The career education activities in the guide are designed to be integrated with the school curriculum at the second grade level. They should be used selectively according to class needs and capabilities. A primary philosophy, how to use the guide, concepts to develop (K-6), and second grade objectives are outlined. Second grade career education activities have been organized as they relate to four personal and world-of-work oriented objectives. Units provided are in the following areas: the development of an understanding of one's self-concept, introduction to the world of work, people who protect our health, people who protect us, people who feed us, people who provide shelter, people who provide services, and a review unit. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes films, reading, role and game playing, puppet plays, drawing, singing, puzzles, and field trips. Guidelines for resource people and field trips, a suppliers' address list, and holiday bulletin board ideas are appended. (Author/NH)
GUIDELINE OF CAREER EDUCATION ACTIVITIES

A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK

Preliminary draft compilation for field-testing purposes in the Bismarck School District No. 1 and other selected schools in North Dakota.

Materials researched and compiled by personnel in the Bismarck Public Schools in conjunction with the State Board for Vocational Education.

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The program presented herein was performed pursuant to a contract from the U. S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

September 1972
Direct inquiries to:

STATE BOARD FOR VOCATIONAL EDUCATION
EXEMPLARY PROJECT
900 East Boulevard Avenue
Bismarck, North Dakota 58501
PRIMARY PHILOSOPHY

The purpose of education is to develop in the child a positive self concept for his role in a free and changing society.

There are skills which every person must have in order to function successfully in society. The skills of reading, language arts, social studies, health, and the fine arts are important to the child if he is to have a secure and meaningful life.

Career education in the Primary Grades will acquaint the child with the World of Work by exposing him to a variety of experiences in order to make realistic career choices later in life. This total program will help to foster a positive attitude toward the dignity of work in our society.
Primary

How to Use Guide:

Career Education activities in this manual are reference materials that are designed to be integrated with the school curriculum. Many activities are offered with the idea that they may be used selectively according to your class needs and capabilities, keeping in mind the broad objectives. Also, in several activities an abundance of resource material is listed which should be used selectively.

These activities are designed to make primary children more aware of the World of Work.

At K-3 levels the material is primarily in the field of Social Studies with spin-offs into other subject areas. Each activity contains the technique for teaching and resource materials that address themselves to career education objectives.

On the following pages is the table of contents listing both the subject areas and the objective areas.

* Resource materials that have asterisks are available for check-out from State Board for Vocational Education, 900 East Boulevard—Telephone 224-2710
CONCEPTS TO DEVELOP (GRADES K-6)

1. Specialization leads to interdependency.
2. Geographical location determines kinds of work found there.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, Art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.
25. A society needs both a producer of goods and producer of services.
26. Supply and demand of goods influences the kinds of workers found in the community.

27. People work for various rewards.

28. Math concepts are necessary in communicating.

29. A healthy body is essential to a productive worker.

30. Many people have special training for work.

31. Recreational activities expand interests.
SECOND GRADE SPECIFIC OBJECTIVES

I. To develop an understanding of one's self-concept
   A. My feelings toward myself and others.
   B. My similarities and differences.
   C. Responsibility toward self and society.
   D. Inherent capabilities.

II. To develop positive attitudes toward the world of work.
   A. To accept and respect self and others.
   B. Individual work to be dependable, responsible and cooperative to meet personal and social needs.
   C. People work for various rewards or satisfactions
   D. Develop the appreciation of the dignity and worth of honest work.

III. To provide general observation experiences of the world of work.
   A. School is a part of the preparation for a career
   B. To develop the child's awareness of the responsibilities and understanding of our community helpers.

IV. To present appropriate occupational information about the world of work.
   A. Develop child's awareness that individuals need special training for most careers.
   B. Develop an understanding that some workers produce goods; others produce services.
   C. Develop the child's awareness that positions are related within job families.
SECOND GRADE TABLE OF CONTENTS

I. TO DEVELOP AN UNDERSTANDING OF ONE’S SELF-CONCEPT
   A. My feelings toward myself and others - differences and similarities p. 1-6
   B. Responsibility toward self and society 6-11
   C. Inherent capabilities 11-15

II. INTRODUCTIONS TO THE WORLD OF WORK P. 16-19

III. PEOPLE WHO PROTECT OUR HEALTH P. 20-21
   A. Doctor p. 22
   B. Nurse p. 23
   C. Eye Doctor p. 24
   D. Dentist p. 25
   E. Garbage man p. 26

IV. PEOPLE WHO PROTECT US
   A. Introduction p. 27
   B. Policeman p. 28
   C. Fireman p. 29

V. PEOPLE WHO FEED US
   A. Farmer p. 30-31
   B. Dairyman p. 32
   C. Supermarket p. 33-34
   D. Review p. 35-36
   E. Interdependency of workers p. 37

VI. PEOPLE WHO PROVIDE SHELTER
   A. Architect p. 38
   B. Builders p. 39
   C. Tools p. 40
   D. Repairs (plumber, electrician) p. 41
   E. Building a town p. 42-43
   F. Homes of other lands p. 44

VII. PEOPLE WHO PROVIDE SERVICES
   A. Introduction p. 45
   B. Telephone Company helper p. 46
   C. Postal helpers p. 47
   D. Airport helpers p. 48

VIII. REVIEW UNIT
   A. Interdependence p. 50
   B. The differences between goods and services p. 50
APPENDIX A
Resource People

APPENDIX B
Field Trips

APPENDIX C
Addresses for films and filmstrips

APPENDIX D
Materials available for check out from: Vocational Education Office
900 East Boulevard  224-2710

APPENDIX E
Holiday Bulletin Boards
BROAD OBJECTIVE:
CAREER DEVELOPMENT ACTIVITIES

INDIVIDUAL WORK TO BE DEPENDABLE, RESPONSIBLE AND COOPERATIVE TO MEET PERSONAL AND SOCIAL NEEDS.

SPECIFIC BEHAVIORAL OBJECTIVE:
Self-concept: Work Habits
To demonstrate student's ability to understand that school helps to develop individual and group skills.
Each student will name at least one correct procedure to be followed when a presented activity.

ACTIVITY
1. Show transparency of a couple of pictures, an overhead projector for discussion.
2. Bulletin Board Display with pictures and phrases.
3. View Filmstrip.

SUGGESTED TECHNIQUE
1. You could begin by making a large transparency of one or two of the pictures and putting it on the screen. Discussion on the correct procedures that should be used in the classroom and then have the kids demonstrate (choose one). The correct procedure should be used in the classroom. Discussion on the correct order that should be used in the classroom.
2. Use this bulletin board as a motivation and reminder for the first week.
3. Review for discussion.

SUGGESTED CORRELATION FOR THIS ACTIVITY:
1. RESOURCE MATERIALS
   - See attached sheet
   - Enlarge pictures, string on yarn to each picture. Letters to spell words inside circle.


2. ACTIVITY
   - In a pressurized activity, least one correct procedure to be followed and group skills.
   - Each student will name at least one correct procedure to be followed and group skills. Each student will name at least one correct procedure to be followed and group skills.

   SUGGESTED GENERAL AREA:
   - To demonstrate student's ability to understand how to work within the group.

   SUGGESTED SUBJECT AREA:
   - Individual work to be dependable, responsible, and cooperative to meet personal and social needs.

   SUGGESTED GRADE LEVEL:
   - 1-2-3

   SUGGESTED TECHNIQUE:
   - Work with a partner for work.

   SUGGESTED CORRELATION:

   RESOURCE MATERIALS

   ACTIVITY
   - In a pressurized activity, least one correct procedure to be followed and group skills.
   - Each student will name at least one correct procedure to be followed and group skills.

   SUGGESTED GENERAL AREA:
   - To demonstrate student's ability to understand how to work within the group.

   SUGGESTED SUBJECT AREA:
   - Individual work to be dependable, responsible, and cooperative to meet personal and social needs.

   SUGGESTED GRADE LEVEL:
   - 1-2-3

   SUGGESTED TECHNIQUE:
   - Work with a partner for work.

   SUGGESTED CORRELATION:
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<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
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<tbody>
<tr>
<td>3. Draw pictures</td>
<td>or follow-up, discuss the need for making plans for classroom activity.</td>
</tr>
<tr>
<td>4. Role Playing</td>
<td>Child draws which one they do best and worst.</td>
</tr>
<tr>
<td>5. Writing sentences</td>
<td>Children role play teachers and various behaviors discussed.</td>
</tr>
<tr>
<td>6. Duso Kit</td>
<td>Each child will write a sentence for one of the topics discussed.</td>
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<tr>
<td>7. Duso Kit</td>
<td>Teacher may use suggestions on the Duso Kit Teachers Guide</td>
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THE SCHOOL HELPS US DEVELOP INDIVIDUAL AND GROUP SOCIAL SKILLS

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<tr>
<th>A B C D</th>
<th>A B C</th>
<th>FOLLOWING DIRECTIONS</th>
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<th>LISTENING</th>
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<td>WORKING ALONE</td>
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<tr>
<th>WORKING WITH A PARTNER</th>
<th>GROUP DISCUSSION</th>
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<td>WORKING IN SMALL GROUPS</td>
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<th>WORKING WITH TEACHER</th>
<th>SELF-FREEDOM</th>
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<td>GOING OUT</td>
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COMING IN
READINESS FOR WORK
UNIT VIII

Unit Theme: Understanding Choices and Consequences

Every child develops a value system, and he must learn that his feelings, values, and behavior are integrally related. He must come to recognize and accept the consequences of his behavior.

This unit focuses on helping the child understand personal integrity in relationship to group pressures and personal standards.

The Unit VIII activities are presented in the cycle organization shown in the overview table. Thus, a regular sequence would be presented by using the Cycle A activities and then proceeding with Cycles B, C, and D. However, there is no particular order in which Unit VIII activities must be presented. They may be used in any sequence or clustering desired.

The activities may be modified. If an activity is not appropriate for a particular group, it should be adjusted to that group or not used.
## UNIT VIII OVERVIEW

**Introductory Story VIII: Duso and Flopsie**  
**Flounder, Page 150**  
**Unit Song VIII: Flopsie Flounder, Page 150**

### Activities
- **Cycle A**
- **Cycle B**
- **Cycle C**
- **Cycle D**

### Stories
- The Swinger, Page 152
- Slinger Train, Page 152
- The Box from Rainbow Lake, Page 155
- Be honest
- Play fair
- Just a Little Peek, Page 157

### Problem Situations
- Mary Can't Go Barefoot, Page 152
- What Happened?, Page 155
- Joey Remembers, Page 157
- Mary's New Friend, Page 159

### Role Playing Activities
- The Hall-Built House, Page 150
- Do I Have To?, Page 152
- The Tablecloth, Page 154
- What Color Is Love?, Page 158

### Supplementary Activities
- 1 Discuss What to Do. Page 153
- 2 - Play with Puppets. Page 154
- 3 Tell the Class. Page 154
- 4 - Discuss What to Do. Page 155
- 1 - Discuss What to Do. Page 156
- 2 - Play with Puppets. Page 157
- 3 - Discuss What to Do. Page 158

### Supplementary Reading
- The Happy Owls, Page 154
- If Everybody Did, Page 158
- The Country Bunny and the Golden Shoes, Page 161
- What Color Is Love, Page 161

### Puppets Activities
- You Can't Play Unless, Page 153
- It's Mine!, Page 156
- Let's Pick On...
- I Am Better, Page 160
- The Swinger, Page 160
- Slinger Train, Page 160
- The Box from Rainbow Lake, Page 160

### Discussions
- Mary Can't Go Barefoot.
- What Happened?
- Joey Remembers.
- Mary's New Friend.

### Drawings
- 1 Drawing.
- 2 Everyone Is Necessary.

### Other
- You Can't Play Unless, Page 153
- It's Mine!, Page 156
- Let's Pick On...
- I Am Better, Page 160
- The Swinger, Page 160
- Slinger Train, Page 160
- The Box from Rainbow Lake, Page 160
BROAD OBJECTIVE: To develop an understanding of oneself.

SPECIFIC BEHAVIORAL OBJECTIVE: Given eight posters which identify different emotions, student will demonstrate his understanding of at least four of the eight emotions presented on the posters by naming the poster.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 1-2-3

ACTIVITY

1. Bulletin board of posters, pictures, and name of emotion.
2. Write paragraphs
3. Sing Songs
4. Make clock with hands for each child.

SUGGESTED TECHNIQUE

1. Use each poster and follow the suggested procedure on the back of each one. Use extra pictures to help clarify the emotion.
2. After posters are completed, write a paragraph or tell about a time when child has felt frustrated, angry, etc.
3. As children read stories, have them put hand on the emotion they are reading about.

RESOURCE MATERIALS

1. *"Moods and Emotions Posters"*
   Child's World, Inc.
   515 N. Front Street Box 711
   Mankato, Minn 56001
   (joy, sadness, compassion, loneliness anger, thoughtfulness, love, frustration)

2. Writing paper, pencils
3. Songs:
   "If You Can't Say Something Nice" *The Magic of Music*, Ginn 1970
   Gr. 2. p. 70-71
   "Let Us Smile" *Growing With Music*

4. Paper plates, or paper circles, brads, crayons.
CONTINUATION ACTIVITY SHEET

ACTIVITY
5. View filmstrip and listen to record.

6. Role Play

7. View and discuss photo boards.

8. Happiness is

9. Draw a "Happiness is" picture to show what you would enjoy doing most right now.

SUGGESTED TECHNIQUE
5. Discuss when we have feelings of sadness, happiness, anger, fear.

6. Have children make faces of a feeling by creating a situation; finding an injured animal, going to the dentist; being pushed or shoved, getting a new toy.

7. Children discuss what is happening in each picture, identify the feeling and relate an experience of their own.

8. Make a "Happiness is" picture of their own.

9. Use suggestions in Duso Teachers Guide

RESOURCE MATERIALS
5. Focus on Self Development

Science Research Associates, Inc.

Focus on Self Development

SUOOSTED TECHNIQUE

6. Have children make faces of a situation.


8. Have children make faces of a situation.

9. Use suggestions in Duso Teachers Guide

Focus on Self Development

Duso Kit, AGS

Overview for Unite VII attached.

UNIT C FILMSTRIP AND RECORD

Duso Kit, VII 60611

259 - E. Erie St.

Chicago, IL 60611

Focus on Self Development

SUOOSTED TECHNIQUE

ACTIVITY
5. View filmstrip and listen to record.

6. Role Play

7. View and discuss photo boards.

8. Happiness is

9. Draw a "Happiness is" picture to show what you would enjoy doing most right now.

SUGGESTED TECHNIQUE
5. Discuss when we have feelings of sadness, happiness, anger, fear.

6. Have children make faces of a feeling by creating a situation; finding an injured animal, going to the dentist; being pushed or shoved, getting a new toy.

7. Children discuss what is happening in each picture, identify the feeling and relate an experience of their own.

8. Make a "Happiness is" picture of their own.

9. Use suggestions in Duso Teachers Guide

RESOURCE MATERIALS
5. Focus on Self Development

Science Research Associates, Inc.

Focus on Self Development

SUOOSTED TECHNIQUE

6. Have children make faces of a situation.


8. Have children make faces of a situation.

9. Use suggestions in Duso Teachers Guide

Focus on Self Development

Duso Kit, AGS

Overview for Unite VII attached.
Unit Theme: Understanding Emotional Maturity

Children need to recognize and understand the difference between ineffective responses to stress and change and more effective responses. They need to understand that children sometimes use psychosomatic illness, temper tantrums, crying, or anger to get their way and force others to give in.

In this unit the teacher helps the class explore the purposive nature of emotions. More courageous and effective responses to stress and change are emphasized.

The Unit VII activities are presented in the cycle organization shown in the overview table. Thus, a regular sequence would be presented by using the Cycle A activities and then proceeding with Cycles B, C, and D. However, there is no particular order in which Unit VII activities must be presented. They may be used in any sequence or clustering desired.

These activities may be modified. If an activity is not appropriate for a particular group, it should be adjusted to that group or not used.
## UNIT VII OVERVIEW

### Introductory Story VII: Duso and the Worrywart, Page 134

- **Activities**
  - **Cycle A**
    - Posters
    - The New Teacher, Page 136
    - Hurry Up, Johnny, Page 138
    - The Storm, Page 141
    - Tina Isn't Afraid, Page 144
  - **Cycle B**
    - The Watermelon Contest, Page 138
    - Be patient
    - A New Teacher
  - **Cycle C**
    - The Jogger, Page 141
    - Away to feel better
  - **Cycle D**
    - The Bike, Page 144
    - Be responsible

### Unit Song VII: Worry Song, Page 134

- **Activities**
  - **Cycle A**
    - Posters
    - The New Teacher
    - Hurry Up, Johnny
    - The Storm
    - Tina Isn't Afraid
  - **Cycle B**
    - The Watermelon Contest
    - Be patient
    - A New Teacher
  - **Cycle C**
    - The Jogger
    - Away to feel better
  - **Cycle D**
    - The Bike
    - Be responsible

### Supplementary Reading

- **Angélique**
  - Page 137
- **Wait till the Moon is Full**
  - Page 140
- **The Carrot Seed**
  - Page 140
- **The Rich Man and the Shoemaker**
  - Page 143
- **The Tale of Squirrel Nutkin**
  - Page 146

### Supplementary Activities

- **Cycle A**
  - 1. Draw a Picture, Page 137
  - 2. Find a Worry Bird, Page 139
  - 3. Magic Mirror, Page 139
- **Cycle B**
  - 1. Make a List, Page 137
  - 2. Find a Worry Bird, Page 139
  - 3. Magic Mirror, Page 139
- **Cycle C**
  - 1. Make a Worry Bird, Page 142
  - 2. Enact Worrying, Page 143
- **Cycle D**
  - 1. What Would Happen?, Page 145
  - 2. Find a Picture, Page 145

### Supplementary Reading

- **Angelique**, Page 137
- **Wait till the Moon is Full**, Page 140
- **The Carrot Seed**, Page 140
- **The Rich Man and the Shoemaker**, Page 143
- **The Tale of Squirrel Nutkin**, Page 146
**BROAD OBJECTIVE:** To develop an understanding of one's self.

**SPECIFIC BEHAVIORAL OBJECTIVE:** The student will demonstrate his understanding of at least four emotions presented in the films and books.

**SUGGESTED SUBJECT AREA:** General  
**SUGGESTED GRADE LEVEL:** 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 1. View film        | 1. Discuss film with class.| 1. film - *Getting Angry* BFA  
                        |                           | Playing Fair BFA  
                        |                           | Understanding Ourselves BFA |
                        |                           | * Runaway John - Lenore Kline |
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To develop an understanding of oneself.

SPECIFIC BEHAVIORAL OBJECTIVE:
The student will demonstrate his understanding of at least four emotions presented in the films and filmstrips.

SUGGESTED SUBJECT AREA:
General

SUGGESTED GRADE:
2-3

SUGGESTED ACTIVITY:

1. View films
2. View filmstrips

SUGGESTED MATERIALS:
1. Films - Telling The Truth, BFA
   - The Right Thing to Do, BFA
   - The Warning Blanket, BFA

2. Filmstrips - The Purse, IFC
   - The Painting, IFC
   - The Warning Blinker, IFC
   - The New Building, IFC

SUGGESTED TECHNIQUE:
1. The synopsis, discussion questions, and concepts are on the inside of each cover for the film.
2. Children tell or write a possible solution to the problem in the film.
   - Each cover for the film contains activities on the inside.

