

DOCUMENT RESUME

ED 106 602

CE 003 774

TITLE Career Education: Geneva Area City Schools. [EMR Units: What Am I Like? and From the Ground to the Table].

INSTITUTION Geneva Area City Schools, Ohio.

NOTE 33p.; For related documents, see CE 003 765-73

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE

DESCRIPTORS Behavioral Objectives; \*Career Education; \*Curriculum Guides; \*Educable Mentally Handicapped; Elementary Education; Food Processing Occupations; Food Service Occupations; \*Health Education; Health Occupations Education; Learning Activities; Resource Materials; Resource Units; Self Care Skills; Self Concept; Special Education; Teacher Developed Materials

ABSTRACT

Two curriculum units for educable mentally retarded (EMR) students focus on: (1) developing a good self image and an appreciation for proper hygiene, and (2) understanding food purchasing and distribution and the need for budgeting food money. Each unit includes the objective of making EMR students more aware of careers available either in the food services or public health fields. The food service unit is directed toward the intermediate EMR level; the self-awareness and hygiene unit is geared toward the primary EMR class, but the ideas it contains could also be taught in more depth on the intermediate level. A chart format is used to list suggested content questions, teaching techniques and learning activities, and resources and materials. A blank column is provided for teachers to include their own materials. Culminating activities conclude each unit's activities, followed by a list of resources. (SD)

CAREER EDUCATION PROGRAM

GENEVA

AREA

CITY

SCHOOLS

UNIT TITLE: What Am I Like?

APPROXIMATE GRADE LEVEL: EMR

MAJOR SUBJECT AREA: Science/Health

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

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INTRODUCTION TO: What Am I Like?

This unit is designed to develop in the EMR and TMR child a good self-concept and an awareness of the need to keep the body in a good working order. When teaching a unit of this type to a special education class, emphasis is placed on teaching the child how to keep the body neat, clean and healthy. This unit, although geared toward the primary EMR class, contains many ideas that should be taught on the intermediate level, however, in more depth.

As a result of this unit, the child will be more aware of the many occupations related to caring for the human body that are available through the public health service.

After the unit is completed it is hoped that the child will have a better insight as to how to answer the question, "What am I like?"

BROAD OBJECTIVES:

1. To help students develop an awareness of the body and to help students develop a good self-image.
2. To help students realize the need for keeping the body clean and in good working order and to create an awareness of the occupations involved in these fields.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. What am I like?	Class discussion on how the student feels that he looks like.  Let each child look at himself in a mirror and see just how he looks-- ex: physical characteristics, etc.	Instructor Magazine: Feb. 1972, page 46  Full length mirror	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	<p>Have pictures of boys and girls who look nice in appearance and those who don't and let the children fix the wrong one.</p> <p>Let the children do silhouettes of each other to get a picture of his profile.</p> <p>Let the children do drawings of each other. Have one child lie on a large piece of paper and let another trace his outline. The child then fills in the rest himself.</p> <p>Class discussion on how each child feels different things.</p> <p>Have a sharing period each morning and let the children ask questions or talk about anything that bothers them or they are interested in.</p>	<p>SRA - Focus on Self-Development</p> <p>Stage One - Awareness</p> <p>Filmstrip: (SRA)</p> <p>Circle of feelings</p> <p>Record: (SRA)</p> <p>Cindy and the Elf</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
2. How am I changing?	<p>Make a chart of each child's weight, height, etc. and see how he is growing up.</p> <p>Plant a fast growing vine early in the school year and start it around the room. Keep a chart on its growth.</p> <p>Keep a classroom diary letting each child help you keep it a week at a time. Record things that happen in the room, to the class, or to the community. This will show change.</p> <p>Let the children draw their own time line. Put past, present and what they think the future will bring him-- can write, draw, use cartoons, anything he wants to.</p>	<p>Record: (SRA) When You are Older Susie</p> <p>Instructor: Feb. 1972 - Page 48</p> <p>Large scrapbook is excellent or you can let the children make this. 9 1/2 x 11 manila paper, pens, wood to make cover</p> <p>Long sheet butcher paper or other kind, crayons or magic markers</p>	

