



8-1-1972

A Career Curriculum in Physical Education for Grade Five

Alicia C. Vorland

Follow this and additional works at: <https://commons.und.edu/theses>

Recommended Citation

Vorland, Alicia C., "A Career Curriculum in Physical Education for Grade Five" (1972). *Theses and Dissertations*. 3632.

<https://commons.und.edu/theses/3632>

This Independent Study is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

A CAREER CURRICULUM IN PHYSICAL EDUCATION
FOR GRADE FIVE

by

Alicia C. Vorland

Bachelor of Science, University of North Dakota 1969

UNIV. OF NO. DAK. LIBRARIES

An Independent Study
Submitted to the Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Master of Education

Grand Forks, North Dakota

August
1972

TT912
V899

This Independent Study submitted by Alicia Vorland in partial fulfillment of the requirements for the Degree of Master of Education from the University of North Dakota is hereby approved by the Faculty Advisor under whom the work has been done.

W.C. Koenig
(Advisor)

Permission

Title A CAREER CURRICULUM IN PHYSICAL EDUCATION FOR
GRADE FIVE

Department Physical Education

Degree Master of Education

In presenting this independent study in partial fulfillment of the requirements for a graduate degree from the University of North Dakota, I agree that the Library of this University shall make it freely available for inspection. I further agree that permission for extensive copying for scholarly purposes may be granted by the professor who supervised my independent study work or, in his absence, by the Chairman of the Department or the Dean of the Graduate School. It is understood that any copying or publication or other use of this independent study or part thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of North Dakota in any scholarly use which may be made of any material in my independent study.

Signature Alicia C. Workland

Date August 2, 1972

ACKNOWLEDGMENTS

My sincere thanks to Dr. Helen Smiley for her accommodating assistance and guiding hand in the writing of this paper. A special thank you goes to Dr. Walter C. Koenig for all the help given me with the technical writing of this paper. I also wish to thank Harry Weisenburger for his continuing aid in evaluating the curriculum in process.

I would like to dedicate the paper to my husband Dean and to my two children.

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	iv
Chapter	
I. INTRODUCTION.....	1
Statement of the Problem	
Need for the Study	
Delimitations	
Limitations	
Definition of Terms	
II. REVIEW OF LITERATURE.....	8
Introduction	
Career Exploration for Elementary Children	
Objectives of Career Exploration for Elementary Children	
The Need for Occupational Education	
Relating Characteristics of the Upper Elementary Student to the Physical Education Program	
Physical Education, Health and Recreation Occupation	
III. PROCEDURE.....	20
Writing of the Curriculum	
Class Situation	
World of Work Relationship	
Evaluation with Experts	
IV. CONCEPTUAL BACKGROUND IN CURRICULUM DEVELOPMENT..	25
Introduction	
Philosophical Concepts	
Program Objectives	
V. CAREER CURRICULUM FOR GRADE FIVE IN PHYSICAL EDUCATION.....	34

VI. SUBJECT EVALUATION.....	71
VII. SUMMARY AND RECOMMENDATIONS.....	74
APPENDIX A.....	77
APPENDIX B.....	79
BIBLIOGRAPHY.....	100

CHAPTER I

INTRODUCTION

Successful entry and establishment in one's chosen vocation or career has depended as largely upon attitude as upon the degree of skill obtained. Because of the changing technological society, it has been nearly impossible for the adult--which includes the teacher--to prepare the child for a broad scope and realistic concept of the world of work, the dignity of labor, and the value of acceptable performance at whatever level the individual will be operating. There are no "Bad Jobs" but too often there are unhappy workers (Oklahoma, 1968).

According to Dr. Piers (1972), dean of Erikson Institute for Early Education, in order for a child to grow emotionally, intellectually and physically unstunted the child must be able to play. Play can be self-therapeutic to the child in that he can work out his conflicts and "can grapple with the world in microcosm." In the development of career exploration for a child, through imagination and play, the child has explored whatever role his fancy dictated. Through his imagination, the child begins to see himself as a person of value with a contribution to make

in the world of work. The more experiences provided about work and workers, the better prepared the child will be for later and realistic stages of choosing a vocation.

The physical education program, especially at the elementary level, has used play as its main tool of operation. The physical education goals are accomplished through different types of active play. Does it not seem feasible that career development be included as part of a physical education elementary program?

Statement of the Problem

The purpose of this study was to develop a physical education career curriculum which could be integrated into the physical education program for grade five at Wachter Junior High School, Bismarck, North Dakota. The writer attempted to follow the basic design set forth by the "World of Work" Exemplary Program for the state of North Dakota involving the programs concepts of a career curriculum in the development of a career curriculum program in physical education. Through this study, using such references as the state "World of Work" Exemplary Program material, library references, vocational experts, and creative and original thinking, the researcher attempted to answer the following questions:

1. What philosophical concepts should be involved in a career curriculum program for an elementary education program?

2. What should be the program objectives relating physical education to occupational education?
3. What are some activities which could be involved in a career curriculum for physical education at the fifth grade level?
4. How should the formulated curriculum be evaluated so as to best determine its significance?

Need for the Study

One growing concern of education within the last few years has been the need for career education. The general educational systems have involved vocational education into programs at every grade level. These programs were made possible partially because of the government funds available for "World of Work" projects. Each of these vocational programs had specific concepts which were geared to certain grade levels for the enhancement of curriculum development. The formulating of curriculums to accomplish the concepts of the World of Work to a specific subject area was a new problem for the educator. Instead of relying on formulated curriculums of the past, new curriculums using the work concepts had to be developed. This writer found that although all disciplines should be involved in career exploration, very little material has been written concerning the area of physical education in career development. If physical education has a role in the educational

totality of the development of the individual, should it not have a role in working society? This writer believed that a career exploration program in physical education could be as stimulating or more important than any other discipline involved because of the play relationship at the elementary level and the growing occupation need in the area of physical education on the whole.

As the work role of our society has changed to one of a more sedentary nature and encompassing a shorter work week, physical education should be taking a more prominent education role. Because of the lesser need of physical strength and endurance involved in work and because of greater mental stress, other means of gaining and retaining physical fitness are being demanded. The public has also experienced boredom without having some form of physical activity in their day's activity. Eppinger (1972) stated "America's leisuretime purveyor has more personal income, more free time to spend it in and more equipment to do it with than ever before." The public has used and has demanded greater facilities for their recreational use, thus allowing for recreation and physical education occupations of almost every type available for the working population. Private business has begun to see the need for improving existing recreational facilities and for creating new recreational facilities in order to keep up with the growing need of the population.

The developed games curriculum displayed through activities the role physical education plays in work. A variety of career opportunities in the field were noted, the physically and mentally fit body for the worker was introduced, and leisure time activities relationship to work was introduced as objectives of the curriculum.

Limitations

1. The investigation was limited to fifth grade coeducational physical education classes from Wachter Junior High School, Bismarck, North Dakota.
2. An integrated yearly curriculum was used rather than a separate unit because of the recommendations of the World of Work Exemplary Directors.
3. Observation evaluators were limited to the two "World of Work" state directors, two physical education teachers and one school counselor.
4. The instructor was limited to using the area and facilities available at Wachter Junior High School.

Delimitations

1. The career exploration activities were incorporated into one-fourth of the total physical education class periods.
2. The activities were limited to the established physical education curriculum.

Definition of Terms

Activity Oriented: Activities in the career exploration curriculum that were physical in nature.

Career Curriculum: A vocational, education curriculum which was integrated into the entire curriculum.

Career Development: A phase of vocational education which has revolved around self-development as the process of helping an individual to better understand both himself and the future World of Work.

Career Exploration: This term is synonymous with Career Development.

North Dakota Exemplary Program: A career development program in North Dakota of which the Bismarck school district was the pilot program (which grew out of the Vocational Education Amendment of 1968).

Occupation Education: This term is synonymous with vocational education.

Philosophical Concepts: Philosophical suppositions developed by vocational education experts.

Program Objectives: The aims of physical education related to the philosophical concepts of career exploration.

Vocational Education: Anything within a school's curriculum which was designed to provide skills and knowledges which would enable the student to obtain future employment or become a more proficient worker.

World of Work: The work force, holding jobs at national and international level.

World of Work Program: A career exploration program which related the occupational educational concepts to the learner from kindergarten to twelfth grade.

CHAPTER II

REVIEW OF LITERATURE

Introduction

There is a necessity to construct a sound, systematized relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise which will increase career options for each individual. This construction is a shifting of the emphasis from "teaching" in which a dominant adult makes a series of external demands upon children for externally desired responses, to "learning" in which a student interacts directly and intimately with things and people to learn to generalize from these experiences (Marland, 1971).

Career Exploration for Elementary Children

"The younger the child, the more flexible is his growth process or as the twig is bent, the tree inclines" (Reed, 1962). Writers in vocational education have agreed that career development as a process should start at an early age. This did not mean that choices of occupations should be made at the elementary level, but rather the children should learn the meaning and value of work, education, leisure time, and an early understanding of the career development process.

Asbell (1968) stated that effective career exploration at the elementary level should stress wide ranging

exploration and should minimize choice-making. Asking a child what he wished to be when he grew up has forced many a child to give a meaningless answer, just to satisfy the curiosity seeker. This action could unfortunately lead to meaningless commitments. The value to convey should be that jobs are important and what the child could likely become does make a difference to other people around him.

In the curriculum guide for kindergarten through twelfth grade, developed by the Oklahoma State Department of Education (1968), the planning and preparation for all work was directed toward the recognition that every child would be a contributing member in a world of challenging change. The evaluation of curriculums developed for career exploration for grades four through six was essential for a productive curriculum. Specific questions of this study included such items as: (a) Did the program help students to better recognize their interests, abilities, strong points and weak points? (b) Did the program provide students with an awareness of how they differed from other students and how these differences contributed to their own uniqueness as individuals?

Hilverda (1970) stated that if the school did not help students in career exploration, then these youngsters would be left to their own resources, the result being that many students would be unable to cope adequately with

problems of educational and occupational choices. The career exploration should be concerned with the individual's personal growth, abilities, interests, and aptitudes and how they related to his approach to everyday living, his educational planning, his occupational outlook, his view of adult life and his unique place in society. The evaluation of the educational programs by Hilverda showed that teachers perceived an urgent need for extending and expanding guidance programs on the elementary level. The two objectives of the occupational programs were on the integration of guidance services into the total school curriculum and the development of a sequential guidance program from kindergarten through twelfth grade.

Objectives of Career Exploration for
Elementary Children

According to Ellen Digneo (1968), the goals of a career selection for elementary school children should be as follows:

1. to increase the child's feeling of security by presenting sources of information concerning all careers,
2. to encourage natural curiosity,
3. to extend occupational horizons,
4. to encourage wholesome attitudes toward all useful work and the dignity of any occupation,
5. to begin to develop a desirable approach to the process of occupational choice and aspiration with regard to aptitudes and to look at ones self realistically.

In efforts to develop a program of career exploration for elementary school children in Ellensburg, Washington, grades four through six were tested using an instructional system designed to present occupational information. The major purpose of this program was to provide children at this early age with accurate information about the world of work that would help them in the future when they were required to make tentative educational and vocational decisions. The young children did not make occupational choices, but were provided with some orientation to the meaning of work and its importance to them and to society. The elementary period was to be an exploratory period in which the world of work was to be presented to the children in a manner which was realistic and appropriate to their stage of development. Objectives to be accomplished by this program were:

1. to help the students become acquainted with the multitude of occupational opportunities,
2. to familiarize the students with a realistic view of the world of work,
3. to help the students recognize their own abilities and limitations,
4. to introduce information about major occupations,
5. to help the students be aware of the dignity in work and the dignity of every worker,
6. to aid the students to realize that every worker performs a useful function (Diminigo, 1970).

