

UNIT 1 / GRADE FOUR

- OBJECTIVE:** To encourage students to observe jobs, and to study the skills they require and the working conditions involved.
- PERFORMANCE OBJECTIVE:** Each child will be able to write a short story explaining how career aspirations must be related to ability.
- Each student will be able to explain key differences between a work day in school and in industry.
- PREPARATION:**
1. Remind students to bring "Career Notebooks" to class.
  2. Order bulletin board supplies.
  3. Check with third grade teacher for information about each child's career interest prior to fourth grade, if available.
- PROCEDURE:** Class and group discussions. Presentations by guest speakers. Completion of lists by students.
- GUIDELINES:**
1. Initiate class discussion about the various likes and dislikes listed by students.
  2. Have students bring in pictures of themselves at work.
  3. Divide class into four or five groups for "Job Analysis". Have each group select a job and list its duties and the personal traits needed to succeed in it.
  4. Invite speakers to demonstrate and discuss their work.
  5. Have students list their interests, abilities, and personal traits. Make a chart illustrating the skills and interests of various jobs for comparison with the students' list.
- SAMPLE LESSON:** Understanding My Interest
- OBJECTIVE:** To help children identify their interest, abilities and weaknesses in relation to career interest.
- PERFORMANCE OBJECTIVE:** Each child will be able to list their interests and abilities on a self- evaluation card.

- ACTIVITIES:**
1. Have each child write a short story describing their career daydreams.
  2. Explain what is meant by ability and interests.
  3. Hold a class discussion of how personal characteristics affect career choice.
  4. Have each child list his or her interests and abilities in their "Career Notebook."
  5. Have each child write experience stories that describe their reactions to work and important events in their lives.

UNIT 2 / GRADE FOUR

**OBJECTIVE:** To identify attitudes necessary for job success.

**PERFORMANCE OBJECTIVE:** Each child is able to list several factors necessary for job success.

Each child is able to identify several personality variables about themselves.

- PREPARATION:**
1. Reserve a tape recorder.
  2. Secure chart tablet and stationary.

**PROCEDURE:** Class discussions. Group discussions.

- GUIDELINES:**
1. Initiate discussion of individual differences in abilities, interests, attitudes, and values.
  2. Hold group sessions for discussion of traits necessary for work success.
  3. Help each child discuss questions about their success in school and work.

**SAMPLE LESSON;** Who Am I?

**OBJECTIVE:** To help each child identify his or her self-characteristics.

**PERFORMANCE OBJECTIVE:** Each child will write a short story that describes their interests and attitudes toward work and success.

- ACTIVITIES:**
1. Use a tape recorder and have each child record what jobs they like to do. Play back and discuss how one's voice is a factor in success.
  2. Discuss how writing skills may be related to work success.
  3. Role play an employer talking to an employee who constantly criticizes others. Emphasize how attitudes in work affect success and happiness.
  4. Have each child write a letter to a worker they know for information regarding good work habits and attitudes.
  5. Have students discuss a list of occupations requiring special personality traits.

UNIT 3 / GRADE FOUR

- OBJECTIVE:** To learn about job opportunities in the community and state.
- PERFORMANCE OBJECTIVE:** Each student is able to list five career opportunities in their community.
- PREPARATION:**
1. Plan a field trip to at least one business or industry.
  2. Prepare a "Helping Others" bulletin board with stories and pictures of nurses, lab technicians and other service workers.
- PROCEDURE:** Class discussion. Visits to plant or business. Interviews with workers. Drawing of charts and maps.
- GUIDELINES:**
1. Discuss with class, "What I Would Like to Be". Classify jobs that help others, fix things, serve others, ect.
  2. Explain to students that individuals may be qualified to perform a variety of occupations.
  3. Visit a work sight to observe different workers.
  4. On the bulletin list reasons why people work, and relate examples from workers known to the students.

SAMPLE LESSON: Exploring Job Families

OBJECTIVE: To identify the relationship between job families and workers within that family.

PERFORMANCE OBJECTIVE: Each student will be able to explain the term job family.

