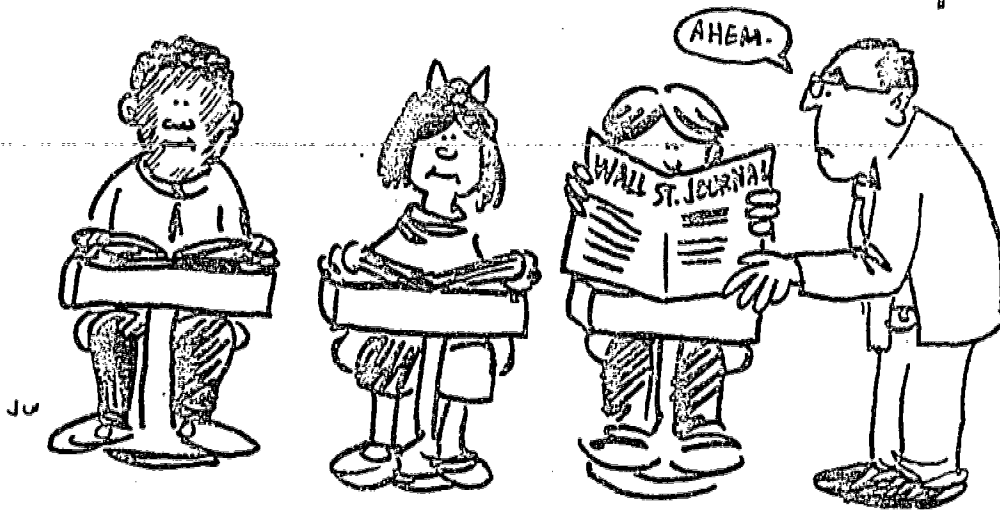
Assumption 1. The skills or concepts which the activity is designed to teach or demonstrate are directly related to the goal you have set for this learning experience.

(There is, of course, an underlying assumption here: that you have indeed set a goal!)

*Assumptions*

Assumption 2. The skills required to participate in the activity (e.g., reading/vocabulary level, computational skills, and verbal skills) are skills which your students already possess or will possess before the activity is presented to them.

Assumption 3. The content of the activity reflects a level or type of experience or concern that is familiar to your students (e.g, would students in early primary grades gain from an activity about finding a job?).



Assumption 4. You have made or can make all the preparations necessary for successful presentation of the activity: you are familiar with the content, the required materials are available, sufficient time has been allotted, and so on.

Adopting activities for use in your classroom obviously involves more than randomly opening a resource book and using whatever exercise happens to come up on the page. The assumptions given above imply that there is a planning and analysis process involved. Step 1 of that process is clarification of what you want to teach and why. "Why" has already been generally established in the rationale you have developed for helping students to develop career decision-making skills. Determining "what" requires that this general topic be broken down into more specific, manageable learning units, all of which are organized around a particular goal.

Assumptions 2 and 3 refer to the skill and experience level of the students. For example, a "great activity" which requires participants to be able to compute proba-

*Planning: What and Why*

*Analyzing Skill and Experience Levels*

bility has a better than even chance of failing miserably in an elementary school classroom. Likewise, an activity which asks students to compare their feelings about life on the farm with life in a big city will have little meaning for them unless they have first had an opportunity to experience both.

Finally, Assumption 4 refers to the completeness of your planning process. All of the elements noted in the assumption are important, but the requirement of allowing sufficient time needs special mention. A smooth and complete ending to classroom activities is very important to their success in achieving desired goals. Many activities require that enough time be set aside at the end to allow for discussion, clarification, and sharing of ideas. The abrupt ending of a poorly scheduled activity is more likely to *cause* confusion than to help *resolve* it.

*Evaluating Plans*

## PRACTICE ACTIVITY 1

### Directions

Read over the activity on the next page. Your module coordinator will then lead a discussion of the following questions.

### Discussion Questions

1. What would you say is the goal of the activity?
2. For which age/grade level do you think it would be appropriate? Why? (e.g., content features, skills required for participation)
3. If you wanted to work this activity into your career decision-making unit, (i.e., if you planned to *adopt* it as is), would you need to precede it with activities covering other decision-making areas? With what type of activities might you *follow* this one? Remember, career decision-making activities should reflect a process rather than being presented as separate, fragmentary pieces.

## WORK VALUES IN JOB CHOICE<sup>2</sup>

Sally has just been offered two promising jobs. Being a very skilled decision maker, she knows the following:

### A. Alternatives

She has three choices: 1. Choose job A 2. Choose job B 3. Do not choose either one

### B. Values

She values the following in a job, listed in order of priority:

1. Large income 2. Security 3. Prestige

### C. Probabilities

Chances of achieving a job that satisfies these values are as follows:

- |   |  |   |
|---|--|---|
| 1. Job A offers her a 25% chance of a very large income and high prestige but a 75% chance of losing the job. | 2. Job B offers her a 50% chance of a fairly large income without prestige and a 50% chance of losing the job. | 3. Choosing neither job offers an unknown chance of finding a better job. |
|---|--|---|

What would Sally decide? \_\_\_\_\_

Why? \_\_\_\_\_

Consider the following:

What would you decide?

What would your father decide?

What would most fathers decide?

What would most students in this class decide?

What other information would help Sally?

Would it make a difference if Sally were: rich, poor, married with family responsibilities, educated, talented, happy, young, old?

