

DOCUMENT RESUME

ED 117 521

95

CE 006 201

AUTHOR Jenks, Houston C., Ed.  
 TITLE A Staff Development Manual for Career Education. Vol. 1: Elementary Level.  
 INSTITUTION Saint Charles Parish Schools, Luling, La.  
 SPONS AGENCY Office of Education (DHEW), Washington, D.C.  
 PUB DATE 74  
 NOTE 181p.; For Volumes 2 and 3, see CE 006 202-203

EDRS PRICE MF-\$0.83 HC-\$10.03 Plus Postage  
 DESCRIPTORS \*Career Awareness; \*Career Education; \*Curriculum Guides; Dramatic Play; Educational Objectives; Educational Resources; \*Elementary Education; Evaluation Criteria; Instructional Materials; Integrated Curriculum; Learning Activities; Occupational Clusters; Puzzles; Unit Plan

ABSTRACT

The first section of the manual for developing career education in existing Louisiana elementary school programs is an introduction to the concept and rationale of career education and to the roles of educators and parents in infusing career education into the curriculum. Section 2 discusses the availability and use of career education materials, and section 3 provides guidelines and suggested topics for guest speakers and field trips. Section 4, composing the bulk of the document, consists of unit plans covering: school helpers (K-1), whose hat is this? (grades 2-3), self-awareness (grades 4-6), communication (grade 5), work tasks and habits (grades 1-6), foods and nutrition (grade 6), the process of photosynthesis (grade 6), let's build a house (grades 3-6), people and their work (grades 1-2), and dental health workers and the law (grades 3-4). Each unit plan lists subject areas, goals, concepts, objectives, activities, resources, and evaluation criteria. The unit on dental health workers also includes the script for a one-act-play, "The Toothache Mystery: The Trial of the Dental Health Six." Two appendixes include an outline of the 15 job clusters and 21 job cluster hidden word puzzles. (JR)

\*\*\*\*\*  
 \* Documents acquired by ERIC include many informal unpublished \*  
 \* materials not available from other sources. ERIC makes every effort \*  
 \* to obtain the best copy available. Nevertheless, items of marginal \*  
 \* reproducibility are often encountered and this affects the quality \*  
 \* of the microfiche and hardcopy reproductions ERIC makes available \*  
 \* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
 \* responsible for the quality of the original document. Reproductions \*  
 \* supplied by EDRS are the best that can be made from the original. \*  
 \*\*\*\*\*

ED117521

JAN 26 1976

CE

**A STAFF DEVELOPMENT MANUAL FOR CAREER EDUCATION**

**VOLUME I: Elementary Level**

**St. Charles Parish Schools  
Luling, Louisiana**

**Robert C. Rice, Superintendent**

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

1974

**THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRE-  
SENT OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY**

**A STAFF DEVELOPMENT MANUAL FOR CAREER EDUCATION**

**VOLUME 1: Elementary Level**

**St. Charles Parish Schools  
Luling, Louisiana**

**Robert C. Rice, Superintendent**

**1974**

## TABLE OF CONTENTS

FOREWORD .....	11
INTRODUCTION .....	1
Career Education - What is It? .....	2
Why Career Education? .....	3
1973-74 Session-Status of Career Education .....	5
What Roles are Involved in Career Education? .....	11
CAREER EDUCATION MATERIALS AND HOW TO USE THEM .....	14
Materials in Career Awareness Centers .....	15
How to Use Career Education Materials .....	27
CAREER EDUCATION RESOURCES .....	47
Guest Speakers and Field Trips .....	48
UNITS FOR IMPLEMENTATION OF CAREER EDUCATION .....	55
APPENDIX .....	149
Fifteen Occupational Clusters .....	151
Puzzles .....	155

## FOREWORD

The infusion of career education into the subject matter areas requires considerable planning if it is to achieve maximum utility. This volume offers a variety of teacher strategies and curriculum units to ensure effective integration. It includes a rationale for career education and also a documentation of the needs for the emphasis on career education.

This volume is dedicated to those teachers who helped make the implementation of our first year of career education a success. A large part of this success is also attributed to the untiring efforts of the career education counselors.

Houston C. Jenks, Ph.D.  
Editor  
Supervisor of Career Education

Acknowledgment is given to the development team involved in the production of this material.

Nancy Billingsley - Elementary Level, Volume I

Carolyn St. Amant - Junior High Level, Volume II

Kenneth Tate - Junior High Level, Volume II

Bertha Barfield - Senior High Level, Volume III

Elizabeth Lovett - Senior High Level, Volume III

(This material was prepared under a grant from ESAA and Act XIV funds.)

**INTRODUCTION**

## CAREER EDUCATION - WHAT IS IT?

Career education is defined by Kenneth B. Hoyt as the total effort of schools and the community to help all individuals become familiar with the values of our work-oriented society so that work can become possible, meaningful, and satisfying.<sup>1</sup> It is a continuing, developmental process which should begin no later than kindergarten. Early attitudes and information about self and the world of work form the foundation for future career decisions.

The elementary level of career education, called career awareness, stresses awareness of self in relation to the work-a-day world. In becoming aware of themselves, students develop positive attitudes toward themselves and others. Awareness of careers begins with the students' home and community and gradually broadens to more remote career areas.

Motivation to join the work force is also an important aspect of career awareness. Good work habits and the personal and social satisfactions of work are stressed. Students learn that society requires the skills and services of all workers and thus they develop respect for all jobs.

Career awareness should be integrated into all phases of the curriculum, relating all subject matter to the diverse ways in which adults live and earn a living. The skills, knowledge, and attitudes necessary for success in work should be emphasized and phased into every subject for every child. Career education helps students to view their courses as relevant and meaningful to what they are doing now, and what they plan to do in the future. The ultimate goal of career education at the elementary level is to insure youngsters self and occupational awareness as a foundation for career decisions in their futures.

---

<sup>1</sup>Kenneth B. Hoyt, et al; Career Education: What It Is and How To Do It (Salt Lake City: Olympus Publishing Company, 1972), p. 1.

## WHY CAREER EDUCATION?

Extensive documentation of the need for career education exists. To date, only 12% of the nation's high school students have been exposed to any kind of skill-producing training. Young people are not receiving the training to meet employers' needs. The proportions of college-prepared and vocationally-prepared students are also inconsistent with employers' needs. Department of Labor statistics show that the educational requirements for the labor force in the 1980's will be for 20% with baccalaureate or higher degrees, 25% with technical training, and 55% with vocational skills. These changes in the labor market demands have significant negative implications for young people, considering that youth unemployment rates already run two to three times higher than the national average. Persons between the ages of 14-19 and 20-24 rank first and second as having highest national unemployment rates.

In Louisiana, out of 100 students who enter the first grade, 45 drop out before completing high school. Of the 55 who graduate, 40 go to college and 13 graduate from college. Educational programs are drastically needed for the 87% of youth who do not earn college degrees.

The quantity and quality of vocational-technical education in Louisiana is woefully inadequate as compared with most states. State Superintendent of Education, Louis Michot, states that in far too many cases, a high school diploma does not mean access to a job because salable skills are lacking. Furthermore, many industries fail to locate in Louisiana, citing as reasons a lack of skills and low employment reliability among workers.

Locally, the rate of unemployment among the 18-21 year age group is 15.2%, second highest in the state. Local students lack knowledge of occu-



pations available to them. Statistics show that students are aware of only a few of the occupations that exist. Students also have very limited knowledge of appropriate work habits.

Positive attitudes toward self and others are important for success in employment. Statistics show that students in the upper grades have negative attitudes toward themselves and others. Furthermore, attitudes such as poor opinions of work, lack of responsibility and self-discipline, and misunderstanding of the real demands of work exist because young people have not had a systematically planned opportunity to learn and inculcate the values necessary for successful employment.

These statistics point out a drastic need for educational programs to furnish knowledge of occupations, job skills, good work habits, and positive attitudes toward self and others as they relate to the needs of area business and industry. Career education is the best answer to date for meeting the needs of our youth.

## 1973-74 SESSION-STATUS OF CAREER EDUCATION IN ST. CHARLES PARISH

Results of the first year of the career education program in St. Charles Parish are most encouraging. Elementary students have been exposed to more careers than ever before through subject-matter tie-ins, the use of career education materials in the classrooms, guest speakers, and well-planned field trips. Much time was spent involving students in self-awareness activities. Community members as well as school staffs have become actively involved in the program, but a total involvement of all persons interested in young people's futures is necessary for lasting results.

Because of federal funding for the 1973-74 session, evaluation instruments were used extensively throughout the parish in order to determine the extent to which the program objectives were met for students, administrators, teachers, and parents.

The following chart is presented to show the evaluation of the stated objectives:

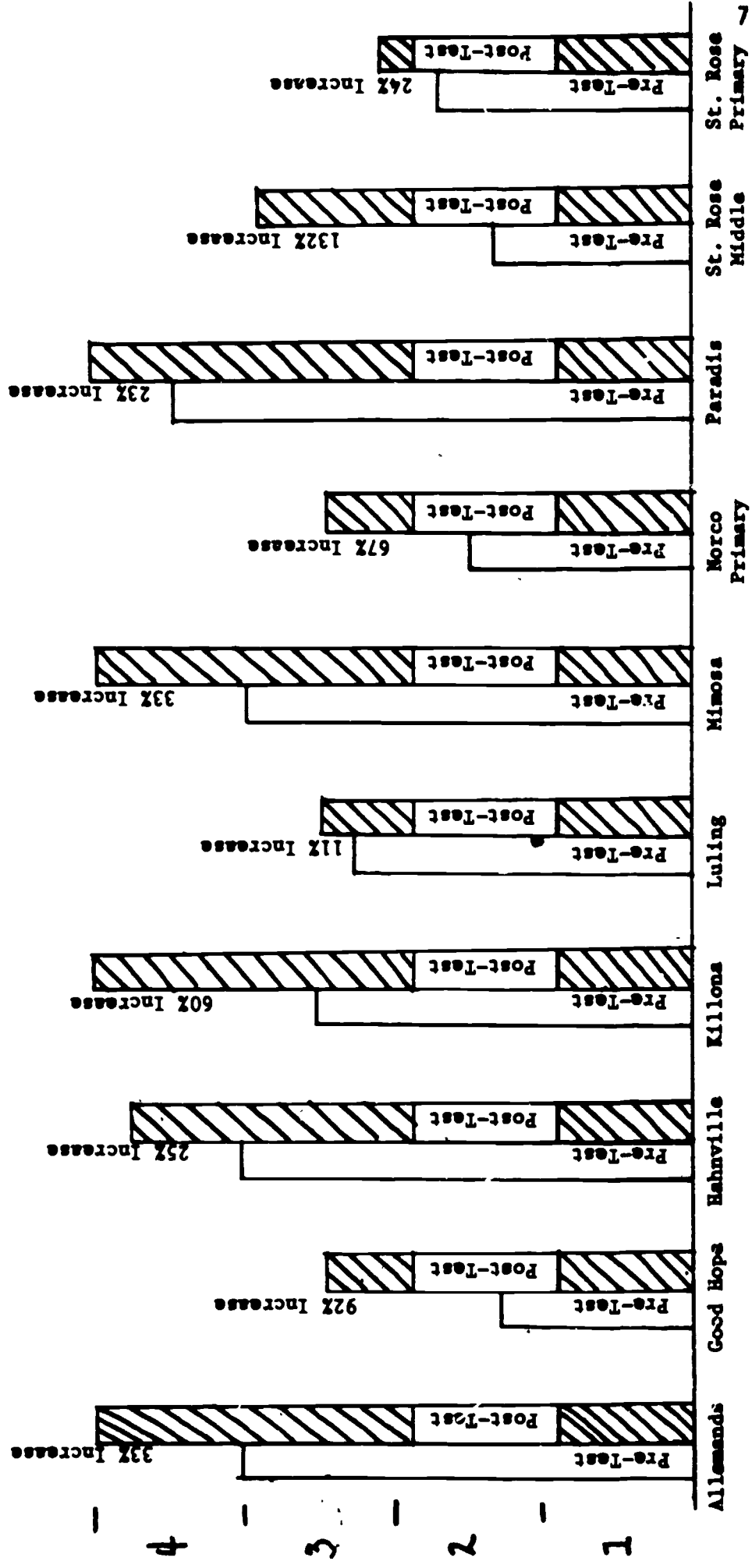
OBJECTIVES	EVALUATION
1. Each student, K-6, will be able to name the occupations of each member of his immediate family.	1. Sixty-seven percent of the students achieved the objective.
2. Eighty percent of the students, K-12, will be able to increase by five the number of occupations they can name.	2. Eighty-four percent of the elementary students increased the numbers of occupations named by five.
3. Each student, 1-12, will increase by five the number of desirable work habits he can name.	3. Sixty-three percent of the elementary students achieved the objective.
4. Ninety-five percent of the elementary students will have used materials from the career education centers.	4. Ninety-seven percent of the elementary students used materials from the career awareness centers.
5. Grade failures will have been reduced by ten percent from the 1972-73 to the 1973-74 session.	5. Grade failures in elementary schools were reduced by two percent.

OBJECTIVES	EVALUATION
6. Seventy-five percent of the teachers and administrators will express satisfaction with the program.	6. Ninety-nine percent of the teachers and administrators expressed satisfaction with the program.
7. Seventy-five percent of the parents will express approval of the program.	7. Ninety-nine percent of the parents expressed approval of the program.

RESULTS FOR 1973-74 CAREER EDUCATION  
 FAMILY OCCUPATIONAL INVENTORY BY SCHOOL  
 ST. CHARLES PARISH

Pre-Test: September 1973  
 Post-Test: May 1974

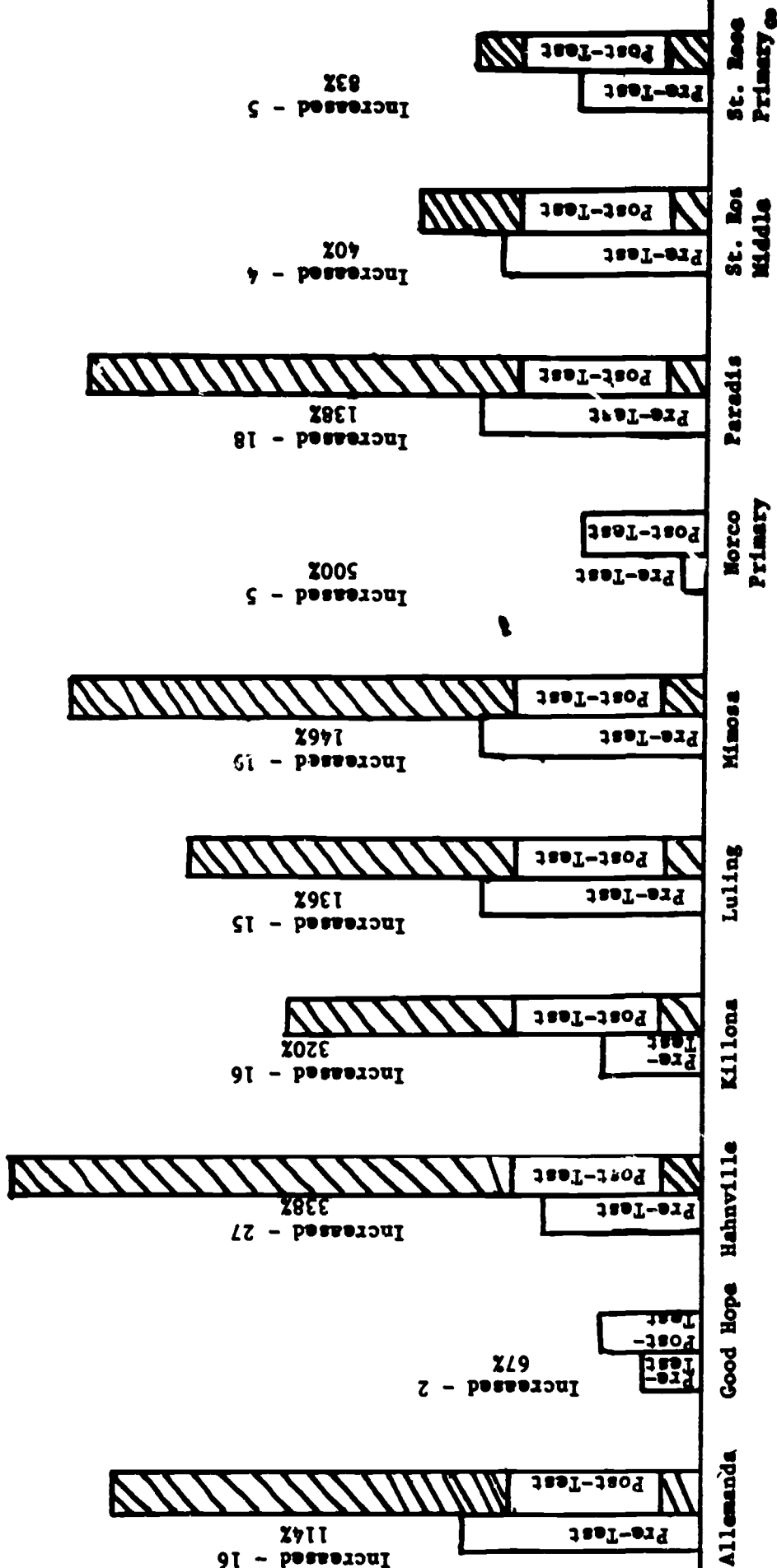
Highest possible score was 4.0



RESULTS FOR 1973-74 CAREER EDUCATION  
 OCCUPATIONAL INVENTORY BY SCHOOL  
 ST. CHARLES PARISH

1 Pre-Test: September 1973  
 3 Post-Test: May 1974

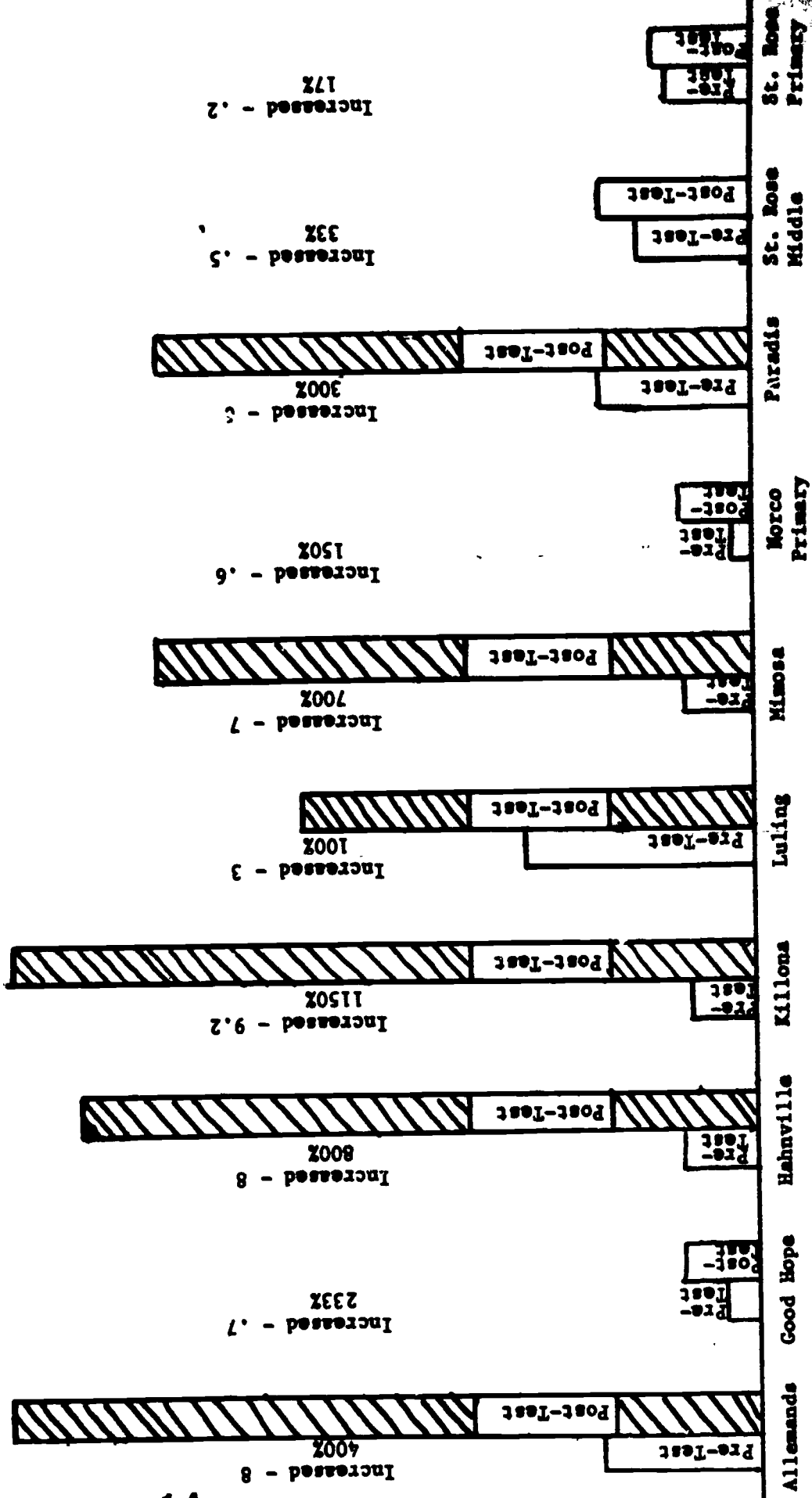
40  
38  
36  
34  
32  
30  
28  
26  
24  
22  
20  
18  
16  
14  
12  
10  
8  
6  
4  
2



RESULTS FOR 1973-74 CAREER EDUCATION

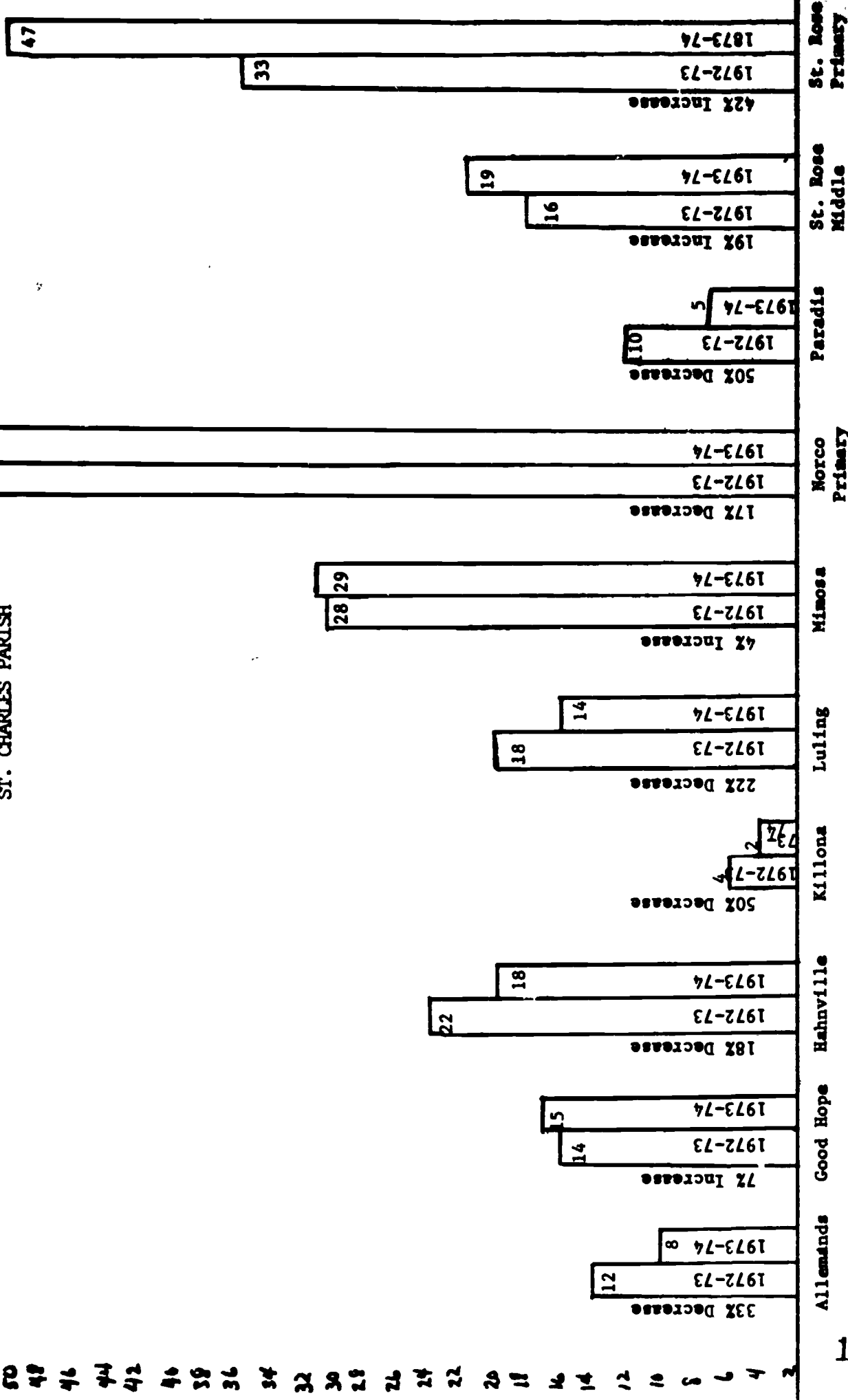
DESIRABLE WORK HABITS BY SCHOOL  
ST. CHARLES PARISH

Pre-Test: September 1973  
Post-Test: May 1974



RESULTS FOR 1973-74 CAREER EDUCATION

G FAILURES BY SCHOOL "COMPOSITE"  
ST. CHARLES PARISH



**WHAT ROLES ARE INVOLVED IN CAREER EDUCATION?**

The career education team is made up of counselors, principals, teachers, and parents. Each member plays an important role to insure youngsters self and career awareness as a foundation for future career decisions. It is important that all members of the team work together cooperatively to insure optimum results from the program.

Principal

As the head of the instructional staff, the principal acts as the facilitator of career education in the school by challenging the teachers to put forth their maximum effort for meeting the total educational needs of students. The principal can facilitate the implementation of career education by:

- 1. Encouraging teachers to integrate career concepts into all phases of instruction.
- 2. Involving students, staff, parents, and the community in the school's career education program.
- 3. Working closely with counselors in implementing the career education plan for the school.
- 4. Providing in-service training for teachers in career education.

Career Education Counselor

The major role of the career education counselor at the elementary level is to assist teachers in implementing career education in their classrooms. This counselor serves as a resource person in the following ways:

- 1. To assist in furnishing information and materials for career education activities in the classroom.



2. To assist teachers in developing career education subject matter related units.
3. To assist teachers in arranging class field trips, observations, and resource speakers used as culminations for career education units.
4. To maintain career awareness centers which house career materials.
5. To instruct teachers in the use of career materials.
6. To assist in administering and tabulating data for evaluative design.

### Teacher

The effects of classroom experiences on the lives of children are largely determined by the teacher. Just as elementary teachers lay the foundation of skills for future learning, it is important that they lay the foundation of skills for self and career awareness to meet future career decisions. If the purpose of education is to prepare young people for life, then it is vitally important that every teacher become involved with career education. Career education is not another subject area for the teacher to teach. It is a process of refocusing activities in the classroom around career education themes, without altering or detracting from subject area concepts.

The teacher's role in career education includes the following:

1. To become familiar with career education concepts.
2. To integrate career education concepts with subject matter areas through the development of units.
3. To reinforce these concepts through the use of field trips, observations, and resource speakers.
4. To utilize career awareness materials in daily classroom activities.
5. To motivate student's career awareness through activities such as role-playing, group discussions, and "hands-on" involvement when possible.

### Parent

The parent's role in career education is of vital importance. Elementary students first learn about the world of work and work attitudes from their parents.

Direct involvement of parents in classroom activities can be one of the most effective components of the career education program. Parents may become involved in the following ways:

1. Acting as resource speakers for their own occupations.
2. Helping to arrange for field trips to their work environments.
3. Sharing their avocations with students.
4. Contributing tools of their trade for "work role kits."

CAREER EDUCATION MATERIALS

AND

HOW TO USE THEM

## MATERIALS IN CAREER AWARENESS CENTERS

Various audio-visual materials and books have been purchased to assist teachers in implementing career education in their classrooms. These materials can be used for group guidance to increase students' self-awareness or in conjunction with individual subject matter areas to increase students' career awareness. The following is a list of materials accompanied by descriptions:

### A. Guidance Materials

1. Dynamo Power. Creative Education Systems. Grades K-2. This kit is dedicated to educating the whole child in the vital areas of attitudes and self-concept. Contents include: 10 recorded units on 5 cassettes, 10 filmstrips, 10 posters, patterns for hand puppets and flannel board characters, and a Leader's Guide including discussion questions, involvement activities for readiness, evaluation material, musical accompaniment for several songs and choral readings, finger plays, and short stories.
2. Focus on Self-Development Stage I: Awareness. SRA. Grades 1-2. Focus is an audio-visual program designed for use in the classroom. It leads the child toward an understanding of self, others, and environment effects. Contents include: cassette recordings, art and photo filmstrips, 20 two-sided photoboards, teachers' guide, and pupil books - Here I Am.
3. Focus on Self-Development Stage II: Motivation or Responding. SRA. Grades 3-4. Stage II is concerned with response, which ranges from the child doing something because it is expected of him to pursuing

it on his own and getting satisfaction from it. Contents include: cassette recordings, art and photo filmstrips, photoboards, teachers' guide, and pupil book - The Me I Know.

4. Focus on Self-Development Stage III: Involvement. SRA. Grades 5-6. Stage III introduces the concept of involvement in causes of behavior, problem solving, and other topics which are important to children like choosing, family relationships, etc. Contents include: cassette recordings, art and photo filmstrips, 20 two-sided photoboards, teachers' guide, and pupil book - Being Me.
5. "They're OK, You're OK - 21 Activities to Help Your Class Develop Self-Awareness and Concern for Others," Elementary Teacher, Ruth Punelli. Grades K-6. Twenty-one excellent short classroom activities are listed for increasing students' awareness of themselves and for improving self-concepts.

#### B. Social Studies Materials

1. Our Working World - Families. SRA. Grade 1. Families is a basic social studies program which may be used to supplement the social studies text, Families and Their Needs. It develops important concepts in sociology, anthropology, history, economics, geography, and political science. It is designed to correlate with all subject areas. Components include: Teacher's Resource Guide, pupil texts, Teacher's Guide to Problems Book, pupil problems book, and cassette recordings.
2. Our Working World - Neighborhoods. SRA. Grade 2. Neighborhoods is

a basal social studies program which may be used to supplement the social studies text, Communities and Their Needs. It is designed in a systems orientation, utilizing concepts from all of the social sciences. Components include: Teacher's Resource Guide, pupil texts, Teacher's Guide to Problems Book, pupil problems book, and cassette recordings.

3. Our Working World - Cities. SRA. Grade 3. Cities is a basal social studies program which may be used to supplement the social studies text, People Use the Earth. It uses the fundamental ideas of each of the social sciences and relates them to all subject areas. Components include: teacher's Resource Guide, pupil texts, Teacher's Guide to Problems Book, pupil problems book, cassette recordings, and filmstrips.
4. News Lab. SRA. Grade 5. News Lab is a supplement to the present social studies program. It can be used in large groups, small groups, or by individual students to enrich their knowledge of a newspaper's contents. Components include: 200 activity cards, a News Guide, evaluation sheets, and individual record folders.
5. Worker Series Filmstrips. Coronet. Elementary grades. The Worker Series is an audio-visual program for use in the elementary grades. It is designed to increase the student's understanding of a number of careers. Components include: teacher's guide and filmstrips with records entitled, "Workers and Their Work," "Workers Who Move Things," "Workers Who Sell," "Workers Who Fix Things," "Workers Who Provide Services," and "Workers in Professions."

6. Career Education Program, Volume 1. Houghton Mifflin Company. Grades K-6. This volume of units is designed to assist teachers in implementing career education in their classrooms. Four extensive career education units are included for each grade level.
7. "Cluster for Personal Service Occupations." Upper Elementary Grades. Tasks are listed for elementary grades. Broad areas, levels, and jobs are listed along with skill development and related knowledge.
8. "Career Concepts and 15 Career Clusters." Upper Elementary Grades. Sixteen career concepts are listed for elementary school. The fifteen career clusters are listed with their related occupations.
9. "World of Work as It Relates to the Citrus Industry." Grades 4-6. Basic concepts, classroom activities, and a game, "To Market, To Market," are included in this unit. Societal interdependence, ecology, geography, mathematics, health, and creativity concepts are included.
10. Louisiana State Social Studies Curriculum Guide 1973. Grades K-6. Concepts, objectives, and activities are listed for anthropology, sociology, geography, economics, and political science for each grade level. A career correlation chart is included. This guide relates career concepts to social studies activities.

#### C. Mathematics Materials

1. The Math Application Kit. SRA. Grade 6. This kit is designed to make mathematical concepts more relevant to the world of work. The

emphasis shifts from teaching to learning the uses and applications of mathematics from the real world. Components include: a teacher's handbook, a student handbook, six groups of activity cards, and reference cards. The activity cards are grouped as follows: sports and games, occupations, social studies, appetizers, science, and everyday things.

2. Louisiana State Mathematics Curriculum Guide 1973. Grades 1-6. Concepts, performance objectives, and related career-oriented activities are included for each grade level. All activities are correlated with textbooks.

#### D. Language Arts Materials

1. Focus on Self-Development. SRA. All levels. Numerous language arts activities are included in the teacher's guide.
2. Popeye the Sailor Career Education Comic Books. King Features. Upper elementary grades. This series of comics is an informative set of highly communicative materials which incorporate the use of visual stimuli, as well as the printed word, in conveying to the reader the qualifications required for occupations in various fields. The set includes a comic book for each of the fifteen occupational clusters.
3. Louisiana State Language Arts Curriculum Guide 1973. Grades K-6. This is a complete guide designed for use with basic texts and other resources. Career concepts and activities are included.



#### E. Art Materials

1. Louisiana State Art Curriculum Guide 1973. Grades K-12. Concepts, performance objectives, and activities are listed for each grade level. A table of careers in the arts is included.

#### F. Music Materials

1. Louisiana State General Music Curriculum Guide 1973. Grades K-6. Career objectives and activities are listed for rhythm, melody, harmony, form, and style.

#### G. General Materials (for teachers)

1. Career Education and the Elementary School Teacher. Kenneth G. Hoyt. Grades K-6. This book gives many examples of academic learning through career awareness. Objectives are listed with activities for each grade level. Field trips and resource speakers are discussed.
2. Career Education, What It Is and How To Do It. Kenneth Hoyt and Rupert Evans. Grades K-6. This book discusses the philosophy of career education, its concepts, components, phases, the need for career education, and its potential contribution. Action steps for implementation are listed and discussed.
3. Career Education Resource Guide. General Learning Press. All grades. The rationale for career education is discussed and career education is defined. The guide defines the role of the classroom teacher in implementing career education and lists numerous career games, activities, projects, and units.
4. Selected Resources for Career Education. All grades. This resource includes the basic characteristics for career education, needs for

the different areas, and a bibliography listing material: according to grade level.

5. Louisiana State Plan for Career Education. All grades. These books give operational definition of career education and an experience-based, sequential subject area plans for grades K-12.
6. "Occupations Related to 13 School Subjects." All grades. Diagrams for each school subject show related occupations and their numbers from the Dictionary of Occupational Titles. This is an excellent resource for making school subjects more relevant to the world of work.
7. "Career Education and Career Choice - What It Means." Kenneth Hoyt. All grades. Dr. Hoyt describes career choice as allowing students freedom to choose a career. He describes goals, the process, and career choice as it relates to vocational education.
8. "Career Education Concept Filters Down." All grades. This unit is about a pet shop. After exploring a pet shop, the entire class is to relate math, spelling, reading, and social studies to the experience. Trips to pet food factories, a veterinarian's office, and the SPCA are suggested. At the conclusion of the unit, students are to discuss the kinds of people employed in animal care and the kinds of satisfaction which such employees might encounter.
9. "A Career Development Program in the Chicago Public Schools." All grades. Activities are suggested for mathematics, science, spelling, directed studies, social studies, composition, reading, and art in this article.

10. "How Do the Young Become Adults?" James D. Coleman. All grades. This article discusses changes in the family, the workplace, and the school and suggests skills which the school can teach.
  11. "Carpenter, Plumber, Post, Drummer, Why Children Must Explore the World of Work and How You Can Help Them." All grades. This article discusses questions that need to be asked and suggests relevant activities to be applied in the classroom. A discussion follows by teachers who have put career education plans to work.
  12. Questions and Answers about Career Education. All grades. This article answers questions about career education and explains how it will be implemented in the elementary schools in Louisiana.
  13. "Marland on Career Education." All grades. U.S. Commissioner of Education Marland speaks out for the new emphasis on career education. He gives his responses to some of the most frequently asked questions about career education.
  14. "Activities to Help Implement Career Awareness." Grades K-6. Forty-eight excellent activities are listed which have been used in East Baton Rouge Elementary Schools.
  15. "Free Films from Louisiana Power and Light Company." All grades. Directions for ordering films are included with a complete list of excellent films related to various careers.
- H. Books for Students (available in most Career Awareness Centers)
1. A Building Goes Up. Ely Jacques Kahn
  2. A Book of Astronauts for You. Franklyn M Branley

3. Animal Doctors - What Do They Do? Carla Greene
4. People Who Make Our Homes. Alta McIntire
5. Exploring Under the Sea. Marie Neurath
6. About Family Helpers. Elane Hoffman and Jane Hefflefinger
7. I Want To Be A Policeman. Carla Greene
8. I Want To Be A Zoo Keeper. Carla Greene
9. I Want To Be A Ballet Dancer. Carla Greene
10. I Want To Be A Fireman. Carla Greene
11. I Want To Be A Musician. Carla Greene
12. I Want To Be A News Reporter. Carla Greene
13. I Want To Be A Pilot. Carla Greene
14. I Want To Be A Forester. Eugene Baker
15. I Want To Be A Nurse. Carla Greene
16. I Want To Be A Carpenter. Carla Greene
17. I Want To Be A Airplane Hostess. Carla Greene
18. I Want To Be A Ship Captain. Carla Greene
19. I Want To Be A Space Pilot. Carla Greene
20. I Want To Be A Librarian. Carla Greene
21. What Is A Community?
22. One-Hundred and One Summer Jobs
23. Job Opportunities for Young Negroes
24. Coast Guard Academy
25. Hobby Collections A-Z
26. What Does a Peace Corps Volunteer Do?
27. Let's Give a Show
28. How Artists Work
29. Hunters and Collectors
30. Puppets for Beginners

31. Men At Work In the South
32. How to Paint with Water Colors
33. How to Draw Cartoons
34. Science In a Vacant Lot
35. Start to Draw
36. The First Book of Jazz
37. Lighthouses
38. The Story of Flight
39. Space ABC's
40. The True Book of the Moonwalk Adventure
41. Farming Around the World
42. Let's Find Out About the Red Cross
43. I Know a House Builder
44. I Know a Policeman
45. I Know a Ranger
46. I Know a Telephone Operator
47. I Know a Truck Driver
48. I Know a Bus Driver
49. I Know a Grocer
50. I Know a News Reporter
51. I Know a Zoo Keeper
52. I Know a Banker
53. I Know an Animal Doctor
54. I Know a Farmer
55. I Know an Astronaut
56. I Know a Nurse
57. I Know a Dairyman

58. I Know a Bank Teller
  59. I Know a Garageman
  60. I Know a Mayor
  61. I Know a Weatherman
  62. Freight Trains in the Sky
  63. Brooks Robinson: Sports Hero
  64. Joe Namath: Sports Hero
  65. Johnny Bench: Sports Hero
  66. The Rock Hunters
  67. Fish and Wildlife: The Story of the Work of U.S. Fish and Wildlife Service
  68. About Friendly Helpers for Health and Safety
  69. The Red Cross
  70. The Peace Corps
  71. Park Ranger: Equipment, Training, and Work of the National Parks
  72. Soil Savers: The Work of the Soil Conservation Service of the U.S.
  73. Who Will Clean the Air?
  74. Who Will Wash the River?
  75. Corn: From Farm to Market
  76. Cotton: From Farm to Market
  77. Sugar: From Farm to Market
  78. Wheat: From Farm to Market
  79. Houses
  80. The Changing Tools for Science
  81. What Does a P.C.W. Do?
  82. What Happens When You Put Your Money in the Bank?
1. Filmstrips and Films (in some Career Awareness Centers)
    1. "Free Films from Louisiana Power and Light Company"

2. "Let's Go and Learn Series" - To a City, Zoo, etc.
3. "Getting Along with Yourself"
4. "Getting Along at Home"
5. "Getting Along with Friends"
6. "America at Work Series" - Agriculture, Building for the Millions, Lumbering, How America is Clothed, Commercial Fishing, Automobiles for Millions, Coal Mining, Motion Pictures, and Iron and Steel.
7. "United States: Its Industry" - films include: Middle West, Southwest, New England, Western U.S., Middle Atlantic, Pacific Coast, and Southern U.S.

