

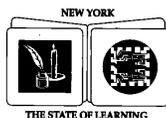


Career Development & Occupational Studies

PART II.4

Great American Mail Race.....	2
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NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Career Development & Occupational Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



<http://www.nysed.gov>

GREAT AMERICAN

COMMENCEMENT

Standards & Performance Indicators

CDOS
2

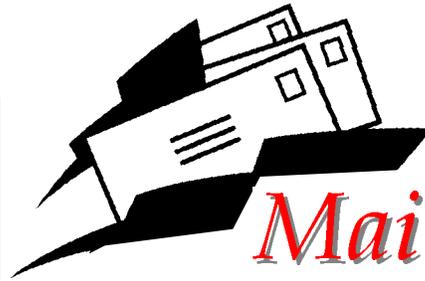
▲ integration academic/occupational skills

CDOS
3a

▲ formats/communication skills

What Students Need to Know:

- Keyboarding skills, including formatting personal business letters
- Qualities of an effective business letter
- An overview of the principles of grammar and punctuation



Mail Race

This learning activity is designed to develop written communication skills, which include vocabulary, word power, and structural English skills. This activity reinforces writing skills, composition skills, editing, and the ability to critique correspondence written by others.

Ernestine Crowder

Poughkeepsie City Schools

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Poughkeepsie, NY 12603

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Grades 9-12

What Students Do:

1. Each student selects two states and receives the names of the high schools and addresses from the teacher.
2. Each student composes two rough draft letters for homework.
 - A. All letters are composed to the Business/Computer Department in the high schools selected.
 - B. The letters include characteristics of the student's school/community and personal information, such as number of siblings, hobbies, extra curricular activities, and plans after high school.
3. Students meet with teacher to review rough drafts.
4. Students key letters during the 42 minute class period and submit a mailable copy of each to the teacher.
5. After receiving evaluated letters from the teacher, students prepare letters for mailing or continue to submit until letters are mailable (after the first keying, students work on their own time in the computer lab).

Poughkeepsie High School

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Richard J. DiDomenico

Robert C. Watson

Assistant Principal

Ted W. Petersen

Principal

Carolyn M. Jones

Assistant Principal

March 22, 1997

This lesson is connected to the Business Communication Curriculum and is taught as a supplement to the unit on Understanding the Communication Process.

Dear Computer/Keyboarding Teacher:

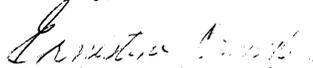
The Business Communication classes at Poughkeepsie High School are participating in the **"Great American Mail Race."** We learned of the race from Yarbrough School District 1-1 in Goodwell, Oklahoma. This is how it works:

- (1) Each student in your class writes a response to the enclosed letter written by one of my students.
- (2) In addition, each of your students selects one school and writes a letter to the business/computer students to introduce them to the race.
- (3) The teacher may initiate this activity by having each students in his/her class select two schools and write to the business/computer students in the two school selected.

Addresses for school across the country should be available from your guidance department or athletic director. You may wish to create a bulletin board with a map of the U.S. marking the geographic locations of the schools selected as well as the keyed responses.

We hope your students will choose to participate by responding to the enclosed letter. Hopefully your students will enjoy this activity.

Sincerely,


Ernestine Crowder, Teacher
Business Department

6. When a student receives a letter, he/she makes an oral presentation on the contents of the letter, and all students are involved in critiquing the letter.
7. Students share in the oral presentations. This is especially true if a student does not get a response.

What Teacher Does:

1. Provides students with school names and addresses.
2. Assigns two rough draft letters for homework.
3. Proofreads students' homework letters and returns with corrections.
4. Arranges a conference during class time to go over revisions.
5. Sends cover letter with each student's letter explaining the activity.
6. Posts United States map on bulletin board.
7. Provides students with thumbtacks to mark selected states as well as responses received.
8. Evaluates letters each time they are submitted.
9. Stamps envelopes for mailing.
10. Mails letters through school mail.

