

**Business Partner: Warren Manor Nursing Home****Curriculum Relationship: Writing, Listening, Reading, Following Directions, Social Skills****Grade Levels: 5**

Mary DeFabio

Russell Elementary School

**Objectives:**

1. The students will learn about the kinds of residents that live in Warren Manor Nursing Home.
2. The students will learn what to expect of the residents when they visit Warren Manor.
3. The students will learn to communicate by writing, speaking, listening, and participating in activities with residents of Warren Manor.
4. The students will learn about the importance of making others happy and contributing to the happiness of others of different ages and abilities.
5. The students will learn the value in volunteering time to others in need.

**Materials:**

1. Warren Manor Display Board
2. Video: "When It's Not Just A Drill"
3. T.V./VCR
4. Small wrapped prizes
5. Paper, pen, addresses

**Procedure:**

1. I will get the students motivated and interested in Warren Manor by relating my weeklong experiences there with my many vivid examples and highlights. The students may respond by highlighting their own experiences with the elderly or by asking questions.
2. I will contact Mrs. Ora Orinko, Admissions Coordinator at Warren Manor, so that she can set up a date and time to come to my classroom to introduce the students further to Warren Manor living by introducing her Display Board, giving some facts about the Manor, and answering questions that the students might have.
3. Mrs. Orinko will then show the video, "When It's Not Just a Drill" to show how important safety is in the Manor.
4. She will answer any questions the students might have.
5. I will explain how visiting the residents and volunteering time is important to others in need.
6. I will contact Mrs. Sally Robbins, Activities Coordinator, to set up a time and date for my Fifth Graders to visit and to play Bingo with the residents. (We will bring small, wrapped prizes for this day's activity. Each student will be responsible for one such item.)
7. If Sally can coordinate a resident mailing list, we will write letters to our pen pals throughout the year.
8. The students may also decide to do an additional activity in the main hall of the Manor or in the Activities Room while they are visiting. (Ex. Singing, playing an instrument, decorating the walls, doing an art project)

**Activities:**

1. Bingo with residents
2. Letter writing/Pen Pals
3. Playing an instrument
4. Singing Songs
5. Decorating Walls

**Business Partner: Betts Industries, Inc.****Curriculum Relationship: Math****Grade Levels: 9-12**

Dustin F. Steiger

Warren High School

**Objective:** The students will work together to complete a "real world" problem – that being to program a dual spindle machine to make a particular part.

**Materials:** a Mori Seiki DL-25 owner's manual, a blueprint of the part to be machined, a scientific calculator, a copy of trigonometric formulas.

**Procedures/Activities:** Students will work in groups of 3 or 4; each group will be assigned the task of writing a program in g code for a Mori Seiki DL-25 dual spindle machine. The machine must be programmed to make a part to exact specifications as according to a blueprint that they will be given. Students will interpret the blueprint together and apply their knowledge of the xy-coordinate system to position the machine part on the axes and locate the coordinates of two particular points.

Once these points have been located and calculated, the groups will each then write a program in g code to have the machine perform the actual task. The manual that they are provided with will help them with the g code functions.

When the project is completed, each group will give their program to another group who will analyze that program and look for errors. If errors are found they will have to be corrected.

Throughout the activity a number of SCANS skills will be utilized. Clearly, students will be using interpersonal skills as they work together. They will also be honing skills in technology, critical thinking skills, mathematics, reading, writing, teamwork, problem solving, etc.

**Business Partner: OSRAM Sylvania**

**Curriculum Relationship: Math**

**Grade Levels: 10-12**

Jena Albaugh

Sheffield Middle High School

**Objective:** Students will determine feet per pound for metal wire by reading a chart giving size and type of wire.

**Materials:** Pencil, chart, ruler, and worksheet

**Procedures:**

1. Review/discuss the sizes of metal wire on the chart 0.025”-0.100”.
2. Review the abbreviations of the metal used on the chart (12 including steel, brass, and nickel, copper).
3. The teacher will lead several examples on the board.
4. In partners, students will use their rulers and charts to answer questions on worksheets.
5. After completion of the worksheet, students will each create 5 problems for their partner to answer.