Look again at Sally's list of what she values in a job.

1. Would it help for her to list more specific objectives?
2. Would it help to know how much more important large income is than security?
3. How does Sally decide how much risk to take?

<sup>2</sup> H. B. Gelatt, et al. *Decisions and Outcomes* (New York: College Entrance Examination Board, 1972) p. 19.



# ADAPTING STUDENT ACTIVITIES

## ADAPTING STUDENT ACTIVITIES

### The Adapting Method

Many activities which are not immediately appropriate for a particular group of students, or which cannot be easily used because of special materials required, may be *adapted* to fit your particular classroom needs and to make use of available resources. Adapting activities has at least two advantages.

Advantage 1. The major advantage is that teachers can build their own creative ideas into the activity. While maintaining the overall concept the activity is designed to teach, the teacher is relatively free to add to the content those features that reflect her/his teaching style or the special needs and concerns of the students.

Advantage 2. Adapting activities also helps to expand available resources. One activity, for example, may be designed to be used with secondary school students in a particular setting. By making changes in the objectives, procedure, or content, however, that same activity might be refocused for use with older or younger students or with participants of different backgrounds.

The decision to adapt, rather than to simply adopt, an activity should be based on your answers to questions such as the following:

1. Does the original activity focus on the concept I wish to teach (or demonstrate)?
2. Are the student outcomes or skills for which this activity is designed appropriate for students at this grade level?
3. Does the content of the activity reflect a level or type of experience or concern that is familiar to my students?
4. Can this activity be conducted during the amount of time that is available?

*Advantages*

*Factors in Adapting*

5. Are the materials and other resources required by this activity available or easily obtainable?

If your answer to any of the questions is no, you might consider either eliminating the activity from your collection of resources or adapting it to fit your needs.

## PRACTICE ACTIVITY

This activity is designed to give you practice in analyzing and adapting an activity to fit the needs of a particular target population. In your small groups, each participant should begin by reading through the activity, *Highest Bidder*, which follows the questions. When you have finished, read the directions below and begin the exercise.

### Directions

Working as a group, you will adapt *Highest Bidder* to meet these specifications:

1. The "students" in your activity will be the participants in this module. (The original activity is designed to be used with elementary school students.)
2. Add a wrap-up section which will help your students to reflect on the activity: discuss important points brought out, share their feelings, explore what they gained or learned through the participation in the activity, etc.
3. Maintain the same format, i.e., an auction where bidders work in groups; use the same number of items in your action list as in the original activity. (This is just for practice purposes--if you were adapting an activity for your classroom setting, no such limitations would be imposed.)

### Discussion Questions

In working through your adaptation, each group should consider and discuss the following questions:

**GOAL:** Is the stated goal of this activity appropriate for the students in your setting (i.e., the module participants)?

**MATERIALS:** Are the required materials available or easily obtainable? If not, what substitutions, if any, can be made?

**CONTENT:** Do each of the items in the auction list reflect something that would be of interest to your students? Which do? Which do not? What substitutions can be made for inappropriate items?

**WRAP-UP:** What points do you want the students to consider at the end of the activity? Will you ask them to write something? Discuss?

Write out your group's adaptation of *Highest Bidder*. Your adaptation should be complete. It must include the following:

- 1) a goal statement
- 2) a list of materials required
- 3) directions for carrying out the activity
- 4) a complete "Auction List"
- 5) procedures for "wrapping up" the activity

### HIGHEST BIDDER<sup>3</sup>

Goal: In this activity students have a chance to examine priorities and make choices on the basis of those priorities. Students will work in groups, learning how to make effective group decisions; they will begin to understand the role of personal priorities in determining group priorities.

Materials: Auction List. Fatons (see below).

Procedure: The class is divided into groups of three or four students who are not close friends. Each group gets a copy of the Auction List and 150 fatons (bogus currency unrelated to money). Explain to the students that each item will be auctioned off in order of its appearance on the Auction List to the highest bidder. Once a team runs out of fatons, its members can no longer bid. No individual can make purchases, nor are the fatons given to individual students.

#### AUCTION LIST

1. \$1,000 for each member of the group to spend in any way wanted
2. a perfect report card for an entire year
3. a free, all expense paid trip to Disneyland, the World Series or a rock concert with anyone of your choice
4. a chance to spend a day with your favorite TV character
5. ten minutes in a store of your choice, collecting whatever you can cart out in a wheelbarrow
6. a perfect back yard, filled with every toy, game, or amusement that you can imagine
7. a guarantee that you will become President of the United States when you are older
8. a week in which no one can tell you what to do
9. a chance to run your school for a week
10. a perfect vacation for your parents--they can go wherever they want and do whatever they want for a week, at no cost to them or to you
11. perfect health for your entire life
12. a chance to become the most beautiful or most handsome person in your entire community
13. the opportunity to eat whatever you want for one year
14. the chance to personally solve the world's pollution and environmental problems
15. the promise to have a perfect friendship for life--your friend will be exactly what you want him or her to be

<sup>3</sup>Richard L. Curwin and Geri Curwin. *Developing Individual Values in the Classroom* (Palo Alto: Education Today Company, 1974), pp. 21-22.

ACTIVITIES FOR MEETING THE REQUIREMENTS OF OBJECTIVE 2

*Connie's Dilemma*

Goal: The purpose of this activity is to give you practice in generating alternatives in a decision-making situation.