SUGGESTED CORRELATION FOR THIS ACTIVITY:
4
**BROAD OBJECTIVE:** To develop an understanding of the responsibility toward self and society.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate a child's understanding of telling the truth and playing fair, each child will relate two reasons why it's important to tell the truth and play fair.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Role-playing</td>
<td>1. Develop situations or problems for them to act out.</td>
<td>2. Light bulb, tennis balls, toilet tissue roll, milk carton sock.</td>
</tr>
<tr>
<td>2. Puppet Play</td>
<td>2. Use resource materials to make puppets especially the face for expression of emotions.</td>
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</tr>
<tr>
<td>3. Art</td>
<td>3. Have class draw pictures of what they don't like, what they'd like to see.</td>
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</tbody>
</table>

**SUGGESTED SUBJECT AREA:** General

**SUGGESTED GRADE LEVEL:** 2-3

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
BROAD OBJECTIVE:

To develop understanding of one's self-concept

SPECIFIC BEHAVIORAL OBJECTIVE:

To demonstrate a child's understanding of realistic values, each child will write at least one reason why his wish could or could not come true.

SUGGESTED SUBJECT AREA: General

SUGGESTED GRADE LEVEL: 2

SUGGESTED TECHNIQUE:

This is a follow-up activity. You could use filmstrip or tape. You could use a cassette tape. After the tape "Making best of what you have," have a discussion of what should be done. Close the reference to this area is to demonstrate a child's understanding of realistic values, each child will write at least one reason why his wish could or could not come true.

ACTIVITY:

1. "Making best of what you have"
2. "Wishing game"
3. "Listen to cassette tape "Making best of what you have""

SUGGESTED RESOURCE MATERIALS:

1. Motivational device (Refer to technique column)
2. "Making best of what you have"
   Wilson Education Cassette, Living With Others - Citizenship II
3. "What Do You Think About Lying?" Series: How Do You Feel? 
   131-3

SUGGESTED CORRELATION FOR THIS ACTIVITY:

6
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
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</table>
| 4. List children's wishes   | 4. Keep list of wishes to refer to in case some come true (what they wanted for their birthday, etc.) so they can see which ones were realistic. | 4. *How To Catch A Crocodile*  
                                    |                                                                                     | Robert Poch                              |
CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To develop an understanding of one's self

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate student's knowledge that self-confidence is required for success

1. Each student will reflect on an experience in which they have felt successful.

**SUGGESTED SUBJECT AREA:** General

**SUGGESTED GRADE LEVEL:** 1-2-3

**ACTIVITY**

1. Read and Discuss books.
2. Mural
3. Duso Kit Unit V and VI

**SUGGESTED TECHNIQUE**

1. Discuss the book with the help of suggested questions that are included.
   - Discuss with the children some goals or skills they have tried to reach and tell how they have been reached.
   - Discuss the book with the help of the story.
2. Have class make sequence mural of the story.
3. Use suggestions in Duso Kit Teachers Guide.

**RESOURCE MATERIALS**

- Books:
  - *Kate Can Skate,* Olds, Helen D. Knopf, Alfred A. New York
  - *Jim Can Swim,* Olds, Helen D. Knopf, Alfred A. New York
  - *The Fit Fiddles Keep Fit,* Steiner, Charlotte. Knopf, Alfred A. New York
  - *Kate Can Share,* Olds, Helen D. Duso Kit Unit VI and V

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

Success

Each student will reflect on an experience in which they have felt successful. Self-confidence is required for success.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate student's knowledge that self-confidence is required for success.

**BROAD OBJECTIVE:** To develop an understanding of one's self.
SUCCESS is the achievement of a goal which has been selected as being valuable. It is one of the most important factors in motivation, for a child who has experienced success, or even foresees the prospect of success, will be aroused to action.

A basic requirement for meaningful or repeated success is perseverance, the ability to keep trying after defeat. Another requirement is selecting goals of high interest, for if a goal is very desirable the individual will be more likely to persevere until he has attained it.

However, it is important to remember that goals must be consistent with the individual’s abilities and limitations. Also, he must understand that some things can never be achieved, and that occasional failure is to be expected in all undertakings.

All these considerations are pertinent for young children. The child needs to experience success that he can value, in a situation that has challenged him. Moreover, he cannot tolerate too great a lapse between effort and achievement. An adult can keep his goal in mind through long periods of attempt and frustration, but if success is too far removed from the child’s attempts, he may give up.

It is also important that goals be varied from child to child, consistent with the abilities of each. The standards of success in school are fixed and arbitrary, and may be beyond the reach of the child with less than the required ability. However, he must have his goals and his successes, no less than the brightest achievers in the school.
56 SUCCESS

Kate and Skates

by Helen Olds

p. 2 ➞ "You'll learn," Mother said. "I'll buy you a pair of skates."
   1. Do you know how to skate?
   2. Was it easy or difficult to learn how to skate?
   3. Are you happy you learned?

p. 7 ➞ "No, I want both skates on! Please," she said.
   1. Is Kate anxious to learn how to skate? Why?
   2. Do people often learn something more easily if someone helps them?
      Like what?

p. 8 ➞ The strap was loose. Down she went on the sidewalk.
   1. Why do people sometimes make a mistake or have trouble when they
      are learning something new?
   2. What should people do when they make a mistake?
   3. Do you think Kate will give up?

p. 10 ➞ "Of course you'll learn," Tom said. "All you need is practice."
   1. Why is practice necessary when people are learning something new?
   2. If people want to do something strongly enough, should they keep at
      it until they do it?

p. 12 ➞ "Thanks," said Kate. "I'm not going to try any more. Skating is no fun."
   1. Why do you think Kate said that skating is no fun?
   2. Do you think Kate should give up?
   3. Will she ever learn to skate if she doesn't keep trying?

p. 14 ➞ She had been a crybaby over one little fall. Could she learn to skate and
surprise the others?
   1. Do you think Kate now has a better chance of learning how to skate?
   2. What do you suppose will happen the next time she falls?
KATE CAN SKATE: by Helen Olds

p. 16 ► She put on her skates and fastened the straps tightly. Then she stood up and hooked the handle of the umbrella over the clothes dryer.
1. Kate has thought of a way to help herself, hasn’t she? What else might she have used?
2. How will this help her learn how to skate?

p. 18 ► She went a few strokes, then tumbled over; but she wasn’t hurt because of the heavy dungarees.
1. What should Kate do now?
2. Is she learning how to skate?

p. 22 ► “Why Kate! You can skate!” they said.
1. How do you suppose Kate felt then?
2. Do you think the girls were proud of her?
3. Was it worth all the hard work to be able to skate with the others?

SUMMARY DISCUSSION: Some things we want very much are hard to get. Often, we fail many times before we get them. But, if we try and keep trying, most often we will be able to reach our goal. Remember the hardest goals to reach are often the ones most worth reaching.

Further Reading:
BOO by Munroe Leaf
LITTLE BLACK, A PONY by Walter Farley
COWBOY ANDY by Edna Chandler
HOW TO CATCH A CROCODILE by Robert Pack
JIM CAN SWIM by Helen Olds
THE FITFIDDLES KEEP FIT by Charlotte Steiner

Taken From: The Random House Program For Elementary Guidance
Random House/Singer School Division
Unit Theme: Understanding Goals and Purposeful Behavior

Every child needs to see that the antidote for vacillation, lack of confidence, disappointment, and fear of failure is courage. He also needs to become aware of the relevance of tasks involving home, school, and community for his present and future goals as well as the value of planning for the accomplishment of these tasks.

Unit V is designed to increase each child’s understanding of the need for a courageous, resourceful approach to the attainment of his goals.

The Unit V activities are arranged in cycles as shown in the overview table. A regular sequence of presentation may be followed by using the Cycle A activities and then proceeding to Cycles B, C, and D. There is no particular order in which the Unit V activities must be presented. They may be used in any sequence or clustering desired.

These activities may be modified. If an activity is not appropriate for a particular group, it should be adjusted to that group or not used.
## UNIT V OVERVIEW

**Introductory Story V: Lefty’s Hamburger Stand, Page 100**

**Unit Song V: Things That I Wonder About, Page 100**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Cycle A</th>
<th>Cycle B</th>
<th>Cycle C</th>
<th>Cycle D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>The Swing, Page 102</td>
<td>The Best Way to Learn, Page 105</td>
<td>The Loafers, Page 108</td>
<td>The Traffic Light Song, Page 111</td>
</tr>
<tr>
<td>Posters</td>
<td>It takes courage to try</td>
<td>I wonder why</td>
<td>Plan ahead</td>
<td>There is a reason to learn</td>
</tr>
<tr>
<td>Problem Situations</td>
<td>Tina and the Class Play, Page 102</td>
<td>Can I Skate?, Page 105</td>
<td>No Present from Flopsie, Page 108</td>
<td>Joey Learns to Count, Page 111</td>
</tr>
<tr>
<td>Role Playing Activities</td>
<td>It Isn’t As Hard As You Think It Is, Page 103</td>
<td>What Else?, Page 106</td>
<td>Ready or Not?, Page 109</td>
<td>Not Today, Page 112</td>
</tr>
<tr>
<td>Puppet Activities</td>
<td>The Girl Who Knew What to Do, Page 103</td>
<td>Chicken Little, Page 106</td>
<td>Mrs. Payne’s Party, Page 109</td>
<td>Traffic Song, Page 112</td>
</tr>
<tr>
<td>Supplementary Activities</td>
<td>1—Mountain Climbing, Page 103</td>
<td>1—What’s in the Bag?, Page 106</td>
<td>1—Two New Songs, Page 109</td>
<td>1—Applying the Rules, Page 112</td>
</tr>
<tr>
<td></td>
<td>2—Tell the Class, Page 104</td>
<td>2—Describe It, Page 107</td>
<td>2—Plan with the Class, Page 110</td>
<td>2—Make Up Short Stories, Page 112</td>
</tr>
<tr>
<td>Supplementary Reading</td>
<td>3—Are You Interested in It?, Page 107</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Little Engine That Could, Page 104</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT VI

Unit Theme: Understanding Mastery, Competence, and Resourcefulness

Many children have ability but lack the desire to achieve. Having low self-esteem, they lack the courage to try. They must be helped to realize that competency and achievement are the products of desire and ability.

This unit focuses on the child's need to understand his capacities realistically.

The Unit VI activities are arranged in cycles as shown in the overview table. A regular sequence of presentation may be followed by using the Cycle A activities and then proceeding to Cycles B, C, and D. There is no particular order in which the Unit VI activities must be presented. They may be used in any sequence or clustering desired.

These activities may be modified. If an activity is not appropriate for a particular group, it should be adjusted to that group or not used.
**UNIT VI OVERVIEW**

**Introductory Story VI: Duso and Squeaker, Page 116**

**Unit Song VI: Have a Go at It! Page 116**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Cycle A</th>
<th>Cycle B</th>
<th>Cycle C</th>
<th>Cycle D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Posters</strong></td>
<td>Have a go at it</td>
<td>Try another way</td>
<td>Be yourself</td>
<td>I'm glad that I am me</td>
</tr>
<tr>
<td><strong>Puppet Activities</strong></td>
<td>Janie. Page 119</td>
<td>John Won't Try. Page 122</td>
<td>Cat in a Tree. Page 125</td>
<td>I'm Okay. Page 128</td>
</tr>
<tr>
<td><strong>Supplementary Activities</strong></td>
<td>1—Make a Paper Shoe. Page 119</td>
<td>1—What Happened Next? Page 122</td>
<td>1—Let Me Be in Your Circus Game. Page 125</td>
<td>1—Sing About the Class. Page 128</td>
</tr>
<tr>
<td></td>
<td>2—Tell the Class. Page 120</td>
<td>2—Challenge Game. Page 123</td>
<td>2—Tell the Class. Page 126</td>
<td>2—Draw a Picture. Page 130</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little Toot. Page 130</td>
</tr>
</tbody>
</table>

**Supplementary Activities**

1. Make a Paper Shoe. Page 119
2. Tell the Class. Page 120

**Supplementary Reading**

Whistle for Willie, Page 120
Maxie, Page 123
Just Me, Page 126
The Little Rabbit Who Wanted Red Wings, Page 130
Little Toot, Page 130
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To develop an understanding of one's self concept

SPECIFIC BEHAVIORAL OBJECTIVE: To help children acquire a better understanding of one's self concept

SUGGESTED SUBJECT AREA: Self-Concept

SUGGESTED GRADE: Pre-Kindergarten

SUGGESTED TECHNIQUE:
1. Read and discuss books
2. Let children act out their story using puppets, dolls, and teddy bears

RESOURCES MATERIALS:
1. Books: * Edith and Mr. Bear* by Wright, David
   * Bridget's Growing Day* by Bromhall
2. Doll, teddy bear and clock

SUGGESTED CORRELATION FOR THIS ACTIVITY:
To help children acquire a better understanding of one's self concept

ACTIVITY:
1. Read and discuss books
   - One time when he has been entrusted with something
   - Discuss book with children and discuss what trust is
   - Discuss with class what trust is and how we can behave so we will be trusted

2. Let children act out story using puppets, dolls, and teddy bears
   - Discuss with class what trust is and how we can behave so we will be trusted
   - Let children act out story using puppets, dolls, and clock
Trust

1. To help children acquire a better understanding of trust.
2. To encourage children to be trustworthy.
3. To help children understand that trust leads to a more harmonious society.

Trust is the confidence one person has in another, a belief that he can be depended upon to act as he says he will. It is important that we learn to trust others and that others learn to trust us.

A small child soon learns to trust his parents to feed him when he is hungry and to keep him warm and comfortable. The growing child continues to place trust in others until their actions show him that they cannot be depended upon. A child who has lost trust in others may “give up” because he feels too threatened to move forward. It is important, therefore, that children continue to place trust in the right people.

The child must also learn to be trustworthy himself. Parents begin trusting their children early in life by giving them more freedom and the opportunity to make some decisions. As the child grows, others will feel he is trustworthy if he shows them that he keeps his word. When he says he will perform a task, or otherwise obligates himself, he must make every effort to do what he has promised. If he has ever been disappointed because someone failed to keep a promise, he has certainly wondered if the person could be counted on the next time.

It is important, then, to trust people and to have them trust us. Although we cannot control the actions of others, we must accept the responsibility for our own behavior. Our actions, therefore, can encourage others to have confidence in us.
TRUST

Edith and Mr. Bear

by Dare Wright

p. 1 ➤ “Be quiet, Little Bear. I’m reading to you,” said Edith.
   1. Do you like to be read to?
   2. What kind of stories do you like best?

p. 2 ➤ “Of course he will,” Edith said. “He always does.”
   1. Why do you suppose Edith is so sure Mr. Bear will bring them presents?
   2. What are some things parents do for children?

When we count on people to do something, we say we TRUST them.

p. 11 ➤ And that’s where the clock went—right up in the middle of the high mantelpiece.
   1. Why did Mr. Bear put the clock up so high?
   2. Why didn’t Mr. Bear want Edith to play with the clock?
   3. Is Edith old enough to understand why the clock must be placed high on the mantel?

p. 12 ➤ Edith built a stairway of chairs and books, and climbed up to where she could touch the clock.
   1. Why do people sometimes do things such as Edith has done when they know better?
   2. Do parents sometimes have to put things up high because they cannot trust their children to leave them alone?

p. 16 ➤ All Edith could think of was how to hide the dreadful thing that she had done.
   1. Why do you think she hides the broken pieces?
   2. Do you suppose this is what Mr. Bear would want her to do?
   3. What do you think Mr. Bear would have wanted Edith to do?

p. 18 ➤ Edith opened her mouth to say “I did it,” but the words didn’t come. She shook her head.
   1. Did Edith tell the truth? Why not?
   2. Did Mr. Bear think Edith would lie to him?
   3. Mr. Bear has trusted Edith to tell the truth—What is trust, then?
EDITH AND MR. BEAR by Dare Wright

p. 23 ➤ "Oh, Kitten," she said, "you're the only one I can tell."
1. Why do you suppose Edith trusted her secret to the kitten?
2. Why doesn't she trust Mr. Bear?
3. Can it be that Edith is ashamed to tell Mr. Bear? Why?

p. 36 ➤ "Now, now. no talking until we get you warm and clean you up."
1. What was Mr. Bear worrying about more—that Edith had run away or that she was cold and dirty?
2. What was Edith worrying about more—being cold and dirty or that she had not done what Mr. Bear trusted her to do?

p. 40 ➤ "Mr. Bear, I did it, I broke your clock. And now you won't love me anymore."
1. Do you think Mr. Bear will still love Edith?
2. Did Edith expect Mr. Bear to love her?
3. Why do you suppose Edith felt Mr. Bear wouldn't love her anymore?

p. 53 ➤ "Well, the boat I thought about getting on," corrected Edith quickly, because never again did she tell Mr. Bear a lie.
1. Is Edith learning how to act with people who trust her?
2. What is she doing so that people will trust her?
3. Do people like to feel trusted? What things can they do so that others will trust them?

SUMMARY DISCUSSION: TRUST is expecting people to do what they have promised they will do. We must learn to behave so that other people will trust us.

Further Reading:
BRIDGET'S GROWING DAY by Winifred Bromhall
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To develop an understanding of one's self.

SPECIFIC OBJECTIVE:
To demonstrate student's understanding of
their needs of others.

SUGGESTED SUBJECT AREA:
General

SUGGESTED GRADE LEVEL:
1-2-3

SUGGESTED TECHNIQUE:
1. View films: *Being Friends, BFA
   *Cooperation, BFA
   *Understanding Others, BFA
2. Books: *Having a Friend
   *Peter Has Three Friends

RESOURCES MATERIAls

Activity

SUCCESSFUL STRATEGIES:
* Peer Has Three Friends
* Betty Miller

SUCCESSFUL CRITERIA: FVFL 1-2-3

SUCCESSFUL SUBJECT AREA: General

SUGGESTED CORRELATION:
To demonstrate student's understanding of
their needs of others.

SUGGESTED ACTIVITIES:

1. Discuss films with children.

2. Read books.

Like to do with a friend.

*color a picture showing what they
the class, children may draw and
a reading center and relate them to
children read these books at the

* Have a friend

* Cooperate, BFA

* Understand Others, BFA
**BROAD OBJECTIVE:** To develop an understanding of one's self.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate student's understanding of their needs and the needs of others, each student will name at least one way in which attention can be given to those that need it.

**Know My Needs**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ask students who would like to read and give an oral report.</td>
<td>2. Discuss the oral reports and ask for the similar concept of the needs of characters and how it relates to them.</td>
<td>3. Stick puppets. Make larger pictures of characters put on long stick.</td>
</tr>
<tr>
<td>3. Puppet Play</td>
<td>3. Have class make puppets of characters in Veronica Goes to Petunia's Farm and give play</td>
<td></td>
</tr>
</tbody>
</table>

**SUGGESTED SUBJECT AREA:** General

**SUGGESTED GRADE LEVEL:** 1-2-3
Knowing My Needs

1. To assist children in understanding their needs and the needs of others.
2. To help children develop a feeling for the mistakes and misfortunes of others.
3. To encourage a classroom situation in which attention can be given to those who need it.

EVERYONE has certain needs which must be satisfied. The basic needs of all human beings are food, clothing, and shelter. In addition, there are many things an individual requires in his association with other people.

One of these is the need for attention, the desire of a person to be noticed and recognized by the people around him. This need is so strong in some that they will do almost anything, even cause a disturbance, to be noticed. Another is the need for acceptance, the desire to be included by others in groups and activities. Every human being also has a need for affection, and desires the love of his parents and the regard of his teachers, classmates, and friends. Everyone feels a need for the respect of others and for success.

The individual must know his needs to better understand himself and the reasons for his behavior. Adults generally consider the needs of children, but the children themselves may be unaware of their needs. The needs are there, and the child responds to them, but has yet to learn to think of them as needs, or as causes of some aspects of his behavior. In addition, there may be needs which neither child nor adults perceive.

It is extremely important that each person develop a satisfying conception of himself, which requires an understanding of one's needs and of the individual differences between people that give rise to different needs. If a child realizes that everyone has different capabilities and different needs, he is more apt to create a satisfying conception of himself as well as an ability to appreciate the accomplishments of others.
Our Veronica Goes to Petunia's Farm

by Roger Duvoisin

p. 3 ▶ Truly, thought Veronica, a hippopotamus's paradise.