## HOW TO USE CAREER EDUCATION MATERIALS

Various methods for using the materials in the career awareness centers are listed in each teacher's guide, accompanying the materials. The following are additional suggestions for using career education materials.

### Focus on Self-Development. SRA

- Stage I: Awareness, Grades 1-2
- Stage II: Responding, Grades 3-4
- Stage III: Involvement, Grades 5-6

Focus requires minimal preparation on the part of the teacher. Complete, easy to follow directions are found in the teacher's guide.

An introductory theme activity and a summary unit are used to introduce and conclude the material. All other units are devoted to a particular concept or focus. Each unit has a theme activity that presents the focus in more concrete terms.

The theme activities of each unit are generally recorded stories or filmstrips with accompanying sound track tapes that deal with a situation related to the focus. The theme activity should be used first to introduce the students to the concept in each unit. Directions for introducing each theme activity are presented at the beginning of each unit in the teacher's guide. Pictures of the filmstrips and written dialogues of recorded tapes are presented in the guide to enable teachers to easily preview the theme activities. A list of activities for reinforcing the focus, such as discussion questions, open-ended sentences, use of photoboards, and use of pupil books, follow the theme activities.

Although comprehensive plans for each unit are provided in the teacher's guide, it is hoped that the teacher will add her own knowledge and creativity to the program and not be restricted by questions or activities presented in



the unit plans.

The time schedule for presenting each unit is largely dependent on the students involved. Usually, a teacher will present the theme activity and ask the discussion questions on the first day. The second day she may choose two or three activities to reinforce the concept presented. On the third day, she may have the students express themselves in their activity books.

Each student should have his own activity book. The book is to be the personal property of each student. The students' work should not be graded or shared with the teacher unless the students wish to do so. In the book, the students are to express their feelings about the content of each unit by writing or drawing. For optimum benefit, the book should be used along with the unit theme activity, and not by itself. Page numbers to be completed for each unit are listed at the end of each unit.

There are twenty photoboards in each kit with black and white photographs on each. They serve as excellent resources for implementing verbal and written language arts activities. The teacher's guide gives suggestions for use of each photoboard and the units which they best reinforce.

The order of presenting the units, other than the introduction and summary, is largely up to the teacher. The units build logically upon each other and can be presented in the order in which they appear in the guide; however, some teachers may want to order them differently. To assist them, there is a section, "When Is This Unit Best Presented," in this guide. There is also a "Topical Arrangement of Units" at the beginning of the teacher's guide.

The following information lists Focus for each grade level.

### Stage I: Awareness

#### Objectives and Activities for Grade 1

##### OBJECTIVES

- A. Recognize the importance of a positive self-concept.
- B. Recognize that different careers require the use of different tools.
- C. Understand the relationship between careers and learned skills.
- D. Identify the rights and responsibilities within the family and/or school environment.
- E. Recognize the importance of each individual in the functioning of the family.
- F. Identify and appreciate the different kinds of work people do in the home, school, and community.
- G. Develop rules and accept direction and responsibility.

##### ACTIVITIES

- A. Teach Unit B In Focus: I
- B. Teach Unit E In Focus: I
- C. Teach Unit E In Focus: I
- D. Teach Unit H In Focus: I
- E. Teach Unit J In Focus: I
- F. Teach Unit I In Focus: I
- G. Teach Unit N In Focus: I

#### Objectives and Activities for Grade 2

##### OBJECTIVES

- A. Recognize the importance of self as a member of a group.
- B. Recognize individual capabilities and limitations as they relate to individual roles.
- C. Develop an awareness of the basic economic principle of unlimited wants and limited resources.

##### ACTIVITIES

- A. Teach Unit A In Focus: I
- B. Teach Unit D In Focus: I
- C. Teach Unit N In Focus: I

### Stage II: Responding

#### Objectives and Activities for Grade 3

##### OBJECTIVES

- A. Recognize individual capabilities and limitations as they relate to occupational roles.

##### ACTIVITIES

- A. Teach Unit B In Focus: II - "The Me I Know" activity book.

OBJECTIVES

- B. Relate home and school careers to the functioning of the community.
- C. Increase awareness of the basic economic principle of unlimited wants and limited resources.

ACTIVITIES

- B. Teach Unit C in Focus: II
- C. Teach Unit Q in Focus: II

Objectives and Activities for Grade 4

OBJECTIVES

- A. Develop understanding that a person's career choice should be related to his individual strengths and weaknesses.
- B. Recognize the correlation of careers and life styles.
- C. Cooperatively develop rules and accept direction and responsibility.
- D. Develop appreciation for the role of individuals in the school environment.
- E. Knowing a person's functioning in society may bring increased personal satisfaction and improved group morale.
- F. Recognize what is required for human being to get along with each other.

ACTIVITIES

- A. Teach Unit C in Focus: II
- B. Teach Unit A in Focus: II
- C. Teach Unit J in Focus: II
- D. Teach Unit G in Focus: II
- E. Teach Unit Q in Focus: II
- F. Teach Unit K in Focus: II

Stage III: Involvement

Objectives and Activities for Grade 5

OBJECTIVES

- A. Identify special skills necessary for life roles.
- B. Develop positive attitudes toward all forms of human endeavor in any career area.
- C. Relate one's self perception to career requirements.
- D. Explore and analyze attitudes concerning specific jobs.

ACTIVITIES

- A. Teach Unit C in Focus: III
- B. Teach Unit L in Focus: III
- C. Teach Unit F in Focus: III
- D. Teach Unit B in Focus: III

Objectives and Activities for Grade 6

OBJECTIVES

- A. Study career areas based upon interest, values, and abilities.
- B. Develop techniques for identifying and judging values as they relate to personal and possible life roles.
- C. Recognize the influence of others upon personal values.
- D. Apply the decision-making process in the study of careers.

ACTIVITIES

- A. Teach Units A & D In Focus: III
- B. Teach Unit B in Focus: III
- C. Teach Unit L in Focus: III
- D. Teach Unit F in Focus: III

Our Working World Series. SRA

- Families, Grade 1
- Neighborhoods, Grade 2
- Cities, Grade 3

Our Working World Series is a basal social studies program to be used as a supplement to the present parish social studies program.

The Teacher's Resource Guide is a collection of activities that are designed to reinforce every major idea presented in the program. The guide is divided into units. Each unit has an opening section which contains the structure of the unit, unit activities, and unit evaluation details. Each unit has a unit activity, which is a cassette recording for grades one and two and a filmstrip with accompanying cassette recording for grade three. All units contain references to long-term activities, which can be carried on throughout the year.

All units are divided into chapters. Each chapter includes activities for different interest and ability levels. The first element in each chapter is the "flow chart." It identifies the contents of the chapter, the major ideas, how Our Working World can be correlated with other subject areas, and the various teaching strategies possible.

A Problem Book is available for each student. Directions for the book



are found in the Teacher's Guide to the Problems Book. The Teacher's Resource Guide recommends the pages to be completed for each unit.

The student text is another component of the program. Each chapter has three elements: a picture spread dealing with the broadest concept presented in the unit; a case study dealing with a more specific concept, emphasizing the reality of the world; and an episode dealing with the most specific concept presented, emphasizing the inner thoughts and feelings of the characters in the book. The text is designed to meet all ability level needs. Even the non-reader can grasp and discuss the concept presented, by studying the picture spread.

The following information presents objectives and activities for each grade level, using Our Working World Series.

### Families

#### Objectives and Activities for Grade 1

##### OBJECTIVES

- A. Recognize that different careers require the use of different tools.
- B. Be aware of and appreciate the dignity of useful work.
- C. Understand the relationship between careers and learned skills.
- D. Identify the rights and responsibilities within the family and school environment.
- E. Develop rules and accept direction and responsibility.

##### ACTIVITIES

- A. Teach Chapter 5 in Families
- B. Teach Chapter 19 in Families
- C. Teach Chapter 3 in Families
- D. Teach Chapter 3 in Families
- E. Teach Chapter 16 in Families

### Neighborhoods

#### Objectives and Activities for Grade 2

##### OBJECTIVES

- A. Recognize the importance of "self" as an individual and as a member of a group.

##### ACTIVITIES

- A. Teach Chapter 18 in Neighborhoods.

**OBJECTIVES**

- B. Recognize individual capabilities and limitations as they relate to individual roles.
- C. Relate home and school careers to the functioning of the community.
- D. Develop an awareness of the basic economic principle of unlimited wants and limited resources.
- E. Help students identify similarities of specific careers to careers in general.
- F. Acquire a knowledge of careers necessary for the maintenance of the community and to recognize the interdependency of these careers.
- G. Recognize that different careers require proficiency in basic skill areas.
- H. Recognize that different careers require the use of different tools.

**ACTIVITIES**

- B. Teach Chapter 12 in Neighborhoods
- C. Teach Chapter 11 in Neighborhoods
- D. Teach Chapters 7 & 8 in Neighborhoods
- E. Teach Chapter 6 in Neighborhoods
- F. Teach Chapter 5 in Neighborhoods
- G. Teach Chapter 16 in Neighborhoods
- H. Teach Chapter 5 in Neighborhoods

## Cities

## Objectives and Activities for Grade 3

**OBJECTIVES**

- A. Recognize individual capabilities and limitations as they relate to occupational roles.
- B. Relate home and school careers to the functioning of the community.
- C. Develop self-concept as a potential working member of a group.
- D. Identify similarities of specific careers in general.
- E. Acquire a knowledge of careers necessary for a community to function and to recognize the interdependency of careers.

**ACTIVITIES**

- A. Teach Chapter 6 in Cities
- B. Teach Chapter 7 in Cities
- C. Teach Chapter 6 in Cities
- D. Teach Chapters 1 & 2 in Cities
- E. Teach Chapter 8 in Cities

OBJECTIVES

- F. Increase awareness of the basic economic principle of unlimited wants and limited resources.
- G. Develop an awareness of exchange of goods.

ACTIVITIES

- F. Teach Chapters 12 & 13 in Cities
- G. Teach Chapters 3 & 4 in Cities

To further assist the teacher in utilizing Our Working World in the classroom, it has been correlated with social studies texts presently in use in the parish. Correlation information is presented later in this section.

Workers Series Filmstrips. Coronet

Grades K-4

Eight filmstrips and four records are included in this series: "Workers and Their Work," "Workers Who Move Things," "Workers Who Make Things," "Workers Who Sell," "Workers Who Fix Things," "Workers Who Provide Food," "Workers Who Provide Services," and "Workers in Professions." These filmstrips are easy to use and are most useful in visually reinforcing many concepts taught in social studies. A brief description of each filmstrip is included in the teacher's guide.

It is suggested that the teacher keep a list of these filmstrips in their social studies texts so that they may show the filmstrips at appropriate times during the year to introduce or reinforce concepts presented. It would also be useful to keep these filmstrips in mind for preparing classes for field trips or resource speakers.

The Worker Series has been correlated with the social studies texts presently in use in the parish to further assist the teacher in utilizing these excellent filmstrips in the classroom.

## GRADE 1

Correlation: Families, The Worker Series Films, and Families and Their NeedsExplanation of Codes for Families at Work:

- TRG Teacher's Resource Guide  
 A Activities for Major Idea A  
 B Activities for Major Idea B  
 C Activity for Major Idea C  
 U Unit Activity (listed at the beginning of each unit)  
 LT Long-term Activities (listed at beginning of each unit)  
 PB Problems Book  
 (The darkest numbers on the "flow chart" refer to Teacher's Resource Guide)

Chapter 1. "Shelter for the Family," p. 7-34, Families and Their Needs.

- \*TRG p. 30-33, "Families in Different Cultures"  
 \*TRG p. 32, "A Family in Uganda"  
 \*PB exercise 1-A  
 \*Student book: "Living Together," p. 12-13  
 \*TRG p. 21, LT #2, "Have students construct a model house"  
 \*TRG p. 21, LT #3, "A Song of Families"  
 \*TRG p. 27, #4, To discover that the family is a universal institution listen to recording, "Growing Pains"  
 \*TRG p. 28, #2, Have students make up stories about families  
 \*TRG p. 27, #3, Have students draw family members

Page 12. Families and Their Needs.

- \*Text p. 14-15, "Meet My Family"  
 \*PB p. 7, "Families Do Different Things"

Page 13. Families and Their Needs.

- \*TRG Chapter 2, "Learning in the Family"  
 \*Text p. 20-21, "We Keep on Learning"  
 \*TRG p. 35, #5, Recording, "The New Baby"

Pages 30-31. Families and Their Needs.

Coronet filmstrip, "Workers Who Sell"

Culmination of Chapter 1 and Introduction to Chapter 2, Families and Their Needs.

- \*TRG p. 43, "Gretchen Garver and the Rules"  
 \*TRG p. 46, "Missy Hale"  
 \*TRG p. 47, "Jeremy's Big Day"  
 \*PB p. 10-11  
 \*Text p. 22-23



Chapter 2. "Food for the Family," Families and Their Needs.

Coronet filmstrip, "Workers Who Provide Food"

Page 36. Families and Their Needs.

- \*TRG p. 42, #1
- \*Text p. 22-23, "Long Ago"

Pages 46-55. Families and Their Needs.

- \*Text p. 40-41, "The Big Move"
- \*PB p. 19, "Farm Life or City Life"

Chapter 3. "Clothes for the Family," Families and Their Needs.  
For Introduction:

- \*Text Chapter 8, "Producers and Consumers"
- \*Text p. 58-59
- \*Text p. 60-61, "Who Are Producers? Who Are Consumers?"
- \*TRG p. 120, #7, "All Gone"
- \*PB p. 26, "Who Are Producers? Who Are Consumers?"
- \*PB p. 27, "Everyone Consumes Goods and Services"
- \*Text p. 58-63
- \*TRG p. 136, #4, Recording, "Pelle's New Suit"

Page 87. Families and Their Needs.

Coronet filmstrip, "Workers Who Provide Food"

Page 92. Families and Their Needs.

Coronet filmstrip, "Workers Who Sell"

Chapter 4. "The U.S. Our Nation," Families and Their Needs.

- \*Text Chapter 16, "Families Make Rules"
- \*Text p. 114-115
- \*Text p. 116-117, "Rules at the Berg House"
- \*PB p. 52, "What is Fair"
- \*PB p. 53, "Were These Rules Made for Every Family?"
- \*PB p. 54, "Some Rules Become Laws"
- \*PB p. 55, "Which Rules Could Change?"
- \*TRG p. 230, #1 and #5, Recording, "Stop! Don't! Can't!"
- \*TRG p. 230, A-6, "List Family Rules"

Page 114. Families and Their Needs.

- \*TRG Chapter 9, "People Have Special Jobs"
- \*Text p. 64-65
- \*TRG p. 136, A-6, "Neighborhoods Walk"
- \*PB p. 29, "People Specialize"

\*Our Working World Series, SRA

Page 114. (Continued)

- \*PB p. 30, "Man Needs Tools and Machines"
- \*Text p. 66-67, "We Need Each Other"
- \*PB p. 31, "What Could They Choose"
- \*PB p. 32, "We Depend on Each Other"
- \*TRG p. 144-145, "Stories about Different Workers"

Page 117. "People Earn Money," Families and Their Needs.

- \*TRG p. 146, Chapter 10, "People Need Money"

Page 118. Families and Their Needs.

- Coronet filmstrip, "Workers and Their Work"

Page 121. Families and Their Needs.

- Coronet filmstrip, "Workers Who Provide Services"

Culmination of Families and Their Needs.

- \*TRG p. 252, Chapter 18, "Times Change, People Change"

GRADE 2

Correlation: SRA's Neighborhoods and Coronet's 'Worker Series' filmstrips with social studies text, Communities and Their Needs.

Explanation of Codes for Neighborhoods at Work:

Same as Families at Work - Grade 1

Introduction to Communities and Their Needs.

- \*TRG p. 23-34, #1
- \*Text p. 10-15, "People Living Together"
- \*PB p. 7, "What are Neighborhoods?"
- \*PB p. 8, "What is a Neighborhood?"

Chapter 1. "People Live in Communities," Communities and Their Needs.

Page 13. Communities and Their Needs.

- Coronet filmstrip, "Workers and Their Work"
- Coronet filmstrip, "Workers Who Make Things"

Pages 14-15. Communities and Their Needs.

- Coronet filmstrip, "Workers Who Provide Services"

Page 16. Communities and Their Needs.

\*TRG p. 32, Chapter 1, "Urban Neighborhoods"

Page 17. Communities and Their Needs.

\*TRG p. 46, "Suburban Neighborhoods"

\*TRG p. 56, "Small Town Neighborhoods"

Page 26. "Farm Families in Thailand," Communities and Their Needs.

\*TRG p. 68, Chapter 4, "Farm Neighborhoods"

Chapter 2. "Communities Change," p. 43, Communities and Their Needs.

TRG p. 186, Chapter 13, "Neighborhoods Change"

Page 66. "Service Workers," Communities and Their Needs.

Coronet filmstrip, "Workers Who Provide Services"

Page 53. "Service Workers," Communities and Their Needs.

TRG p. 108, Chapter 7, "Factories"

Page 58. "Stores Were Built," Communities and Their Needs.

TRG p. 96, Chapter 6, "Stores and Offices"

Conclusion of Chapter 2. Communities and Their Needs.

TRG p. 186, Chapter 13, "Neighborhoods Change"

Chapter 3. "From One Place to Another," p. 75, Communities and Their Needs.

Coronet filmstrip, "People Who Move Things"

Chapter 4. "Understanding One Another," p. 107, Communities and Their Needs.

\*TRG p. 252, Chapter 18, "Understanding People"

Chapter 5. "Learning and the Community," p. 131, Communities and Their Needs.

\*TRG p. 132, "Learning about Nature"

\*TRG p. 242, Chapter 17, "Understanding Nature"

Page 142. "Schools," Communities and Their Needs.

\*TRG p. 226, Chapter 16, "School: A Bridge to the World"

Chapter 6. "Taking Part," p. 157, Communities and Their Needs.

\*TRG p. 146, Chapter 10, "Neighborhoods and the Law"

Page 174. "Government," Communities and Their Needs.

\*TRG p. 136, Chapter 9, "Neighborhoods and Government"

Page 176. "Services," Communities and Their Needs.

Coronet filmstrip, "Workers Who Provide Services"

Page 178. "Planning," Communities and Their Needs.

\*TRG p. 212, Chapter 15, "Neighborhoods Plan Ahead"

Conclusion. Communities and Their Needs.

\*TRG p. 264, Chapter 19, "Looking Ahead"

### GRADE 3

Correlation: SRA's Cities and Coronet's 'Worker Series' filmstrips with social studies text, People Use the Earth.

Explanation of Codes for Cities at Work:

Same as Families at Work.

#### Unit 1

Chapter 1. "What are Nature's Resources?" People Use the Earth.

Coronet filmstrip, "Workers Who Provide Services"

Conclusion. Chapter 1, People Use the Earth.

Introduction. Chapters 2-4, People Use the Earth.

\*TRG p. 22, "Dots on the Earth"

\*TRG p. 25-26, #1, Text p. 10-18

\*TRG p. 26, #2, "Dots on the Earth"

\*TRG p. 26, #4

\*PB p. 8, "Where Has Man Built Most of His Cities"

\*TRG p. 27, #2

\*TRG p. 29-35, Play - "Starting Towns and Cities"

Chapter 2. "Bringing Water to Southern California," p. 19, People Use the Earth.

\*TRG p. 166, Chapter 7, "Why a City is Where it is"

Page 20-21. "California as a Desert," People Use the Earth.

\*Text p. 152-155, "A City Blooms in the Desert - Salt Lake City"

\*TRG p. 173, #3, "Location of Some Cities Has Been Limited by Nature"

Conclusion. Chapter 2, People Use the Earth.

\*Text p. 228-229, Chapter 12, "The Ecology of the City"

\*TRG p. 254, #2, "The City Water and Air"

\*TRG p. 255, #7

\*Text p. 230-235, "Los Angeles: A City With a Problem"

Chapter 3. "Change in a Kansas Farm Community," People Use the Earth.

Coronet filmstrip, "Workers Who Provide Food"

Chapter 4. "Coal Changes Hazelton," p. 53, People Use the Earth.

\*TRG p. 38, Chapter 1, "A City Is a System"

\*TRG p. 144, "Calcutta: A City With Too Many People"

\*TRG p. 154, "Singapore: A City Using Its Wits"

Unit 11.

Chapter 6. "Cities Depend on Resources," p. 89, People Use the Earth.

\*TRG p. 166, Chapter 7, "Why a City Is Where It Is"

Page 91. "Cities Grow," People Use the Earth.

\*TRG p. 178, Chapter 8, "Why a City Grows"

Page 96. "Cities Have Problems," People Use the Earth.

\*TRG p. 226, Chapter 11, "City Transportation and Communities"

Chapter 7. "Traffic in Our Nation's Capital," p. 99, People Use the Earth.

\*TRG p. 236, Chapter 11, "City Transportation and Communities"

Chapter 8. "Cleaner Air for Atlanta," p. 115, People Use the Earth.

\*TRG p. 250, Chapter 12, "The Ecology of the City"

Conclusion. Chapter 8, People Use the Earth.

Introduction. Chapter 9, People Use the Earth.

\*TRG p. 265, Chapter 13, "Why Cities Plan"

\*TRG p. 268, #1, "Washington D.C.: A Planners Dream Come True"

\*Text pp. 242-247

\*TRG p. 270, #1, "Washington D.C. in the Year 2000"

\*Text p. 248-251.

Chapter 9. "St Louis: A Changing City," p. 131, People Use the Earth.

\*TRG p. 226, Chapter 10, "Keeping Cities Up to Date"

Chapter 10. "A Growing City in Equador," p. 160, People Use the Earth.

Coronet filmstrip, "People Who Move Things"

\*TRG p. 144, "Calcutta: A City With Too Many People"

Unit III. "Using Resources Wisely," People Use the Earth.  
 Chapter 12. "A President Cares About His Land," p. 181, People Use the Earth.

\*TRG p. 250, Chapter 12, "The Ecology of the City"

Chapter 13. "Cleaning Up Brandywine Creek," p. 199, People Use the Earth.

\*TRG p. 250, Chapter 12, "The Ecology of the City"

Chapter 14. "More Land for the Netherlands," p. 217, People Use the Earth.

\*TRG p. 276, "Rotterdam: A City Rises From the Ashes"

Conclusion. People Use the Earth.

\*TRG p. 293, "Epilogue: The Future of Cities"

#### GRADE 4

Correlation: Coronet's "Worker Series" filmstrips and social studies text, Learning to Look at Our World.

Chapter 1. "Living in the U.S.," Learning to Look at Our World.

Page 4. "Da'ry Farms and Fields of Wheat."

Coronet filmstrip, "Workers Who Provide Food"

Page 19. "A Network of Connections."

Coronet filmstrip, "Workers Who Provide Services"

Page 20. "Living in the City."

Coronet filmstrip, "Workers and Their Work"

Coronet filmstrip, "Workers in Professions"

Coronet filmstrip, "Workers Who Move Things"

Chapter 2. "Lands of the Midnight Sun," Learning to Look at Our World.

Page 33. "Making a Totem Pole."

Coronet filmstrip, "Workers Who Make Things"

Page 38. "The New Alaska."

Coronet filmstrip, "Workers and Their Work"

Coronet filmstrip, "Workers in Professions"

Coronet filmstrip, "Workers Who Provide Services"

Coronet filmstrip, "Workers Who Provide Food"

Coronet filmstrip, "Workers Who Sell Things"

Coronet filmstrip, "Workers Who Make Things"

Chapter 3. "The Hawaiian Islands," Learning to Look at Our World.

Page 57. "Today in Oahu."

Coronet filmstrip, "Workers Who Make Things"  
 Coronet filmstrip, "Workers Who Provide Food"  
 Coronet filmstrip, "Workers Who Sell Things"  
 Coronet filmstrip, "Workers Who Provide Services"

Chapter 4. "New Zealand and Antarctica," Learning to Look at Our World.

Page 76. "On a Dairy Farm."

Coronet filmstrip, "Workers Who Provide Food"

Page 78. "What New Zealand Sells."

Coronet filmstrip, "Workers Who Sell Things"  
 Coronet filmstrip, "Workers Who Move Things"

Chapter 5. "The Island of Japan," Learning to Look at Our World.

Page 105. "At Work in the City."

Coronet filmstrip, "Workers and Their Work"  
 Coronet filmstrip, "Workers Who Make Things"  
 Coronet filmstrip, "Workers Who Provide Services"

Chapter 6. "City and Village in India," Learning to Look at Our World.

Page 123. "Karpur and New Delhi."

Coronet filmstrip, "Workers and Their Work"  
 Coronet filmstrip, "Workers Who Provide Services"  
 Coronet filmstrip, "Workers Who Sell Things"  
 Coronet filmstrip, "Workers Who Provide Food"  
 Coronet filmstrip, "Workers Who Make Things"  
 Coronet filmstrip, "Workers Who Fix Things"

Chapter 7. "People of Central Africa," Learning to Look at Our World.

Page 143. "New Things in a Village."

Coronet filmstrip, "Workers Who Sell Things"  
 Coronet filmstrip, "Workers Who Provide Services"  
 Coronet filmstrip, "Workers Who Provide Food"

Chapter 8. "River, Desert, and Oasis," Learning to Look at Our World.

Page 164. "Today Along the Nile."

Coronet filmstrip, "Workers Who Provide Food"

Chapter 9. "Mediterranean Lands," Learning to Look at Our World.

Page 196. "Streets of Rome Today."

Coronet filmstrip, "Workers and Their Work"  
 Coronet filmstrip, "Workers Who Provide Services"  
 Coronet filmstrip, "Workers Who Provide Food"

Page 204. "Connections with Other Workers."

Coronet filmstrip, "Workers and Their Work"

Chapter 10. "Switzerland: The Roof of Europe," Learning to Look at Our World.

Page 217. "Craftsmen and Farmers Today."

Coronet filmstrip, "Workers Who Make Things"  
 Coronet filmstrip, "Workers Who Provide Food"  
 Coronet filmstrip, "Workers Who Provide Services"

Chapter 11. "The Low Countries," Learning to Look at Our World.

Page 233. "A Day in Town"

Coronet filmstrip, "Workers and Their Work"  
 Coronet filmstrip, "Workers Who Make Things"  
 Coronet filmstrip, "Workers Who Provide Services"

Page 241. "Factories in the Cities."

Coronet filmstrip, "Workers Who Make Things"

Page 242. "Buying and Selling."

Coronet filmstrip, "Workers Who Sell Things"

Chapter 12. "Workshops in Britain," Learning to Look at Our World.

Page 256. "Giant Workshops Today."

Coronet filmstrip, "Workers Who Make Things"  
 Coronet filmstrip, "Workers Who Sell Things"  
 Coronet filmstrip, "Workers Who Provide Services"  
 Coronet filmstrip, "Workers and Their Work"

Chapter 13. "Lima and the Andes," Learning to Look at Our World.

Page 279. "New Factories."

Coronet filmstrip, "Workers Who Make Things"

Chapter 14. "Washington and the World," Learning to Look at Our World.



Page 288. "Government Work."

Coronet filmstrip, "Workers Who Provide Services"

Page 288, "Things to Buy."

Coronet filmstrip, "Workers Who Sell Things"

Coronet filmstrip, "Workers Who Make Things"

Coronet filmstrip, "Workers Who Provide Services"

## GRADE 5

### News Lab, SRA

News Lab may be used in small groups of one to three or with the entire class to teach students the use of the newspaper in social studies or as a language arts activity. The kit is divided into different parts of the newspaper. The teacher's guide tells what skills are used for each card in the kit. The News Guide gives directions for using the newspaper. Folders are provided for each student to evaluate his work on each card. Spirit masters for maps are also included in the kit.

To further assist the teacher in using News Lab in the classroom, objectives and activities are listed in the following section.

#### OBJECTIVES

- A. Acquire knowledge that in any community there is a wide variety of occupations.
- B. To gain an understanding of the importance of the advertisement section of the daily newspaper in relation to occupations.

#### ACTIVITIES

- A. Teach Advertising Section cards 66-71 and 74-77, News Lab
- B. Teach Advertising Section cards 80-88, News Lab

## GRADE 6

### The Math Application Kit, SRA

The Math Application Kit is designed to make mathematical concepts more

relevant to the world of work. It can be used with small or large groups of students. The cards are grouped into sections: "Sports and Games," "Occupations," "Social Studies," "Appetizers," "Science," and "Everyday Things." The difficulty in each section increases as the number on the cards increase in value. Other suggestions for using the kit are offered in the teacher's guide. It is suggested that students keep a folder on all of the cards which they have completed. The teacher may want to spend one class period in math weekly, using the kit as a class activity. Students enjoy working individually on cards after completing regular classroom assignments.

To further assist the teacher in utilizing the kit, the career objectives and activities for the Math Application Kit are listed in the following section.

#### OBJECTIVES

- A. To understand that many occupations require mathematical applications.
- B. To encourage further development of problem-solving techniques.

#### ACTIVITIES

- A. Teach "Sports and Games" and "Everyday Things," Math Application Kit
- B. Teach "Appetizers" and "Occupations," Math Application Kit

#### UPPER ELEMENTARY

#### Popeye the Sailor Career Education Comic Books, King Features Syndicate

This set of comics is an informative set of books which can be used in the upper elementary grades to supplement reading and social studies material. The set includes a comic book for each of the fifteen occupational clusters,\* each conveying to the reader, the qualifications required for occupations in

\*A list of the 15 occupational clusters and puzzles on career clusters are included in the appendix of this manual.

various fields. The material can be used as a highly creative motivating device for enticing students to read and to learn about careers.

**CAREER EDUCATION RESOURCES**

## GUEST SPEAKERS AND FIELD TRIPS

Resource speakers and site visitations are useful for incorporating career concepts with subject areas. Such resources provide students with first-hand information about careers, life styles, job requirements, and work atmospheres.

### Guest Speakers

Resource speakers, representing numerous occupations, are available and enthusiastic about sharing information about their careers and life styles with students. Following is a list of career areas in which speakers are available.

U.S. Air Force	Insurance Supervisor
Accountant	Maintenance Clerk
Attorney	Librarian
Court Reporter	Laborer
Judge	Maintenance Coordinator
Banker	Minister
Bank Teller	Sr. Operator
Bookkeeper	Dental Technician
Barber	Heart Surgery Technologist
Building Contractor	Medical Technician
Cameras - Service Representative	Naturopathic Physician
Carpenter	University Nurse
Coach	Registered Nurse
Chemist	Plant Nurse
Chemical Plant (Operator)	Lab Technician
Computer Analyst	X-Ray Technician
Construction Superintendent	Nursery School Director
Cosmotologist	Painter
Diving Supervisor	Production Foreman
Draftsman	Production Technician
Driller	Restaurant Operator
Electrician	Safety Director
Employee Relations Associate	Sales Engineer
Engineer	Secretary
Captain	Supply Room Clerk
Crab Factory Worker	Shift Supervisor
Gauger	Supervisor Environmental Quality Control
Deputy	Speech Therapist
Deputy Clerk of Court	Teacher's Aide
Assistant District Attorney	TV Repairman
State Policeman	Trucking Fleet Manager
Shift Coordinator	Lady Truck Driver
Leaderman	Utilities Operator
Housewife	Wildlife Agent
Home Economics Teacher	Welder
	Writer

When a guest speaker is invited to the class, it is important that teachers and students be well prepared. The following suggestions may be helpful:

1. Suggest a time limit for the presentation.
2. Advise the guest to bring some of the tools of his trade.
3. Encourage the guest to involve the students in a task that he generally performs at work.

Active involvement during the visits can help these experiences be particularly meaningful to the students. The following are suggestions for increasing student involvement:

1. Encourage students to gather information relative to one or several characteristics of the visitor and his work.
2. Encourage the use of appropriate questions or other data-gathering devices.
3. Have students develop hypotheses about what a particular worker is like before the visit; decide how to test their hypotheses; obtain the relevant information during the visit; and use this information to determine later the accuracy of their hypotheses.
4. Allow one group to act as hosts or hostesses, meeting the guest at the main office and directing him to the room.
5. Maintain a rotating chairmanship for introducing guests.
6. Allow experienced students to help operate audio-visual equipment.
7. Provide students with material to make a large name card to be displayed when guests are visiting.

The students may ask the following questions (adapted from The Valuing Approach; Waco: Educational Achievement Corporation, 1974) which are related to career concepts.

CONCEPT 1: People work to satisfy many needs.

1. What do you enjoy most about your job?
2. What are some rewards, besides money, that you get from your job?

- 3. Do you work with a group or by yourself? Do you like that better?
- 4. What caused you to choose this job?
- 5. What other reasons do you think are important when you choose a job?

**CONCEPT II: Many work roles may satisfy a person's needs and interests.**

- 1. What other jobs have you had?
- 2. What are some other jobs you think you would like?
- 3. What do you like to do for fun?
- 4. Do you do anything in your job that you also do for fun?
- 5. Did you think about taking any other jobs when you were deciding about the one you have now? What were they?

**CONCEPT III: Everyone makes career decisions.**

- 1. How did you find out about your job?
- 2. Did you just happen to take your job, or did you really want this job?
- 3. What jobs did you miss because you chose this one?
- 4. What are the most important decisions you have ever made?

**CONCEPT IV: Career development is a lifelong process.**

- 1. What did you want to be when you were younger? How has that changed over the years?
- 2. Do you think you may change your mind again?
- 3. How many different jobs have you had? How long have you had this one?
- 4. What training or schooling did you have? Have you had to learn new things or go back to school?
- 5. Do you have any plans for retirement? How will you spend your time?

**CONCEPT V: A person's work role is influenced by his environment.**

- 1. Have you ever had to move for a job?
- 2. Do you ever see the people you work with when you have finished working?

3. How do you feel after a day at work?
4. What do you like to do after work?
5. How much free time do you have? Is it enough to do the things you want to do?
6. Do you have to be strong (physically) to do your job? Does your job make you stronger?
7. Is your job one you could have in almost any town?
8. Do you wear a uniform or special clothes for your job? How do you feel about this?
9. Do you ever work overtime?
10. What holidays and vacations do you get?
11. How many hours do you work each day?

**CONCEPT VI: People are unique and should not be stereotyped according to their occupations.**

1. How is your job different from other jobs at your work site? How is it like the other jobs at your work site?
2. If you had to take some kind of test for your job, did everyone who works where you do have to take the same test?
3. Do the people you work with have the same hobbies that you have? What are they?
4. Do the people who have your job all have something in common? What?
5. Do you think you are like the people you work with? Different? In what ways?

**CONCEPT VII: Worker roles are interdependent.**

1. If you are sick, who does your job?
2. How does your job help to make the "finished produce?"
3. Who works on the "product" before you get it? After you work on it?
4. Are risks involved in your job?
5. Do you decide when you work, or does someone else decide that?
6. Have you ever had a job that is now done by a machine?



**CONCEPT VIII: Technology brings about change in our society.**

1. What tools or machines do you use in your work?
2. How do machines help make your job easier? Harder?
3. Do you like operating tools or machines? How did you learn?
4. How was your job done twenty-five years ago?
5. Have you had to learn new things?
6. Have you ever had a job that is now done by a machine?

**CONCEPT IX: Work roles for some may be leisure-time activities for others.**

1. What are your hobbies?
2. Do you do anything for fun that you also do on your job?
3. Do you have to work overtime? Do you still have time for hobbies and other fun things?
4. Do you have a job that might be a sport or hobby for someone else?
5. Do you wish you had more leisure time? How would you spend it?

### Field Trips

Students can appreciate the reality of work roles and atmospheres when they experience work situations first hand on field trips. The following list represents available work sites for visitation.

American Bank	Monsanto
Bank of St. Charles	St. Charles Hospital
Bunny Bread	Loyola University Hospital
Court of Appeals	LSU Medical School
Hahnville Court House	Little People's Day Nursery
Eastman Kodak	St. Charles Guide
Mademoiselle's Beauty Salon	Hahnville Post Office
Cattlemen in Des Allemands	St. Charles Parish School Board
Construction Sites (Geo. Landeche)	McBroom's Drive In
Intercity Construction Co.	Danny's Fried Chicken
Southport Construction Co.	Spartan Supply
Com-Plex	Villere Marine, Hahnville
Michel Lecler Divers Inc.	Shell Oil Company
Fisheries - Crab Factory	Louisiana Power and Light Company
Seafood Processing Plant	Ned's TV Service
Farmers Export	Alter Fleet, Inc. (Trucking)
Ford's Texaco Service	St. Charles Waterworks

Touchard's Grocery  
Majoria's Grocery  
St. Charles Parish Sheriff's Office

Union Carbide  
Waterworks, Luling  
Texaco Gas Process

Some of the same rules apply to taking field trips as to inviting visitors to the classroom. The people at the work site will need to know something about the activities of the class and the purpose for the visit. They will need to be given a time limit for the visit, encouraged to demonstrate the tools of their trade, and encouraged to involve the children, if possible. A typical field trip gives each child the opportunity to observe workers in their occupational roles. Meaningful field trips do not just happen -- they require careful planning.

The following suggestions (adapted from The Valuing Approach; Waco: Educational Achievement Corporation, 1974) may be helpful in planning field trips:

- A. Choose to visit with a worker whose work is related to a topic your class is studying.
  - 1. Health and Sciences: dairy, bakery, cannery, meat packing plant, orchard during harvest.
  - 2. Language Arts: newspaper office, publishing company, telephone company, television-radio station, advertising agency.
  - 3. Mathematics: building-contracting company (or carpenter), supermarket, bank.
- B. Make necessary arrangements with school, business, and parents for the following:
  - 1. Transportation to and from site of visit.
  - 2. Supervision of children by parents or other helpers.
  - 3. Permission slips from parents.
  - 4. Insurance restrictions of field-trip site.
  - 5. Location of restrooms at sites.
  - 6. Restrictions of children during visit.

- 54
- C. Be as familiar as possible with the site yourself before taking your class there.
  - D. Specify acceptable and unacceptable behavior for the trip. Children should know what they can touch, what they may ask, and how they are expected to behave.
  - E. Provide guidelines for general observations. The following questions may be helpful in ascertaining the effect of the work role on the worker:
    1. Do the workers seem to enjoy what they are doing? Why do you think so?
    2. How does the work site look, smell, and feel? How might these things affect the employees?
    3. Does the worker's job require a strict routine, or is he free to be creative? How might these things affect him or his work?
  - F. After the field trip, or perhaps the following day, allow the children to reflect upon their experiences. The following questions may be asked:
    1. Do you think you might enjoy doing any of the jobs you saw on the trip? Which one(s)? What makes those special?
    2. What contribution do you think the workers you saw make to the community? Explain.
    3. What about that place of business would cause you to like or not like working there? How do you think the workers felt after a day in that environment?
    4. Would you like to wear the kind of clothes the workers were wearing? Would you like to wear a uniform to school each day? What would be good about it? What would not be good about it?
    5. What kinds of leisure-time activities might the workers and their families prefer to participate in after a day of work?