Level: Adult

Procedure: Divide into groups of three to five people. Read the following paragraph, then follow the directions on the next page.

Connie has been living in an apartment in the Olive Building for three years. She has made many close friends in the building, including the apartment manager. Recently, a Chicano couple came to the manager's office to apply for an apartment. Connie, who happened to be there at the time, was shocked when she heard the manager say, "Sorry, we don't have any vacancies." Connie knew for a fact that there was a vacant apartment on her floor and that it was ready for renting. She started to say something but caught herself and quickly walked away. Later, Connie was still troubled by the incident. She believed that the manager was discriminating against the couple. She started thinking about what she should do.

\* \* \* \* \*

Suggested focus areas for this activity:

- a) identifying personal values
- b) seeking information
- c) generating alternatives
- d) determining possible consequences of decisions
- e) various combinations of these areas

Directions: There are several possible endings to Connie's story, each depending on what Connie decides to do. What are her alternatives (both positive and negative)?

1. As a group, take three minutes to brainstorm and write down as many alternatives you can think of which Connie might consider. Write these ideas in the column marked ALTERNATIVES on the chart on the next page.
2. Next, go over your list of alternatives. For each item listed, indicate whether you, as a group, think that alternative is positive or negative by putting an X in the appropriate column (i.e., Do you think that the alternative of "slugging the manager" is a positive or negative action?).
3. Put yourself in Connie's place. Given the fact of her close friendship with the manager as well as the fact that she believes discrimination is wrong, which alternatives on the list do you think she would eliminate? Put an X in the ELIMINATE column next to these alternatives.
4. Connie's story still needs an ending. From the remaining alternatives on your list, select one and use it to finish the story.

Write your group's ending on the lines provided below.

. . . Later Connie was still troubled by the incident. She believed that the manager was discriminating against the couple. She started thinking about what she should do. After considering several alternatives, Connie decided to \_\_\_\_\_

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PRACTICE ACTIVITY 2

1. You will now adapt Connie's story to make it appropriate for use with your students and to focus on a career decision-making area other than Generating Alternatives. Before beginning your adaptation, fill in the information requested below.

Brief general description of your student population (age/grade level, special interests or concerns, etc.): \_\_\_\_\_

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On what area of career decision-making will your activity focus (see suggested focus area on page 28)? \_\_\_\_\_

What will be the goal of your activity? \_\_\_\_\_

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What aspects of *Connie's Dilemma* will you modify to make it appropriate for use with your students (e.g., content, procedures, wrap-up section)? You are free to rewrite any part of the story. \_\_\_\_\_

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2. Write out your adaptation of *Connie's Dilemma* on the paper provided by your module coordinator. Be sure to include your goal and the grade level for which your activity is intended. When you have finished, follow the directions of your module coordinator.

## Part II

### Objective 2

Choose one of the activities presented in the module which can be used to help students develop career decision-making skills and adapt it for use with students on your setting.

Successful achievement of this objective will require participants working in teams to prepare a written outline describing their students, the goal which their adapted activity will be designed to meet, and what aspects of the original activity they would modify to make it appropriate for use with their students. The acceptability of the team's adaptation will be determined by exchanging papers with another team and certifying that each other's outlines meet the criteria specified above.

Following are three activities on determining risk preference and information seeking. For each, the intended grade level is noted.

### Directions

The module coordinator will divide participants into teams of two or three people, all of whom work with students of the same grade level (i.e., lower elementary, K-3; upper elementary, 4-6; junior high, etc.).

1. Choose one member of your group to serve as a recorder. This person will be responsible for taking notes of the team's ideas during this exercise and for writing out the team's adaptation of one of the following activities.
2. As a team, look over the three following activities: *State Fair*, *Raffle Ticket*, and *Information Please*. Select one activity which is not designed for use with your student level and read it over.
3. Develop a general description of your student population (age/grade level, special interests or concerns, and general problems related to the topic of the activity you will adapt). Your recorder should write out this description at the top of a blank sheet of paper.
4. Next, on the same piece of paper, the recorder should write out the team's answer to the following questions. (Write in complete sentences.)
  - a. Is the goal of the activity appropriate for your students? If not, what changes should be made?
  - b. What aspects of the activity you have chosen will you modify to make it appropriate for use with your students (e.g., content features, procedure, wrap-up section)?

5. As a team, develop and write out your adaptation of the activity, including the following:

- a. Goal Statement
- b. Materials Required
- c. Procedure/Directions
- d. Wrap-up

6. When you have finished, exchange papers with one of the other teams as directed by the module coordinator. Your team's recorder should use the checklist on the next page (use only one checklist for the whole group) to certify that the adaptation given you has met the requirements of Objective 2. All members of the team will participate in this certification. The recorder should sign her/his name, date the completed checklist, and return it and the adaptation to the recorder of the group from which it came.

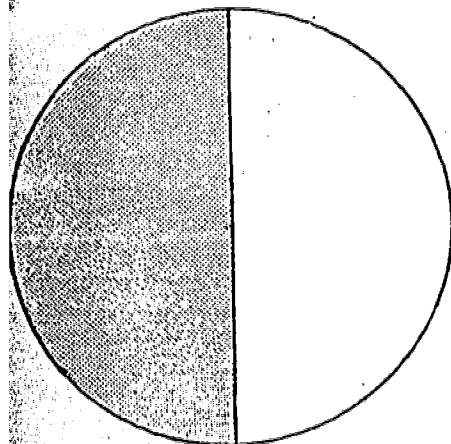
STATE FAIR

Goal: To help students examine their risk-taking behavior.