1. What is a paradise?
2. What do boys and girls need to be happy?
3. What would a children's paradise be like?

p. 5 ▶ "Well," said Ida, the hen, "I don't like the look of a hippopotamus. It's neither a hen, nor a duck, nor a cow, nor a sheep, pig, donkey, goat, goose, horse, cat, dog. It has no place on a farm."

1. Do you think the other animals will make Veronica feel welcome?
2. Does everyone like to feel welcome? Why?

p. 6 ▶ "Good morning," repeated Veronica. "I am Veronica, the hippopotamus."

1. Were the other animals being polite to Veronica?
2. Should people speak to others who have been kind enough to speak to them?
3. Why do you think they are ignoring Veronica?

p. 8 ▶ Veronica ate the grass with little appetite. It did not seem just right either. Even the mud puddle was no longer a just-right mud puddle.

1. Why are things no longer just right for Veronica?
2. Why does Veronica want the other animals to like her?
3. Why would she be happier if the other animals liked her?

p. 13 ▶ The green grass was less tasty. She lost her fine, big appetite.

1. Why do you think Veronica lost her appetite?
2. Does everyone need to eat?
3. Can it be that Veronica needs friends almost as much as she needs to eat? Does everyone also need friends?

p. 18 ▶ "Why did she say 'thank you'?" asked Goat. "Ah... well, I took some hay to her. Maybe she will eat it."

1. Why do you think this will make Veronica a happier hippopotamus?
2. Do you think she will eat now?
OUR VERONICA GOES TO PETUNIA'S FARM by Roger Duvoisin

p. 22 ➤ "She is better, she is better," said Straw, Clover, Noisy, Cotton, and all the others in turn, as they walked into the meadow.
1. Why are the animals all feeling gay again?
2. Why does everyone need others to be kind to them?

p. 30 ➤ Veronica said the farm was even more beautiful than it seemed the first day she came. IT WAS INDEED JUST RIGHT.
1. Why did the farm seem more beautiful?
2. How can friends help make people happy?
3. Why do you think everyone needs friends?

SUMMARY DISCUSSION: There are some things we need in order to live and grow, like food and clothing. There are other things we need in order to be happy. Friendship is one of these things.

Further Reading:
WHAT'S A COUSIN? by Helen Olds
GOOD DAY! WHICH WAY? by Charlotte Steiner
THE CHIPMUNK THAT WENT TO CHURCH by Winifred Bromhall

Taken From:
The Random House Program for Elementary Guidance
Random House/Singer School Division
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To develop an understanding of one's self-concept.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To develop activities that spark curiosity and to discover the joys that can be received from curiosity, each child will be able to relate at least two advantages and two disadvantages of being curious.

**SUGGESTED SUBJECT AREA:** Self-concept

**SUGGESTED GRADE LEVEL:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read book <em>Petunia Takes a Trip.</em></td>
<td>1. Discuss book with class with the help of questions that are included.</td>
<td>1. <em>Petunia Takes a Trip</em> Duvoisin</td>
</tr>
<tr>
<td>2. A few children may read books and report on them.</td>
<td>2. Children report on books read. Discuss with class the best way to handle curiosity so that they will not be harmed.</td>
<td>2. <em>Lonely Veronica</em> Roger Duvoisin, <em>Twinkle, the Baby Colt</em> Barrett, Lawrence, <em>Edith and Mr. Bear</em> Wright, Dave.</td>
</tr>
</tbody>
</table>

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
1. To encourage stimulating classroom activities which will in turn spark curiosity.
2. To help children discover the joys which can be reaped from curiosity.
3. To encourage study of a child's curiosity.

Curiosity

Curiosity is a feeling inside a person that causes him to explore and to learn, to find out about things and how they work. It is of great benefit if it leads to learning, to the thrill of discovery; but it may draw the individual into dangerous situations as well. The child must learn to examine the situation and determine if there is any danger involved before he succumbs to his curiosity.

The progress of civilization from the Stone Age to the Age of Science is a result of facts learned and discoveries made through curiosity. The individual benefits from curiosity, for it influences the way he appears to other people. A curious child is apt to be eager and alert and will make a far better impression on others than a child who never seems anxious to learn anything.

Curiosity, however, is not an incidental part of the process of learning, but a basic characteristic which requires organized attention. Too often, a child's curiosity tends to diminish in late childhood and adolescence. In the young child, one question leads to another, and his curiosity may be stifled by an adult who feels incapable of providing sufficient answers. The child, however, will usually be satisfied with an answer that need not be adult-like in depth or scope.

Curiosity is a stimulus for learning. Dampened, it will lead to a withering of interest; inflamed, it can spark the child to the full exploitation of his capabilities.
Petunia Takes a Trip
by Roger Duvoisin

p. 2 ➤ "Where does it come from?" asked the goslings. "Where does it go?"
   1. Where do you think it comes from? Where do you think it goes?
   2. Have you ever wondered where little goslings go when they follow their parents?

p. 5 ➤ And she did calisthenics in the middle of the farmyard, every morning and every afternoon.
   1. Why is Petunia working so hard to find out where the plane goes?
   2. When people want to find the answer to something, what should they do?
   3. If Petunia asked you what she should do, what would you tell her?

p. 11 ➤ She had the sky all to herself. It was wonderful.
   1. Have you ever wondered what it would be like to be able to fly?
   2. How do you think birds fly?
   3. How could you find out for sure how birds fly?

p. 13 ➤ Blown about the black clouds like a leaf, she could not tell which was up and which was down.
   1. Is Petunia in trouble?
   2. Did she get into trouble by trying to find out where the planes go?
   3. What do you think will happen to her?

p. 15 ➤ "Oh, what an adventure," said Petunia, above the big city. "Where am I? What am I going to do?"
   1. How did Petunia come to have this wonderful adventure?
   2. Now are there even more things she wants to find out?
   3. How is Petunia finding out the answers to her questions?

p. 18 ➤ While Petunia ate a triple-decker sandwich the policeman and the taxi driver told her about their city, how beautiful and big it was.
   1. Do you suppose Petunia ever ate a triple-decker sandwich before?
   2. Do people enjoy eating things that are new to them? Give examples.
And they drove Petunia to a place where there was a house so tall that its roof was hidden in the clouds.

1. What are some new things Petunia has learned so far?
2. When she wondered where the airplane was going, do you think she imagined she would see all this?

"How can you live in the big city?" she asked him. "You are so small! You would be happier on a farm."

1. Why does Petunia think the sparrow would be happier on a farm?
2. Everyone is not alike and would not be happy doing the same thing. How do people differ from one another?

Many a time afterwards she told her children about the beautiful, big, BIG world one could see beyond the hills.

1. How did Petunia satisfy her curiosity?
2. Do you think the goslings will be curious about things as they grow?

SUMMARY DISCUSSION: The best way to learn about things is to ask questions. We must be careful, however, not to satisfy our curiosity in ways that might harm us.

Further Reading:
LONELY VERONICA by Roger Duvoisin
TWINKLE, THE BABY COLT by Lawrence Barrett
EDITH AND MR. BEAR by Dare Wright
BROAD OBJECTIVE: To develop an understanding of one's self concept.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of responsibility.

each child will tabulate daily for two weeks showing that he has kept his room at home neat and his desk at school neat 80% of the time.

SUGGESTED SUBJECT AREA: General

SUGGESTED GRADE LEVEL: 2

Citizenship

ACTIVITY

1. Listen to cassette tape

2. Give children chart that will be checked daily

1. Listen to this open-ended tape and have a discussion afterwards on what the children would do or have each child draw a picture of what he thinks should be done.

2. Pass out dittoed chart that you make on a 8 1/2 x 11 ditto (long ditto) and have students put name and begin their chart. This activity could be done right before milk break so that those that don't have a clean desk can clean it during this time. You might choose two people (or have class choose) to be desk checkers and they could put stars if desks are neat.

RESOURCE MATERIALS

1. "Sally's Room"
   Wilson Educational Cassette
   Living With Others - Citizenship II part 3

2. Chart made by teacher

SUGGESTED CORRELATION FOR THIS ACTIVITY:
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To accept and respect self and others

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate his understanding of the meaning of responsibility by stating two instances in which he has been responsible and two instances when he has been irresponsible in the past week.

SUGGESTED SUBJECT AREA: Responsibility

SUGGESTED GRADE LEVEL: 2

ACTIVITY

1. View filmstrip

2. Write a paragraph to the ending of this story.

SUGGESTED TECHNIQUE

a. Introduce film by asking: "Will someone tell you what might happen if you are told to do an errand and then forget to do it?"

b. Discuss that there are many possible ways to end the story and that they are all correct. Someone might tell what might happen.

RESOURCES MATERALS

Filmstrip and cassette
"Open Gate" 134-2
Open Ended Stories
FILMSTRIP AND CASSETTE

ICF

SUGGESTED CORRELATION FOR THIS ACTIVITY: 13
BROAD OBJECTIVE: Responsibility toward self and others

SPECIFIC BEHAVIORAL OBJECTIVE: After completing the activity each child will be able to distinguish between a pleasing sound and a disturbing noise by listing five of each.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Filmstrip and cassette tape.</td>
<td>1. Show the filmstrip &quot;There Are Sounds Around You&quot; upon completion discuss the sounds that appeal to us - (example: Piano, singing, etc) and discuss noises we don't like (ex. people arguing, banging on a piano, etc.)</td>
<td>1. *Outset/Listen &quot;There Are Sounds Around You&quot; (Part 2) Guidance Associates Sound Filmstrip Pleasantville, N Y</td>
</tr>
<tr>
<td>2. Awareness Walk</td>
<td>2. The children will take a walk as a class around the school. This is a listening exercise and before leaving the game should be explained.</td>
<td></td>
</tr>
<tr>
<td>3. Game: What I Heard</td>
<td>3. This game is to list all the pleasant sounds and noises that the student can remember. The one who remembers the most and has them in the correct place is the winner. You do not count those that are not in the correct order.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Noise</th>
<th>Pleasant sound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:
ACTIVITY

4. Sound Day
5. Make and use instruments from "This is Music," drum from coffee cans, triangle from hanger and "This is Music." Each child would make his own and class would make his sound as pleasant as possible. Each child would make the sound amusing to him. Each child would make an interesting or unusual sound. Each child would make something. The following day you could have a discussion of Noise Pollution and how in our growing society we need to be courteous to others. Example: should you mow the yard at 6:00 a.m. Saturday morning? Noisy motor? Practice playing your instrument early or late? Example: Practice playing your instrument early or late? Noise Pollution and how it affects others. There should be a discussion of Noise Pollution and how it affects others.

SUGGESTED TECHNIQUE

4. The following day you could have a discussion of Noise Pollution and how in our growing society we need to be courteous to others. Example: should you mow the yard at 6:00 a.m. Saturday morning? Noisy motor? Practice playing your instrument early or late? Noise Pollution and how it affects others. There should be a discussion of Noise Pollution and how it affects others.

RESOURCE MATERIALS

5. Make instruments. Each child would make his own and class would make his sound as pleasant as possible. Each child would make the sound amusing to him. Each child would make an interesting or unusual sound. Each child would make something. The following day you could have a discussion of Noise Pollution and how in our growing society we need to be courteous to others. Example: should you mow the yard at 6:00 a.m. Saturday morning? Noisy motor? Practice playing your instrument early or late? Noise Pollution and how it affects others. There should be a discussion of Noise Pollution and how it affects others.
BROAD OBJECTIVE: To develop an understanding of oneself

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of self, each student will be able to write a paragraph about themselves including at least one sentence telling about things they enjoy doing.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. View strip and listen to cassette.</td>
<td>Because there are three parts to this lesson, suggest this be developed over three separate periods. Following each part discuss the information as it may relate to child.</td>
<td>1. Filmstrip and cassette: *Who Do You Think You Are? Guidance Associates</td>
</tr>
<tr>
<td>2. Write stories about themselves, with a baby picture pasted on sheet.</td>
<td>As each part is heard have children write a paragraph about themselves with the picture pasted on the writing paper.</td>
<td>2. Writing paper, cut in half picture or photo of each child.</td>
</tr>
<tr>
<td>3. Draw pictures</td>
<td>Following the discussion and writing of paragraph on actions have each child make a picture of themselves doing something they enjoy. Put stories and picture together as a booklet.</td>
<td>3. 4½ x 6 white construction paper.</td>
</tr>
<tr>
<td>4. Me Booklet</td>
<td>Following filmstrip &quot;Who Do You Think You Are&quot; have child make his own booklet.</td>
<td>4. See insert p. 15 A-0</td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:
My ME Book
Dear Mom and Dad,

I hope you like my book. I did the nicest work that I could. It's all about me!

Since I am an important person at home, at school and in my world, this is an important book.

May we sit down and read it together sometime?

Love,
See me. I'm

(Name)

I Look At Myself
Growing
When I ask Mother
she doesn’t really know:
“What’s inside of me
making me grow?”

So I ask Father
who doesn’t grow a bit;
“What’s inside of YOU
making you quit?”

And Father says, “Hmmm...
I’m-busy-now, Son...”
So I STILL don’t know
how growing is done.

-Aileen Fisher

Everybody Says
Everybody says
I look just like my mother.
Everybody says
I’m the image of Aunt Bee.
Everybody says
My nose is like my father’s.
But I want to look like ME!

-Dorothy Aldis
I am __ years old. I ______

Something About Me
Making Friends

and I like to

We are friends.
I like to play
I Like to Wear

My favorite clothes are
I like it because this color is my favorite color.
I Get Ready for School

Before school I
The food I eat best is

I like to Eat
My Favorite Season

The Seasons
Spring is showery, flowery, bowery;
Summer: hoppy, poppy, groppy;
Autumn: wheezy, sneezy, freezy;
Winter: slippy, nippy, drippy.
- Mother Goose

This is
Because I like a day best.

Sometimes it's hot. Sometimes it's cold.

What kind of weather is it?
A Surprise

Look at my pretend friend.
He is a
He
Maybe someday I will be!

I like to play I am a

Pretending I'm grown up
BROAD OBJECTIVE: To develop a positive attitude toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate his knowledge of cooperation by working cooperatively with other students throughout the year.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 1-2

ACTIVITY

1. a. At the beginning of the year we start on a pretend trip on board a big ship.
   Teacher - Navigator
   Children - Crew
   Monitors - Captain
   Desk - Deck
   Anchor - Put up at beginning of the day and down at end of day.
   Trip lasts for nine months.
   Travel around the world

   b. Read book in resource
   This could be used as a train or jet trip too.

2. Show film or pictures of people in other places.

3. Creative "Around the World Experience Corner".

SUGGESTED TECHNIQUE

1. a. Discuss workers on a ship and ask students if they think these people have to work together to get to a certain place.

   Talk about what implication this has in the classroom.

2. Discuss places children might want to visit. Discuss similarities of homes, clothing, country, people, etc.

3. Let the children make the objects that you are emphasizing from the country discussed.

RESOURCE MATERIALS

1.a. Bulletin board

b. Books *

*I Want to be a Ship Captain, Greene, Carla

Ships Honor Roll
(Use all year)

Larry
Captains
Wendy
Sherrie
Terry
(Cont)

SUGGESTED CORRELATION FOR THIS ACTIVITY:
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Sing songs</td>
<td>&quot;The Lazy Man and the Busy Man&quot; P. 50 This Is Music (attached)</td>
<td>Geography and history books, Golden Encyclopedia, Upper Grade, Materials from home, Child Craft</td>
</tr>
<tr>
<td>2. Pictures of people in other lands.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Lazy Man and the Busy Man

A'. slow

Lazy man, lazy man, Ne'er, ne'er works; He won't plant the garden.

Fast

Busy man, busy man, He will do the best he can; He will plant the garden. He will mow the lawn.

Let some of your children move like the "lazy man" and others move like the "busy man." Ask the children who are watching the dancers to see if they can guess what they are doing.

Play slowly, once through, for the lazy man. Play fast, once through, for the busy man.

Bells:

| 8 8 6 - | 8 8 6 - | 7 7 5 7 | 6 -- - |
| C C A | C C A | B B G B A |
| 3 3 6 6 | 3 3 -- | 3 3 6 6 | 3 -- - |
| E E A A E | E E A A E |
Introduction to World of Work

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

BROAD OBJECTIVE: To provide general observational experiences of the World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of community workers. Each student will be able to list five workers and tell why they are important in the community.

ACTIVITY

1. Show film or filmstrips.

2. Bulletin board idea: LET'S THINK AHEAD
   - Draw around the shadow of each student's head (silhouette).
   - Use filmstrip projector for light to make shadow. Then have students think ahead to what they want to be.

3. Read poems and sing songs and dramatize.

RESOURCES

1. Filmstrip and record: *Wally the Worker Watcher* (attached)

2. Bulletin board ideas:
   - Draw around the shadow of each student's head (silhouette).
   - Use filmstrip projector for light to make shadow. Then have students think ahead to what they want to be.

3. Poems:
   - "When You've Grown Up" by Grace Nash (attached)
   - "What Would You Like to Do?" (attached)

4. Song:
   - "When I Grow Up" (attached)

SUGGESTED TECHNIQUE

1. Students count number of jobs that are covered in film or filmstrip. Discuss workers student are aware of in the community and what they do; also why they are important to us. List work suggested on board. Discuss - What they think they want to be? What significance does occupation have? What do they know about the job that they want to do?

2. LET'S THINK AHEAD
   - Draw around the shadow of each student's head (silhouette).
   - Use filmstrip projector for light to make shadow. Then have students think ahead to what they want to be. Before you discuss the work, show students what they think they want to be. Then have students think ahead to what they want to be. Before you discuss the work, show students what they think they want to be. Then have students think ahead to what they want to be.

3. Teach the poems and songs and have children suggest dramatization.

SUGGESTED CORRELATION FOR THIS ACTIVITY:
WHAT WOULD YOU LIKE TO DO?
By Gayle L. Kloppenburg

What kind of work would you like to do?
When you're all grown up and not in school

Would you like to be a doctor who helps
make people well?
Would you like to be a salesman with
something fine to sell?

Would you like to be a pilot flying high
up in the air?
Or a fireman or a policeman helping
people everywhere?

Would you like to teach nice boys and
girls to read and write and spell?
Whatever job you choose to do, work
hard and do it well!

WHEN YOU'RE GROWN UP

When you're grown up as big as me
What do you think you are going to be?
These magic shoes will help you to walk,
So, please put them on without any talk,
Lace them up tight and then you can be,
A policeman or doctor, mother or teacher,
space pilot, driver, a nurse or a preacher.
Everyone practice until I clap three,
Then each one will show what he wants to be.

by Grace Nash
When I Grow Up

Music and Words by Judy Rector
Adapted

1. What do you want to be when you grow up?

2. I'll be a doctor when I grow up.

That's what I want to be.

I'll be a doctor when I grow up,

Just you wait and see.