70 Forbus Street
Poughkeepsie NY 12603
March 25, 1997

Pontiac Northern High School
Business/ Computer Department
1300 Giddings Rd.
Pontiac MI 48055

Dear Business Student:

I am a senior at Poughkeepsie High School. Poughkeepsie is a fair sized city. It has many ethnic groups. My school has almost 1000 students. It is a unique school because minorities make up the majority here. I think this makes school more interesting and more educational. Everyone should have the chance to know people from other cultures and learn from them.

I am very interested in other cultures. I have traveled to Brazil as an AFS exchange student. I have also hosted three AFS exchange students from Germany and Colombia. I am president of the AFS club and have been for three years. I am also involved with many other things, such as: S.A.D.D., drama club, yearbook, student government, crew, Tae Kwon Do, and violin.

Next year I will be attending Manhattanville college in Westchester, New York. I will be majoring in Elementary Education. I hope that you will write back and tell me about yourself and your school.

Sincerely

This lesson is used in an electronically-equipped keyboarding room. Students work on their own time after the initial 42 minute class period. As students work on their letters, regular classroom activities continue.

ASSESSMENT



If letters are corrected after the conference and ready for mailing, the students receive a grade of 100%. A rubric was not used for this activity, however a suggested rubric is included.

Name _____

MAILABLE LETTER EVALUATION CRITERIA

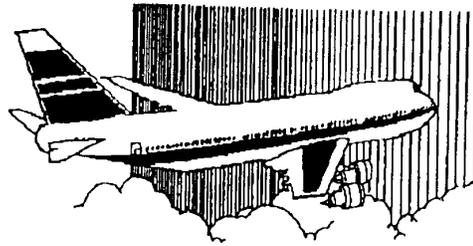
Point value	10	9	8	7
Letter content	Included all 6 components, characteristics of school/comm., personal information, plans after high school, hobbies, extra curricular activities, plus extra information.	Included only 5 required components	Included only 4 required components	included only 3 or fewer required components
English mechanics/ grammatical errors	no more than 1 grammatical error	2 - 4 grammatical errors	5 - 6 grammatical errors	more than 6 grammatical errors
Spelling	no spelling errors	1 - 2 spelling errors	3 spelling errors	4 or more spelling errors
Punctuation	no more than 1 punctuation error	1 - 2 punctuation errors	3 punctuation errors	4 or more punctuation errors
Formatting (letter placement, spacing)	no formatting errors	1 incorrect vertical or horizontal placement error	2 vertical or horizontal placement errors	3 or more vertical or horizontal placement errors
Point Value	50	45	40	35
Number of revisions	1 or less revision	2 revisions resubmit	3 revisions resubmit	4 or more revisions resubmit

Teacher's initials _____ Date _____ Total points earned _____

REFLECTION

This lesson provides students with a hands-on experience in written and oral communication skills. The use of the United States map allows them to locate states in various parts of the country. Students are using communication skills to communicate with their peers in areas that interest them. Letters are not mailed unless they are corrected and presented in mailable form. The evaluation that has been used with this activity was based on 100 percent for a mailable letter. However, I believe this activity would be stronger if a rubric was developed and shared with the students. The rubric should take into consideration the number of times a student submits a letter before it is mailable. The rubric on the preceding page can be used for this activity next year. One of the disadvantages of this activity is the fact that some students receive more responses than others. However, all students share in the oral presentations and critiquing process. I have found that students do not wish to share their personal letters with each other. Many students feel more comfortable expressing themselves and sharing information with students they do not know.

Standards & Performance Indicators



CDOS
3b

▲ trouble shoot hardware/software

Students need to:

- have some knowledge of the keyboard
- know computer menus in an integrated software program
- have ability to take in information and organize it

This project will expose students to technology and give them an exercise that might relate to the happenings in the real world. They will use a database to complete this assignment. The assignment connects to BA/BCA (Business Analysis/Business Computer Applications), but could be used in any course and could be tailored to your curriculum.

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Grades 10-12

The teacher needs to instruct students on how to set up the fields in the database and to distinguish between records, files, and fields. Teacher should assist students in troubleshooting problems that may occur when using the database, computer, or printer.