**Closure:** After partner problems are solved, the teacher will review with the class and then discuss how this information will be used later to solve “running” time for orders.

**Business Partner: Holiday Inn of Warren**

**Curriculum Relationship: Career Awareness**

**Grade Levels: 3**

Judy Scalise

Sheffield Elementary School

**Objectives:** The students will:

1. Better understand what different kinds of jobs are required to successfully run the Holiday Inn.
2. Experience what each job might be like using various activities.
3. Use the computer to access the Holiday Inn Web site. (Paper attached at the end of the lesson plan.)

**Materials:**

1. Computer with Internet access
2. Chart paper and markers
3. Additional materials are needed depending on what activities the instructor selects

**Procedures:**

1. Introduce the students to the Holiday Inn by using the computer to access the local Web site: <http://users.penncom~holinwrn/>
2. There they will be able to read through the homepage and click onto the underlined words to see the different locations of the Holiday Inn such as guest rooms, garden café, lounge, dining room, pool, etc.
3. After viewing the various locations, a list of places within the Holiday Inn would be generated on chart paper by the teacher with the help of the class.
4. After the students have compiled the list with teacher assistance, transfer each location onto its own chart paper.
5. Break the class up into small groups and give each group a chart paper with a location printed on the top.
6. Each group will be given class time to brainstorm what kinds of jobs would be used in the location they were given.
7. They can list the jobs on the chart paper along with the duties of that job.
8. Post the charts around the room so the students can view them while they are doing their activities.

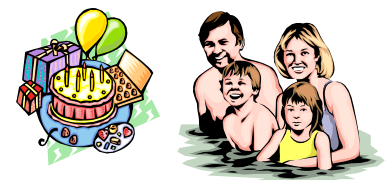
**Activities:** Develop a unit of study for the week from some of the following activities: (There are many activities that could be developed, but I have just listed three for each department I observed at the Holiday Inn.)

**General information:**

1. Plan a field trip to the Holiday Inn with a tour and question and answer period given by Mr. Bennett, General Manager. (Busing fees may be secured by filling out and successfully being awarded a Warren County School-to-Work Partnership Proposal Application.)
2. Participate in the Design an Ad Program sponsored by the Warren Times Observer and request the Holiday Inn as your class business.
3. Using a map of Pennsylvania and the computer, plot where the Holiday Inns in Pennsylvania can be found. Write down the cities where they are found.

**Sales:**

1. Plan a special function to be held at the Holiday Inn such as a wedding, pool party, birthday party, etc. List all the necessary party supplies needed.
2. Introduce the students to a function and post function checklist that goes along with their party of choice. (Paper attached at the end of the lesson plan.) This could be used as an English lesson.



3. Get creative and have the students write and illustrate a promotional package for staying at the Holiday Inn. You may try a golf or sports package. Have the students display their brochures on the bulletin board. Utilize math skills in providing an economical discount.

**Front desk:**

1. Role-play guests checking in and out and showing how the desk manager handles different situations.
2. Find out the cost for a family of five to stay a weekend with meals at the Holiday Inn. (Paper attached at the end of the lesson plan.) Make sure to point out that kids 18 and under stay free with an adult and kids 12 and under eat free from the Kids Menu with an adult!
3. A guest needs directions. Have the students make a map showing how to get to a given destination from the Holiday Inn.



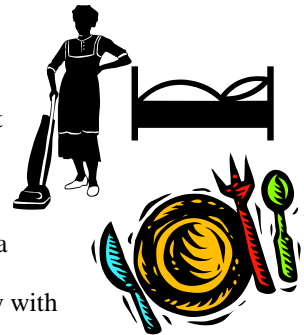
**Kitchen:**

1. Plan a menu for a day listing the food choices for breakfast, lunch, and dinner. (Papers attached at the end of the lesson plan.)
2. Make a daily special menu and post it on a chalkboard easel outside the classroom.
3. Select a cooking choice from the menu. Let the students design chef's hats to wear while they are cooking. Make sure the students read the directions and follow the measuring requirements. If you are making cookies, treat others in the school!