Sing the first stanza to the children. Then ask one child, "What do you want to be when you grow up?" After he tells you, let him sing about it along with you, if he needs help in singing. Your voice, quietly in the background, will give him confidence until he is able to sing by himself. Boys and girls enjoy telling what they want to be when they grow up. Perhaps "a teacher," "a nurse," "a dancer," "a cowboy," "a space man," "a carpenter," or "a pilot" will be suggested. As you sing, adapt the rhythm of the song to the pattern of the words.
BROAD OBJECTIVE: To develop positive attitudes toward the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Following discussion and use of filmstrips, each child will be able to write three reasons why people work.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read books</td>
<td>1. Discuss:</td>
<td>1. Books:</td>
</tr>
<tr>
<td></td>
<td>a. Children recognize his own parents as community helpers.</td>
<td>* Friendly Workers Around Town Hefflefinger and Hoffman, Children's Press.</td>
</tr>
<tr>
<td></td>
<td>c. What do they have to do with some of the money.</td>
<td></td>
</tr>
<tr>
<td>2. View filmstrip</td>
<td>2. Discuss what parents do at home and the need for jobs outside of their homes.</td>
<td>2. Filmstrips:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**&quot;What Else Do Mothers Do?&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**&quot;What Else Do Fathers Do?&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Filmstrip and records, World of Work Series, Edu-Craft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**&quot;Fathers Work and Mothers Work, Too.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Imperial Film Co., Inc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4404 S. Florida Avenue, Lakeland Florida.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**&quot;Some Neighborhood Helpers&quot; (set)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eye Gate House 146-01 Archer Ave.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jamaica, NY 11435</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bismarck Schools # 937 &quot;People At Work&quot;</td>
</tr>
<tr>
<td>3. Resource people</td>
<td>3. Send out attached letter, selectively to parents of students that have</td>
<td>3. Parents, suggested letter</td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:
<table>
<thead>
<tr>
<th>RESOURCE MATERIALS</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. 9 x 12 white construction sheets</td>
<td>12. Discuss importance of hands.</td>
</tr>
<tr>
<td>6. &quot;Helping Mother Bake a Cake&quot; Poems enclosed.</td>
<td>11. Have children write two or three sentences telling what these hands do.</td>
</tr>
<tr>
<td>5. Posters: Community Helpers</td>
<td>10. Have students mount hands of their parents on the bulletin board.</td>
</tr>
</tbody>
</table>

**CONTINUATION ACTIVITY SHEET**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Garbage collector both use their hands. Discuss how a doctor and a nurse use hands.</td>
</tr>
<tr>
<td>5. Read poem.</td>
</tr>
<tr>
<td>6. Sing Song</td>
</tr>
<tr>
<td>7. Have each child take a sheet of paper home and trace their parent's hands.</td>
</tr>
<tr>
<td>8. Ask students if they ever stop to think what their parents do for them. Discuss with students how people work to be dependable and responsible.</td>
</tr>
<tr>
<td>9. Have students trace and cut our the returned drawings and cut out letters spelling, &quot;Home and Community Helping Hands&quot; for bulletin board headings.</td>
</tr>
<tr>
<td>10. Have students mount hands of their parents on the bulletin board.</td>
</tr>
</tbody>
</table>

**SUGGESTED TECHNIQUE**

- Use bulletin board ideas of grouping workers with posters or sketch workers. (see attached sheet)
- Use ideas of using hands.
- Read poem.
- Sing Song
- Have students write two or three sentences telling what these hands do.
- Discuss importance of hands.
- Discuss how each of their parents think what their parents do for them.
- Discuss with students how people work to be dependable and responsible.
- Ask students if they ever stop to think what their parents do for them.
- Discuss how each of their parents is a community helper as well as a helper at home.
- Discuss importance of hands.
- Have students mount hands of their parents on the bulletin board.

**RESOURCE MATERIALS**

- Posters: Community Helpers
- Poems enclosed.
SUGGESTED LETTER TO PARENTS

Alternative: Interview

Dear Mr. ______________________

(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____________________’s class.

(child’s name)

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _________________________________________________

2. What are some of your duties? ________________________________

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

4. Would a field trip to your place of employment be beneficial at this grade level? _________________________________________________

Thank you for your consideration.

Sincerely yours,

(teacher)
Help us learn
Repair things
Protect us
Build things...
In our town workers...

Builds a house
Cleans school
Types
Teaches
Sells gas
Drives truck
Nurse
Who works in our town?
Helping Mother Bake a Cake  
(p. 229)

V. M. S

Verna Meade Surer

Helping mother bake a cake we think is fun,

It looks so good we can hardly wait till the baking's done.

Drop in the eggs then beat, beat, beat, Now add the sugar to make it sweet,

Sift the flour, then add the milk, Stir, stir, stir, till it's soft as silk.

Beat once more with all your might, Just to be sure it's fluffy and light;

Pour in the pan and bake, bake, bake. Yum, yum, yum, can't you taste the cake?
FUTURE PLANS  BY HARRIETTE WILBUR PORTER

MY BROTHERS AND THEIR PLAYMATES ALL
KEEP PLANNING WHAT THEY'LL DO
WHEN THEY ARE VERY BIG AND STRONG
AND EDUCATED, TOO.

JOHN WANTS TO BE AN ENGINEER,
AND CARL A PASTRY COOK.
AND GEORGE WILL GO TO PRACTICE LAW,
AND BEN WILL WRITE A BOOK.

TOM SAYS HE'LL BE A CARPENTER
DON WANTS TO BE A COP.
AND BOB WILL KEEP A GROCERY STORE
OR ELSE A CANDY SHOP.

THEY'RE ALL SO FULL OF BUSINESS PLANS
THEY WON'T HAVE TIME TO BE
THE PRESIDENT IN WASHINGTON
WHICH LEAVES THAT JOB FOR ME!

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate student's knowledge of workers that produce goods and those that produce services each student will list two workers that produce goods and two workers that produce service.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED GRADE LEVEL:** second

### ACTIVITY

<table>
<thead>
<tr>
<th>SUGGESTED TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss with aid of picture charts:</td>
</tr>
<tr>
<td>a. Jobs that provide products and services.</td>
</tr>
<tr>
<td>b. Let the children name jobs or services some parents do.</td>
</tr>
<tr>
<td>c. What do these people need to know in their jobs?</td>
</tr>
<tr>
<td>d. Why are these skills or jobs so important to us?</td>
</tr>
<tr>
<td>2. Use small pictures of members of families and make a chart of the skills their parents or people they might know who give service to others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Worker</th>
<th>Things they do</th>
<th>People who use the help</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOM</td>
<td>cooks, shops, cleans</td>
<td>Our family</td>
</tr>
<tr>
<td>DAD</td>
<td>paints, houses</td>
<td>Everybody in town</td>
</tr>
</tbody>
</table>

### RESOURCE MATERIALS

1. Filmstrips:
   - Bismarck Filmstrips
   - #934 Our Neighbor Stores
   - "City Helpers" Our Community Helpers Series. L.F.S.
   - "William, Ramon, Andy and Five Friends At School"
     1. We Learn on a trip
     2. Finding Our Way.

2. Picture Charts
   - "People Who Come to my House"
   - "People in the Neighborhood"
     Child's World, Inc.
     515 N. Front St. Box 711
     Mankato, MN 56001

### SUGGESTED CORRELATION FOR THIS ACTIVITY:
BROAD OBJECTIVE:
Develop the child's awareness that positions are related within job families.

SPECIFIC BEHAVIORAL OBJECTIVE:
After introductory activity each student is able to name four workers within the area of those who protect our health. Following each activity student will be able to name the worker represented.

ACTIVITY
1. Make bulletin board display of pictures, information or articles the children may bring or create that pertain to this family of workers.
2. Show pictures of tools of trade and uniforms.
3. Make up riddles about these workers.
4. Use filmstrip.
5. Make a booklet of creative stories or ditto pages for each using cover design of hats, caps or equipment of workers.

SUGGESTED SUBJECT AREA
Social Studies

SUGGESTED GRADE
2

SUGGESTED TECHNIQUE
1. Motivate discussion by asking for a list of workers that protect our health.
2. Show pictures of tools or uniforms and have children guess which job it represents.
3. Children read or tell riddles and let them name the worker.
4. Discuss filmstrip.

RESOURCES
*Community Helpers Posters, F. A. Owen Publisher, Dansville, NY
*Community Posters Teaching Doctor, Nurse (Medical or dental) Picture: D. Cock Publishing Co. Dentist, Garbageman, Eye Doctor, etc.
*Instructo, Flannel Board Visual Aids, Instructo Corporation, Paoli, PA 60120
*About Friendly Helpers, For Health and Safety, Children's Press, 1224 West Van Buren, Chicago, IL 60607
*About Friendly Helpers - Hoffman, It's a health fact.

SUGGESTED CORRELATION FOR THIS ACTIVITY:
20
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** Develop the child's awareness that positions are related within job families.

**SPECIFIC BEHAVIORAL OBJECTIVE:** After pictures have been displayed, children will be able to match number of pictures with the name of the worker.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED GRADE LEVEL:** 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 1. Teacher presents the picture story study prints to children. | 1. As an introduction or as a review these pictures with records, stories, things to talk about, words to know and suggested things to do provide much help and instructional aids for the teacher to use as she wishes. | 1. *Hospital Helpers.* Singer S.V.E. Sp.124
   a. Surgical Group
   b. Ambulance Helpers
   c. Reception desk helpers
   d. Doctor examining patient
   e. Preparing patient for X-ray
   f. Nurse and aide
   g. Dieticians check food
   h. Physical therapist |
| 2. Bulletin Board | 2. As children have been introduced to prints arrange them on a bulletin board and naming each worker. Later number each picture to accomplish behavioral objective. | 2. Letters "Hospital Helpers" on bright color background for display. |
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To provide general observational experiences of the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:
Each student shows that he is aware that school is a part of preparation for a career.

SUGGESTED SUBJECT AREAS:
Social Studies

SUGGESTED GRADE LEVEL:
2

SUGGESTED TECHNIQUE:
1. Who do you call when you or a member of your family becomes ill or is injured?
   In what ways does he help us?
   What education or training do they need?


3. Review the work that a doctor does.
   What education or training did they need?
   What do doctors do to protect our health?

SUGGESTED MATERIALS:
1. Books:
   - *The Doctor and His Work* - Jean & Ned Wilkinson
   - *I About Jill's Check-up* - Ruth Jupiter

2. Bring thermometer and stethoscope.

SUGGESTED CORRELATION FOR THIS ACTIVITY:
22

continued

3. View filmstrip as the doctor or nurse does.
   Weigh and measure the child. If the child islisten to each other.
   Use a thermometer.

ACTIVITY:
continued

I. Read books from resource list. 1. Who do you call when you or a member of your family becomes ill or is injured.
   What education or training do they need?
   In what ways does he help us?


3. Review the work that a doctor does to protect our health.

RESOURCES MATERIALS

byretaining how school prepares a person to become a doctor. Social Studies
<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Sing Songs</td>
<td></td>
<td>4. Music - &quot;Miss Polly Has a Dolly Who is Sick, Sick&quot; Music in Home Unit &quot;For Health and Strength&quot; in Making 1 Music Your Own. Silver Burdett Co. Attached</td>
</tr>
<tr>
<td>5. Make Hat</td>
<td>5. Use tagboard and circle</td>
<td></td>
</tr>
<tr>
<td>6. Role play</td>
<td>6. Put on uniform (old white shirt) and hat that kids have made and role play operation. Use stethoscope and different tools that you have available or that children have drawn.</td>
<td>6. old white shirt - hats that kids make</td>
</tr>
<tr>
<td>7. Film</td>
<td></td>
<td>7. *107A Doctor - Long Film Slide Series II</td>
</tr>
</tbody>
</table>
For Health and Strength

Old English Round

When you know this song well, sing it as a round.

For health and strength and daily food We praise Thy name, O Lord.

In this song, the tonal center is F. It is in the first space of the staff. Find F on the tuned bells. Start by counting F as "one." Count up five bars on the lower row to C. Play this fifth step of the scale; play the C an octave below; play the tonal center, F.

This is how the introduction looks when it is written on the staff:
Miss Polly Had a Dolly

1. Miss Polly had a dolly who was sick, sick, sick,
   she phoned for the doctor to be quick, quick, quick.
   The doctor came with his bag and his hat,
   And he rapped at the door with a rat-ta-tat.

2. He looked at the dolly and he shook his head;
   Then he said, "Miss Polly, put her straight to bed."
   He wrote on a paper for a pill, pill, pill,
   "I'll be back in the morning with my bill, bill, bill."
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activities student will be able to demonstrate at least one way that a nurse helps a doctor.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

ACTIVITY
1. Read books from list
2. View filmstrip
3. Make a nurse's cap

SUGGESTED TECHNIQUE
1. Discuss the work that a nurse does
   a. What kinds of nurses are there?
   b. How does a nurse help a doctor?
   c. What kind of a person do you think they need?
2. Following filmstrip ask:
   a. What training or education do they need?
3. Make a nurse's cap

RESOURCE MATERIALS
1. *I Want to be a Nurse*, Children's Press, 1224 Van Buren St. Chicago Ill. 60607
2. *About Miss Sue, the Nurse*, Frances B. Thompson, Chicago, Ill. 1969
3. *I Know A Nurse*, Martin Schwartz, N. Press, 1224 Van Buren St. Chicago
   a. What kinds of nurses are there?
   b. How does a nurse help a doctor?
   c. What kind of a person do you think they need?
   d. What training or education do they need?

SUGGESTED CORRELATION FOR THIS ACTIVITY:

[Signature]
CONTINUATION ACTIVITY SHEET

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 4. Make play: with a nurse kit  
   Dress up in nurse type uniform  
   Have a few girls dress up in white and act out a skit they have made up. | 4. Role play  
5. Write a short story about a nurse and draw a picture of a nurse. Cut paper in symbol for creative writing. (cap shape) | 4. Nurse uniform (white shirt)  
nurse's cap |
| 5. Write a poem. | | |
Making Music Your Own, Silver-BurdettGr. 3 | 6. Song: "The School Nurse"  
Making Music Your Own, Silver-BurdettGr. 3 |
| 8. Put together "nurse puzzle". | 8. Within experience or learning center or individual activity - children put together puzzle of nurse. | 8. *Community Helper Puzzles NURSE  
Developmental Learning materials |
| 9. Film | | |
| 10. Resource Person | 10. Explain to nurse that she should role-play different operations and shots - blood pressure. | 10. School nurse. |
### CAREER DEVELOPMENT ACTIVITIES

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate knowledge of the work of an eye doctor.

#### SUGGESTED SUBJECT AREA

Social Studies

#### SUGGESTED GRADE LEVEL

2

#### ACTIVITY

1. Use the eye chart - check child's work.
3. Discuss story about glasses for Gladys, Mary K.
5. Resource person: Why do we need to visit an eye doctor?
6. Resource person: What training or education does an eye doctor need?

#### SUGGESTED TECHNIQUE

1. Resource person: Use the eye chart - check child's work.
3. Resource person: Discuss story about glasses for Gladys, Mary K.
5. Resource person: Why do we need to visit an eye doctor?
6. Resource person: What training or education does an eye doctor need?

#### RESOURCE MATERIALS

- Snellen "E" Chart
- Pictures of the eye
- Filmstrip: "Optometrist" 107-D Neighborhood Helpers Series Eye Gate House
- Film: "Optometrist" 107-D Neighborhood Helpers Series Eye Gate House
- Puppet show: Resource person
- 2 puppets, Eye doctor, child, teacher
- Long Film Strip - Series II
- Long Film Strip - Series II
- Resource person: Have children act out (with puppets) class.
- Resource person: Have eye doctor come to talk to class.
- Resource person: Have children act out (with puppets) class.
- Resource person: Have eye doctor come to talk to class.

#### SUGGESTED CORRELATION FOR THIS ACTIVITY:

- 24
BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Following reading and discussion of books student will be able to write at least three sentences telling what a dentist needs to know.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Start a tooth brushing check each morning. Display large dental poster.</td>
<td>1. Why should we brush our teeth?</td>
<td>1. Tooth brushing chart</td>
</tr>
<tr>
<td>2. Read from book list</td>
<td>2. How can we keep our teeth strong and healthy?</td>
<td>2. Books:</td>
</tr>
<tr>
<td>3. Write - Poem - Story or riddles on a shaped paper.</td>
<td>Why do we need to visit the dentist? How often? How important is education to a dentist?</td>
<td><em>I Want to Be a Dentist,</em> Children's Press 1224 West Van Buren St., Chicago, IL 60607</td>
</tr>
<tr>
<td>6. View Filmstrips</td>
<td>5. Visit from a resource person.</td>
<td>5. Resource person</td>
</tr>
<tr>
<td>8. Role Play</td>
<td>7. Song: &quot;All My Teeth&quot; (attached)</td>
<td>Song: &quot;The Dentist&quot; in <em>Music for Young Americans</em> - Am. Book NY Gr. 1 p.29</td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:
CONTINUATION ACTIVITY SHEET

ACTIVITY SUGGESTED TECHNIQUE

RESOURCE MATERIALS

8. Chart for "patient" and white shirt for dentist to use.
All my teeth are in a row, Some above and some below. Some are missing, but I know, When I'm old — er, I will show.

Home tone: Bb
Starting note: F (so, 5)

The translation of this gay song retains the idea of the original French text.

MUSICAL LEARNING
This song should be sung very rhythmically and in a detached staccato style.
To help the class see the relationship between the rhythm of the words and the melody, have them say the words before they sing the song.
Point out to the children that only two kinds of notes are used in this song ( ) and ( ). The words we say quickly are set to eighth notes. The words we hold onto are set to quarter notes. (Both kinds of notes can be drawn on the chalkboard.)

RELATED ACTIVITIES
The children might be interested in discussing teeth, starting with the 20 baby teeth and proceeding to the wisdom teeth which bring the adult set to 32.

SUGGESTED ACCOMPANIMENT
The boys and girls may clap, or use rhythm sticks, or p. sticks on desks, marking two beats per measure throughout the song.

RECORDING
This recording has been made by a chorus of children, The xylophone, playing sharply in thirds, provides an accompaniment that suggests two rows of teeth.

All My Teeth
WORDS BY MADELEINE A. DUFAY
FRENCH FOLK SONG

Brighly.
Brightly.

All my teeth are in a row, Some above and some below. Some are missing, but I know, When I'm old — er, I will show.

Home tone: Bb
Starting note: F (so, 5)

The translation of this gay song retains the idea of the original French text.

MUSICAL LEARNING
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RECORDING
This recording has been made by a chorus of children, The xylophone, playing sharply in thirds, provides an accompaniment that suggests two rows of teeth.
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: After completing the activities student is able to state at least three reasons why our health is important in protecting our health.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

ACTIVITY

1. Pick up garbage around the school yard.
2. Read stories
3. View filmstrip
4. Draw four step picture tracing the garbage they pick up.
5. Resource Person

SUGGESTED TECHNIQUE

1. How can we help the garbage man?
2. How do garbage men help protect our health?
3. Who would make a good garbage man?
4. Write the 4 steps of garbage disposal
5. Discuss filmstrip

RESOURCES MATERIALS

1. Large paper sacks.
4. *I Know A Garbageman*, Barbara Williams

Teacher Evaluation:

1. Did this activity apply to the suggested subject area?
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. What additions or deletions could you suggest in the activity and technique column?
4. Could you suggest additional resource materials for this activity.

P-62
**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Following the activity each student will be able to draw a picture showing at least one way that a community helper protects us. **SUGGESTED SUBJECT AREA** Social Studies **SUGGESTED GRADE LEVEL** 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Display posters</td>
<td>2. Use posters to display and discuss.</td>
<td>2. *Community Helper Posters F. A. Owens</td>
</tr>
<tr>
<td>3. Field trip to fire station or police department.</td>
<td>3. Use suggested guide 1. Which workers did you observe? 2. Did they wear a special uniform? 3. Observe the equipment used.</td>
<td>3. Specific guidelines attached and general guidelines in app.B</td>
</tr>
<tr>
<td>5. Children put together puzzles.</td>
<td>5. Make paper dolls and clothes for workers; let class handle and dress.</td>
<td>**&quot;Fire House&quot; Community Helpers Series. G. P. Putnams Sons. New York (record also)</td>
</tr>
</tbody>
</table>
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Following the use of resource materials each student will be able to write at least three sentences to show that he is aware of the training and education of a policeman.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

ACTIVITY

1. Read books
2. View film or filmstrip
3. Make child-size drawing of a worker. (Have them lay on the floor and draw around them.)
4. Write a story, poem or riddle on a badge or hat or club or gun.
5. Have a policeman come in and talk to the children.
6. Sing song
7. Play intersection game

SUGGESTED TECHNIQUE

1. Let the children display uniform and tell what each worker does. Each child would listen carefully so child will have an original idea.
2. Children choose a piece of equipment to draw and color. After writing is completed have children read what each worker does.
3. Let the children display uniform and tell what each worker does.
4. Have children discuss with policeman.
5. Have a policeman come in and talk to the children.