Level: Upper Elementary

Margie's mother has given her 50¢ which she may either spend while she is at the State Fair or put in her piggy bank to save for the toy she wants to buy. Margie has wanted to buy that toy for a long time and with this 50¢ she finally has enough money to buy it. But, Margie also wants to play some of the games at the Fair and to do that, she would have to spend her 50¢. While walking around the fairgrounds trying to decide what to do, Margie sees a row of game booths, each with a colored wheel:

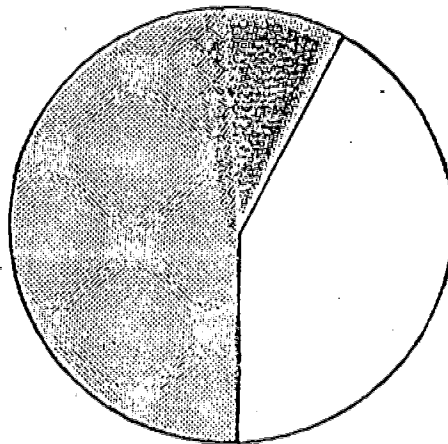
Game 1



50¢ TO PLAY

Spin the wheel once.  
If you land on WHITE,  
you win \$1.00. If  
you land on DARK,  
you lose.

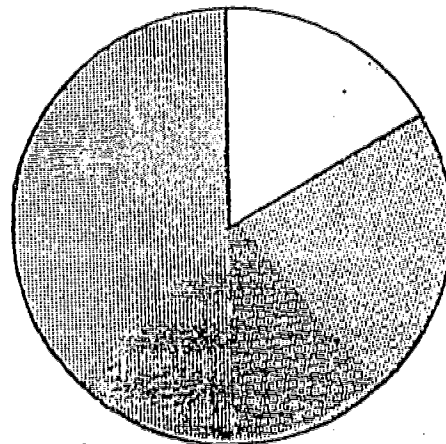
Game 2



50¢ TO PLAY

Spin the wheel once.  
If you land on WHITE,  
you win MIGHTY KID,  
THE WONDER TOY.  
If you land on DARK,  
you lose.

Game 3



50¢ TO PLAY

Spin the wheel once.  
If you land on WHITE,  
you win your 50¢ back  
plus MIGHTY KID, THE  
WONDER TOY. If you  
land on DARK, you lose.

"What a big decision," Margie thinks to herself. MIGHTY KID just happens to be the toy she wants to buy. "What should I do?"

## Questions

1. What might happen if Margie decides not to play and saves her money instead?
  
2. What might happen if Margie decides to play one of the games?
  
3. Pretend that you are Margie in this situation. What would you do?
  - a. \_\_\_ Save your money and buy the toy at the store
  - b. \_\_\_ Play game 1
  - c. \_\_\_ Play game 2
  - d. \_\_\_ Play game 3
  
4. Why would you make that choice?
  
5. Would you make the same choice if the prize was something you did not really want?

NOTE TO TEACHER: You may wish to have students complete a second, similar activity. They would then be able to compare the decisions they have made in each and determine whether or not they are consistent in their risk preferences.

RAFFLE TICKET

Goal: To help students examine their risk-taking behavior.

Level: Junior/Senior High

Several organizations at your school are selling tickets to different raffles. Three classmates, each from a different organization, approach you at the same time and ask you to buy a ticket. Each one explains her/his raffle to you (you have only \$2.00).

Janie

Janie's tickets cost \$2.00.  
Her club will sell 50 tickets  
and two winners will be chosen.  
Winners will get \$50.00 each.

Chance of Winning: 1 in 25

Prize if you win: \$50.00

Allen

Allen's tickets also cost \$2.00.  
His club will sell 50 tickets  
and choose 10 winners. Each  
winner will receive \$10.00.

Chance of Winning: 1 in 5

Prize if you win: \$10.00

Rick

Rick's tickets are also \$2.00.  
His club will sell 30 tickets  
and 15 prizes will be given  
of \$5.00 each.

Chance of Winning: 1 in 2

Prize if you win: \$5.00

\*\*\*\*\*

## Questions

1. What would you say would be the *most desirable* result for you in this situation?

2. What would be the *worst possible* result?

3. What would be your decision in this situation? Would you

a. \_\_\_ keep your money?

b. \_\_\_ buy Janie's ticket?

c. \_\_\_ buy Allen's ticket?

d. \_\_\_ buy Rick's ticket?

What factors influenced you to make that decision (e.g., amount of prize money offered, your chances of winning? etc.)? Why?

Are you consistent in the amount of risk you are willing to take, or do such decisions vary from situation to situation? Can you give an example?

Below are descriptions of four common risk-taking strategies.<sup>4</sup> Which one do you think best describes your risk-taking behavior *in this situation*? Which do you think best describes your *most frequent* risk-taking behavior?

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**WISH STRATEGY:** Choice of the alternative that *could* lead to the most desirable result, regardless of risk.