- ACTIVITIES:
1. Prepare a questionnaire to interview a nurse's aide, nurse, lab technician, ect.
  2. Compare their duties and responsibilities.
  3. Determine satisfactions and dissatisfactions of these workers with their jobs.
  4. Prepare a notebook on the helping professions and illustrate by reference to local opportunities.
  5. Visit a medical setting to observe the "Helping Professions" at work.
  6. Prepare two charts: On chart 1 have the students list items that might interfere with their future success. On chart 2 list items that could contribute to their success. Compare and contrast the implications.

UNIT 4 / GRADE FOUR

OBJECTIVE: To explain the career decision making procedure.

PERFORMANCE OBJECTIVE: Each student will list several steps involved in making a career decision.

PREPARATION: 1. Arrange for the librarian to display several career books.

PROCEDURE: Group consultations.

- GUIDELINES:
1. Explain the factors that qualify individuals to perform a variety of tasks and jobs.
  2. Explain what data is necessary or helpful in making a decision;
    - Knowledge about self
    - Knowledge of job opportunities
    - Knowledge of job requirements
    - Simulated work experience

3. Discuss how various people influence a person's career planning.
4. Have the children list on the board some of the jobs they may want to explore. Discuss the skills and training needed for these jobs.
5. Assign each child to read a story about the job he or she is interested in.

**SAMPLE LESSON:** Using Personal Data

**OBJECTIVE:** To help each student identify sources of personal data.

**PERFORMANCE OBJECTIVE:** Each student will be able to list sources of personal data about themselves.

- ACTIVITIES:**
1. Each student will have a personal interview to discuss their achievements.
  2. Explain how to use data sources in the school.
  3. Role play a guidance session that depicts a student discussing their future career.
  4. Have students write a short story about a worker they know. Include special talents, interests, and aptitudes.

UNIT 1 / GRADE FIVE

OBJECTIVES: To examine the complexity of career opportunities in the world.

To understand ourselves by examining differences in others.

PERFORMANCE OBJECTIVES: Each child is able to identify several career opportunities of interest to them.

Each child is able to list two jobs performed in foreign countries that are of interest to them.

PREPARATION:

1. Secure simple costume material.
2. Arrange a book display "Different Worlds and Cultures".
3. Arrange for a field trip to industry.

PROCEDURE: Class discussion. Presentation of "Worlds Fair" including displays and short skits.

GUIDELINES:

1. Have the children locate pictures of people at work in different lands.
2. Have each child relate their parent's job to a similar occupation in a foreign country.
3. Stress the interdependence between workers in different countries and their counterparts in the United States.
4. Plan a "World's Fair" for other grades and parents.
5. Discuss the concept that geographical location sometimes determines the types of jobs found there.

SAMPLE LESSON:

OBJECTIVE: To have children identify various types of work throughout the world.

performance OBJECTIVE: Each child will write a story that compares an occupation in their town with a similar one in an foreign land.

**ACTIVITIES:**

1. Study and identify different ways of earning a living in various countries of the world.
2. Present a story or film that depicts a different cultural group and their life style, including their jobs.
3. Role play a situation where children have an opportunity to defend the rights of others to be different.
4. Invite an American Field Service exchange student to discuss life in his or her country.

**UNIT 2 / GRADE FIVE**

**OBJECTIVES:**

To have the student gather as much personal information as possible.

To have the student identify habits, attitudes, and knowledge needed for self-understanding to get along with others.

**PERFORMANCE OBJECTIVES:**

Each student will write a personal interpretation of information related to school performance (grades, test data).

Each student will list several habits and attitudes that help them get along with other people.

**PREPARATION:**

1. Arrange to have the school nurse and physical education teacher visit the class.
2. Invite an employer to the class.

**PROCEDURE:**

Class discussion. Presentation of health habits by school nurse and physical education teacher. Talk by an employer.

**GUIDELINES:**

1. Discuss how personality relates to satisfaction or dissatisfaction with a career choice.
2. Discuss personal characteristics such as initiative, responsibility, creativity, ect.
3. Plan small group sessions that will focus on a theme such as "What Kind of Person Am I?" or "What I Like To Do."