Students create a database of teachers' names and information for a flight to Cancun. Then create fields: title, first name, last name, address, city, state, zip, phone no., aisle, window, middle seating, row, seat number, smoking, non-smoking. After the fields are created, students place teachers' information into the database and make sure to honor specific requests by placing teachers into seating chart on the plane. Now students format the list in the database (making sure it looks neat) and change the seating chart to make sure every-

FLIGHT 678 SEATING CHART

C3	A1	A	A2	B4	C6
C7	A5	I	A8	B10	C12
C11	A9	S	A14	B16	C18
L					
C17	B15	B	A20	B22	C24
C23	B21		A26	B28	C30
C29	B27		A32	B34	C36
C35	B33		A38	B40	C42
C41	B39		A44	B46	C48

WRITE CLIENTS LAST NAME IN CHART
***HINT I WOULD USE PENCIL IN CASE YOU HAVE TO MAKE CHANGES**

one makes it on the flight. Finally, they print out the list and use it to check that no one has the same seat and that requests were honored.

DATABASE EXERCISE #2

You are to serve as a travel agent for the following people on Flight #678 to Cancun, Mexico. Departure is April 7. Confirmations are to be given out when the plane is full.

Create a new database and save as CANCUN. Here are your fields:

LAST NAME, FIRST INITIAL, ADDRESS, PHONE NO, AISLE, MIDDLE, WINDOW, SEAT NO, CLASS, CONFIRMATION DATE:

- Make up address–this field will include street, city, and zip
- Make up phone number: this will include area code and number such as (518) 863-7218

AISLE - IS A CLASS: COACH OR FIRST CLASS

MIDDLE - IS B

WINDOW - IS C CONFIRMATION IS DONE ONLY WHEN PLANE IS FULL

INSTRUCTIONS:

- 1) Set up fields first
- 2) Enter in (A. Henck's info into database) client information
- 3) Find a place on chart to seat her and her party
- 4) Write Henck in those seats
- 5) Type in seat number and aisle, middle, or window
- 6) When finished with the database go on to the next client and repeat numbers 2-5. Do one family in the database, then pencil them into the chart and only then move on to the next client. DO NOT fill up the chart first and then go to your database. It will not work.
- 7) When you are finished, everyone should have a seat. However, under NO circumstances will the following people be separated from their parties:

Henck	Izzo	Holubetz
Wolf	Tooley	Purtell
Sullivan	Fisher	Russom
Poulin		

- 8) Good luck, and for your seating chart it probably would be a good idea to use a pencil.

CANCUN INTEGRATED PROJECT GRADE SHEET

DATABASE EXERCISE	10 POINTS	7 POINTS	5 POINTS	3 POINTS	STUDENT SCORE
PRINTED LIST	No errors	3 errors in columns	Omit 1 name	Omit 3 names	
ALPHABETIZED	No errors	3 names out of ordered	5 names out of ordered	7 names out of ordered	
CORRECT NAME AND SPELLING	No errors	3 minor typing errors	3 major typing errors	5 major typing errors	
CORRECT PEOPLE IN THEIR PARTY & EVERYONE HAS A RESERVATION	No errors	Correct reservation but 3 minor typing errors	1 person missing from reservation	3 people missing from reservation	
ASSIGNED SEAT, AISLE, NUMBER	No errors	Correct assignment but minor typing errors	1 person having the same seat as someone else	3 persons having the same seat as someone else	
TOTAL GRADE FOR DATABASE SECTION	●	●	●	●	
FLIGHT SEATING CHART	10 POINTS	7 POINTS	5 POINTS	3 POINTS	STUDENT SCORE
COMPLETED CHART	Every seat is full	3 blanks on seating chart	5 blanks on seating chart	7 blanks on seating chart	
LEGIBLE	Neat, No erasures or abbreviation	3 erasures & abbreviations	5 erasures & abbreviations	7 erasures & abbreviations	
EVERYONE WHO HAD SPECIFIC REQUESTS RECEIVED THEM	All parties requests received & no party is split up	Requests made but 3 parties are split up	1 request is not made	3 requests not made	
CONFIRMED WITH THE PARTY	Form letter 100% accurate	Form letter has 3 minor typing errors	Form letter has 1 incorrect info. & name	Form letter has 3 incorrect info. & names	
SENT CONFIRMATION SLIPS	Printed slips w/ tickets 100%	Printed out with 1-2 typos	Wrong name or seat no. on 1 ticket	Wrong names or seats of 3 tickets	
TOTAL GRADE FOR SEATING CHART	●	●	●	●	
FINAL GRADE FOR CANCUN PROJECT	●	●	●	●	