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**ESCAPE STRATEGY:** Choice of the alternative that is *most likely* to avoid the worst possible result.

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**SAFE STRATEGY:** Choice of the alternative that is *most likely* to bring success; has the highest probability.

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**COMBINATION STRATEGY:** Choice of the alternative that has both *high probability and high desirability*.

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Match the alternatives listed across the top of the chart below with the strategies they represent. Put a check in the appropriate box.

	Keeping your money	Buying Janie's ticket	Buying Allen's ticket	Buying Rick's ticket
Wish Strategy				
Escape Strategy				
Safe Strategy				
Combination Strategy				

<sup>4</sup>H. B. Gelatt, et al. *Deciding* (New York: College Entrance Examination Board, 1972), p. 41.



INFORMATION, PLEASE

Goal: To give students practice in prioritizing information sources and in seeking information which will be most helpful in a decision situation.

Level: Senior high

You, Mary, and Greg are all considering applying to Bayside College. Your counselor has given each of you an Information Request card for that college.

Directions

1. Read the descriptions given below and fill in a description for yourself.

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Mary is Black. She is an above-average student, and her scores on achievement tests have won her a full four-year scholarship to the college of her choice. She is very outgoing and usually makes friends easily in her group activities. Mary likes being independent, but her "free will" has gotten her into a little trouble with teachers on several occasions.

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Greg has been nicknamed "wheeler dealer" by his schoolmates. He has been very active in community politics and always seems to know the "right people" to talk to. His grades and test scores are usually average or below, and he is relying heavily on his football record to get him into a college as well as to help him financially. If he does get to play on a good college team, he might have a good chance of going on to play professionally.

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Fill in a Description of Yourself

2. The Information Request Card on the next page lists ten items which Bayside has available. However, each person may request only five of these publications.

- a. Select the five publications which would be most helpful to you in making your decision. Rank order your selections from 1 (*most important*) to 5 (*least important*) and write the ranks in the appropriate column on the right of the card.
- b. Next, use the descriptions of Mary and Greg to select and rank order the publications you think will be most helpful to them. Write these ranks in the appropriate columns.

INFORMATION REQUEST CARD

Publications Available	You	Mary	Greg
1. <i>Admissions</i> . Explains application procedures, fees, etc.			
2. <i>Bayside: A Look at the community</i> . Describes the population, social life, business, politics, etc., of the city of Bayside.			
3. <i>Bayside at a Glance</i> . Shows photographs of all parts of the campus.			
4. <i>Bayside College GREENBOOK</i> . Details financial aid policies and programs including work/study.			
5. <i>Bayside Who's Who</i> . Provides a directory of all faculty and staff--who they are and what they do.			
6. <i>Black Students at Bayside</i> . Gives opinions, suggestions, and reactions to the experiences of Black students at the college.			
7. <i>Courses and Degrees</i> . Contains a general overview of courses offered and requirements for degree programs.			
8. <i>Rules and Responsibilities</i> . Lists all of the campus policies on student behavior and academic performance, transportation, grievance procedures, etc.			
9. <i>Scoreboard</i> . Discusses all sports programs and the competitive standings of each team.			
10. <i>Student Life</i> . Describes student organizations, special programs and other extra-curricular activities.			

c. Discussion: Why did you rank the information as you did, both for yourself and for the others?

What other sources of information should each of you explore (e.g., parents, friends, former students of the college) and what information would you want to obtain from them?

People To Talk To	Information They Could Give

*CHECKLIST FOR DETERMINING SUCCESSFUL  
ACHIEVEMENT OF OBJECTIVE 2*

1. Fill in the name(s) of the writer of the adaptation you are reviewing.

Adaptation by: \_\_\_\_\_

2. Put a check by those items that are included in the adaptation write-up:

\_\_\_ a general description of the students at that grade level

\_\_\_ a goal statement .

\_\_\_ a list of materials required for the activity

\_\_\_ procedures/directions for carrying out the activity.

\_\_\_ procedures for conducting a wrap-up session for the activity

3. Sign and date the checklist. Return it and the adaptation write-up to the person named above.

Checked by: \_\_\_\_\_ \*

Date: \_\_\_\_\_

## RESOURCES

*MEETING THE REQUIREMENTS OF OBJECTIVE 3*

Objective 3

Identify two sources of additional activities, texts, or other resources related to the module topic area which you think would be particularly applicable for use with students in your setting.

Successful achievement of this objective requires reviewing descriptions of six resources related to the module topic area (using the Resource Checklist provided) and identifying at least two which you think would be applicable for use with students in your setting.

The purpose of the following activity is to familiarize you with additional resources which you can use with students in your own setting to help them develop skills in career decision making.

Directions

Read the six resource descriptions on the Resource Checklist (pages 43-45). On the Checklist, mark whether or not you think each resource would be applicable for use with students in your setting and write down the reasons for your decisions. If you need more information on any of the resources, turn to the annotations which begin on page 46.

## Force Checklist

### 1. *Deciding/Decisions and Outcomes*

*Deciding* and its outgrowth, *Decisions and Outcomes*, are student-oriented programs for the development of the decision-making skills of high school students and young adults. Both programs feature a student workbook of role-playing exercises, group activities, and simulations plus a leader's guide containing information and resources necessary for effective presentation of the materials to students. *Deciding* is designed for use in grades 7-9; *Decisions and Outcomes*, for older high school students and adults.

