



**Classroom to Industry**  
Education for Manufacturing and Production

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Transfer activities are located with several of the ALT's and at the end of the Career Education section.

Handouts are located with each ALT and with the Career Ed. transfer activity.

# Classroom to Industry

## Education for Manufacturing and Production

### Curriculum Unit Overview

#### Summary

Manufacturing and production requires many skills that we can readily teach. In this unit we integrate math, science, technology, and research skills that are needed for our students to move from the classroom to the work environment.

#### Big Picture

Students will view videos of disasters such as a bridge collapsing, the shuttle explosion, or the Hindenberg air ship explosion and will discuss what possible things went wrong and where in the process the disaster could have been prevented.

#### Preparation for the Unit

#### Work with

1. Computer lab coordinator and media specialist for researching careers
2. Media specialist to locate video clips for “Hook” activity
3. Classroom teachers and counselors to coordinate site visits for career activities
4. Industry and workplace contacts for visits

#### Overview

On the following page is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

(Classroom to Industry)  
Curriculum Unit Summary

Engineering Technology	Math/Science	Career Education
ALT 1 - Print Reading Students read prints to find details relating to assembly operations. .	ALT 1 – Measuring my World, My Way Students learn how to make measurements their way and that one standard way is better than their way.	ALT 1 – Career Research Students will research two occupations of their choosing on the Internet, and determine training requirements, salary range, and employment prospects.
ALT 2 – Reverse Engineering Students review an assembled product to determine how it was assembled/produced.	ALT 2 - ICONVERT Students learn to convert from decimals to fractions and visa versa. They also learn rounding skills.	ALT 2 - Career Exploration Presentation Students will work with a small group of their peers to create and present a 5-minute presentation about a job-site visitation.

### Transfer Activity

Transfer activities are indicated for several of the individual ALT's.

## Section 1: (Engineering Technology)

### ALT One: Print Reading

#### Summary

Students read prints to find details relating to assembly operations.

#### Competencies

1. Comparing- Students compare the information conveyed by the prints to find the details of assembly.
2. Calculating- Students will be able to figure sizes/locations, totals, or parts of an assembly.
3. Organizing Data- Students will be able to interpret tables, charts, and schedules on the prints.
4. Teamwork- Students should be on task and be courteous to teacher and other students. Students should be careful with equipment and property. Students help each other in solving the problems.
5. Communications- Students prepare written work. Writing must be legible with no cross-outs and there should be few grammatical errors

#### Time

50 minutes

#### Materials

Drawing prints

#### Instructions

1. Teacher hands out drawing print packet
2. Students read prints and teacher gives oral instructions by example method.
3. Students divide into groups of 3 or 4
4. Students do work in groups
5. Students take assessments in team groups

#### Evaluation/Assessment of Student's Competency

1. Teacher will walk around to the groups and check on their work and ask them questions at the places marked "assessment" on their worksheets. As a group and individually, the students should correctly answer the questions.

2. Students' written reports are graded with 80 percent accuracy considered an acceptable level of performance.

3. Students score at least 80 percent correct on quiz.

#### Closure

Students write a summary of what they learned and what they still don't understand and hand it to the teacher before they leave the room. Class discussion will address group's conclusions, regarding the processes for conversion and the advantages and disadvantages of conversion using table and calculations.

(Print Reading) ALT One: Handout Packet One

(Print Reading and Assessment)

#### Print Reading and Assessment

Given print 050050, note use of number measurements and the use of letter measurements. A table is included above the title block to find the actual number measurements from a letter. Letters serve to allow alternate sizes depending on process line and/or location.

Search through the print to find dimension B

Find B column in the table

Work back to the right to find the row with Englewood and column with line 1

This value is 19.25" at Englewood line 2 and is 15.19 at the Rochester plant line 1.

Use the print to read the length of the part to be 60.94"

#### Assessment:

1. Find the value for distance M at the Rochester line 2 plant. \_\_\_\_\_
2. Find the value for the radius R at the Englewood line 1 plant. \_\_\_\_\_

Given print 053240, note the parts installed together in this assembly and the listing of the parts above the title block. At various points through the manufacturing process these measurements will be used.

The print indicates that shaft no 05046901 is placed between bearings 01739128. As an assembler the distance the shaft is exposed from the bearing is very important.

Dimension P represents the shaft length and Dimension T represents the width of the housing, NOT the distance between bearing collars. This print lacks the information needed to correctly locate the shaft based on anything EXCEPT the centerline.