RESOURCE MATERIALS

1. I Know a Police Officer
   * About Policemen
   (Melmont) children's press, 1967. Gt. 2-4
2. Your World, Let's Visit a Policeman
   * Your World, Let's Visit a Policeman
   (Melmont) children's press
3. About Police Around the World
   * About Police Around the World
   (Melmont) children's press
4. Squad Car, Grade 5, Part 2, Chapman
5. Watch, H. Z., 1962 $2.75
6. Police Officer Small, Louis Lehnke
7. Uniform, Officer - Children's Press
   * Uniform, Officer - Children's Press
   (Melmont) children's press
8. Your Police Officer
   * Your Police Officer
   (Melmont) children's press
9. I Want to be a Policeman
   * I Want to be a Policeman
   (Melmont) children's press
10. Helpers Who Work at Night
    * Helpers Who Work at Night
    (Melmont) children's press
11. You Visit a Fire-Police Station
    * You Visit a Fire-Police Station
    (Melmont) children's press
12. Policeman Small
    * Policeman Small
    (Melmont) children's press
13. Squad Car, Grade 5, Part 2, Chapman
14. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
15. I Know a Police Officer
    * I Know a Police Officer
    (Melmont) children's press
16. Policeman Small
    * Policeman Small
    (Melmont) children's press
17. Squad Car, Grade 5, Part 2, Chapman
18. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
19. I Know a Police Officer
    * I Know a Police Officer
    (Melmont) children's press
20. Policeman Small
    * Policeman Small
    (Melmont) children's press
21. Squad Car, Grade 5, Part 2, Chapman
22. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
23. I Know a Police Officer
    * I Know a Police Officer
    (Melmont) children's press
24. Policeman Small
    * Policeman Small
    (Melmont) children's press
25. Squad Car, Grade 5, Part 2, Chapman
26. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
27. I Know a Police Officer
    * I Know a Police Officer
    (Melmont) children's press
28. Policeman Small
    * Policeman Small
    (Melmont) children's press
29. Squad Car, Grade 5, Part 2, Chapman
30. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
31. I Know a Police Officer
    * I Know a Police Officer
    (Melmont) children's press
32. Policeman Small
    * Policeman Small
    (Melmont) children's press
33. Squad Car, Grade 5, Part 2, Chapman
34. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
35. I Know a Police Officer
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    (Melmont) children's press
36. Policeman Small
    * Policeman Small
    (Melmont) children's press
37. Squad Car, Grade 5, Part 2, Chapman
38. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
39. I Know a Police Officer
    * I Know a Police Officer
    (Melmont) children's press
40. Policeman Small
    * Policeman Small
    (Melmont) children's press
41. Squad Car, Grade 5, Part 2, Chapman
42. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
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45. Squad Car, Grade 5, Part 2, Chapman
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    * About Police Around the World
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47. I Know a Police Officer
    * I Know a Police Officer
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48. Policeman Small
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51. I Know a Police Officer
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    * Policeman Small
    (Melmont) children's press
53. Squad Car, Grade 5, Part 2, Chapman
54. About Police Around the World
    * About Police Around the World
    (Melmont) children's press
55. I Know a Police Officer
    * I Know a Police Officer
    (Melont
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 5. cont  | b. How he helps people  
c. What training is needed  | 2. Film:  
Policemen, Gr. 2-3 11 min Sound color  
Britannica 1953  |
| 7. Teach game of intersection for  
a physical education activity  
(attached) | Filmstrip:  
* Community Helper Series -Policeman  
L.F. S.  
*"Police Station" Community Helper  
Series, G. P. Putnams Sons NY (record)  
*"Johnny the Fireman", SVE  
* Community Poster, F. A. Owens Co.  |
| 8. Have class make tickets  
Room violation ticket | 3. Large sheet of paper, colors  |
| 9. Bulletin Board | 4. 4\frac{1}{2} \times 6 inch sheets of construction paper.  |
|  | put on desks; remove if they  
aren't good citizens  | 5. Resource person: Local policeman  |
|  | 6. Songs -  
"The Traffic Officer" The American  
Singer sk 2. (attached)  |  |
|  | 7. "Policeman" Music In Our Town  
Silver Burdett. (attached)  | 28a |
CONTINUATION ACTIVITY SHEET

ACTIVITY
10. Role Play
11. Fingerprint children
12. Make scrapbook
13. Bulletin board
14. Teacher presents the picture story study prints to children.

SUGGESTED TECHNIQUES
10. Get from Police Dept. or make a hat, badge, and other things that a policeman uses and have children role play the different activities the policeman uses and have children role play the different activities the policeman uses.
11. Teacher presents the picture story study prints to children.

RESOURCE MATERIALS
10. Hat, badge
11. Stamp pad, paper
12. Pictures, stories, photos, and any other materials for your book (ALL made by kids.)
13. Enclosed Stop for Safety
14. Field trip

FIELD TRIP
15. Police Dept. Helpers Sp. 119
a. Traffic Control Officer
b. Administering First Aid

S. V. E. Signer
15. Specific field trip guidelines (attached) and general guidelines in appendix B.
1. On our way to school each day
2. Sometimes when we're nearly late

We meet a friendly man,
And running very fast,

Dressed up in a uniform,
Stopping us, he makes us wait
He helps us all he can;  
Till all the cars are past;

Standing on the corner there,  
Then he beckons when to cross

He holds his hand up high,  
And hurry on to school,

Stops the traffic in the street  
Cautions every one of us:

Till we are safely by.  
"O' boy the traffic rule."
Policeman

WORDS AND MUSIC BY LOU EST GOLD

I’d like to be a policeman,

And make the rounds all day. I’d twirl my stick,

I’d whirl my stick, in the happiest, snappiest way.

I’d have a brand new uniform,

I’d have a whistle too. I’d blow it and all the cars would stop along the avenue.
A friendly traffic patrolman has a huge red stop sign behind him on the bulletin board. White cut-paper letters, "STOP," are added. Make a border of small stop signs that are printed with street and public safety rules. Point out that patrolmen are friends. Also remind that foolish daring can lead to danger. Each child might trace around a stop sign shape on white drawing paper. He might draw or paint a safety-approved scene.

**CHILD'S PROJECT**

**OBEY ALL TRAFFIC RULES**

**LOOK BOTH WAYS BEFORE CROSSING STREETS**

**CROSS STREETS ONLY AT CORNERS**

**GOOD EXAMPLE**

**BICYCLE SAFETY RULES**
SPECIFIC GUIDELINES FOR EACH TRIP

POLICE DEPARTMENT
Grade 2

1. Explain uniform
2. Show weapons
3. Show jail
4. Show narcotics
5. Show courtroom
6. Fingerprint our student
7. Have car call in on radio
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide general observation experiences of the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Following the use of resource materials each student will be able to recite at least five ways to show he is aware of the responsibilities of a fireman.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

ACTIVITY

<table>
<thead>
<tr>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Field trip to fire station (arranged)</td>
</tr>
<tr>
<td>2. Outlines - Firefighter, Fireman, and Fire Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCE MATERIALS (cont)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I Know a Fireman, Williams</td>
</tr>
<tr>
<td>2. The First Book of Firemen, Brewster $2.81, Baker &amp; Taylor, Gladiola Avenue Memence IL 60954</td>
</tr>
<tr>
<td>3. I Want to Be a Fireman, Childress, N. Baker, Detroit</td>
</tr>
<tr>
<td>4. About Firemen, Heuffler, &amp; Hoffman</td>
</tr>
<tr>
<td>5. Fire Snorkel No. 7, Barr, Albert, Whitman &amp; Co. 560 W. Lake St. Chicago, I1 60606</td>
</tr>
<tr>
<td>7. I Know a Fireman, Putnam, Williams</td>
</tr>
<tr>
<td>8. Film - The Fireman - 15 min City Fire Fighters gr. 2-3 10 mins. Sound, B. W. Coronet 1947</td>
</tr>
<tr>
<td>9. Fireman on Guard - Gr. 2-3 10 mins. Sound, color, C. L. H. 1963</td>
</tr>
</tbody>
</table>

SUCCESSED TECHNIQUE

1. Follow the directions given.
2. Have children divided in groups to read the books in resource area.
3. Write a story about trip.
4. Use large sheet of paper and have children work together as they show what happens when a house is on fire.
5. Follow the directions given.

SUGGESTED CORRELATION FOR THIS ACTIVITY: 29
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Physical Education Game</td>
<td>&quot;There's A Fire in the House&quot;</td>
<td>2. continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Books:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Helpers Who Work At Night</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hefflefinger - Hoffman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Your World - Let's Visit A Fire Station, Pope</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Song - &quot;The Fire Station&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music for Young Americans (attached)</td>
</tr>
<tr>
<td>7. Bulletin board</td>
<td></td>
<td>5. Toy telephone, local telephone directory</td>
</tr>
</tbody>
</table>

6. This game is played like the "Squirrels in a Tree" except caller says "There's A Fire in The House" and children run to a new house.
## CONTINUATION ACTIVITY SHEET

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 8. Teacher presents the picture story study prints to children. | 8. As an introduction or as a review these pictures with records, stories, things to talk about, words to know suggested things to do provide much help and instructional aids for the teacher to use as she wishes. | 8. Fire Dept. Helpers sp. 120  
   a. Truck Company  
   b. Engine Company  
   c. Firemen with equipment  
   d. rope drill  
   e. Answering a call  
   f. sleeping quarters  
   g. fighting the fire  
   h. fire safety instruction  
   S. V. E. Singer |
   "The Fire Truck" (attached) |
| 10. Field trip | | 10. Specific Field trip guidelines (attached)  
   General Field trip Guidelines in Appendix B. |
THE FIRE GAME (GRADES K-2)

A. Purpose: To learn how to report a fire and make an emergency call. To assist in learning names and addresses and in giving directions.

B. Materials: A toy telephone and the local telephone directory.

C. Introduction: I hope that you will never have to report a fire but if you need to do so, I want you to know how. There are two ways we can get the fireman right away. Who can name one? Yes, we can use the fire box. (Discuss the use of a fire alarm box.) What is another way to report a fire? Yes we can telephone. Do you know the number to dial for the fire department? Let's look it up in the telephone directory. (Older children will look for it. The teacher will find it for the kindergarten children and write it on the blackboard.) Would you like to play the "Fire Game"? (Select several children for firemen, one to report the fire and several for spectators and the home owner.)

Procedure - The home owner and spectators notice the fire. One child calls the fire department. He must tell them his name and address. When he does this correctly, the firemen will come and put out the fire. Change groups several times.

D. Variation: Pictures may be made in the form of cartoons in which the children write what the characters are saying. Small children may draw the pictures, tell the teacher what to write and the teacher caption them. The activity may be used with the policeman instead of the fireman. The child will play that he is lost and must tell the policeman who he is, where he lives, and his telephone number so policeman can see that his parents are notified or take him home. A game in which names and addresses are placed on the board and the children must locate their own may be used for this same purpose.

E. Correlation: Older children may write their names and addresses as writing and language work. Art may be a correlation.
How many phrases have the same tune as the first phrase? How many phrases have the same tune as the second phrase?

The Fire Station

Words and Music by Richard C.

BRISKLY

For the fire-man said we could:

SAT in the shin-y red, big fire en-gine,

In our neigh-bor-hood,

We took a trip to the big fire sta-

tion

The Fire Station

Find the phrases that have higher tunes.

106
Saw the men slide down the pole, as they really do!

Saw their helmets and their axes, heard the siren, too!

We took a trip to the big fire station

In our neighborhood.
**FIRE**

Verse for chanting:

**ONE GIRL:** "Fire, fire!"

**ALL:** Said Mrs. McGuire.

**ONE GIRL:** "Where, where?"

**ALL:** Said Mrs. Ware.

**ONE GIRL:** "Down town!"

**ALL:** Said Mrs. Brown.

**ONE GIRL:** "Save us, save us!"

**ALL:** Said Mrs. Davis.

**BOYS:** And along came the firemen,
And saved every one of 'em.

From *The Child's Book of Folklore*, edited by Marion Vallat Emrich and George Kordos.

**THE FIRE TRUCK**

Another verse for chanting:

(Crash the cymbals four times as an introduction: ⚙ ⚙ ⚙ ⚙)

**BOYS:** (loudly) *Clanging down the street the fire truck goes,*

**GIRLS:** (slowly and emphatically) *With a big long ladder and a big long hose,*

**ONE BOY:** "*Where is the fire?*"

**ONE GIRL:** "*Nobody knows.*"

**ALL:** *But we'll run out to find it when the siren blows.* Whoo-oo-oo-oo!
SPECIFIC GUIDELINES FOR EACH TRIP

Grade 2

FIRE DEPARTMENT

1. Explain (very simply) fire truck, rescue truck, uniform and radio room

2. Explain shifts

3. Have someone slide down pole

4. Let class try on boots and helmet
BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to state at least five ways that the farmer helps to feed us.

SUGGESTED SUBJECT AREA: Social Studies

COMMUNITY HELPERS: Farmers

SUGGESTED GRADE LEVEL: 2

CAREER DEVELOPMENT ACTIVITIES

RESOURCE MATERIALS

1. Filmstrip, "An American Farmer"
2. Books:
   - "I Know a Farmer," Nathan Eley, Putnam Co., 1970
   - "I Want to Be a Farmer," Greene, Carla, 1984
   - "Farm Helpers," Payton, Evelyn, The Children's Press
   - "The Little Farmer," Brown, Margaret W., 1965

SUGGESTED TECHNIQUE

1. View Filmstrip or Film
2. Read books
3. Write Short Story and Draw
4. Sing Songs
5. Give ways that the farmer helps to feed us

ACTIVITY

1. View Filmstrip or Film
2. Read books
3. Write Short Story and Draw
4. Sing Songs
5. Give ways that the farmer helps to feed us
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Bulletin Board</td>
<td>3. Con't - about workers on the farm.</td>
<td>4. Cont Songs</td>
</tr>
<tr>
<td></td>
<td>6. Have class make or bring farm barn, horses, leave on display for class to handle.</td>
<td>Through the Day, Silver Burdett Morristown NJ 1956 p. 58</td>
</tr>
<tr>
<td>6. Make farm</td>
<td></td>
<td>6. Farm buildings - farm animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Put puzzles together</td>
<td>7. Let children use puzzles as an individual project at an activity Center.</td>
<td>7. Community Helper (Job puzzles) Farmer</td>
</tr>
<tr>
<td></td>
<td>8. Children draw pictures, write stories, and teacher takes photographs of things dealing with this area. Use as a resource in Library corner all year and then can be used as special prize for student at end of year or could be conated to the Library.</td>
<td></td>
</tr>
<tr>
<td>8. Make scrapbook of Community Helpers that Feed Us.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Farmer

Well accented

Traditional Singing Game

Shall I show you how the farmer,
Oh, it's this way that the farmer,

Shall I show you how the farmer,
Oh, it's this way that the farmer,

Sows his barley and wheat?

2. Mows his barley and wheat?
3. Threshes barley and wheat?

Does the rhythm of this song move in two or threes?
Find this rhythm pattern in the song.
Clap the pattern and play it on a woodblock.
I want to drive a tractor, snag the cows from pasture, cut and bale. We can sing about and dramatize many of a farmer's chores.

1. I want to be a farmer, a farmer, a farmer.
2. With a pitch-fork on my shoulder, my shoulder, my shoulder.

Want to be a farmer and by my land stand. Pitch-fork on my shoulder, a sickle in my hand.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>&quot;Sheep Are Coming Down the Road&quot; <em>Music in our Town</em>, Silver Burdett 1962 Gr. 2 p. 116</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Sheep Shearing&quot; p. 10-11 <em>Making Music Your Own</em> Silver Burdett Co. Gr. 3 1970</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Packets from the State Wheat Comm. 316 N. Fifth Street Bismarck, ND 224-2498</td>
</tr>
</tbody>
</table>
Years ago people had to do everything by hand to get the sheep's wool ready to be woven into cloth. They sang as they worked and danced to their song after the long job was done.

Each boy chooses a partner. The girl stands to his right. The couples form a circle, with one couple in the center.

Verse

1. Go get the sheep, we're clipping today,
2. Tell Mother dear we're carding today,
3. Spinning the wool,
4. Dyeing the wool

Circle to the left while the couple in the center acts out the work mentioned in each verse.

1. Clipping the sheep, yes, clipping the sheep
2. Carding (combing) the wool, yes, carding the wool
3. Spinning the wool, yes, spinning the wool
4. Dyeing the wool, yes, dyeing the wool

So we can knit some stockings for you,
So we can knit a scarf for her, too,
Then we shall dance till morning.
Then we shall dance till morning.

Refrain

Surr, surr, surr, surr, surr, surr, Wheel spins around, hear the gay sound;
Partners face, join hands, change places with each other (including couple in center).

Surr, surr, surr, surr, surr, surr, Then we shall dance till morning.
Partners join hands change back (clap clap)

3. Tell brother John we’re spinning today,
Spinning the wool, yes, spinning the wool
So we can knit a lace for his shoe,
Then we shall dance till morning.

4. Tell sister Jane we’re dyeing today,
Dyeing the wool, yes, dyeing the wool
So we can knit a sweater of blue,
Then we shall dance till morning.

The three motions of your hands (slap knees, clap hands, clap hands with partner) help you feel that the steady beats are in groups of three. The downward motions of slapping knees fall on the strong beats. To show the groups of three beats, a bar line is placed before each of the strong beats.

The strong beats which are the first in each group establish a meter of 3.

However, when a piece of music starts on a strong beat, the bar line is omitted before that first strong beat.
BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of types of farming.

Each student will be able to differentiate between specialized and diversified farming.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. View filmstrip or film</td>
<td>1. Discuss the different types of farms and how they are changing.</td>
<td>1. Filmstrip:*&quot;Farm Fathers: Series I and II. (5 filmstrips in each kit) Long Film Slide Services, 7505 Fairmont Ave. El Cerrito, Calif. 94530 Series I = *My Dad is A Cotton Farmer Fruit Farmer Truck Farmer *My Dad is a Poultry Farmer Cattle Rancher Veterinarian Sheet Rancher Hay Farmer Bismarck School #932 &quot;To A Ranch&quot; &quot;Cattle Raising&quot;, Eye Gate House 146-01 Archer Ave. Jamaica, NY 11435 Film: Where Does Our Meat Come From 11 min. Coronet (address on p. 30) *Cattle Drive (A Day on A Western Range) 11 min. color Encyclopaedia Britannica, Preview Rental Library 1822 Pickwick Ave. Glenview, Ill 60025</td>
</tr>
<tr>
<td>2. Read books</td>
<td>2. Discuss the new words these farm fathers need to know.</td>
<td></td>
</tr>
<tr>
<td>3. class project</td>
<td>3. Divide the class into two groups. Have one child construct a model of a diversified farm and one of specialized farm.</td>
<td>2. Book: *True Book of Cowboys, Martini, Teri, Children's Press</td>
</tr>
</tbody>
</table>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

3. I Want To Be An Orange Farmer, Carla Greene

3. Small plastic animal toy machinery models, Toy Farm building.

2. Continued

RESOURCE MATERIALS

SUGGESTED TECHNIQUE

ACTIVITY

CONTINUATION ACTIVITY SHEET
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** Develop an understanding that some workers produce goods others produce services.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate knowledge of the dairyman each student will be able to draw at least three pictures of dairy products that are delivered by the dairyman.