**Housekeeping:**

1. Bring a rollaway bed into the classroom and have groups of students practice making the bed.
2. Have the students clean their desks.
3. Give each student a checklist of what is either to be cleaned or replaced daily in a guestroom. (Checklist attached at the end of the lesson plan.) Then have the students look around the classroom and make a checklist of what needs to be cleaned or replaced daily in the classroom.



**Banquets:**

1. Bring in a tablecloth, plastic plates, glasses, silverware, and napkins. Have the students practice setting a proper table.
2. Using a large tray with plastic plates, glasses, and silverware, have the students practice carrying the tray with one hand from one end of the classroom to the other.
3. Give each group a diagram of the Three Flags Ballroom and have them arrange tables to scale using round and rectangular tables. (Paper attached at the end of the lesson plan.)



**Maintenance:**

1. Have the students design a model of the Holiday Inn using Legos.
2. Ask the custodian of the school to come into the classroom to explain to the students how the school is maintained.
3. Have the students make a list of how many jobs they think are done by the maintenance man.

**Business Partner: Free Form Design  
Curriculum Relationship: Math  
Grades 5 -7**

Margina Gabriel, Guidance  
Beaty Warren Middle School

Counselor has flexibility to inform students, teachers, and parents what skills are needed in the workplace and can offer suggestions of how the curriculum can address these needs.

**Objective:** Have students divided into two groups. Group #1 tries to communicate to Group #2 the design of a new classroom. Group #2 has to hear what is needed and design on paper the new classroom, then show design to Group #1 making sure it is what Group #1 wants. Through ongoing communication and revision of the plan the two groups discuss and revise until both groups are satisfied.

**Materials:** Paper, pencil, straight edge

**Procedure:** Students are divided into two groups. Group #1 decides what is needed in the classroom and then tells Group #2 that they want.

**Business Partner: Holiday Inn of Warren  
Curriculum Relationship: Science  
Grade Level: 8-12**

Randall C. Swanson, Art Instructor  
Youngsville High School

**Objective: Garnishes, "An Artistic Approach to Food Presentation"** It is a proven fact that food tastes better when it is presented in a manner pleasing to the eye, hence the saying, "We eat with our eyes."

1. Students will observe through demonstration, various techniques,
2. Using minimal tools to create artistic and aesthetically pleasing garnishes for food presentation and plate presentation.
3. Students will demonstrate their knowledge of this demonstration
4. By creating garnishes suitable for a fruit or vegetable tray that might be used on a banquet table.

**Materials:**

1. Tools: Sharp paring knife, chef's knife, boning knife, channel Knife, assorted small cookie cutters, linoleum gouges, melon baller.
2. Assorted fresh fruits and vegetables, prepared sauces.

**Procedure:**

1. Instructor will demonstrate the proper use of all tools and how they are used in creating various garnishes.
2. Instructor will demonstrate the various uses of sauces in garnishing or dressing a plate.
3. Instructor will demonstrate various ways of shredding or chopping various herbs to dress a plate.
4. Instructor will demonstrate how to prepare a melon in a decorative manner suitable for a fruit bowl, using carving tools.

**Activity:** Once the students have observed the various methods of preparing garnishes, they will then put that knowledge to work, by cutting and preparing assorted fruits to be used in a fruit bowl or fruit platter.

**Scan Skills necessary for this type of job:**

1. Basic Skills:
  - a. Reading
  - b. Writing
  - c. Mathematics
2. People Skills:
  - a. Social
  - b. Negotiations
  - c. Leadership
  - d. Teamwork
3. Personal Qualities:
  - a. Self Esteem
  - b. Self Management
  - c. Responsibility
  - d. Thinking Skills:
  - e. Creative Thinking
4. Problem Solving
  - a. Decision Making
  - b. Visualization

**Business Partner: USDA Forest Service**  
**Curriculum Relationship: Science**

**Grade Levels: 7-12**

Barbara Scott, Learning Support  
 Sheffield Middle High School

**Objective:** Students will measure the diameter of trees over a period of time to record the growth.

**Compelling Why:** Students need to learn how to measure the diameter of a tree as they may choose a career that involves plants, such as, landscape designer, gardener, forest ranger, or logger.