Find on this print the notes for basic hardware to assemble the bearings. Note the mounting bolts, nuts, washers, etc with the respective part numbers.

Location of the labels is addressed in this assembly print with related part numbers as well.

#### Assessment:

1. List parts and part numbers for the cutoff hardware

2. What is the shaft diameter \_\_\_\_\_
  3. What is the gap on each side between the wheel and the inside of the housing?
- 

Given print 052606 Revision 1, review the picture for the packaging. According to the table above the title block this print covers 21 blowers of different sizes (A36-27H and A33-27H use the same crate).

Note that some tops and bases are used on more than one model.

The print shows and notes the location of the strapping, labels, where the side boards fit, etc.

#### Assessment

1. What are the sideboards located over and why? \_\_\_\_\_
  2. What packing assembly is needed for the A30-30H? \_\_\_\_\_
  3. What are the overall dimensions for the A2722H crate? \_\_\_\_\_
-

## Section 1: (Engineering Technology)

### ALT Two: Reverse Engineering

#### Summary

Students review an assembled product to determine how it was assembled/produced.

#### Competencies

1. Comparing- Students compare the product they are assigned to see how it is put together.
2. Organizing Data- Students will completely disassemble the product and record how and what they did. Later they will trade objects and disassembly instructions to re-assemble the product.
3. Teamwork- Students should be on task and be courteous to teacher and other students. Students should be careful with equipment and property. Students help each other in solving the problems.
4. Communications- Students prepare written work. Writing must be legible with no cross-outs and there should be few grammatical errors

#### Time

Two 50 minute periods

#### Materials

Simple items to disassemble and reassemble

Related tools to disassemble and reassemble the items selected

#### Instructions

1. Students divide into groups of 3 or 4.
2. Teacher hands out items to be disassembled.
3. Students review the item and evaluate how it was assembled, then disassemble and document how they took it apart.
4. When all have finished disassembly and documenting, the disassembled item/parts and documentation are traded among the groups.
5. The teams then reassemble the item using the parts and documentation provided by the other team.
6. Students do work in groups
7. Students take assessments in team groups

### Evaluation/Assessment of Student's Competency

1. Teacher will walk around to the groups and check on their work and ask them questions about their progress. As a group and individually, the students should correctly answer the questions.
2. Students' written documentation reports are graded with 80 percent accuracy considered an acceptable level of performance.
3. Students must score 100 percent on reassembly.

### Closure

Students write a summary of what they learned and what they still don't understand and hand it to the teacher before they leave the room. Class discussion will address group's conclusions, regarding the processes of reverse engineering and the advantages and disadvantages of the activities.

(Print Reading) ALT One: Handout Packet One

(Reverse Engineering)

### Reverse Engineering Day 1-Disassembly

After teams are formed, items will be distributed and students will evaluate the items. Students will need written documentation explaining the items. After the team has a chance to look over the items, the disassembly will begin. Students will need to write a step-by-step narrative of the disassembly process. Parts will need to be kept in plastic bags and stored in a box so things do not get lost.

### Reverse Engineering Day 1-Disassembly

Teams will now trade the parts bags/boxes and the written directions with another team. The teams will read over the disassembly documentation and compare it with the parts. After reviewing what they have, they will begin to reassemble the item using the directions and parts provided. The students need to constantly compare the disassembly notes to the progress of reassembly. A new assembly document will be created that uses the notes from disassembly and the new additions that are found as the team reassembles the item.

### Assessment:

1. Participation- Actively and productively contributes to the team.
  2. Disassembled Documentation- Complete documentation of how it was taken apart.
  3. Assembly Documentation- Complete documentation of how it was put back together.
- Class discussion and written evaluation of differences between the two documents will follow.

## Section Two: (Science/Math)

### ALT One: Measuring My World, My Way

#### Summary

Students design and manufacture a measuring instrument using their own standard and measure the linear dimensions of various objects. They will measure to the .01 place. Students also round answers and discuss the accuracy of their measurements and sources of inaccuracies. They also will draw conclusions on the need for standardized measurements.