According to Warner (1969) in the book Needed Concepts in Elementary Guidance, career exploration should be more relevant to children and more justifiable to children in terms of theory rather than subjects. His depiction of effective career exploration for elementary school children was the following:

1. helping children to see the value and significance of honest work,
2. developing enthusiasm about the whole prospect of work as a way of life,
3. developing a personal sense of present and future worth,
4. developing a feeling of a place in society,
5. seeing how adults achieve their place in society,
6. developing a concept of life as a reality through several interrelated and interdependent phases,
7. counteracting the physical and or psychological absence of male working models,
8. injecting the elementary school into a meaningful, ongoing process.

This growing awareness of ones self should be a crucial nature of the elementary school's relationship between self concepts and achievement.

The broad objectives of the North Dakota World of Work exemplary program for grades four to six were as follows:

1. to develop a positive self-concept that would lead to future self fulfillment in a vocation,

2. to develop a wide and varied interest that would open up an expanded basis for vocational choice,
3. to give students an opportunity to express goals and aspirations,
4. to develop a positive attitude toward work and preparation for work,
5. to present appropriate occupational information using a broad introduction of occupations throughout the world,
6. to make school subjects more meaningful,
7. to develop and foster a positive attitude toward the value of fine art,
8. to impress upon the student that a healthy body is essential to a productive worker,
9. to develop skills basic to living a full and meaningful life.

The Need for Occupational Education

Vocational education has been both broadly and narrowly defined. In its broadest sense, it includes any experiences or activities in which pupils might engage which would aid them in becoming more efficient in any type of occupation (Bent, Unruh, 1969). Also in its broader sense, vocational education has also been described as anything within a school's curriculum which is designed to provide skills and knowledges which would enable the student to obtain future employment or become a more proficient worker (Swanson, 1963). Other definitions have more narrowly defined vocational education as specific training in a particular job. This review of literature was concerned with

the term of vocational education which is synonymous with career exploration or occupational education.

In the Coff County Public Schools, occupational education was a mainstream instructional program that complemented and was complemented by all regular instructional programs. Programs for occupational understanding were assumed to be essential ingredients in the educational experience of every student if a wise career choice was to be made (Crews, 1969).

"The national sin of intellectual snobbery must be cured" (Brickman, 1969). Federal leadership was needed to encourage young people to make appropriate career choices. Plumbers, carpenters, and electricians have earned higher money salaries than school superintendents and college presidents. To stress more worthiness in one occupation than another in education has been arrogant and has not had part in the goals of occupational education. The Federal government has spent fourteen million dollars in remedial vocation education or education out of a formal education and only one million in vocational preparation of youth in formal education in 1967. Brickman (1969) suggested that programs should begin in elementary schools with talk about jobs and the value of honest work in order to eliminate some of the problems of unemployment.

A goal of occupational education has been the gaining of specific skills or knowledges contributing to the

efficient performance of certain jobs which result in a product and learning. Each job has required specific combinations of skills, knowledges and experiences for the sake of efficiency. But even more basic to employability should be the requiring of certain attitudes needed for a successful worker today and in the future (Bush, 1968).

DeVore (1970) stated that less emphasis should be placed on manpower as an economic resource and more on employment as a source of income for workers and their families. He indicated that "the job is for a man and not man for a job." Work performance is no longer experience passed on to someone else through the apprenticeship process; it is based upon systematic knowledge related to various disciplines of knowledge in the sciences, the technologies and the humanities. One of the goals of education should be to determine the most effective procedure for creating adaptation skills. The skilled worker should be the carrier of change development or a person capable of applying new skills based on knowledge and growth. This knowledge would make the worker flexible for growing changes in occupations giving the worker needed security.

According to Roe (1957), each pupil must eventually find a useful place in society and gain as much satisfaction as possible in his occupation. The individual must know himself in order to recognize his potentialities and to learn to accept what cannot be changed. Self discovery

leading to self realization should be a continuous process which should go on until death. This process is needed in successful occupational education and is termed self concept.

Relating Characteristics of the Upper Elementary Student to the Physical Education Program

In the article "Play Important in Growing Up," Dr. Maria Piers, dean of Erikson Institute for Early Education, pointed out that children who cannot play grow up intellectually, emotionally and physically stunted. "Play is quite literally as important for survival as breathing," stated Dr. Piers (1972).

In developing any type of a physical education curriculum, the activity or type of play should be the important consideration. This play should fit into the basic urges of children at their level of development. Dauer (1971) listed these urges as: (1) the urge for success and approval, (2) the urge for physical fitness and attractiveness, (3) the urge to contest, (4) the urge for social competence, (5) the urge for adventure, (6) the urge for creative satisfaction, (7) the urge for rhythmic expression, and (8) the urge to know.

The following characteristics, according to Dauer (1971), were important in program planning for fourth, fifth, and sixth grades:

1. This is a period of steady growth with that of girls more rapid than boys.--Continued vigorous programs, with some separation of sexes, and correct movement fundamentals and posture should be stressed.
2. Competitive team and group activities are enjoyed.--Team games, relays and combatives should be included.
3. Sports interest are high.--A good variety of the sport in season should be emphasized with lead-up games.
4. Because muscular coordination has improved and skills are better, students are more interested in detailed techniques.--Continued stress should be placed on teaching skills through drills and practice, but with more emphasis on correct form.
5. Little interest exists in the opposite sex with some sex antagonisms apparent.--Coeducational activities are needed with stress on social customs and courtesies. This could be accomplished through folk and square dance.
6. More acceptance of self-responsibility will be noticed.--This could be accomplished through safety controls, leadership and followership opportunities, and student evaluation procedures.
7. The differences in student capacity are apparent.--Flexible programs and standards should be arranged so all students may succeed.
8. There is a great desire to excel both in skill and physical capacity.--Physical fitness and skill tests should be stressed both to provide motivation and to check progress.
9. Sportsmanship factor should be observed.--Rules should be established and enforced for the activity.
10. Posture problems could appear.--Posture correction in activity and special instruction should be a part of the total program.

11. Girls might show maturity characteristics and may not wish to participate as fully.-- Their problems should be understood; participation should be encouraged.

Physical Education, Health and
Recreation Occupations

With the increase of leisure time due to unemployment and due to the reduced hours of work as a result of the increased use of machines, people trained to teach leisure time activities will be in greater demand. To the person with the desired qualifications, training and attitude, the vocation of physical education has offered various fields of endeavor. The field of physical education, including health education, is very broad and could be divided into the following classifications of occupations:

- (a) School: Teacher of Physical Education, Director of Physical Education, Athletic Coach, Athletic Trainer, Health Educator, Dance Specialist, Research Physiologist, Intramural Director.
- (b) Community Recreation: YMCA Director and Worker, City Recreational Director, Recreational Workers, Recreational Facilities Attendants, Park Supervisor, Umpire, Playground Director.
- (c) State and National Recreation: State and National Park Administrators, Park Evaluators, Park Caretakers.
- (d) Camp: Camp Director, Waterfront Director, Life Guard, Camp Recreation Directors, Camp Recreational Workers.
- (e) Health: Occupational Therapist, Physical Therapist, Recreational Therapist, Masseur.

- (f) Industry: Industrial Recreation Leader, Sporting Good Salesman, Sports Columnist, Sports Announcer, Sports Equipment Designer, Sports Equipment Builder and Repairer, Beauty Salon Owner and Worker, Recreational Facilities Owner and Worker (Lapp, 1936).

In the poster set CAREERS IN ATHLETICS, commentaries were designed to familiarize students with some aspects of sports-associated careers, and to set them thinking about possible job opportunities in the world of sports. The careers included in this material were:

Facilities Architect
 Physical Education Instructor
 Official Scorer
 Sports Announcer
 Sports Columnist
 Sports Photographer
 Sports Fan
 Coach
 Trainer
 Professional Athlete
 Player's Agent
 Public Relations Man
 Club Manager
 Recreation Leader
 Sporting Goods Salesman
 Peace Corps Athletic Instructor (Thomsen, 1968).

Although these are only a few of the possible occupations related to the athletic careers, such a list gives the reader some idea of the number of possible avenues of specialization available to the youngster with a sports interest.

CHAPTER III

PROCEDURE

Writing of the Curriculum

The writer's concern of the study was the development of a career curriculum for the fifth grade level in physical education. A great deal of library research was done in the area of career exploration for any grade level in physical education, but very little material was found in this area. Writings of a number of experts in the field of occupational or vocational education were found. These writings were the predominant basis for determining the philosophical concepts for the curriculum as developed. These concepts were to the individual in the working society, at which present, the youngsters were playing a silent role, but in the near future should become an active participant.

The philosophical concepts were then mingled with the goals of the present physical education program to formulate program objectives for the career curriculum in physical education for grade five.

The curriculum was devised mainly from original creative thinking on the part of the writer. This was done mainly by using an activity which the teacher was familiar

with, and encountering it into a work relationship. The career curriculum didn't heavily stress any certain area in physical education, but rather tried to be a portion of all the major components of a well rounded program. Each activity was organized in a helpful analytic form. This analysis of the activity involved giving the area needed, equipment used, purpose intended, objectives strived for, procedure developed, diagram if needed, and suggestions to vary or improve the activity. The activities were fit into the units of the present physical education program. As an example, the activity "Jump Rope of Occupations" became a part of the jump rope unit. Many of the activities were adaptation of previous activities from a variety of physical education text books and elementary physical education curriculum guides.

Class Situation

The children's attitude and the class's attitude had partially been established before entering the physical education careers program. This had been established by the environment which affected the students and the class. It was impossible to erase the learned response, but very possible to weaken and partially extinguish an old incorrect response by rewarding and reinforcing the new accepted responses. Children would be affected in different ways through this learning process, making the past experiences

uncontrollable and the present learning experiences somewhat uncontrollable.

The experimentation of the actual curriculum developed, took place in the operational setting of a grade five physical education class. A control placed on this project was choosing one grade level. Because of the ease of operation, the ease of developing applicable activities, and because of the class schedule at Wachter Junior High School, the fifth grade level was chosen. The fifth grade level also held the only coeducational physical education classes in the school.

The subjects involved in the curriculum were boys and girls at the fifth grade level at Wachter Junior High School in Bismarck, North Dakota. This study was infinite in that it involved any boy or girl at this level in the career curriculum, although some of the activities changed because of geographical conditions, facilities, and the instructor's biases. This fifth grade class was one of the three fifth grade classes at Wachter Junior High. The procedure for selection of the samples was random selection with the tag method.

The integration of the careers curriculum into the total physical education yearly unit plan instead of a specific unit of career development was the design of the physical education instructor and also the recommendation

of the State Exemplary "World of Work" Program. The career exploration activities were intermingled into approximately one-fourth of the class sessions. This was not followed explicitly, but as the needs of the unit and activity demanded.

World of Work Relationship

Bismarck School District Number one was chosen for the pilot program in occupational education for the state of North Dakota. Wachter Junior High School was one of the junior highs in the school system. The junior high grade levels at this particular school consisted of grades five through nine. The main state office for the "World of Work" Exemplary Program was also in Bismarck, North Dakota. A constant awareness and attitude of helpfulness was given by the directors of the Exemplary Program in the area of curriculum development, in carrying out of the curriculum and the publicity of the curriculum. National and state visitors observed parts of the curriculum in progress and were given opportunities to overview the rough draft of the total career curriculum.