UNITS FOR IMPLEMENTATION OF CAREER EDUCATION

Elementary Level

## SCHOOL HELPERS

**Unit Developers:** Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mayme Wade, and Danny Waterman.

**Grade:** K-1

**Subject Areas:** Social Studies, Language Arts, Art, Music.

**Goal:** To make students aware of school workers and their roles in the school.

Concept 1. School is a building where many people work.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completion of the activities, each student will be able to draw a picture of the school and illustrate two workers.</p>	<p>1.1 Group discussion: What is a school? Who works at school:</p> <p>1.2 Students are to name and discuss each school worker; teacher will list workers on the board.</p> <p>1.3 Students are to take a field trip around the school to observe the physical plant and workers involved.</p> <p>1.4 Teacher is to add workers not previously discussed to the list.</p> <p>1.5 Students are to draw pictures of the school and illustrate as many workers from the list as they can.</p>	<p>Blackboard, chalk</p> <p>Blackboard, chalk</p> <p>School plant</p> <p>Blackboard, chalk</p> <p>Paper, pencils, crayons</p>	<p>2 workers illustrated = 2 points each</p> <p>All additional workers = 2 points each</p>

Concept 1 (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>2. Each student will be able to find at least one picture of a school worker and orally discuss it with the class.</p> <p>3. Each student will participate in making and working on puzzles in small groups.</p>	<p>2.1 Students are to find as many pictures of school workers as they can and present them orally to the class.</p> <p>3.1 Students will work in small groups making posters of school workers, discussing the school workers in their groups.</p> <p>3.2 Teacher will cut posters into puzzle pieces.</p> <p>3.3 Students will work puzzles in small groups. Groups will take turns with puzzles until each group has worked each puzzle.</p>	<p>Magazine pictures, newspapers</p> <p>Pictures, poster board, glue</p> <p>Scissors</p> <p>Puzzles</p>	<p>1 picture presented = 1 point</p> <p>All additional pictures = 1 point each</p> <p>Teacher will observe that students are participating in activities.</p> <p>Each member of each group completing puzzles first receives one piece of candy.</p>

Concept 2. Different workers perform different roles in school.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completion of the activities, each student will be able to construct a notebook which includes a picture of each school worker and one duty for each worker, and orally present this information to the class.</p>	<p>1.1 Students will visit one school worker at a time (from previous list) and observe work atmospheres. Students will listen to workers discuss their duties, responsibilities, and tools.</p> <p>1.2 Following each field trip, students will discuss the roles of each worker and the importance of each to the school.</p> <p>1.3 Following each field trip and discussion, students will draw a picture of each worker.</p> <p>1.4 Upon completion of booklets, each student will orally present his booklet to the class, listing as many duties as he can for each worker.</p>	<p>School workers</p>	<p>Teacher will observe that students are participating in activities.</p>
<p>2. Each student will be able to participate in the game, "A School Helper's Role."</p>	<p>2.1 Students will play a game, "A School Helper's Role." One team will describe the role of a school helper. The other team will guess the occupation of the worker. Winning team receives reward.</p>	<p>Pencils, paper, crayons</p> <p>Booklets</p>	<p>Each worker drawn = 5 points each</p> <p>Each duty discussed = 5 points each</p> <p>Each member of each winning team will receive one piece of candy.</p>

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
3. Each student will be able to participate in a singing skit, "If I Were A Principal."	3.1 Students are to learn the song, "If I Were A Principal."	Song attached at end of unit.	Teacher will observe that all students are participating in activities.
	3.2 Students are to take turns role-playing the different workers in the school as the part comes up.	Piano, if available.	
	3.3 Students are to present the singing skit to another class.		

Concept 3. Different workers require different tools to perform their skills.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of activities, each student will be able to make at least one element of a "school helpers" mobile.	1.1 Students will list tools for each worker (from previous list); teacher will list tools on the board.	Blackboard, chalk	Teacher will observe that each student is participating in project.
	1.2 Students will work in small groups on school helper mobiles. Each student will be responsible for making at least one part of the mobile consisting of a picture of the worker and pictures of his tools.	Construction paper, crayons, paint, wire, yarn, coloring book pictures, magazines, scissors.	Mobile elements = 2 points each
	1.3 Students will display mobiles around the room.	Mobiles	



Concept 3. (Continued)

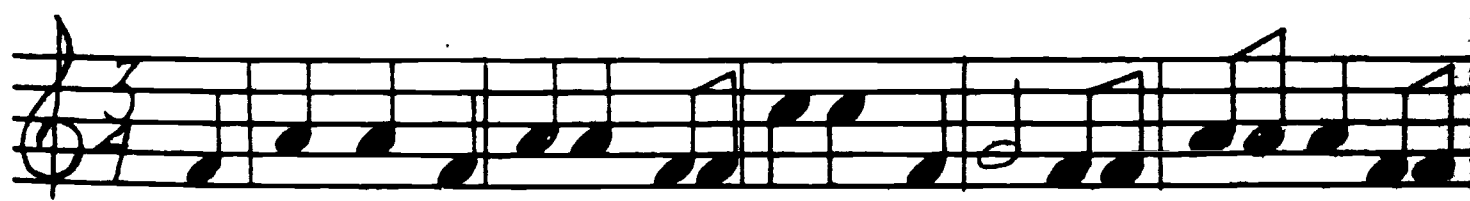
OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Each student will be able to participate in the game, "Whose Tool is This?"	2.1 Students will collect tools of school helpers from home.  2.2 Students will play the game, "Whose Tool is This?"  One team will hold up the tool, the other team will guess what worker or workers us the tool.	Workers' tools from home.  Tools	Each member of the team with the most points receives one piece of candy.

55

Concept 4. For optimum functioning of a school, all workers must work together cooperatively.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will be able to make a paper bag puppet of the school helper of his choice.  2. Each student will be able to sing songs with the class conveying the interdependence of school helpers' roles.	1.1 Students will construct paper bag puppets of different workers in the school.  2.1 Students will learn a song to the tune of "The Muffin Man."  2.2 As each worker is presented, the student will hold up a puppet of that worker.  2.3 Students will present skit to another class.	Paper bags, yarn, crayons, Fabric, glue  Piano, if available. *Song attached.  Paper bag puppets.	Puppets = 5 points each Additional points may be awarded for creativity.  Teacher will observe that students are participating in activities.

IF I WERE



If I were a tea-cher and a tea-cher were I, I'd go this-a-way, And-a  
 If I were a principal and a principal were I, I'd go this-a-way, And-a  
 If I were a dietician and a dietician were I, I'd go this-a-way, And-a



That-a-way, And-a this-a-way would I.  
 That-a-way, And-a this-a-way would I.  
 That-a-way, And-a this-a-way would I.

Tune of the Muffin Man

Oh what does Mrs. \_\_\_\_\_ do, Mrs. \_\_\_\_\_ do, Mrs. \_\_\_\_\_ do?  
 Oh what does Mrs. \_\_\_\_\_ do, as she works at our school?

Oh do you know the secretary, the secretary, the secretary?  
 Oh do you know the secretary who works at our school?

The secretary helps the principal, the principal, the principal,  
 The secretary helps the principal as she works at our school.

The principal helps the teachers ...  
 The teacher helps the students ...  
 The students help each other ...  
 The janitor keeps our school clean ...  
 The cafeteria workers feed everypne ...

WHOSE HAT IS THIS?

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Jane Roberts, Mayme Wade, and Danny Waterman.

Grade: 2-3

Subject Areas: Social Studies, Language Arts, Art, Music.

Goal: To increase students' awareness of many workers and their roles in society.

Concept 1. Workers wear different hats for different occupations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completion of the activities each student will be able to correctly match at least 5 out of 10 tasks and occupational titles with respective hats.</p>	<p>1.1 Teacher will introduce bulletin board: "Workers' Hats."                      engineer's hat                      cowboy's hat                      baseball cap                      mailman's hat                      chemical worker's hat                      fireman's hat                      nurse's cap                      policeman's hat                      chef's hat                      football helmet</p> <p>1.2 Group discussion on each hat: Name of occupation                      Tasks associated with occupation                      Service rendered to community                      Importance of job                      Teacher will write this information on board.</p>	<p>Bulletin board</p> <p>Blackboard, chalk</p>	<p>Teacher will observe that students are participating in activities.</p>



Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.3 Teacher will invite to address the class, workers who were discussed.</p>	Resource speakers	
	<p>1.4 Students will compose questions which they will ask of visiting workers.</p>	Paper, pencils	
	<p>1.5 Students will write thank you notes to speakers.</p>	Paper, pencils	Teacher will observe that students are participating in activities.
	<p>1.6 Students will play game: "Who Am I?"</p> <p>Each student will select a card (in the shape of a worker's hat) from a grab bag and pantomime the role of the worker. The student who guesses the occupation first will get the next turn.</p>	Worker's hat cards	
	<p>1.7 Students will learn song, "Put On Your Hat."</p>	"Put On Your Hat" (attached at end of unit)	5 occupations and 5 tasks matched correctly to 5 hats = 10 points each
	<p>1.8 Students will complete ditto sheets with 10 hats to be matched to 10 occupational titles and 10 work tasks.</p>	Quiz "Whose Hat Is It?" (attached at end of unit)	All additional occupations correctly matched to hats = 5 points each All additional work tasks correctly matched to hats = 5 points each

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Each student will be able to construct a hat of the worker about which he reported.	<p>2.1 Students will make hats of workers about whom they reported and place them on a table.</p> <p>2.2 Students will select the hat of a worker other than his own and discuss: Someone he has seen wearing the hat What that person does in the job How the job contributes to society Desirable work habits</p>	<p>Construction paper, scissors, tape, marking pens</p> <p>Hats</p>	Teacher will observe that students are participating in activities.

Concept 2. Different jobs have different skill requirements.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of the activities, each student will be able to write and orally present a report on a worker, including job title, one or more job requirements and skills, and one or more desirable work habits.	<p>1.1 Students will collect headgear of various occupations by borrowing hats from parents, relatives, neighbors, etc.</p> <p>1.2 Students will choose a hat and do research: Job titles Job requirements Skills Importance of work Desirable work habits</p> <p>1.3 Students will draw and color pictures of the workers they are re-searching</p>	<p>Workers' hats</p> <p>"I Want To Be" books; Carla Greene Dictionary Encyclopedia</p> <p>Paper, pencils, crayons</p>	Teacher will observe that students are participating in activities.

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.4 Teacher will show the "Worker Series" filmstrips applicable to workers about whom students are reporting.</p> <p>1.5 Teacher will invite workers studied to address the class.</p> <p>1.6 Students will ask questions of speakers pertinent to their reports and write thank you notes.</p> <p>1.7 Students will complete reports and orally present them to the class, using drawings for visual aides.</p> <p>1.8 Students will wear hats of the worker and pantomime the worker's role.</p>	<p>"Worker Series" filmstrips, Coronet</p> <p>Resource speakers</p> <p>Reports</p> <p>Hats</p>	<p>Each report including job title, 1 requirement, 1 skill, and 1 work habit = 10 points</p> <p>Additional points given for additional information.</p>

Concept 3. Workers choose jobs on the basis of their interests.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completion of the activities, each student will be able to construct a booklet of a worker that he would like to be, including pictures of the worker and a paragraph of at least 25 words entitled, "What I Would Like To Be."</p>	<p>1.1 Students will decide what they would like to be (tentatively).                      1.2 Students will collect pictures of the workers selected.                      1.3 Students will write paragraphs about what they would like to be and why.                      1.4 Students will make booklets.</p>	<p>Magazines                       Paper, pencils                       Pictures, paragraphs, construction paper.</p>	<p>Teacher will observe that students are participating in activities.</p>

## PUT ON YOUR HAT

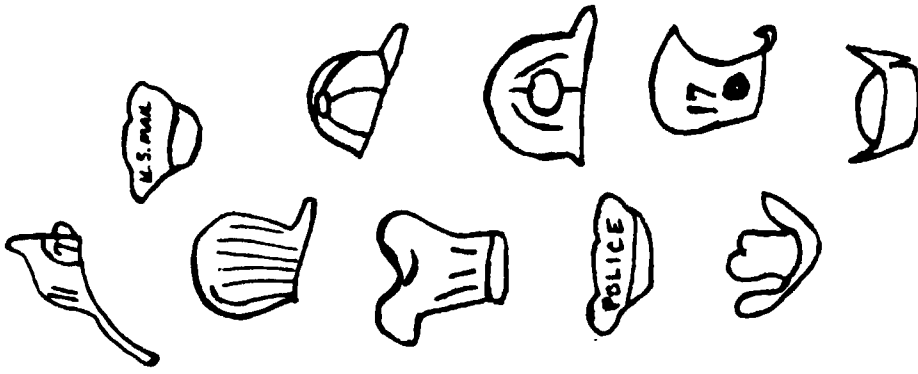
1. Put on your cow-boy hat. Put on your cow-boy hat.  
(clap,clap) (clap,clap)

Ride your horse and rope the cow. Put on your cow-boy hat.  
(clap,clap)

- |  |  |
|--|--|
| 2. Put on your baseball cap.<br>Put on your baseball cap.<br>Hit the ball and make a run.<br>Put on your baseball cap.                   | 8. Put on your mailman's hat.<br>Put on your mailman's hat.<br>Deliver the mail and say, "hello."<br>Put on your mailman's hat.    |
| 3. Put on your football helmet.<br>Put on your football helmet.<br>Catch the ball and make a score.<br>Put on your football helmet.      | 9. Put on your policeman's hat.<br>Put on your policeman's hat.<br>Keep the people safe from harm.<br>Put on your policeman's hat. |
| 4. Put on your chef's hat.<br>Put on your chef's hat.<br>Make a stew and omelet too.<br>Put on your chef's hat.                          | 10. Put on your safety hat.<br>put on your safety hat.<br>Turn the valve and watch the gauge.<br>Put on your safety hat.           |
| 5. Put on your engineer's cap.<br>Put on your engineer's cap.<br>Steer the train straight down the track.<br>Put on your engineer's cap. |  |
| 6. Put on your nurse's hat.<br>Put on your nurse's hat.<br>Bring a pill and give a shot.<br>Put on your nurse's hat.                     |  |
| 7. Put on your fireman's hat.<br>Put on your fireman's hat.<br>Pull the hose and squirt the fire.<br>Put on your fireman's hat.          |  |



WHOSE HAT IS IT?



PROTECTS THE PUBLIC

USES A HOSE

WATCHES GAUGES

MAKES A TOUCHDOWN

GIVES SHOTS

MAKES HOME RUNS

COOKS FOOD

DELIVERS LETTERS

DRIVES A TRAIN

ROUNDS UP THE CATTLE

ENGINEER

COWBOY

BASEBALL PLAYER

POSTAL WORKER

CHEMICAL WORKER

FIREMAN

NURSE

POLICEMAN

CHEF

FOOTBALL PLAYER

Match each hat to the proper name and job by drawing a line.

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_

SELF-AWARENESS

Unit Developer: Nancy Billingsley - adapted from "They're OK, You're OK" by Ruth Punelli.

Grade: 4-6

Subject Areas: Social Studies, Language Arts, Art.

Goal: To increase students' self-awareness.

Concept 1. Individuals have different interests; individual interests change.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing the suggested activities, each student will be able to make a list of at least 5 of his interests from the results of a student-developed interest inventory.</p>	<p>1.1 Teacher will initiate discussion of interests through the use of selected photoboards.</p> <p>1.2 Students and teacher will prepare an interest inventory for use in the classroom.</p> <p>1.3 All students will take the interest inventory.</p> <p>1.4 Results of the inventory will be placed on a large chart for class discussion.</p> <p>1.5 Students will list all of their interests (from the chart) and keep the list for future reference.</p>	<p>Focus on <u>Self-Development, Stages II and III</u> Selected photoboards</p> <p>Blackboard, chalk Ditto material</p> <p>Interest inventory, pencils</p> <p>Poster paper, marking pens</p> <p>Paper, pencils.</p>	<p>Teacher will observe that students are participating in activities.</p>

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>2. After completing the suggested activities, each student will be able to make a list of all of his interests which have changed from the results of pre- and post-tests of student developed interest inventory.</p>	<p>2.1 All students will re-take the student-prepared interest inventory at the end of the year.</p> <p>2.2 Results of the inventory will be placed on a large chart for class discussion.</p> <p>2.3 Students will discuss differences in interests from pre- and post-test results of interest inventories.</p> <p>2.4 Students will list differences in results from pre- and post-tests on a sheet of paper.</p> <p>2.5 Students will discuss and site reasons for changes in interests.</p>	<p>Interest inventories, pencils,</p> <p>Poster board, pens, chart from pre-test.</p> <p>Paper, pencils</p>	<p>Teacher will observe that students are participating in activities.</p>

Concept 2. Sharing Interests helps to develop a positive self-concept.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing the suggested activities, each student will be able to construct a collage about at least 5 of his interests and present it to the class.</p>	<p>1.1 Students will construct collages about all of their interests listed on paper from objective 1, 1.5.</p> <p>1.2 Students will write paragraphs about their interests to explain their collages.</p> <p>1.3 Each day, one student will display his collage on a bulletin board entitled, "Today is <u>        </u>'s Day." The student will orally explain his collage to the class by reading his paragraph.</p>	<p>Magazine pictures, poster paper, marking pens, glue</p> <p>Paper, pencils</p> <p>Bulletin board, collages</p>	<p>Teacher will observe that students are participating in the activities.</p>
<p>2. After interviewing another student, each student will be able to list at least 4 interests and 3 values of another student in the form of a biography of at least 25 words and present it to the class.</p>	<p>1.4 Students will discuss differences in interests among class members.</p> <p>2.1 Each student will prepare 10 interview questions concerning interests and values.</p> <p>2.2 Teacher and students will make a composite of all questions and prepare an interview form; teacher will make 2 copies for each member of the class.</p>	<p>Paper, pencils</p> <p>Blackboard, ditto material</p>	

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>2.3 Each student will pick the name of a class member from a hat.</p> <p>2.4 Each student will be given two interview forms. On the first, each student will predict and write the answers the interviewee will give.</p> <p>2.5 Each student will orally conduct the interview and record answers.</p> <p>2.6 Students are to compare answers from inventory with their predictions and discuss results with interviewees.</p> <p>2.7 Students are to make a list of interests and values from results of interviews.</p> <p>2.8 Students are to write biographies about interviewees and present them orally to the class.</p> <p>2.9 Students are to design buttons for the interviewees based on something new discovered from interviews.</p>	<p>Students' names on paper Hat</p> <p>Interview forms</p> <p>Interview forms</p> <p>Interview forms</p> <p>Interview forms, paper, pencils</p> <p>Paper, pencils, list</p> <p>Construction paper, pins, marking pens.</p>	<p>Teacher will observe that students are participating in the activities.</p>



Concept 3. Values of individuals differ.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to rank 10 of his values and compare the list with 10 values which his parents rank.</p>	<p>1.1 Students will think about things which are important to them. The teacher will make a composite list of the values of members of the class.</p> <p>1.2 Each student will select 10 most important values and rank them in order of importance.</p> <p>1.3 Students will think about things which are important to their parents. The teacher will make a composite list of the parents' values.</p> <p>1.4 Each student will select 10 most important values of their parents and rank them in order of importance.</p> <p>1.5 Students will scramble list of values and ask their parents to rank them.</p> <p>1.6 Students will orally discuss differences in ranked values.</p>	<p>Blackboard, chalk Paper, pencils</p>	<p>Teacher will observe that students are participating in activities.</p>

Concept 4. Individuals often see themselves differently than others see them.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will write a paragraph discussing the differences between how others see him in relation to how he sees himself and orally discuss at least one of these differences.</p>	<p>1.1 After a discussion of "Friends! What kind do you like? What kind are you like?" each student will rank himself 1-10 in each area (example: artist, thinker, clown, athlete, etc.) on a student-prepared questionnaire.</p> <p>1.2 Students are to rank another member of the class. (Names are to be picked from a hat.)</p> <p>1.3 Students are to divide into small groups. Each student is to orally list 3 things he likes about himself and one thing he dislikes.</p> <p>1.4 Students are to discuss results of activity 1.3.</p> <p>1.5 Students are to list 3 things they admire about others in the group.</p> <p>1.6 Students are to write a paragraph discussing the differences between how others see them in relation to how they see themselves.</p> <p>1.7 Each student will present his paragraph to the class.</p>	<p>Student-prepared questionnaire</p> <p>Pencils</p> <p>Paper, pencils</p>	<p>It is suggested that activities not be graded. The unit should be considered successful if all objectives are met.</p>

COMMUNICATION

Unit Developer: Nancy Billingsley - adapted from unit developed at 1973 Career Education Workshop in Baton Rouge.

Grade: 5

Subject Areas: Language Arts, Social Studies.

Goal: To increase students' awareness of communication skills and careers and to improve students' communication skills.

Concept 1. There are many forms of communication which help one work well with others.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 4 means of communication.</p>	<p>1.1 The class will discuss primitive methods of communication.</p> <p>1.2 Students will do research on primitive methods of communication.</p> <p>1.3 Students will discuss modern methods of communication.</p> <p>1.4 Students will do research on modern methods of communication.</p> <p>1.5 Students will build models and demonstrate uses of primitive and modern methods of communication.</p> <p>1.6 Resource speaker will address the class and demonstrate ways in which the deaf and blind communicate</p>	<p>Filmstrips, books, resource speaker, records, tape recorder, paper, pencils</p>	<p>Teacher will observe that students are participating in the activities.</p>





Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>2. After completing suggested activities, each student will be able to list at least 3 reasons why communication is important in everyday life.</p>	<p>1.7 Students will record and identify sounds of communications.</p> <p>1.8 Students will list as many means of communication as they can.</p> <p>2.1 Students will take field trips to the airport and the train station to observe signals used in communication.</p> <p>2.2 Teacher will arrange for a coach and a policeman to address the class and demonstrate signals used in their work.</p> <p>2.3 Students will discuss and demonstrate signals used in the community, ie. sport, police work, railroad work, airport work, etc.</p> <p>2.4 Students will select occupations and dramatize signals used in communication without speaking.</p> <p>2.5 Students will play charades.</p> <p>2.6 Students will list as many reasons as they can why communication is important in everyday life.</p>	<p>Airport, train station</p> <p>Resource speaker</p>	<p>4 means of communication listed = 5 points each</p> <p>All additional means of communication = 5 points each</p> <p>Teacher will observe that students are participating in activities.</p>
		<p>Paper, pencils</p>	<p>3 reasons why communication is important = 15 points each</p> <p>All additional reasons = 5 points each</p>

Concept 2. There are many careers in communications.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 5 communications careers.</p>	<p>1.1 Teacher will present Communication and Media Cluster to class.</p> <p>1.2 Class will make a list of communications occupations; teacher will list occupations on the board.</p> <p>1.3 Teacher will arrange for as many communications workers as possible to address the class.</p> <p>1.4 Students will work in groups doing research on each job listed in 1.1.</p> <p>1.5 Students will work in groups writing work briefs; each occupation listed; teacher will make copies of each brief for each member of the class.</p> <p>1.6 Students will list as many communications careers as they can.</p>	<p>"Career Concepts and 15 Career Clusters"</p> <p>Blackboard, chalk</p> <p>Resource speakers</p> <p>Books, filmstrips, magazines</p> <p>Paper, pencils, research findings.</p> <p>Paper, pencils</p>	<p>5 communications careers listed = 5 points each</p> <p>All additional communications careers listed = 5 points each</p>

Concept 3. Reading helps people in their occupations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 3 ways that reading helps his parents in their work.</p>	<p>1.1 Class discussion: "How reading helps parents in their jobs."  1.2 Students will develop parent interview forms concerning need for communication skills in their work; teacher will make 2 copies of form for each student.  1.3 Students will interview each of their parents.</p>	<p>Blackboard, chalk, paper, pencils  Parent Interview forms</p>	<p>Teacher will observe that students are participating in activities.</p>
<p>83</p>	<p>1.4 Students will discuss results of interviews with class members.  1.5 Students will bring recipes, labels, directions for assembling something, grocery ads, etc., and display them in room.  1.6 Students will discuss the importance of being able to read in home management.  1.7 Teacher will arrange for an employer to address the class on the importance of reading in work and bring samples of job application forms.</p>	<p>Items from home  Resource speaker</p>	

Concept 3. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>2. After completing suggested activities, each student will be able to list 5 jobs and include at least one way that reading helps each job.</p>	<p>1.8 Teacher will make copies of forms which students will complete. Students will compare and discuss completed job application forms.</p> <p>1.9 Students will list ways that reading helps their parents in their jobs.</p> <p>2.1 Students will collect classified ads and discuss how reading is important to finding a job.</p> <p>2.2 Librarian will address the class.</p> <p>2.3 Class discussion: How does reading help various jobs; teacher will list jobs on the board.</p> <p>2.4 Each student will list as many jobs as he can and ways in which reading helps in each.</p>	<p>Job application forms</p> <p>Paper, pencils</p> <p>Newspapers</p> <p>Librarian</p> <p>Blackboard, chalk</p> <p>Paper, pencils</p>	<p>3 ways listed = 5 points each</p> <p>All additional ways listed = 5 points each</p> <p>Teacher will observe that students are participating in activities.</p> <p>5 jobs listed with 1 benefit from reading ability = 10 points each</p> <p>All additional jobs = 1 point each</p> <p>All additional benefits from reading = 1 point each</p>

Concept 4. People need to be able to speak well in their work.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 5 jobs in which effective speech is necessary.</p>	<p>1.1 Students will develop charts based on parent interview forms.</p> <p>1.2 Students will select a job from a prepared list and discuss reasons why effective speech is important.</p> <p>1.3 Students will discuss jobs in which effective speech is important.</p> <p>1.4 Teacher will invite resource person to discuss the use of effective speech in his area of work.</p> <p>1.5 Students will make a list of as many jobs as they can name in which effective speech is necessary.</p>	<p>Poster paper, Parent interview forms, marking pens, list of jobs</p> <p>Resource persons</p> <p>Paper, pencils</p>	<p>Teacher will observe that students are participating in activities.</p> <p>2 jobs = 5 points each</p> <p>All additional jobs listed = 5 points each</p>

Concept 5. People need to be able to write in many jobs.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 5 jobs in which writing is essential.</p>	<p>1.1 Students will discuss jobs in which writing is necessary.</p> <p>1.2 Students will write letters of application for jobs.</p> <p>1.3 Students will learn to write checks correctly.</p> <p>1.4 Students will write advertising copies for a product.</p> <p>1.5 Students will list as many jobs as they can in which writing is essential.</p>	<p>Paper, pencils</p> <p>Blank checks</p> <p>Sample advertising copies</p> <p>Paper, pencils</p> <p>Fun community maps</p>	<p>Teacher will observe that students are participating in activities.</p> <p>5 jobs listed = 2 points each All additional jobs = 2 points each</p>
<p>2. After completing suggested activities, each student will be able to write directions for performing a specific task.</p>	<p>2.1 Students will perform tasks which involve getting to three different places in the community by following a planned route: police station, hospital, school, city hall, etc.</p> <p>2.2 Teacher will provide each student with a fun community map. Each student will turn in one directional step, and steps will be placed in groups of five. Committees will place steps on the community map.</p>	<p>Fun community maps</p>	

Concept 5. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>3. After completing suggested activities, each student will be able to list at least 2 jobs where accuracy and legibility are necessary.</p>	<p>2.3 Each student will write directions to get from him home to school.</p> <p>3.1 Students will dramatize jobs in which accuracy and legibility are necessary.</p> <p>3.2 Students will discuss jobs in which accuracy and legibility are necessary.</p> <p>3.3 Students will list as many jobs as they can in which accuracy and legibility are necessary.</p>	<p>Paper, pencils</p> <p>Props</p>	<p>Directions = 5 points each</p> <p>Teacher will observe that students are participating in activities.</p>
<p>4. After completing suggested activities, each student will be able to answer at least 50% of the questions on a teacher-prepared unit evaluation.</p>	<p>4.1 Students will discuss and review unit concepts.</p> <p>4.2 Students will take a teacher-prepared unit test.</p>	<p>Materials from unit</p> <p>Test, pencils</p>	<p>2 Jobs listed = 5 points each</p> <p>All additional jobs listed = 5 points each.</p> <p>50% of answers correct = 50 points</p> <p>Extra points to be given for all other correct answers</p>

82

WORK TASKS AND HABITS

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mayme Wade, and Danny Waterman.

Grade: 1-6

Subject Areas: Social Studies, Language Arts.

Goal: To identify and develop work skills and habits related to success in school and on the job.

Concept 1. Good work habits help family members work more successfully on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Following research and class discussion, each student will be able to orally define good work habits.</p>	<p>1.1 Group discussion: What is work? Teacher will read the definition of "work" from the dictionary.</p> <p>1.2 Group discussion: What is a habit? Teacher will read the definition of "habit" from the dictionary.</p> <p>1.3 Group discussion: What is a work habit? Teacher will write the definition of "work habit" on the board.</p> <p>1.4 Each student will write his own definition for good work habits and orally present it to the class.</p>	<p>Dictionary</p> <p>Dictionary</p> <p>Blackboard, chalk</p>	<p>Teacher will note when students accurately define good work habits.</p>

∞ ∞





Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>2. After interviewing his parents, each student will be able to orally list at least 2 good work habits for each of his parents occupations.</p>	<p>2.1 Class will prepare an interview questionnaire for parents including name of occupations and good work habits necessary for the jobs.</p> <p>2.2 Students will interview parents and report results to class orally.</p>	<p>Interview questionnaires</p>	<p>Teacher will collect all interview forms.</p> <p>2 good work habits listed orally for Mother = 10 points</p> <p>2 good work habits listed orally for Father = 10 points</p> <p>All additional good work habits = 5 points each</p>



Concept 2. Being on time helps one succeed in school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After performing activities, each student will be able to write at least 3 instances illustrating how promptness is important and 3 instances illustrating the consequences of being late.</p>	<p>1.1 Group discussion: What would happen if Father was late for work?</p> <p>1.2 Group discussion: What would happen if Mother was late in preparing dinner?</p> <p>1.3 Group discussion: What would happen if students were late in beginning their work?</p> <p>1.4 Group discussion: What would happen if the teacher was late to school?</p>	<p>Blackboard, chalk</p>	

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>2. After two weeks, 85% of the students will be "on time" to begin work.</p>	<p>1.5 Expand discussion to other areas where being on time is important.</p> <p>1.6 Students will role-play various situations in which being on time is important.</p> <p>1.7 Students will list "on time" on a notebook page with the heading "Good Work Habits."</p> <p>1.8 Students will list as many instances as they can when being on time is important and also list consequences of being late for each.</p> <p>2.1 At the end of each week, teacher will reward all students who are on time to begin working with a star on a chart.</p> <p>2.2 After two weeks the teacher will note all students who were on time to begin working.</p>	<p>Props and clothing for role-playing</p> <p>Paper, pencils</p> <p>Chart, star</p>	<p>3 instances for being on time = 5 points each</p> <p>3 consequences for being late = 5 points each</p> <p>Each additional instance and consequence = 5 points each</p> <p>Teacher will note students who are not ready to work in a notebook. All other students will receive a star on the chart.</p>

Concept 3. Good attendance is important to success on the job at school.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will participate in a role-playing activity concerning attendance.</p>	<p>1.1 Group discussion: What happens if a teacher is absent? Student? Father?</p> <p>1.2 Students will role-play different situations when workers are absent.</p>	<p>Blackboard, chalk, props.</p>	<p>Teacher will note when each student has participated in role-playing situations.</p>
<p>2. All students who have been absent will be able to complete make-up work by one week after the last day of class missed.</p>	<p>2.1 Teacher and students will make a poster showing work that must be made up for students who were absent.</p> <p>2.2 Students who were absent will make up work they missed as it is listed on the poster.</p>	<p>Poster</p>	<p>Participation = 5 points</p> <p>Teacher will check all work that is made up by students and record the date.</p>
<p>3. 85% of the students will be in attendance.</p>	<p>3.1 One student will be the class comptroller for each week. On Fridays, he will give \$1 play money to each student present for each day of school.</p> <p>3.2 Class discussion: Absenteeism = small pay check.</p> <p>3.3 Students will write "good attendance" on "Good Work Habits" page in notebook.</p>	<p>Play money</p>	<p>Five \$1 bills will buy 1 Tootsie Pop (money can be saved from one week to the next.)</p>

Concept 4. Proper dress is important for success on the job and at school.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After performing activities, each student will be able to make a booklet about 3 types of workers with pictures of proper dress and improper dress for each.</p>	<p>1.1 Class discussion: Proper dress for family members' occupations and consequences of improper dress.</p> <p>1.2 Small group discussion: Students will refer to social studies books and discuss proper dress for the occupations pictured.</p> <p>1.3 Students will make a booklet of different occupations and the proper dress for each.</p> <p>1.4 Students will write "proper dress" on "Good Work Habits" page in notebook.</p>	<p>Social studies texts, magazine pictures, glue</p>	<p>Pictures of proper dress for 3 workers = 5 points each</p> <p>All additional workers pictured in proper dress = 5 points each</p>

Concept 5. Cooperation is important to success in school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to orally name at least 3 instances in which cooperation is important.</p>	<p>1.1 Class discussion: What is "cooperation?" Teacher will read definition from dictionary.</p> <p>1.2 Students will construct puzzles in small groups and discuss how well each member of the group cooperated. Each group will use a tape recorder.</p> <p>1.3 Students will construct puzzles in small groups. One member of each group will be instructed to leave out one piece. Discussion of results should follow. Each group will use a tape recorder.</p> <p>1.4 Students will work in small groups on an assembly line activity. Each student will perform one step in making happy face buttons. Students will discuss results. Each group will use a tape recorder.</p> <p>1.5 Students will orally discuss instances in which cooperation is important on a job.</p>	<p>Dictionary</p> <p>Puzzles, construction paper, marking pens, safety pens, tape recorder.</p>	<p>Groups making the most happy face buttons will be rewarded by presenting them to a first grade class.</p> <p>3 instances in which cooperation is necessary = 1 point each Each additional instance = 1 point each</p>

Concept 6. Honesty is important to success at school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to write a paragraph of 25 words discussing the importance of honesty.</p>	<p>1.1 Teacher will read the story of George Washington and the Cherry Tree.</p> <p>1.2 Teacher will tell story of Honest Ab.</p> <p>1.3 Teacher will read Solomon's story from the Bible (1 Kings 3:16-27)</p> <p>1.4 Students will be given work in which they will have a chance to cheat. Students will discuss their feelings.</p> <p>1.5 Students will participate in role-playing activities. Each group will present its situation to the class.</p> <p>1.6 Students will write paragraphs discussing the importance of honesty.</p> <p>1.7 Students will list "honesty" on "Good Work Habits" page in notebooks.</p>	<p><u>George Washington and the Cherry Tree</u></p> <p>Bible</p> <p>Props</p> <p>Notebooks</p>	<p>Paragraph = 15 points</p>

Concept 7. Politeness and courtesy are important to success in school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will be able to list at least 3 jobs in which politeness is important.</p>	<p>1.1 Students will role-play, using the telephone.</p> <p>1.2 Students will discuss why politeness is important and list different jobs which require politeness.</p> <p>1.3 Students will list "politeness" on "Good Work Habits" page in notebook.</p>	<p>Teletrainer from South Central Bell</p> <p>Paper, pencils, notebooks</p>	<p>3 jobs listed = 1 point each</p> <p>Each additional job = 1 point</p>

50  
51

Concept 8. Persistence is important to success in school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing activities, 80% of the students will be persistent in working a triangle puzzle for 15 minutes and be able to list at least 3 occupations which require persistence.</p>	<p>1.1 Students will define and discuss persistence.</p> <p>1.2 Students will work on puzzles and be encouraged to continue working on them for 25 minutes.</p> <p>1.3 Students will list jobs in which persistence is important.</p> <p>1.4 Students will be praised for persistence in classroom tasks.</p> <p>1.5 Students will list "persistence" on "Good Work Habits" page in notebooks.</p>	<p>Game - triangle puzzles</p>	<p>3 jobs listed = 1 point each</p> <p>All additional jobs = 1 point each</p>

Concept 9. Cheerfulness is important to success at school and on the job.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to draw a picture of himself as a cheerful worker at school.</p>	<p>1.1 Discussion: What is cheerfulness?</p> <p>1.2 Students will view film-strip, "Circle of Feelings."</p> <p>1.3 Discussion: How do we look when we are cheerful?</p> <p>1.4 Discussion: How do we look when we are sad?</p> <p>1.5 Students will draw pictures of themselves looking cheerful at school.</p> <p>1.6 Students will list "Cheerfulness" on "Good Work Habits" page in notebook.</p>	<p>"Circle of Feelings," <u>Focus on Self-Development</u>, SRA</p> <p>Paper, pencils, crayons</p>	<p>Each drawing = 1 point</p>





Concept 10. The same good work habits are important to many different occupations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to construct a mobile listing at least 10 good work habits important in one particular occupation.</p>	<p>1.1 Students will list and discuss as many good work habits as possible.</p> <p>1.2 Teacher will make a list of familiar occupations, including "student," and each student will pick one from a hat.</p> <p>1.3 Each student will construct a mobile with the occupation and 10 work habits related to it.</p> <p>1.4 Mobiles will be presented to class orally and displayed in the classroom.</p>	<p>Paper, pencils, blackboard</p> <p>List of occupations, hat</p> <p>Poster paper, marking pens, yarn, wire.</p>	
<p>2. Each student will be able to list at least 10 good work habits on a written test.</p>	<p>2.1 Students will list and review all good work habits.</p> <p>2.2 Students will be tested to determine how many good work habits they can name.</p> <p>2.3 Students in upper grades will complete puzzle.</p>	<p>Paper, pencils</p> <p>Good work habits puzzle</p>	<p>10 good work habits listed = 5 points each</p> <p>Each additional work habit = 5 points each</p>

## GOOD WORK HABITS

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

ATTITUDE  
 COURTESY  
 DEPENDABILITY  
 DESIRE  
 ENTHUSIASM  
 FORESIGHT  
 FRIEND  
 HEALTH  
 HONESTY  
 INITIATIVE  
 LOYALTY  
 MORALITY  
 OPENMINDEDNESS

PUNCTUALITY  
 SELF CONTROL  
 SENSE OF HUMOR  
 TACT  
 USE OF VOICE  
 PARTICIPATION  
 GOALS  
 VITALITY  
 INTERESTS  
 PROMPT  
 ABILITY  
 WILLING  
 PERSONAL APPEARANCE

Words may be found across, up and down, or diagonally. Some words may be found backwards. As you find the words, circle them on the puzzle and scratch out the words on the list.

**FOODS AND NUTRITION**

Unit Developers: Lloyd Chiro and Nancy Billingsley

Grade: 6

Subject Areas: Health, Social Studies, Language Arts, Math.

Goal: To increase students' awareness of concepts of nutrition and the many workers involved in food services.

Concept 1. There are many careers involved with food services.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to construct a booklet consisting of at least 1 picture of a food service worker and a written report of at least 25 words about the worker. Each student will orally present his report to the class.</p>	<p>1.1 Group discussion: "Who works in the food services?"</p> <p>1.2 Students will view filmstrips about food workers.</p> <p>1.3 Students will construct booklets by collecting pictures and writing reports on one of the following workers:</p> <ul style="list-style-type: none"> <li>a. Waiter/Waitress</li> <li>b. Cashier</li> <li>c. Cook/Chef</li> <li>d. Baker</li> <li>e. Lunchroom Worker</li> <li>f. Dietician</li> <li>g. Stock Boy</li> <li>h. Farmer</li> <li>i. Dairyman</li> <li>j. Truck Driver</li> <li>k. Grocer</li> </ul> <p>1.4 Students will orally present reports to the class.</p>	<p>"Food Industry", "Workers Who Provide Food," Coronet filmstrip.</p> <p>Magazine clippings, newspaper clippings, want ads, encyclopedia, other reference books</p>	<p>Booklet consisting of one picture and a paragraph of 25 words = 20 points</p> <p>Additional points for additional material and quality of report.</p>

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Each student will be able to list at least 6 occupations connected with food services.	2.1 Students will list as many occupations as they can which are connected with food services.	Paper and pencils	6 occupations listed = 2 points each All additional occupations listed = 2 points each

Concept 2. Nutrition and health are closely related.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to orally list at least 5 foods in each of the 4 basic food groups from a poster which each student will construct.	<p>1.1 Students will do research and discuss a balanced diet.</p> <p>1.2 School dietician will address the class.</p> <p>1.3 Students will compose a well-balanced lunch menu selecting foods which classmates will enjoy.</p> <p>1.4 Students will plan a breakfast and dinner menu to be used with the lunch including all necessary nutrients.</p> <p>1.5 Each student will make posters showing the four basic food groups and orally present them to the class.</p>	<p>Health text, other reference books</p> <p>School dietician</p> <p>Health text, recipe books, paper, pencils</p> <p>Health text, recipe books, paper, pencils</p> <p>Poster board, magazines, paste, marking pens</p>	<p>Teacher will observe that all students are participating in activities.</p> <p>5 foods for each of 4 food groups listed orally = 20 points</p> <p>All additional foods listed = 1 point each</p>

Concept 3. All jobs have advantages and disadvantages.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 2 advantages and 2 disadvantages of a job involved in the food services.</p>	<p>1.1 Students will take a field trip to bakery and grocery store and invite several speakers to address the class.</p> <p>1.2 Each student will interview a food service worker to find advantages and disadvantages of the job and present findings to the class.</p> <p>1.3 Students will make a list of as many advantages and disadvantages as they can for a food service job.</p>	<p>Majoria or other supermarket Bunny Bread Bakery Resource speakers</p> <p>Student Interview Form (attached at end of unit)</p> <p>Paper, pencils</p>	<p>Teacher will observe that students are participating in activities.</p> <p>2 advantages and disadvantages listed = 10 points</p> <p>All additional advantages and disadvantages = 5 points each</p>

Concept 4. Every career requires some preparation and skills.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to write and present to class a report listing at least 5 requirements of one food service job.</p>	<p>1.1 Each student will do research on the job he reported on (concept 3: 1.2), and write a paper listing skills, experience, earnings, and educational requirements.</p> <p>1.2 Students will present their reports orally to the class.</p> <p>1.3 Students will dramatize food service workers by role-playing tasks such as:</p> <ul style="list-style-type: none"> <li>a. taking customers' order</li> <li>b. serving food</li> <li>c. writing the check</li> <li>d. adding the bill</li> <li>e. cleaning the table</li> <li>f. preparing simple food</li> <li>g. working in cafeteria</li> </ul>	<p>Results of Interviews Resource books, work briefs</p> <p>Props</p>	<p>Teacher will observe that students are participating in activities.</p> <p>Reports of 35 words including 5 job requirements = 45 points Additional requirements = 7 points each</p>
<p>2. Upon completion of all unit activities, each student will be able to answer 50% of the questions correctly on a teacher-prepared unit test.</p>	<p>2.1 Each student will take a test covering all concepts presented in the unit.</p>	<p>Teacher-prepared test Pencils</p>	<p>50% of answers correct = 50 points Additional points for all correct answers over 50%</p>

## STUDENT INTERVIEW FORM

1. What is your name? \_\_\_\_\_
2. Where do you live? \_\_\_\_\_
3. What type of work do you do? \_\_\_\_\_
4. Who are you employed by? \_\_\_\_\_
5. What skills do you need for this kind of work? \_\_\_\_\_  
\_\_\_\_\_
6. What subjects best prepared you for this job? \_\_\_\_\_  
\_\_\_\_\_
7. Did you go to college? \_\_\_\_\_ Did you go to a trade school? \_\_\_\_\_  
Were you trained on the job for this type of work? \_\_\_\_\_
8. What do you like best about your work? \_\_\_\_\_
9. What are several of the advantages of your work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What are some of the disadvantages of your work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What "good work habits" are important in your type of work? \_\_\_\_\_  
\_\_\_\_\_
12. Minimum salary \_\_\_\_\_
13. Maximum salary \_\_\_\_\_

Signature of Interviewer

Date \_\_\_\_\_

THE PROCESS OF PHOTOSYNTHESIS

Unit Developers: Members of St. Charles Parish Career Education Course.