#### Competencies

1. Comparing- Students compare their measuring instrument with others. They will compare with regard to accuracy and ease of use.
2. Calculate and interpret data- Students calculate square area and interpret the meaning of this calculation. They will be able to draw square units and build a cubic unit.
3. Measuring- Students take various measurements and record data using correct units. They will measure to the .01 place and calculate to the .01 place.
4. Hypothesizing/ scientific method- Students estimate the length of various items and then actually measure the items
5. Teamwork- Students should be on task and be courteous to teacher and other students. Students should be careful with equipment and property. Students help each other in solving the problems.
6. Students prepare written work in pencil. Writing must be legible with no cross outs and there should be few grammatical errors.

#### Time

50 minutes

#### Materials

Unlined paper, lined paper or graph paper, scissors

#### Instructions

1. Teacher hands out lab sheet instructions
2. Students read handout and teacher gives oral instructions
3. Students divide into groups of 3 or 4
4. Students do lab work in their groups

### Evaluation/Assessment of Student's Competency

1. Teacher will walk around to the groups and check on their work and ask them questions at the places marked "checkpoints" on their lab sheets. As a group and individually, the students should correctly answer the teacher's questions.
2. Students written reports are graded, with 80 percent correct considered an acceptable level of performance.

### Closure

Students write a summary of what they learned and what they still don't understand and hand it to the teacher before they leave the room. Class discussion will address groups' conclusions, sources of inaccuracies, hypothesis and experiment, and the need for standardized measurements.

(Unit Title) ALT One: Handout One

(Measuring My World, My Way)

### Measuring My World, My Way

In this activity, you will be creating your own ruler using your own units to measure various objects and make calculations. Your teacher will show you how to make equal length units. Write the answers to the questions below.

1. Explain how you made your measuring ruler.
2. What is the name of the units measured by your ruler?
3. How long is your ruler?
4. Compare your ruler with other classmates. What qualities make a good ruler? Do the units have to be equal?

Checkpoint

5. Measure the length of your desk to the .01 place.
6. Measure the width of your desk to the .01 place.
7. Measure the thickness of your desk to the .01 place.
8. Calculate the area of your desk and give answer in proper units to the .01 place.
9. Draw a square unit.
10. Using your scissors, construct a cubic unit and draw it below.

Checkpoint

11. Discuss sources of inaccuracies in your measurements and calculations.
12. Compare your answers to those of your classmates. Why are your answers so different? Is it mostly due to inaccuracies or due to nonstandard measurements?
13. Discuss the importance of standard measurements.

## Transfer Activity- Measuring Textbook and Calculating Volume

### Summary

Students are to measure the length, width, area, and calculate volume and front cover area of their textbook using centimeters as their unit.

### Competencies

1. Comparing- Students compare their measuring instrument with others. They will compare with regard to accuracy and ease of use.
2. Calculate and interpret data- Students calculate square area and interpret the meaning of this calculation. They will be able to draw square units and build a cubic unit.
3. Measuring- Students take various measurements and record data using correct units. They will measure to the .01 place and calculate to the .01 place.
4. Hypothesizing/ scientific method- Students estimate the length of various items and then actually measure the items
5. Teamwork- Students should be on task and be courteous to teacher and other students. Students should be careful with equipment and property. Students help each other in solving the problems.
6. Students prepare written work in pencil. Writing must be legible with no cross outs and there should be few grammatical errors.

### Time

30 minutes

### Evaluation/Assessment of Student's Competency

1. Students written reports are graded, with 80 percent correct considered an acceptable level of performance.

## Section Two: (Science/Math)

### ALT Two: I Convert

#### Summary

Students convert from decimal to fraction and from fraction to decimal and are able to round decimals to any place.

#### Competencies

1. Comparing- Students compare the information conveyed by fractions and decimals. They explain that the same quantity can be expressed either way.
2. Calculate conversions- Students are able to convert from fraction to decimals with 90 percent accuracy and from decimals to fractions with 80 percent accuracy.
3. Organizing Data- Students will set up a table of conversions with common decimal/fraction conversions used in measurement. Table should be 100 percent accurate and the students will use this table to produce decimal equivalents of fractional measurements.
4. Teamwork- Students should be on task and be courteous to teacher and other students. Students should be careful with equipment and property. Students help each other in solving the problems.
5. Students prepare written work in pencil. Writing must be legible with no cross outs and there should be few grammatical errors.