Evaluation with Experts

This writer assumed that after developing a career curriculum for grade five in physical education and carrying out the prescribed curriculum, the children involved would amplify to each individual's degree the concepts and

program objectives. The exact evaluation of the program was extremely difficult to measure. The physical education careers curriculum was a part of the total career curriculum program which was to be in progress with other career activities in all subject areas. The evaluation method was changed from an initial objective evaluation to a subjective evaluation by experts. The writer believed this evaluation would change a trial careers curriculum into a working curriculum making it profitable to others who would wish to use career exploration activities in the physical education for the upper elementary level. The expert evaluators were one elementary and one junior high specialist in vocational education, two elementary physical education instructors and one school counselor. The observation of certain state and national educators served as an evaluation aid.

CHAPTER IV

CONCEPTUAL BACKGROUND IN CURRICULUM DEVELOPMENT

Introduction

One of the basic aims of the physical education program for many physical educators, has been to develop active minds and bodies by promoting physical activities through which skill, attitudes and knowledges could be developed so as to enable the individual to adjust to society now and in the future. This writer felt the aim of physical education and the aim of vocational education has much the same basic goal -- that of adjusting to society now and in the future. With active minds and bodies, career exploration through physical education could prepare the student for the future world of work. A well-adjusted person must be able to cope with and fit into the society of which he will become a part. Hopefully, through effective physical education activities, this adjustment process could be made easier and more enjoyable.

Physical education should be closely connected with effective career exploration for the elementary student because career exploration should be action oriented. "Children are wondrously active; they have unbounded energy which

can be used very effectively in an action orientated program of career exploration" (Warner, 1969). Play has been the medium in physical education which might be one of the reasons for children loving their physical education class period. This interest goes hand-in-hand with learning, questioning, seeking and answering a part of any educational or vocational program.

Philosophical Concepts

These concepts were the opinions of experts in the field of vocation education as to the true essence or reasons for a career curriculum for the upper elementary level. These views have been consolidated into six basic concepts with their explanations.

1. To Develop a positive self concept.

In the elementary grades, a growing awareness of the crucial nature of the relationship between the self and achievements of children has arisen among educators and parents (Warner, 1969). Before a job holder in any vocation can be satisfied with the daily work to which he is committed, he must be satisfied with himself. The exploration of careers has helped the child develop a personal sense of future worth.

This basic concept can be divided into four divisions:

1. to grow in the ability to understand self as an individual who is different from other individuals,

2. to grow in the ability to understand his own feelings and the feelings of others,
3. to recognize problem areas and develop skills which would help in such problems,
4. to recognize and accept limitations which cannot be changed.

2. To encourage the freedom to question and search for answers to the problems concerning careers and vocation which are foremost on the minds of youngsters.

Effective career exploration has emerged from questions important to the children although sometimes these questions must be introduced by a process other than the child's mind (Asbell, 1968). This introduction should be an objective of the teacher or instructor. An active discussion could be very effective in clarifying what children want to know about careers and vocation. In this writer's view, a discussion without the questioning mind of the child would be useless.

3. To develop the ability to make wise decisions and choices.

The active involvement of the student in processes which would be useful in making career choices would be an important phase of the program. Each pupil would endeavor to find an occupation in society and gain as much satisfaction as possible in that occupation. The wisdom of his choice will be judged by the occupation in society which he chooses.

4. To develop a positive attitude toward work and preparation for work.

A wholesome attitude toward all useful work and a recognition or awareness of the dignity of any occupation should be encouraged by the instructor. The child exploring a career should not only see the value and significance of not being a welfare receiver, but of his contribution to society through active work participation (Digneo, 1968).

The concept can be divided into two basic objectives:

1. to learn to value the dignity and importance of all types of work and skills,
 2. to learn that all honest workers have contributed to the positive over-all welfare of our society.
5. To learn about and discuss job opportunities not only in the community but at state, national and international levels.

An interest concerning work should be extended from the community to the types of work done by people in other sections of the nation, in other lands and by people of long ago. Discussions were centered around different industries which have produced the working society and which had definite bounds because of the land, people, and the governments involved. These have reflected the scope of the occupations upon the attitudes of the working society in each of the levels.

6. To acquire skills which are basic to living a full and meaningful life.

Acquiring skills which are necessary to fully contribute to or participate in the world of work should be commensurated with abilities and interests. Exploring careers has helped children develop enthusiasm about the whole prospect of work as a way of life. A career program should give a sense of satisfaction, fulfillment and happiness which comes from involvement with an occupation of one's own choice.

A full and meaningful life has demanded a healthy mind and body to unlimit the boundaries of the desired occupation. Mental health and personal health have often been associated with the knowledge that one has been a constructive and contributing member of society and has earned the right to live well and independently (Asbell, 1968).

Program Objectives

In developing the activities for the curriculum, one main requirement was that they fit into the present physical education program. Therefore, the need for developing objectives placing physical education into the "World of Work" program was necessary. This was accomplished in the following four program objectives which were geared to the intermediate grade level.

1. A healthy body is essential to a productive worker.

One basic or primary objective of physical education was the development of organic power and vigor or, more broadly stated, the development of physical fitness.

Physical fitness is an attribute of a healthy body and is defined as the organic capacity of the individual to perform the tasks of daily living without undue tiredness and fatigue so as to still have a reserve of strength and energy available to meet satisfactorily sudden emergency demands placed upon him (Nixon, 1964). In the writer's view, living and the individual's occupation or work could not be separated. An appropriate level of physical fitness was not only a question of sufficient exercise, but depended upon many other factors -- proper nutrition, good mental health and freedom from disease (Shepard, 1960).

When stressing the objective of a healthy body as being essential for a productive worker, the means to achieving physical fitness and the maintenance of that level should be taught.

2. Many people work to help the public stay healthy.

In most physical education programs, health has been an important part of the course of study. The health careers related to physical education have involved the whole field of medicine. Health careers have been on the increase because people live longer and there are more people presently living in the world than ever before. Also, many people have become aware of the importance of good health, thus making the demand for health services greater (World of Work, 1971).

Physical education has contributed directly in two special areas of the fields of physical medicine and rehabilitation -- through physical therapy and corrective therapy (Nixon, 1964).

3. Physical education has helped to develop the healthy mind and the social individual, an integral part of vocational education.

The knowledge that one has been a constructive and contributing member of society and has earned the right to live well and independently has been important to mental and personal health (Asbell, 1969).

Super (1953) stated that as a child develops toward maturity, he should have certain personal developmental tasks. These tasks were briefly defined as skills that a person should have learned at a particular time in his life so as to be able to function adequately as an individual and as a member of society.

Leisure time activities, hobbies, and extra curricular activities should become a scheduled part of one's life. What a person has done for fun could be very important in vocational guidance. Many physical education programs have included leisure time activities which could become a scheduled part of a person's life and could help to release the tension of the daily work chores. The physical fun things an individual has done can be very important to the welfare of the worker (Oklahoma, 1968).

4. Many jobs are associated with physical education.

The "World of Work" Exemplary Committee has included the following jobs as some occupations which are related to interest and ability in health and physical education:

Athletic Coach	Physical Therapist
Bacteriologist	Practical Nurse
Business Administration	Professional Athlete
Chiropractor	Public Health Educator
Dental Assistant	Public Health Nurse
Dental Hygienist	Recreation Leader
Dental Technician	Sanitary Engineer
Dentist	Social Worker
Laboratory Technician	Speech & Hearing Pathologist
Life Guard	Sports Writer and Editor
Model	Swimming Instructor
Occupational Therapist	Teacher
Organic Chemist	Veterinarian
Orthopedic Surgeon	Virologist
Osteopath	X-Ray Technician

The following careers are related to health and physical education and are categorized as to the educational level needed for the occupation. (This information was also from the "World of Work" Exemplary Committee.)

- (a) Less than high school education: Caddie, Golf club attendant, Recreation facility attendant, Swimming pool attendant, Tennis court attendant.
- (b) High school graduate: Athletic manager, Camp counselor, Community center worker, Golf course ranger, Green's keeper, Masseur, Referee, Time-keeper, Umpire.
- (c) High school plus technical: Aerialist, Choreographer, Dancer, Dancing master, Golf club maker, Playground worker, Professional athlete, Sporting goods store manager, Sporting goods salesman.
- (d) B.A. or above: Athletic trainer, Camp director, College athletic coach, Community recreation

leader, Health educator, High school athletic coach, Hospital rehabilitation worker, Park supervisor, Physical Education teacher, Physical therapist, Playground director, Occupational therapist, Recreation therapist, Research physiologist, Sanitary engineer, School nurse, Sports announcer, Sports cartoonist, Sports columnist, Sports editor, Sports writer.

CHAPTER V

CAREER CURRICULUM IN PHYSICAL EDUCATION FOR GRADE FIVE

The careers curriculum consisted of a series of activities which were incorporated into the physical education class so as to relate the working society with the regular physical education curriculum.

In explaining each of the activities, the writer included the following information: (a) a statement of the facilities or area needed to best carry on the activity, (b) a list of the equipment used, (c) a statement of the purpose for the activity, (d) the specific objectives of the activity, (e) a diagram of the area if special floor markings were necessary, (f) an explanation of the procedure involved, and (g) some suggestions for carry-over, variations, or closely related activities.

Only a limited number of activities were actually incorporated in this particular curriculum due to time and space limitations, but the writer offered many other possibilities through the suggested activities section.

Activity 1. Continuing Career Exploration Experiences

Area: gymnasium

Equipment blackboard or bulletin board
referee pinnes
whistles
awards-ribbons and paper certificates

Purpose: The three experiences will make the "World of Work" program a continuous totality throughout the school term by all participation in the experiences throughout the year.

Objectives:

- a. to have student officials represent the occupations of professional officials inheriting their duties and stresses.
- b. to give the students a view of one of the duties of a physical education teacher through serving as equipment managers.
- c. to show the class the opportunities of a professional athletic career and to make them aware that only the very talented can fit into the profession.

Procedure: The three continuing experiences which were created were: (1) The use of student officials such as referees or umpires, (2) the use of equipment managers or student helpers, and (3) the choosing of a boy and girl professional athlete of the unit.

In most team sport activities and organized games, a referee was needed. Each student had a chance to participate that

wished to and were chosen mainly on a volunteer basis by the teacher.

Equipment managers were chosen on a yearly basis. This schedule was arranged at the beginning of the year with two students working together for a two week period. They were excused seven minutes before the rest of the class to go to the gymnasium to do the activities listed on the blackboard. The teacher aided in the activities which consisted mainly of setting up and distributing equipment. They were also given five minutes after the physical education class period to take down the equipment.

The third continuing career exploration activity was the professional athlete award. For each specific unit, a girls' and boys' award was given by the teacher or by a student vote. The student could win this award no more than twice throughout the year. A paper certificate of achievement or ribbon award was given.

Suggestions: A use of squads could be the determining factor for student officials and equipment managers. Tryouts for a place on a professional team could be chosen.

Activity 2. Exploration of "Work" through exploration of movement

Area: gymnasium or classroom

Equipment: none

Purpose: The child, through suggestion should discover "work" on a level close to the students' every day life.

Objectives:

- a. to explore "work" through the child's creativeness in the exploration of movement,
- b. to make the child aware of the occupation of a relative or friend at a conscious level,
- c. to introduce the terms lifetime or leisure activity to the child.