Grade: 6

Subject-Areas: Science, Social Studies, Language Arts.

Goal: To help pupils understand the process of photosynthesis and that many careers are related to biology.

Concept 1. Photosynthesis is the process whereby green plants produce food materials by utilizing carbon dioxide, water, and sunlight. The process occurs only in the presence of sunlight and chlorophyll.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of activities, each student will be able to accurately diagram the process of photosynthesis.	1.1 Teacher will administer a pre-test to establish knowledge level of students. 1.2 Teacher will discuss terms: photosynthesis, chloroplasts, chlorophyll, etc. 1.3 Students will view filmstrips, films, or slides on parts of plants and photosynthesis. 1.4 Students will list and study the function of the parts of green plants. 1.5 Students will take field trip to collect plant specimens.	Teacher made test on parts of plants and photosynthesis. Student text. Films and filmstrips from library and resource center Student text Field trip to Nature Trail in Paradis	No grade will be given for test. Teacher will determine areas to stress in unit from weak areas on test. Teacher will observe that students are participating in activities.



Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.6 Students will dissect plants in class and make drawings of different parts.</p> <p>1.7 Students will perform an experiment to extract chlorophyll from green leaves.</p> <p>1.8 Students will prepare soil in flats for growing plants.</p> <p>1.9 Students will orally discuss the process of photosynthesis.</p> <p>1.10 Students will diagram the process of photosynthesis and write a description of the process.</p>	<p>Specimens from field trip.</p> <p>Specimens from field trip.</p> <p>Soil and flats.</p> <p>Paper, pencils, marking pens</p>	<p>Teacher will observe that students are participating in activities.</p> <p>Correct diagram = 20 points</p> <p>Additional points may be given for paragraph</p>

Concept 2. In the process of photosynthesis, oxygen is released into the air.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completion of suggested activities, each student will be able to accurately diagram the oxygen cycle in green plants.</p>	<p>1.1 Students will study the oxygen cycle.</p> <p>1.2 Students will do experiment on the production of oxygen.</p> <p>1.3 Students will do experiment showing how oxygen supports burning and life.</p> <p>1.4 Students will plant seeds and observe growth, making diagrams at different stages of development.</p> <p>1.5 Students will make diagrams of the oxygen cycle in green plants.</p>	<p>Text, resource books, filmstrips</p> <p>Mercuric oxide, heat source, text</p> <p>Materials collected in previous experiments.</p> <p>Seeds, prepared flats, paper, pencils</p> <p>Paper, pencils, marking pens, text</p>	<p>Teacher will observe that students are participating in activities.</p> <p>Correct diagram = 20 points.</p>

Concept 3. There is a parallel between the interdependence of living things, or division of labor in green plants, and the interdependence of people, or the specialization of occupations of people.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will participate (in small groups) in building "Career Trees" of careers directly dependent on green plants, including at least 5 careers.</p>	<p>1.1 Students will work in small groups listing careers that are dependent on green plants.</p> <p>1.2 Students will group careers into related career groups.</p> <p>1.3 Teacher will invite several speakers listed to address the class.</p> <p>1.4 Students will work in groups to construct career trees of groups of careers directly dependent on green plants.</p> <p>1.5 Students will place career trees around the room and discuss them with the class.</p> <p>1.6 Students will bring to class products of careers listed on career trees.</p> <p>1.7 Students will show how these products depend on other careers to get to the market.</p> <p>1.8 Students will make a display showing the careers and stages of development through which a given product passes. (Products derived from green plants.)</p>	<p>Books</p> <p>Paper, pencils</p> <p>Resource speakers</p> <p>Wire, pictures, yarn, paper (model career tree in Career Education Resource Guide).</p> <p>Career trees</p> <p>Products</p>	<p>Teacher will observe that students are participating in activities.</p> <p>Career tree with 5 careers = 20 points</p> <p>Each additional career = 4 points each</p>

Concept 3. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>2. Upon completion of unit activities, each student will be able to correctly answer 50% of the questions on a teacher-made test.</p>	<p>2.1 Students will review concepts of unit. 2.2 Students will take test.</p>	<p>Teacher-made test with all concepts covered.</p>	<p>50% of questions correct = 50 points Additional points given for all questions correct</p>

LET'S BUILD A HOUSE

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mamyé Wade, and Danny Waterman.

Grade: 3-6

Subject Areas: Social Studies, Mathematics, Language Arts, Art, Music.

Goal: To develop students' awareness of the many job opportunities in the Construction Careers Cluster.

Concept 1. Many workers are needed to build a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completing suggested activities, each student will be able to list at least 5 construction worker jobs.</p>	<p>1.1 Group discussion: Workers involved in construction careers.</p> <p>1.2 Teacher will present "Construction Careers Cluster." Vocabulary: residential architect commercial architect draftsman industrial architect landscape architect plumber concrete finisher civil engineer electrical engineer brick mason metal worker carpenter manufacturer estimator painter paper hanger contractor foreman, etc.</p>	<p>"Career Concepts and 15 Career Clusters"</p> <p>Blackboard, chalk</p>	<p>Teacher will observe that students are participating in activities.</p>

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.3 Teacher will read to the class appropriate pages in <u>Popeye the Sailor and Construction Careers</u>.</p> <p>1.4 Students will work in small groups to make work briefs on each occupation.</p> <p>1.5 Students will write poems about each occupation.</p> <p>1.6 Teacher will arrange for contractor to address class and answer questions concerning construction careers.</p> <p>1.7 Students will visit construction sites to observe workers and their tools and tasks.</p> <p>1.8 Students will make a list of as many construction workers as they can name.</p> <p>1.9 Students will learn songs: "The Carpenter," "New House."</p>	<p><u>Career Comic Books, King Features</u></p> <p>Research books</p> <p>Paper, pencils</p> <p>Resource speaker.</p> <p>Field trip</p> <p>Paper, pencils</p> <p>"New House" and "The Carpenter" (attached at end of unit).</p>	<p>Teacher will observe that students are participating in activities.</p> <p>5 jobs listed = 2 points each All additional jobs listed = 2 points each</p>

Concept 2. House plans are drawn to scale.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing activities, each student will be able to draw house plans in small groups (for bird house).	1.1 Teacher will arrange for an architect or draftsman to address the class.	Resource speaker	Each house plan = 5 points for each member of the group
	1.2 Students will perform simple tasks of drawing things to scale (measure desk and draw to scale, etc.).	Graph paper, pencils, rulers	
	1.3 Students will work in small groups to draw up house plans for bird houses.	Graph paper, pencils, rulers	

111

Concept 3. Carpenters are essential in the construction of a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will participate in small groups to build a wooden bird house.	1.1 Teacher will arrange for a carpenter to address the class and demonstrate wood-working skills.	Resource speaker	Each student participating in building a bird house will receive 25 points
	1.2 Students will work in small groups building bird houses from plans.	House plans, wood, nails, glue	

Concept 4. Many houses require the skills of a brick mason.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will participate in building a brick planter at school.	1.1 Teacher will arrange for a brick mason to address the class and demonstrate skills needed to construct a brick planter.	Resource speaker	
	1.2 Students will draw up plans for a brick planter.	Graph paper, pencils, rulers	
	1.3 Students will mix together mortar and construct a brick planter.	Mortar mix, bricks, trowel	Each student participating in building the planter will receive 25 points

Concept 5. The skills of a paper hanger, painter, and sheet rock finisher are necessary in building many houses.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. Each student will participate in making a room divider for the classroom.	1.1 Teacher will arrange for guest speakers to address the class and demonstrate the skills necessary for constructing a room divider.	Resource speakers: Sheet rock finisher Paper hanger Painter	
	1.2 Students will draw up a plan for a room divider.	Graph paper, pencils, rulers	
	1.3 Students will construct a room divider by cutting, taping, and finishing sheet rock and applying wall paper to one side and painting the other.	Sheet rock, saw, tape, plaster, wall paper, paste, scissors, roller, paint, brushes	Each student participating in building the room divider will receive 25 points



Concept 6. Electricians are essential in building a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will be able to accurately diagram the flow of electricity from the switch box to the light and back again and also splice two wires together.</p>	<p>1.1 Teacher will arrange for an electrician to address the class and diagram the flow of electricity and demonstrate the splicing of electrical wires.</p> <p>1.2 Students will make diagrams of the flow of electricity from the source to the light bulb and back to the source.</p> <p>1.3 Students will splice electrical wires.</p>	<p>Resource speaker</p> <p>Paper, pencils, marking pens</p> <p>Small pieces of electrical wire</p>	<p>Each diagram = 15 points</p> <p>Each wire spliced correctly = 10 points</p>

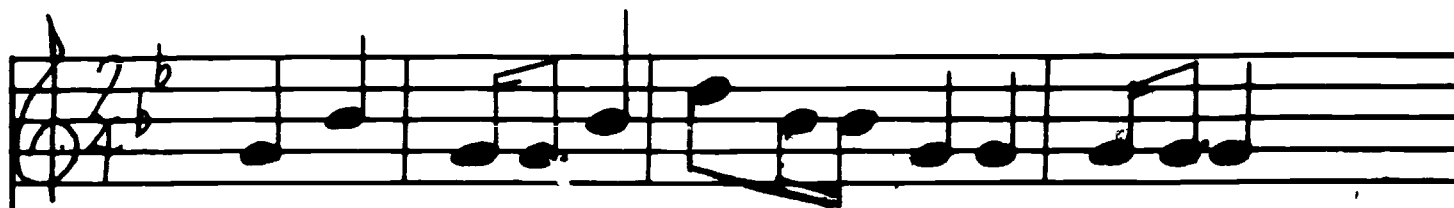
113

Concept 7 Building a house requires the cooperation of all workers involved.

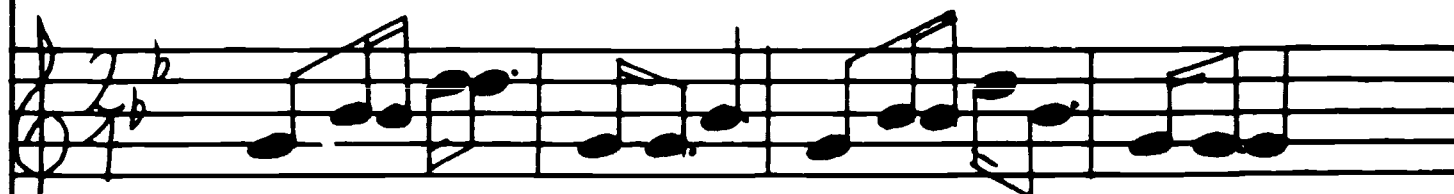
OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will be able to write a paragraph of at least 25 words concerning the cooperation necessary for workers involved in building a house, naming at least 5 workers.</p>	<p>1.1 Teacher may arrange for other construction workers to address the class.</p> <p>1.2 Students will discuss cooperation needed in building a house.</p> <p>1.3 Students will write a paragraph listing as many workers as they can and explaining the necessity of cooperation among these workers.</p>	<p>Resource speaker</p>	<p>Paragraph with 25 words and 5 workers = 50 points</p> <p>Additional points may be given for additional workers and quality of paper.</p>



## NEW HOUSE



New house. Build it up! Who's going to help me? Build it up!



Bring me a hammer. Build it up! Bring me a saw \_\_. Build it up!



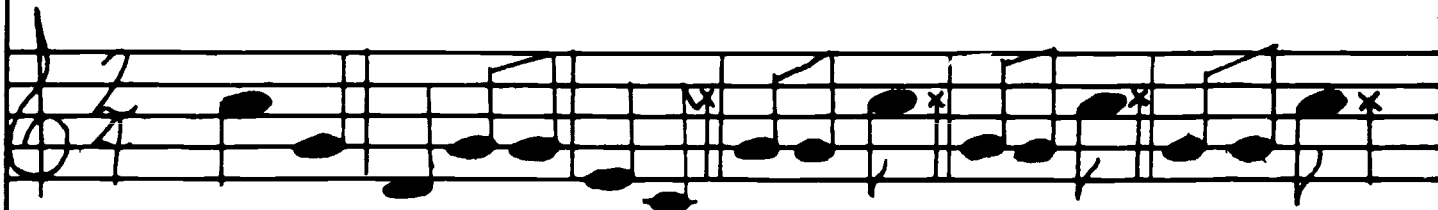
Next thing you bring me, Build it up! Is a carpen-ter man. Build it up!

Substitute other tools and workers to get the house built.

## THE CARPENTER



1. The carpenter is work-ing, saw-ing his lum-ber; I like to watch him  
 2. The ma-son is work-ing, mix-ing his mor-tar; I like to watch him



work-ing, saw-ing his lum-ber. He goes ris, We go ras, He goes ris,  
 work-ing, mix-ing his mor-tar. He goes push, We go woosh, He goes push,



We go ras, Un-til he's cut his lum-ber, Then he will stop.  
 We go woosh, Un-til he's made his plas-ter, Then he will stop.

PEOPLE AND THEIR WORK

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mamyé Wade, and Danny Waterman.

Grade: 1-2

Subject Areas: Social Studies, Language Arts, Art, Music.

Goal: To increase students' awareness of many careers available within our society.

- Concept 1. Individuals are born resources of society.
- Concept 2. Individuals have many kinds of careers.
- Concept 3. Occupations contribute to society's progress.
- Concept 4. Meaningful, rewarding careers are available to every individual.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to orally name the occupations of each of his parents.</p> <p>2. Each student will be able to participate in making a class poster of his parents' occupations.</p>	<p>1.1 Students will find out the names of their parents' occupations and write them on paper.</p> <p>1.2 Students will orally name parents' occupations before the class.</p> <p>1.3 Teacher will list all parents' occupations on the board.</p> <p>2.1 Students will find pictures of their parents' occupations and collectively construct a poster entitled "Our Parents' Occupations."</p>	<p>Paper, pencils</p> <p>Blackboard, chalk</p> <p>Magazine pictures, poster board, marking pens, glue</p>	<p>Teacher will observe that all students can name parents' occupations.</p>



Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>3. After completing suggested activities, each student will be able to distinguish workers who provide services from workers who make things on a 10 question quiz with at least 6 answers correct.</p>	<p>3.1 Students will view filmstrips, "Workers Who Make Things" and "Workers Who Provide Services"</p> <p>3.2 Students will take a 10 question teacher-made quiz with the names of occupations and a short description of each from the filmstrips viewed.</p>	<p>"Worker Series" filmstrips, Coronet.</p>	<p>6 correct answers = 10 points each</p> <p>Additional correct answers = 10 points each</p>
<p>4. After completing suggested activities, each student will be able to list at least 6 occupations on paper.</p>	<p>4.1 Each student will read one "I Want To Be" book and report about the occupation to the class.</p> <p>4.2 Each student will bring books about occupations from home; the teacher will read or discuss materials which students bring.</p>	<p>"I Want To Be", Carla Greene</p> <p>Books from home</p>	<p>Teacher will observe that students are participating in activities.</p>
<p>5. Each student will be able to ask at least 1 occupational question of a guest speaker.</p>	<p>4.3 Each student is to make a list of as many occupations as he can name.</p> <p>5.1 Teacher will arrange for several guest speakers to address the class.</p> <p>5.2 Each student will prepare 3 questions to ask speakers about their job.</p> <p>5.3 Students will ask questions of speakers during their visits.</p>	<p>Paper, pencils</p> <p>Resource speakers</p>	<p>6 occupations listed = 5 points each</p>
			<p>Teacher will observe that each student asks at least one question of speakers.</p>

Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>6. After going on at least one field trip, each student will be able to orally discuss at least one observation noted about a worker at the work site.</p>	<p>6.1 Teacher will arrange for one or two field trips so that students can observe workers at their jobs.</p> <p>6.2 Students are to make observations of workers' tools, dress, atmosphere, etc., and orally report observations to the class.</p>	<p>Field trips</p> <p>Field trip, paper, pencils</p>	<p>1 observation = 10 points Each additional observation = 10 points each</p>
<p>7. After completing suggested activities, each student will be able to construct a booklet on workers, with pictures of workers, job titles for each worker, and a paragraph of 25 words or more on one worker. (Grade 1-oral paragraph)</p>	<p>7.1 Students will collect pictures of workers, and write the name of the occupation for each.</p> <p>7.2 Each student will choose one occupation and do research on it.</p> <p>7.3 Each student will write a paragraph on the worker.</p> <p>7.4 Each student will construct booklets of above materials.</p> <p>7.5 Students will discuss and display booklets.</p>	<p>Magazines, newspapers, coloring books</p> <p>Library books and books from home</p> <p>Paper, pencils</p> <p>Materials above.</p>	<p>Each booklet with paragraphs of 25 words = 25 points</p> <p>Additional points given for number of occupational pictures</p>

Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>8. Each student will design and make a paper bag puppet of the worker about whom they reported.</p>	<p>8.1 Students are to design and make paper bag puppets of workers about whom they reported.</p>	<p>Paper bags, yarn, fabric, construction paper, glue</p>	<p>Each puppet = 10 points Additional points given for creativity.</p>
<p>9. After completing suggested activities, each student will participate in a worker play.</p>	<p>9.1 Students will dress like workers using uniforms and tools of their trade. 9.2 Students will dramatize the job and its function. 9.3 Students will show puppets.</p>	<p>Clothing from home and tools Sample play at end of unit.</p>	<p>Participation in play = 50 points Additional points may be given for excellence of performance</p>
<p>10. After completing unit activities, each student will be able to orally list at least 10 occupations.</p>	<p>9.4 Dramatizations will be tape-recorded. 9.5 Photographs will be taken of each student in roles. 9.6 Students will sing "Worker Song." 9.7 Photographs will be placed on bulletin board and in newspaper. 9.8 Students will perform play for another class. 10.1 Students will list as many occupations as they can; teacher will record occupations.</p>	<p>Puppets Tape recorder Camera, film "Worker Song" at end of unit Paper, pencils</p>	<p>10 occupations = 2 points each All additional occupations = 2 points each</p>

## WORKER PLAY

The characters are:

Dentist, mailman, policeman, nurse, milkman, doctor, and teacher

DOCTOR:

I am a doctor. My job is to help make sick people well. Let's take a visit to my office. Open your mouth and say "ah." Sit up straight. I am going to listen to your heart. Take a deep breath, let out, deep breath, let out. You have a virus. Take this prescription to your druggist. Take the white tablet 3 times a day. Come back and see me in one week if you are not feeling better.

I enjoy my job helping others.

DENTIST:

I am the dentist. If you were to visit my office, you might hear me saying:

Step up in the chair. Lay your head down. Open your mouth wide. I am going to check your teeth. I am brushing your teeth with strawberry toothpaste. This tooth looks like it will have to come out. Don't worry, it will be over in a little while. You have been a good little boy, so here is a ring for you.

I enjoy my job helping boys and girls, moms and dads, grandmothers and grandfathers keep a bright healthy smile.

NURSE:

I am the doctor's helper. You might hear me say:

O.K. Johnny, get on the scale. You weigh 60 lbs. Now lie down on the table. Put this under your tongue. Roll up your sleeve. It won't hurt. Now then, it is all over. The doctor will be here in just a minute. Can you guess who I am? You are right. I am a nurse.

MAILMAN:

(Whistle) (Sing a little song.) Good morning, Mrs. Brown, Here is a letter for you.. (Whistle) (Sing a little song.) (Knock on the door.) Hello. Here's a package for you. I carry packages and letters to all people. Sometimes I get bitten by a dog, but that doesn't stop me. I keep on smiling while I de'iver the mail.



**POLICEMAN:**

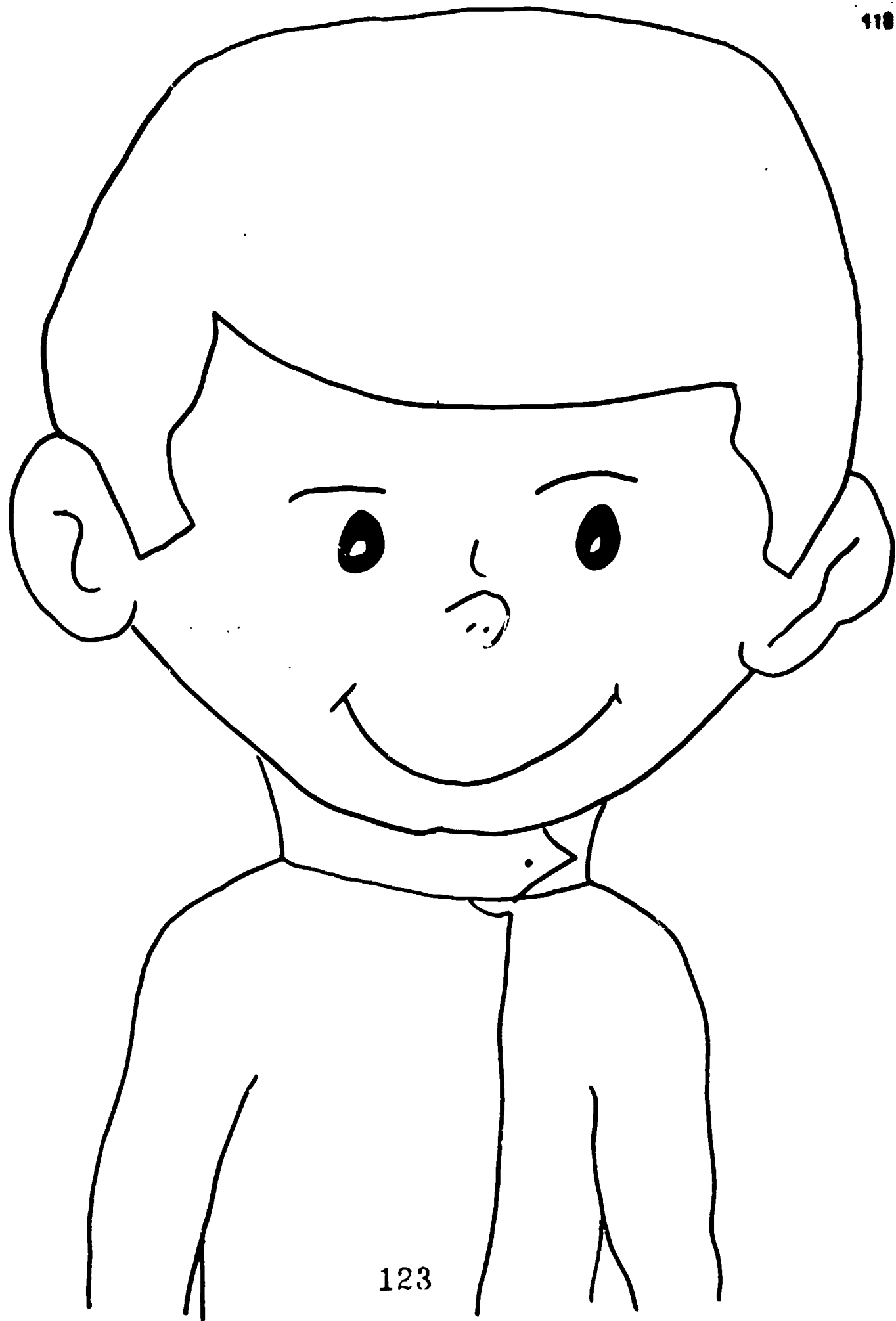
I am a policeman. I help make the city a safe place in which to live. If you travel with me and my squad, you might hear this: Stop! (hold up hand) Come on. (wave hand) O.K. lady, let's see your driver's license. You were traveling 50 miles per hour and the speed limit is 40. I'll have to give you a ticket. I really am your friend.

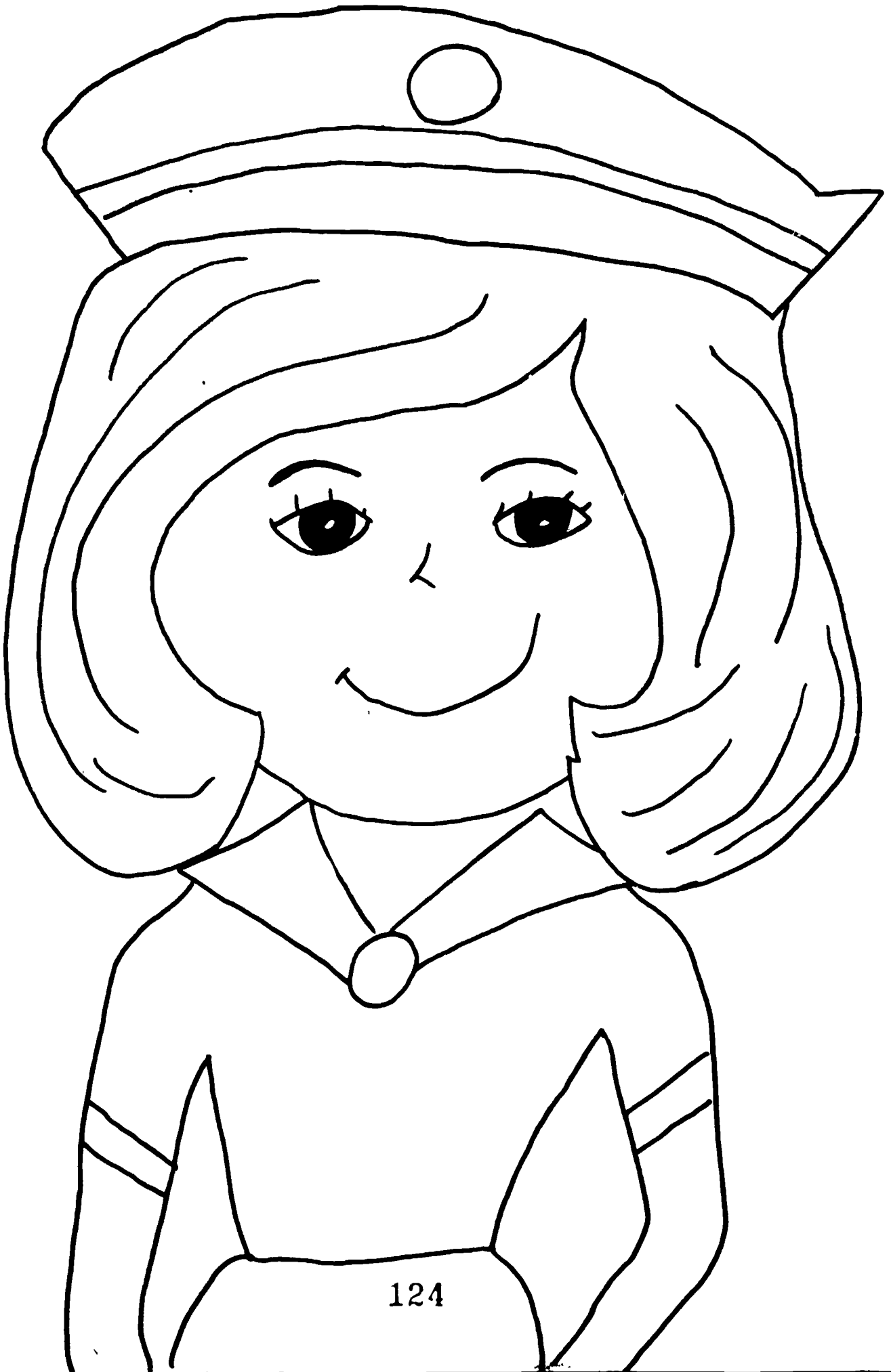
**TEACHER:**

Good morning boys and girls. Let's get ready for language arts. What! You don't have a pencil? How can you do your work without a pencil? Billy, read page one. Very good, Billy. I am so proud of you.

I am a teacher. I taught the doctor, the nurse, the mailman, the policeman, and the dentist. Wouldn't you like to be a teacher like me?



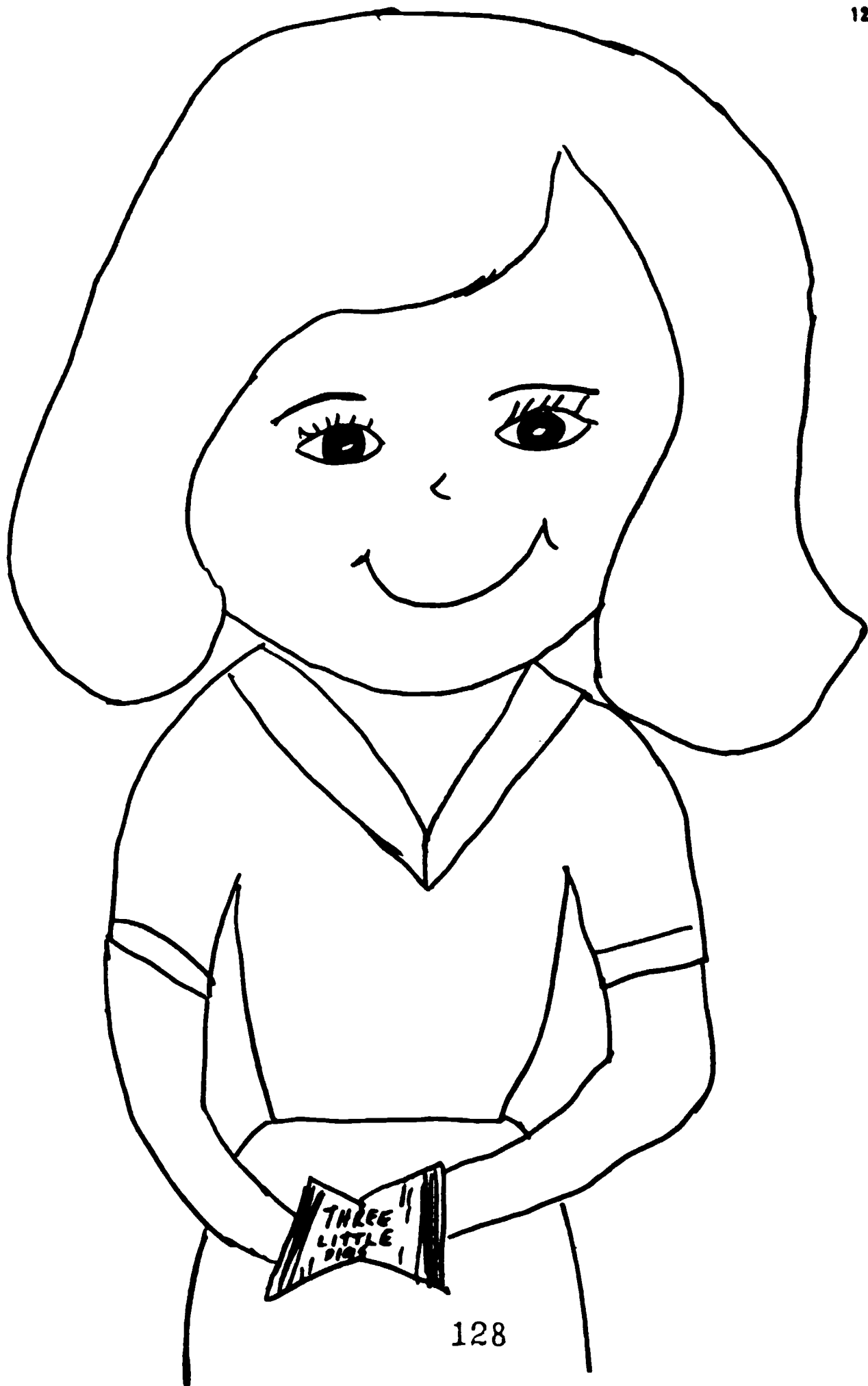






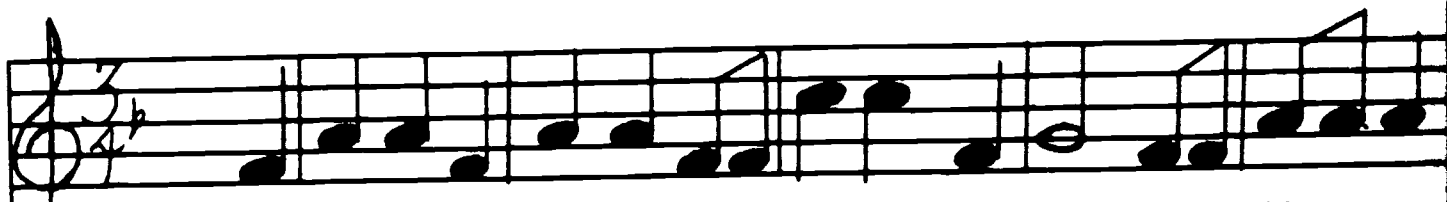








# IF I WERE



If I were a tea-cher and a tea-cher were I, I'd go this-a-way,  
 If I were a doc-tor and a doc-tor were I, I'd go this-a-way,  
 If I were a den-tist and a den-tist were I, I'd go this-a-way,



And-a that-a-way, And-a this-a-way would I.  
 And-a that-a-way, And-a this-a-way would I.  
 And-a that-a-way, And-a this-a-way would I.

DENTAL HEALTH WORKERS AND THE LAW

Unit Developer: Nancy Billingsley.

Grade: 3-4

Subject Areas: Health, Language Arts, Social Studies, Art.

Goal: To increase the students' awareness of dental health concepts and dental health and legal careers.

Concept 1. Dental health workers have various jobs and contribute to society.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 2 dental health workers.</p>	<p>1.1 Teacher will present the Health Career Cluster to the class and introduce dental health occupations.</p> <p>1.2 Teacher will write vocabulary words on the board:                      dental laboratory technician                      dentist                      laboratory technician                      dental hygienist</p> <p>1.3 Teacher will read to the class pp. 13-15 in <u>Pop-eye the Sailor and Health Careers.</u></p> <p>1.4 Students will work in groups to write work briefs for each occupation; teacher will make copies of briefs for each class member.</p>	<p>"Career Concepts and 15 Career Clusters"</p> <p>Blackboard, chalk</p> <p><u>Popeye Comic Books: Health Careers, King Features</u></p> <p>Paper, pencils (sample brief appears at end of unit)</p>	<p>Teacher will observe that students are participating in activities.</p>



Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.5 Teacher will arrange for field trip to local dentist's office.</p>	Field trip	Teacher will observe that students are participating in activities.
	<p>1.6 Teacher will arrange for as many dental health workers as possible to address the class.</p>	Resource speakers	
	<p>1.7 Each student will prepare two questions to ask a speaker during his visit.</p>	Paper, pencils	2 workers listed = 2 points each
	<p>1.8 Students will list as many dental health workers as possible and write a job description for each.</p>		Each additional dental worker listed = 2 points each

Concept 2. Courts and corrections workers contribute to society.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 2 courts and corrections workers.</p>	<p>1.1 Teacher will present the Public Service Cluster of occupations and introduce courts and corrections workers.</p>	"Career Concepts and 15 Career Clusters"	Teacher will observe that students are participating in activities.

## Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1:2 Teacher will put vocabulary words on the board and list occupations for each:            judicial service workers            legal service workers            court service workers</p> <p>1:3 Teacher will read appropriate pages in <u>Popeye the Sailor</u> and <u>Public Service Careers</u> to the class.</p> <p>1:4 Students will work in small groups to make work briefs for each occupation; the teacher will make copies of each brief for each class member.</p> <p>1:5 Students will do selected activities in <u>Cities</u>, Unit 9, "The Problem of Crime."</p> <p>1:6 Teacher will arrange for field trip to court house.</p> <p>1:7 Teacher will arrange for as many courts and corrections workers as possible to address the class.</p>	<p>Blackboard, chalk</p> <p><u>Popeye Comic Books</u>, <u>Public Service Careers</u>, <u>King Features</u></p> <p>Paper, pencils, reference books</p> <p><u>Cities</u>, SRA</p> <p>Field trip to court house</p> <p>Resource speakers</p>	

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.8 Each student will prepare 2 questions to ask a speaker during his visit.</p> <p>1.9 Each student will list as many courts and corrections workers as he can.</p>	Paper, pencils	<p>2 workers listed = 2 points each</p> <p>All additional workers listed = 2 points each</p>

Concept 3. Careers are interrelated.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. All students will participate in the play, "The Toothache Mystery."</p>	<p>1.1 Students will choose for parts in the play.</p> <p>1.2 Students will practice parts.</p> <p>1.3 Students will design costumes and collect props for the play.</p> <p>1.4 Teacher will videotape the play; students will discuss improvements needed after viewing the videotape.</p> <p>1.5 Students will design programs for the play; teacher will make copies.</p> <p>1.6 Students will present play to other classes.</p> <p>1.7 Students will present play to parents.</p>	<p>"The Toothache Mystery" (attached to end of unit)</p> <p>Old clothes, paper bags, paint, props</p>	<p>Participation in play = 25 points</p> <p>Additional points may be given for excellence of performance.</p>

OCCUPATION Dentist



Prepared by:

SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_

STUDENT \_\_\_\_\_

(Thomas L. Miller, Career Awareness, Motivation - A Handbook for Implementation in the Elementary School. Baton Rouge: East Baton Rouge Parish School System, 1973. p. 35.)

CLUSTER HealthOCCUPATION Dentist

Dentist check teeth and gums. They clean teeth and take x-rays. Dentists fill cavities. Dentists can pull teeth. They can make artificial teeth. Dentists can also straighten crooked teeth. Dentists can also clean teeth. A dentist works in his office. He has a special chair with many instruments at his fingertips. He usually wears a white lab coat when he is working. A dentist can teach and do research also. Both boys and girls can be dentists.