#### Time

50 minutes

#### Materials

Standard measuring devices for reference, worksheet

#### Instructions

1. Teacher hands out worksheet
2. Students read handout and teacher gives oral instructions
3. Students divide into groups of 3 or 4
4. Students do work in groups
5. Students take quiz individually

### Evaluation/Assessment of Student's Competency

1. Teacher will walk around to the groups and check on their work and ask them questions at the places marked "checkpoints" on their worksheets. As a group and individually, the students should correctly answer the questions.
2. Students written reports are graded with 80 percent correct considered an acceptable level of performance.
4. Students score at least 80 percent on quiz.

### Closure

Students write a summary of what they learned and what they still don't understand and hand it to the teacher before they leave the room. Class discussion will address group's conclusions, regarding the processes for conversion and the advantages and disadvantages of conversion using table and calculations.

(Unit Title) ALT Two: ICONVERT WORKSHEET

(ICONVERT)

## ICONVERT

### Math Skills and Assessment

#### A. Converting from fractions to decimals:

To convert from a fraction to a decimal, you divide the top number (numerator) by the bottom number (denominator).

Example: Convert  $\frac{3}{4}$  to a decimal. Divide three by four to get .75 as your answer.

#### B. Rounding:

When rounding an answer, look one digit to the right of where you want the number rounded and round up if 5 or more. If less than 5, truncate answer to appropriate place.

Example: Convert  $\frac{7}{8}$  to a decimal and round to the tenth's place. Take 7 and divide by 8 to get .875. Rounding to the tenth's place gives you .9.

1. What do you get if you round to .875 to the hundredth's place? Is it .88 or .87? Why?

#### C. Converting from decimals to fractions:

To convert from a decimal to a fraction, we look at the decimal and write it as a fraction and then reduce the answer.

Example: .875 equals  $\frac{875}{1000}$ . We now divide the top and bottom by the same number until we get a recognizable fraction. We generally try and divide until we get the lowest possible bottom number (denominator). Dividing top and bottom by 25 gives us  $\frac{35}{40}$ . Dividing top and bottom by 5, now gives us  $\frac{7}{8}$ . We could have just divided top and bottom by 125 to begin with and gotten the same answer.

2. Convert .1875 to a fraction with 16 in the denominator. Remember to write .1875 as a fraction with 1000 in the denominator and then reduce. You should have gotten  $\frac{3}{16}$ . Explain how you get this answer.

3. Make a conversion table showing the following fractions and their decimal conversions:

$\frac{1}{4}$ ,  $\frac{3}{4}$ ,  $\frac{1}{8}$ ,  $\frac{3}{8}$ ,  $\frac{5}{8}$ ,  $\frac{7}{8}$ ,  $\frac{1}{16}$ ,  $\frac{3}{16}$ ,  $\frac{5}{16}$ ,  $\frac{7}{16}$ ,  $\frac{9}{16}$ ,  $\frac{11}{16}$ ,  $\frac{13}{16}$ ,  $\frac{15}{16}$

4. Why are the fractions  $\frac{2}{4}$ , and  $\frac{6}{8}$  and some others not listed?

5. Use your conversion table or calculation method to find the following equivalents.

- a.  $\frac{3}{4}$
- b.  $4\frac{3}{4}$
- c.  $\frac{7}{16}$
- d.  $5$  and  $\frac{7}{16}$
- e.  $\frac{4}{8}$
- f.  $\frac{6}{8}$
- g.  $3$  and  $\frac{6}{8}$
- h.  $\frac{13}{16}$
- i.  $.8125$
- j.  $6.8125$
- k.  $54.8125$
- l.  $.5625$
- m.  $76.5625$

Unit Title) ALT Two: ICONVERT QUIZ

(ICONVERT)

Assessment – Show work or describe how you got your answer.

1. Convert  $\frac{5}{16}$  to a decimal.
  2. Round .8769 to the one's place.
  3. Round .8769 to the tenth's place.
  4. Round .8769 to the hundredth's place
  5. Round .8769 to the thousandth's place
  6. Convert  $5\frac{3}{4}$  inches to a decimal.
  7. Convert 3.875 to a fraction.
  8. Convert .5625 to a decimal with 16 in the denominator.
  9.  $\frac{5}{8}$  is equal to what number of 16ths? That is change  $\frac{5}{8}$  to a fraction with 16 in the denominator.
  10. Explain the calculation process of converting from fractions to decimals.
- 
11. Explain the calculation process of converting from decimals to fractions.

**Transfer Activity- ICONVERT**  
**Show work or describe how you got your answer!**

**Quick Questions for Homework**

1. What is the length of your dining room table in inches?
  
2. Convert this measurement to decimal form.
  
3. What is your height in cm?
  
4. Convert this measurement to fraction form.

**Summary**

Students convert from decimal to fraction and from fraction to decimal and are able to round decimals to any place.