Procedure: After the class devoted some time to the activity of exploration of movement, a work relationship was introduced. The child explored his father's, mother's or another close acquaintance's occupation. Questions asked of the students were: (1) What type of big physical movement does the occupation involve? (2) Can you think of a movement he makes without moving his feet? Can you do that movement? (3) By what means of transportation does the worker get to work? Can you show this? (4) If the worker runs a machine, show how. (5) Can you show five

activities the worker does at work in one day? (6) Show your emotion to the job. Is it boring, exciting, pleasurable, rewarding, etc.? (7) What leisure activity would you most like to participate in after working on this job all day?

Suggestions: Many different questions could be used to vary the exploration of the working society by creative thinking on the part of the instructor and students.

Activity 3. Field Trip to the Bowling Alley

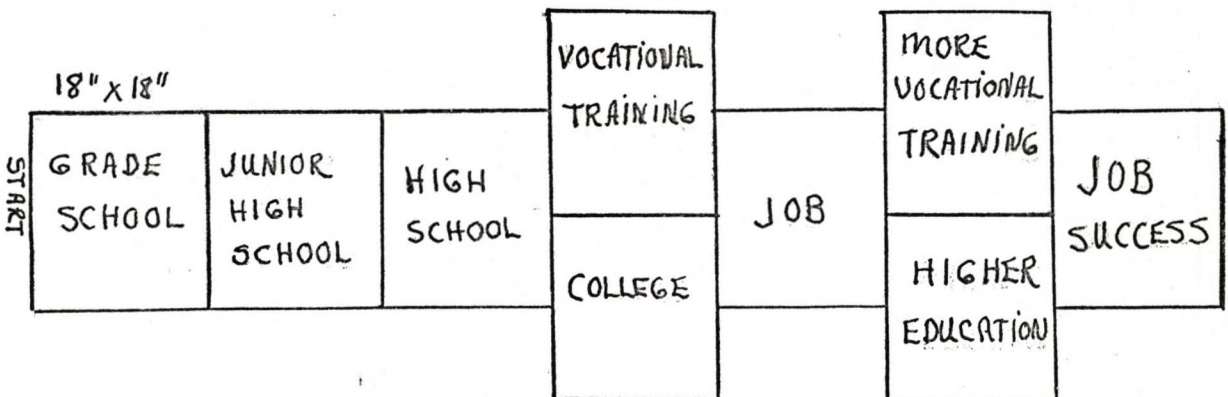
- Area: gymnasium, bowling alley
- Equipment: commercial gymnasium bowling equipment--
homemade equipment (such as milk cartons
for pins and softballs for balls--
score sheets; pencils
- Purpose: The students would become acquainted with
the jobs available in managing a recrea-
tional facility and improving the bowling
skills of the individual.
- Objectives:
- a. To aid the child in learning the skills
involved in bowling.
 - b. To present to the students the occupa-
tions involved in the operation of a
bowling alley.
- Procedure: The skills involved in bowling were taught
in a gymnasium with both commercial gymnasi-
um equipment and homemade equipment such as
milk cartons for pins and softballs for
bowling balls. The scoring of the activity
was also taught. This activity was related
to the world of work by taking a field trip
to a nearby bowling alley. This trip was
arranged through school and bowling alley
administration. Transportation had to be
very carefully arranged for the venture.
The trip included a line of bowling for each
child, a presentation by the alley manager

of his job responsibilities and other jobs available at the alley, and a behind-the-scenes look at the bowling machinery.

Suggestions: This activity could be a carry over to a discussion of the operation of other recreational facilities such as golf courses, curling clubs, swimming pools, ski resorts, archery ranges, and many others.

Activity 4. Hopscotch to Success

- Area: asphalt or cement surface (at least enough room for six or seven hopscotch areas)
- Equipment: rocks or bean bags (one for each student)
- Purpose: The children should identify with education for job success and mobility.
- Objectives:
- to make the child, through physical activity, aware of different levels of education or training for occupational success,
 - to help the child develop hand eye coordination and body balance,
 - to build on the concept that education is a key to job mobility.

Diagram:

- Procedure: The activity could take place on either an asphalt surface or a sidewalk or cement area on which the diagram was marked with chalk. An explanation of the game was given to the complete group on a chalk board at the

beginning of class. No numbers were used; only the initials of the levels of educations or training were used. If the child chose vocational training, he did not also go to the college block; the same method was used for higher education and more vocational training. Teams were arranged with three players in a file formation facing grade school. The player tossed his chosen rock into the 1st block, hopped over it, and continued placing one foot in each consecutive block all the way to success. The player after reaching success hopped back and picked up the rock. The purpose of the game was for a player to go from start to success, pick up his rock and go back to start without touching a line. If this was accomplished, the player continued to throw his stone to the next block until he missed the block or stepped on a line. When a child committed an error, he went to the back of the line and his rock stayed where it was when the error was committed. The block could then not be stepped on but had to be reached by the other players. The first child who completed the

Activity 5. Insurance Companies

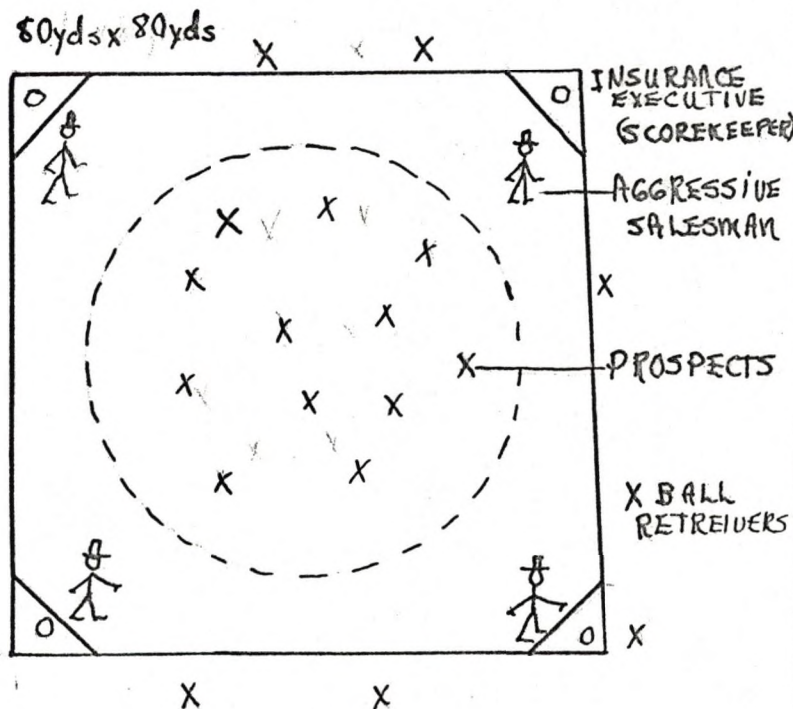
Area: gymnasium or out of doors playing field
(approximately 80 yards square).

Equipment: 2 to 4-10 inch playground balls
insurance policy cards for public (see diagram below)
scoresheets for the insurance executives;
pencils (see diagram)

Purpose: The game was intended to relate insurance to the student showing the occupation of a salesman and an insurance executive.

- Objectives:
- to help the students better understand the basic relationship of a job that has a salary commission,
 - to further the development of the skills of dodging, running and throwing.

Diagram:



SCORE SHEET

INSURANCE COMPANY	
CIRCLE ONE	1-2-3-4
NAME	AMOUNT
Jill	10,000
TOTAL	

POLICY

AMOUNT

hopscotch was the winner.

Suggestions: Variations using other types of block formations could be used.

Procedure:

Four members of the class were chosen to be insurance executives (the scorekeepers) and four class members were chosen to be aggressive salesmen for each of the four teams, by the teacher. The rest of the class served as the prospects. The executive kept his position throughout the game, but the salesmen were constantly changing. The prospects remained anywhere within the game circle shown on the diagram. Each individual prospect was given a card which denoted the amount of insurance policy; these amounts were kept secret. When the individual was thrown out (a legal throw was being hit by the ball anywhere except on the head) by a salesman, his card went to the insurance executive to be totaled. After the prospect was thrown out, he then became the salesman and the past salesman became a ball retriever for his company. The amount of all the policies was totaled for each company after the last person was thrown out. The winning company was that group with the highest total amount on its policies.

Suggestions:

This game could easily be adapted to an outdoor field by making it a tag game instead

of a throwing game. The aggressive salesman would run and catch a prospect. Some types of goals should then be introduced into the playing field.

Activity 6. Intramural YMCA Field Trip -- Swimming Party

Area: YMCA Center

Equipment: swimming suits
towels

Purpose: Each student involved would become more knowledgeable about what the YMCA is and what the organization has to offer.

Objectives:

- a. to help each student be more aware of the occupation of a recreational director and other YMCA workers both volunteer and paid,
- b. to display the activities the YMCA has available to children their age and people of any age,
- c. to incorporate a fun swimming party for the children into the day's activities.

Procedure: The arrangement of the field trip was made through the school administration and the YMCA administration. Only children who were a part of the intramural program were eligible for the trip. This trip was after school hours. Transportation was arranged by the parents of the intramural participants; private cars were used. A tour was given of the YMCA facilities. The tour leader was knowledgeable of the occupations of the Y workers, both paid and volunteer, and related these duties and responsibilities to the students. He also discussed why the YMCA is one of the best avenues to adult and

student leisure time activities. After the tour, the swimming pool was made available to the children for an unstructured swimming party.

Suggestions: Other recreational facilities at the YMCA could have been open to the students to use, also. An organized swimming party with different games could have been arranged.

Activity 7. Jump Rope of Occupations

Area: gymnasium

Equipment: 30 jump ropes
Lists of Occupations

Purpose: The children will be orientated to the wide variety of jobs available and also become more familiar with these jobs and the responsibilities and abilities necessary.

Objectives:

- a. to achieve the understanding that any honest occupation is worthy by the equal chance to miss at any occupation,
- b. to help make girls aware of the wide variety of occupations available to the female,
- c. to help the students achieve greater physical endurance and coordination.

Procedure: The game was a simple "jump down" with the teacher or chosen student reading the list of occupations aloud as all the children were jumping. When a child missed a jump, the last occupation he heard was his occupation for that moment. Since the occupations were grouped according to boys' and girls' occupations, only one-half of the class was active at a time, giving a necessary rest period. The girls and boys periodically switched lists to show the changing sex roles in occupations. After one jump down was

completed, the children talked over the occupations that they had assumed with classmates not jumping at that time. The last child to miss or the winner of the jump down was asked to tell all he knew about his occupation and his reaction to having that specific occupation. This activity was used as part of a jump rope unit. Different types of jumping were involved into the jump downs, such as: double and single time, one or two feet, forward or backwards, a running step in place, and a skipping step in place.

Suggestions: The Occupational Dictionary was used to create the list of familiar occupations. Various occupations could be used to change the list, but the list should have a poetic swing to make them easier to read.