TEACHERS' OWN MATERIALS

RESOURCES AND MATERIALS

TECHNIQUES AND ACTIVITIES

CONTENT QUESTIONS

<p>3. What will I be like?</p>	<p>Let each child have a small bulletin board for one week and let him put things on it about him and how he is changing.</p> <p>Have a puppet show and show how the class has changed. Also, could go into how the school has changed.</p> <p>Collect pictures from old magazines to show how man looked a long time ago.</p> <p>Let the children write a short note to their parents. Right now, when I get big I want to be a _____. What do you think of this idea? Discuss each one.</p> <p>Let children draw pictures of what they would like to be like when they are older.</p>	<p>Instructor: Feb. 1972 - Page 50</p>	
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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<p>4. How will I affect others and how will they affect me?</p>	<p>Ask the kids to write a short story on what they will be like, how they will feel then, etc.</p> <p>Invite resource people in from various occupations and let the children ask them how they feel about their jobs and how they felt about what they would be like when they were small.</p> <p>Collect pictures or make individual collages of what he thinks he might be like. Include occupations, size, roles, etc.</p> <p>Class discussion on how the members of your family affect you and how you affect them.</p>		

TEACHERS' OWN MATERIALS

RESOURCES AND MATERIALS

TECHNIQUES AND ACTIVITIES

CONTENT QUESTIONS

<p>5. What do other people see when they look at you?</p>	<p>Have a mother or father come in and tell the kids how people in their jobs affect them and how they affect others.</p> <p>Bring in a picture of an industry at work and let the children talk about each worker and how they must all work together.</p> <p>Let each child make a chart (picture) of some people they think they will affect and some they think will affect them.</p> <p>Discuss how they affect each other in the room now; stress sharing, helping with jobs, etc.</p> <p>Let the children draw and display some pictures of happy faces.</p>	<p>Record: (SRA) Palmer the Pushy Pigeon</p> <p>Poster paper</p> <p>Filmstrip: (SRA) Parade</p>	
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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	<p>Bring in some pictures of some healthy, happy children at play and at work.</p> <p>Have a class discussion on what people see in a face.</p> <p>Write a finger play and then let the children give it for a group.</p> <p>Stress the aspects of Mr. Grumpy and Mrs. Pleasant and show how a smile means a lot.</p> <p>Pretend that a rare bird has brought happiness to everyone and have everyone for one day say nice, pleasant things to each other.</p> <p>Make posters of boys and girls who are neat and healthy and happy and of those who aren't. Cut out a smile and clean nails, hair, etc. for the children to paste on to make sloppy ones look neat.</p>	<p>Children bring pictures from magazines they have at home</p> <p>Poster board Magic markers Tape</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<p>6. What are some of the things you should do to your body to keep it healthy and looking nice?</p>	<p>Class discussion on what kinds of foods you should eat to keep your body healthy.</p> <p>Plan a breakfast, considering the types of food you should have. Discuss housewife and dietician.</p>	<p>Filmstrip: Finding Out How Foods Are Used. In Your Body (Geneva)</p>	
	<p>Cook breakfast in your classroom.</p> <p>Have a class discussion on why it is important to keep your face and hands clean.</p>	<p>Example: Pancakes, bacon, juice, and milk are simple to fix and most children enjoy this</p>	
	<p>For boys build a football locker and make sure everything is clean--especially the athletes' fingernails and hands.</p>	<p>Use one area of the room</p>	
	<p>Bring clippers and make sure the class has neat, clean nails.</p>	<p>Fingernail clippers, files, etc.</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	<p>Let the girls make a beauty parlor and give a manicure by clipping and cleaning nails.</p> <p>Make a picture list of some workers who keep our bodies looking clean:</p> <ol style="list-style-type: none"> <li>Beautician</li> <li>Shoe shine boy</li> <li>Barber</li> <li>Yourself</li> </ol>	<p>Filmstrips:  Your Body and You (Geneva)  The Tailor (Cork)  The Barber (Cork)  The Beautician (Cork)</p>	