Applicable  Not Applicable

Why or why not applicable: \_\_\_\_\_

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### 2. *Developing Individual Values in the Classroom*

This guide presents a collection of activities for helping elementary school students to identify and clarify their values. It is intended for use by teachers and counselors. Three types of activities are presented: (1) activities aimed at helping the children to get acquainted with each other and to build trust within the group, (2) those which center around helping the children in self-discovery, and (3) those which help students to focus on their relationships with others. One section of the guide presents activities which can integrate values teaching with the different curriculum areas.

Applicable  Not Applicable

Why or why not applicable: \_\_\_\_\_

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### 3. *How to Decide: A Guide for Women*

This guide for today's women features a student workbook of activities designed to help women learn how to find out what they want, develop a plan of action, discover interests and abilities, recognize and cope with value conflicts, set goals, perceive risks, and become more assertive. The appendix includes an extensive bibliography of readings for and about women and a listing of women's centers throughout the

United States and Canada. The workbook is designed for use by senior high students and adults.

Applicable  Not Applicable

Why or why not applicable: \_\_\_\_\_

4. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*

This handbook provides 79 activities which teachers may use in helping students of all ages to identify and clarify their values. Many of the activities presented are highly flexible and adaptable. Each is described in terms of its purpose and procedure, and some include a 'Note to the Teacher' with suggestions for preparation of the students, variation possibilities, and follow-up activities.

Applicable  Not Applicable

Why or why not applicable: \_\_\_\_\_

5. *What Color is My Parachute?: A Practical Manual for Job Hunters and Career Changers*

*What Color is My Parachute?* is designed to help senior high through adult students to cope with what the author calls an "outdated, outmoded, and Neanderthal" job-hunting process. The book begins with a discussion on overcoming "Rejection Shock" in job seeking and proceeds through building self-confidence, seeking help, determining personal wants and needs, and taking action. The appendices offer a directory of sources for obtaining professional help and special sections on job seeking for minorities, women, and high school and college students.

Applicable  Not Applicable

Why or why not applicable: \_\_\_\_\_

6. *Where Do I Go from Here with My Life?*

This booklet is described as a "systematic, practical, and effective life/work planning manual for students, instructors, counselors, career seekers and career changers." The manual is structured to be

equally useful for (1) training sessions for counselors or instructors, (2) instruction with groups of individuals, (3) individual counseling, and (4) individual study. The 14 appendices in the manual contain the bulk of the lessons and include such items as an Outline for Experience Analysis and Capability Inventory, procedures for writing letters to employment contacts, and discussion on drafting job objectives and preparing resumes.

Applicable  Not Applicable

Why or why not applicable: \_\_\_\_\_

\_\_\_\_\_



SOURCE: *Deciding/ Decisions and Outcomes* by H.B. Gelatt, Barbara Varenhorst, Richard Carey, and Gordon Miller

PUBLISHER: College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019, 1973.

COST: \$4.00 per set

FORMAT: Student workbook, Leader's guide

LEVEL: K-Adult

FEATURES: *Deciding* and its outgrowth, *Decisions and Outcomes*, are student-oriented programs for the development of the decision-making skills of high school students and young adults. Both programs feature a student workbook of role-playing exercises, group activities and simulations, and a leader's guide containing information and resources necessary for effective presentation of the materials to students.

Divided into three sections, values, information, and strategy, *Deciding* is designed to help students in grades 7-9 (1) evaluate and make use of various sources of information, (2) identify and clarify their values, (3) establish clear objectives and goals for themselves, (4) analyze the potential risks and outcomes of alternative choices, (5) identify and use decision making strategies, (6) gain practice in the application of decision-making skills in hypothetical situations, and (7) accept responsibility for the decisions they make. The program is highly flexible and adaptable to various school settings and time allotments. The course of study can range from three weeks to a full semester according to the needs of the school personnel.

*Decisions and Outcomes* is patterned after *Deciding* and is designed to be used with older high school students and young adults. This course of study provides content materials for 45 hours of class sessions. As for *Deciding*, the time allotted for this program may vary to meet the needs of teachers and counselors.

The four sections of *Decisions and Outcomes*, "The Starting Point", "The Deciding Self", "Before Deciding", and "Applying Skills", aid the student in clarifying and exploring her/his values, setting short and long-range goals, gathering and evaluating information, examining her/his own risk-taking tendencies and applying strategies for making decisions.

The leader's guide for each program contains extensive resource materials including an introduction to the decision-making theory, guidelines for questions and issues related to the teaching of decision-making concepts, an annotated list of available resources, and specific suggestions for program implementation.

- SOURCE: *Developing Individual Values in the Classroom*, by Richard L. Curwin and Geri Curwin with the editors of *Learning Magazine*.
- PUBLISHER: Education Today Company, Inc., 530 University Avenue, Palo Alto California 94301, 1974.
- COST: \$2.50
- FORMAT: Teacher's guide
- LEVEL: Elementary grades
- FEATURES: *Developing Individual Values in the Classroom* presents a collection of activities for helping students to identify and clarify their values. The book is intended for use by teachers and counselors.