Boy's List

Career Man	Mechanic
Fireman	Banker
Veterinarian	Carpenter
Dentist	Butler
Coach	Furrier
Teacher	Trucker
Pilot	Electrician
Mechanist	Lumberman
Barber	Lawyer
Tailor	Plumber
Cook	Editor
Waiter	Chemist
Agent	Salesman
Professor	Doctor

Girl's List

Photographer
Jeweler
Dressmaker
Receptionist
Housewife
Nurse
Model
Therapist
Secretary
Social Worker

Principal
Waitress
Dancer
Teacher
Detective
Stewardess
Policewoman
Architect
Painter
Pharmacist

ACTIVITY 8. Obstacle Course of "Work"

Area: gymnasium

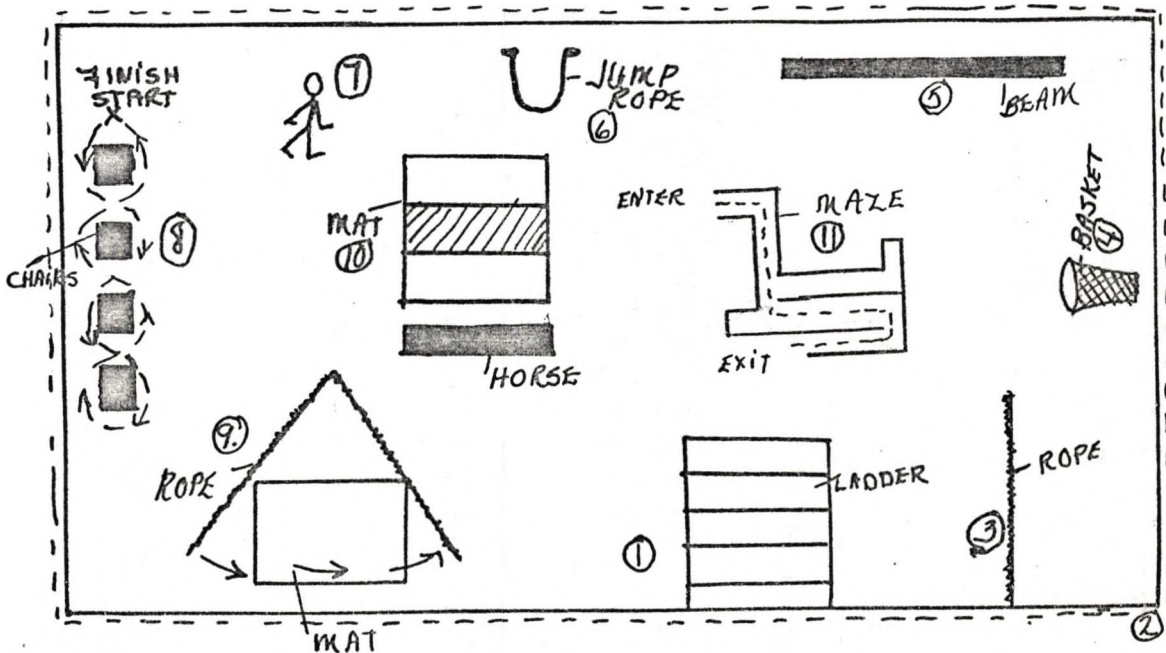
Equipment: horizontal ladder
2 climbing ropes
basketball hoop and 2 basketballs
balance beam
3 jump ropes
4 chairs
vaulting horse
6 folding mats

Purpose: A student, through participation in a gymnastic obstacle course, would associate physical skills work with demands of occupations.

Objectives:

- to relate the different types of physical skills required of many different jobs to the child,
- to develop the concept that a certain of fitness is needed of all workers.

Diagram:



Procedure: Each obstacle was labeled for a certain job relating that particular activity with a skill demanded by the job. The label told what was required of each specific station. The children were numerically assigned to start at different stations and to rotate on a cue given by the teacher. Score or evaluation was determined by each child's having a diagram of the obstacle course and checking each obstacle completed successfully. The basic obstacle course could be altered to the availability of equipment and to the age level and ability of the students involved.

OccupationObstacle

- | | |
|------------------------|---|
| 1. Painter | Horizontal Ladder Climb:
climb up and down three times. |
| 2. Mailman | Walk around gymnasium:
two times in a time limit
appropriate for gym. |
| 3. Telephone Repairman | Climb the rope:
to ceiling and down. |
| 4. Basketball Coach | Make two baskets:
from a designated point. |
| 5. Carpenter | Walk a balance beam:
with hands behind back. |
| 6. Professional Boxer | 50 double rope jumps:
without a miss. |
| 7. Housewife | 15 burpees:
six count (a push-up on count
three and four). |

8. Dancer Four chair agility drill:
weave through chairs and back to
starting point.
9. Movie Stunt Man Tarzan rope swing:
must swing on hanging rope over
a certain distance--approximately
six feet.
10. Parachute Jumper Jump and roll from vaulting horse:
the roll takes place after the
jump to the mat placed on the
other side of horse.
11. Adaptability of any Occupation Mat maze:
find the exit of folding rat maze.
Set mats on end to any desired
maze.

Suggestions: The President's Physical Fitness obstacle course could also be used as a career exploration activity by stressing the need for physical fitness for any worker.

Activity 9. Parachute Play of Physical Education Occupations

Area: gymnasium

Equipment: parachute
block of wood (with "Hired" written on it)

Purpose: The child is made aware of the competition in finding work.

Objectives:

- a. to relate the wide variety of jobs connected with physical education which are available to the students,
- b. to better develop the upper body through strenuous physical activity.

Procedure: This activity of career exploration was involved in a parachute unit. In a group discussion, posters of eighteen physical education related jobs were shown to the class. The class was then divided into six groups. Each group chose one of the occupations described on the poster. Next the class mingled around the chute in any order and were told not to stand by any member of his group. When the signal was given, the children made a mushroom out of the chute by lifting, pulling and taking three steps towards the center. The teacher then called out an occupation and the group which chose that occupation ran for the object in the center under the chute. The object was a block of wood with "Hired" written on it.

The first child to get the block was hired for the prospective occupation. Each winner was required to bring to the next few classes a picture or drawing of the specific occupation or some phase of it. These were placed on the bulletin board and labeled with the student's name and the occupation.

Suggestions: The children should have a chance to choose a new occupation if the game was played more than once. A child should be a winner no more than once.

Activity 10. Professional Dancers in Action (Girls Only)

Area: gymnasium

Equipment: hoops
wands
balls
record player
rhythmic records (can be pop tunes)
video tape equipment

Purpose: The student will be made aware through the activity of the professional career of dance.

Objectives:

- a. to relate students to basic rhythmic activities and a creative experience,
- b. to become aware of the many careers available in dance,
- c. to help the students learn cooperation through a corps routine.

Procedure: A four week unit of rhythmic gymnastics of hoops, wands and balls was taught to only the girls of the physical education class. At the end of the unit a hoop routine was learned to music. During this learning process, a discussion of choreography was held as to how to make movements into a creative dance to music. The children listed their favorite movements and the teacher and students worked them into a basic routine. The polished routine was videotaped and reshowed to the class. After the showing the children were asked how many times they had seen dancers on television. This

led to the discussion of different types of dance careers such as: modern dance, jazz, and ballet troupes, dancers in musical productions, social dance studios and others.

One of the students was chosen to be the photographer for the final routine. She was given very basic instructions and did the part of taping with the constant assistance of the instructor. The occupation of sports photography was made apparent to the class through the use of the photographer.

Suggestion:

Since dance is coeducational, a unit concerning the production could be tried with boys.

Activity 11. Relays of Hand Manipulation

- Area: gymnasium
- Equipment: jumping ropes (one for each squad)
large darning needle and thread (one for each squad)
plastic bowling pins, wooden Indian clubs
or any group of objects that can be set on
end in a desired formation.
wooden dowels (two for each squad)
- Purpose: The student should learn what hand-eye coordination is and why some jobs require a greater amount of it than others.
- Objectives:
- a. to make the children more aware that hand-eye coordination is developed to different levels in each individual,
 - b. to give the class physical conditioning through a running activity.
- Procedure: The class discussed what hand-eye coordination was and the fact that some people have better hand-eye coordination, thus making them better suited for certain jobs. The class was divided into equal squads and positioned at one end of the gym. Before each relay was run, it was explained and practiced by the students. The activities were (1) tying a square knot, (2) threading a large needle, (3) arranging bowling pins in a formation previously marked on the floor, and (4) balancing one dowel on top of another which was flat on the floor. At the signal, each student in turn ran to the end of the

gym, completed the stunt, had it approved by the teacher, ran back and sat at the end of the squad. The first squad with all members sitting was the winner.

Suggestion: Any number of activities of hand-eye coordination could be developed by creative thinking of the instructor and students. Students could be assigned to approve the stunt instead of the teacher.

Activity 12. Rhythms of "Work"

- Area: gymnasium
- Equipment: records
record player
elementary physical education text books
with dance sections
- Purpose: The child should be aware that folk dances were mainly developed from the work patterns of the people and that they tell us a story of the people who originated them and still dance to them.
- Objectives:
- a. to relate dance as a vigorous leisure activity which mentally and socially prepares a worker for work,
 - b. to learn the work and the life style of other countries through folk dance,
 - c. to help the students achieve more coordination, agility and rhythm.
- Procedure: A class discussion was held concerning the purpose of the dance and the occupation it involved. Special care was taken to incorporate the mannerisms and basic movements of the common people of each country as the folk dance was performed.

DanceRecord

- | | |
|------------------------|--|
| 1. Farmer in the Wheat | Victor 2168 or 45-5066, Folkraft
1182 |
| 2. Farmer Grey | EPIC 3607 |
| 3. Shoemakers' Dance | Victor 45-6771 Or 20450 |

- | | |
|------------------------|-------------------------------|
| 4. Grapevine Mixer | Estamae - Album 2 |
| 5. Speed the Plow | Folkraft F 1087B |
| 6. Dive for the Oyster | Folkraft 1018 "Old Joe Clark" |
| 7. Cotton Picken Polka | Victor 348951 |
| 8. Haymaker Jig | Folk Dancer MH 1504 |

Suggestion: The teacher could use other records of dance that have a work relationship.

Activity 13. Socio-drama to "I've Been Working on the Railroad"

- Area: gymnasium
- Equipment: record and record player, if desired
- Purpose: The students were to create a drama to one of the basic industries in order to make them aware that these industries do exist and should not be just taken for granted.
- Objectives:
- a. to help the students gain a better understanding of the vast industry of the railroad,
 - b. to help the students learn to create through a group experience.
- Procedure: An introduction to this activity was a discussion of the different jobs available in the industry. The class was divided into groups of five or six and given the assignment to act out the first verse of the tune "I've Been Working on the Railroad" using movements and sounds but no direct verbalization. The teacher introduced some probable movements and then gave the children a twenty-minute time limit to create the socio-drama. The performances were observed by the part of the class not performing.
- Suggestions: This creative activity could be used with other songs stressing the work factor, such as: (1) Farmer in the Dell, (2) Wabash

Cannonball, (3) Row Row Row Your Boat, (4)
15 Miles on the Erie Canal, (5) 16 Tons and
What do You Get, (6) Casey at the Bat. Each
group could be given a different song.

Activity 14. Warm-up of Basic Skills in "Work"

- Area: gymnasium or classroom
- Equipment: pictures of correct and incorrect basic skills
- Purpose: Children should realize the correct posture for working and living most comfortably and efficiently.
- Objectives:
- a. to help the students be aware of the fact that certain body positions are more efficient for work performance and the body should be used in the best position for work efficiency.
 - b. to build the concept that a body which is treated physically incorrect will not stay a healthy body.
- Procedure: This activity was incorporated into the regular warmup time period of each physical education class. The basic skills for the warm-up were: (1) basic standing, (2) basic walking, (3) sitting properly, (4) bending properly, (5) lifting efficiently, (6) carrying effectively, and (7) reaching properly. Time was spent throughout the warmup explaining the proper methods and discussing what could happen if the improper methods were used constantly. Pictures of incorrect and correct methods were used as visual aids and were shown to the group for purpose of discussion.

Suggestions: This activity could be developed into an evaluation of body posture, noting improvement if carried out over a period of time.