5. Plan a role-play skit to demonstrate positive and negative attitudes that contribute to or hinder work.
6. Have each child develop a confidential "self-improvement" list.
7. Invite an employer to discuss the specific traits that are essential for an employee to succeed in their plant or business.

UNIT 3 / GRADE FIVE

- OBJECTIVE:** To point out that all jobs, no matter how exciting, require commitment.
- PERFORMANCE OBJECTIVE:** Each child will be able to name five routine duties of a person in one of the glamour careers.
- PREPARATION:** 1. Arrange for a tour of a local radio station or music store.
- PROCEDURE:** Class discussion. Tour of the local radio station or music store. Interview with worker.
- GUIDELINES:**
1. Prepare a list of interesting and unusual new careers that offer good opportunities in the 1980's., for example, ecology science, communication, recreation, ect.
  2. Explain the dangers of choosing a job purely for glamour or excitement.
  3. Visit a music store or radio station to illustrate careers that involve fantasy, make-believe, and glamour.
  4. Discuss the meanings work has for different individuals.
  5. Discuss why all jobs are important.
- SAMPLE LESSON:** Careers in Music
- OBJECTIVE:** To identify several careers that require an interest in music.
- PERFORMANCE OBJECTIVE:** The childre will list the requirements for two careers related to music.



- ACTIVITIES:
1. Have the students list jobs that involve music.
  2. Present a musical play that would review jobs through music.
  3. Invite a piano tuner to demonstrate his or her job to the students.
  4. Visit a local music store to identify non-musical talent jobs, for example, stock clerk, clerk, repairer.
  5. Discuss the training and personal requirements to be a successful singer or dancer.
  6. Play records to illustrate the different types of music.

UNIT 4 / GRADE FIVE

OBJECTIVE: To identify values of importance to career planning.

PERFORMANCE OBJECTIVE: Children are able to list values essential to career planning.

- PREPARATION:
1. Secure a directory of local organizations.
  2. Invite a representative of a civic club to the class.
  3. Identify all the jobs in the school.

PROCEDURE: Discussion of the role of values in choosing a job and achieving career satisfaction. Explanation of the role of the community organizations in the American value structure.

- GUIDELINES:
1. Define the term "values" by illustration and discussion.
  2. Discuss basic values: honesty, integrity, responsibility, fairness, and good work.
  3. Conduct a class discussion on service to others as part of career success.
  4. Have each student interview their parents to find out what they value in their work or life.

SAMPLE LESSON: Life And Work

OBJECTIVE: To identify how an occupation can contribute to life satisfaction.

PERFORMANCE OBJECTIVE: Each child will describe how a job contributes to personal satisfaction.

- ACTIVITIES:
1. Have each child report to the class on one occupation and how it contributes to personal satisfaction.
  2. Invite a school worker to discuss the satisfaction he or she gets from work.
  3. Write a short story on "What Work Means To Me".
  4. Have the students discuss how they would spend an unexpected money gift.
  5. Have the students describe what would be a perfect job. List their suggestions on the chalkboard and rank the order of importance to them.

UNIT 1 / GRADE SIX

- OBJECTIVE:** To identify career opportunities in the professional occupation.
- PERFORMANCE OBJECTIVE:** Each student will be able to differentiate between professional and service occupations.
- Each student will be able to write a short story about their career goal and discuss it with parents.
- PREPARATION:**
1. Invite a professional or service worker to the class.
  2. Arrange a trip to a local service establishment, dry cleaners, photo shop, ect.
- PROCEDURE:** Presentation of sources of career planning information. Talk about the types of career information provided by the school. Class discussion of professional and service workers.
- GUIDELINES:**
1. Discuss the concept that information about careers is needed by all individuals.
  2. Discuss professional occupations and identify the training needed to enter the following careers: law, medicine, teaching, clergy, ect.
  3. Identify and discuss the roles of service occupations in providing for the comfort of others and providing personal service to others. Discuss the advantages and disadvantages of working in the professions.
  4. Tour the school to observe the interdependence of service and professional workers on each other.
  5. Have each child write a story on which they would rather be a professional or service worker. Have each child justify their choice.
- SAMPLE LESSON:** Professional and Service Centers
- OBJECTIVE:** To illustrate a career choice by the use of visual media.
- PERFORMANCE OBJECTIVE:** Each child will draw a picture that portrays a career choice.
- ACTIVITIES:**
1. Collect pictures of professional workers and the work they do.
  2. Prepare a role playing skit to illustrate the work of either a professional or service worker.