CANCUN INTEGRATED PROJECT GRADE SHEET

STUDENT: Mishy

DATABASE EXERCISE	Total you may receive	Student Score	FLIGHT SEATING CHART	Total you may receive	Student Score
Printed List	10	9	Completed Chart	10	10
Alphabetized List	10	10	Legible	10	10
Correct name and spelling	10	10	Everyone who wanted specifics received them	10	8
Correct people in their party & everyone had a reservation	10	9	Confirmed with the party	10	8
Assigned seat, aisle and number	10	8	Sent confirmation slips	10	8
Totals for Sections		46		44	
Total Grade			(90)		

Comments: Nicely done, good job!

Printed list - make sure you have proper spacing

Correct people - double all parties make sure they are together

Assigned seat # - some were inconsistent always check over

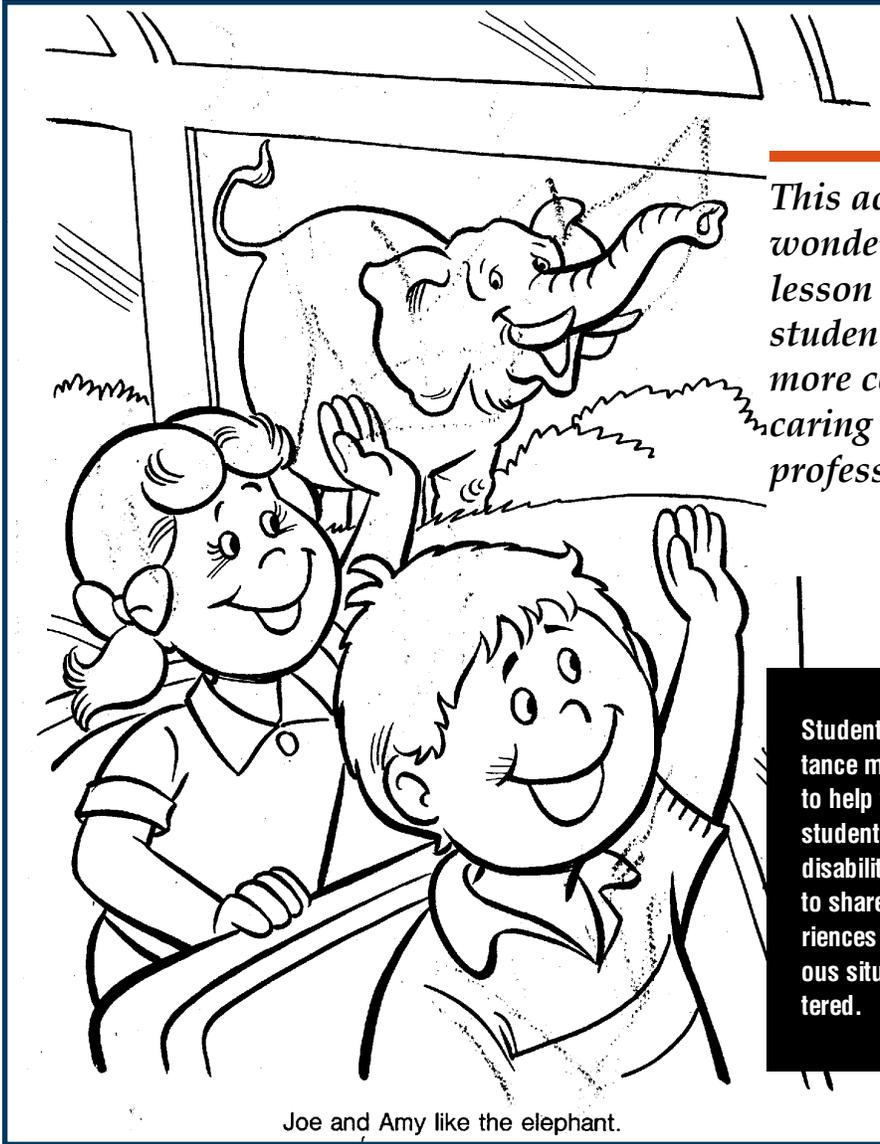
Specifics - "Remember the customer is always right" try to accommodate