**Materials:**

1. Conifer or deciduous trees, Logger's or forester's measuring tape, clipboard, pencil, paper, thumbtacks, and plastic tape.

**Procedure:**

1. Teacher will introduce the lesson by telling students that they will be measuring the diameter of trees to determine growth over several years.
2. Teacher will use anticipatory set to have students imagine themselves in a career that involves being a forester or logger.
3. Teacher will tell the compelling why of the lesson to help students understand the reason for identifying and measuring hardwood trees in the Allegheny National Forest.
4. Students will be given a pencil, paper, and a clipboard to record measurements.
5. Teacher and students will choose which trees to measure over the course of several years.
6. Teacher will demonstrate the proper height at which to measure the tree (4-½ feet-chest level) and how to correctly measure the diameter of the tree.
7. Students will observe the teacher.
8. Students will work in pairs and measure and record the measurements of the chosen trees.
9. Students will mark the height using thumbtacks pushed into the bark of the tree on the side facing away from the highway.
10. Students will put a piece of plastic tape under the thumbtack in order to find the same tree in successive years.
11. Students will take turns holding the measuring tape, reading the measurement, and recording the measurement on paper.
12. When finished, students will hand their recorded measurements in to the teacher.

**Business Partner: Blair Corporation**  
**Curriculum Relationship: Art**  
**Grade Levels: 7-8**

Diane Marie Eaton, Learning Support  
 Beaty Warren Middle School

**Objective:** To teach students how to write creatively to design art advertisement.

**Materials:**

1. Copies of catalogs (ex. Blair, J.C. Penney's)
2. List of "Copy Media Approaches"
3. Plain white paper

**Procedure:** Explain to the students that they are going to design an advertisement to sell a piece of merchandise of their choosing. Discuss examples seen in catalogs, and talk about the approaches used. Discuss how the item was portrayed in the catalog and the text that accompanies it. Discuss what information was included in the ad. Using the sheet "Media Copy Approaches", discuss how these might entice people to buy the merchandise.

**Activity:** Have each student choose a specific piece of merchandise to describe (i.e. Old Navy Butterfly boot cut jeans). Explain that they are to draw a picture of the item and color it. They are to write a description to accompany it, including all colors, sizes and variations. The ads will be graded on neatness, grammar, approach used and originality.

**Business Partner: McKissock Data Systems & Appraisal School**  
**Curriculum Relationship: Math/Computer Technology**  
**Grade Level: 6**

Danene M. Mattern  
 Russell Elementary School

**Objective:** Students will be able to complete a full travel expense account using current market value.

**Materials:** Computer with Internet capabilities, current AAA book, maps, phone book, calculator, paper, pencils

**Procedure:**

1. Arrange students in groups of 2-3
2. Each group may choose a destination that their "client" will be traveling to for a 3-day business trip.
3. Determine if this destination is within a 500-mile radius. If it is within 500 miles, car travel will be used. Over 500 miles, air transportation is needed.
4. The client will need the following things:
  - A. Transportation
    - a.) Car – number of miles that will be driven, amount of money needed for gas (use gas prices at current rate), map with exact directions plotted.
    - b.) Plane – Best price airfare, Flight schedule, transportation to and from airport
    - c.) Food – Breakfast, lunch and dinner (must determine maximum amount client can spend per meal)
    - d.) Lodging – Cost per night, check in times, location
    - e.) Phone expense – determine how much is allotted to phone call during trip.
    - f.) Any other costs?
5. Students will then put together a complete travel package of expenses and submit them to the president of the company (teacher) for approval. This should be typed in an itemized fashion using spreadsheet format as well and graphics and word processing. They should be prepared to justify any expenses and include a list of sources used for the information.