Stressing the need for developing an atmosphere of trust in the classroom, the first activities presented are aimed at helping the children get acquainted with each other--discovering interests, talents, dislikes, etc. The activities are arranged in order of difficulty. For example, the first exercise, "Who We Are Inventory," allows the children to engage in self-disclosure without having to share any personal feelings or private concerns. As the students progress in their trust in each other, activities are presented which involve more risk. The "Personal Collage", for example, asks the students to put together a collection of pictures which will complete sentences such as: "I have trouble with...", "I want to become...", or "Sometimes I feel like..." Students are encouraged to share their feelings and ideas in exercises such as these, but always have the option of not participating.

From here, the activities center around helping the children in self-discovery. Again, the activities proceed from the simple to the more complex, in the amount of self-disclosure encouraged and also in the number of steps involved in completing the exercise. This section is divided into two parts. Activities in Part 1 help the children to focus inwardly. "My Scrapbook of Emotions", for example, has the goal of helping students to become more sensitive to their emotions while finding out if there is any flexibility in their feelings. In Part 2, activities help students focus outwardly. Students examine such things as what makes them angry in their relationships with others, what they put into and want out of their friendships, and what effects their families have had on them.

Section three of the guide presents activities which can integrate values teaching with the different curriculum areas. Included here are values activities for language arts, social studies, science, and math classrooms.

Also included in *Developing Individual Values in the Classroom* is a guide to teachers wishing to create their own values activities. The authors have outlined a step-by-step process including choosing a topic, selecting valuing processes, outlining objectives, deciding where to focus, and putting it all together.

- SOURCE: *How to Decide: A Guide for Women* by Nelle T. Scholz, Judith S. Prince, and Gordon P. Miller.
- PUBLISHER: College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019, 1975.
- COST: \$5.95
- FORMAT: Workbook
- LEVEL: Senior High -Adult
- FEATURES: This book focuses on decision making skills for today's women--women facing rapid societal changes, new freedoms and new roles. The program of study is appropriate for individual work, group counseling, or as the curriculum for women's studies courses or adult education for women.

*How to Decide* is designed to help women find out what they want, develop a plan of action, discover interests and abilities, recognize and cope with value conflicts, set goals, perceive risks, and become more assertive. The contents and activities are divided into four sections. The first section, "Where are you as a woman," focuses on an examination of the woman's self-concept. Here, students identify their own biases about women in general and examine the way their own decisions have affected their personal lives. Section two, "Who are You," concentrates on identifying values and recognizing value conflicts. Students participate in simulations to explore how values are related to decisions. Also in this section, students begin the process of generating alternatives and examining them in light of their values, and they gain practice in setting goals. The series of activities presented here focuses on the barriers women face to attaining their goals--attitudes of society, sex discrimination, financial needs, family responsibilities, etc.--and begin to generate steps to remove those barriers.

"What do you need to know," section three, concerns gathering information and using it effectively. Exercises explore myths vs. facts, determining the value of information, developing information sources, and understanding risk-taking behavior. "How do you take action," the final section, includes activities which help women combine all the decision-making skills they have learned. In addition to practice activities, students identify their own role models and the kinds of decisions these people have had to make. They also explore their rights as deciders and their own level of assertiveness. Students now begin to design an action plan for getting what they want by following these steps: STEP 1--examination and evaluation of values and objectives; STEP 2: a) building self-confidence, b) consulting the family, c) preparing a resume, d) job campaigning, e) applying for employment, and f) interviewing.

*How to Decide* includes an extensive bibliography of readings for and about women and a listing of women's centers throughout the United States and Canada.

- SOURCE: *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*, by Sidney Simon, Leland Howe, and Howard Kirschenbaum.
- PUBLISHER: Hart Publishing Company, Inc. New York, New York 10003, 1972.
- COST: \$7.50
- FORMAT: Resource Book
- LEVEL: K-Adult
- FEATURES: This book provides 79 activities (or strategies) which teachers may use in helping students to identify and clarify their values. The activities represent the contributions of teachers and group leaders across the nation, as well as many original activities developed by the authors. All 79 activities tie in with the seven processes of valuing as described in *Values and Teaching* (Raths, Merrill, and Simon, 1966):
- Prizing one's beliefs and behaviors
    1. prizing and cherishing
    2. publicly affirming, when appropriate
  - Choosing one's beliefs and behaviors
    3. choosing from alternatives
    4. choosing after consideration of consequences
    5. choosing freely
  - Acting on one's beliefs
    6. acting
    7. acting with a pattern, consistency and repetition.

Many of the activities presented are highly flexible and adaptable. Some are intended for one-time use and should not be repeated with the same group. Others which may be used again and again are presented with suggestions for variation. Each activity is described in terms of its purpose and procedure, and some include a Note to the Teacher with suggestions for preparation of the students, variation possibilities, and follow-up activities.

Some activities may be tied directly into specific subject matter areas. For example, "Epitaph," strategy 55, may be built into a language arts or creative writing class. This activity asks students to prepare their own epitaphs stating in a few words what could be said about their lives to this point. An example given is "Ezra Jones lived as he died: Out of debt, out of sight, and out of sorts." Or strategy 61, "What is important--a song," could be used in a music unit. This activity encourages students to share some personal feeling which can be built into a song.

SOURCE: *What Color Is My Parachute?: A Practical Manual for Job-Hunters and Career Changers*, by Richard N. Bolles.

PUBLISHER: Ten Speed Press, Box 4310, Berkeley, California 94704, 1973 edition.