Slips - missing one

REFLECTION

Most students enjoy using technology and like hands-on activities. This activity meets the needs of all learners because it helps reinforce the concept of databases and how they may be used in the workplace. It gives students practical experience and it shows them how the traditional office has now moved toward the information age into an electronic office. Plus, it is fun to think

Building Self-Esteem in **PRESCHOOLERS**



Joe and Amy like the elephant.

This activity is a wonderful hands-on lesson to help students become more competent and caring child care professionals.

Teacher

Students needing physical assistance may be assigned a partner to help with the task. Also, the students who may have physical disabilities may be encouraged to share with the class the experiences they have felt about various situations they've encountered.

CDOS
3b

- ▲ growth and development
- ▲ interact sensitively

Ann Marie Stone

Broome Tioga BOCES

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Binghamton, NY 13905

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Grades 11-12

The two activities represented in this learning strategy give students an opportunity to:

- experience first hand what it feels like to do something without prior practice or ability;
- heighten awareness about the frustrations or sense of overwhelming failure that children may encounter when learning or trying something new; and
- identify the components of a learning environment that fosters positive self-experiences for children.

The learning strategy relates to the course Early Childhood Education and is presented during the first semester of the course as a part of the unit on Guidance and Discipline. Previous instruction has included units on Establishing a Child Centered Environment, Communication Skills, and Preschool Curriculum Development.

Students develop programs and participate in clinical laboratory experiences with infants, toddlers, and preschoolers. Planning, preparing, and presenting activities to groups of young children are a part of the hands-on activities students develop during the course of study.

The students have had instruction and practice in the following areas of the unit on *Guidance and Discipline: Definition of Guidance and Discipline, Goals of Guidance, Techniques for Guiding Behavior, Modeling, and Behavior Positive Phrasing, and Positive Reinforcement*. It is in the last two areas of this unit (modeling behavior and positive phrasing/reinforcement) that this particular lesson demonstrates to students, through practical application, how self-esteem influences a child's development, and the teacher's role in creating an appropriate environment for children. At this point in time, the students have had several weeks of participation in the lab preschool. They have

Broome-Tioga BOCES
Early Childhood Education
Topic: Building Self-Esteem
in Preschoolers

Name: Jessica

Activity: ARTFUL FOOT WORK

Directions: Select a crayon and picture. Find a spot on the floor. Remove your shoe from one of your feet. Place the crayon between your toes and proceed to color the picture without going outside of the lines. When you have completed your coloring experience, answer the following questions.

Note—Be sure to put your name on your art work. (Using your foot to print your name.)

1. This activity frustrated me because...
I felt like I had no control over the ~~crayon~~ and I had no coordination to stay in the lines.

2. While I was coloring the picture I felt...
I was ~~not~~ back in preschool and I was incapable to do things that I sometimes expect preschoolers to do.

3. I can now understand how difficult it is for a preschool child to...
have coordination and incapable to do things like stay in the lines, holding the crayon, writing own names. Make the picture look like they want it to.

Artful Foot Works Evaluation Form

Directions: When you have completed the activity, answer the following questions. Be sure to fully describe and evaluate the experience in your own words.