To do this work you should like to:

Work with your hands

Be patient

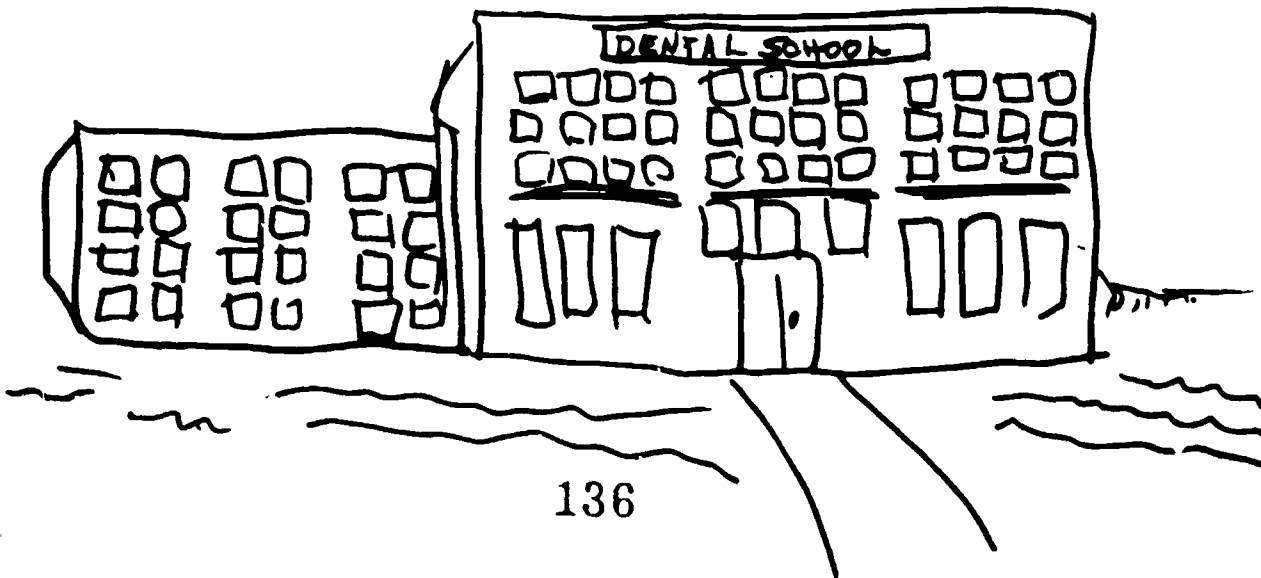


A dentist must be able to:

Be on his feet for long periods of time

Do delicate work with his hands

Go to dental college after high school



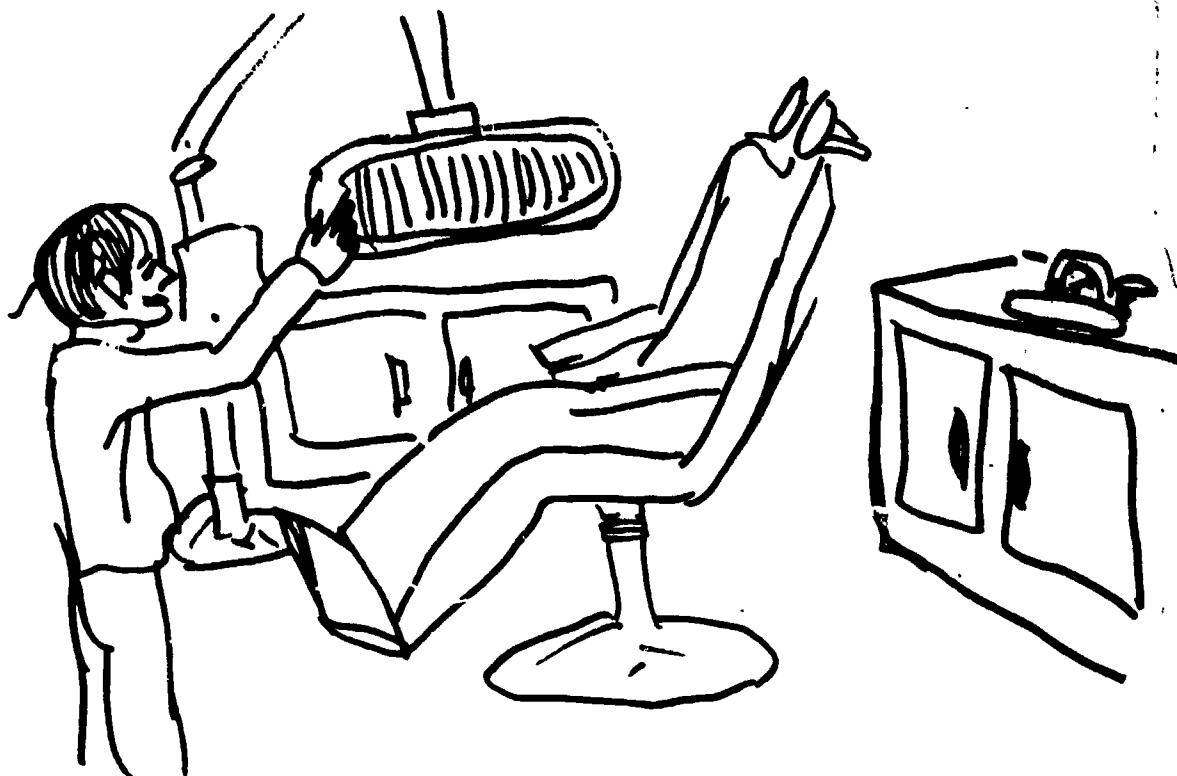


How can you learn more about this job?

Talk to a dentist

Read books and magazines in your library

Visit a dentists' office or a dental laboratory



What can you do now, if you want to find out if you might like to be a dentist?

Learn about the foods that are necessary to build good strong teeth

Learn and use the correct way to brush your teeth

Work with your hands



# THE TOOTHACHE MYSTERY

THE TRIAL OF THE  
DENTAL HEALTH SIX

A One-Act Play  
To Be Performed By Pupils\*  
As A Part Of  
Dental Health Education

### ABOUT THE PLAY

This dental health play was developed in response to suggestions from third grade teachers and dental health professionals who indicated that such an activity would be 1) fun and educational for pupils and 2) one of the best ways to expose parents to the dental health program of the school.

The play is one of a number of educational aids made available to selected schools by the Crest Professional Services Division of The Procter & Gamble Company. The broad objective of the program is to provide aids to teachers which will enable them to help children build good dental health habits which will last a lifetime.

Two third grade teachers who are members of the Advisory Council to the Crest School Program gave invaluable help in developing and trying out the play with their classes. They are Mrs. Jacqueline Bryant of the May Howard School in Savannah, Georgia and Miss Bonnie Karns of the Jennie E. Smith School in Newark, Delaware. We are indebted to these two teachers, to their pupils and to the dental hygienists in these schools. The experiences and recommendations resulting from the "trial runs" are reflected in the script itself as well as in the suggestions for putting on the play.

#### OBJECTIVES FOR PARTICIPATING PUPILS

- . Increased understanding of the interlocking factors which play a part in good dental health (toothbrushing, fluorides, dental checkups, diet)
- . Greater willingness to accept personal responsibility for the daily care of one's teeth
- . increased understanding of the long-range benefits of practicing good dental habits as children
- . Recognition of the vital importance of dental checkups; viewing the dentist as a friend and helper

PLUS ... Aside from the dental health education objectives, pupils gain skills involved in memorizing lines and speaking clearly, develop more poise and grace in movement and, in general, gain from the exercise in self-expression and cooperation in a team effort.

#### DESIRABLE OUTCOMES FOR AUDIENCE

- . For parents who view the play, a renewed personal commitment to fulfill their essential role in encouraging better dental health practices among their children and in checking up on their own dental health habits
- . For anyone in the audience, a review and personal application of today's basic dental health philosophy -- which has implications for all who wish to keep their teeth for a lifetime

### PRODUCTION HINTS

. Complete scripts could be handled (on stage) by the Judge and the two Attorneys if this seems desirable, since these characters would normally have "papers" and folders with them in court. Also, the Judge might serve as a "prompter" to other characters, if needed.

. Either an auditorium (with a stage) or a large classroom may be used to present the play. The play has been produced successfully in both situations. Where a classroom was converted, a screen was set up for pupils to stand behind until time for their appearance.

. Pupils will need practice in projecting their voices and in pausing for laughter where appropriate. One of the teachers found it helpful to use a tape recorder for rehearsals, so pupils could listen to and evaluate their performances. A person skilled in dramatics might be invited to come and give special hints to the children.

### "BEFORE" AND "AFTER" TIPS

. BEFORE the play is presented, it would be helpful to have a few words of welcome and explanation by a moderator (teacher, school nurse, dental hygienist, or pupil). The moderator should explain that the play represents a culmination of a Dental Health Program and review of the activities of the pupils. If the play is presented during National Children's Dental Health Week, this event (and its purpose) should be commented upon as well.

. AFTER the play, it would be useful to have a dental health expert (dentist, dental hygienist, or nurse) on hand to review the key aspects of dental health and the responsibility each person must assume if he or she wishes to have healthy teeth for a lifetime. If there is a parent audience, it would be well to stress their important role in the dental health of children. They might be invited to ask questions of the expert. The end of the play might be a good time to distribute copies of the parent letter/pupil quiz which was designed to promote parent-pupil interaction.

**CHARACTERS**

- Clerk of the Court
- Judge Wisdom
- Terry Teen-Ager
- Pete Good, the People's Protector
- Jerry Jason, Attorney for Terry Teen-Ager
- Prisoners (The Dental Health Six)
- Dr. Salle, a Dentist
- Miss Kindly, a School Nurse
- Mrs. Worker, Terry's Mother
- Tommy Toothpaste
- Bobby Toothbrush
- Candy Sweet

**Jurors**

(Use all pupils not assigned to another part)



**JUDGE**

Should wear a black (or colored) robe with flowing sleeves; might be borrowed from local clergy or choir member; or a graduation gown could be used.



**PETE GOOD**

Could wear an adult jacket and tie (not essential); adultsize glasses (frames only)



**DENTIST**

Should wear a dental coat (sleeves can be rolled up) or a man's shirt turned backward



**SCHOOL NURSE**

Should wear a white uniform (can be too large) and a nurse's cap



**MOTHER**

Should wear a mature-looking dress below knees (can be too large); hat; big purse; wig, if desired



JERRY JASON

Could wear an adult jacket and tie (not essential); adult-size glasses (frames only)



TERRY TEEN-AGER

Should wear a wig done in a mature style; a midi- or maxi-skirt should be worn over her own shorter skirt or dress (the long skirt and wig to be removed at the end of the play to transform her from a teen-ager back to a third grader)



TOMMY TOOTHPASTE

Costume could be made from an old pillowcase-with holes cut for arms and neck, slit in center back part way and tied with string-and large tooth paste tube drawn on front or tube could be cut from cardboard and pinned on (Note: could also use an old sheet or muslin cut to pillowcase size)



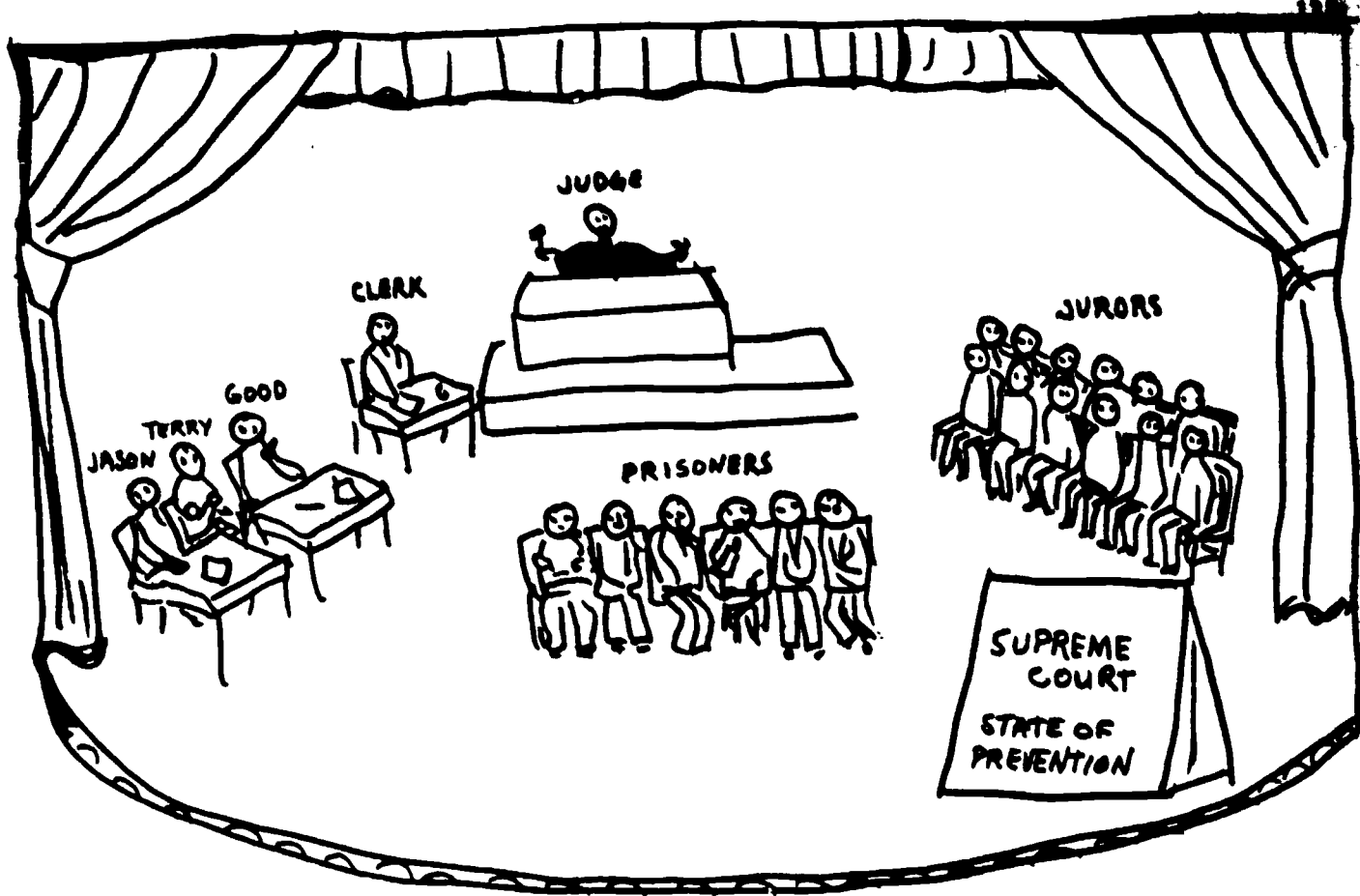
BOBBY TOOTHBRUSH

Costume could be made in same manner as the one described for Tommy Toothpaste, with a sketch of toothbrush substituted for the toothpaste



CANDY SWEET

Costume could be made in same manner as the one described for Tommy Toothpaste, with sketches of various kinds of sweet foods substituted for the toothpaste



**THE SCENE: A COURTROOM**

- . A desk and chair for the Judge are arranged in the center back of stage (on a raised platform if possible)
- . Chairs for the jury are arranged to the right of the Judge (slanted so jury members can look at the Judge or the audience)
- . Chairs for the six prisoners are arranged partially in front of Judge's desk (but not to obscure him); or use low stools or nursery school chairs if desk can't be raised.
- . Chair or high stool for Clerk of Court is to the left of the Judge
- . Chairs (3) and small tables (2) for Pete Good, Jerry Jason, and Terry Teen-Ager are at front extreme left of stage

**REQUIRED PROPS:**

1. Sign for courtroom:
2. Gavel for Judge
3. Pencil for Clerk
4. "A Healthy Tooth" poster  
(mounted on cardboard for easier handling)
5. Dental floss
6. Over-size illustration of ADA seal (which appears  
on toothpaste) (mounted on cardboard for easier handling)
7. Yarn or ribbon in a bright color (to connect prisoners)

SUPREME COURT STATE OF PREVENTION
--------------------------------------

**OPTIONAL PROPS:**

(For use in courtroom)

1. State and United States flags
2. Pictures (drawn by pupils) of U.S. Presidents
3. Sign: "Silence - Court in Session"
4. Sign for jury section: "Jury"
5. Sign: "On Trial Today: The Dental Health Six"
6. Any other "decorations" pupils think would be appropriate for a courtroom



## THE TOOTHACHE MYSTERY

### The Trial of the Dental Health Six

When the curtain opens, the Clerk, Jury, Pete Good, Jerry Jason and Terry Teen-Ager are in their places. The Judge enters and everyone rises. The Judge strikes the desk with his gavel.

**JUDGE:** I declare the Supreme Court of the State of Prevention now in session. (He sits down and the others follow suit; Judge turns and speaks to Clerk) Has the jury been sworn in?

**CLERK:** Yes, your Honor.

**JUDGE:** What is the first case?

**CLERK:** (Stands and reads in a loud, clear voice from a sheet of paper, pronouncing each word distinctly) Terry Teen-Ager ... versus ... the ... Dental Health Six. (Clerk sits down)

**JUDGE:** Who represents Terry Teen-Ager?

**JASON:** (Stands up) I do, your Honor.

**JUDGE:** Please state the charges.

**JASON:** My client charges that the Dental Health Six let her get a terrible toothache. (Jason sits down)

**JUDGE:** Who represents the Dental Health Six?

**GOOD:** (Stands up) I do, your Honor. (Good sits down)

**JUDGE:** Clerk, bring in the prisoners.

(Clerk leaves the stage and returns leading six prisoners; a bright yarn or ribbon loosely connects the prisoners at their wrists, in such a way as to be clearly visible to the audience; they stand in front of the six chairs)

CLERK: (Speaking to prisoners) Do you swear to tell the truth, the whole truth and nothing but the truth?

PRISONERS: (All speaking together) Yes sir!

CLERK: You may be seated. (Prisoners sit down; Clerk returns to his seat)

JUDGE: (Speaking to Jury) In this court, the Jury is permitted to ask questions of the prisoners. (Turns to Jason) Present your case, Mr. Jason.

JASON: (Gets up and walks over and stands in front of the Judge; looks toward Jury and audience) Your Honor, my client got a very bad toothache and, in the State of Prevention, that is against the law. She should have been protected. We charge that the prisoners conspired to let this bad thing happen to her.

GOOD: (Gets up from table) I object, your Honor.

JUDGE: On what grounds, Mr. Good?

GOOD: On the grounds that there has been no proof of a toothache.

JASON: I am coming to that, your Honor.

JUDGE: Objection overruled. Proceed, Mr. Jason.

JASON: (Looks toward Nurse) Miss Kindly, what do you do for a living?

NURSE: I am a School Nurse.

JASON: Will you tell the court what happened in your office at ten o'clock last Monday morning.

NURSE: Terry Teen-Ager came in crying. Her jaw was swollen. She said she had a bad toothache.

JASON: And what did you do?

NURSE: I told her to sit down and I looked in her mouth.

JASON: And what did you see?

NURSE: I saw a hole in her tooth, a cavity. And her gums were very red. I think they had been bleeding.

GOOD: (Jumps up and shouts) Objection, your Honor. The Nurse is just guessing. She doesn't know there was bleeding.

JUDGE: Objection sustained. (Looks toward Jury) You have a question for the Nurse?

JUROR: Yes, your Honor. I would like to ask the Nurse if she is supposed to help keep Terry and other school kids from getting toothaches.

NURSE: Yes, I am. And I did try.

JUROR: Would you tell us what you did.

NURSE: When Terry was in the third grade, I went to her class and the teacher and I showed her how to brush her teeth the right way.

JUROR: Is that all you did?

NURSE: No, I told her and the other pupils that they should do to the dentist at least two times a year, so he can check their teeth.

JUROR: Did Terry go to the dentist twice a year as you told her to?

NURSE: I don't think so.

GOOD: (Jumping up and shouting) Objection, your Honor. The Nurse is guessing again.

JUDGE: Objection sustained. Miss Kindly, please just say what you know. Not what you think.

NURSE: Sorry, your Honor.

JUROR: Did you tell Terry anything else besides about brushing her teeth and going to the dentist?

NURSE: Yes. I told her she was eating too much candy and sweet foods between meals.

JUROR: Did you tell her what to eat for snacks instead of sweets?

NURSE: Yes. I told her it would be better to eat an apple, or cheese and crackers or pretzels or something not sweet.

JUROR: Did she follow your advice?

NURSE: I don't know. I couldn't follow her around and watch her.

JASON: Now, I would like to turn to the next prisoner. Dr. Smile, what is your work?

DENTIST: I am a dentist.

148

JASON: And when did you last see Terry Teen-Ager?

DENTIST: Last Monday when she had the toothache.

JUROR: I would like to ask the dentist if he is supposed to help keep kids from getting toothaches?

DENTIST: Yes, I am.

JASON: Then you have failed at your job. You are guilty, aren't you?

GOOD: (Jumps up and shouts) Objection, your Honor.

JUDGE: On what grounds do you object?

GOOD: The dentist is being convicted without telling his side of the story.

JUDGE: Objection sustained. Dr. Smile, tell us why Terry got a toothache.

DENTIST: Your Honor, a dentist cannot prevent a toothache or any kind of dental health trouble if a person does not come in for a checkup.

JUROR: How often does a person need to have a checkup?

DENTIST: At least six months, like Miss Kindly said.

JUROR: Why so often?

DENTIST: One reason I check up is to see if there is a tiny cavity. Then I could do something to stop it from getting big and painful like the one Terry has.

JUROR: When was the last time Terry came for a checkup?

DENTIST: Three years ago.

JUROR: Is that all you do -- see if the person has a cavity?

DENTIST: No, I do other things besides that. If they are young, I put fluoride on their teeth.

JUROR: Why do you do that?

DENTIST: (Turns to Judge) Your honor, may I ask my lawyer to bring something which will help me answer that question?

JUDGE: Yes, you may.

(Good brings the Dentist the "Healthy Tooth" poster)

- DENTIST: (Holds the poster so Jury and audience can see it; he points to the enamel section of the tooth) You see this part of the tooth? Fluoride helps make it stronger and that helps prevent cavities.
- JUDGE: Thank you, Dr. Smile. Give the chart to the Clerk and he will mark it Exhibit A. (Clerk takes chart, marks an "A" on the back and lays it on the Judge's desk)
- JUROR: Did you put fluoride on Terry's teeth?
- DENTIST: Not for the last three years. I couldn't because she didn't come to see me.
- JUROR: Is that all you do for children's teeth -- just check for cavities and put fluoride on them?
- DENTIST: Oh no. I clean off the hard material that can form on their teeth -- if they do not clean their teeth thoroughly and regularly.
- JUROR: Why do you do that?
- DENTIST: Because if I don't, it makes their gums get sore and bleed and some day they might get bad dental disease.
- JUROR: But couldn't a person get rid of it himself by brushing his teeth?
- DENTIST: No, it is very stubborn. It won't all come off with a toothbrush. I have special instruments.
- JUROR: Do you do anything else for children?
- DENTIST: Yes. I check to see if their teeth are growing in right. (Pulls dental floss from his pocket and holds it up, pulling some of the floss from the container) Also, as children get older, I show them how to use dental floss.
- JUROR: Why do you do that?
- DENTIST: Because together, brushing and flossing help them keep their teeth clean.
- JUDGE: Clerk, please take the floss and mark it Exhibit B.  
(Clerk takes floss, marks it and puts it on Judge's desk)
- JASON: Your Honor, I would like to move on to the next prisoner, Mrs. Worker, the mother of Terry Teen-Ager.
- MOTHER: (Looks around at Judge) I am innocent, your Honor.
- JASON: How can you say you are innocent when you let your daughter get a toothache?

MOTHER: I work very hard. I am very busy. I have other children to look after who are younger than Terry.

JASON: But couldn't you make Terry brush her teeth?

GOOD: (Jumps up and shouts) Objection, your Honor. A teen-ager should not have to be told by her mother to brush her teeth.

JUDGE: I agree.

GOOD: And your Honor, I believe a teen-ager is old enough to remind her mother when it is time for a dental checkup.

JASON: But what about her eating habits? She's guilty about that!

GOOD: Objection, your Honor. Nobody can control how a teen-ager eats these days. I don't care how hard you try!

JUDGE: I agree again, Mr. Good. Proceed with the other prisoners, Mr. Jason.

JASON: Candy, did you help Terry get the cavity that caused her toothache?

CANDY: Can I help it if I'm so sweet nobody can leave me alone?

JASON: So you admit you are guilty?

GOOD: (Jumps up and shouts) I object, your Honor. Mr. Jason is trying to make Candy guilty without hearing her side of the story.

JUDGE: Objection sustained. Let's hear your story, Candy.

CANDY: Well, if Terry would leave me alone except at mealtime, I wouldn't be around as often to do her harm.

JUROR: Why do you say that?

CANDY: (Looks up at Judge) Could I borrow Exhibit A, your Honor?

JUDGE: Yes, you may.

(Clerk hands Candy the chart; she points to the section on tooth decay)

CANDY: Here you see the acid at work causing tooth decay.

JUROR: Where does the acid come from?

CANDY: Acid is made from bacteria and sugar.

JUROR: Where do the bacteria come from?

CANDY: Bacteria are in the mouth all the time.

JUROR: Are bacteria bad?

CANDY: No. Bacteria only cause trouble when sugar is present. They go to work and make acids.

JUROR: Does that mean that if Terry nibbles on candy or sweet foods all day, acid is at work all day?

CANDY: That's right. It's busy making cavities ... and they get bigger ... and bigger ... and bigger.

JASON: You know, I'd like to question another prisoner.

JUDGE: Proceed, Mr. Jason.

JASON: Bobby Toothbrush, what is your job in dental health?

TOOTH-BRUSH: I help get teeth clean.

JASON: And did you do your job with Terry?

TOOTH-BRUSH: I did when she gave me a chance. But lately she didn't give me a chance.

JUROR: Please explain that.

TOOTH-BRUSH: She would go for days without ever putting me in her mouth.

JUROR: But when she did put you in her mouth, did you do your job?

TOOTH-BRUSH: No, because she wouldn't use me in the way the Nurse and teacher told her to when she was in the third grade.

JASON: And what about you, Tommy Toothpaste? What is your job in dental health?

TOOTH-PASTE: I have two jobs.

JASON: Would you tell us what those two jobs are?

TOOTH-PASTE: First, I am supposed to help Bobby Toothbrush do his job. You know, cleaning teeth.

JASON: And what is the second job?

TOOTH-PASTE: If Terry and other kids choose a toothpaste with fluoride, we help prevent cavities.

JUROR: How can a person know which is the right kind? There is a lot of toothpaste in the stores.

TOOTH-PASTE: (Looks at Judge) Your Honor, may I ask my lawyer to bring something?

JUDGE: Yes, of course.

(Good brings Toothpaste an enlarged illustration of the American Dental Association seal)

TOOTH-PASTE: (Holding up seal) It is very easy to choose the right toothpaste. Just look for this seal on the tube. It's from the American Dental Association.

JUDGE: Clerk, please mark the seal Exhibit C. (Clerk takes seal, marks "C" on back and puts it on Judge's desk)

JASON: So, Tommy Toothpaste, you haven't been doing either of your jobs on Terry, have you? Not cleaning. Not protecting.

TOOTH-PASTE: Well, I don't see how I can do my work if a person doesn't put me in her mouth.

JASON: I see. (He looks at the Judge) Your Honor, that is all of my case. (He walks back to table and sits down)

JUDGE: (Looks at Jury) Members of the Jury, you have heard the evidence. How do you find the prisoners?

JURY: (All speaking together in a loud voice) NOT GUILTY!

JUDGE: I would like to thank the Jury. (He looks at Terry Teen-ager) Terry, please come here. (Terry walks over to Judge) You have heard what the Jury said?

TERRY: Yes, your Honor.

JUDGE: They seem to think the six prisoners are not the cause of your toothache. Do you agree?

TERRY: I guess so, your Honor.

JUDGE: Who do you think is the cause?

TERRY: I guess I am.

JUDGE: Why did you let yourself get a toothache?

TERRY: I guess I forgot to brush my teeth and go to the dentist and do the other things I learned in the third grade.



- JUDGE: Then you don't blame the Dental Health Six anymore?
- TERRY: No sir. It was really my fault.
- JUDGE: All right. First, I want you to go and free the prisoners. (Terry goes over and removes the yarn which connects the prisoners and puts it on the Judge's desk)
- TERRY: Here it is, your Honor.
- JUDGE: Thank you. How old are you, Terry?
- TERRY: Eighteen, your Honor.
- JUDGE: I am going to give you a 10-year suspended sentence. Do you know what a suspended sentence is?
- TERRY: No, your Honor.
- JUDGE: It means I am going to take 10 years away from your life.
- TERRY: I don't understand what you mean.
- JUDGE: When you leave this court you will be eight years old again.
- TERRY: Oh no!
- JUDGE: Yes. You will have a second chance to follow the dental health rules you learned in the third grade. Do you understand now?
- TERRY: Yes, your Honor.
- JUDGE: Clerk, carry out the sentence.  
(Clerk comes to Terry; pulls off her wig and unfastens the long skirt she was wearing over her dress. She faces the audience)
- GOOD: (Cups his hands around his mouth and speaks in a loud voice to the audience) It seems that the famous Jerry Jason has finally lost a case!
- JUDGE: (In loud voice to audience) I declare this court adjourned! (Bangs desk with gavel)

- curtain -

Curtain opens and cast lines up at the center front of the stage, holding hands and bowing.

APPENDIX

The fifteen occupational clusters and puzzles for each cluster are included in the following pages. The puzzles include job titles, articles used in the jobs, and terminology associated with the careers. Following the fifteen puzzles on career clusters are four additional puzzles on occupations in mixed clusters. After completing the four final puzzles, students may wish to guess in which cluster each occupation belongs. Words may be found up and down, diagonally, or backwards in each puzzle. Students are to circle words on the puzzle as they find them and scratch out the words on the list. All puzzles were developed by Mrs. Carolyn St. Amant, Counselor, New Sarpy.

**FIFTEEN OCCUPATIONAL CLUSTERS**

## JOB CLUSTERS

### I. Construction Occupations Cluster

- A. Asbestos and Insulating Workers
- B. Bricklayers
- C. Carpenters
- D. Electricians
- E. Cement Masons (cement and concrete finishers)
- F. Marble Setters, Tile Setters, and Terrazzo Workers
- G. Operating Engineers (construction machinery operators)
- H. Painters and Paperhangers
- I. Plasterers
- J. Plumbers and Pipefitters
- K. Roofers
- L. Structural, Ornamental, and Reinforcing-Iron Workers

### II. Manufacturing Occupations Cluster

- A. Aircraft, Missile, and Spacecraft Manufacturing
- B. Aluminum Industry
- C. Baking Industry
- D. Electronics Manufacturing
- E. Industrial Chemical Industry
- F. Paper and Allied Products Industries
- G. Petroleum Refining

### III. Transportation Occupations Cluster

- A. Civil Aviation
- B. Merchant Marine Occupation
- C. Railroads
- D. Trucking Industry

### IV. Agri-Business and Natural Resources Occupations Cluster

- A. Conservation
- B. Ecology
- C. Electric Power Industry
- D. Farming, Dairying
- E. Forestry
- F. Machinery (farm equipment)
- G. Mining
- H. Natural Gas
- I. Petroleum

V. Marine Science Occupations Cluster

- A. Fisheries Development
- B. Forecasting Weather
- C. National Defense
- D. Plant and Animal Life

VI. Environmental Occupations Cluster

- A. Conservation
- B. Ecology

VII. Business and Office Occupations Cluster

- A. Accounting
- B. Advertising Workers
- C. Business Law
- D. Marketing Research
- E. Office Workers
- F. Personnel Workers
- G. Public Relations Workers

VIII. Marketing and Distribution Occupations Cluster

- A. Marketing Research
- B. Wholesale and Retail Distribution
- C. Trade

IX. Communications and Media Occupations Cluster

- A. Newspapers (printing and writing)
- B. Radio
- C. Technology
- D. Television

X. Hospitality and Recreation Occupations Cluster

- A. Camps
- B. Hospitals
- C. Indoor Recreation Centers
- D. Industry
- E. Playgrounds

XI. Personal Service Occupations Cluster

- A. Barbers
- B. Building Custodians
- C. Cooks and Chefs
- D. Cosmetologists
- E. Firefighters
- F. Guards and Watchmen
- G. Hospital Attendants
- H. Models
- I. Police Officers
- J. Private Household Workers
- K. Social Services Workers

**XII. Public Services Occupations Cluster**

- A. Civil Service Employees
- B. Librarians
- C. Nutritionists
- D. Public Health Nurses
- E. Public Relations Workers
- F. Public Utilities
- G. Saniterians

**XIII. Health Occupations Cluster**

- A. Chiropractor
- B. Dental Hygienist
- C. Dentists
- D. Dietician
- E. Hospital Administrator
- F. Medical Technologists
- G. Nurses
- H. Optometrist
- I. Osteopathic Physician
- J. Pharmacists
- K. Physicians
- L. Veterinarian
- M. X-Ray Technician

**XIV. Consumer and Homemaking Occupations Cluster**

- A. Cooperative Extension Service
- B. Communications
- C. Department Stores
- D. Federal Government (U.S. Department of Agriculture)
- E. Financial Institutions
- F. Food Manufacturers
- G. Private Business
- H. Research
- I. Social Welfare
- J. Teacher

**XV. Fine Arts and Humanities Occupations Cluster**

- A. Commercial Artists
- B. Industrial Designers
- C. Interior Designers and Decorators
- D. Performing Artists
- E. Social Scientists
- F. Teaching

**PUZZLES**



AGRI-BUSINESS AND NATURAL RESOURCES

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

PROPAGATION  
PROTECTION  
GAME PRESERVES  
RECREATION  
PLANTING  
CULTIVATING  
HARVESTING  
BREEDING  
RAISING  
FEEDING  
MANAGEMENT  
FEDERAL  
LOCAL  
STATE  
FINANCE  
GEOPHYSICAL  
SEISMOGRAPHIC  
DRILLING  
PUMPING

EXTRACTION  
MARKETING  
PULPWOOD  
TIMBER  
SOIL  
WILDLIFE  
MINERALS  
LOGGING  
SMELTING  
MILLING  
REFINING  
EXTRACT  
EXCAVATE  
GRADING  
MARKET  
LAND  
FIBER  
GROWTH

BUSINESS AND OFFICE

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

SECRETARY  
 STENOGRAPHER  
 EXECUTIVE  
 LEGAL  
 SCHEDULING  
 REPORTING  
 PUBLIC RELATIONS  
 CORRESPONDENCE  
 ACCOUNTANT  
 BOOKKEEPER  
 COMPUTER  
 CLERK  
 TYPIST  
 EDITING  
 DESIGN  
 DATA  
 DIAGRAM  
 INTERPRET  
 INSTRUCT  
 PLANNING

BUDGET  
 FRANCHISE  
 EVALUATION  
 COORDINATE  
 MANAGER  
 FISCAL  
 ANALYSIS  
 TAX  
 CASH  
 INVENTORY  
 RECORD  
 REPORT  
 STORE  
 COST  
 OFFICE  
 MAIL  
 FILE  
 FORMS  
 MONITOR

COMMUNICATION AND MEDIA

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

MICROWAVE SYSTEMS  
 ELECTRONIC SYSTEMS  
 PROGRAMMING  
 PUBLICATION  
 TELEGRAPH  
 LINE AND CABLE SPLICING  
 LASER TRANSMISSION  
 ANIMATION  
 OPTICA  
 TELEVISION  
 ELECTRONICS  
 BROADCASTING  
 ILLUSTRATION  
 SIGNS

BOOKBINDING  
 ANIMATION  
 LAYOUTS  
 AUDIO  
 PRINTING  
 VISUAL  
 SATELLITE  
 COMPUTERS  
 CONSOLE  
 DRAFTING  
 EDITING  
 PLATES  
 PAINTING  
 SYMBOLS



CONSTRUCTION

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

OPERATIONS  
PLANNING  
METAL  
MECHANICAL  
AIR  
ELECTRIC  
MANUFACTURED  
SCHEDULING  
ESTIMATING  
MASONRY  
WOOD  
SYNTHETIC  
GLASS  
FOUNDATION WORK  
SEWER  
FORMING  
SHAPING  
PREFABRICATION

ILLUSTRATION  
EARTH MOVING  
FINISHING OPERATIONS  
DECOR  
WATER  
DRAPERIES  
COMMUNICATIONS  
SPRINKLER  
DESIGN  
UTILITIES  
TURF  
CIVIL  
GROUNDS  
TESTING  
POWER  
WORK  
DESIGN

CONSUMER AND HOMEMAKING

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

CONSUMER COUNSELING  
HOUSEKEEPING  
FAMILY PLANNING  
CONSUMER  
FLOORS  
WINDOWS  
WALLS  
DIETARY  
OPERATING  
MENUS  
GUIDANCE  
UPHOLSTERING  
REFINISHING  
COMMUNICATION  
CANNING  
REPAIRING  
CUTTING  
SPINNING

STITCHING  
DARN  
KNIT  
ALTERATION  
DESIGN  
GRADING  
MARKING  
CLOTHING  
GOALS  
SERVING  
TEXTILE  
EVALUATION  
APPAREL  
SKILL  
FAMILY  
VALUES  
STANDARDS  
WEAVING

## ENVIRONMENT

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

MONITORING  
 SANITATION  
 IRRIGATION  
 RESERVOIR  
 CANALS  
 WATERWAYS  
 IRRIGATION  
 DEMOGRAPHIC  
 TRANSPORTATION  
 STREETS  
 ROADWAYS  
 BRIDGES  
 AIRFIELDS  
 DAM  
 TOWERS  
 POLLUTION  
 PURIFICATION  
 CHEMICALS  
 WATERSHED  
 CHARTING  
 WATERSHED

PARASITE  
 SPECIES  
 DREDGING  
 STABILIZER  
 TOWERS  
 CODES  
 HAZARDS  
 SWAMP  
 MARSH  
 ECOLOGY  
 PESTS  
 ORES  
 WEATHER  
 SOIL  
 URBAN  
 RURAL  
 SMOG  
 SPACE  
 DOCKING  
 COMMUNICATIONS

## FINE ARTS AND HUMANITIES

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

CREATIVE WRITING  
 LINGUISTICS  
 NOVEL  
 POETRY  
 ESSAY  
 DRAMA  
 SHORT STORY  
 PAINTING  
 SCULPTURE  
 DANCE  
 MUSIC  
 COSTUME DESIGN  
 PUBLIC RELATIONS  
 COMMUNICATIONS  
 ILLUSTRATION  
 FILM PROCESSING  
 FASHION DESIGN

TAPE EDITING  
 CULTURES  
 FILM  
 RADIO  
 CAMERAMAN  
 RECORDING  
 LIGHTING  
 STAGE  
 CAMERA  
 SETS  
 GRAPHIC  
 VISUAL  
 CAREERS  
 ART  
 MEDIA  
 SET  
 DATA HANDLING

## HEALTH

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

SOCIAL SERVICES  
 CLINIC SERVICES  
 COOPERATIVE  
 SICK CARE  
 HEALTH INSURANCE  
 BACTERIOLOGY  
 CYTOLOGY  
 CHEMISTRY  
 ANATOMY  
 SOCIOLOGY  
 POISON CONTROL  
 RECORDS  
 FOOD  
 CASE FINDING  
 PEDIATRICS  
 RESEARCH  
 BIOLOGY

BIOPHYSICS  
 IMMUNIZING  
 THERAPY  
 HOMECARE  
 BIRTH  
 DIVORCE  
 DEATH  
 RECORDING  
 REPORTING  
 RESCUE  
 PERSONNEL  
 STORAGE  
 TRAVEL  
 POLICY  
 BLOOD BANKS  
 TISSUES



## HOSPITALITY AND RECREATION

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

CONDOMINIUMS  
 MARKETING  
 CONCESSIONS  
 CONSTRUCTION  
 RESTAURANTS  
 DESIGN  
 LANDSCAPING  
 MAINTENANCE  
 FINANCE  
 OCEAN  
 BEACHES  
 ESTUARIES  
 RANGES  
 FORESTS  
 DESERT  
 FISH  
 GAME  
 WILDLIFE  
 VISTAS  
 PARK  
 PICNIC  
 SING

CAMP  
 ZOO  
 ACQUARIUMS  
 TRAILS  
 WATERWAYS  
 RESORTS  
 MOTEL  
 HOTELS  
 MARINA  
 LODGING  
 SKI  
 GOLF  
 TENNIS  
 CULTURE GROUP  
 ARMED FORCES  
 POOL  
 RADIO  
 FAIRS  
 FESTIVAL  
 SOCIALS  
 SPORTS  
 COACH

## MANUFACTURING

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

PRODUCTION  
 PROCESSING  
 AUTOMATION  
 COMPONENT  
 INSPECTION  
 NATURAL  
 SYNTHETIC  
 DISPOSAL  
 RECYCLING  
 PERSONNEL  
 COMMUNICATIONS  
 PROCESSING  
 SUPERVISION  
 SKILL  
 ANIMAL  
 VEGETABLE  
 MINERAL  
 EXTRACTIVE  
 DESIGN  
 UTILIZATION

CONSUMER  
 PROTOTYPE  
 PACKAGING  
 COMPONENT  
 CYBERNETICS  
 FOUNDRY  
 RETAILING  
 TRUCK  
 AIR  
 RAIL  
 STORING  
 TRADE  
 HOME  
 FOOD  
 BID  
 TRADE  
 AUTO  
 SALES  
 MEDIA

## MARINE SCIENCE

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

ECOLOGY  
 MARINE PLANTS  
 WATER CHEMISTRY  
 DEMOLITION  
 RIGGING  
 WELDING  
 ANCHORING  
 DIVING  
 SALVAGE  
 TRAWLER  
 SEINE  
 NET  
 TRAPS  
 METEOROLOGY  
 NAVIGATION  
 COMMUNICATION  
 PRODUCT COOKING  
 OIL  
 MEAT  
 DISEASE  
 PARASITE  
 PLANKTON  
 SNAKE

CULTURE  
 OCEANOGRAPHY  
 CHARTING  
 PHOTOGRAPHY  
 PERSONNEL  
 NUTRIENT  
 CURRENT  
 MAP  
 CHART  
 AERIAL  
 SURVEY  
 ENEMIES  
 FISH  
 CLAMS  
 SHRIMP  
 SPECIES  
 CYCLE  
 OYSTER  
 SARDINE  
 PERCH  
 REEF  
 BREEM  
 CLAM

## MARKETING AND DISTRIBUTION

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

ADVERTISING  
 DISPLAY  
 PUBLICITY  
 ENGINEERING  
 RESALE  
 WHOLESALE  
 INSTITUTIONAL  
 APPAREL  
 HOUSING  
 AUTOMOTIVE  
 TRANSPORTATION  
 VENDOR  
 CARRIERS  
 SHIPPING  
 INVENTORY  
 BANKING

CREDIT  
 PRODUCT  
 RESEARCH  
 INSURANCE  
 FINANCE  
 TRAVEL  
 LODGING  
 RENTAL  
 FARM  
 TRADE  
 PETROLEUM  
 INTANGIBLES  
 TRAFFIC  
 WAREHOUSING  
 PERSONNEL  
 CONSUMER

## PERSONAL SERVICES

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

SHAMPOOING  
 HAIR STYLING  
 COLOR TESTING  
 MANICURING  
 MAKEUP TECHNOLOGY  
 MORTUARY  
 SKIN TREATMENT  
 SCALP TREATMENT  
 ANALYZING PRODUCTS  
 ADVERTISING  
 TRANSPORTING  
 THEATRICAL  
 MAKEUP  
 PATHOLOGY  
 SALES

USHERING  
 COUNSELING  
 FUNERALS  
 CUSTODIAL  
 LABOR  
 SHAVING  
 FACIAL  
 FINANCES  
 SKILL  
 CAREER  
 CLIPPING  
 MASSAGE  
 RECORD  
 ASSISTING

## PUBLIC SERVICE

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

JUDICIAL SERVICES  
 LABOR MARKET  
 PRISON INDUSTRIES  
 SECURITY  
 COUNSELING  
 TESTING  
 COURT SERVICES  
 PLANNING  
 PROBATION  
 DESIGN  
 MILITARY  
 SECURITY  
 LODGING  
 DRUGS  
 TAXATION  
 FEES  
 SALARIES  
 CONSUMER  
 SALES  
 REVENUE  
 TUNNELS

RAPID TRANSIT  
 REFUSE  
 TURNPIKE  
 AIRPORTS  
 TERMINALS  
 BIRTH  
 MARRIAGE  
 DEATH  
 DEEDS  
 CUSTOMS  
 LICENSE  
 STOCK  
 BONDS  
 TITLES  
 FIRE  
 POLICE  
 BANKS  
 CUSTOMS  
 PORT  
 BRIDGES

TRANSPORTATION

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

VEHICLE OPERATION  
SECURITY  
EQUIPMENT REPAIRS  
SIGNALS SYSTEM  
DISPATCHING  
AGENT  
CLERKS  
OPERATOR  
FREIGHT SERVICE  
PIPELINE  
TASK ANALYSIS  
LAUNCH OPERATION  
PERSONNEL  
FLIGHT CREW  
ENGINEER  
PETROLEUM

INSPECTION  
TANKING  
SURRY  
HANDLER  
REPAIRS  
STOCK  
TANK FARMS  
DATA  
PASSENGER  
LANDING  
GROUND  
RIVER  
COMMUNICATIONS  
PILOTING  
STEWARDS  
FLIGHT CREW



GOOD WORK HABITS

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

ATTITUDE  
 COURTESY  
 DEPENDABILITY  
 DESIRE  
 ENTHUSIASM  
 FORESIGHT  
 FRIEND  
 HEALTH  
 HONESTY  
 INITIATIVE  
 LOYALTY  
 MORALITY  
 NEATNESS  
 PERSONAL APPEARANCE

PUNCTUALITY  
 SELF CONTROL  
 SENSE OF HUMOR  
 TACT  
 USE OF VOICE  
 PARTICIPATION  
 GOALS  
 VITALITY  
 INTERESTS  
 PROMPT  
 ABILITY  
 WILLING  
 OPENMINDEDNESS



## OCCUPATIONS PUZZLE

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

ACTRESS  
 AIR TRAFFIC CONTROLLER  
 ANESTHETIST  
 ARCHAEOLOGIST  
 BEAUTY OPERATOR  
 BRICKLAYER  
 CATERER  
 CLERGYMEN  
 COOK  
 DANCER  
 DETECTIVE  
 EDITOR  
 FLORIST  
 GUARD  
 HISTORIAN  
 LABORER  
 BROKER  
 SANITARIAN  
 RADIO  
 TAXI

ACTOR  
 STEWARDESS  
 ANNOUNCER  
 ASTRONOMER  
 BOILERMAKER  
 BUSBOY  
 CEMENT MASON  
 ARTIST  
 CRIMINOLOGIST  
 DESIGNER  
 ECONOMIST  
 FBI AGENT  
 FOREMAN  
 GLAZIER  
 LAWYER  
 MODEL  
 ROOFER  
 ACTOR  
 CLERK

SOME WORDS WILL BE FOUND GOING ACROSS, SOME UP AND DOWN, AND SOME  
 DIAGONALLY. SOME ARE WRITTEN BACKWARDS. IF A WORD APPEARS MORE  
 THAN ONCE IN THE COLUMN, THEN IT APPEARS MORE THAN ONCE ON THE  
 PUZZLE.

