

## Occupational Guidance and Preparation Curriculum Elementary

<b>#81 Follows directions and observes regulations</b>	<b># 82 Recognizing the importance of attendance</b>	<b># 83 Importance of Supervision</b>
<p>1. Perform a series of tasks responses to written instructions.</p> <ul style="list-style-type: none"> <li>• Practice writing instructions instead of signing</li> <li>• Post written instructions in the dormitory.</li> <li>• Use small white boards to practice writing instructions.</li> <li>• Cooking activities with written/picture directions.</li> <li>• Post regulations in the dormitory</li> </ul> <p>EMPHASIS: Add more written instructions instead of always signing the instructions.</p>	<p>1. Develop an attendance award for those students who show up on time to snacks, dinner, school, dorm, etc.</p> <ul style="list-style-type: none"> <li>• Praise students for showing up on time.</li> <li>• Emphasize not only where to go, but when to go.</li> </ul> <p>Use natural consequences for students who do not show up on time.</p>	<p>1. Organize kids into small teams to complete a project with one student accepting the role of the boss/leader.</p> <ul style="list-style-type: none"> <li>• Follow up with a discussion</li> </ul> <p>2. Role-play one student being the boss/leader and how to handle different problems that apply to the Elementary age students.</p> <p>3. Have students learn the names of the staff.</p>

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# 84 Occupational Safety	# 85 Works well with others	# 86 Meet demands for quality work.
<p>1. Identify potential safety hazards on the job.</p> <ul style="list-style-type: none"> <li>• Show students where alarm boxes are located.</li> <li>• Students visit different locations on campus.</li> <li>• Post safety signs</li> <li>• Show safety videos</li> </ul> <p>2. List different activities the students are familiar with (riding a bike, swimming, etc.) and list the safety procedures for each.</p>	<p>1. Identify reasons for working with others.</p> <ul style="list-style-type: none"> <li>• Give students opportunities to work together in cooperative activities or chores.</li> <li>• List the benefits of working with others.</li> <li>• Team building activity (Field trip to Adventure Woods)</li> </ul> <p>2. Complete a dorm task where students have to work together. Follow up with a discussion on the personal dynamics. What went well? What did not?</p>	<p>1. Identify minimum quality standards for various jobs.</p> <ul style="list-style-type: none"> <li>• Create a quality control checklist for dorm chores.</li> <li>• Role-play making beds. Show the comparison between a “quality” job and a poor job.</li> </ul> <p>Teach the vocabulary “quality”</p>

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<b># 87 Work at a satisfactory rate.</b>	<b>76. Make realistic choices</b>	<b>78. Identify occupational aptitudes</b>
<p>1. Identify the need for performing jobs at a satisfactory rate.</p> <ul style="list-style-type: none"> <li>• Students discuss the reason why rate of work is important.</li> <li>• Rate of work is included in student's chores. (Time Limit to get jobs done.</li> </ul> <p>Emphasize getting things done in a set amount of time.</p>	<p>1. Expose students to jobs of interest.</p>	<p>1. Expose the students to the personal aptitudes needed for different jobs.</p> <p>2. Identify personal aptitudes necessary for a preferred job.</p>