1. This activity frustrated me because.....

2. While I was coloring the picture I felt....

3. I can now understand how difficult it is for a preschool child to....

4. I would rate this activity as an appropriate experience to help me better understand the frustrations a child feels trying a new activity as:
(circle the response that best describes your reaction)

 - 1 - This activity was not helpful. I don't think I can apply any of the feelings I felt to what a child would experience with trying new activities.
 - 2 - This activity had reasonable appeal. It helped me better understand the idea of self-esteem and the information will be of educational value.
 - 3 - This activity clearly related to me the importance of positive self-experiences for children. I will apply the information when I am working directly with children.

planned, presented, and evaluated activities in the lab school and are very ready to discover appropriate techniques and skills to enhance their interaction with children. The students are anxious to learn helpful words and actions that will allow them to build a positive rapport with the children. The students are beginning to appreciate the time and effort it takes to work with children. They also may be experiencing some difficulty with phrasing and structuring sentences and activities in a positive constructive manner. The activity approaches the topic from another angle to give the students an informative outlook on self-esteem.

The lesson is structured into two activities. *Activity #1* is designed for the student to work independently and *Activity #2* is a team project with approximately four students working together.

Activity #1 Artful Foot Work

This activity requires some advanced preparation. The day before the activity is to begin, announce to the students to be prepared to remove a shoe from one of their feet. This should prevent some embarrassing situations from happening.

On the day of the activity the students are prepared to take off one of their shoes. The following instructions are given to the students: Each student is to select a crayon and picture. Find a spot

on the floor to sit and remove a shoe from one of your feet. Place the crayon between your toes and proceed to color the picture without going outside of the lines. Take about three minutes to color your picture. While you are coloring your picture concentrate all your efforts on the coloring. When you're done we'll talk about the experience.

During the activity the teacher functions as the facilitator. The students will find it difficult to color the picture with a foot instead of their hand. Of course, there will be lots of complaints about having to do this. That's exactly what you want to happen. The discussion will provide an opportunity to talk about feelings of inadequacy and incompetency. The teacher may ask questions such as: Why did you find the activity limiting? What would help you to do a better job? What kinds of words of encouragement did you want to hear? Following the discussion, each student completes the evaluation of the experience on the form called *Artful Foot Work Evaluation Form*.

Early Childhood Education
Topic: Building Self-Esteem in Preschoolers
Worksheet

Name _____

Promoting Positive Self-Experiences

A positive self-concept and feelings of confidence are promoted by successfully coping with life's challenges. A person's self-esteem is formed through interaction with others and the environment. A secure, trusting relationship with others and successfully achieving one's own goals or tasks is a strong indicator for the development of a healthy self-image. A sense of self begins in infancy and continues to develop throughout adulthood.

Think about how you might be able to help the child in the following situation begin to solve the problem and accomplish the project.

Jennifer, age 5 years, doesn't think she can make things with her hands. Today, at the day care center, Jennifer is trying to make paper flowers for her mother. She is folding and cutting pieces of tissue paper, gluing the flowers to a pipe cleaner stem and putting the bouquet of flowers in a paper cup. The glue is wet. Every time she places a flower on the pipe cleaner it falls away from the "stem" and rips some of the tissue petals. Jennifer is getting more and more frustrated. "I can't make them stick," she cries and begins to walk away from the project.

What would you do to help her feel less frustrated with herself and be more successful as a problem solver?

What are 2 things you could say to Jennifer to help her feel more competent about herself and her abilities?

Activity #2 Pizza Dilemma

This activity also requires some advanced preparation. Earlier in the day assemble enough trays for each group to have a supply of their own materials to make a pizza. About four students on a team works best.

Instruct the students to work together on their team to assemble, cook, and consume a pizza using only their "nondominant" hand to complete the task. Each group is given a tray with the necessary ingredients and equipment to make a pizza. The students are asked to decide how they will complete the task and have a finished product to consume.

During this activity the teacher functions as the facilitator. The students will again experience difficulty completing the task. However, since it is a group effort they will have a more positive feeling because of the group support. The teacher may want to encourage the cooperation and teamwork by pointing out the benefits of consolidating their efforts. This is also an excellent time to review with students positive reinforcement phrases such as: "I liked the way you helped hold the pan. You did a great job with the clean up. I know you can do it." This will help

the students to learn to appreciate the progress each child makes. In other words, to recognize the little steps. Following the discussion, the students clean up their work area, bake the pizza, and continue to work together on the handout called *Promoting Positive Self-Experiences*. Once this is completed, each student completes the evaluation of the activity by answering the questions on the *Pizza Dilemma Evaluation Form*.