COST: \$3.95

FORMAT: Text

LEVEL: Senior High-Adult

FEATURES: *What Color Is My Parachute?* is designed to help individuals cope with what the author calls an "outdated, outmoded, and Neanderthal" job-hunting process. The book begins with a discussion on overcoming "Rejection Shock," and proceeds through building self confidence, seeking help, determining personal wants and needs, and taking action.

"Rejection Shock," chapter one, centers on the many traps into which job hunters and career changers may fall and suggests ways they might be avoided. Included here are references for obtaining lists of executive recruiters, things to watch out for in responding to newspaper ads or placing such ads and in seeking help from private or government agencies. "You Can Do It" points out many false assumptions made by job seekers which often cause them to lose self-confidence, seek the wrong type of job, or end their hunt in frustration. For those considering seeking professional help, the author outlines a process to be undertaken before making the decision, including reading up on the subject and generating a series of questions to explore. The main emphasis of the book is that only the individual can decide what is best for him/her; therefore, the individual must be willing and prepared to take responsibility for the job-hunting process.

The ten activities presented are designed to help the individual take control over her/his situation. The first exercise asks the student to write a diary of his/her life--an informal essay of where s/he has been and what s/he has done. The next three exercises are concerned with analyzing the personal diary to determine what skills the individual has developed through past experience. The next four exercises fall under the heading "Your Feelings about the Present." Here the student examines her/his goals, determines what factors control different aspects of his/her life, and prioritizes her/his "wants." The last two exercises encourage the student to look into the future and begin to make plans. These exercises involve listing things already accomplished, things yet to be accomplished, and plans of action.

*What Color Is My Parachute?* serves as an excellent resource for locating practical aids for job hunters and career changers. Appendix A contains an extensive bibliography on the job-seeking process with special sections for minorities, women, and high school and college students. Appendix B lists sources of professional help and includes names and addresses of contacts for workshops, management services, employment agencies, and career information centers.

SOURCE: *Where Do I Go From Here With My Life?* by John C. Crystal and Richard N. Bolles.

PUBLISHER: The Seabury Press, 815 Second Avenue, New York, New York 10017, 1974.

COST: \$7.95

FORMAT: Manual

LEVEL: Senior High -Adult

FEATURES: This booklet is described as "a systematic, practical, and effective life/work planning manual for students, instructors, counselors, career seekers, and career changers." The program presented is highly flexible; however, the authors suggest that the best method for implementation is sixteen sessions of three hours each meeting every other week, with the exception of a three-week period between sessions one and two.

The manual is structured to be equally useful for four different types of settings: (1) training sessions for counselors or instructors, (2) instruction with groups of individuals, (3) individual counseling, and (4) individual study. Detailed instructions for using the manual in each of these settings is provided. For each lesson, the authors have included the goal, an outline of the program elements to be covered, and a section on errors to be avoided.

The major requirement for participating in this program is that the student be self-motivated to do so. The first exercise is a test of that motivation: the student is asked to write a complete, exhaustive work-autobiography of 50 to 200 pages, depending on experience. The purpose of this exercise is to help the student identify and analyze his/her skills and personal traits. The student then goes through a step-by-step process aimed at identifying what s/he wants and how to go about getting it. This process involves the development of a personal operations plan, engaging in an active job search, interviewing, campaigning, and learning how to survive on the job.

The fourteen appendices in the manual contain the actual bulk of the lessons. These appendices include such forms as an Outline For Experience Analysis and Capability Inventory, to be used in preparing the work autobiography, and Your Top Ten Skills, which helps students to organize their skills into clusters and to rank order them based on competency and pleasure. The appendices also include an outline for writing letters to contacts and discussions on drafting job objectives and preparing resumé's.

*Where Do I Go From Here With My Life?* is designed to be used with *What Color Is My Parachute?* by Richard N. Bolles.

## REFERENCES

- Gelatt, H. B., Varenhorst, B., Carey, R., & Miller, G. *Decisions and outcomes*. New York: College Entrance Examination Board, 1973.
- Metcalfe, L. E. (Ed.). *Values education: Rationale, strategies, and procedures*. Washington, D.C.: National Council for the Social Studies, 1971.
- Raths, L. E., Harmin, M., & Simon, S. B. *Values and teaching: Working with values in the classroom*. Columbus, Ohio: Charles E. Merrill Books, 1966.
- Shaftel, F., & Shaftel, G. *Role-playing for social values: Decision making in the social studies*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

#### CALIFORNIA

- Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
- Helping Elementary Students Plan for the Future - Diane McCurdy
- Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
- Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
- Developing People Relationship Competencies for Career Resource Center Technicians - Jill Puddick and Dale Dobson
- Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

#### MARYLAND

- Building Career Information-Seeking Behaviors - Richard H. Byrne
- Providing Life/Career Planning for Women and Girls - Janice M. Birk
- Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
- Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

#### MICHIGAN

- Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
- Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
- Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
- Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

#### MISSOURI

- Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
- Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
- Developing Effective Public Relations - Norman C. Gysbers

#### AMERICAN INSTITUTES FOR RESEARCH

- Providing Career Guidance for Young Women - Pamela G. Colby
- Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
- Developing and Conducting In-Service Programs - Al Stiller
- Helping Students Explore Work and Leisure Options - Pamela G. Colby
- Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
- Providing Guidance Services for the Elderly - Ellen A. Stewart