**Competencies**

1. Comparing- Students compare the information conveyed by fractions and decimals. They explain that the same quantity can be expressed either way.
2. Calculate conversions- Students are able to convert from fraction to decimals with 90 percent accuracy and from decimals to fractions with 80 percent accuracy.
3. Organizing Data- Students will set up a table of conversions with common decimal/fraction conversions used in measurement. Table should be 100 percent accurate and the students will use this table to produce decimal equivalents of fractional measurements.
4. Teamwork- Students should be on task and be courteous to teacher and other students. Students should be careful with equipment and property. Students help each other in solving the problems.
5. Students prepare written work in pencil. Writing must be legible with no cross outs and there should be few grammatical errors.

**Time**

50 minutes

## Materials

Standard measuring devices for reference, worksheet

## Evaluation/Assessment of Student's Competency

1. Students written reports are graded with 80 percent correct considered an acceptable level of performance.

## Section Three: Career Education

## ALT One: Career Research

## Summary

Students will research two occupations of their choosing on the Internet, and determine training requirements, salary range, and employment prospects.

## Competencies

1. Students will enhance their skills in conducting web searches.
2. Students will accurately transfer data from the computer to paper.
3. Students will develop a process to research careers by interest, availability, and income.
4. Students will comprehend the knowledge base and training required for an entry-level position in a given career.
5. Students will follow directions in completion of their assigned task.

## Time

This activity will require 50 minutes.

## Materials

1. Each student will require access to a computer connected to the Internet.
2. Each student will need a copy of the assignment sheet and a pen.

## Instructions

1. Students will be provided a copy of the assignment sheet, which includes a list of 10 websites to assist them in conducting their web search.
2. Students will select two occupations of interest to them.
3. On the worksheet, students will list the job title, typical training required, salary range, and job prospects.
4. The worksheet will be completed and returned to the instructor for grading.

## Evaluation/Assessment of Student's Competency

1. Students will successfully complete a web search and worksheet, which will be scored by the instructor.

## Closure

This activity will enable students to begin personal career planning and exploration and help them prepare for a job site visit and a follow-up group presentation in language arts.

## Sample Worksheet:

## Career Research

Name:

Grade:  
Date:  
Grade on assignment:

Today you will research two occupations of interest to you, list the training requirements, employment prospects, and typical starting salary.

The following websites may help you in your search:

- Acteonline.org/
- Skillsusa.org/
- Stw.ed.gov/
- Careerclusters.org/16clusters.htm
- Mssb.org/
- Khake.com/
- Bls.gov/oco/
- Ocis.org
- Lmi.state.oh.us
- Mvtechprep.org

	Occupational Choice #1	Occupational Choice #2
Job Title	_____	_____
Typical Training Required	_____ _____ _____	_____ _____ _____
Starting Salary	_____	_____
Employment Prospects	_____ _____ _____	_____ _____ _____

## Section Three: (Career Education)

## ALT TWO: Career Exploration Presentation

## Summary

Students will work with a small group of their peers to create and present a 5-minute presentation about a job-site visitation.

## Competencies

1. Students will work as members of a team.
2. Students will successfully apply previously observed and recorded data.
3. Students will sequence tasks.
4. Students will accurately follow directions.
5. Students will use written and spoken language correctly.
6. Students will employ available technology in creating and presenting information.

## Time

Each group of students will require 3-3 1/2 hours to prepare for their presentation.

Each group will require 5 minutes for set-up and 5 minutes to present to their language arts class.

## Materials

1. Access to an Internet-connected computer will be necessary.
2. Small groups will need tables or other appropriate space to meet and prepare their presentation as well as secure storage for their materials.
3. Small groups will need access to a digital camera, Power Point software and a compatible projection system.
4. Students will need access to [The Occupational Outlook Handbook](#).

## Instructions

1. Following completion of ALT #1 and a job-site visit, students with similar career interests will be assigned to groups of 3-5 students.
2. Each group will be provided approximately 3 hours of class time to prepare a 5 minute presentation about careers in their chosen field, using information acquired during recent visits to job sites and a career web search activity.
3. Groups will choose one career path from their previous assignments for their language arts class presentation.
4. Each group will determine which of its members will perform which tasks, which might include leader, speaker, researcher, recorder, word processor, technology coordinator, etc.
5. The group will be provided access to currently available technology for preparing and presenting to their class.
6. Each presentation will be assessed by students and teacher according to a previously adopted rubric.