ASSESSMENT

Activity #1 Artful Foot Work Evaluation Form

Early Childhood Education
Topic: Building Self-Esteem in Preschoolers

Name _____

Pizza Dilemma Evaluation

Directions: When you have completed the activity, evaluate the activity by answering the following questions in your group.

1. The problem-solving skills the group used to make the pizza were....
2. One way I offered encouragement to members in my group was....
3. I helped others in the group accomplish their task by....
4. I found this activity valuable for me....
5. I would rate this activity as....
(circle the response that best describes your thoughts)
 - 1 - Activity unrelated to skills and information I would use when working with children.
 - 2 - Activity will help me to build a better rapport with the children. I am now more aware of the type of environment needed to promote positive self-esteem in children.
 - 3 - Activity was extremely helpful for me. The information I learned will help me to be very responsive to the needs of the children.

The evaluation form for this activity is designed to help students express in written form their reactions to the activity. The hoped for connection is how it feels to be frustrated trying something new and the resulting feelings of self-worth. The open-ended questions allow the teacher to assess how clearly the students express their ideas and to challenge the students to think and form conclusions.

Activity #2 Pizza Dilemma

The evaluation form for this activity is designed to encourage students to evaluate the type of environment that they created in their group to

accomplish the task of making the pizza. The objective for this activity not only includes the many frustrations of making a pizza single handed, but, more importantly, it helps students identify the factors needed in the environment to create positive self-experiences for children.

Another means of evaluating the activities in a less formal structure included teacher observation of individual and group work. In this situation the teacher can assess communication skills during the discussions and observe how well students work together to solve problems.

REFLECTION

The activity generated a lively discussion about the choice of words and support teachers can use with children to develop an "I Can Do Attitude." Through this activity it helps students to remember the challenges they faced when they were young children, and its effect on their own self-esteem. By examining these thoughts and feelings they can become more effective with identifying the thoughts and feelings children have when they encounter new challenges.

The worksheet on *Promoting Positive Self-Experiences* helped to direct the discussion toward the need for an emotionally secure and accepting environment for children to grow and be properly nurtured.

Brookside-Thomas BOCES
Early Childhood Education
Topic: Building Self-Esteem
in Preschoolers

Name Renee

PROMOTING POSITIVE SELF-EXPERIENCES

A positive self-concept and feelings of confidence are promoted by successfully coping with life's challenges. It is important for people to think and feel good about themselves. A person's self-esteem is formed through interaction with others and the environment. A sense of self begins in infancy and continues to develop throughout adulthood.

Think about how you might be able to help the child in the following situation feel good about herself and also begin to solve the problem.

Jennifer, age 5 years, doesn't think she can make things with her hands. Today, at the day care center, Jennifer is trying to make flowers for her mother. She is folding and cutting pieces of tissue paper, gluing the flowers to a pipe cleaner stem and putting the bouquet of flowers in a paper cup. The glue is wet. Every time she places a flower on the pipe cleaner it falls away from the "stem" and rips some of the tissue petals. Jennifer is getting more and more frustrated. "I can't make them stick" is said as she begins to walk away from the project.

What would you do to help her feel less frustrated with herself and be more successful as a problem solver?

Guide Help by telling her a few possible solutions to help her.
Finding another way to get the ~~the~~ flowers to stick.
Selecting activities that are age appropriate.

What are 2 things you could say to Jennifer to help her feel good about herself and her abilities?

① I know you can do it Jennifer, let's work on this.
② What can I do to help you?

Why do you think highlighting a person's successes rather than his/her failures helps a person to learn?

Promotes self-confidence & self-esteem.
Makes a person feel a sense of self-worth.
Promotes an "I can do it" attitude instead of "I can't."
Positive reinforcement is always better than negative.