**SUGGESTED SUBJECT AREA** Social Studies  
**SUGGESTED GRADE LEVEL** 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 1. View Film, Adventures in Dairyland and discuss. | 1. Discuss who some of the workers are that help feed us. | 1. Film - Adventures in Dairyland  
28 min. color, American Dairy Assoc.  
Dairy Farm 15 min, Coronet (address on page 30) |
| 2. Read books about the dairyman. | 2. How many different workers are there on a dairy farm? | 2. Books:  
*I Know A Dairyman*, Stanek Muriel, Putnam, 1970  
*I Want to Be a Dairy Farmer*, Greene, Carla Children's Press  
*At the Dairy*, Hastings, Childrens Press  
*Come to Work With Us in a Dairy*, Sextant Series.  
*Ice Cream for You and Me*  
*Join Us For Lunch*  
*More Milk Please*  
*Delivering Milk to the Home* plus many other materials for a minimal charge from National Dairy Council  
111 North Canal Street  
Chicago, Ill. 60606 |

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
CONTINUATION ACTIVITY SHEET

ACTIVITY

3. View filmstrips pertaining to the dairyman.
4. Display cutouts from magazines of various milk products for a bulletin board.
5. Chart story.
6. Puppet play.
7. Mural.
8. Teacher presents the picture story study prints to children.

SUGGESTED TECHNIQUE

3. Name the milk products we eat that the dairyman furnishes us.
4. Children make a bulletin board with teacher.
5. Develop with the class a chart story titled: "Our glass of milk depends on a chain of workers."
6. Make puppets for class to use in play.
7. Make mural for dairyman showing how milk gets from farms to homes.
8. As an introduction or as a review, teacher to use as she wishes suggested things to do, provide much help and instructional aids for the children to talk about, words to know when pictures with records, stories these pictures with records, stories, charts, etc.

RESOURCE MATERIALS

Jam Handy 1966

FilmFrom Cow to Carton, #2878
Excello Corp Classroom Service Dept.
912 Lyndale Ave. S., Mpls. Mn 55420

Dairy Helpers (pictures and records)
A. Farm Boy at work
B. Milk Bottling
C. Warehouse loading truck
D. Milk Tank Truck
E. Home Delivery Milkman
F. Checking milkhouse
G. Using milking equipment
H. "The Milkman" Resource material from National Dairy Assoc.
Series F.
"The Milkman" Our Community Helpers
Jam Handy 1966
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To develop a positive attitude about the world of work

**SPECIFIC BEHAVIORAL OBJECTIVE:** After completion of the activity each student will demonstrate in role playing a worker working at a job and other children will be able to illicite the name of that worker.

**SUGGESTED SUBJECT AREA:** Social Studies  
**SUGGESTED GRADE LEVEL:** Second

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 1. Read books and make up riddles about the various jobs involved in the supermarket. | 1. Use the suggested riddles to demonstrate a descriptive riddle. | *I Want to Be a Baker*, Greene  
*Godspeed, J. M. Let's Go To A Supermarket*, Putnam 1961 N Y  
*Buchheimer, Naomi Let's Go To A Bakery*  
*Colonius At the Bakery*  
*Greene, Carla, I Want to Be a Storekeeper*, Childrens Press  
*I Know A Baker*, Iritani  
*Community Activities poster (ditto activities) Set 2 F. A. Owen Teach resource book* |
| 2. Demonstrate role playing by using one of the worker's job. Display pictures. | 2. Develop a play so children role play the many workers in the supermarket after a field trip has been made. | |
| 3. Write a 'thank you' letter for the privilege of making a visit to the store. | 3. Teach the correct form of a 'thank you' letter and reasons for writing this kind of letter. | |
| 4. View filmstrips or film | Emphasize accepting the responsibility to be courteous to other people. | |
| 5. Sing Song | 6. Arrange a 'thank you' bulletin board to show we are indebted to | |
| 6. Bulletin Board. alternate idea of bulletin board on next sheet. | 1. People from far off places (e.g.) banana, pineapple  
2. People who prepare foods (e.g.) canning or packaging.  
3. Means of transportation (e.g.) truck driver. | 2. Books- *Stores in Our Community*, Coronet 11 mtn., color or b/w Coronet Instructional Films  
*The Food Store* (2nd edition) 13 min color or b/w Encyclopedia Britannica |

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
### Activity

<table>
<thead>
<tr>
<th>Resource Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Package produce</td>
</tr>
<tr>
<td>E. Unloading produce</td>
</tr>
<tr>
<td>F. Checking out in order</td>
</tr>
<tr>
<td>D. Preparing meat</td>
</tr>
<tr>
<td>C. Stocking shelves</td>
</tr>
<tr>
<td>B. Store dairy manager</td>
</tr>
<tr>
<td>A. Serving produce - customers</td>
</tr>
</tbody>
</table>

### Suggested Technique

7. Review with Singer materials

7. Use as materials suggest:

### Resource Materials

- *People Who Work in Stores* (Coronet)
- *Behind the Scenes at the Supermarket* (11 min. color or b/w film, Assoc. of California)
- Filmstrips:
  - *"Shopping For Groceries* (J.H. 1870 OF #5)
  - *"A Family Shopping Trip, Society for Visual Education"
  - *"Supermarket Worker* (SVE)
  - *"My Dad Works in a Supermarket* (1968, J.H. 1870 OF #5)
  - *"Shopping for Groceries* (J.H. 1870 OF #5)

### Song

- "Supermarket" (This Is Music, Allyn Bacon, Gr. 2, 1961)

### Activities

1. Supermarket helpers - Singer S. V. E.
   - A. Serving produce - customers
   - B. Store dairy manager
   - C. Stocking shelves
   - D. Preparing meat
   - E. Checking out an order
   - F. Package produce
   - G. Unloading produce

### Diagram

- Food to My Table

- Continuation Activity Sheet
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Following completion of this activity sheet each child will make a picture of foods needed for a nutritious breakfast.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resource person</td>
<td>1. People bring their own pictures and tell stories about several foods.</td>
<td>Resource people from Bismarck are: Elenor Aune Marge Perkins Burleigh County Extension Agent telephone 255-4011</td>
</tr>
<tr>
<td>2. Set up a supermarket in the room.</td>
<td>2. a) What workers would help you when you go to the supermarket? b) What do you need to have with you before you go to any kind of store? c) What do you need to know about math that would help you in the store?</td>
<td>2. Grocery boxes, cans, toy register, toy money #9315 Milton Bradley Aids.</td>
</tr>
<tr>
<td>3. Role play visits to the &quot;pretend&quot; store.</td>
<td>3. Let the children use toy money, letting some be a checker, stock boy, carry out boy, and go to the store to make purchases</td>
<td></td>
</tr>
<tr>
<td>4. Plan a bulletin board emphasizing the foods for a good breakfast (or other meals).</td>
<td>4. Use a white background with blue lettering for contrast. Pump could be yellow with read circle. Insert picture at the top. Place on yellow circle first to simulate glass, basket or plate may be used.</td>
<td>4. White background paper, blue letters, yellow and red construction paper. Pictures of varieties of breakfast food.</td>
</tr>
</tbody>
</table>

SUGGESTED SUBJECT AREA

SUGGESTED GRADE LEVEL

SUGGESTED CORRELATION FOR THIS ACTIVITY:
5. Class plans a breakfast and food services and home economists for a field trip to M.D.U. especially for the store. All items needed to be purchased.

6. a. Discuss the various workers at the store. Let them list the various departments they were aware of while at the store. Children observed at the store.

6. b. "Grocery Man"

7. Serve the breakfast to the class.

8. Take a trip to M.D.U. especially for breakfast foods for the border.

SUGGESTED TECHNIQUE

4. continued - use variety of breakfast foods for the border.

RESOURCE MATERIALS

b. "Grocery Man"

4. Use variety of breakfast foods for the border.

FILL UP WITH A
SPECIFIC GUIDELINES FOR EACH TRIP

Grade 2

MONTANA-DAKOTA UTILITIES

We would like to see food areas (home economist, basic food groups, how Montana-Dakota Utilities helps us prepare our food, etc.)
Groceryman

FLORENCE MARTIN

This song provides a variety of activity. The “groceryman” and “customer” phrases may be divided between two children, two groups, one child and a group, a group and one child, or between the boys and the girls. Have pupils suggest other items of food with two syllable names such as: lemons, peaches, turnips, lettuce, onions.

1. O.____ come and buy my spin-ach! It's ver-y nice to-day! O.____
2. O.____ come and buy my car-rots! They're ver-y nice to-day! O.____
3. O.____ come and buy my ap-ples! They're ver-y nice to-day! O.____
4. O.____ come and buy my ber ries! They're ver-y nice to-day! O.____

how much is your spin-ach? And how much shall I pay?
how much are your car-rots? And how much shall I pay?
how much are your ap-ples? And how much shall I pay?
how much are your ber ries? And how much shall I pay?
I Can't Do That Sum

Key: C  Starting Tone: 13 (5)
Meter: 4(7)
Piano accompaniment on page 260

EXPRESSION: This song was written by Victor Herbert nearly fifty years ago. It is from an operetta (a play with spoken dialogue, songs, and dances) called "Babes In Toyland." Mr. Herbert wrote many plays with music. His gay, singable melodies were favorites of the children's great-grandparents.

• MELODY: Listen to the record a number of times before singing the song. Draw attention to the fact that the melody skips up a little higher at the beginning of each of the first three phrases. The fourth phrase moves gradually downward to the home tone.

• RHYTHM: Notice that the rhythm of the song moves with two tones to a beat most of the time. Draw attention to the rests which occur in the first two phrases. Ask the children to chant the words as one child taps the beat.

After the song is familiar, challenge the children to tap the rhythm while they think the words and melody.

This pattern \( \frac{3}{4} \) might be played on a wood block or tambourine as an accompaniment. Play finger cymbals each time a number is sung in phrase one.

Repeat this pattern throughout the song.

I Can't Do That Sum

Music by Victor Herbert
Words by Glen MacDonough

When you have learned this song, the suggestion in question 3 on page 11. Listen to the recording. Is this accompaniment like the accompaniment you planned? In what ways is it different?

Put down six and carry two, Put down six.

Put down six, carry two! Gee, but this is hard to do,

Hard to do, hard to do! You can think and think and think Till your brains are numb! I don't care what teacher says, I can't do that sum.

Record 6  Side B  Band 5. VOICES: children's choir.
ACCOMPANIMENT: piano, percussion.
FORM: Instrumental; Vocal.

34c
BROAD OBJECTIVE: To develop the concept that people work for various rewards.

SUGGESTED SUBJECT AREA: Math

SUGGESTED GRADE LEVEL: 2

SUGGESTED ACTIVITY:

1. View film or filmstrip
2. Have students bring sales pages from their home newspaper. Use these to give students an idea of things that can be purchased with money earned for working.
4. Sing song

SUGGESTED TECHNIQUE:

2. Motivate discussion by asking open-ended questions that could be answered in a variety of ways. Suggested questions:
   - What was the most recent thing you purchased?
   - What would you buy on these sales pages if you had money?
   - What was the most recent thing that you purchased?
   - How do you think you use money?
   - What are some other things you could get money for?
   - Why do you think we use money?
   - What are some other things you would like to buy that are not included here?

Have students make a list of groceries and prices that they would buy for one week. Add up total cost.

3. After reading story have children make a picture of Danny buying something they would like.

RESOURCE MATERIALS:

1. Films:
   - *16 mm Coronet film* "Using Money Wisely"
   - Filmstrip: "Shopping for Groceries" 18 frames Jam Handy
   - "Using Money Wisely" (filmstrip and record) Society for Visual Education

2. Newspaper Ads

   - "What Can Money Do?" Doris Pope, Betty J.T. S. Bennett & Co.
   - "How Can Money Help You?" James S. Kerr

4. Song: "Dream Shelves" (Enclosed) Whitman & Co. Chicago

SUGGESTED CORRELATION FOR THIS ACTIVITY: 35
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Use the store again for math concepts using small toys, books, etc. (see p. 34)</td>
<td>5. Set up a store in which you sell school supplies, candy, or used comic books which kids have donated from home. They could help mark, price and sell supplies. They learn about profit.</td>
<td>5. Children bring used comic books or other articles from home. Articles purchased by the teacher.</td>
</tr>
</tbody>
</table>
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:
Each student makes a chain of circles making a picture in each of the workers that help feed us.

SUGGESTED SUBJECT AREA: Language Art
SUGGESTED GRADE LEVEL: 2nd

ACTIVITY
1. Develop a continuing experience chart about the people who work in the supermarket.
2. Develop a bulletin board of related workers.
4. Make circle bulletin board (see next page).

SUGGESTED TECHNIQUE
1. Introduce the new vocabulary within the continuing experience chart.
2. What would you like to be? (checker, butcher, baker, truck driver, manager. Have children name the workers related in the supermarket; see attached sheet for examples - What is my job? for related workers.
3. See attached sheet.
4. Make circle bulletin board and label.
5. All circles are given and have class each as you study, at the end, cover (age) have all covered, uncover lesson.

RESOURCE MATERIALS
1. Charts
2. Construction paper, colors
3. Sheet of riddles
4. Letters

SUGGESTED CORRELATION FOR THIS ACTIVITY:
36
DREAM SHELVES

Playfully

If we could have a secret place, A house we made ourselves, Then

all the things we love to eat We'd keep up on the shelves:

First Shelf, What a tasty scheme! The

shelves are always very full Because they're just a dream!

Allowing children to choose favorite foods for the shelves is good motivation for individual singing. For example, class sings "second shelf" and one child sings his own food choice. (See suggestions for aiding uncertain singers on page 31.)

DIFFERENCE

Father likes coffee,
Mother drinks tea,
And I have milk, but
they
don't
ask
ME.

Aileen Fisher

1.11
Community Helpers
WHO Feed Us

FARMERS

Place picture in circle.

Supermarket Workers

Truck Driver

Dairy Worker

BAKERY WORKER
We visited the grocery store.

We saw Jane's mother.

She works there everyday.

When we buy foods, she takes our money.

She gets money for this.

What is her job?

My brother works at the grocery store.

He puts foods on the shelves.

He puts food in the paper bag.

He gets money for this work.

What is his job?

My grandfather helps the groceryman.

He lives on the farm.

He grows vegetables and fruit.

He has chickens and pigs.

He has cows that give milk.

Grandfather sells some of these products to the groceryman.

The groceryman pays Grandfather for these products.
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To provide general observation experiences of the world of work

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate a knowledge of parent's and neighbor's responsibility to each other,

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED GRADE LEVEL:** 2

**SUGGESTED TECHNIQUE:**
1. Discuss:
   - What their parents and neighbors jobs entail?
   - That the work that their parents and neighbors do is important to others.
   - That these people have qualified themselves for these positions.
   - That these jobs provide them with money to live, to buy things to support a family.

2. Discuss city departments and after reading books tell where worker would work.

3. Filmstrips - Bismarck School System

4. Children recognize his own parents as these community helpers.

5. Sing Song

**SUGGESTED MATERIALS**

1. "Community Helpers Activities Posters" with stories and activities.
   - F. A. Owen Publishing Co
   - Danville, N.Y.

2. Books
   - *I Want to Be Series*

3. Filmstrips
   - *Our Library*
   - *Our Fire Dept.*
   - *Our Police Dept.*
   - *Our Post Office*
   - *Our Health Dept.*
   - *Our Fire Dept.*
   - *Our Police Dept.*

5. Diorama

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

<table>
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<td>1. Display Community Helpers Posters.</td>
</tr>
<tr>
<td>&quot;Our Library&quot;</td>
<td>2. Children recognize his own parents as these community helpers.</td>
</tr>
<tr>
<td>&quot;Our Police Dept.&quot;</td>
<td>3. Filmstrips</td>
</tr>
<tr>
<td>&quot;Our Fire Dept.&quot;</td>
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</tr>
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<td>&quot;Our Post Office&quot;</td>
<td>5. Sing Song</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>&quot;Our Police Dept.&quot;</td>
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</table>

**ACTIVITY**

- Have class make dioramas of workers.
- Complete exercises from Community Helpers Activities Posters.
- Read stories, color pictures, and complete exercises from Community Helpers Activities Posters.
- Children recognize their own parents as community helpers.
- Sing Song

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

1. Each student will be able to share these workers that need to depend on one another.

2. Each student will be able to share these neighbors' responsibility to each other.

3. Each student will be able to share these community helpers' responsibility to each other.

4. Each student will be able to share these community helpers' responsibility to each other.

5. Each student will be able to share these community helpers' responsibility to each other.

**CAREER DEVELOPMENT ACTIVITIES**

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1. Each student will be able to share these workers that need to depend on one another.

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**CAREER DEVELOPMENT ACTIVITIES**

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</tbody>
</table>
**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** To demonstrate knowledge of the use of math in an architect's work each student will be able to state at least two ways that an architect uses math.

**SUGGESTED SUBJECT AREA** Math - Social Studies

**SUGGESTED GRADE LEVEL** 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bring an example of a blueprint and a house drawing. If possible show the relationship of the blueprint measurements to a house under construction.</td>
<td>1. Within the unit of measuring in Math discover why it is important for an architect and builder to know how to measure. Discuss what skills and training are needed to become an architect.</td>
<td>2. Rulers, 9&quot;x12&quot; white paper</td>
</tr>
<tr>
<td>2. Children may draw a picture of their room or their house. Have them measure their rooms at home and make a chart of measured rooms showing feet and inches.</td>
<td>2. Demonstrate with rulers how to measure. Capable students may measure their bedrooms showing feet and inches.</td>
<td></td>
</tr>
<tr>
<td>4. Begin Mural</td>
<td>4. Your mural will show the development of a house and all the jobs that are involved to be continued throughout the unit. Divide class into groups to work on mural.</td>
<td></td>
</tr>
</tbody>
</table>

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
BROAD OBJECTIVE:
To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:
To demonstrate knowledge of various workers

SUGGESTED SUBJECT AREA: Social studies

SUGGESTED GRADE LEVEL: 2

ACTIVITY
la. Make a field trip to a construction area where houses are at different building stages.

lb. View a filmstrip or film on the construction of a house.

2. Read books and put together puzzles of the different stages of construction.

3. Sing songs about the different stages of building a house.

4. Put together a mural that represents the stages of building a house.

5. Put together an individual project where students put together puzzles of the painter and the various workers that produce goods and services.

RESOURCE MATERIALS
1. b. Filmstrips: "Building a House in a Little Town" 146-01 Archer Avenue Chicago, III. 60611

   "How We Get Our Homes" 4 frames, color 4 parts: Encyclopedia Britannica Films, Inc.

   "Shelter" 6 frames, color 6 parts: Society for Visual Education 1345 Diversey Parkway Chicago, Ill. 60614

2. Books:


   "My Dad is a Carpenter", I. F. C. Philadelphia, PA 19171

   "Building a House", Curriculum Filmstrips, 1319 Vine Street Philadelphia, PA 19107

   "Building a House", Curriculum Filmstrips, 1319 Vine Street Philadelphia, PA 19107

   "Building a House in a Little Town", 1319 Vine Street Philadelphia, PA 19107

SUGGESTED CORRELATION FOR THIS ACTIVITY:

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<tr>
<td>1. a. Explain what a house is.</td>
<td>&quot;Building a House...&quot;</td>
</tr>
<tr>
<td>1. b. Explain what different materials are used.</td>
<td>&quot;Building a House...&quot;</td>
</tr>
<tr>
<td>1. c. How many different community workers help to build a house?</td>
<td>&quot;Building a House...&quot;</td>
</tr>
<tr>
<td>1. d. How many different community workers help to build a house?</td>
<td>&quot;Building a House...&quot;</td>
</tr>
<tr>
<td>2. Explain what a house is.</td>
<td>&quot;Building a House...&quot;</td>
</tr>
<tr>
<td>3. Have class develop the mural.</td>
<td>&quot;Building a House...&quot;</td>
</tr>
<tr>
<td>4. Use books in resource material.</td>
<td>&quot;Building a House...&quot;</td>
</tr>
<tr>
<td>5. Have class develop an individual project.</td>
<td>&quot;Building a House...&quot;</td>
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That produce services.