**Business Partner: Warren Public Library**  
**Curriculum Relationship: Reading**  
**Grade Levels: 6**

Anna Marie Kirkpatrick  
 Beaty Warren Middle School

**Objective:**

1. Using the computer each student will locate a John Newberry Award winning book.
2. Each student will use the corresponding call number to locate his/her book.
3. The students will demonstrate proper checkout procedures from the main circulation desk.

**Materials:** Library, computers, books, list of John Newberry Award winning books, paper and pencil, Library Card

**Procedures:** The students will locate and access the computers at the Warren Public Library. The students will choose a book from the teacher-formulated list of Newberry books. The students will type in a self-selected title under the search prompt. The students will record the call numbers on a sheet of paper. Using the numbers the students will locate the books on the shelves. The students will then check out the book at the main desk.

**Activity:** Each student will complete all templates of the John Newberry color-coded book report. Refer to pages 34-43 in the book. “10 Ready-to-Go-Book Report Projects” by Rebekah Elmore and Michael Gravois.

**Business Partner: Chapman State Park**  
**Curriculum Relationship: Social Studies/Science**  
**Grade Levels: 2**

Christine Duell  
 Sheffield Elementary School

**Objectives:**

1. The students will become more familiar and aware of the career possibilities at Chapman State Park.
2. The students will research the jobs, history, wildlife and scheduled events at Chapman State Park.

**Materials:** Job description sheets, costumes

**Activity:** Have students dress in costume for the different job areas. Read the job descriptions and have the students match the job description to the person in the correct costume. Have the students role play the various jobs.

**Materials:** Camping rates schedule, Activities schedule

**Activity:** Have students plan their camping vacation at Chapman State Park. Have them develop a budget, list supplies and equipment needed for camping and an activity itinerary for the camping vacation.

**Materials:** Computer, Job description sheets

**Activity:** Have the students choose a job offered at Chapman State Park and research it on the computer. Have them investigate the education that is needed, demands of the job, skills of the job, yearly salary, etc. and then present the information to the class.

**Materials:** Construction paper, Poster board, any materials needed to construct a model

**Activity:** Have the students design a model of the present Chapman State Park or a “New and improved” park.

**Materials:** Computer, Encyclopedia, Resource Person

**Activity:** Have the students research the history of Chapman State Park. To present the findings to the class they could write a poem, write a play, make a time line, write journal entries of a historical figure, write a creative writing story or a report.

**Materials:** Computer, Encyclopedia, Pamphlets at Chapman State Park Office

**Activity:** Have the students research wildlife found at Chapman State Park. Some possible animals are black bears, raccoons, deer, turkey, woodchucks, squirrels, possums, porcupines, bluebirds, trout, etc. To present the information to the class they could write a report, poem, play or creative writing story.

**Business Partner: High Country Floral and Gifts**  
**Curriculum Relationship: Math/Writing**  
**Grade Levels: 3**

Caroline Marti  
 South Street Elementary School

**Objectives:**

1. The students will work cooperatively to create a poster to be used in a math and writing activity.
2. The students will complete an opened math problem, using the guess and check strategy, and showing their work.
3. In conclusion the student will write a paragraph sharing his or her own thoughts and feelings.

**Materials:** Poster board, flower and seed catalogs, magazines, scissors, glue, markers, and calculators

**Procedures:**

1. The class will discuss and list kinds of flowers they know. They will learn the definition of the word bouquet, when you might send a bouquet, holidays or other occasions.
2. The students will make posters described in the activity below.
3. Each student will complete the following open ended math problem and creative writing assignment:
  - a. Math: You are ordering flowers to make a colorful bouquet. (using flowers displayed on the poster boards) You have \$20.00. Your bouquet will have 4 different kinds of flowers. Tell what flowers you would choose and how many of each kind. Keep in mind you have \$20.00 to spend. Use your calculator to check your work. Show your work.
  - b. Writing: In a paragraph, using complete sentences, tell whom you would send the beautiful bouquet to. Why? What is the occasion? What would you write in the card that is accompanying the flower bouquet?