3. Paint pictures of service and professional workers at work.
4. Invite guest speakers who make their living from art or music.

UNIT 2 / GRADE SIX

- OBJECTIVES:**
- To provide an adequate and well-balanced interpretation of all test data.
  - To identify personal attributes that will contribute to job success.
  - To help each student commence planning for junior high school.
- PERFORMANCE OBJECTIVE:**
- Each student will be able to list which school subjects they are most competent in.
  - Each student will be able to list personal characteristics that will contribute to job success.
  - Each student will prepare a list of subjects they would like to study in junior high school.
- PREPARATION:**
1. Plan group guidance sessions.
  2. Plan parental information sessions.
- PROCEDURE:**
- Group discussions. Meetings with groups of parents.
- GUIDELINES:**
1. Hold a series of group guidance sessions to prepare the student for transition to junior high.
  2. Plan a series of group sessions with parents to discuss each child's educational and career development to date.
  3. Conduct class discussions:
    - What types of workers would lose their jobs first during an economic recession?
    - What factors cause people to change their job more than once?
    - What effect does automation have on one's job choice?
    - What do your parents say about what you would like to be?

**SAMPLE LESSON:** Growth of Self

**OBJECTIVE:** To identify personal attributes that promote success.

**PERFORMANCE OBJECTIVE:** Each student will list personal attributes that have enhanced his or her educational, social or physical success to date.

**ACTIVITIES:**

1. Review achievement and apptitude test scores.
2. Help each child draw up profile sheets to illustrate strengths and weaknesses.
3. Make a classroom chart showing the apptitudes and abilities needed for success.

UNIT 3 / GRADE SIX

**OBJECTIVES:** To identify businesses and industries that are susceptible to technological or seasonal changes.

To show how various jobs are affected by technology.

**PERFORMANCE OBJECTIVES:** Each student will define the technological change and seasonal employment as it affects career choice.

Each student will be able to explain how one job has changed by automation.

**PREPARATION:**

1. Prepare a list of resource people in the community.
2. Invite resource people to the class.

**PROCEDURE:** Panel presentation around the theme "Machines Make Work Easier". Demonstration by worker. Class discussion on the impact of technology in our lives.

**GUIDELINES:**

1. Discuss technological change and its impact on career choice.
2. Invite a worker to class to demonstrate how tools make his or her work easier.  
  
T.V. repairer  
Carpet layer  
Carpenter  
Business Machine repairer
3. Have a panel discussion around the theme "Machines Make Work Easier".

4. Invite several workers whose jobs have changed because of technological advances. Have them discuss these changes and how they were trained for them.
5. Discuss the impact of technology on future skilled careers.
6. Discuss seasonal occupations and the impact of technology in these areas.
7. Identify the specific occupational needs of your community. Discuss reasons why the community needs workers of this type.

**SAMPLE LESSON:** People and Their Work

**OBJECTIVES:** To identify friends, relatives, or parents who work at jobs of interest to students.

**PERFORMANCE OBJECTIVE:** Each child will be able to identify one person who holds a job of interest to him or her and explain the job.

- ACTIVITIES:**
1. Invite several production workers to class to discuss their jobs.
  2. Prepare a chart that illustrates advantages and disadvantages of production work.
  3. Invite several service workers to demonstrate their jobs.
  4. Have the class interview at least two workers and record their answers to "Why I Work".
  5. Have the class interview women who occupy non-traditional occupations.

UNIT 4 / GRADE SIX

**OBJECTIVES:** To compare vocational daydreams of early elementary school with present career interests.

To provide an opportunity for the students to compare their aptitudes with those needed for jobs they have studied.