	<p>Discuss why it is important to keep the hair clean and cut.</p> <p>Let the kids build a barber shop and then invite a barber in to demonstrate his job.</p> <p>Discuss some tools used to keep the hair clean and neat. Ex: shampoo, hair spray, hair oil, etc.</p> <p>Sing some cute song advertising different products used to keep the body neat and clean.</p>	<p>A local barber or a retired barber</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
Bring in some Q-tips and let the children learn how to keep their ears clean.	Q-tips	Chart paper Magic marker	
Make a list of the do's and don'ts for keeping the ears clean.		Drawing paper Crayons	
Talk about and draw pictures of the school nurse or ear specialist checking your hearing.		Filmstrips: Who Are You? (Cork) Let's Talk About Your Teeth (with record) (Austinburg)	
Make a dentist's office and let the children role-play a visit to the dentist.		Good Dental Health Is Up to You (Austinburg) The Fairs (Geneva) Two Eyes (Geneva) The School Nurse (Geneva)	
Discuss the dentist, receptionist and nurse while role-playing.		How to be a Good Landlord of Your Teeth (Austinburg) My Mother Is a Dental Assistant (Austinburg)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	<p>Bring in tooth brush, tooth paste, and discuss and make a list of the proper way to brush your teeth.</p> <p>Play the record and show the filmstrip, "The Mouth I Live In."</p> <p>Borrow a Sulllen Eye Chart from the office or eye doctor and let the children check each other's eyes.</p> <p>Ask an optometrist to come in and talk to the class.</p> <p>Plan a field trip to the health office where the children can see all of these occupations.</p>	<p>The Dentist (Austinburg) The Optometrist (Cork) The Pharmacist (Cork)</p> <p>Toothbrushes, paste, etc. can often be gotten from local dentist who gives them as samples</p> <p>Available from Colgate</p> <p>Available from school nurse</p> <p>Books: <u>Eye</u>lasses - Mary Ericsson <u>Your Ears</u> - Irving Adler <u>The Eye Book</u> - Theodore LaSieg <u>The Ear Book</u> - Al Perkins</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<p>7. What happens to your body if you don't take care of it?</p>	<p>Watch a plant grow and talk about the care it needs and then don't give it this care and watch it gradually become "droopy" and sick.</p> <p>Invite a doctor in to talk with the class about his job and about what happens to people when they don't take care of their bodies.</p>		
<p>8. What are some things you can do to take care of your body?</p>	<p>Discuss and make a list of things you can do:</p> <ul style="list-style-type: none"> <li>a. Rest</li> <li>b. Proper clothing</li> <li>c. If sick, visit doctor</li> </ul>		
<p>9. What are some things that can harm your body?</p>	<p>Bring in felt dolls and let the children dress them for proper weather.</p> <p>Discussion on:</p> <ul style="list-style-type: none"> <li>a. Alcohol</li> <li>b. Drugs</li> <li>c. Tobacco</li> </ul>		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<p><u>Intermediate</u></p>	<p>Resource person--ask a doctor or psychiatrist in to talk to class about the dangers of each.</p> <p>Make a list of the harms of each of these above things.</p> <p>Show some filmstrips about these social problems.</p> <p>Discuss warning signals and bring in cigarette packs and let the children read the warning on it.</p> <p>*Resource person--a person who has been on drugs but now speaks against them--ask him to share some experiences with the children.</p>	<p>Resource person</p> <p>Materials available from Sheriff's Department, Geneva City Police, School Nurse, and Ashtabula County Council for Alcoholism and Drug Abuse</p> <p>These people usually work with the public health service or a drug rehabilitation center</p>	

\* This part of the unit will be covered lightly by the primary teacher; however, it should be touched on to make the children aware of the dangers of these.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<u>CULMINATING ACTIVITY:</u>	<p>Present a skit showing the various occupations in the health service. Have different groups represent the jobs of dentist and helpers, optometrist and helpers, school nurse, psychologist, doctor, mother and yourself, audiologist.</p> <p>Have the kids now write a short story telling who they are and what they hope to be.</p> <p>Make a large picture/word list of all occupations you have studied during this unit.</p>		



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Circle of Fear

Parade

Finding Out How Foods Are Used in Your Body

Your Body and You

The Tailor

The Butcher

The Beautician

Who Are You?