SUGGESTED GRADE LEVEL: 2

SUGGESTED SUBJECT AREA: Social studies

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of various workers

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

CAREER DEVELOPMENT ACTIVITIES
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<tr>
<td>*Let's Go Watch a Building Going Up, Godspeed, J. M.; G. P. Putmans Sons 1956, 200 Madison Avenue, New York, NY</td>
<td></td>
</tr>
<tr>
<td>*How We Get Our Shelter, Prous, Melcorn Benefic Press, Chicago, Ill</td>
<td></td>
</tr>
<tr>
<td>*I Want to Be a Carpenter, Greene, Carla; Children's Press</td>
<td></td>
</tr>
<tr>
<td>Films: The New House: Where It Comes From. Coronet Films</td>
<td></td>
</tr>
<tr>
<td>*Building a House - 12 min, color or B/W Encyclopaedia Britannica Films, Inc. 425 N. Michigan ave. Chicago, Ill 60611</td>
<td></td>
</tr>
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</table>

4. Songs: "Builders at Work" in Gr. 2 Together We Sing, Follett Chicago I.
- "The Carpenter" Music for Young Americans, American Book Co, N Y p.30
- "Building a House" Music for Young Americans, American Book Co. NY Gr. 3
- "MY Father" Discovering Music Book 2 Follett Publ. Co. Chicago, Ill
- "Building" This is Music, Allyn Bacon Chicago, Ill, Gr.2 1961

Community Helpers Job Puzzles - Painter S.V. E. Singer
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:**
To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:**
Each child will be able to role play the use of a tool and at least one other child will be able to name the worker who uses the tool.

**SUGGESTED SUBJECT AREA**
Language Arts - Science

**SUGGESTED GRADE LEVEL**
2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tr>
<td>2. Write a descriptive paragraph and make a picture about how a tool looks, feels and sounds.</td>
<td></td>
</tr>
<tr>
<td>3. Read books about tools and use.</td>
<td></td>
</tr>
<tr>
<td>4. Sing Songs</td>
<td></td>
</tr>
<tr>
<td>5. Riddles</td>
<td></td>
</tr>
</tbody>
</table>

**SUGGESTED TECHNIQUE**
1. Have children use the hammer, nails, and other tools to build sticks and small tools to build houses and other tools or use popcicle sticks and small nails to build houses.

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
1. Read books about tools and use.
2. Write a descriptive paragraph and make a picture about how a tool looks, feels and sounds.
3. Display toy tools and tools.

---

**SUOCCORRED GRADE LEVEL**
2

**SPECIFIC BEHAVIORAL OBJECTIVE:**
Each child will be able to role play the use of a tool.

**BROAD OBJECTIVE:**
To present appropriate occupational information about the world of work.

**CAREER DEVELOPMENT ACTIVITIES**
The steam shovel twists his long neck around, And

bites off a great big piece of ground. He

swings it around with a bumpity bump, And

spits it all out with a dumpity dump.

Ask the children to look at the picture in the pupils book, p. 20. Why are the people looking through the fence? This picture tells how interested everyone is in big machines, and also shows how massive these are.

MUSICAL LEARNING
• Notice how the accompaniment adds to the feeling of heaviness and great strength.
• To help the children develop their rhythmic sense, suggest that they sway back and forth on the first and fourth beats of each measure as they are learning the song.

PERFORMANCE To swing the steam shovel around, dig, and dump, the children stretch, bend, pull up, and then relax. Their actions should suggest the heavy, ponderous movements of the steam shovel.

No specific directions are necessary, but the actions should parallel the words of the text.

RELATED LISTENING The "Ox-Cart" from Mussorgsky's Pictures at an Exhibition (ADVENTURES IN MUSIC, GRADE 2).

RECORDING To create the feeling of the massive, slow-moving steam shovel, the bass clarinet is played in its lower register and heavy chords are played on the piano.
All around the community, workers are busy all day in factories, homes, offices, and in the streets, doing all the things that provide food, shelter, and clothing for the people of the town.

My Father

Proudly

1. My father's a farmer, He works all day long,
   His face, it is brown, And his hands they are strong;
   He plants in the spring-time, And reaps in the fall,
   And brings in a harvest Of food for us all.

2. My father's a worker, A good one they say,
   In our busy factory, Machines run all day,
   With whirring and humming, They clang and they sing;
   Assembling line workers, Make wonderful things.

3. My father's a merchant, He works in the town,
   And helps all the folks From the country around.
   His days are so busy, He has lots to do;
   Some day, when I'm older, I'll work with him, too.


Adapted by M.F.I.

German Folk Melody
Building a House

Melody reading Adapted Words (Slovak Folk Song)

Key: E♭

Group 1 plays or claps

Group 2 plays or claps

1. Tap a tap, tap a tap, Hammer on the wall.

2. Carpenter, carpenter, Make the sawdust fly,
   Saw the wood, trim the wood, Build the house up high.

3. Slap a slap, slap a slap, Paint from morn till night,
   Slap a slap, slap a slap. Paint it green and white.

To see the 3 treasure phrases. The guide will aid you with the
ending details.
In every town and city, there are people who earn their living by making things with their hands. We admire what they can do.

Builders at Work

Inquiringly

1. Would you know how a home is made?
2. Would you know how a window's made?
3. Would you like to preserve the wood?

See the mason ply his trade!
See the glazier ply his trade!
Paint, we know, is very good.

Stone on stone, stone on stone,
Glass must fit window-pane,
With brush and paint and turpentine.

Building them a fine new home.
Pane must fit the window frame.
Painters color walls so fine.

CHORDS: I = F Maj.; V7 = C7.

B.P.K.,
from the German

German Folksong
Building

**FIRST GROUP (truckers)**

You bring the bricks and we'll bring the sand.

**SECOND GROUP (diggers)**

You mix the mortar, we'll dig the holes.

**THIRD GROUP (carpenters) FOURTH GROUP (roofers)**

We'll build the houses, We'll put the roofs on them.

**FIFTH GROUP (pavers) SIXTH GROUP (track liners)**

We'll make the sidewalks, We'll lay the street-car tracks.

**ALL WORKERS**

If we all help each other, our city will soon be built.

Copyright 1931 by Associated Music Publishers, Inc. Used by permission
be used with this
pound!
-heavy sound.
-pound!
-pound!
hit, pound!
hit a heavy hammer.
hit a light hammer.

ough a thick board.
in piece of wood.

high on the house.
low on the floor.

might be indicated
sticks for high, and

Divide the class
is, one section play-
ments, the other in-
round in movement:
play, the group
when the drums
hammers low.

2.1-2

The Carpenter

WITH A SWING

Wood block or sticks

Adapted Words

Danish Folk Tune

FAST-SLOW  LOUD-SOFT  HIGH-LOW

The carpenter hammers nails, the carpenter saws the wood;

The carpenter can build a house that's strong and safe and good.
1. Would you know how our furniture's made?
   See the joiner ply his trade!
   Zish. sash, zish! Planes it good,
   Making tables out of wood.

5. Would you know how clothes are made?
   Tailors ply a busy trade!
   Stitch, stitch, stitch, busy is he!
   Tailor, make a suit for me.

6. Would you know how a cake is made?
   See the baker ply his trade!
   Mix and stir with a spoon,
   Then the cake is ready soon.

7. Would you know how to have some fun?
   Invite our friends to come.
   Cake, cream, and lollipop,
   Sing a song, and dance, hop, hop!
Wood block or sticks  
\[\times \times \times \times \]  
Sand block  
\[\times \times \times \]  
Wood block or sticks  
\[\times \times \times \times \]  
Sand block  
A rap-tap-tap! And szz-szz-szz!  
Ham-mer the nails and saw the wood.

Wood block or sticks  
\[\times \times \times \times \]  
Sand block  
\[\times \times \times \]  
Wood block or sticks  
\[\times \times \times \times \]  
Sand block  
A rap-tap-tap! And szz-szz-szz!  
Ham-mer the nails and saw the wood.

Sand block  
\[\times \times \times \times \]  
\[\times \times \times \times \]  
Saw the wood, saw the wood, saw the wood, Szz-szz-szz-szz-szz!
Johnny Works with One Hammer

With emphasis on rhythm

1. Johnny works with one hammer, One hammer, one hammer. Johnny works with one hammer, Then he works with two!

2. Johnny works with two hammers, Two hammers, two hammers. Johnny works with two hammers, Then he works with three!

3. Johnny works with three hammers, Three hammers, three hammers. Johnny works with three hammers, Then he works with four!

4. Johnny works with four hammers, Four hammers, four hammers. Johnny works with four hammers, Then he works with five!

5. Johnny works with five hammers, Five hammers, five hammers. Johnny works with five hammers, Then he goes to sleep.

Melody, words, and finger plays from FINGER PLAY by V. J. Miller and Paula Zajan
Copyright, 1953, by G. Schirmer, Inc. All rights reserved.
RIDDLES

I build new houses, I also fix old ones. I use a hammer, a Saw and other tools.
Who Am I? Carpenter

I work inside and outside
I use many tools
I build things from Wood
Who Am I? Carpenter

Mr. ____ comes to our house when Mom needs help because there is water in the basement, or the bathtub won't let the water out. He also helps build new houses. He works with pipes. What is his job? plumber

I use many sizes of ladders in my work. I usually wear a white cap and have pockets in my overalls. I sometimes look quite spotted at the end of a day.
Who am I? painter
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After the class has listed on the board various workers who make repairs in homes each child will be able to write names of at least two workers who have come to their homes to make repairs.

SUGGESTED SUBJECT AREA: Social Studies
SUGGESTED GRADE LEVEL: 2

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<td>1. Read book and view filmstrip</td>
<td>1. a. What community helpers come to your house when something needs to be repaired or to keep houses safe and attractive? (e.g.) painter, plumber, electrician, carpenter</td>
<td>Resource Book: Freeman, Ira M. All About Electricity, Random House 1957 457-Madison ave., New York, NY 10022</td>
</tr>
<tr>
<td>3. Sing song</td>
<td>2. a. Look at newspapers and magazines for articles and pictures that are related to home repair. Use these for a class scrap book.</td>
<td>Filmstrip: Bismarck Schools #477 &quot;How Electricity Helps Us&quot;</td>
</tr>
<tr>
<td></td>
<td>b. Make list of items in their homes that require electricity to operate them.</td>
<td>2. Bring newspapers and Magazines</td>
</tr>
<tr>
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<td></td>
<td>3. Song: &quot;Leaky Faucet&quot; Music In Our Town. Silver Burdett, 1962 Gr. 2 p.76 (attached)</td>
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SUGGESTED CORRELATION FOR THIS ACTIVITY:
Leaky Faucet

WORDS AND MUSIC BY ERNEST GOLD

Play on black keys to begin song:

Drip, drop, Drip, drop, Drip, drop, drip

Drip, drop, drop, drop, Drip, drop, drop, drop,

The leak-y faucet drips, Drip, drop, drop, drop,

Drip, drop, drop, drop, It drips and drips and drips.

I think perhaps it’s stopping now; It seems so still,

but then, Drip, drop, drop, drop, Drip, drop,

drop, drop, It starts to drip again!
**CAREER DEVELOPMENT ACTIVITIES**

**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Each child will be able to list at least four cooperative services provided by workers in a community.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED GRADE LEVEL:** 2

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<tr>
<td>1. a. Use small milk cartons and cover with colorful paper. Make a roof and chimney and have children paint on windows and doors. Use larger cartons for apartment houses and a school. Set on table and make a town with streets, trees, etc. Caption: Where We Live.</td>
<td>1. a. What do people share in a community that we use in our homes? (e.g.) gas, sewer, streets, electricity, and water.</td>
<td>Sing: &quot;Let's Build a Town&quot; <em>Music is Music</em>, Allyn and Bacon Boston, Mass, Gr. 2 (enclosed)</td>
</tr>
<tr>
<td>1. b. Make a sugar cube or plastic brick house as a class project.</td>
<td>1. b. Tell what your home is like. How are homes alike? How might they be different.</td>
<td></td>
</tr>
<tr>
<td>2. Sing Song</td>
<td></td>
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**SUGGESTED CORRELATION FOR THIS ACTIVITY:**
Let's Build a Town

What fun! Let's build a little town,

The nicest town you've ever seen!

The nicest town you've ever seen!
So here we come with picks and with shovels and hammers and ladders and horses and wagons and every other thing we can find on the block.

What fun! Let's build a brand new town the nicest town you've ever seen.
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To accept and respect self and others

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate his attitude each student will portray his attitude in the type of ending that he writes.

SUGGESTED SUBJECT AREA: Language - Social Studies
SUGGESTED GRADE LEVEL: 2

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<tr>
<td>1. Show a filmstrip</td>
<td>1. Discuss a visit to a building under construction.&lt;br&gt;a. What safety measures were used to protect persons?&lt;br&gt;b. What could possibly happen to persons who did not remember to observe safety rules around construction areas?&lt;br&gt;2. Have the children write their impressions how they think they would like the story to end.</td>
<td>1. Open-Ended Stories&lt;br&gt;Imperial Filmstrip and cassette&lt;br&gt;* &quot;The New Building&quot; 134-3</td>
</tr>
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</table>

2. Write story ending
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: From a list of places around the world have child identify the place as the teacher shows pictures of kinds of houses around the world.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

ACTIVITY

1. a. Find pictures and display on bulletin board for topic "Many Kinds of Shelter"

b. Collect and draw pictures of different kinds of houses from other lands to make a classroom television show. Pictures should be pasted on long strips of wrapping or shelf paper in a determined order. Attach the strip of paper to rollers made of cardboard tubing or on round sticks at both ends. Use a cardboard box.

SUGGESTED TECHNIQUE

1. Explain why there are so many types of houses in the world.

2. Why are certain materials used in building houses in different places? (e.g.) grass houses in hot places. Clay blocks in desserts.

RESOURCE MATERIALS

Burns, William, World Full of Houses
McGraw Hill Book Co, Inc. 1953

Case, Bernard, Story of Houses
Sterling Publishing Co., Inc.
419 Park Avenue S. New York, NY 10016

*Carter, Katherine, True Book of Houses
Childrens Press 1957

Hurd, Edith Thatcher Somebody's House
Lothreys, Lee, and Shepherd Co., Inc.
1953

Unrell, Catherine, Big City Homes

SUGGESTED CORRELATION FOR THIS ACTIVITY: 44
2. a. Bring samples of materials used in building different kinds of homes and label.
   b. Have children make different homes from other lands.
**BROAD OBJECTIVE:** To present appropriate occupational information about the world of work.

**SPECIFIC BEHAVIORAL OBJECTIVE:**
Community Helpers that Provide Service
To demonstrate students' knowledge of community establishment that provides services, each student will be able to list at least three workers who provide services.

<table>
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<tr>
<th>ACTIVITY</th>
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</table>
| 1. Display Community Helpers posters and pictures. | 1. a. Discuss workers who provide services.  
   b. Name some of these workers | 1-2. *"Community Helpers posters" with stories and activities  
   F. A. Owen Publ. Co. (fold outs)  
   Danville, N.Y.  
   Books |
| 2. Make Booklet of dittoed stories with these pictures  
   Set I: 1. Barber  
   2. Gasoline Man  
   3. Zoo Keeper  
   Set II: 1. Waitress  
   2. Moving Man  
   3. Tree surgeon  
   4. Shoe Repairman  
   5. Telephone operator | 2. a. Why are these jobs important to them and to others?  
   b. Give example of a service they would like to perform in the community. |
| 3. Book Reports | 3. Have the children select a book about a job they would like to know more about and give an oral report. |

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED GRADE LEVEL:** 2

**SUGGESTED CORRELATION FOR THIS ACTIVITY:**

45 (cont)
3. Books Continued

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. View filmstrips available</td>
<td></td>
</tr>
</tbody>
</table>

CONTINUATION ACTIVITY SHEET
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 5. View Films available | 7. For review of producers of goods or services list workers on board and play game - enclosed. | 4. continued  
*"My Dad Works In a Service Station" I.F.c.  
Bismarck School Filmstrips  
#1236 "Visit to A Shopping Center"  
*Imperial Film Series #132, 133, 136  
*"School Workers"- SVE F2 10-1  
*"Library Workers" S.V.E. F210-2 |
| 6. Sing Song   |                                                                                   |                                                                                                                                                      |
| 7. Play game "Service or Goods" |                                                                                   | 5. Films: Helpers in Our Community, Gr. 2-3  10 min, Soun, Color Coronet 1958
6. Song: "The Service Station" Music For Young Americans. American Book Company 1959 Gr. 2 p. 32 |

8. Field trip to Kirkwood
Specific guidelines (attached) and general guidelines included in Appendix B
SERVICE OR GOODS?

A. Purpose: To strengthen the concept of producers of goods and producers of services.

B. Materials: A list of producers of services and goods placed on the board. The children have previously made the list, over the period of time that they have been studying workers in the neighborhood.

Example: doctor - service
        baker - goods
        dairy - goods
        farmer - goods
        barber - service
        dry cleaner - service

C. Introduction: Let's count off by fours to make four teams. Teams get together so we can play a game.

We have a list of producers on the board. I will point to a producer and you will take turns telling whether this producer deals in goods or services. Just call out "goods" or "services" as quickly as you can. Each team receives one point for each correct answer. The game will last ten minutes. The winner is the team with the most points.

D. Variation: Children may write the names of the producers under the heading, "Goods or Services." This may be used as seat work.

E. Correlation: This type of activity may be used in the study of parts of speech, the identification of arithmetic processes, long or short vowels, identification of flowers or trees, or any study in which a selection of types or process is possible.
BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After presentation of materials, children demonstrate good telephone manners by role playing in the class.

SUGGESTED SUBJECT AREA: Language Arts
SUGGESTED GRADE LEVEL: 2

**ACTIVITY**

1. Children alphabetize names of classmates in a prepared booklet

2. Language activity on correct manners when using the telephone

3. Small group discussion on the ease in which we call and the number of jobs connected with making it easy.

4. Resource person

5. Have children use teletrainers.

6. Other activities

7. Books

**SUGGESTED TECHNIQUE**

1. Discuss importance of people whose job it is to put down written material correctly such as the telephone book.

2. Children plan skits showing poor and good telephone manners, follow with film. See No. 1 under resource.

3. After children have completed discussions have them list the number of jobs they came up with.

4. Bring in resource person to discuss the telephone system

5. Children practice making correct telephone calls, also have some children practice being operator and making long distance calls.

**RESOURCE MATERIALS**


2. Teletrainers from Bell telephone

3. Resource person from local telephone office.

4. Teletrainers available from N.W. B.

5. Teacher's Guide - Bell Telephone


SUGGESTED CORRELATION FOR THIS ACTIVITY:
**ACTIVITY SHEET**

**ACTIVITY**

8. Filmstrips
9. Field trip

**SUGGESTED TECHNIQUES**

7. *I Want to Be a Telephone Operator*
   - Carla Greene
   - Contact: 107G

8. Filmstrip: "Telephone Services"

6. *Communication: The Telephone*
   - McGraw-Hill Book Company 641267
   - *The Neighborhood Newspaper Store*
   - EyeGate 107G

**RESOURCE MATERIALS**

General Guidelines in Appendix B
Specific Guidelines attached

ByeGate 107G

* The Neighborhood Newspaper Store
* "Communication: The Telephone"
* Filmstrip: "Telephone Services"
* "Telephone Services"

Specific Guidelines attached
General Guidelines in Appendix B

7. continued

Continued
SPECIFIC GUIDELINES FOR EACH TRIP

Grade 2

BELL TELEPHONE

Excellent! Just continue as it was
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:
To present appropriate occupational information about the World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE:
To demonstrate knowledge of Post Office Occupations. Each student will be able to name 4 jobs that can be found in the post office.