## OCCUPATIONS PUZZLES

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

ADJUSTER  
 ASTRONOMER  
 BUTCHER  
 ATTENDANTS  
 ATTORNEY  
 DENTIST  
 PROGRAMMER  
 PSYCHIATRIST  
 TECHNICIAN  
 SURVEYOR  
 REPAIRMAN  
 TEACHER  
 SEAMAN  
 RECEPTIONIST  
 POLICEMAN  
 CURATOR  
 CUSTODIAN  
 DRIVER  
 MODEL  
 SINGER  
 TELLER  
 ORDERLIES  
 BUSDRIVER

TYPIST  
 RANCHER  
 COOK  
 ROUTMAN  
 TAILOR  
 SALESMEN  
 PILOTS  
 FLORISTS  
 DRUGGIST  
 TAXI  
 SIGNERS  
 NURSE  
 MINING  
 CHEF  
 MASON  
 PAROLE  
 SERVICEMEN  
 DAIRY  
 DEAN  
 DENTAL  
 STATION  
 THERAPIST

SOME ARE FOUND UP AND DOWN, SOME ACROSS AND SOME DIAGONALLY. IN SOME  
 CASES, THERE IS ONLY ROOM FOR PART OF THE OCCUPATION. SOME ARE  
 SPELLED BACKWARDS. IF A WORK APPEARS MORE THAN ONCE IN THE LIST, IT  
 APPEARS MORE THAN ONCE IN THE PUZZLE.

## OCCUPATIONS PUZZLE

D F E H C U P H O L S T E R E R  
 S O A E W A G R O N O H I S T E  
 S R O R N L S A L E S M A N C S  
 E E C R M G C H M N A P P E D T  
 R S X E M E I Q I ' S O A T T A  
 T T L W A A R N M E H D I S B U  
 S E N P I O N P E L R I C I A R  
 M R R A D Q R X L E T A I G K A  
 A E E R U C L E R K P T T O E N  
 E V H G V W B A R B E R E L R T  
 S E P O E X Y L Z T B I I O E E  
 R N A T N U R S E A C S D O T E  
 U R O G U R X L M N T R Z N R  
 T E G H I R E T N E P R A C E E  
 I R O P N Y R A U T C A W J T T  
 D P E M E C H A N I C Q E W R I  
 U R G R E G N A R S T U T V A A  
 A N T H R O P O L O G I S T B W

BELLHOP  
 MAID  
 WAITER  
 BARTENDER  
 STEWARD  
 CHEF  
 ANTHROPOLOGIST  
 GEOGRAPHER  
 PODIATRIST  
 BAKER  
 CLERK  
 ZOOLOGIST  
 SALESMAN  
 FARMER  
 RANGER  
 AGRONOMIST  
 DIETICIAN

DOORMAN  
 SEAMSTRESS  
 AUDITOR  
 ENGINEER  
 UPHOLSTERER  
 RESTAURANTEER  
 CASHIER  
 FORESTER  
 CARPENTER  
 BARBER  
 PHOTOGRAPHER  
 NURSE  
 MECHANIC  
 ACTUARY  
 REVENUER  
 ENGINEER

SOME WORDS WILL BE FOUND UP AND DOWN, SOME ACROSS AND SOME  
 DIAGONALLY. SOME OF THEM WILL BE WRITTEN BACKWARDS.

## OCCUPATIONS PUZZLE

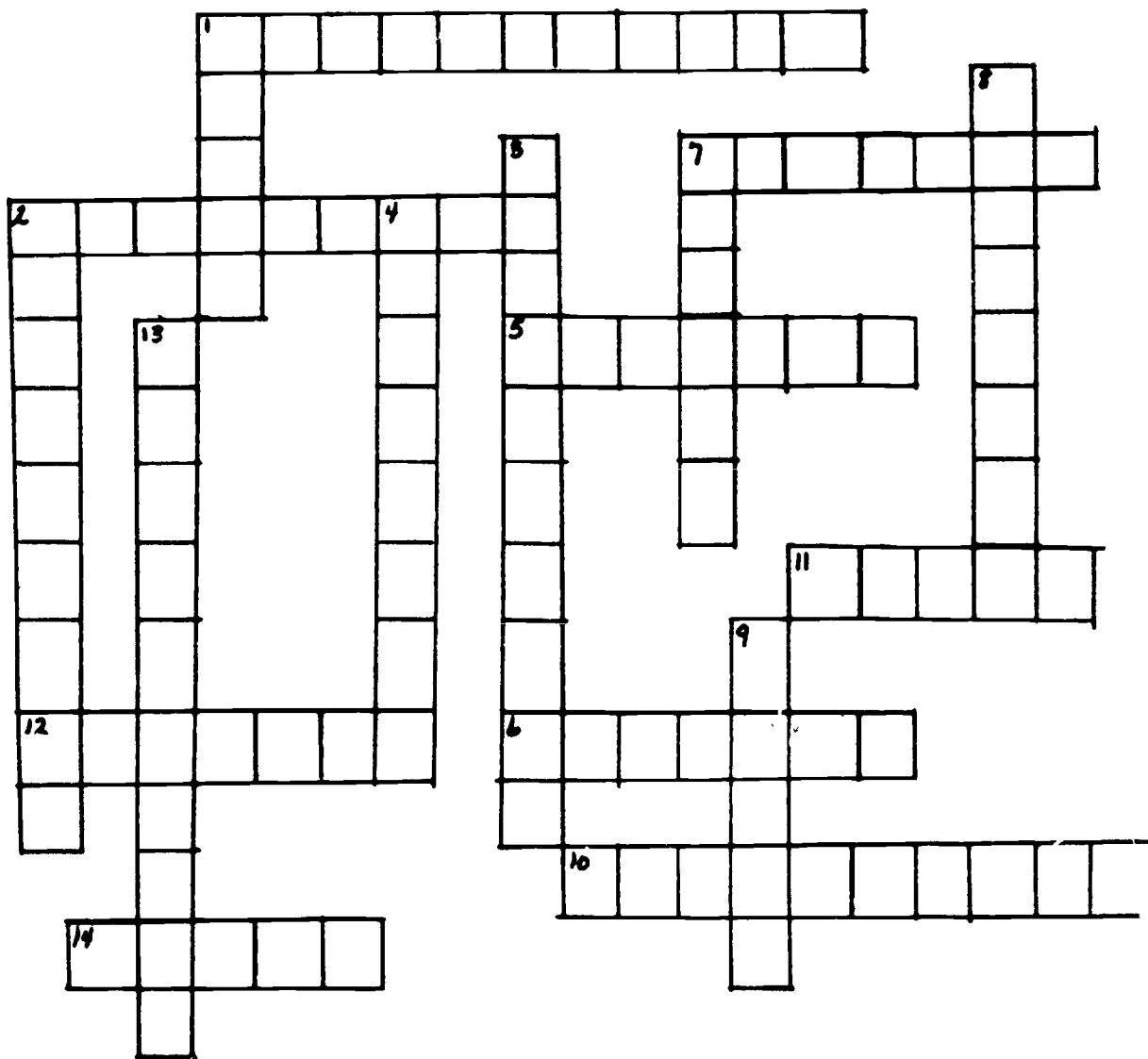
T N A I C I N H C E T Q R V Y N T O M  
 R E F O R E S T E R S S A B R C D R A  
 U E A F G H H I J K I K I L A L M E T  
 C N O C P P Q K T R P S P M T S T H H  
 K U U V H W R W S X Y X H W E Y Z P E  
 D V T O D E N T I S T P A O R H W A M  
 R X S X L Y R Z G Z Y U R V C W C R A  
 I P I C X W R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

TEACHER  
 DENTIST  
 METEOROLOGIST  
 GUIDANCE COUNSELOR  
 FILE CLERK  
 MATHEMATICIAN  
 PHARMACIST  
 PILOT  
 CHEMIST  
 CLERK  
 PRINTER  
 BUYER  
 RANGER

TRUCKDRIVER  
 GEOLOGIST  
 MEDICAL SECRETARY  
 TYPIST  
 DIETICIAN  
 BIOLOGIST  
 TECHNICIAN  
 BOTANIST  
 ATTORNEY  
 OCEANOGRAPHER  
 NURSE  
 FORESTER

WORDS MAY BE FOUND UP AND DOWN, ACROSS OR DIAGONALLY. SOME MAY  
 BE WRITTEN BACKWARDS.

THESE ARE ALL NAMES OF OCCUPATIONS. THEY ARE FAIRLY COMMON ONES.



## DOWN

1. Man who performs in plays or movies.
2. Plans and designs buildings.
3. Construct walls of brick, tile, and other materials.
4. Plans and prepares food for parties and weddings.
7. Raises crops, animals, poultry, etc.
8. Plants grass and cares for lawns.
9. Poses for artists and photography.
13. Person who keeps cities clean.

## ACROSS

1. Puts patient to sleep before surgery.
2. One who reads commercials and gives news.
5. Studies composition and chemical properties.
6. Gives assignments to reporters and evaluates stories.
7. Supervise and coordinate activities of blue collar workers.
10. One who fixes dead people for burial.
11. One who works in a store.
12. People in charge of football team.
14. Brick \_\_\_\_\_ or cement \_\_\_\_\_.

Concept 10. The same good work habits are important to many different occupations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to construct a mobile listing at least 10 good work habits important in one particular occupation.</p>	<p>1.1 Students will list and discuss as many good work habits as possible.</p> <p>1.2 Teacher will make a list of familiar occupations, including "student," and each student will pick one from a hat.</p> <p>1.3 Each student will construct a mobile with the occupation and 10 work habits related to it.</p> <p>1.4 Mobiles will be presented to class orally and displayed in the classroom.</p>	<p>Paper, pencils, blackboard</p> <p>List of occupations, hat</p> <p>Poster paper, marking pens, yarn, wire.</p>	
<p>2. Each student will be able to list at least 10 good work habits on a written test.</p>	<p>2.1 Students will list and review all good work habits.</p> <p>2.2 Students will be tested to determine how many good work habits they can name.</p> <p>2.3 Students in upper grades will complete puzzle.</p>	<p>Paper, pencils</p> <p>Good work habits puzzle</p>	<p>10 good work habits listed = 5 points each</p> <p>Each additional work habit = 5 points each</p>



## GOOD WORK HABITS

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

ATTITUDE  
 COURTESY  
 DEPENDABILITY  
 DESIRE  
 ENTHUSIASM  
 FORESIGHT  
 FRIEND  
 HEALTH  
 HONESTY  
 INITIATIVE  
 LOYALTY  
 MORALITY  
 OPENMINDEDNESS

PUNCTUALITY  
 SELF CONTROL  
 SENSE OF HUMOR  
 TACT  
 USE OF VOICE  
 PARTICIPATION  
 GOALS  
 VITALITY  
 INTERESTS  
 PROMPT  
 ABILITY  
 WILLING  
 PERSONAL APPEARANCE

Words may be found across, up and down, or diagonally. Some words may be found backwards. As you find the words, circle them on the puzzle and scratch out the words on the list.



**FOODS AND NUTRITION**

Unit Developers: Lloyd Chiro and Nancy Billingsley

Grade: 6

Subject Areas: Health, Social Studies, Language Arts, Math.

Goal: To increase students' awareness of concepts of nutrition and the many workers involved in food services.

Concept 1. There are many careers involved with food services.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to construct a booklet consisting of at least 1 picture of a food service worker and a written report of at least 25 words about the worker. Each student will orally present his report to the class.</p>	<p>1.1 Group discussion: "Who works in the food services?"</p> <p>1.2 Students will view filmstrips about food workers.</p> <p>1.3 Students will construct booklets by collecting pictures and writing reports on one of the following workers:</p> <ul style="list-style-type: none"> <li>a. Waiter/Waitress</li> <li>b. Cashier</li> <li>c. Cook/Chef</li> <li>d. Baker</li> <li>e. Lunchroom Worker</li> <li>f. Dietician</li> <li>g. Stock Boy</li> <li>h. Farmer</li> <li>i. Dairyman</li> <li>j. Truck Driver</li> <li>k. Grocer</li> </ul>	<p>"Food Industry", "Workers Who Provide Food," Coronet filmstrip.</p> <p>Magazine clippings, newspaper clippings, want ads, encyclopedia, other reference books</p>	<p>Booklet consisting of one picture and a paragraph of 25 words = 20 points</p> <p>Additional points for additional material and quality of report.</p>
<p>1.4 Students will orally present reports to the class.</p>			

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
2. Each student will be able to list at least 6 occupations connected with food services.	2.1 Students will list as many occupations as they can which are connected with food services.	Paper and pencils	6 occupations listed = 2 points each All additional occupations listed = 2 points each

Concept 2. Nutrition and health are closely related.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. After completing suggested activities, each student will be able to orally list at least 5 foods in each of the 4 basic food groups from a poster which each student will construct.	1.1 Students will do research and discuss a balanced diet. 1.2 School dietician will address the class. 1.3 Students will compose a well-balanced lunch menu selecting foods which classmates will enjoy. 1.4 Students will plan a breakfast and dinner menu to be used with the lunch including all necessary nutrients.	Health text, other reference books  School dietician  Health text, recipe books, paper, pencils  Health text, recipe books, paper, pencils	Teacher will observe that all students are participating in activities.    5 foods for each of 4 food groups listed orally = 20 points  All additional foods listed = 1 point each
	1.5 Each student will make posters showing the four basic food groups and orally present them to the class.	Poster board, magazines, paste, marking pens	

Concept 3. All jobs have advantages and disadvantages.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 2 advantages and 2 disadvantages of a job involved in the food services.</p>	<p>1.1 Students will take a field trip to bakery and grocery store and invite several speakers to address the class.</p> <p>1.2 Each student will interview a food service worker to find advantages and disadvantages of the job and present findings to the class.</p> <p>1.3 Students will make a list of as many advantages and disadvantages as they can for a food service job.</p>	<p>Majoria or other supermarket Bunny Bread Bakery Resource speakers</p> <p>Student Interview Form (attached at end of unit)</p> <p>Paper, pencils</p>	<p>Teacher will observe that students are participating in activities.</p> <p>2 advantages and disadvantages listed = 10 points</p> <p>All additional advantages and disadvantages = 5 points each</p>

Concept 4. Every career requires some preparation and skills.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to write and present to class a report listing at least 5 requirements of one food service job.</p>	<p>1.1 Each student will do research on the job he reported on (concept 3: 1.2), and write a paper listing skills, experience, earnings, and educational requirements.</p> <p>1.2 Students will present their reports orally to the class.</p> <p>1.3 Students will dramatize food service workers by role-playing tasks such as:</p> <ul style="list-style-type: none"> <li>a. taking customers' order</li> <li>b. serving food</li> <li>c. writing the check</li> <li>d. adding the bill</li> <li>e. cleaning the table</li> <li>f. preparing simple food</li> <li>g. working in cafeteria</li> </ul>	<p>Results of Interviews Resource books, work briefs</p> <p>Props</p>	<p>Teacher will observe that students are participating in activities.</p> <p>Reports of 35 words including 5 job requirements = 45 points Additional requirements = 7 points each</p>
<p>2. Upon completion of all unit activities, each student will be able to answer 50% of the questions correctly on a teacher-prepared unit test.</p>	<p>2.1 Each student will take a test covering all concepts presented in the unit.</p>	<p>Teacher-prepared test Pencils</p>	<p>50% of answers correct = 50 points Additional points for all correct answers over 50%</p>

## STUDENT INTERVIEW FORM

1. What is your name? \_\_\_\_\_
2. Where do you live? \_\_\_\_\_
3. What type of work do you do? \_\_\_\_\_
4. Who are you employed by? \_\_\_\_\_
5. What skills do you need for this kind of work? \_\_\_\_\_  
\_\_\_\_\_
6. What subjects best prepared you for this job? \_\_\_\_\_  
\_\_\_\_\_
7. Did you go to college? \_\_\_\_\_ Did you go to a trade school? \_\_\_\_\_  
Were you trained on the job for this type of work? \_\_\_\_\_
8. What do you like best about your work? \_\_\_\_\_
9. What are several of the advantages of your work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What are some of the disadvantages of your work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What "good work habits" are important in your type of work? \_\_\_\_\_  
\_\_\_\_\_
12. Minimum salary \_\_\_\_\_
13. Maximum salary \_\_\_\_\_

Signature of Interviewer  
\_\_\_\_\_

Date \_\_\_\_\_

THE PROCESS OF PHOTOSYNTHESIS

Unit Developers: Members of St. Charles Parish Career Education Course.

Grade: 6

Subject-Areas: Science, Social Studies, Language Arts.

Goal: To help pupils understand the process of photosynthesis and that many careers are related to biology.

Concept 1. Photosynthesis is the process whereby green plants produce food materials by utilizing carbon dioxide, water, and sunlight. The process occurs only in the presence of sunlight and chlorophyll.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completion of activities, each student will be able to accurately diagram the process of photosynthesis!</p>	<p>1.1 Teacher will administer a pre-test to establish knowledge level of students.</p> <p>1.2 Teacher will discuss terms: photosynthesis chloroplasts chlorophyll, etc.</p> <p>1.3 Students will view filmstrips, films, or slides on parts of plants and photosynthesis.</p> <p>1.4 Students will list and study the function of the parts of green plants.</p> <p>1.5 Students will take field trip to collect plant specimens.</p>	<p>Teacher made test on parts of plants and photosynthesis.</p> <p>Student text.</p> <p>Films and filmstrips from library and resource center</p> <p>Student text</p> <p>Field trip to Nature Trail in Paradi's</p>	<p>No grade will be given for test. Teacher will determine areas to stress in unit from weak areas on test.</p> <p>Teacher will observe that students are participating in activities.</p>

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.6 Students will dissect plants in class and make drawings of different parts.</p> <p>1.7 Students will perform an experiment to extract chlorophyll from green leaves.</p> <p>1.8 Students will prepare soil in flats for growing plants.</p> <p>1.9 Students will orally discuss the process of photosynthesis.</p> <p>1.10 Students will diagram the process of photosynthesis and write a description of the process.</p>	<p>Specimens from field trip.</p> <p>Specimens from field trip.</p> <p>Soil and flats.</p> <p>Paper, pencils, marking pens</p>	<p>Teacher will observe that students are participating in activities.</p> <p>Correct diagram = 20 points</p> <p>Additional points may be given for paragraph</p>

Concept 2. In the process of photosynthesis, oxygen is released into the air.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completion of suggested activities, each student will be able to accurately diagram the oxygen cycle in green plants.</p>	<p>1.1 Students will study the oxygen cycle.                      1.2 Students will do experiment on the production of oxygen.                      1.3 Students will do experiment showing how oxygen supports burning and life.                      1.4 Students will plant seeds and observe growth, making diagrams at different stages of development.                      1.5 Students will make diagrams of the oxygen cycle in green plants.</p>	<p>Text, resource books, filmstrips                      Mercuric oxide, heat source, text                      Materials collected in previous experiments.                      Seeds, prepared flats, paper, pencils                      Paper, pencils, marking pens, text</p>	<p>Teacher will observe that students are participating in activities.                      Correct diagram = 20 points.</p>



Concept 3. There is a parallel between the interdependence of living things, or division of labor in green plants, and the interdependence of people, or the specialization of occupations of people.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will participate (in small groups) in building "Career Trees" of careers directly dependent on green plants, including at least 5 careers.</p>	<p>1.1 Students will work in small groups listing careers that are dependent on green plants.</p> <p>1.2 Students will group careers into related career groups.</p> <p>1.3 Teacher will invite several speakers listed to address the class.</p> <p>1.4 Students will work in groups to construct career trees of groups of careers directly dependent on green plants.</p> <p>1.5 Students will place career trees around the room and discuss them with the class.</p> <p>1.6 Students will bring to class products of careers listed on career trees.</p> <p>1.7 Students will show how these products depend on other careers to get to the market.</p> <p>1.8 Students will make a display showing the careers and stages of development through which a given product passes. (Products derived from green plants.)</p>	<p>Books</p> <p>Paper, pencils</p> <p>Resource speakers</p> <p>Wire, pictures, yarn, paper (model career tree in Career Education Resource Guide).</p> <p>Career trees</p> <p>Products</p>	<p>Teacher will observe that students are participating in activities.</p> <p>Career tree with 5 careers = 20 points</p> <p>Each additional career = 4 points each</p>

Concept 3. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>2. Upon completion of unit activities, each student will be able to correctly answer 50% of the questions on a teacher-made test.</p>	<p>2.1 Students will review concepts of unit. 2.2 Students will take test.</p>	<p>Teacher-made test with all concepts covered.</p>	<p>50% of questions correct = 50 points Additional points given for all questions correct</p>

**Concept 3. (Continued)**

<b>OBJECTIVES</b>	<b>RESOURCES</b>	<b>EVALUATION</b>

LET'S BUILD A HOUSE

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mamyé Wade, and Danny Waterman.

Grade: 3-6

Subject Areas: Social Studies, Mathematics, Language Arts, Art, Music.

Goal: To develop students' awareness of the many job opportunities in the Construction Careers Cluster.

Concept 1. Many workers are needed to build a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Upon completing suggested activities, each student will be able to list at least 5 construction worker jobs.</p>	<p>1.1 Group discussion: Workers involved in construction careers.</p> <p>1.2 Teacher will present "Construction Careers Cluster."                      Vocabulary:                      residential architect                      commercial architect                      draftsman                      Industrial architect                      landscape architect                      plumber                      concrete finisher                      civil engineer                      electrical engineer                      brick mason                      metal worker                      carpenter                      manufacturer                      estimator                      painter                      paper hanger                      contractor                      foreman, etc.</p>	<p>"Career Concepts and 15 Career Clusters"</p> <p>Blackboard, chalk</p>	<p>Teacher will observe that students are participating in activities.</p>

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.3 Teacher will read to the class appropriate pages in <u>Popeye the Sailor</u> and <u>Construction Careers</u>.</p> <p>1.4 Students will work in small groups to make work briefs on each occupation.</p> <p>1.5 Students will write poems about each occupation.</p> <p>1.6 Teacher will arrange for contractor to address class and answer questions concerning construction careers.</p> <p>1.7 Students will visit construction sites to observe workers and their tools and tasks.</p> <p>1.8 Students will make a list of as many construction workers as they can name.</p> <p>1.9 Students will learn songs: "The Carpenter," "New House."</p>	<p><u>Career Comic Books</u>, <u>King Features</u></p> <p>Research books</p> <p>Paper, pencils</p> <p>Resource speaker.</p> <p>Field trip</p> <p>Paper, pencils</p> <p>"New House" and "The Carpenter" (attached at end of unit).</p>	<p>Teacher will observe that students are participating in activities.</p> <p>5 Jobs listed = 2 points each All additional jobs listed = 2 points each</p>

Concept 2. House plans are drawn to scale.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing activities, each student will be able to draw house plans in small groups (for bird house).</p>	<p>1.1 Teacher will arrange for an architect or draftsman to address the class.</p> <p>1.2 Students will perform simple tasks of drawing things to scale (measure desk and draw to scale, etc.).</p> <p>1.3 Students will work in small groups to draw up house plans for bird houses.</p>	<p>Resource speaker</p> <p>Graph paper, pencils, rulers</p> <p>Graph paper, pencils, rulers</p>	<p>Each house plan = 5 points for each member of the group</p>

111

Concept 3. Carpenters are essential in the construction of a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will participate in small groups to build a wooden bird house.</p>	<p>1.1 Teacher will arrange for a carpenter to address the class and demonstrate wood-working skills.</p> <p>1.2 Students will work in small groups building bird houses from plans.</p>	<p>Resource speaker</p> <p>House plans, wood, nails, glue</p>	<p>Each student participating in building a bird house will receive 25 points</p>

Concept 4. Many houses require the skills of a brick mason.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will participate in building a brick planter at school.</p>	<p>1.1 Teacher will arrange for a brick mason to address the class and demonstrate skills needed to construct a brick planter.</p> <p>1.2 Students will draw up plans for a brick planter.</p> <p>1.3 Students will mix together mortar and construct a brick planter.</p>	<p>Resource speaker</p> <p>Graph paper, pencils, rulers</p> <p>Mortar mix, bricks, trowel</p>	<p>Each student participating in building the planter will receive 25 points</p>

110

Concept 5. The skills of a paper hanger, painter, and sheet rock finisher are necessary in building many houses.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will participate in making a room divider for the classroom.</p>	<p>1.1 Teacher will arrange for guest speakers to address the class and demonstrate the skills necessary for constructing a room divider.</p> <p>1.2 Students will draw up a plan for a room divider.</p> <p>1.3 Students will construct a room divider by cutting, taping, and finishing sheet rock and applying wall paper to one side and painting the other.</p>	<p>Resource speakers: Sheet rock finisher Paper hanger Painter</p> <p>Graph paper, pencils, rulers</p> <p>Sheet rock, saw, tape, plaster, wall paper, paste, scissors, roller, paint, brushes</p>	<p>Each student participating in building the room divider will receive 25 points</p>

Concept 6. Electricians are essential in building a house.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will be able to accurately diagram the flow of electricity from the switch box to the light and back again and also splice two wires together.</p>	<p>1.1 Teacher will arrange for an electrician to address the class and diagram the flow of electricity and demonstrate the splicing of electrical wires.</p> <p>1.2 Students will make diagrams of the flow of electricity from the source to the light bulb and back to the source.</p> <p>1.3 Students will splice electrical wires.</p>	<p>Resource speaker</p> <p>Paper, pencils, marking pens</p> <p>Small pieces of electrical wire</p>	<p>Each diagram = 15 points</p> <p>Each wire spliced correctly = 10 points</p>

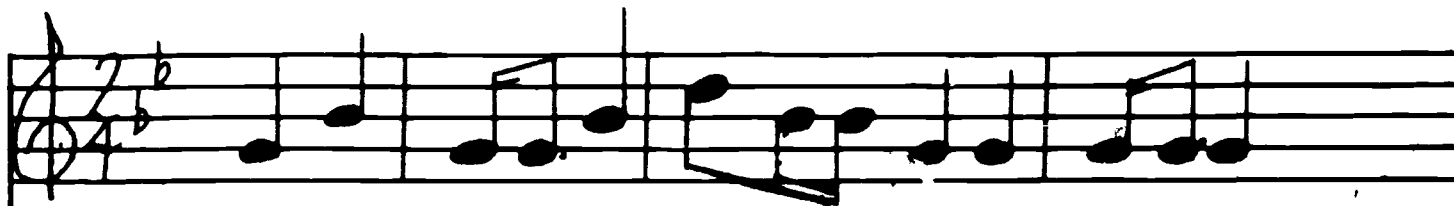
113

Concept 7 Building a house requires the cooperation of all workers involved.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. Each student will be able to write a paragraph of at least 25 words concerning the cooperation necessary for workers involved in building a house, naming at least 5 workers.</p>	<p>1.1 Teacher may arrange for other construction workers to address the class.</p> <p>1.2 Students will discuss cooperation needed in building a house.</p> <p>1.3 Students will write a paragraph listing as many workers as they can and explaining the necessity of cooperation among these workers.</p>	<p>Resource speaker</p>	<p>Paragraph with 25 words and 5 workers = 50 points</p> <p>Additional points may be given for additional workers and quality of paper.</p>



## NEW HOUSE



New house. Build it up! Who's going to help me? Build it up!



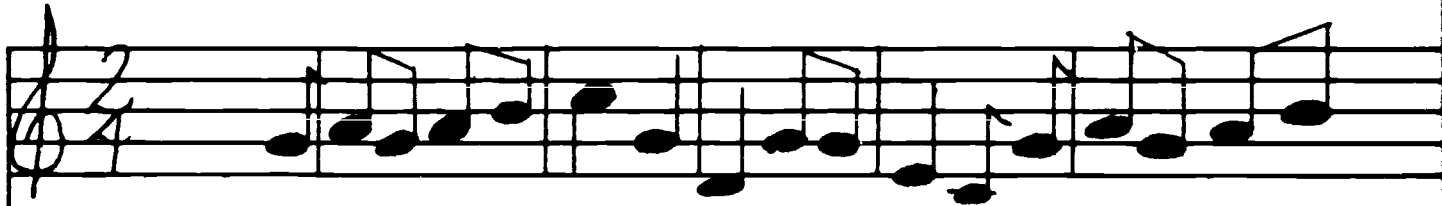
Bring me a hammer. Build it up! Bring me a saw \_\_\_\_. Build it up!



Next thing you bring me, Build it up! Is a carpen-ter man. Build it up!

Substitute other tools and workers to get the house built.

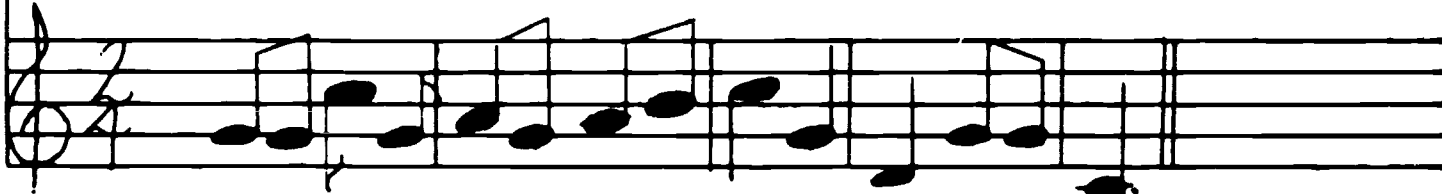
## THE CARPENTER



1. The carpenter is work-ing, saw-ing his lum-ber; I like to watch him  
 2. The ma-----son is work-ing, mix-ing his mort-ar; I like to watch him



work-ing, saw-ing his lum-ber. He goes ris, We go ras, He goes ris,  
 work-ing, mix-ing his mor-tar. He goes push, We go woosh, He goes push,



We go ras, Un-till he's cut his lum-ber, Then he will stop.  
 We go woosh, Un-till he's made his plas-ter, Then he will stop.

PEOPLE AND THEIR WORK

Unit Developers: Ruby Barlow, Nancy Billingsley, Veronica Green, Carolyn Matherne, Mamyé Wade, and Danny Waterman.

Grade: 1-2

Subject Areas: Social Studies, Language Arts, Art, Music.

Goal: To increase students' awareness of many careers available within our society.

- Concept 1. Individuals are born resources of society.
- Concept 2. Individuals have many kinds of careers.
- Concept 3. Occupations contribute to society's progress.
- Concept 4. Meaningful, rewarding careers are available to every individual.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to orally name the occupations of each of his parents.</p>	<p>1.1 Students will find out the names of their parents' occupations and write them on paper.</p> <p>1.2 Students will orally name parents' occupations before the class.</p> <p>1.3 Teacher will list all parents' occupations on the board.</p>	<p>Paper, pencils</p> <p>Blackboard, chalk</p>	<p>Teacher will observe that all students can name parents' occupations.</p>
<p>2. Each student will be able to participate in making a class poster of his parents' occupations.</p>	<p>2.1 Students will find pictures of their parents' occupations and collectively construct a poster entitled "Our Parents' Occupations."</p>	<p>Magazine pictures, poster board, marking pens, glue</p>	



Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>3. After completing suggested activities, each student will be able to distinguish workers who provide services from workers who make things on a 10 question quiz with at least 6 answers correct.</p>	<p>3.1 Students will view filmstrips, "Workers Who Make Things" and "Workers Who Provide Services"</p> <p>3.2 Students will take a 10 question teacher-made quiz with the names of occupations and a short description of each from the filmstrips viewed.</p>	<p>"Worker Series" filmstrips, Coronet.</p>	<p>6 correct answers = 10 points each</p> <p>Additional correct answers = 10 points each</p>
<p>4. After completing suggested activities, each student will be able to list at least 6 occupations on paper.</p>	<p>4.1 Each student will read one "I Want To Be" book and report about the occupation to the class.</p> <p>4.2 Each student will bring books about occupations from home; the teacher will read or discuss materials which students bring.</p>	<p>"I Want To Be", Carla Greene</p> <p>Books from home</p>	<p>Teacher will observe that students are participating in activities.</p>
<p>5. Each student will be able to ask at least 1 occupational question of a guest speaker.</p>	<p>4.3 Each student is to make a list of as many occupations as he can name.</p> <p>5.1 Teacher will arrange for several guest speakers to address the class.</p> <p>5.2 Each student will prepare 3 questions to ask speakers about their job.</p> <p>5.3 Students will ask questions of speakers during their visits.</p>	<p>Paper, pencils</p> <p>Resource speakers</p>	<p>6 occupations listed = 5 points each</p>



Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>6. After going on at least one field trip, each student will be able to orally discuss at least one observation noted about a worker at the work site.</p>	<p>6.1 Teacher will arrange for one or two field trips so that students can observe workers at their jobs.</p> <p>6.2 Students are to make observations of workers' tools, dress, atmosphere, etc., and orally report observations to the class.</p>	<p>Field trips</p> <p>Field trip, paper, pencils</p>	<p>1 observation = 10 points Each additional observation = 10 points each</p>
<p>7. After completing suggested activities, each student will be able to construct a booklet on workers, with pictures of workers, job titles for each worker, and a paragraph of 25 words or more on one worker. (Grade 1-oral paragraph)</p>	<p>7.1 Students will collect pictures of workers, and write the name of the occupation for each.</p> <p>7.2 Each student will choose one occupation and do research on it.</p> <p>7.3 Each student will write a paragraph on the worker.</p> <p>7.4 Each student will construct booklets of above materials.</p> <p>7.5 Students will discuss and display booklets.</p>	<p>Magazines, newspapers, coloring books</p> <p>Library books and books from home</p> <p>Paper, pencils</p> <p>Materials above.</p>	<p>Each booklet with paragraphs of 25 words = 25 points</p> <p>Additional points given for number of occupational pictures</p>

Concept 1, 2, 3, 4. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>8. Each student will design and make a paper bag puppet of the worker about whom they reported.</p>	<p>8.1 Students are to design and make paper bag puppets of workers about whom they reported.</p>	<p>Paper bags, yarn, fabric, construction paper, glue</p>	<p>Each puppet = 10 points Additional points given for creativity.</p>
<p>9. After completing suggested activities, each student will participate in a worker play.</p>	<p>9.1 Students will dress like workers using uniforms and tools of their trade. 9.2 Students will dramatize the job and its function. 9.3 Students will show puppets.</p>	<p>Clothing from home and tools Sample play at end of unit.</p>	<p>Participation in play = 50 points Additional points may be given for excellence of performance</p>
	<p>9.4 Dramatizations will be tape-recorded. 9.5 Photographs will be taken of each student in roles.</p>	<p>Puppets Tape recorder Camera, film</p>	
	<p>9.6 Students will sing "Worker Song." 9.7 Photographs will be placed on bulletin board and in newspaper.</p>	<p>"Worker Song" at end of unit</p>	
	<p>9.8 Students will perform play for another class. 10.1 Students will list as many occupations as they can; teacher will record occupations.</p>	<p>Paper, pencils</p>	<p>10 occupations = 2 points each All additional occupations = 2 points each</p>
<p>10. After completing unit activities, each student will be able to orally list at least 10 occupations.</p>			

## WORKER PLAY

The characters are:

Dentist, mailman, policeman, nurse, milkman, doctor, and teacher

DOCTOR:

I am a doctor. My job is to help make sick people well. Let's take a visit to my office. Open your mouth and say "ah." Sit up straight. I am going to listen to your heart. Take a deep breath, let out, deep breath, let out. You have a virus. Take this prescription to your druggist. Take the white tablet 3 times a day. Come back and see me in one week if you are not feeling better.

I enjoy my job helping others.

DENTIST:

I am the dentist. If you were to visit my office, you might hear me saying:

Step up in the chair. Lay your head down. Open your mouth wide. I am going to check your teeth. I am brushing your teeth with strawberry toothpaste. This tooth looks like it will have to come out. Don't worry, it will be over in a little while. You have been a good little boy, so here is a ring for you.

I enjoy my job helping boys and girls, moms and dads, grandmothers and grandfathers keep a bright healthy smile.