**PERFORMANCE OBJECTIVE:** Each student will be able to list several attitudes necessary to be a successful worker.

Each student will be able to list abilities, achievements and interests.

- PREPARATION:
1. Secure a tape recorder.
  2. Review cumulative folders.
  3. Invite parents to participate in the Career Fair.

PROCEDURE: Class and Group discussions. Career Week to focus on each child's occupational interests prior to entering junior high.

- GUIDELINES:
1. Prepare an individualized assessment of each child's career education.
  2. Help each child complete a self-analysis inventory. Relate interests to types of work or possible careers.
  3. Have students discuss changes in career interests that have occurred over the past six years.
  4. Confer with each child about his or her personal traits and relate them to those needed for success in the work world.

SAMPLE LESSON: Communication Skills and Career Success

OBJECTIVE: To develop skill in verbal and written communication.

PERFORMANCE OBJECTIVE: Each student will demonstrate their verbal and written skills in role playing and writing activities.

- ACTIVITIES:
1. Have students role play stories and situations related to their career interests.
  2. Have students describe a task that made them feel good, such as doing a good job at home.
  3. Divide the class into small groups to discuss work values and parental expectations.
  4. Record each child's voice and discuss the importance of good communication.
  5. Demonstrate the importance of non-verbal communication, such as gestures and facial expressions.

UNIT 1 / GRADE SEVEN

**OBJECTIVES:** To acquaint students with the purposes of the Career Education Program.

To enable students to discuss their career aspirations with other students.

- PREPARATION:**
1. Develop and reproduce material describing services of the guidance department for distribution to the students.
  2. Notify students to bring a notebook for materials distributed during the course.
  3. If possible, use room with movable chairs so that the class will be able to break into groups.

**PROCEDURE:** Large group presentation of purposes of course and overview of program. Brief small group discussion regarding present career aspirations.

- GUIDELINES:**
1. What is the purpose of a course in career education?
    - a. Emphasize importance of each person considering the material in this course in terms of his own interests, abilities, and values.
    - b. Briefly discuss the class schedule for this course, tentative plans for field trips, and the requirement that each student retain the materials and notes of this course in a Career Notebook.
  2. Divide class into small discussion groups.
    - a. Small groups discuss the career preference of each person in the group.
    - b. After several career preferences have been "guessed" in each group, hold a brief discussion of the type of questions that served to facilitate the group's solution of the career secret.
    - c. Complete the small group discussions of tentative career choices.
    - d. Ask group members to comment on each person's knowledge of the career that he or she has selected.



- STUDENT ACTIVITIES:**
1. Have students research their tentative career choices in the Dictionary of Occupational Titles and/or Occupational Outlook Handbook.
  2. Have students develop an interview guide.
  3. Have students interview a person in a career which they indicated as a first, second or third choice.

**FOLLOW-UP ACTIVITIES:**

1. Class discussion of findings in Dictionary of Occupational Titles and Occupational Outlook Handbook.
2. Divide class into small groups as in "Twenty Questions" game to develop interview guide.
3. Organize interviewing of persons in special careers and way of reporting data back to class.
4. Have students list career choices and develop classification plan for all careers which they listed.

**UNIT 2 / GRADE SEVEN**

- OBJECTIVES:**
- To acquaint students with various types of individual differences.
- To promote appreciation of how individual differences affect career decisions.
- To encourage students to investigate their individual characteristics.
- PREPARATION:**
1. Filmstrip on interests, abilities, values.
- PROCEDURE:**
- Large group presentation and discussion regarding basic concepts of individual differences; small group discussions of how individual differences affect career decisions.
- GUIDELINES:**
1. Brief presentation of concepts of individual differences.