Activity 15. Welfare Alley

Area: out-of-doors field

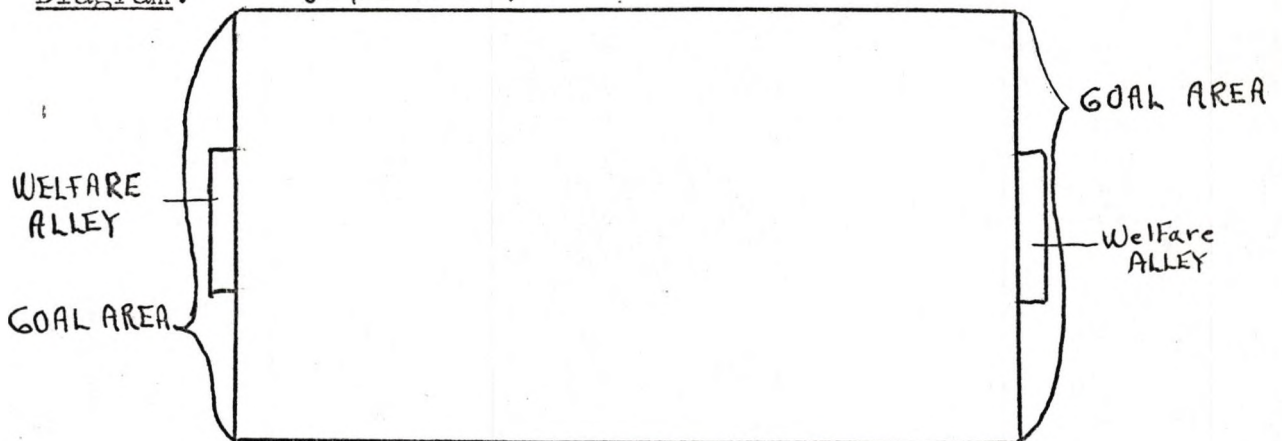
Equipment: field markers

Purpose: The student should develop the concept that hard, careful, honest work will make him a productive member of society.

- Objectives:
- a. to leave a resistive thought in the minds of the children toward welfare and unemployment,
 - b. to develop an attitude that the honest hard worker is a successful worker,
 - c. to help students become aware that the team or working partners must all work to their full ability to gain success,
 - d. to achieve the basic strategy and endurance that this activity holds.

Diagram:

80yds X 50yds



Procedure: This game was an adaption of the game Prisoner's Base. The terms were changed, but the game was played exactly the same.

The game was played on an out-of-doors playing field because of the need for the space in running. The basic rule of the game was that any player (1) could be tagged only by an opponent (2) who had left his goal area later than player (1) who was tagged. Each player tried to tag an opponent in order to make him a welfare receiver who would have to go to welfare alley and stay until he was rescued by another teammate. This rescuing was difficult to accomplish, showing the difficulty of being a productive member in society after being on welfare. If there was more than one welfare recipient, the players had to form a chain in welfare alley. To win the game, a team had to have one of its players enter the opponent's goal area without being tagged, or one team had to have a certain amount of opponents on welfare. The number of opponents which was used for winning was nine.

Suggestion:

The teacher, by changing terms of other games, could form other activities related to the world of work.

Activity 16. "Work" Charades

- Area: gymnasium or classroom
- Equipment: stop watch
job cards
scoresheets
- Purpose: The student should realize that one's physical self is part of any occupation.
- Objectives:
- a. to relate physical activities which are required in certain occupations through charades,
 - b. to familiarize students with new and different occupations,
 - c. to use the body as a means of expression.

Diagram:

SCORE CARD		JOB CARD
GROUP NAME	POINT(S)	OCCUPATION
TOTAL POINTS =		

- Procedure: The class was divided into five equal groups. Each child drew a job card and kept that job a secret. At the sound of a whistle, one child in each group was given thirty seconds to act out the occupation which was noted on his job card. If the group guessed the

occupation within the time limit, a point was given. The team with the greatest number of points was the winning team. This procedure continued until each child in the group was given a chance at charading. The occupations should be easy to act out physically but difficult enough to make the game challenging.

Suggestions:

The activity could be used in conjunction with the activity of "Jump Rope of Occupations." A jump down instead of job cards could be a way of assigning occupations to be charaded out. If there were enough stop watches available for each group, scores could be kept by time; the group with the lowest total time winning the charade. This would give children an opportunity to learn how to use a stop watch.

CHAPTER VI

SUBJECTIVE EVALUATION

The evaluation had to be a subjective evaluation by experts because of the inability of the career curriculum to be judged objectively. The reason for accepting a subjective, instead of an objective evaluation was that the goals strived for in the career curriculum in physical education could have been accomplished in other subject areas since the "World of Work" program was to be used totally throughout the Bismarck Public School District. Also the necessary objective test evaluating "World of Work" concepts was not available to this writer's knowledge. Since this evaluation had to be subjective, the writer chose the most knowledgeable people in the surrounding area for the evaluation. This team consisted of an elementary specialist in occupational education, a junior high specialist in occupational education, low elementary specialist in physical education -- both of whom were involved in the program and the counselor at the school involved.

The questions and the results of the questionnaire were as follows:

1. Did you feel the activities aided the "World of Work" Exemplary Program?

Answer: All evaluators agreed strongly that the activities did positively aid the program.

2. Were the activities you observed activities-oriented (physical in nature)?

Answer: All agreed that the activities were activity-oriented. One evaluator thought the discussion time was too lengthy in some activities, but felt the reason for this could have been that many of the activities were new to the students. The writer, as an evaluator of the program reasoned that to accomplish a questioning mind in the children the designated amount of discussion time was necessary.

3. Did the children seem to enjoy the activities?

Answer: According to the evaluators, the students seemed to enjoy the activities. An evaluator described "play" as fun.

4. Being aware of the philosophical concepts and program objectives, do you think the activities could produce the desired outcome?

Answer: This question was answered to the degree the evaluators were familiar with the concepts and objectives. All agreed that the concepts and objectives were accomplished through integrating the career exploration activities into the physical education program. The need for an evaluation sheet for each activity was suggested for

feedback by others implementing the program into their curriculum.

5. Do you feel that the formulated curriculum in physical education consisted of a great enough number of activities to fulfill the role of physical education in the total careers curriculum program at the grade five level?

Answer: All evaluators felt that the careers curriculum in physical education consisted of enough activities to fulfill the role of physical education in career exploration at the grade five level. The suggestion division in each activity would make the activities adaptable to the classes need which could keep the programs fulfilling physical education's role in career exploration.

6. Please list any suggestions you might have concerning the physical education careers curriculum.

Answer: A suggestion given by all evaluators was to extend this curriculum to all grade levels. An inservice program for orientating physical educators of the upper elementary level to the program was suggested. One evaluator felt that more information on some of the opportunities in outdoor recreation could be further stressed.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Summary

This curricular study was begun with society's need for a worker, and the results of the study will not truly be evaluated until the children in question become adults and have successful job placement. This career curriculum must be viewed as a small part of the total child education in career development.

The writer believed that physical education had unique possibilities in career exploration which no other discipline could quite fulfill. These unique possibilities were stated in the program objectives. The means of "play" was also a unique eminency in attaining both the philosophical concepts and the program objectives.

The activities for the curriculum were created with the basic purpose of adhering to the concepts and objectives set forth for the study. These activities were listed in game form, giving the reader useable examples of subject matter.

The writer believes that the project of writing this curriculum was worthwhile, one reason being that she tested

the activities in her physical education class and was able to see the degree of success of each activity. Another reason for assuming a degree of accomplishment was that the subjective evaluations on the part of the evaluators tended to give assurance of the worthwhileness of the project. The third and most fruitful product of the project was the acceptance of the activities in the North Dakota "World of Work" Curriculum Guide.

In conclusion, the empathy attained between the teacher and the learner must be a main factor in any learning process, and must be the concern of all disciplines.

Recommendations for Further Study

After developing the careers curriculum for physical education, executing the formulated curriculum, and having experts evaluate the program, this writer recommends the following suggestions for future study in career exploration.

1. The study could be further pursued by developing more activities for the fifth grade (upper elementary level) to give a greater variety of activities.

2. Career Exploration Physical Education activities could be developed in the four general divisions of K-12 education, lower elementary, upper elementary, junior high, and senior high. The Career Exploration physical education program would be involved in the total education of

the child.

3. The careers curriculum as established could be experimented with in another operational setting.

4. An objective evaluation questionnaire for all disciplines involved in the "World of Work" program curriculum could be developed.

APPENDIX A

SUBJECTIVE EVALUATION BY EXPERTS

Please answer the following questions.

1. Did you feel the activities aided the "World of Work" Exemplary Program?
2. Were the activities you observed activity-oriented (physical in nature)?
3. Did the children seem to enjoy the activities?
4. Being aware of the philosophical concepts and program objectives, do you think the activities could produce the desired outcome?
5. Do you feel that the formulated curriculum consisted of enough activities to fulfill the role of physical education in the whole careers curriculum program at the grade five level?
6. Please list any suggestions or recommendations you might have concerning the physical education careers curriculum.

APPENDIX B

BROAD OBJECTIVE: To make school subjects more meaningful

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of job role student will be able to perform five duties of particular worker.

SUGGESTED SUBJECT AREA physical Education
SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>1. Continuing Career Exploration Activities. These activities are to be carried on in the yearly program.</p> <p>a- student officials, umpires or referees.</p> <p>b- Equipment managers</p> <p>c- professional athlete</p>	<p>A. The teacher could choose these officials by student volunteering. Trying to give all students a chance to participate, given the students a chance to understand the duties and stresses of an official.</p> <p>B. A yearly schedule with two students working for a two week period. Their job would consist of putting up and taking down equipment. The students will need extra time beside the physical education class period to do their listed duties.</p> <p>C. For each specific unit a boy and girl will be awarded a professional athlete award by the teacher or a student vote. No student will win the award more than twice.</p>	<p>A. Official Pinnies whistles</p> <p>B. Blackboard or bulletin board.</p> <p>C. Paper written award or a ribbon award</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Exploring work movement by using child's knowledge and creativity of family or friend's work to a conscious level through suggestion.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Exploration of work by exploring father's, mother's or an acquaintance's occupation .</p> <p>Answers to instructors questions are physically acted out by student.</p>	<p>Instructor has child go to their own special area in gym. Instructor asks children to choose the work of father, mother or someone they know. Instructor then asks the children to physically act out the answers to the question he will ask in any way they wish with each student staying in his own area.</p> <p>Question Suggestions:</p> <ol style="list-style-type: none"> 1. What type of big physical movement does the occupation involve? 2. Can you think of a movement he makes without moving his feet? 3. By what means of transportation does the worker get to work? 4. If the worker runs a machine, show how. 5. Can you show five (5) things the worker does at work in one day? 6. What is your emotion to the job; boring, exciting, pleasurable, rewarding, etc.? 	<p>Creative thinking by the instructor.</p> <p><u>Elementary Physical Education Guide</u> Dept of Public Instruction State Capitol Bismarck, ND 1972</p>

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? _____; Grade level? _____.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
 - a. What additions or deletions could you suggest in the activity and technique column?
 - b. Could you suggest additional resource materials for this activity.