NURSE:

I am the doctor's helper. You might hear me say:

O.K. Johnny, get on the scale. You weigh 60 lbs. Now lie down on the table. Put this under your tongue. Roll up your sleeve. It won't hurt. Now then, it is all over. The doctor will be here in just a minute. Can you guess who I am? You are right. I am a nurse.

MAILMAN:

(Whistle) (Sing a little song.) Good morning, Mrs. Brown, Here is a letter for you.. (Whistle) (Sing a little song.) (Knock on the door.) Hello. Here's a package for you. I carry packages and letters to all people. Sometimes I get bitten by a dog, but that doesn't stop me. I keep on smiling while I deliver the mail.

**POLICEMAN:**

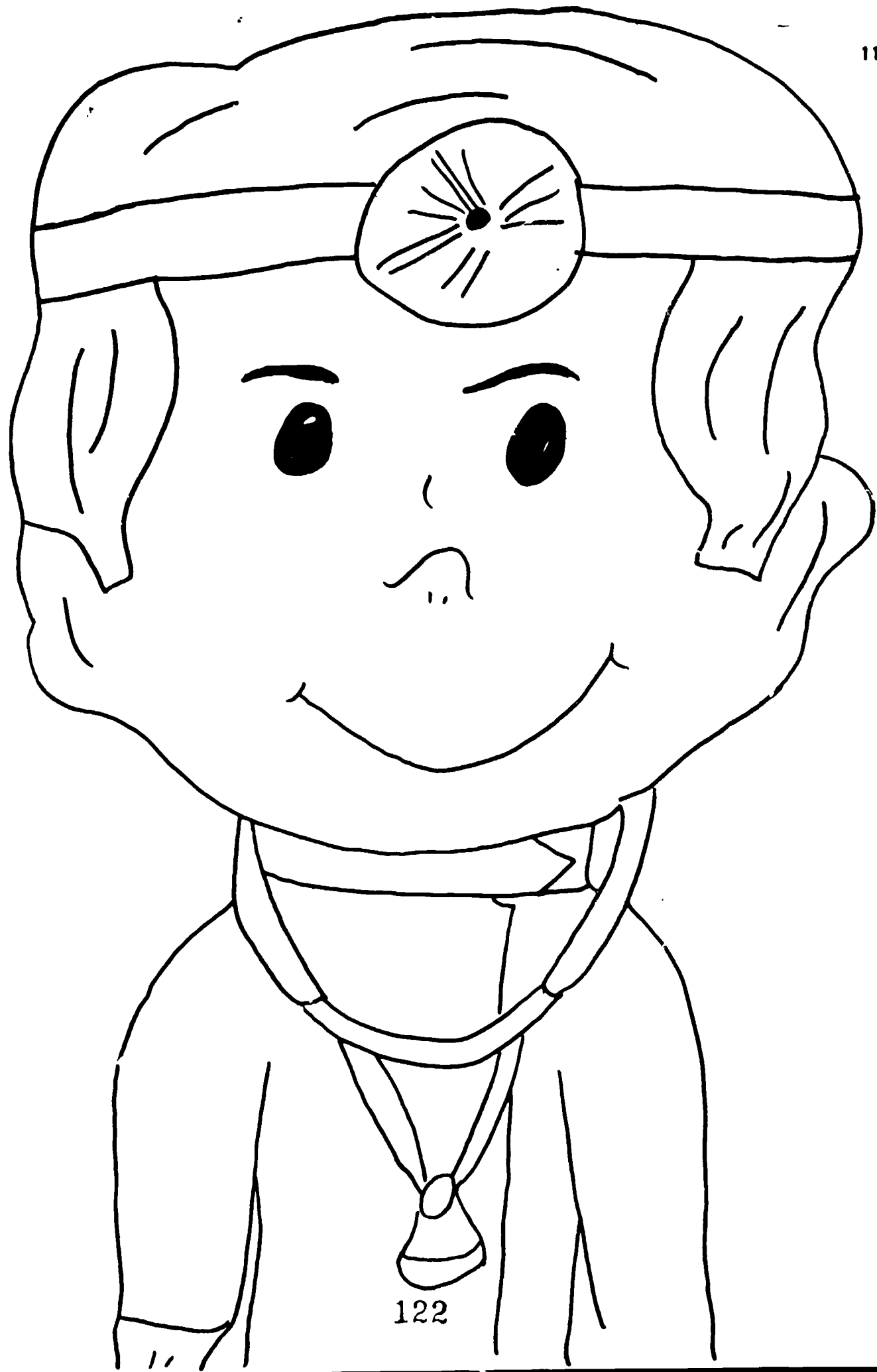
I am a policeman. I help make the city a safe place in which to live. If you travel with me and my squad, you might hear this: Stop! (hold up hand) Come on. (wave hand) O.K. lady, let's see your driver's license. You were traveling 50 miles per hour and the speed limit is 40. I'll have to give you a ticket. I really am your friend.

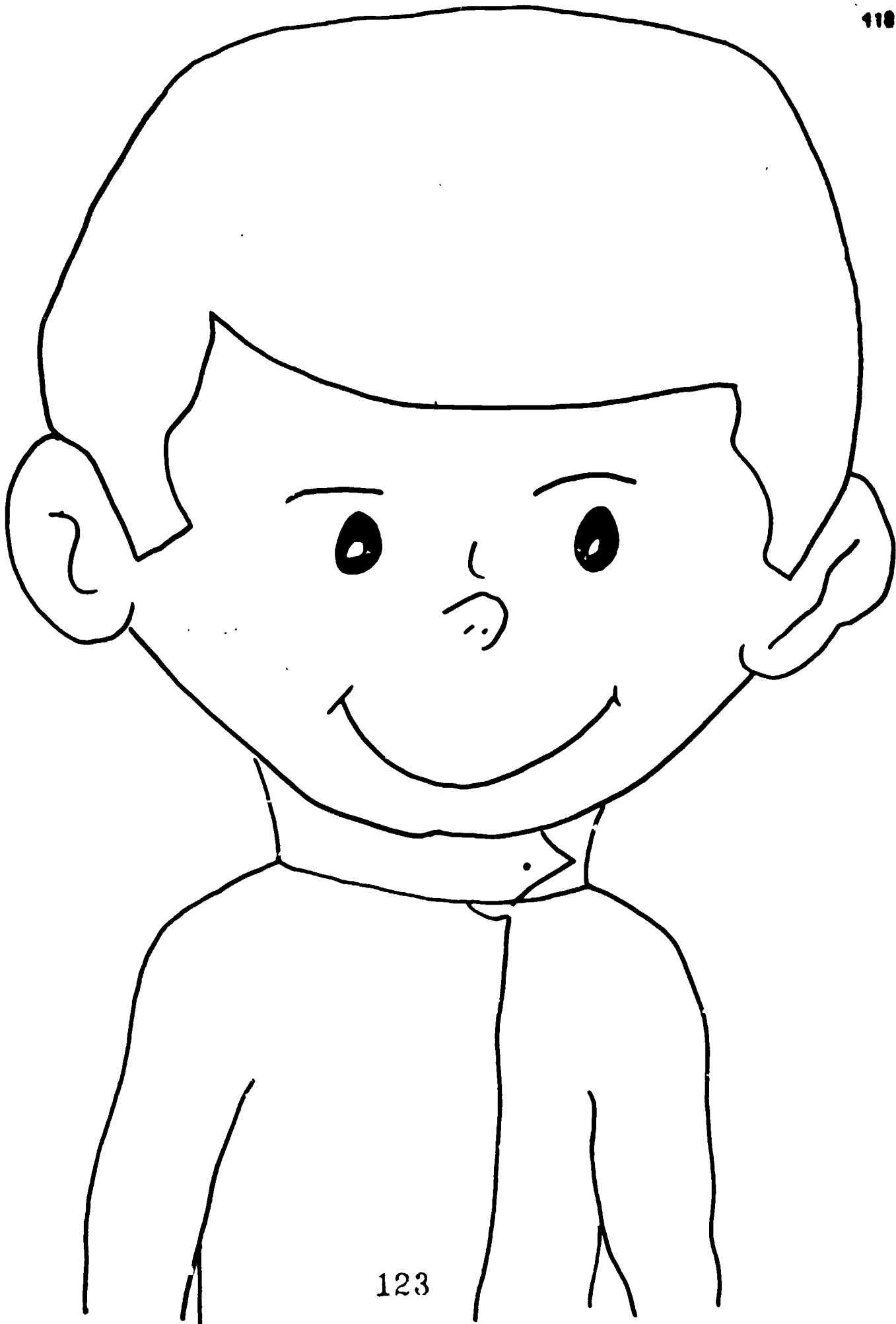
**TEACHER:**

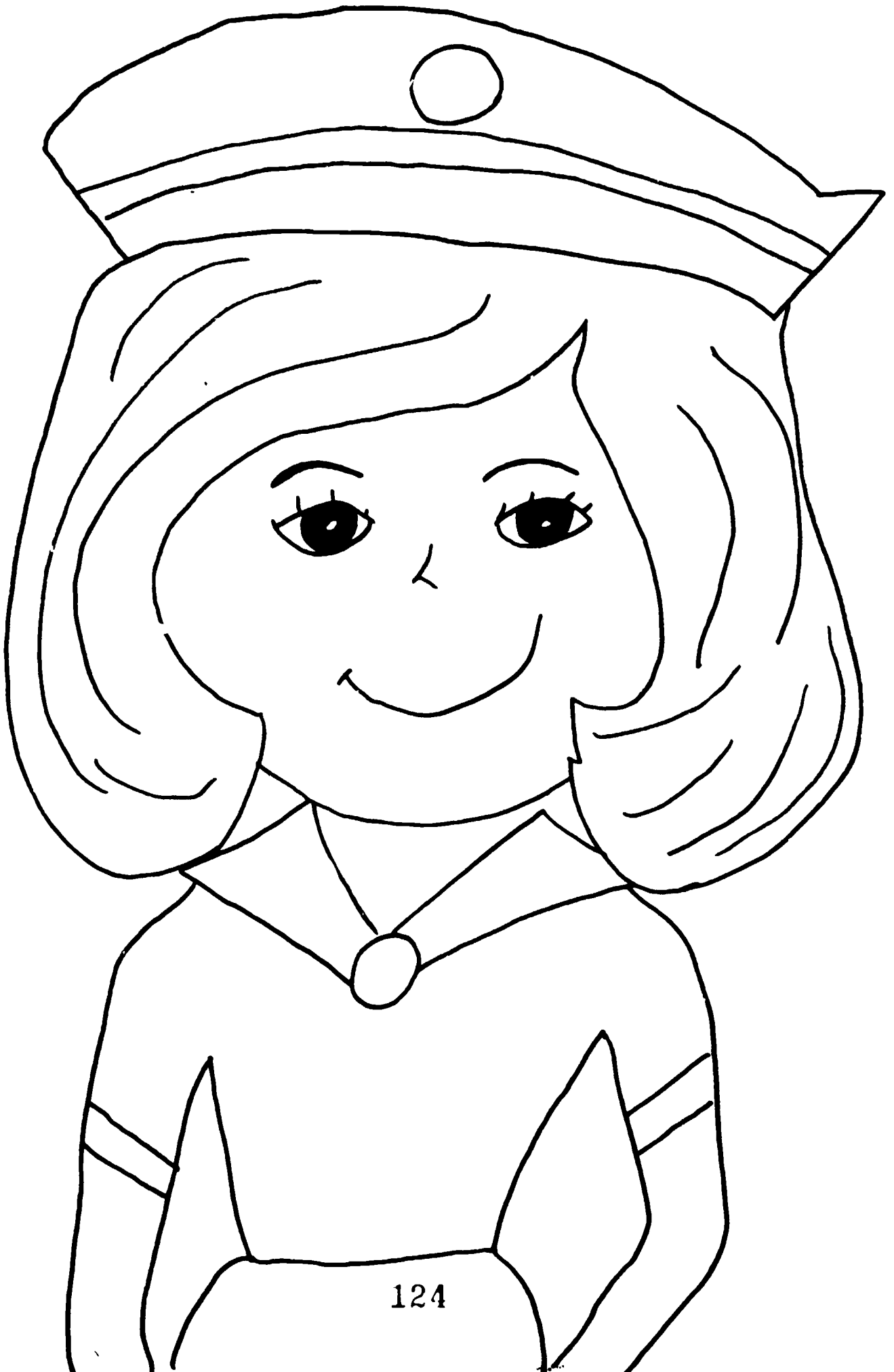
Good morning boys and girls. Let's get ready for language arts. What! You don't have a pencil? How can you do your work without a pencil? Billy, read page one. Very good, Billy. I am so proud of you.

I am a teacher. I taught the doctor, the nurse, the mailman, the policeman, and the dentist. Wouldn't you like to be a teacher like me?







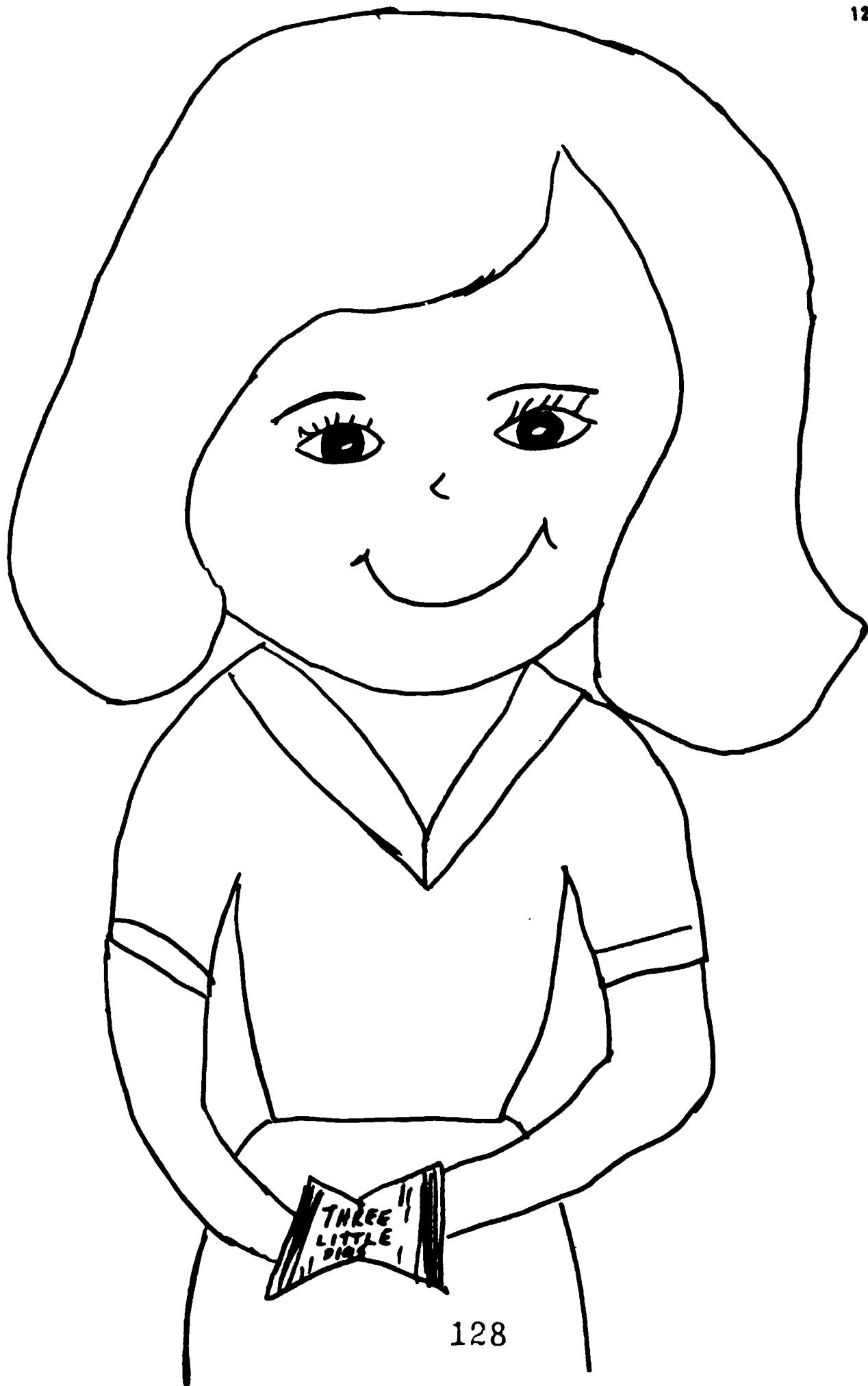




125







# IF I WERE



If I were a tea-cher and a tea-cher were I, I'd go this-a-way,  
 If I were a doc-tor and a doc-tor were I, I'd go this-a-way,  
 If I were a den-tist and a den-tist were I, I'd go this-a-way,



And-a that-a-way, And-a this-a-way would I.  
 And-a that-a-way, And-a this-a-way would I.  
 And-a that-a-way, And-a this-a-way would I.



DENTAL HEALTH WORKERS AND THE LAW

Unit Developer: Nancy Billingsley.

Grade: 3-4

Subject Areas: Health, Language Arts, Social Studies, Art.

Goal: To increase the students' awareness of dental health concepts and dental health and legal careers.

Concept 1. Dental health workers have various jobs and contribute to society.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 2 dental health workers.</p>	<p>1.1 Teacher will present the Health Career Cluster to the class and introduce dental health occupations.</p> <p>1.2 Teacher will write vocabulary words on the board:                      dental laboratory technician                      dental dentist                      laboratory technician                      dental hygienist</p>	<p>"Career Concepts and 15 Career Clusters"</p> <p>Blackboard, chalk</p>	<p>Teacher will observe that students are participating in activities.</p>
<p>1.3 Teacher will read to the class pp. 13-15 in <u>Pop-eye the Sailor and Health Careers</u>.</p> <p>1.4 Students will work in groups to write work briefs for each occupation; teacher will make copies of briefs for each class member.</p>	<p><u>Popeye Comic Books: Health Careers, King Features</u></p> <p>Paper, pencils (sample brief appears at end of unit)</p>		

Concept 1. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.5 Teacher will arrange for field trip to local dentist's office.</p> <p>1.6 Teacher will arrange for as many dental health workers as possible to address the class.</p> <p>1.7 Each student will prepare two questions to ask a speaker during his visit.</p> <p>1.8 Students will list as many dental health workers as possible and write a job description for each.</p>	<p>Field trip</p> <p>Resource speakers</p> <p>Paper, pencils</p>	<p>Teacher will observe that students are participating in activities.</p> <p>2 workers listed = 2 points each</p> <p>Each additional dental worker listed = 2 points each</p>

Concept 2. Courts and corrections workers contribute to society.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. After completing suggested activities, each student will be able to list at least 2 courts and corrections workers.</p>	<p>1.1 Teacher will present the Public Service Cluster of occupations and introduce courts and corrections workers.</p>	<p>"Career Concepts and 15 Career Clusters"</p>	<p>Teacher will observe that students are participating in activities.</p>

Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1:2 Teacher will put vocabulary words on the board and list occupations for each:                      judicial service workers                      legal service workers                      court service workers</p>	<p>Blackboard, chalk</p>	
	<p>1.3 Teacher will read appropriate pages in <u>Popeye the Sailor and Public Service Careers</u> to the class.</p>	<p><u>Popeye Comic Books, Public Service Careers, King Features</u></p>	
	<p>1.4 Students will work in small groups to make work briefs for each occupation; the teacher will make copies of each brief for each class member.</p>	<p>Paper, pencils, reference books</p>	
	<p>1.5 Students will do selected activities in <u>Cities</u>, Unit 9, "The Problem of Crime."</p>	<p><u>Cities, SRA</u></p>	
	<p>1.6 Teacher will arrange for field trip to court house.</p>	<p>Field trip to court house</p>	
	<p>1.7 Teacher will arrange for as many courts and corrections workers as possible to address the class.</p>	<p>Resource speakers</p>	



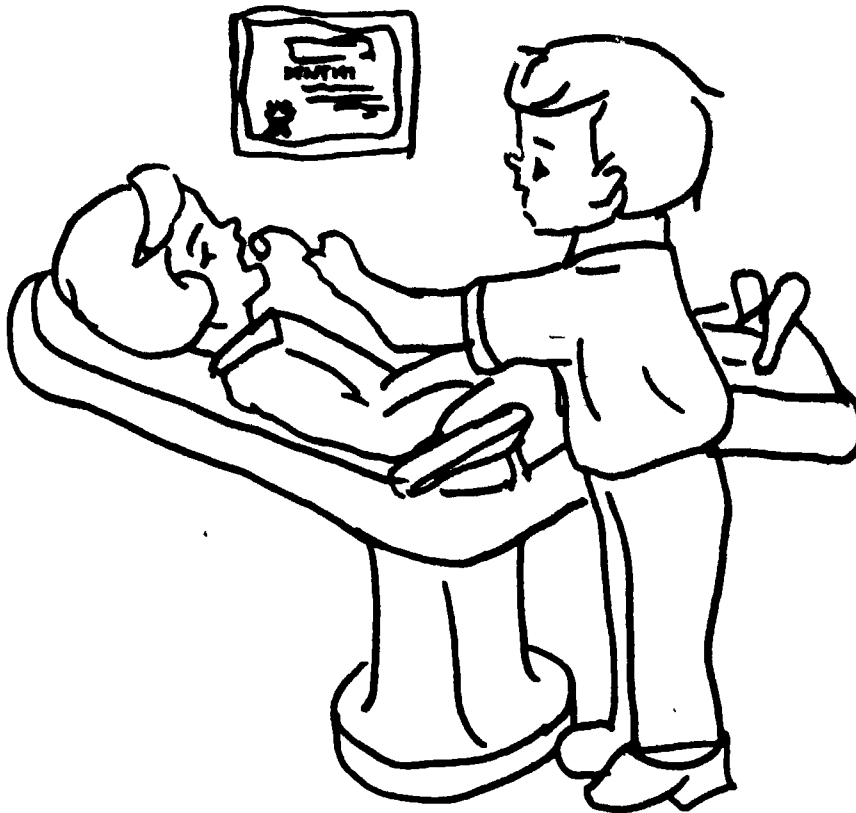
Concept 2. (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	<p>1.8 Each student will prepare 2 questions to ask a speaker during his visit.</p> <p>1.9 Each student will list as many courts and corrections workers as he can.</p>	<p>Paper, pencils</p>	<p>2 workers listed = 2 points each</p> <p>All additional workers listed = 2 points each</p>

Concept 3. Careers are interrelated.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>1. All students will participate in the play, "The Toothache Mystery."</p>	<p>1.1 Students will choose for parts in the play.</p> <p>1.2 Students will practice parts.</p> <p>1.3 Students will design costumes and collect props for the play.</p> <p>1.4 Teacher will videotape the play; students will discuss improvements needed after viewing the videotape.</p> <p>1.5 Students will design programs for the play; teacher will make copies.</p> <p>1.6 Students will present play to other classes.</p> <p>1.7 Students will present play to parents.</p>	<p>"The Toothache Mystery" (attached to end of unit)</p> <p>Old clothes, paper bags, paint, props</p>	<p>Participation in play = 25 points</p> <p>Additional points may be given for excellence of performance.</p>

OCCUPATION Dentist



Prepared by:

SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_

STUDENT \_\_\_\_\_

(Thomas L. Miller, Career Awareness, Motivation - A Handbook for Implementation in the Elementary School. Baton Rouge: East Baton Rouge Parish School System, 1973. p. 35.)

CLUSTER HealthOCCUPATION Dentist

Dentist check teeth and gums. They clean teeth and take x-rays. Dentists fill cavities. Dentists can pull teeth. They can make artificial teeth. Dentists can also straighten crooked teeth. Dentists can also clean teeth. A dentist works in his office. He has a special chair with many instruments at his fingertips. He usually wears a white lab coat when he is working. A dentist can teach and do research also. Both boys and girls can be dentists.



To do this work you should like to:

Work with your hands

Be patient

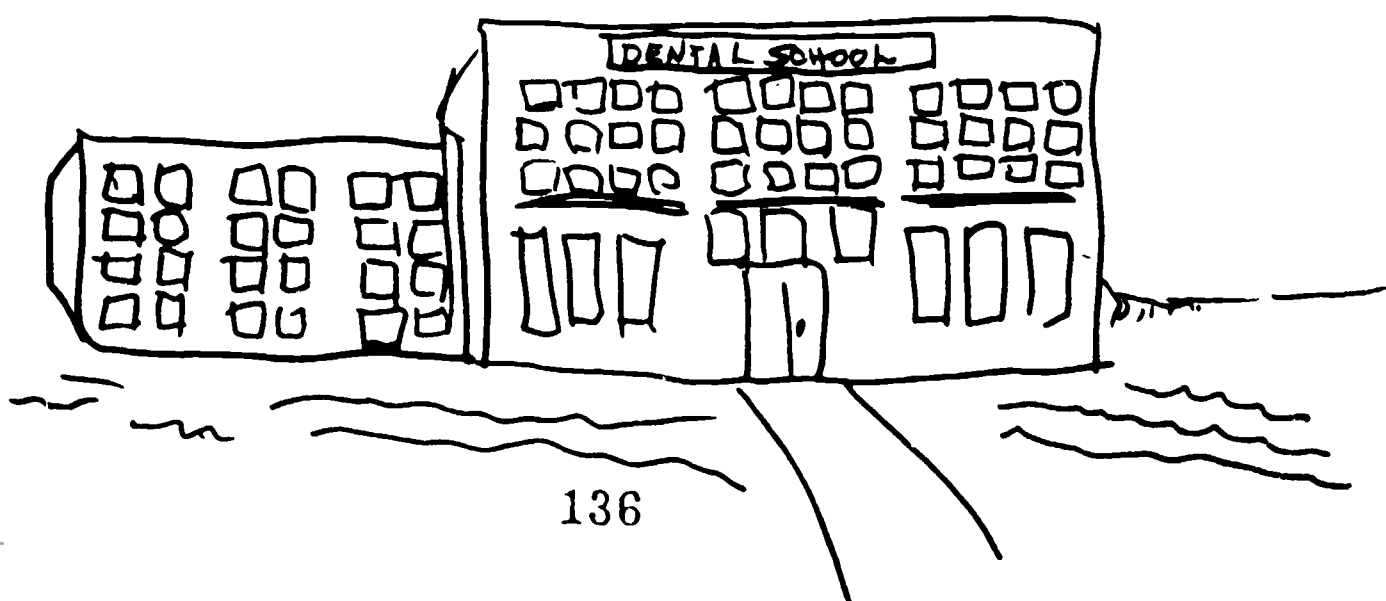


A dentist must be able to:

Be on his feet for long periods of time

Do delicate work with his hands

Go to dental college after high school

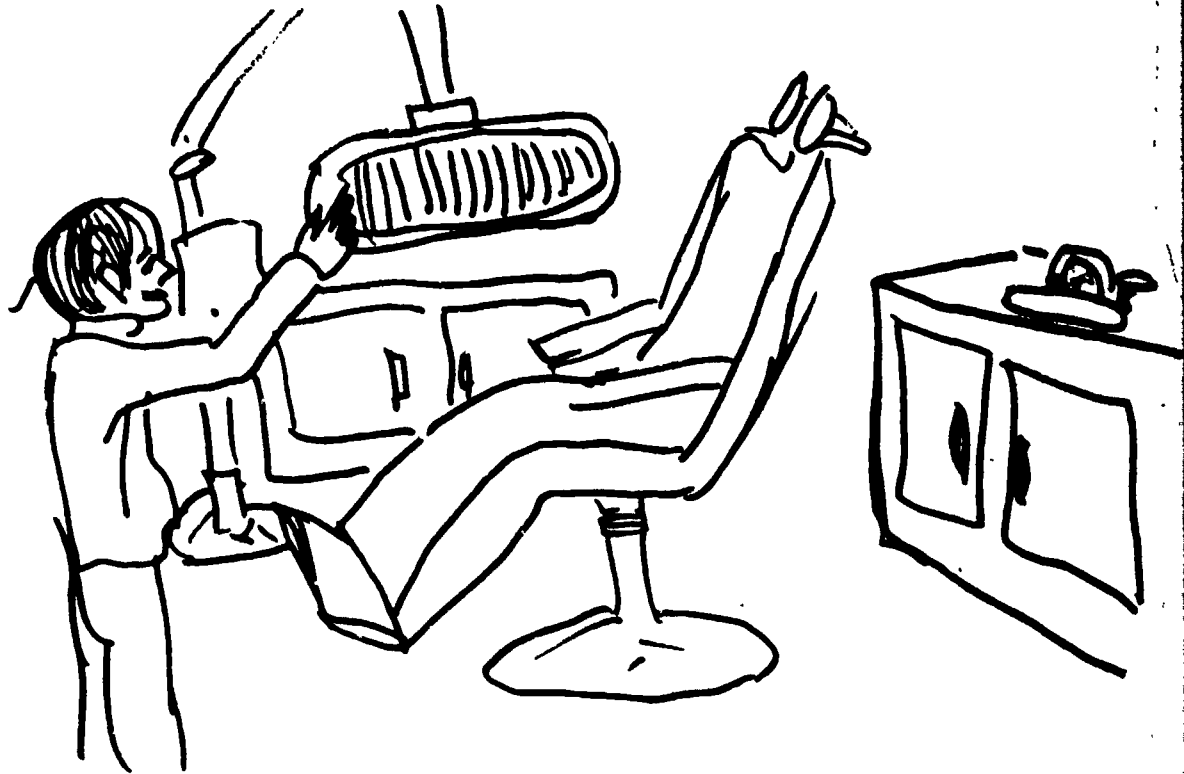


How can you learn more about this job?

Talk to a dentist

Read books and magazines in your library

Visit a dentists' office or a dental laboratory



What can you do now if you want to find out if you might like to be a dentist?

Learn about the foods that are necessary to build good strong teeth

Learn and use the correct way to brush your teeth

Work with your hands





# THE TOOTHACHE MYSTERY

THE TRIAL OF THE  
DENTAL HEALTH SIX

A One-Act Play  
To Be Performed By Pupils\*  
As A Part Of  
Dental Health Education

### ABOUT THE PLAY

This dental health play was developed in response to suggestions from third grade teachers and dental health professionals who indicated that such an activity would be 1) fun and educational for pupils and 2) one of the best ways to expose parents to the dental health program of the school.

The play is one of a number of educational aids made available to selected schools by the Crest Professional Services Division of The Procter & Gamble Company. The broad objective of the program is to provide aids to teachers which will enable them to help children build good dental health habits which will last a lifetime.

Two third grade teachers who are members of the Advisory Council to the Crest School Program gave invaluable help in developing and trying out the play with their classes. They are Mrs. Jacqueline Bryant of the May Howard School in Savannah, Georgia and Miss Bonnie Karns of the Jennie E. Smith School in Newark, Delaware. We are indebted to these two teachers, to their pupils and to the dental hygienists in these schools. The experiences and recommendations resulting from the "trial runs" are reflected in the script itself as well as in the suggestions for putting on the play.

#### OBJECTIVES FOR PARTICIPATING PUPILS

- . Increased understanding of the interlocking factors which play a part in good dental health (toothbrushing, fluorides, dental checkups, diet)
- . Greater willingness to accept personal responsibility for the daily care of one's teeth
- . Increased understanding of the long-range benefits of practicing good dental habits as children
- . Recognition of the vital importance of dental checkups; viewing the dentist as a friend and helper

PLUS ... Aside from the dental health education objectives, pupils gain skills involved in memorizing lines and speaking clearly, develop more poise and grace in movement and, in general, gain from the exercise in self-expression and cooperation in a team effort.

#### DESIRABLE OUTCOMES FOR AUDIENCE

- . For parents who view the play, a renewed personal commitment to fulfill their essential role in encouraging better dental health practices among their children and in checking up on their own dental health habits
- . For anyone in the audience, a review and personal application of today's basic dental health philosophy -- which has implications for all who wish to keep their teeth for a lifetime



### PRODUCTION HINTS

. Complete scripts could be handled (on stage) by the Judge and the two Attorneys if this seems desirable, since these characters would normally have "papers" and folders with them in court. Also, the Judge might serve as a "prompter" to other characters, if needed.

. Either an auditorium (with a stage) or a large classroom may be used to present the play. The play has been produced successfully in both situations. Where a classroom was converted, a screen was set up for pupils to stand behind until time for their appearance.

. Pupils will need practice in projecting their voices and in pausing for laughter where appropriate. One of the teachers found it helpful to use a tape recorder for rehearsals, so pupils could listen to and evaluate their performances. A person skilled in dramatics might be invited to come and give special hints to the children.

### "BEFORE" AND "AFTER" TIPS

. BEFORE the play is presented, it would be helpful to have a few words of welcome and explanation by a moderator (teacher, school nurse, dental hygienist, or pupil). The moderator should explain that the play represents a culmination of a Dental Health Program and review of the activities of the pupils. If the play is presented during National Children's Dental Health Week, this event (and its purpose) should be commented upon as well.

. AFTER the play, it would be useful to have a dental health expert (dentist, dental hygienist, or nurse) on hand to review the key aspects of dental health and the responsibility each person must assume if he or she wishes to have healthy teeth for a lifetime. If there is a parent audience, it would be well to stress their important role in the dental health of children. They might be invited to ask questions of the expert. The end of the play might be a good time to distribute copies of the parent letter/pupil quiz which was designed to promote parent-pupil interaction.

**CHARACTERS**

- Clerk of the Court
- Judge Wisdom
- Terry Teen-Ager
- Pete Good, the People's Protector
- Jerry Jason, Attorney for Terry Teen-Ager
- Prisoners (The Dental Health Six)
  - Dr. Saile, a Dentist
  - Miss Kindly, a School Nurse
  - Mrs. Worker, Terry's Mother
  - Tommy Toothpaste
  - Bobby Toothbrush
  - Candy Sweet

**Jurors**

(Use all pupils not assigned to another part)



**JUDGE**

Should wear a black (or colored) robe with flowing sleeves; might be borrowed from local clergy or choir member; or a graduation gown could be used.



**PETE GOOD**

Could wear an adult jacket and tie (not essential); adultsized glasses (frames only)



**DENTIST**

Should wear a dental coat (sleeves can be rolled up) or a man's shirt turned backward



**SCHOOL NURSE**

Should wear a white uniform (can be too large) and a nurse's cap



**MOTHER**

Should wear a mature-looking dress below knees (can be too large); hat; big purse; wig, if desired



**JERRY JASON**

Could wear an adult jacket and tie (not essential); adult-size glasses (frames only)



**TERRY TEEN-AGER**

Should wear a wig done in a mature style; a midi- or maxi-skirt should be worn over her own shorter skirt or dress (the long skirt and wig to be removed at the end of the play to transform her from a teen-ager back to a third grader)



**TOMMY TOOTHPASTE**

Costume could be made from an old pillowcase with holes cut for arms and neck, slit in center back part way and tied with string and large toothpaste tube drawn on front or tube could be cut from cardboard and pinned on (Note: could also use an old sheet or muslin cut to pillowcase size)



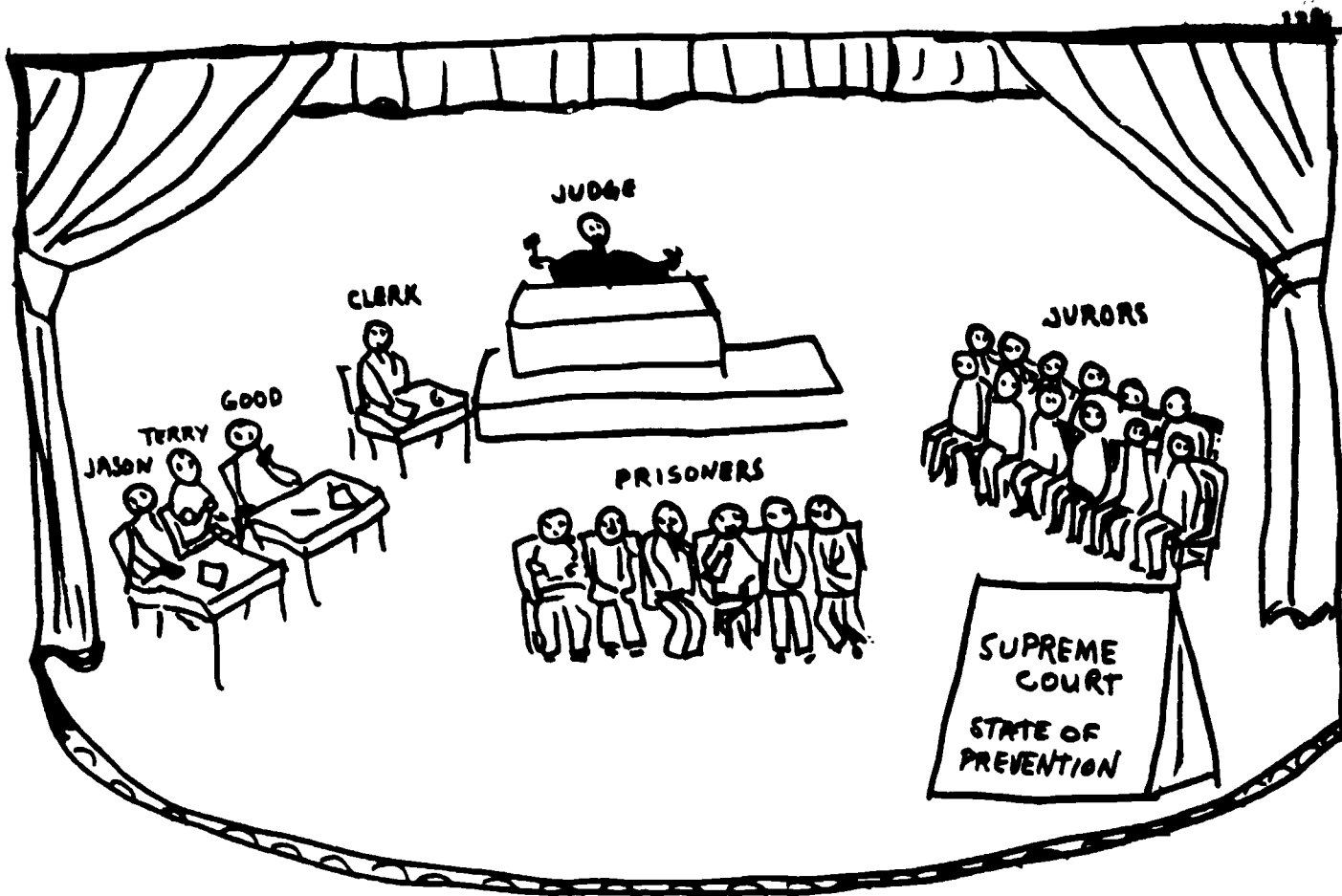
**BOBBY TOOTHBRUSH**

Costume could be made in same manner as the one described for Tommy Toothpaste, with a sketch of toothbrush substituted for the toothpaste



**CANDY SWEET**

Costume could be made in same manner as the one described for Tommy Toothpaste, with sketches of various kinds of sweet foods substituted for the toothpaste



#### THE SCENE: A COURTROOM

- . A desk and chair for the Judge are arranged in the center back of stage (on a raised platform if possible)
- . Chairs for the jury are arranged to the right of the Judge (slanted so jury members can look at the Judge or the audience)
- . Chairs for the six prisoners are arranged partially in front of Judge's desk (but not to obscure him); or use low stools or nursery school chairs if desk can't be raised.
- . Chair or high stool for Clerk of Court is to the left of the Judge
- . Chairs (3) and small tables (2) for Pete Good, Jerry Jason, and Terry Teen-Ager are at front extreme left of stage

**REQUIRED PROPS:**

1. Sign for courtroom:
 

SUPREME COURT  
STATE OF PREVENTION
2. Gavel for Judge
3. Pencil for Clerk
4. "A Healthy Tooth" poster  
(mounted on cardboard for easier handling)
5. Dental floss
6. Over-size illustration of ADA seal (which appears  
on toothpaste) (mounted on cardboard for easier handling)
7. Yarn or ribbon in a bright color (to connect prisoners)

**OPTIONAL PROPS:**

(For use in courtroom)

1. State and United States flags
2. Pictures (drawn by pupils) of U.S. Presidents
3. Sign: "Silence - Court in Session"
4. Sign for jury section: "Jury"
5. Sign: "On Trial Today: The Dental Health Six"
6. Any other "decorations" pupils think would be appropriate for a courtroom

## THE TOOTHACHE MYSTERY

### The Trial of the Dental Health Six

When the curtain opens, the Clerk, Jury, Pete Good, Jerry Jason and Terry Teen-Ager are in their places. The Judge enters and everyone rises. The Judge strikes the desk with his gavel.

**JUDGE:** I declare the Supreme Court of the State of Prevention now in session. (He sits down and the others follow suit; Judge turns and speaks to Clerk) Has the jury been sworn in?

