

## Occupational Guidance and Preparation Curriculum High School

#81 Follows directions and observes regulations	# 82 Recognizing the importance of attendance	# 83 Importance of Supervision
<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>• Post regulations in the dormitory.</li> </ul> <p>EMPHASIS: Add more written instructions instead of always signing the instructions.</p>	<p>1. The student will understand the importance of good attendance and punctuality.</p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Use school attendance policy</li> <li>• Have speaker from a business in the area come in and talk about their attendance policy</li> <li>• Collect different policies from business and compare them.</li> </ul> <p>2. Student understands how to get to work.</p> <ul style="list-style-type: none"> <li>• Look at bus schedules</li> <li>• Review public transportation options.</li> </ul> <p>3. Use alarms to get up without reminders.</p>	<p>1. Student understands the roles and responsibilities of supervision.</p> <ul style="list-style-type: none"> <li>• Students are organized into teams to complete a dorm activity. The students take the role of the boss/leader and has to work with the team.</li> </ul> <p>2. Student can follow a boss/leader's instructions.</p> <ul style="list-style-type: none"> <li>• Role-play how to follow directions.</li> <li>• Role-play the different responses, positive and negative to bosses' instructions.</li> <li>• Invite a guest speaker to talk about issues between boss and employee.</li> <li>• Captioned videos</li> </ul> <p>3. Discuss the different roles of the boss and the employee.</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>• Bring in guest speaker from OSHA</li> <li>• Post safety signs</li> </ul> <p>Show safety videos</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>• Identify standards for the jobs that students would like to get.</li> <li>• Bring in a guest speaker on quality control.</li> <li>• Show students evaluations from different jobs.</li> <li>• Create a quality control checklist for dorm chores.</li> </ul>

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<b># 87 Work at a satisfactory rate.</b>	<b>76. Make realistic occupational choices.</b>	<b>77. Identify requirements of appropriate and available jobs.</b>
<p>1. Identify the need for performing jobs at a satisfactory rate.</p> <ul style="list-style-type: none"> <li>• Show students different job evaluations from businesses.</li> <li>• Students discuss the reason why rate of work is important. Rate of work is included in student's chores. (Time Limit to get jobs done.</li> </ul>	<p>1. Expose students to jobs of interest.</p> <p>2. Obtain specific information about jobs of interest.</p> <ul style="list-style-type: none"> <li>• Students list desirable jobs and gets information about each.</li> </ul> <p>3. Obtain observational information about jobs of interest through participation (e.g. on-site visits, work samples, job tryouts).</p> <p>4. Identify a job of interest that matches their interest and abilities.</p> <ul style="list-style-type: none"> <li>□ Students identify their own skills and abilities.</li> </ul> <p>Students discuss pros and cons of each job.</p>	<p>1. Identify the availability and location of jobs.</p> <ul style="list-style-type: none"> <li>□ Students clip job listings from the local newspaper and put listings on a bulletin board.</li> </ul> <p>2. List specific job-related requirements.</p> <ul style="list-style-type: none"> <li>□ Student lists the requirements for different jobs and matches them with their abilities.</li> </ul> <p>3. Identify an alternative for each occupation for which personal qualifications do not match the identified requirements.</p>

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### **78. Identify occupational aptitudes**

1. Identify different aptitudes necessary in the performance of various jobs.
2. Identify your personal aptitudes.
3. Identify activities that could improve personal aptitude necessary for a preferred job.