CONTINUATION ACTIVITY SHEET

ACTIVITY

SUGGESTED TECHNIQUE

RESOURCE MATERIALS

7. What leisure time activity (after work) would you most like to participate in after working on this job all day?

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student should be made aware through a field trip of the occupation of operating a bowling alley.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Teaching the skill of bowling.</p> <p>Relate this activity to the world of work by taking a field trip to a bowling alley.</p>	<p>A. Running a three to four week unit in bowling cover bowling technique and scoring.</p> <p>B. Arrange a time and date for field trip with school and bowling alley manager.</p> <p>C. The trip would involve a line of bowling and a presentation by alley manager and a behind the scene look of the bowling machines.</p> <p>D. Activity could be a carryover to discussion of operation of other recreational facilities eg. golf course, curling club, swimming pool, ski resort, archery range.</p>	<p>Commercial gymnasium bowling equipment</p> <p>Homemade equipment such as milk cartons and softballs.</p> <p>Score sheets</p> <p>Transportation to bowling alley</p> <p>Follow-up material for carryover discussion on managing other recreational facilities</p>

83

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? _____; Grade level? _____.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
 - a. What additions or deletions could you suggest in the activity and technique column?
 - b. Could you suggest additional resource materials for this activity.

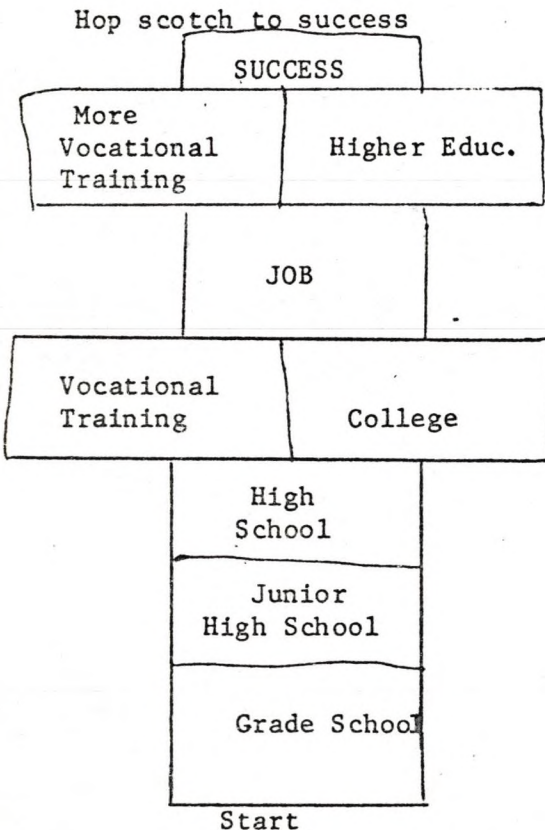
BROAD OBJECTIVE: To give students an opportunity to express goals and aspirations.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activity student will be able to state what he thinks his goal in life will be at this time.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY



SUGGESTED TECHNIQUE

- a. An explanation of the hopscotch should be given explaining the ladder of education on the chalkboard at the beginning of class.
- b. The child chooses either of the double blocks to simulate one type of training with equal opportunity to accomplish either.
- c. Teams are arranged with three people on each hopscotch.
- d. Each student chooses a rock.
- e. The general rules of hopscotch were followed the child threw a rock to the 1st block hops over it and continues on with 1 foot on each block until a line is stepped on or a throw to a block is missed. When this occurs the rock stays on the block where it was when the error was committed, the player goes to the end of the line and the next player takes his turn not being able to step on a block with a rock on it. The child to 1st pass success is the winner.

RESOURCE MATERIALS

Dynamic Physical Education for Elementary School Children,
Victor P. Dauer
Burgess Publishing Co.
Minneapolis, MN page 505

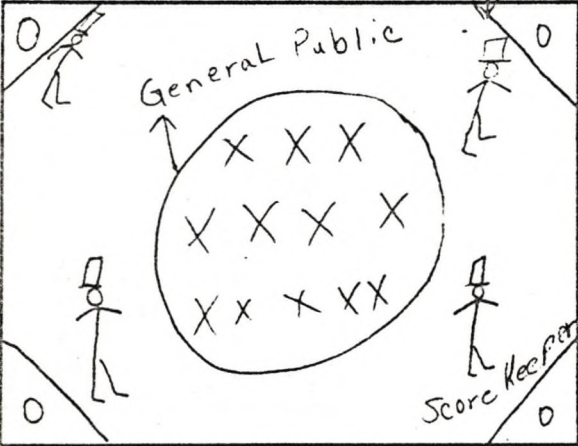
SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To develop a positive attitude toward work and the preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of the activity student will be able to list three workers that are involved in the insurance business.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Insurance Companies</p> <p>A game of dodgeball involving insurance terms.</p> <p>Diagram.</p> 	<ol style="list-style-type: none"> A. Discussion of what an insurance policy is. B. Four salesmen and four insurance executives are chosen each to represent a company. If there are less than thirty children involved use two companies. The rest of the class is the general public. C. A game of dodge ball is played with the salesman trying to hit a public. Each public has a card with a policy amount on it which only that individual public knows. It maybe very big or small. When the individual is thrown out he gives his policy to the executive. D. When the player is hit he becomes the salesman and the past salesman becomes a retriever for his company E. After the last person is out all the scores for each company are totaled. The company with the highest total of the amount of policies is the winner which might be the company with fewer policy holders. The principle of commission should be brought up at this time. (continued) 	<ol style="list-style-type: none"> A. An example of insurance policy B. 2 or 4 10" playground balls C. Insurance policy amounts on cards. D. Scorekeeper scoresheets

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY

SUGGESTED TECHNIQUE

RESOURCE MATERIALS

F. This game could easily be adapted to an outdoor field by making it a tag game instead of a throwing game.

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student involved will be able to state the purpose of the YMCA and its value throughout the country.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Intramural YMCA field trip with a swimming party after a tour of the facility.	Arrange field trip through school and YMCA administration. Arrange transportation. Have tour of facilities as basis of field trip with tour leader knowledgeable in relating the occupations of Y workers, both paid and volunteer, to the students. Also the leader should make aware how the Y is one of the best avenues to adult leisure time activities. After tour a swimming party could be the treat given to the children.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To develop a positive attitude toward work and the preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: During the activity each student will have an opportunity to share information about an occupation with other students.

SUGGESTED SUBJECT AREA Physical Education
SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Jump rope of occupation</p> <p>A jumpdown with the missing jump coorelating with the last occupation listed.</p>	<p>A. A simply jump down with the teacher or chosen student reading the list of occupations. When a child misses a jump the last occupation heard is the child's occupation for that moment.</p> <p>B. Since there was two lists of occupations only half the class was active at a time. Although there is a boys and girls list, the groups were not divided sexually</p> <p>C. After one jump down was completed the children could discuss their occupation while the second group was jumping.</p> <p>D. Different types of jumpdowns can be used to vary the activity.</p> <p>E. The last child to miss should be given the opportunity to tell about the occupation they missed on and if they would like that type of work or not.</p>	<p>Occupational Dictionary</p> <p>jump ropes.</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: Develop skills basic to living a full and meaningful life.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of the activity each student will realize which pscho-motor skill he is the most adapt at and tell one worker to whom this skill is very important.

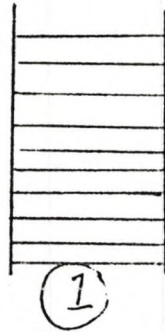
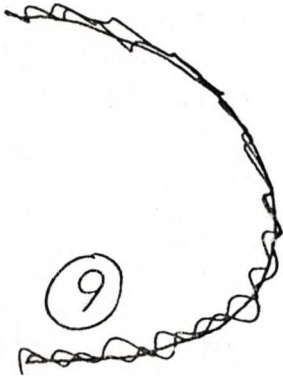
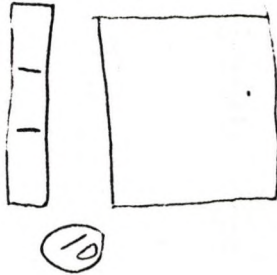
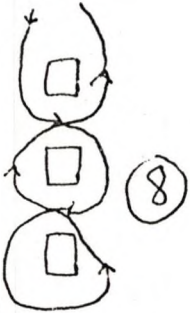
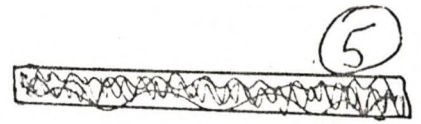
SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Obstacle course</p> <p>An obstacle course where different skills are assigned to different occupations.</p> <p>A record is kept by students to show which jobs he accomplished on the course.</p>	<p>A. Each obstacle is labeled for a certain job relating physical activity with a skill the job would demand.</p> <p>B. The children are numerically assigned to start at different stations.</p> <p>C. A cue given by teacher would mean change to the next higher numbered station.</p> <p>D. Score or evaluation will be determined by the child having a diagram of the course and checking off the obstacles completed.</p> <p>E. The basic obstacle course should be altered to the availability of equipment.</p> <p>F. The president's physical fitness obstacle course could also be used as a activity by stessing?</p>	<p>Horizontal ladder two climbing ropes basketall hoop and basketball Balance Beam Jump ropes three chairs vaulting horse 6 folding mats.</p> <p>Diagram of obstacle course on attached sheet.</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

OBSTACLE COURSE



1. Horizontal Ladder (up and down twice)
2. Gym Walk Around (3 times)
3. Climb the Rope to the tope of the gym
4. Make a Basket (once)
5. Walk a Balance Beam with hands behind back
6. 50 double rope jumps with no miss
7. 15 - sixcount burpees
8. 3 chair agihity? drill
9. Tarzan Rope Swing
10. Jump & Roll from vaulting horse
11. Mat Maze

- Painter
- Mailman
- Telephone Repairman
- Basketball coach
- Carpenter
- Professional Boxer
- Housewife
- Dancer
- Movie stunt man
- Parachutte Jumper
- Adaptability of any occu

BROAD OBJECTIVE: To develop varied and wide interests that will open up expanded basis for vocational choice.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate understanding of competition in securing a job by running for block of wood which is symbol of occupation sought by five others.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Parachutte Play</p> <p>Occupations of Physical Education</p> <p>The resource poster book should be used with pictures and explanation of the different physical education opportunities.</p> <p>The parachutte is used to make a mushroom and each group competes for the job by capturing the block of wood.</p>	<ol style="list-style-type: none">a. discuss jobs in big group.b. number off students into six different groups.c. each group chooses an occupation and gives it to teacher.d. all students go around opened chute in mixed numbers.e. a mushroom is formed.f. at signal an occupation is called.g. the children of a group run for block.h. winners become that occupation and are asked to bring a picture or drawing of the job to be placed on bulletin board with name of student.	<p><u>Elementary Physical Education Course of Study</u>, page 200</p> <p>Careers in Physical Education (posters) J. Weston Walch, Portland, Maine 04104</p> <p>Parachute</p> <p>Object to grab such as block of wood with "Hired" written on it.</p>

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? _____; Grade level? _____.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
 - a. What additions or deletions could you suggest in the activity and technique column?
 - b. Could you suggest additional resource materials for this activity.

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocation choice and to develop and foster a positive attitude toward the value of fine arts.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student should relate the basic rhythmic activities with the many occupations involved in dance. The need for group cooperation would also be an objective accomplished if the activity was to be successful.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Professional Dancers in Action (video taped)</p> <p>A modern gymnastic unit in which a routine of balls, hoops, wands or combination is learned by girls and done to music. The performance is video taped</p>	<ol style="list-style-type: none"> 1. Discuss dance being a complete field in itself and all the available occupations leading off from it. 2. Involve class in modern gymnastics using available equipment. 3. Learn basic movements and stunts and then formulate a routine to music. 4. After performance is somewhat polished and memorized, video tape it and then show it to students. 5. A student through very basic instruction could focus on and photograph the group with the constant aid of instructor to insert the occupation of photography. 	<p><u>Gymnastics for Women</u>, Blanche Drury, National Press, Palto Alto, Calif. 1964 Pg. 200</p> <p>Loops, wands, balls</p> <p>Record player</p> <p>Rythmic records (can be pop tunes)</p> <p>Video tape equipment</p>

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? _____; Grade level? _____.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
 - a. What additions or deletions could you suggest in the activity and technique column?
 - b. Could you suggest additional resource materials for this activity.