**CLERK:** Yes, your Honor.

**JUDGE:** What is the first case?

**CLERK:** (Stands and reads in a loud, clear voice from a sheet of paper, pronouncing each word distinctly) Terry Teen-Ager ... versus ... the ... Dental Health Six. (Clerk sits down)

**JUDGE:** Who represents Terry Teen-Ager?

**JASON:** (Stands up) I do, your Honor.

**JUDGE:** Please state the charges.

**JASON:** My client charges that the Dental Health Six let her get a terrible toothache. (Jason sits down)

**JUDGE:** Who represents the Dental Health Six?

**GOOD:** (Stands up) I do, your Honor. (Good sits down)

**JUDGE:** Clerk, bring in the prisoners.

(Clerk leaves the stage and returns leading six prisoners; a bright yarn or ribbon loosely connects the prisoners at their wrists, in such a way as to be clearly visible to the audience; they stand in front of the six chairs)



CLERK: (Speaking to prisoners) Do you swear to tell the truth, the whole truth and nothing but the truth?

PRISONERS: (All speaking together) Yes sir!

CLERK: You may be seated. (Prisoners sit down; Clerk returns to his seat)

JUDGE: (Speaking to Jury) In this court, the Jury is permitted to ask questions of the prisoners. (Turns to Jason) Present your case, Mr. Jason.

JASON: (Gets up and walks over and stands in front of the Judge; looks toward Jury and audience) Your Honor, my client got a very bad toothache and, in the State of Prevention, that is against the law. She should have been protected. We charge that the prisoners conspired to let this bad thing happen to her.

GOOD: (Gets up from table) I object, your Honor.

JUDGE: On what grounds, Mr. Good?

GOOD: On the grounds that there has been no proof of a toothache.

JASON: I am coming to that, your Honor.

JUDGE: Objection overruled. Proceed, Mr. Jason.

JASON: (Looks toward Nurse) Miss Kindly, what do you do for a living?

NURSE: I am a School Nurse.

JASON: Will you tell the court what happened in your office at ten o'clock last Monday morning.

NURSE: Terry Teen-Ager came in crying. Her jaw was swollen. She said she had a bad toothache.

JASON: And what did you do?

NURSE: I told her to sit down and I looked in her mouth.

JASON: And what did you see?

NURSE: I saw a hole in her tooth, a cavity. And her gums were very red. I think they had been bleeding.

GOOD: (Jumps up and shouts) Objection, your Honor. The Nurse is just guessing. She doesn't know there was bleeding.

JUDGE: Objection sustained. (Looks toward Jury) You have a question for the Nurse?

JUROR: Yes, your Honor. I would like to ask the Nurse if she is supposed to help keep Terry and other school kids from getting toothaches.

NURSE: Yes, I am. And I did try.

JUROR: Would you tell us what you did.

NURSE: When Terry was in the third grade, I went to her class and the teacher and I showed her how to brush her teeth the right way.

JUROR: Is that all you did?

NURSE: No, I told her and the other pupils that they should do to the dentist at least two times a year, so he can check their teeth.

JUROR: Did Terry go to the dentist twice a year as you told her to?

NURSE: I don't think so.

GOOD: (Jumping up and shouting) Objection, your Honor. The Nurse is guessing again.

JUDGE: Objection sustained. Miss Kindly, please just say what you know. Not what you think.

NURSE: Sorry, your Honor.

JUROR: Did you tell Terry anything else besides about brushing her teeth and going to the dentist?

NURSE: Yes. I told her she was eating too much candy and sweet foods between meals.

JUROR: Did you tell her what to eat for snacks instead of sweets?

NURSE: Yes. I told her it would be better to eat an apple, or cheese and crackers or pretzels or something not sweet.

JUROR: Did she follow your advice?

NURSE: I don't know. I couldn't follow her around and watch her.

JASON: Now, I would like to turn to the next prisoner. Dr. Smile, what is your work?

DENTIST: I am a dentist.

JASON: And when did you last see Terry Teen-Ager?

DENTIST: Last Monday when she had the toothache.

JUROR: I would like to ask the dentist if he is supposed to help keep kids from getting toothaches?

DENTIST: Yes, I am.

JASON: Then you have failed at your job. You are guilty, aren't you?

GOOD: (Jumps up and shouts) Objection, your Honor.

JUDGE: On what grounds do you object?

GOOD: The dentist is being convicted without telling his side of the story.

JUDGE: Objection sustained. Dr. Smile, tell us why Terry got a toothache.

DENTIST: Your Honor, a dentist cannot prevent a toothache or any kind of dental health trouble if a person does not come in for a checkup.

JUROR: How often does a person need to have a checkup?

DENTIST: At least six months, like Miss Kindly said.

JUROR: Why so often?

DENTIST: One reason I check up is to see if there is a tiny cavity. Then I could do something to stop it from getting big and painful like the one Terry has.

JUROR: When was the last time Terry came for a checkup?

DENTIST: Three years ago.

JUROR: Is that all you do -- see if the person has a cavity?

DENTIST: No, I do other things besides that. If they are young, I put fluoride on their teeth.

JUROR: Why do you do that?

DENTIST: (Turns to Judge) Your honor, may I ask my lawyer to bring something which will help me answer that question?

JUDGE: Yes, you may.

(Good brings the Dentist the "Healthy Tooth" poster)

- DENTIST: (Holds the poster so Jury and audience can see it; he points to the enamel section of the tooth) You see this part of the tooth? Fluoride helps make it stronger and that helps prevent cavities.
- JUDGE: Thank you, Dr. Smile. Give the chart to the Clerk and he will mark it Exhibit A. (Clerk takes chart, marks an "A" on the back and lays it on the Judge's desk)
- JUROR: Did you put fluoride on Terry's teeth?
- DENTIST: Not for the last three years. I couldn't because she didn't come to see me.
- JUROR: Is that all you do for children's teeth -- just check for cavities and put fluoride on them?
- DENTIST: Oh no. I clean off the hard material that can form on their teeth -- if they do not clean their teeth thoroughly and regularly.
- JUROR: Why do you do that?
- DENTIST: Because if I don't, it makes their gums get sore and bleed and some day they might get bad dental disease.
- JUROR: But couldn't a person get rid of it himself by brushing his teeth?
- DENTIST: No, it is very stubborn. It won't all come off with a toothbrush. I have special instruments.
- JUROR: Do you do anything else for children?
- DENTIST: Yes. I check to see if their teeth are growing in right. (Pulls dental floss from his pocket and holds it up, pulling some of the floss from the container) Also, as children get older, I show them how to use dental floss.
- JUROR: Why do you do that?
- DENTIST: Because together, brushing and flossing help them keep their teeth clean.
- JUDGE: Clerk, please take the floss and mark it Exhibit B.  
(Clerk takes floss, marks it and puts it on Judge's desk)
- JASON: Your Honor, I would like to move on to the next prisoner, Mrs. Worker, the mother of Terry Teen-Ager.
- MOTHER: (Looks around at Judge) I am innocent, your Honor.
- JASON: How can you say you are innocent when you let your daughter get a toothache?

MOTHER: I work very hard. I am very busy. I have other children to look after who are younger than Terry.

JASON: But couldn't you make Terry brush her teeth?

GOOD: (Jumps up and shouts) Objection, your Honor. A teen-ager should not have to be told by her mother to brush her teeth.

JUDGE: I agree.

GOOD: And your Honor, I believe a teen-ager is old enough to remind her mother when it is time for a dental checkup.

JASON: But what about her eating habits? She's guilty about that!

GOOD: Objection, your Honor. Nobody can control how a teen-ager eats these days. I don't care how hard you try!

JUDGE: I agree again, Mr. Good. Proceed with the other prisoners, Mr. Jason.

JASON: Candy, did you help Terry get the cavity that caused her toothache?

CANDY: Can I help it if I'm so sweet nobody can leave me alone?

JASON: So you admit you are guilty?

GOOD: (Jumps up and shouts) I object, your Honor. Mr. Jason is trying to make Candy guilty without hearing her side of the story.

JUDGE: Objection sustained. Let's hear your story, Candy.

CANDY: Well, if Terry would leave me alone except at mealtime, I wouldn't be around as often to do her harm.

JUROR: Why do you say that?

CANDY: (Looks up at Judge) Could I borrow Exhibit A, your Honor?

JUDGE: Yes, you may.

(Clerk hands Candy the chart; she points to the section on tooth decay)

CANDY: Here you see the acid at work causing tooth decay.

JUROR: Where does the acid come from?

CANDY: Acid is made from bacteria and sugar.

JUROR: Where do the bacteria come from?

CANDY: Bacteria are in the mouth all the time.

JUROR: Are bacteria bad?

CANDY: No. Bacteria only cause trouble when sugar is present. They they go to work and make acids.

JUROR: Does that mean that if Terry nibbles on candy or sweet foods all day, acid is at work all day?

CANDY: That's right. It's busy making cavities ... and they get bigger ... and bigger ... and bigger.

JASON: Your Honor, I'd like to question another prisoner.

JUDGE: Proceed, Mr. Jason.

JASON: Bobby Toothbrush, what is your job in dental health?

TOOTH-BRUSH: I help get teeth clean.

JASON: And did you do your job with Terry?

TOOTH-BRUSH: I did when she gave me a chance. But lately she didn't give me a chance.

JUROR: Please explain that.

TOOTH-BRUSH: She would go for days without ever putting me in her mouth.

JUROR: But when she did put you in her mouth, did you do your job?

TOOTH-BRUSH: No, because she wouldn't use me in the way the Nurse and teacher told her to when she was in the third grade.

JASON: And what about you, Tommy Toothpaste? What is your job in dental health?

TOOTH-PASTE: I have two jobs.

JASON: Would you tell us what those two jobs are?

TOOTH-PASTE: First, I am supposed to help Bobby Toothbrush do his job. You know, cleaning teeth.

JASON: And what is the second job?

TOOTH-PASTE: If Terry and other kids choose a toothpaste with fluoride, we help prevent cavities.

JUROR: How can a person know which is the right kind? There is a lot of toothpaste in the stores.

TOOTH-PASTE: (Looks at Judge) Your Honor, may I ask my lawyer to bring something?

JUDGE: Yes, of course.

(Good brings Toothpaste an enlarged illustration of the American Dental Association seal)

TOOTH-PASTE: (Holding up seal) It is very easy to choose the right toothpaste. Just look for this seal on the tube. It's from the American Dental Association.

JUDGE: Clerk, please mark the seal Exhibit C. (Clerk takes seal, marks "C" on back and puts it on Judge's desk)

JASON: So, Tommy Toothpaste, you haven't been doing either of your jobs on Terry, have you? Not cleaning. Not protecting.

TOOTH-PASTE: Well, I don't see how I can do my work if a person doesn't put me in her mouth.

JASON: I see. (He looks at the Judge) Your Honor, that is all of my case. (He walks back to table and sits down)

JUDGE: (Looks at Jury) Members of the Jury, you have heard the evidence. How do you find the prisoners?

JURY: (All speaking together in a loud voice) NOT GUILTY!

JUDGE: I would like to thank the Jury. (He looks at Terry Teen-ager) Terry, please come here. (Terry walks over to Judge) You have heard what the Jury said?

TERRY: Yes, your Honor.

JUDGE: They seem to think the six prisoners are not the cause of your toothache. Do you agree?

TERR: I guess so, your Honor.

JUDGE: Who do you think is the cause?

TERRY: I guess I am.

JUDGE: Why did you let yourself get a toothache?

TERRY: I guess I forgot to brush my teeth and go to the dentist and do the other thing. I learned in the third grade.

JUDGE: Then you don't blame the Dental Health Six anymore?

TERRY: No sir. It was really my fault.

JUDGE: All right. First, I want you to go and free the prisoners. (Terry goes over and removes the yarn which connects the prisoners and puts it on the Judge's desk)

TERRY: Here it is, your Honor.

JUDGE: Thank you. How old are you, Terry?

TERRY: Eighteen, your Honor.

JUDGE: I am going to give you a 10-year suspended sentence. Do you know what a suspended sentence is?

TERRY: No, your Honor.

JUDGE: It means I am going to take 10 years away from your life.

TERRY: I don't understand what you mean.

JUDGE: When you leave this court you will be eight years old again.

TERRY: Oh no!

JUDGE: Yes. You will have a second chance to follow the dental health rules you learned in the third grade. Do you understand now?

TERRY: Yes, your Honor.

JUDGE: Clerk, carry out the sentence.  
(Clerk comes to Terry; pulls off her wig and unfastens the long skirt she was wearing over her dress. She faces the audience)

GOOD: (Cups his hands around his mouth and speaks in a loud voice to the audience) It seems that the famous Jerry Jason has finally lost a case!

JUDGE: (In loud voice to audience) I declare this court adjourned! (Bangs desk with gavel)

- curtain -

Curtain opens and cast lines up at the center front of the stage, holding hands and bowing.



APPENDIX

The fifteen occupational clusters and puzzles for each cluster are included in the following pages. The puzzles include job titles, articles used in the jobs, and terminology associated with the careers. Following the fifteen puzzles on career clusters are four additional puzzles on occupations in mixed clusters. After completing the four final puzzles, students may wish to guess in which cluster each occupation belongs. Words may be found up and down, diagonally, or backwards in each puzzle. Students are to circle words on the puzzle as they find them and scratch out the words on the list. All puzzles were developed by Mrs. Carolyn St. Amant, Counselor, New Sarpy.

**FIFTEEN OCCUPATIONAL CLUSTERS**

## JOB CLUSTERS

### I. Construction Occupations Cluster

- A. Asbestos and Insulating Workers
- B. Bricklayers
- C. Carpenters
- D. Electricians
- E. Cement Masons (cement and concrete finishers)
- F. Marble Setters, Tile Setters, and Terrazzo Workers
- G. Operating Engineers (construction machinery operators)
- H. Painters and Paperhangers
- I. Plasterers
- J. Plumbers and Pipefitters
- K. Roofers
- L. Structural, Ornamental, and Reinforcing-Iron Workers

### II. Manufacturing Occupations Cluster

- A. Aircraft, Missile, and Spacecraft Manufacturing
- B. Aluminum Industry
- C. Baking Industry
- D. Electronics Manufacturing
- E. Industrial Chemical Industry
- F. Paper and Allied Products Industries
- G. Petroleum Refining

### III. Transportation Occupations Cluster

- A. Civil Aviation
- B. Merchant Marine Occupation
- C. Railroads
- D. Trucking Industry

### IV. Agri-Business and Natural Resources Occupations Cluster

- A. Conservation
- B. Ecology
- C. Electric Power Industry
- D. Farming, Dairying
- E. Forestry
- F. Machinery (farm equipment)
- G. Mining
- H. Natural Gas
- I. Petroleum

- V. Marine Science Occupations Cluster
  - A. Fisheries Development
  - B. Forecasting Weather
  - C. National Defense
  - D. Plant and Animal Life
  
- VI. Environmental Occupations Cluster
  - A. Conservation
  - B. Ecology
  
- VII. Business and Office Occupations Cluster
  - A. Accounting
  - B. Advertising Workers
  - C. Business Law
  - D. Marketing Research
  - E. Office Workers
  - F. Personnel Workers
  - G. Public Relations Workers
  
- VIII. Marketing and Distribution Occupations Cluster
  - A. Marketing Research
  - B. Wholesale and Retail Distribution
  - C. Trade
  
- IX. Communications and Media Occupations Cluster
  - A. Newspapers (printing and writing)
  - B. Radio
  - C. Technology
  - D. Television
  
- X. Hospitality and Recreation Occupations Cluster
  - A. Camps
  - B. Hospitals
  - C. Indoor Recreation Centers
  - D. Industry
  - E. Playgrounds
  
- XI. Personal Service Occupations Cluster
  - A. Barbers
  - B. Building Custodians
  - C. Cooks and Chefs
  - D. Cosmetologists
  - E. Firefighters
  - F. Guards and Watchmen
  - G. Hospital Attendants
  - H. Models
  - I. Police Officers
  - J. Private Household Workers
  - K. Social Services Workers

**XII. Public Services Occupations Cluster**

- A. Civil Service Employees
- B. Librarians
- C. Nutritionists
- D. Public Health Nurses
- E. Public Relations Workers
- F. Public Utilities
- G. Sanitarians

**XIII. Health Occupations Cluster**

- A. Chiropractor
- B. Dental Hygienist
- C. Dentists
- D. Dietician
- E. Hospital Administrator
- F. Medical Technologists
- G. Nurses
- H. Optometrist
- I. Osteopathic Physician
- J. Pharmacists
- K. Physicians
- L. Veterinarian
- M. X-Ray Technician

**XIV. Consumer and Homemaking Occupations Cluster**

- A. Cooperative Extension Service
- B. Communications
- C. Department Stores
- D. Federal Government (U.S. Department of Agriculture)
- E. Financial Institutions
- F. Food Manufacturers
- G. Private Business
- H. Research
- I. Social Welfare
- J. Teacher

**XV. Fine Arts and Humanities Occupations Cluster**

- A. Commercial Artists
- B. Industrial Designers
- C. Interior Designers and Decorators
- D. Performing Artists
- E. Social Scientists
- F. Teaching

**PUZZLES**

AGRI-BUSINESS AND NATURAL RESOURCES

C O N T R A C T B R E E D I N G  
U H L V T S L A R E N I M E E A  
L G A M A R K E T O O R X O V M  
T N Z R E F I N I N G C P G A E  
I I T T V Q V T Z E A H N R G P  
V T C R P E C R F V Y I K R R R R  
A L A N T A S I A S L E A L O E  
T E R P R M L T I L T D N C W S  
I M T T L D E C I I I V Z I T E  
N S X P L Z A M N N R T Q H H R  
G E E I Q L R G G N G G D P T V  
N O W G N I G G O L N S O A N E  
G G E C N A N I F I T R O R E S  
N N W E T A T S L V U E W G M L  
I I A L O C A L A N D B P O E A  
T S F E E D I N G S O I L M G R  
N I B T C R E B M I T F U S A E  
A A O D D R G N I P M U P ' N D  
L R E C R E A T I O N X V E A E  
P R O P A G A T I O N T R S M F

PROPAGATION  
PROTECTION  
GAME PRESERVES  
RECREATION  
PLANTING  
CULTIVATING  
HARVESTING  
BREEDING  
RAISING  
FEEDING  
MANAGEMENT  
FEDERAL  
LOCAL  
STATE  
FINANCE  
GEOPHYSICAL  
SEISMOGRAPHIC  
DRILLING  
PUMPING

EXTRACTION  
MARKETING  
PULPWOOD  
TIMBER  
SOIL  
WILDLIFE  
MINERALS  
LOGGING  
SMELTING  
MILLING  
REFINING  
EXTRACT  
EXCAVATE  
GRADING  
MARKET  
LAND  
FIBER  
GROWTH



BUSINESS AND OFFICE

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

SECRETARY  
 STENOGRAPHER  
 EXECUTIVE  
 LEGAL  
 SCHEDULING  
 REPORTING  
 PUBLIC RELATIONS  
 CORRESPONDENCE  
 ACCOUNTANT  
 BOOKKEEPER  
 COMPUTER  
 CLERK  
 TYPIST  
 EDITING  
 DESIGN  
 DATA  
 DIAGRAM  
 INTERPRET  
 INSTRUCT  
 PLANNING

BUDGET  
 FRANCHISE  
 EVALUATION  
 COORDINATE  
 MANAGER  
 FISCAL  
 ANALYSIS  
 TAX  
 CASH  
 INVENTORY  
 RECORD  
 REPORT  
 STORE  
 COST  
 OFFICE  
 MAIL  
 FILE  
 FORMS  
 MONITOR

COMMUNICATION AND MEDIA

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

MICROWAVE SYSTEMS  
ELECTRONIC SYSTEMS  
PROGRAMMING  
PUBLICATION  
TELEGRAPH  
LINE AND CABLE SPLICING  
LASER TRANSMISSION  
ANIMATION  
OPTICA  
TELEVISION  
ELECTRONICS  
BROADCASTING  
ILLUSTRATION  
SIGNS

BOOKBINDING  
ANIMATION  
LAYOUTS  
AUDIO  
PRINTING  
VISUAL  
SATELLITE  
• COMPUTERS  
CONSOLE  
DRAFTING  
EDITING  
PLATES  
PAINTING  
SYMBOLS



## CONSTRUCTION

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

OPERATIONS  
 PLANNING  
 METAL  
 MECHANICAL  
 AIR  
 ELECTRIC  
 MANUFACTURED  
 SCHEDULING  
 ESTIMATING  
 MASONRY  
 WOOD  
 SYNTHETIC  
 GLASS  
 FOUNDATION WORK  
 SEWER  
 FORMING  
 SHAPING  
 PREFABRICATION

ILLUSTRATION  
 EARTH MOVING  
 FINISHING OPERATIONS  
 DECOR  
 WATER  
 DRAPERIES  
 COMMUNICATIONS  
 SPRINKLER  
 DESIGN  
 UTILITIES  
 TURF  
 CIVIL  
 GROUNDS  
 TESTING  
 POWER  
 WORK  
 DESIGN

CONSUMER AND HOME MAKING

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

CONSUMER COUNSELING  
HOUSEKEEPING  
FAMILY PLANNING  
CONSUMER  
FLOORS  
WINDOWS  
WALLS  
DIETARY  
OPERATING  
MENUS  
GUIDANCE  
UPHOLSTERING  
REFINISHING  
COMMUNICATION  
CANNING  
REPAIRING  
CUTTING  
SPINNING

STITCHING  
DARN  
KNIT  
ALTERATION  
DESIGN  
GRADING  
MARKING  
CLOTHING  
GOALS  
SERVI  
TEXTILE  
EVALUATION  
APPAREL  
SKILL  
FAMILY  
VALUES  
STANDARDS  
WEAVING

## ENVIRONMENT

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

MONITORING  
 SANITATION  
 IRRIGATION  
 RESERVOIR  
 CANALS  
 WATERWAYS  
 IRRIGATION  
 DEMOGRAPHIC  
 TRANSPORTATION  
 STREETS  
 ROADWAYS  
 BRIDGES  
 AIRFIELDS  
 DAM  
 TOWERS  
 POLLUTION  
 PURIFICATION  
 CHEMICALS  
 WATERSHED  
 CHARTING  
 WATERSHED

PARASITE  
 SPECIES  
 DREDGING  
 STABILIZER  
 TOWERS  
 CODES  
 HAZARDS  
 SWAMP  
 MARSH  
 ECOLOGY  
 PESTS  
 ORES  
 WEATHER  
 SOIL  
 URBAN  
 RURAL  
 SMOG  
 SPACE  
 DOCKING  
 COMMUNICATIONS

## FINE ARTS AND HUMANITIES

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

CREATIVE WRITING  
 LINGUISTICS  
 NOVEL  
 POETRY  
 ESSAY  
 DRAMA  
 SHORT STORY  
 PAINTING  
 SCULPTURE  
 DANCE  
 MUSIC  
 COSTUME DESIGN  
 PUBLIC RELATIONS  
 COMMUNICATIONS  
 ILLUSTRATION  
 FILM PROCESSING  
 FASHION DESIGN

TAPE EDITING  
 CULTURES  
 FILM  
 RADIO  
 CAMERAMAN  
 RECORDING  
 LIGHTING  
 STAGE  
 CAMERA  
 SETS  
 GRAPHIC  
 VISUAL  
 CAREERS  
 ART  
 MEDIA  
 SET  
 DATA HANDLING

## HEALTH

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

SOCIAL SERVICES  
 CLINIC SERVICES  
 COOPERATIVE  
 SICK CARE  
 HEALTH INSURANCE  
 BACTERIOLOGY  
 CYTOLOGY  
 CHEMISTRY  
 ANATOMY  
 SOCIOLOGY  
 POISON CONTROL  
 RECORDS  
 FOOD  
 CASE FINDING  
 PEDIATRICS  
 RESEARCH  
 BIOLOGY

BIOPHYSICS  
 IMMUNIZING  
 THERAPY  
 HOMECARE  
 BIRTH  
 DIVORCE  
 DEATH  
 RECORDING  
 REPORTING  
 RESCUE  
 PERSONNEL  
 STORAGE  
 TRAVEL  
 POLICY  
 BLOOD BANKS  
 TISSUES

HOSPITALITY AND RECREATION

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

CONDOMINIUMS  
 MARKETING  
 CONCESSIONS  
 CONSTRUCTION  
 RESTAURANTS  
 DESIGN  
 LANDSCAPING  
 MAINTENANCE  
 FINANCE  
 OCEAN  
 BEACHES  
 ESTUARIES  
 RANGES  
 FORESTS  
 DESERT  
 FISH  
 GAME  
 WILDLIFE  
 VISTAS  
 PARK  
 PICNIC  
 SING

CAMP  
 ZOO  
 ACQUARIUMS  
 TRAILS  
 WATERWAYS  
 RESORTS  
 MOTEL  
 HOTELS  
 MARINA  
 LODGING  
 SKI  
 GOLF  
 TENNIS  
 CULTURE GROUP  
 ARMED FORCES  
 POOL  
 RADIU  
 FAIRS  
 FESTIVAL  
 SOCIALS  
 SPORTS  
 COACH





## MANUFACTURING

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

PRODUCTION  
 PROCESSING  
 AUTOMATION  
 COMPONENT  
 INSPECTION  
 NATURAL  
 SYNTHETIC  
 DISPOSAL  
 RECYCLING  
 PERSONNEL  
 COMMUNICATIONS  
 PROCESSING  
 SUPERVISION  
 SKILL  
 ANIMAL  
 VEGETABLE  
 MINERAL  
 EXTRACTIVE  
 DESIGN  
 UTILIZATION

CONSUMER  
 PROTOTYPE  
 PACKAGING  
 COMPONENT  
 CYBERNETICS  
 FOUNDRY  
 RETAILING  
 TRUCK  
 AIR  
 RAIL  
 STORING  
 TRADE  
 HOME  
 FOOD  
 BID  
 TRADE  
 AUTO  
 SALES  
 MEDIA

## MARINE SCIENCE

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

ECOLOGY  
 MARINE PLANTS  
 WATER CHEMISTRY  
 DEMOLITION  
 RIGGING  
 WELDING  
 ANCHORING  
 DIVING  
 SALVAGE  
 TRAWLER  
 SEINE  
 NET  
 TRAPS  
 METEOROLOGY  
 NAVIGATION  
 COMMUNICATION  
 PRODUCT COOKING  
 OIL  
 MEAT  
 DISEASE  
 PARASITE  
 PLANKTON  
 SNAKE

CULTURE  
 OCEANOGRAPHY  
 CHARTING  
 PHOTOGRAPHY  
 PERSONNEL  
 NUTRIENT  
 CURRENT  
 MAP  
 CHART  
 AERIAL  
 SURVEY  
 ENEMIES  
 FISH  
 CLAMS  
 SHRIMP  
 SPECIES  
 CYCLE  
 OYSTER  
 SARDINE  
 PERCH  
 REEF  
 BREEM  
 CLAM

## MARKETING AND DISTRIBUTION

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

ADVERTISING  
 DISPLAY  
 PUBLICITY  
 ENGINEERING  
 RESALE  
 WHOLESAL  
 INSTITUTIONAL  
 APPAREL  
 HOUSING  
 AUTOMOTIVE  
 TRANSPORTATION  
 VENDOR  
 CARRIERS  
 SHIPPING  
 INVENTORY  
 BANKING

CREDIT  
 PRODUCT  
 RESEARCH  
 INSURANCE  
 FINANCE  
 TRAVEL  
 LODGING  
 RENTAL  
 FARM  
 TRADE  
 PETROLEUM  
 INTANGIBLES  
 TRAFFIC  
 WAREHOUSING  
 PERSONNEL  
 CONSUMER

## PERSONAL SERVICES

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

SHAMPOOING  
 HAIR STYLING  
 COLOR TESTING  
 MANICURING  
 MAKEUP TECHNOLOGY  
 MORTUARY  
 SKIN TREATMENT  
 SCALP TREATMENT  
 ANALYZING PRODUCTS  
 ADVERTISING  
 TRANSPORTING  
 THEATRICAL  
 MAKEUP  
 PATHOLOGY  
 SALES

USHERING  
 COUNSELING  
 FUNERALS  
 CUSTODIAL  
 LABOR  
 SHAVING  
 FACIAL  
 FINANCES  
 SKILL  
 CAREER  
 CLIPPING  
 MASSAGE  
 RECORD  
 ASSISTING

## PUBLIC SERVICE

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

JUDICIAL SERVICES  
 LABOR MARKET  
 PRISON INDUSTRIES  
 SECURITY  
 COUNSELING  
 TESTING  
 COURT SERVICES  
 PLANNING  
 PROBATION  
 DESIGN  
 MILITARY  
 SECURITY  
 LODGING  
 DRUGS  
 TAXATION  
 FEES  
 SALARIES  
 CONSUMER  
 SALES  
 REVENUE  
 TUNNELS

RAPID TRANSIT  
 REFUSE  
 TURNPIKE  
 AIRPORTS  
 TERMINALS  
 BIRTH  
 MARRIAGE  
 DEATH  
 DEEDS  
 CUSTOMS  
 LICENSE  
 STOCK  
 BONDS  
 TITLES  
 FIRE  
 POLICE  
 BANKS  
 CUSTOMS  
 PORT  
 BRIDGES

TRANSPORTATION

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

VEHICLE OPERATION  
SECURITY  
EQUIPMENT REPAIRS  
SIGNALS SYSTEM  
DISPATCHING  
AGENT  
CLERKS  
OPERATOR  
FREIGHT SERVICE  
PIPELINE  
TASK ANALYSIS  
LAUNCH OPERATION  
PERSONNEL  
FLIGHT CREW  
ENGINEER  
PETROLEUM

INSPECTION  
TANKING  
SURRY  
HANDLER  
REPAIRS  
STOCK  
TANK FARMS  
DATA  
PASSENGER  
LANDING  
GROUND  
RIVER  
COMMUNICATIONS  
PILOTING  
STEWARDS  
FLIGHT CREW

## GOOD WORK HABITS

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

ATTITUDE  
 COURTESY  
 DEPENDABILITY  
 DESIRE  
 ENTHUSIASM  
 FORESIGHT  
 FRIEND  
 HEALTH  
 HONESTY  
 INITIATIVE  
 LOYALTY  
 MORALITY  
 NEATNESS  
 PERSONAL APPEARANCE

PUNCTUALITY  
 SELF CONTROL  
 SENSE OF HUMOR  
 TACT  
 USE OF VOICE  
 PARTICIPATION  
 GOALS  
 VITALITY  
 INTERESTS  
 PROMPT  
 ABILITY  
 WILLING  
 OPENMINDEDNESS

## OCCUPATIONS PUZZLE

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

ACTRESS  
 AIR TRAFFIC CONTROLLER  
 ANESTHETIST  
 ARCHAEOLOGIST  
 BEAUTY OPERATOR  
 BRICKLAYER  
 CATERER  
 CLERGYMEN  
 COOK  
 DANCER  
 DETECTIVE  
 EDITOR  
 FLORIST  
 GUARD  
 HISTORIAN  
 LABORER  
 BROKER  
 SANITARIAN  
 RADIO  
 TAXI

ACTOR  
 STEWARDESS  
 ANNOUNCER  
 ASTRONOMER  
 BOILERMAKER  
 BUSBOY  
 CEMENT MASON  
 ARTIST  
 CRIMINOLOGIST  
 DESIGNER  
 ECONOMIST  
 FBI AGENT  
 FOREMAN  
 GLAZIER  
 LAWYER  
 MODEL  
 ROOFER  
 ACTOR  
 CLERK

SOME WORDS WILL BE FOUND GOING ACROSS, SOME UP AND DOWN, AND SOME  
 DIAGONALLY. SOME ARE WRITTEN BACKWARDS. IF A WORD APPEARS MORE  
 THAN ONCE IN THE COLUMN, THEN IT APPEARS MORE THAN ONCE ON THE  
 PUZZLE.



## OCCUPATIONS PUZZLES

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

ADJUSTER  
 ASTRONOMER  
 BUTCHER  
 ATTENDANTS  
 ATTORNEY  
 DENTIST  
 PROGRAMMER  
 PSYCHIATRIST  
 TECHNICIAN  
 SURVEYOR  
 REPAIRMAN  
 TEACHER  
 SEAMAN  
 RECEPTIONIST  
 POLICEMAN  
 CURATOR  
 CUSTODIAN  
 DRIVER  
 MODEL  
 SINGER  
 TELLER  
 ORDERLIES  
 BUSDRIVER

TYPIST  
 RANCHER  
 COOK  
 ROUTMAN  
 TAILOR  
 SALESMEN  
 PILOTS  
 FLORISTS  
 DRUGGIST  
 TAXI  
 SIGNERS  
 NURSE  
 MINING  
 CHEF  
 MASON  
 PAROLE  
 SERVICEMEN  
 DAIRY  
 DEAN  
 DENTAL  
 STATION  
 THERAPIST

SOME ARE FOUND UP AND DOWN, SOME ACROSS AND SOME DIAGONALLY. IN SOME  
 CASES, THERE IS ONLY ROOM FOR PART OF THE OCCUPATION. SOME ARE  
 SPELLED BACKWARDS. IF A WORK APPEARS MORE THAN ONCE IN THE LIST, IT  
 APPEARS MORE THAN ONCE IN THE PUZZLE.

## OCCUPATIONS PUZZLE

D F E H C U P H O L S T E R E R  
 S O A E W A G R O N O M I S T E  
 S R O R N L S A L E S M A N C S  
 E E C R M G O H M N A P P E D T  
 R S X E M E I Q I R S O A T T A  
 T T L W A A R N M E H D I S B U  
 S E N P I O N P E L R I C I A R  
 M R R A D Q K X L E T A I G K A  
 A E E R U C L E R K R T T O E N  
 E V H G V W B A R B E . E L R T  
 S E P O E X Y ' Z T B I I O E E  
 R N A T N U R E A C S D O T E  
 O U R O G U R X L I N T ' Z N R  
 T E G H I R E T N E P R A C E E  
 I R O P N Y R A U T C A W O T T  
 D P E M E C H A N I C Q E W R I  
 U R G R E G N A R S T U T V A A  
 A N T H R O P O L O G I S T B W

BELLHOP  
 MAIL  
 WAITER  
 BARTENDER  
 STEWARD  
 CHEF  
 ANTHROPOLOGIST  
 GEOGRAPHER  
 PODIATRIST  
 BAKER  
 CLERK  
 ZOOLOGIST  
 SALESMAN  
 FARMER  
 RANGER  
 AGRONOMIST  
 DIETICIAN

DOORMAN  
 SEAMSTRESS  
 AUDITOR  
 ENGINEER  
 UPHOLSTERER  
 RESTAURANTEER  
 CASHIER  
 FORESTER  
 CARPENTER  
 BARBER  
 PHOTOGRAPHER  
 NURSE  
 MECHANIC  
 ACTUARY  
 REVENUER  
 ENGINEER

SOME WORDS WILL BE FOUND UP AND DOWN, SOME ACROSS AND SOME  
 DIAGONALLY. SOME OF THEM WILL BE WRITTEN BACKWARDS.

## OCCUPATIONS PUZZLE

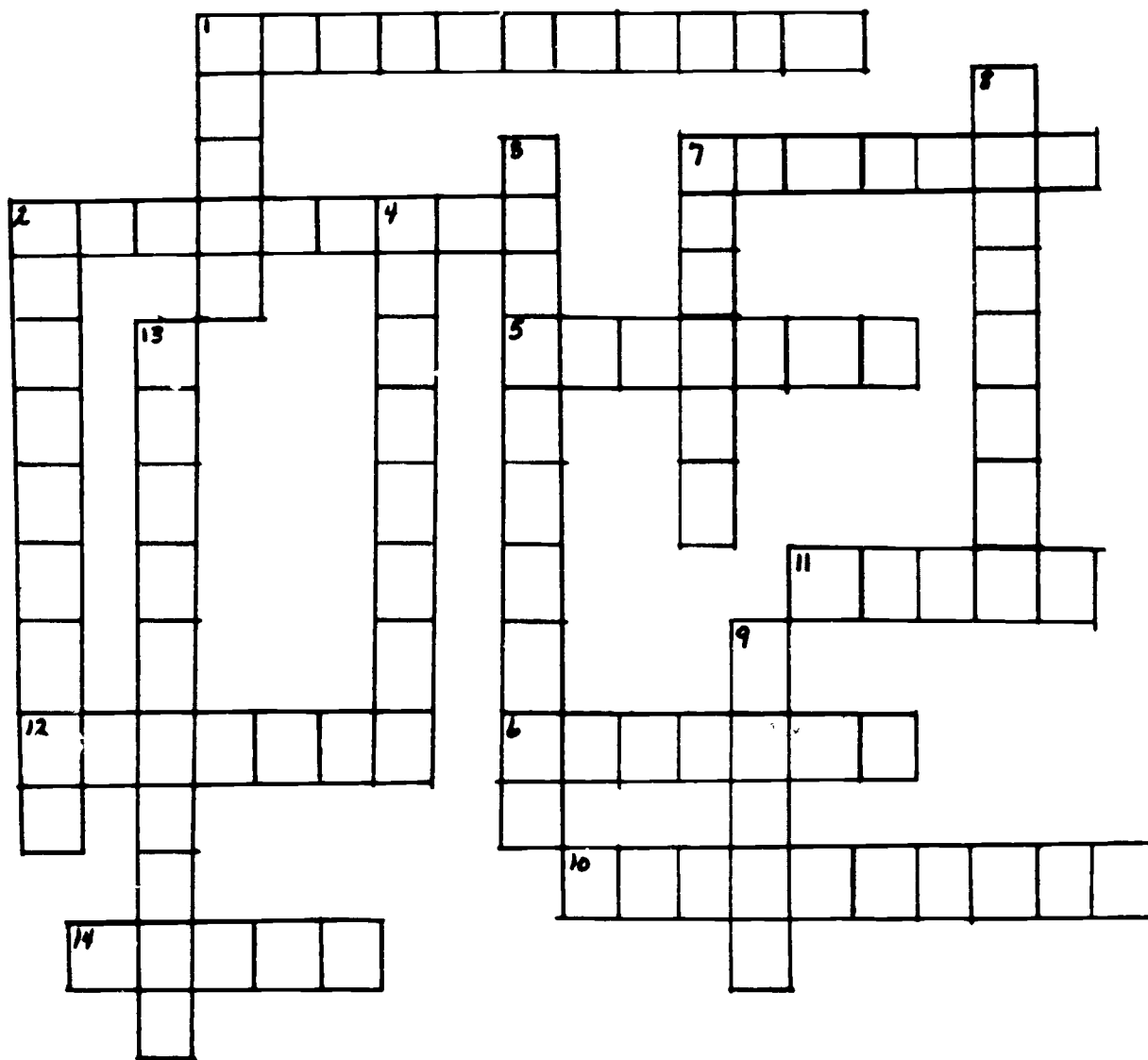
T N A I C I N H C E T Q R V Y N T O M  
 R E F O R E S T E R S S A B R C D R A  
 U E A F G H H I J K I K I L A L M E T  
 C N O C P P Q K T R P S P M T S T H H  
 K J U V H W R W S X Y X H W E Y Z P E  
 D V T O D E N T I S T P A O R H W A M  
 R X S X L Y R Z G Z Y U R V C W C R A  
 I P I C X W R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

TEACHER  
 DENTIST  
 METEOROLOGIST  
 GUIDANCE COUNSELOR  
 FILE CLERK  
 MATHEMATICIAN  
 PHARMACIST  
 PILOT  
 CHEMIST  
 CLERK  
 PRINTER  
 BUYER  
 RANGER

TRUCKDRIVER  
 GEOLOGIST  
 MEDICAL SECRETARY  
 TYPIST  
 DIETICIAN  
 BIOLOGIST  
 TECHNICIAN  
 BOTANIST  
 ATTORNEY  
 OCEANOGRAPHER  
 NURSE  
 FORESTER

WORDS MAY BE FOUND UP AND DOWN, ACROSS OR DIAGONALLY. SOME MAY  
 BE WRITTEN BACKWARDS.

THESE ARE ALL NAMES OF OCCUPATIONS. THEY ARE FAIRLY COMMON ONES.



DOWN

1. Man who performs in plays or movies.
2. Plans and designs buildings.
3. Construct walls of brick, tile, and other materials.
4. Plans and prepares food for parties and weddings.
7. Raises crops, animals, poultry, etc.
8. Plants grass and cares for lawns.
9. Poses for artist and photography.
13. Person who keeps cities clean.

ACROSS

1. Puts patient to sleep before surgery.
2. One who reads commercials and gives news.
5. Studies composition and chemical properties.
6. Gives assignments to reporters and evaluates stories.
7. Supervise and coordinate activities of blue collar workers.
10. One who fixes dead people for burial.
11. One who works in a store.
12. People in charge of football team.
14. Brick \_\_\_\_\_ or cement \_\_\_\_\_.