- a. Commonality of all human beings.
  - b. Characteristics which make each person unique.
2. Give class a fun quiz to demonstrate how everyone views things differently.
  3. Discuss the results of the quiz with the class. Point out how people saw such different things. Discuss how these types of perception differences affect other decisions one makes - about people, about careers, about school.
  4. Divide class into small groups for discussion.
    - a. Each small work group should generate a list of personal characteristics in which individuals may show marked differences. Start the group by asking students to think of three people they know. Tell them to list on a sheet of paper as many different ways as possible how two of the three are similar but different from the third. Continue combining the three people into different pairs until the students have exhausted the ways these people differ.
    - b. Each group should report their findings to the class and a master list should be developed on the chalkboard.
    - c. Each group should be assigned one or more major headings and asked to discuss how these differences might affect one's educational choices in school and eventually one's career choice.
    - d. Following this discussion each committee should report its findings to the class and a general class discussion should be held.
  5. Explain to the class how the guidance department can help one explore personal characteristics by discussions of test scores, educational goals, career plans and other important topics.

#### STUDENT ACTIVITIES:

1. Have students verify concepts of individual differences and their role in job satisfaction and success.
2. Have students determine the personal characteristics which workers in particular jobs ought to have.

### UNIT 3 / GRADE SEVEN

- OBJECTIVES:**
- To elicit ideas which student have of why people work.
  - To have students compare their ideas with actual statements of workers on why they work.
  - To have students examine their own tentative reasons for wanting to work.
- PREPARATION:** Filmstrip on Why People Work.
- PROCEDURE:** Class and group discussions regarding perceptions of the reasons why people work with emphasis on the varied and changing reasons of different people.
- GUIDELINES:**
1. Briefly explain purpose of this lesson to the class.
  2. Ask each student to list in order of importance the five reasons why they believe people work.
  3. Divide the class into small discussion groups.
    - a. Each group should generate a list of the reasons why people in our society work.
    - b. Have each group report their findings to the class.

### UNIT 4 / GRADE SEVEN

- OBJECTIVES:**
- To acquaint students with major considerations regarding the current status of employment.
  - To enable students to identify the most significant trends.
  - To help students to understand occupational classifications and to be able to classify a list of occupations according to several systems.
- PREPARATION:**
1. Contact local and State Employment Services for current employment information and trends. Possibly, an SES official may discuss this topic with class.
  2. Have Dictionary of Occupational Titles and Occupational Outlook Handbood available for reference during the class.
  3. Have Montana Employment Projections, Montana Supply and Demand Report, and Montana View available.

**PROCEDURE:** Large group presentation regarding current employment status and significant employment trends, followed by brief discussion period; classification by students of a list of occupations without the use of any formal system; examination of student classification; presentation of several formal occupational classification systems.

**GUIDELINES:**

1. Briefly explain the purpose of this unit to the class.
  - a. Indicate the vast number of occupations in our society.
  - b. Discuss the relationship between changing demands of jobs on the labor market and needed work skills.
  - c. Discuss local, state and national employment trends.

**STUDENT ACTIVITIES:**

1. Invite speaker from local agency or industry or State Employment Service to discuss changing nature of work.
2. Invite speaker who has been employed in an occupation for a long time to discuss how his or her work has changed over the years.
3. Have students list occupations of twenty acquaintances and classify them according to one of the systems presented in the class.
4. Have groups of students trace the number of occupations involved in getting an apple from tree to table.

UNIT 5 / GRADE SEVEN

**OBJECTIVES:** To promote students' awareness of the school as a work setting and of the particular occupations found in this work setting.

To help students to recognize the things that various categories of school workers have in common.

**PREPARATION:**

1. Inform school workers well in advance that students will be studying workers in the school so that they will be better prepared to make career decisions later in life.

2. Encourage students to observe school workers in action and to become familiar with school worker responsibilities prior to this unit. These preliminary observations and discussions will facilitate classroom learning regarding school worker roles and the school as a work setting. The school as a work setting should not be overlooked by the teacher as an important resource as this class continues its investigation of a wide range of career opportunities.

**PROCEDURE:** Class presentation followed by group exercise on similarities of characteristics of certain school workers.

- GUIDELINES:**
1. Briefly explain the purpose of the unit to the class.
    - a. Discuss the school as a work setting. Compare school to several other work settings. Use the chalkboard to list strengths and weaknesses of various work settings. Discuss such things as fellow workers, noise and light level, types of work, location, parking, fringe benefits, ect.
    - b. Discuss how the work setting changes a job.
  2. Review the Holland system of occupational classification.