BROAD OBJECTIVE: To develop skills basic to living a full and meaningful life.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate the relation of SUGGESTED SUBJECT AREA Physical Education
hand-eye coordination in relay form as it
would apply to the world of work. SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Relay of hand manipulation	<p>A.</p> <p>*Discuss what hand-eye coordination is and that some people have high hand-eye coordination making them ready for certain jobs. Tying square knots Threading needle arrange bowling pins balance two dowels</p> <p>B. Divide class into equal squads and place them at one end of a gym.</p> <p>C. Try each activity before each relay.</p> <ol style="list-style-type: none">1. Demonstrate tying knot2. Thread a needle3. Arranging pins in bowling formation or any formation desired - have marks on floor where pins must be placed.4. balance one dowel on top on another which is flat on the floor <p>D. Have student run to end of gym - complete stunt - run back and sit at end of squad.</p> <p>E. Teacher should okay each students activity before he returns to squad.</p>	<p>Jumping ropes (one for each squad)</p> <p>Large darning needle and thread (one for each squad.)</p> <p>Plastic bowling pins, wooden Indian clubs or any group of objects that must be set on end in a desired formation.</p> <p>Wooden dowels (two for each squad)</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY

SUGGESTED TECHNIQUE

RESOURCE MATERIALS

Any number of activities of hand-eye coordination could be developed by creative thinking of instructor.

* Relays involving skills which take high hand eye coordinations.

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of fine arts.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will show that he understands the value of fine arts to the world of work by listing one way that dancing helps the individual.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Rhythms:</p> <ol style="list-style-type: none">1. Farmer in the Wheat2. Farmer Grey3. Shoemaker's Dance4. Grapevine Mixer5. Speed the Plow6. Dive for the Oyster7. Cotton Pickin Polka8. Haymaker Jig	<p>Tell how each specific dance relates to the world of work.</p>	<ol style="list-style-type: none">1. Victor 2168 or 45-5066 Folkraft 11822. Epic LN 36073. Victor 45-6171 or 204504. Osborne5. Folkraft F1087B6. Folkraft 1018 "Old Joe Clark"7. Victor 45-89518. Folk Dancer MN10504 <p><u>Dance A While</u>, Harris, Pittman Walker 1968 Burgess Pub. Co. Minn. MN</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To develop and foster a positive attitude.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to list four occupations in the railroad industry.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Socio-drama to "I've Ben Working on the Railroad"</p> <p>The children are given a chance to act out creative dance, or rhythm to the song "I've been Working on the Railroad."</p>	<p>A. An introduction to this activity should be a short discussion of the different jobs available in the industry of railroads and the vastness and importance of the industry.</p> <p>B. The class is divided into groups of five or six and given the assignment to act out the first verse of the tune using movement and sounds but no direct verbalizing.</p> <p>C. The teacher should introduce some probable movements and then let the children create giving a certain time limit.</p> <p>D. The performances will be watched by the part of class not performing.</p> <p>E. This creative activity could be used with other songs stressing the work factor.</p>	<p>Other songs:</p> <p>"Farmer in the Dell"</p> <p>"Wabash Cannonball"</p> <p>"Row-Row Your Boat"</p> <p>"15 mules on the Erie Canal"</p> <p>"16 tons and What do You Get"</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To impress upon the student that a healthy body is essential to a productive worker.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to demonstrate the proper way to perform each of the six functions listed below.

SUGGESTED SUBJECT AREA Physical Educ.

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>Warm up of basic skills in work use as part of exercise class or warmup.</p> <ol style="list-style-type: none">1. Basic standing2. Basic walking3. Sitting properly4. Bending properly5. Lifting efficiently6. Reaching properly	<p>Discuss proper methods of 1-6 and why the body functions better using the proper methods.</p> <p>Body grows to the posture you normally take.</p>	<p><u>Movement Fundamentals</u> Janet A. Wessel Prentice-Hall Englewood Cliffs, N.Y.</p> <p>Place pictures of correct and incorrect posture on bulletin board.</p>

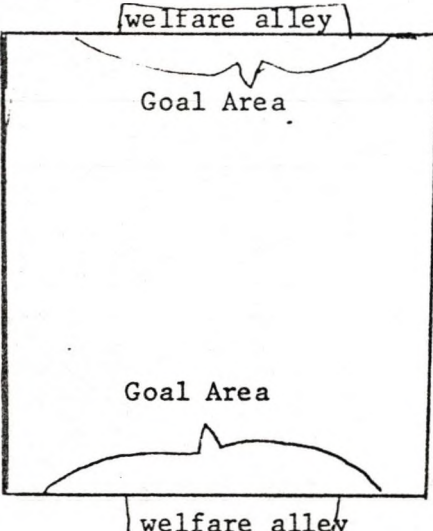
SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To develop a positive attitude toward work and the preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will be able to list advantage and disadvantage of working for a salary and same for receiving a welfare check.

SUGGESTED SUBJECT AREA Physical Educ.

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p data-bbox="143 422 357 452">Welfare Alley</p> <p data-bbox="143 489 643 615">This is an adaption of the game of prisoners base. The terms have been changed, but the game is played exactly the same.</p>  <p>The diagram shows a rectangular field with two goal areas, one at the top and one at the bottom. Each goal area is a semi-circle with a pointed top. Above the top goal area and below the bottom goal area are rectangular boxes labeled 'welfare alley'.</p>	<p data-bbox="705 371 1328 489">During calisthenics discuss working for a salary and receiving welfare payments advantages and disadvantages of each.</p> <ul data-bbox="705 519 1359 1105" style="list-style-type: none">A. Should use out of doors playing field because of the running in the game.B. The basic rule of the game is that any player may be only by an opponent who has left his goal area after the player who is tagged. Each player trip to tag an opponent to make him a welfare receiver.C. If caught the player must go to welfare alley and stay until he is rescued by another team mate. If there is more than one welfare recipient they form a chain from welfare alley.D. To win the game, a team must have one of its players enter the opponent's goal area without being tagged, or, one team must have a certain amount of opponents on welfare.	<p data-bbox="1420 460 1972 519">Field workers for side lines, goals and welfare alley.</p>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of the activity each student will be able to relate at least one occupation that has been acted out entails.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Work charades A game of acting out occupation to a specific time limit.	A. Divide the class into 5 equal groups. B. Have each child choose a job card and keep that job a secret. C. At the sound of a whistle a specified child in each group has thirty seconds to act out the occupation. D. If the group guesses the occupation in the time limit a point is given. E. The group with the greatest amount of points is the winner. F. The occupation should be easily acted out physically but difficult enough to make the game challenging. G. This activity could be used in conjunction with jump rope or occupations. A jump down instead of job cards would be a way of assigning occupations to be acted out in the charade.	Job cards Stop watch Score sheets

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BIBLIOGRAPHY

- Asbell, Bernard. "Education and the Real World of Jobs." Washington, D. C.: National Committee for Support of the Public Schools, 1968. ERIC ED 029 990.
- Basker, John, ed. Handbook of Job Facts. Chicago: Science Research Associates, Inc., 1959.
- Bent, Rudyard S., and Unruh, Adolph. Secondary School Curriculum. Lexington: D. C. Heath and Company, 1969.
- Brickman, William W. "Newer Cliches in Education." Education Digest, (November, 1969), pp. 48-52.
- Bush, Donald O. and others. "Occupational Education. A Positive Statement." Denver: Rocky Mountain Education Laboratory, June, 1968. ERIC ED 029 150.
- Crews, Alton D. "Career Oriented Curriculum." American Vocational Journal. ILIV (October, 1969), 17-18.
- Dauer, Victor P. Dynamic Physical Education for Elementary Children. Minneapolis: Burgess Publishing Company, 1971.
- DeVore, Paul W. "Preparing People for the World of Work." The Journal of Industrial Arts, XXIX (March, April, 1970), 22-28.
- Department of Public Instruction. Report of the Commission. Elementary Physical Education. Bismarck: Department of Public Instruction, 1971.
- Digneo, Ellen Hartnett. "Career Selection Education Programs 1965-1968 Report." New York: Ford Foundation, August, 1968. ERIC ED 029 725.
- Diminigo, Gerald. "You and Work." Encyclopedia of Careers and Occupational Guides, XXI (Oct., 1970), 22-25.
- Division of Vocational and Technical Education. "A Guide for the Development of Curriculum in Vocational and

Technical Education." Washington, D.C.: Division of Vocational Education, California University, 1970. ERIC ED 043 572.

Drury, Blanche. Gymnastic for Women. Palto Alto: National Press, 1964.

Goods, Sylvia. "A Survey of Occupational Concepts." Personnel and Guidance Journal, ILIX (Oct., 1970), 45-50.

Harris, Jane A.; Pittman, Anne; and Waller, Marlys. Dance a While. Minneapolis: Burgess Publishing Company, 1968.

Hilverda, Ella and Slocum. "Vocational Guidance through the Curriculum in a Small Rural School System." The Vocational Quarterly, XIX (Sept., 1970), 65-71.

Kirchner, Glenn. Physical Education for Elementary School Children. Dubuque: Wm. C. Brown Company, 1970.

Lapp, John. Physical Education as a Career. Chicago: The Institute for Research, 1936.

Marland Sp. Jr. "Career Education More than a Name." Washington, D. C.: Department of Health, Education and Welfare, Office of the Commissioner of Education, May, 1971. ERIC ED 050 295.

Nixon, John E. An Introduction to Physical Education. Philadelphia: W. B. Saunders Company, 1964.

Oklahoma State Department of Education. "A Guide for Developmental Guidance Grades K-12." Oklahoma State Department of Vocational Technical Education, 1968. ERIC ED 026 532.

Prakken, W. Lawrence. "Vocational Education." Education Digest, IX (march, 1969), 68-69.

Reed, Harold. "Certain Aspects of Vocational Guidance in a Technological Age." The Vocational Guidance Quarterly, X (Winter, 1962), 90-93.

Roe, Anne. "Early Determinants of Vocational Choice." Journal of Counseling and Psychology. IV (Fall, 1957), 212-217.

Shepard, Natalie Marie. Foundations and Principles of Physical Education. New York: Ronald Press Company, 1960.

- Super, Donald E. "A Theory of Vocational Development,"
American Psychologist. VIII (May, 1953), 185-190.
- Swanson, J. Chester. "Whitler Vocational Education."
NEA Journal, LII (Oct., 1963), 59-60.
- Thomsen, Robert. Careers in Athletics. Portland, Maine:
J. Weston Walch, Publisher, 1968.
- U. S. Department of Labor, Dictionary of Occupational
Titles, 1965. Washington, D.C.: Government Print-
ing Office, 1965.
- Wakefield, Eleanor Ely. Folk Dancing in America. New York:
J. Lowell Pratt and Company, 1966.
- Warner, Tom. "Needed Concepts in Elementary Guidance."
Columbus: Ohio School Counselors Association, Ohio
State Department of Education, Division of Guidance
and Testing, January, 1969. ERIC ED 029 335.
- Wessel, Janet A. Movement Fundamentals. Engelwood Cliffs:
Prentice Hall, 1970.

Citations including an "ED" number are available through ERIC in microfiche (MF) and/or hardcopy (HC) forms. Complete information on obtaining ERIC documents appears in monthly issues of Research in Education.