SUGGESTED SUBJECT AREAS:
Social Studies

SUGGESTED GRADE LEVEL:

ACTIVITY

1. Books
2. Write letters
3. Mail delivery
4. Mail delivery
5. Teacher presents the picture

SUGGESTED TECHNIQUE

1. Mail, Zip, and the U.S. Mail
2. Mail delivery, ECF 107
3. Mail, Mailman's bag, and other things that would relate to career development in that area.
4. Mail, Mailman's bag, and other things that would relate to career development in that area.
5. As an introduction or as a review, these pictures with records, stories, and materials that the teacher wishes to use, help and instructional aids for the teacher to talk about, words to know

SUGGESTED RESOURCE MATERIALS

1. *Mr. Zip and the U.S. Mail
2. Call post office
3. *Mail Delivery ECF 107
4. *Postal Helpers SP 122, Student Viewer
5. a. Highway Post Office Truck
   b. Loading Relay Trucks
   c. Delivering Mail
   d. Sorting Mail
   e. Canceling Stamps
   f. Loading Mail
   g. Highway Post Office Truck
   h. Loading mail at airport

SPECIFIC BEHAVIORAL OBJECTIVE:
To demonstrate knowledge of Post Office Occupations. Each student will be able to name 4 jobs that can be found in the post office.

BROAD OBJECTIVE:
To present appropriate occupational information about the World of Work.
BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of aerospace occupations, each student will be able to name four jobs that can be found in aerospace industry.

SUGGESTED SUBJECT AREA: Science - Social Studies
SUGGESTED GRADE LEVEL: 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUGGESTED TECHNIQUE</th>
<th>RESOURCE MATERIALS</th>
</tr>
</thead>
</table>
| 1. View Filmstrip | What have you seen as you visited the airport? List words they suggest to develop terminology. | 1. Filmstrip: *Airport Workers-Airport Service* 141-5 Imperial Film Co. Bismarck Public School #497 "How an Astronaut Lives in Space"
| 3. Ask which children would like to read and give report on resource books listed in resource materials column. | Oral reports and discussion | |
| 4. Make bulletin board. Make rocket from paper towel tube and cover tube and cone with aluminum foil. Slit bottom sides of tube and insert aluminum covered fins. Tape on red, yellow and orange ribbon or crepe paper for fire affect. With tempered or felt tip marker paint on windows, | Display Bulletin Board | |
| 5. Pretend you are taking a trip through space in an airplane or a rocket and create your own picture of what you think it is like. | Pretend you are taking a trip through space in an airplane or a rocket and create your own picture of what you think it is like. | |

SUGGESTED CORRELATION FOR THIS ACTIVITY:
ACTIVITY

4. continued

5. Children create their idea of a trip through space.

RESOURCE MATERIALS

- Colors, 9x12 drawing paper
- About a Pilot of a Plane
- Your World - Let's Take an Airplane
- *Come to Work With Us in an Airport
- *True Book of Space
- *About a Pilot of a Plane
- *Come to Work With Us in an Airport
- True Book of Space

ACTIVITY

5. Children create their idea of a trip through space.

4. continued - numbers and tags.
BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will show that they understand that some workers produce goods, others produce services - by making two columns on goods and services and list five workers under each.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 2

ACTIVITY
1. View filmstrips
2. Have students give riddles.
3. Read poems applicable in What Will I Be From A-Z
4. Write letters.
5. Build a town.

SUGGESTED TECHNIQUE
1. View to determine which workers produce goods or services. Discuss with the class the workers they see throughout the community. List workers who produce goods or services.
2. Have class make up a riddle "Where Could I Buy?" and then another member guess 'where'.
3. Review with poems from resource material.
4. Have the class compose a letter to send to other areas of the country and ask what jobs their fathers do in their area and then compare work.
5. Using various shaped boxes or carton, cover with colorful paper or paint; labeling each business and identify whether it provides goods or services.

RESOURCE MATERIALS
1. Filmstrips:
   * "People We Know" Part II, Guidance Assoc.
   * "A City Is Many Things" Series
     "A City Is Services"
     "A City is People At Work"
   Imperial Film Company
   * We All Work - BFA
   Bismarck Schools:
   #942 Having Fun In the City
   #933 To A City
   #1236 Visit to a Shopping Center
2. Riddles (enclosed) pg. 50 b
3. Resource for teacher and class: What Will I Be From A-Z, Gelb, Don
   National Dairy Council, Chicago
5. Boxes, paper, paint
6. Songs:
   "What Sort of People Cometo Your Town", "A Customer" pg. 127
   This is Music Allyn & Bacon

SUGGESTED CORRELATION FOR THIS ACTIVITY:
CONTINUATION ACTIVITY SHEET

**Activity**

6. Sing Songs
7. a. Games The Chain
    b. Look and List
    c. Whose the Worker
    d. What' My Line
8. Field Trip

**Suggested Technique**

7. a. To review the many things city helpers do for us, follow directions on enclosure p. 50e
    b. To review with seatwork what a community is made up of in order to have a good place to live.
    c. Play the games p. 50g
8. Field Trip
9. a. Play of famous person (astronaut) going to doctors office who thinks he's important but Doctor and Nurse help him, also a baker who tells what he does and what will happen if he's sick (no cake, bread - waterless)
    b. Play the games p. 50e
    c. To review with seatwork what a community is made up of in order to have a good place to live.
    b. To review with seatwork what a community is made up of in order to have a good place to live.

7. a. Our Friend the Librarian
6. "Our Pretend the Librarian"

**Resource Materials**

6. "Our Pretend the Librarian"
7. a. Picture cards from p. 72
7. b. Pencils, crayons, 18 x 8 newsprint sheets
7. c. Picture cards from p. 72
8. d. "What' My Line"
9. e. "Whose the Worker"
9. f. "Field Trip"
7. g. "Games The Chain"
7. h. "What' My Line"
7. i. "Games The Chain"
PLAY WHO AM I - RIDDLES

I SIT ON A CHAIR
I WATCH PEOPLE SWIM
I TEACH THEM TO BE
SAFE WHEN THEY ARE
IN WATER. WHO AM I? (Life guard)

MR. JONES USES AN INSTRUMENT TO
CHECK MY EYES. HE HAS ME READ A
CHART ON THE WALL. IF MY EYES
DO NOT SEE VERY WELL HE GIVES
ME GLASSES. WHO AM I? (Eye doctor)

YOU ARE SUPPOSED TO VISIT ME TWICE
A YEAR. I HELP TAKE CARE OF A VERY
IMPORTANT PART OF YOUR BODY. I LIKE
YOU TO BRUSH YOUR TEETH AFTER EACH
MEAL. WHO AM I? (Dentist)

MISS SMITH VISITS OUR SCHOOL.
SHE CHECKS OUR EYES AND ALSO
TEETH. WHO IS SHE?

MR. BROWN LIVES IN OUR TOWN.
HE IS ALWAYS READY TO HELP
HE TRAVELS IN A FAST RED TRUCK
HE HELPS PUT OUT FIRES
WHAT DOES MR. BROWN DO? (Fireman)

SHE WEARS A WHITE DRESS
SHE HELPS PEOPLE WHO ARE SICK?
SHE HELPS TO MAKE PEOPLE WELL
WHAT IS HER JOB? -Nurse-

I AM A HELPER
I HELP TAKE CARE OF YOU
I HELP YOU CROSS THE STREET
I WEAR A BADGE
WHO AM I?

I AM AN IMPORTANT HELPER
I COME TO YOUR HOUSE OFTEN
I PICK UP THE GARBAGE
I KEEP THE CITY CLEAN
I HELP KEEP YOU WELL
I GET MONEY FOR DOING THIS WORK - WHAT IS MY JOB?
RIDDLES

I drive a large white truck which helps me deliver food to families in the city every day. My food comes from farm cows. You can eat some of these products and also drink some of them. Who Am I?

Mr. Smith looks at my Dad's car he tells what is wrong with the motor. If there is anything wrong he will fix the motor.

Mr. Jones uses an instrument to check my eyes. He has me read a chart on the wall. If my eyes do not see very well he gives me glasses.

I wear a uniform. I have a captain's stripes on my sleeves. I sit in the seat in front of an airplane. What am I called.

She wears a clean, trim uniform while she works at cutting, trimming washing, or frosting, setting and waving. When she is through, there should be a prettier you. (Beautician)

You were supposed to visit me twice a year. I help take care of a very important part of your body. I like you to brush your teeth after each meal. Who am I? (Dentist)

I work in an office. There are pens of animals outside I take care of sick animals. What am I? (Veterinarian)

I work where people borrow and use information from newspapers, magazines, records films and books. Not every school or city has me. My job is known as a ______ (Librarian)

I bring milk to your house. I drive a big truck. I also have cream, butter and eggs in my truck. Who am I?
This song was written expressly to convey a correct impression of the special functions of trained librarians, community figures whose helpful services children should become aware of very early in their school years. Its pretty, flowing melody carries the “message” along smoothly.

**MAJOR DISCOVERY**

The goal of this activity is to identify the melodic similarity and slight differences in the two sections (8 measures each) of Our Friend the Librarian.

When the song is familiar:
- Discover that the first four measures of each section are identical.
- Draw contour lines on the chalkboard to show the difference in the last four measures of each section:

  - end of section 1
  - end of section 2

**ADDITIONAL ACTIVITIES**

- Arrange bells vertically and play the melody of the last four measures.

- Use this pattern, or any other created by the children, for an introduction and coda.

- Use finger cymbals or other light instrument to play on the first pulse in each group of two measures:

- Use sticks to play lightly each time it occurs.
THE CHAIN (Grades K-2)

A. PURPOSE: To learn the many things city helpers do for us.

B. MATERIALS: Cards containing the picture or the name of a city helper such as policeman, fireman, garbage man, sewage disposal chemist, etc.

C. INTRODUCTION: Would you like to play a game about our city helpers? Let's form a circle and hold hands. Now we have a chain. I shall choose one of you to start out as the leader. The leader will stand in the circle and hold up a card so all of you can see it. This card will have the name (or picture) of one of our city helpers on it. The leader will point to one of you and you must tell one way in which this helper helps us. Each time the same card is held up, a different way must be given. If one of you gives a wrong answer, the children on each side will unclasp hands and the chain will be broken. The broken link must go inside the circle until he can earn his way back into the chain again by giving a correct answer when another link becomes broken. We want to keep our chain all together. Try not to have any broken links.

D. VARIATION: The "broken link" may take the place of the leader and thus keep in the game and change the leader often.

A state may be held up and the capital or some other pertinent information about the state may be asked.

E. CORRELATION: This game may be used in the study of vowels and with arithmetic combinations. Parts of speech may be used for drill in this manner. Geography and history questions may be used in a drill such as this.
A. Purpose: To determine the different aspects of the community to lead to worthwhile seatwork on of what a community is made up in order to have a good place to live.

B. Materials: A list of types of places found in most communities. This list is placed on the board and later written on paper by the students. Pencils, crayons 12 x 18 newsprint are needed.

List: Types of Places in our Community

<table>
<thead>
<tr>
<th>Places for fun</th>
<th>Places to learn</th>
<th>Places for safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>parks</td>
<td>library</td>
<td>fire station</td>
</tr>
<tr>
<td>swimming pool</td>
<td>school</td>
<td>police station</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Places for service</th>
<th>Places for communication</th>
<th>Places for transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>beauty shop</td>
<td>telephone co.</td>
<td>bus station</td>
</tr>
<tr>
<td>dry cleaner</td>
<td>post office</td>
<td>taxi cab station</td>
</tr>
</tbody>
</table>

Each teacher will have to adjust the list to the community involved. Only the headings are placed on the board. The children will give the answers to place under the headings.

C. Introduction: We have been talking about our community and you have been using your eyes and ears to find out as many things as you can about where we live and what we have in our community.

Look at the list I have placed on the board. Who wants to name one place in our community where we can have fun? (Go through the list and be sure each child knows the words and what they mean. Encourage the children to add to the list. They might add places to buy things, places that make things, places of worship, etc.)

Each of you will take a piece of this large newsprint and fold it to make sections. Print one item in our list at the top of each section and then see how many places you can list that belong under that heading.

D. Variation: Young children may draw pictures instead of listing. Older children may be asked to write sentences telling how to reach the library, post office, court house, etc.

E. Correlation: This work will correlate with the language arts program and it is a part of second and third grade economics.
GAME - WHO'S THE WORKER?

WRITE THE NAMES OF COMMUNITY HELPERS OR WORKERS ON SEPARATE PIECES OF PAPER. (FOR YOUNGER CHILDREN, PICTURES OF THESE PEOPLE CAN BE PASTED ON THE SEPARATE PIECES OF PAPER.)

PLACE THE NAMES (OR PICTURES) IN A FOLDER OR BOX. ONE CHILD CHOOSE A NAME (OR PICTURE) WITHOUT LETTING THE OTHER CHILDREN SEE WHICH ONE IT IS. THEN THE OTHERS ASK QUESTIONS ABOUT THE WORKER THE CHILD HAS CHOSEN, AND HE ANSWERS WITH A "YES" OR "NO". THE CHILD WHO CORRECTLY IDENTIFIES THE WORKER CAN THEN CHOOSE ANOTHER NAME (OR PICTURE).

PLAY A GAME CALLED "WHAT'S MY LINE

HAVE THE CHILD ACT OUT IN A PANTOMIME FORM WHAT HE IS DOING. THE OTHER CHILDREN TRY TO GUESS WHAT HIS JOB IS-----

   TAKING BLOOD FROM FINGER - NURSE
   HOLD HOSE FOR FIREMAN
   PULLING TEETH
   PATROL CAR DRIVER

WHATEVER A CHILD CAN RELATE TO THE JOB.
RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.

2. Teacher should obtain background information on person so she can make the introduction.

3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached) Form XX

4. Cover the area concerning the resource person before he or she comes to the classroom.

5. Give students some general knowledge of this person's field.

6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.

7. Have the resource person ask students, "What do you think I do?" before he begins his actual presentation.

8. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.
Dear ______________________

My students are studying __________________________. We would like to have some first hand knowledge about this area. We are interested in the work you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties (simplified)
3. Training or preparation required.
4. Physical characteristics needed.
5. Social characteristics needed.
6. Do you work alone or with others.
7. Do you need to get along and cooperate with other workers.
8. What school courses helped a great deal in preparing you for this work?
9. Why do you work?
10. Do you like this job?
11. What are the good and bad points about it?
12. How and where training can be obtained.
13. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade __________

Number of students __________

Description of facilities and equipment available ________________

_________________________________________________________________

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher
FOLLOW-UP

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:
   a. Is this person's work useful? How?
   b. Would you like this type of work?
   c. What characteristics do you have that would be valuable in this work?
   d. What must you improve on if you were to go into this line of work?
FIELD TRIPS

Guidelines:

I. Set up plans:

A. Plan type of trip
   Are students interested in going?
   Is trip justifiable? (Can classroom provide same learning?)
   Reason for taking trip:
   1. Develop awareness of different workers
   2. Helping them observe working conditions
   3. Awareness of interdependence of workers.

B. Preparation
   1. Permission from principal
   2. Plans for transportation
   3. Permission slips
      Develop form-sheet for the tour of business place
   4. Contact business tour establishment
      a. Permission to come and definite date and time
      b. Information given them
         1. Number of children
         2. Age and grade level
         3. What material covered by children previously
         4. Questions they might ask
         5. Workers children may question
         6. Do you have materials you would like us to go over beforehand or hand out on tour?
         7. Safety measures to be observed

C. Pupil Teacher Preparation

Watch for:
   1. Working condition
   2. Training of workers
   3. Duties of workers
   4. Clothes they wear - appropriate
   5. Numbers of workers
   6. Safety
   7. Do they like this work?

Our preparation for trip:
   1. Appropriate clothing
   2. Safety - conduct on tour
   3. Courtesy (going and at tour base)
   4. Departure time

D. Follow-up
   1. Did you enjoy the trip and would you recommend trip to others? Why? Why not?
   2. Discuss observations (C)
   3. Were all your questions answered?
   4. Which of these workers would you like to be?
   5. What did you learn on this trip that you didn't learn in classroom?
FIRE DEPARTMENT

1. Explain (very simply) fire truck, rescue truck, uniform and radio room

2. Explain shifts

3. Have someone slide down pole

4. Let class try on boots and helmet

TOWN HOUSE or HOLIDAY INN

Would like to see all workers we can:

1. Desk clerk
2. Manager
3. Waitresses
4. Chamber maids
5. Cashier
6. Steno
7. Advertising people
8. Chef
9. Pool caretakers
10. Others
GENERAL GUIDELINES FOR FIELD TRIPS
Grade 2

1. The guides and alternates should be chosen by the business so they are always the same people.

2. The guides should take the classes in smaller groups.

3. The guides should name the worker and let them tell what they do (like steno, janitor, manager, etc.) and what education they needed.

4. Send any equipment, posters or information to each school.

5. Send guides sample report card to discuss the social aspects of a job (the second page of the report card - tardiness, getting along with others, etc.)
KIRKWOOD PLAZA

They could decide which stores to show according to the size of group. However, would like to see different kinds of jobs:

1. Steno
2. Waitresses
3. Artists
4. Janitors
5. Security guards
6. Shipping clerks
7. Store clerks
8. Manager jobs
9. Others

BELL TELEPHONE

Excellent! Just continue as it was
POLICE DEPARTMENT
Grade 2

1. Explain uniform

2. Show weapons

3. Show jail

4. Show narcotics

5. Show courtroom

6. Fingerprint our student

7. Have car call in on radio

MONTANA-DAKOTA UTILITIES

We would like to see food areas (home economist, basic food groups, how Montana-Dakota Utilities helps us prepare our food, etc.)
<table>
<thead>
<tr>
<th>Address of Suppliers of Resource Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academy Films</strong></td>
</tr>
<tr>
<td>748 West Seward Street</td>
</tr>
<tr>
<td>Hollywood, Calif. 90038</td>
</tr>
<tr>
<td><strong>American Book Company</strong></td>
</tr>
<tr>
<td>300 Pike Street</td>
</tr>
<tr>
<td>Cincinnati, Ohio 45202</td>
</tr>
<tr>
<td><strong>Association-Sterling Films</strong></td>
</tr>
<tr>
<td>512 Burlington Avenue</td>
</tr>
<tr>
<td>LaGrange, Ill. 60525</td>
</tr>
<tr>
<td><strong>Benefic Press</strong></td>
</tr>
<tr>
<td>10300 W. Roosevelt Rd.</td>
</tr>
<tr>
<td>Westchester, Ill. 60153</td>
</tr>
<tr>
<td><strong>Careers, Inc.</strong></td>
</tr>
<tr>
<td>P. O. Box 135</td>
</tr>
<tr>
<td>Largo, Florida 33540</td>
</tr>
<tr>
<td><strong>Childrens Press</strong></td>
</tr>
<tr>
<td>1224 W. Van Buren Street</td>
</tr>
<tr>
<td>Chicago, Ill. 60607</td>
</tr>
<tr>
<td><strong>The Child's World, Inc.</strong></td>
</tr>
<tr>
<td>515 N. Front St.</td>
</tr>
<tr>
<td>Box 711</td>
</tr>
<tr>
<td>Mankato, Minnesota 56001</td>
</tr>
<tr>
<td><strong>Chilton Book Co.</strong></td>
</tr>
<tr>
<td>401 Walnut St.</td>
</tr>
<tr>
<td>Philadelphia, Pa. 19106</td>
</tr>
<tr>
<td><strong>Churchill Films</strong></td>
</tr>
<tr>
<td>662 N. Robertson Blvd.</td>
</tr>
<tr>
<td>Los Angeles, Calif. 90069</td>
</tr>
<tr>
<td><strong>David C. Cook Pub. Co.</strong></td>
</tr>
<tr>
<td>Elgin, Illinois 60120</td>
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(see Denoyer Geppert)

Educators Progress Service, In.
212-214 Center Street
Randolph, Wis 53956

Educational Progress Corp.
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Tulsa, Okla 74145

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Jamaica, New York 11435

Fearon Publishers, Inc.
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Palo Alto, Calif. 94306

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Minneapolis, MN 55426

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Film Library
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Tallahassee, Florida

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Guidance Associates
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Highlights for Children
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Thatcher and Madison
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330 W. 42nd Street
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Chicago, Ill 60606
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### Evaluation and Feedback on Activities for Year 1972-73

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