Group A - Artistic  
Group B - Conventional  
Group C - Enterprising  
Group D - Investigative  
Group E - Realistic  
Group F - Social

3. Use remaining time for class discussion and summarization of the unit.

**STUDENT ACTIVITIES:**

1. Have students interview school workers and determine how the worker's job description compares with his/her official job description.
2. Select one or two school workers to discuss their jobs with the class.
3. Invite school personnel director to discuss employment practices.

**FOLLOW-UP ACTIVITIES:**

1. Plan to have some class members spend "on job" time with a school worker. The student might help the custodian or work in the school kitchen.
2. Prepare a booklet which shows what workers do in the school, recognizes their contribution, thanks them for their efforts and pledges student cooperation.
3. Make bulletin board "honoring" school workers for their contributions to the school society.
4. Have students develop crossword puzzles on "The School as a Work Setting".

**UNIT 1 / GRADE EIGHT**

**OBJECTIVES:**

To acquaint students with the various steps in the decision making process.

To enable students to identify personal and environmental factors which influence decisions.

**PREPARATION:**

1. If chalkboard is not available, have on hand large sheets of paper and felt-tip pens for groups to use in compiling decision lists.

**MATERIALS:**

Poster paper or newsprint if chalkboard is not available.

**PROCEDURE:**

Small group exercise on decision making. Class analysis of exercise. Large group presentation by leader.

**GUIDELINES:**

1. Presentation of concept of decision making.
  - a. Important decisions in life are not isolated events but results of an on-going process.
2. Divide class into two, three, or four groups composed of inner circle of discussants and outer circle of observers.
  - a. Assign tasks to discussants and observers; Discussants task - "What are steps needed to arrive as a good decision?"  
Observer task - note things that contributed to and hindered solution to the problem.
  - b. Discuss adequacy of "decision steps" to problem which were developed.

3. Present brief outline of how the choice process might occur:
  - a. Become aware a choice is available or must be made.
  - b. Generate reasonable alternative options.
  - c. Gather relevant information on each option.
  - d. Estimate each option's chance of success and satisfaction.
  - e. Consider personal values and willingness to take a risk in that situation.
  - f. Select a preferred option as the choice.
  - g. Prepare to or actually implement the choice.
  - h. Monitor the outcome and modify the choice as appropriate.
4. Discuss above choice process with class.
5. Summarize class and briefly describe the topic of the next class.

**STUDENT ACTIVITIES:**

1. Have students trace decision making process in actual choices they have made.
2. Have each student think of a choice currently facing them and ask them to write down the eight steps in Guidelin 3 relative to that choice. Discuss the results.

**FOLLOW-UP ACTIVITIES:**

1. Further discussion of questions in Student Activities.
2. Use "Life Career" game which simulates an eight-year period of career decision making.

**UNIT 2 / GRADE EIGHT**

**OBJECTIVES:** To acquaint students with the use of the Apple computer.

**PERFORMANCE OBJECTIVE:** Students will be able to use the Career Directions Program in the computer.

**PREPARATION:** Secure the use of the computer room for presentation  
Schedule individual times for students to individually run the program.

**PROCEDURE:** Class presentation and sample run through of program.

**GUIDELINES:**

1. Computer should have a printer attached while demonstrating.
2. Each student will print their program after watching the presentation.

### UNIT 3 / GRADE EIGHT

**OBJECTIVES:** To acquaint students with the Career Guidance Office.

To develop skill in using the Guidance Office for career research.

**PREPARATION:**

1. Class presentation to students in Career Guidance office.
2. Have copies of Occupational Outlook Handbook, D.O.T., Montana View, Career Briefs and Dept. of Labor Briefs.

**PROCEDURE:** Class presentation and individual research.

**GUIDELINES:**

1. Choose one students' career printout and favorite occupation.
2. Walk through Occupational Handbook.
3. Individual research on an occupation.
4. Explain next two weeks with class.