Let's Talk About Your Teeth

Good Dental Care Is Up to You

The Ears

The Eyes

The School Nurse

How to Be a Good Landlord of Your Teeth

3. Records:

Cindy and the Elf

When You Are Older Susie

Palmer the Pushy Pigeon

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UNIT TITLE: From the Ground to the Table

APPROXIMATE GRADE LEVEL: EMR

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INTRODUCTION TO: From the Ground to the Table

The EMR needs special help in developing and using the skill of selecting and purchasing food for his family. This unit, directed toward the intermediate EMR level, is designed to give the child a broad survey of the people and occupations involved with the growing and processing of food that is distributed through the supermarket. The supermarket is the main emphasis in this unit since it is an excellent resource for teaching how to get the most from your food dollar.

BROAD OBJECTIVES:

1. To help students understand the processes of purchasing and distributing food.
2. To help students become aware of the many jobs available in a grocery store.
3. To help students become aware of the need to budget your money and shop wisely when buying food for your family.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	As a motivating activity, the children will choose a recipe to either make cupcakes, candy or bread and list all the ingredients needed. Then we will plan a short trip to the store to purchase these ingredients, or		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<p>1. Where does food come from?</p>	<p>plant a small box garden and talk about how the small seeds grow to be plants that produce the food they eat.</p> <p>Class discussion of where different types of foods are grown or raised.</p> <p>Ask children to relate experiences they might have had during the summer visiting a farm or helping to work in a garden.</p> <p>Visit a farm to see how different foods are grown.</p> <p>Plant some seeds and watch the plants grow and stress how long it takes to produce food. A small box garden is especially good for this.</p>	<p>Filmstrip:            Making Maple Syrup (Geneva)            The Story of How Apples Grow (Austinburg)            What Makes A Seed Sprout? (Geneva)            What Makes A Plant Grow? (Geneva)            The Farm (Geneva)</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
2. How does food get from the growers to the buyers?	<p>Read some stories for interest about why foods are like they are.</p> <p>Have a class discussion on how time is an important element in the delivering of goods.</p> <p>Allow bread to mold in your room. Discuss the words perishable and non-perishable.</p> <p>Make a chart, tracing one product. Ex: corn from the field to the table. Include pickers, packers (canning, freezing, and fresh) corn transporters, grocers and finally the home. Make this using seeds--then corn and use pictures to trace the other. Use a large poster or just large paper and put up on a wall.</p>	<p>Book: Childcraft: Vol. 7, p. 9 How We Get Things</p> <p>Book: Childcraft: (Vol. 10, p. 214 Getting Ready for Harvest</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
3. How does the grocer distribute food to your family?	<p>Discuss each occupation involved in this process of getting the food to the grocery store.</p> <p>Role-play having one child being a store operator and let him call to order food from the wholesale distributors. Discuss cost.</p> <p>Discuss how the grocer is a purchaser as well as a seller.</p> <p>Discuss how the grocer decides the cost to sell his goods for.</p> <p>Bring in some old invoices and let the children see how much the grocer pays for groceries.</p> <p>Figure together how much one can will sell for after you get the actual cost to the grocer plus his profit.</p>	<p>Obtain from some store or wholesale representative</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<p>4. What are some of the occupations (jobs) available to you in a grocery store?</p>	<p>Discuss how much profit a grocer should get. Let the children write down what they think would be a good amount to make.</p> <p>Compare this to the amount various types of stores get.</p> <p>Make a bulletin board of a large grocery store and place in the proper area the man who does that work.</p> <p>Make a chart to place somewhere near this board containing all information about that job. For instances: job title, qualifications for job, salary, duties, problems involved, etc., items he works with.</p>	<p>Filmstrips: My Dad Works in a Supermarket (Austinburg)</p>	
<p>A. Stock Clerk</p>			