### Evaluation/Assessment of Student's Competency

Students and teacher will create a rubric to evaluate each group's presentation. There will be scales to assess the quality of written and spoken information and the application of available technology. The teacher will also ask each member of the team to assess the contribution of all other team members.

### Closure

Students will maintain this information for future use as part of their career folder. Similar projects would be undertaken each year to expand students' knowledge and awareness of career options as they complete their secondary education. The career folder, or Passport, thus becomes a valuable document for career planning.

### Career Exploration Presentation

Name:

Grade:

Date:

Evaluation by teacher:

Recently you visited a job site to watch people performing some work tasks. Using currently available technology you and your team are to create a presentation for your language arts class. Your presentation must include written and spoken language and may include photography, video, Power Point, graphs, charts, web search data, newspaper and/or magazine articles, and such other resources as you and your team members feel are required to convey information to the class.

Your team's presentation to the language arts class will last at least 5 minutes, but no more than 8 minutes, with each team member presenting some part of the information. You will be asked to explain the application of your research to your math, science, and social studies classes.

You and your team members will evaluate your presentation according to a rubric provided by your teacher. Your teacher will assign a grade to you based upon her rubric for evaluation. You will also evaluate the presentations of other teams.

Transfer Activity Career Education

Transfer Activity for Career Guidance

Students will participate in a school-approved, half-day, job-site visitation as part of their career exploration unit.

Objectives:

The student will:

1. Gain exposure to real world work environment;
2. Enhance data-recording skills and synthesis of knowledge gained;
3. Follow directions accurately; complete tasks independently;
4. Communicate effectively with others; and,
5. Comprehend employee's responsibilities.

Materials required:

The student will need the following materials:

1. Site visitation worksheet;
2. Pen/pencil to record data on worksheet;
3. Field trip permission slip signed by parent/guardian;
4. Completed job-site visitation form with signature of student, teacher, administrator/counselor, employee to be observed, and the employer; and,
5. Access to the Occupational Outlook Handbook.

Time required:

This on-site observation will require ½ day school day.

Assessment:

The classroom teacher will evaluate the worksheet provided for this activity. (A sample worksheet is provided)

Site Visitation Worksheet

ALL WORK DONE WELL, NO MATTER HOW HUMBLE, IS NOBLE!

NAME \_\_\_\_\_  
 GRADE \_\_\_\_\_  
 DATE \_\_\_\_\_  
 TEACHER EVALUATION \_\_\_\_\_

LOCATION OF VISIT \_\_\_\_\_  
 ARRIVAL TIME \_\_\_\_\_ DEPARTURE TIME \_\_\_\_\_

EMPLOYEE'S TITLE \_\_\_\_\_

MAJOR DUTIES/RESPONSIBILITIES \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

TASKS OBSERVED TODAY \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
TRAINING REQUIRED FOR THIS JOB \_\_\_\_\_

\_\_\_\_\_

SALARY/WAGES FOR THIS JOB \_\_\_\_\_

EMPLOYMENT PROSPECTS IN THIS OCCUPATION (per Occupational Outlook Handbook)

\_\_\_\_\_  
\_\_\_\_\_

PERSONAL REACTIONS TO THIS OBSERVATION (write in space provided):

SAMPLE PERMISSION SLIP FOR JOB-SITE OBSERVATION:

(School district or building name here)

NAME \_\_\_\_\_  
GRADE \_\_\_\_\_  
DATE \_\_\_\_\_

(Please complete this form and obtain your counselor’s written approval for your job-site visit.)

COUNSELOR’S APPROVAL \_\_\_\_\_

I, \_\_\_\_\_, am visiting \_\_\_\_\_  
(Student name) (Employee)  
at \_\_\_\_\_  
(Company name)

on JOB SITE VISITATION DAY.

I understand that this visit is one part of my graded Career Exploration project and that I am responsible to complete other assignments, including research and a class presentation in order to receive credit for my work. I will follow all school rules and workplace conduct and safety rules during this visitation.

\_\_\_\_\_  
(Student signature) (Date) (Parent/Guardian signature)

\_\_\_\_\_  
(Employee signature) (Date)

\_\_\_\_\_  
(Employer signature) (Date)