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<p>B. Produce Department</p>	<p>Let the children collect small boxes, label each with the name, number of containers per box.</p> <p>Make your own order-- make an invoice and by role-playing let the children (some being distributors and some grocery store buyers) deliver and check in an order.</p> <p>Make a small weighing scale. Ex: place a one pound bag of coffee on one side and weigh out a pound of something else.</p> <p>Have a class discussion about the temperature a produce area should be. Also, make a chart of what fruits and vegetables should be kept at what temperature-- use thermometer.</p>	<p>The Supermarket (Austinburg) The Butcher (Cork) The Fruit and Vegetable Store (Cork) Our Neighborhood Store (Cork) Working in a Supermarket (Cork)</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
C. Advertising	<p>Have a resource person come and talk about the jobs at the grocery store.</p> <p>Set up an advertising room with some artists designing signs to be placed in the store to advertise various prices, while others are writing catchy slogans to advertise their store to the public.</p>	<p>Resource person: From one of our local stores--hopefully, a large chain store</p> <p>Materials needed: Magic markers 9 x 11 typing paper</p>	
	<p>Build a check-out line and talk about the cash register.</p> <p>After talking about the various parts of the store and their workers and the items sold in each area, have a game "Where do I Belong?" Describe an item such as a chicken--tell how much it weighs, cost per pound and ask child "where do I belong" in</p>	<p>Try to get a cash register if one is available at an office supply or store</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
E. Stock Boys	<p>the store; what special attention do I need? How much do I cost and how much change would you get back from a fixed amount of money if you bought me?</p> <p>Have the store managers figure the prices of the items and let the stock boys stamp the prices on the collected items.</p> <p>Let the children role-play the duties of the bag boys. Have different size bags and let the children decide which to use when given a specified amount of groceries.</p> <p>Class discussion on working together and helping each other.</p>		
5. Why do we need each of the workers in the grocery store?			

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
6. Why do we need the grocer and also how does he need us?	<p>Let the children write some stories about the workers and how they help each other.</p> <p>Make a booklet of the workers in the store and how their jobs are interdependent upon each other.</p> <p>Bring in some pictures showing people spending money in a grocery store.</p> <p>Have a class discussion of where the grocer gets his clothing, shelter or car. Show that he purchases these with money you spend for food.</p>		
7. Why do they need other workers in community?	<p>Discuss strikes and their effect on grocer and prices.</p>		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
8. What type of grocery store should you shop at?	<p>Plan field trips to a large supermarket and then to a small privately owned grocery store.</p> <p>Make a list of some prices from both stores and let the children discuss why the prices are different.</p> <p>Bring in a grocery ad from Kroger or another large store and let the children discuss the weekly sales and how much bargain they get.</p> <p>Resource person: have a salesman from a warehouse distributor come and discuss with the children how the grocer gets a lower cost if he buys a larger quantity rather than the small store who can't store a large quantity, and therefore small stores have to sell at a higher price.</p>	<p>Field trip: A &amp; P Market; then a local, privately owned store</p> <p>Newspaper</p> <p>Resource person: Salesman</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
<p>9. What foods should you buy to get the most for your money?</p>	<p>After a list of both stores' prices have been made, give the child \$5.00 and let him see how much he can buy from each store.</p> <p>Plan meals for one day and talk about what you would need to buy from the store to prepare these meals.</p> <p>Give each child an assigned amount of money and let him budget it as far as food and grocery buying is concerned. Use the ads from the paper and the list of prices as well.</p> <p>Discuss the advantage of buying larger quantities if they will keep and if on special. Money saved by buying quart rather than two pints.</p>	<p>Play money</p> <p>Pamphlet: "How to Get the Most From Your Dollar?" by Pauline Arnold and Percival White - copyright 1962          Good Reading Rack Service Division          Koster-Dana Corp.          76 Ninth Avenue          New York, N.Y.</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	<p>Let the children construct a money wheel where they divide their money down into the areas of the four main food groups.</p> <p>Have the children read the labels of the brand name products and the cheaper ones and compare ingredients.</p> <p>Discuss and make pictures of how one product can be prepared many ways to give variety to your meals.</p> <p>Visit a grocery store where the children can see all of the occupations and how each is dependent upon the other.</p> <p>Make an actual store in your room. Arrange everything you have made throughout the</p>		

CULMINATING ACTIVITY:

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	<p>unit and give it a name and use as many workers as possible.</p> <p>Bring a bag of fruit and let the children buy it and pay for it with points or tokens they have earned while working at the store. Let them do the whole process--weighing, pricing, buying and eating.</p>		



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Vol. 10, P. 214: What People Do.

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The Story of How Apples Grow

What Makes a Seed Sprout?

What Makes a Plant Grow?

The Farm

My Dad Works in a Supermarket

The Supermarket

The Butcher

The Fruit and Vegetable Store

Our Neighborhood Store

Working in a Supermarket

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