**Activity:** The students will work in cooperative groups to make a poster. Using seed catalogs and magazines, they will cut pictures of flowers and arrange and glue them to a poster board. They will label each flower using the common names. To each flower they will assign a price, ranging from \$0.50 - \$3.00. These flower pricing posters will be displayed around the room and used to complete the math and creative writing assignments.

**Business Partner: PA Game Commission**  
**Curriculum relationship: Science, Social Studies and Language Arts**  
**Grade Levels: 4**

Pam Hummel  
 Pittsfield Elementary

**Objective:** Students will cooperatively solve a conservation problem involving wetlands that is losing its water table due to the evacuation of beavers.

**Materials:** research data involving wetlands wildlife and vegetation, poster board, markers, clay, boxes, plastic wrap, camcorder

**Procedure:** Discuss what creatures survive in the wetlands by asking students if they have ever visited a swamp. Have students select a wetlands creature or vegetation and compile research. Students could share data collected. Next divide into the following groups: hunters, fishermen, bird watchers, DEP, general public, and PA Game Commissioners. Students will discuss how their group should view the wetlands habitat and the extent the wetlands should be flooded. A spokesman should be selected to state their group's opinions, to be recorded on video.

**Activities:** After all points are heard, posters could be constructed to show examples and opinions. A debate could take place among groups. A vote could be taken to solve the issue. Murals could be constructed and newspaper articles written to inform the public of the benefit of the project. Viewing and positive critiquing of the project would culminate.

**Business Partner: Warren Public Library**

**Curriculum relationship: Library Science: Reference/Research/Technology**

**Grade Levels: 7-12**

Heather Tome

Eisenhower Middle High School

**Objective:** To enhance the use of the POWER LIBRARY in conjunction with an assigned topic or project, as well as create a team effort in the learning process.

**Materials:** Computers with Internet access as well as access to a library card from one of the surrounding Public Libraries in the District area, or use at school. A PowerPoint presentation will introduce this resource to the class and this will be followed by hands-on application of the resource at hand.

**Procedure:** Students/Faculty will be guided through the various uses and possibilities that the POWER LIBRARY offers. They will gain the knowledge of how to allocate this information from home/school. They will learn the process of acquiring the database from home with the use of their Public library card and the Internet. They will be able to make choices and select the appropriate sources for their project and/or research at hand. They will be guided through various searches and tools that are within the database. They will also be given the task to teach another person how to use the POWER LIBRARY competently. By sharing knowledge they will be using what they learned and acquiring the skill to teach.

**Activities:** Competencies that will be acquired through this task will be:

1. **Information Skills:** The participants will evaluate the sources that are presented to them. They will use the on-line source and interpret the information that is given for their particular research.
2. **System Skills:** The participants will learn to understand technological systems. They can also correct their performance with each use of the database.
3. **Technological Skills:** The participants will select the tools that apply to their particular research needs. They will also need to troubleshoot particular searches. An on-line source is bound to be unavailable at one time or another. By troubleshooting they will need to resort to different plans of action with-in their reach.
4. **Foundation Skills:** All of these skills will be used to perform the task at hand. Basic Skills: reading, writing, speaking, and listening.
5. **Thinking Skills:** Ability to learn, to reason, to make decisions, and solve problems. Personal Qualities: Responsibility, self-esteem, and self-management.
6. **People Skills:** They will show an understanding of the source in a friendly manner as well as respect for others. Self-assertion will be shown through the task of teacher. They will also gain a respect for learning styles and in turn gain respect toward the program.

Communication of the information gained through use of the sources is essential. Encouragement and demonstration of how to access information will allow others to feel comfortable.

Contribution to the chain of knowledge is powerful. Working with others will allow participants to learn to work with others even if they are unknown. Working with others is essential in today's world. We cannot always choose who we work with.

**Personal Qualities:**

1. **Responsibility:** The participants will work hard to reach their goal of mastering the POWER LIBRARY through hands-on use and sharing with others even if the task is unpleasant.

**Business Partner: Warren General Hospital**

**Curriculum Relationship: Science/Health**

**Grade Levels: 1**

Virginia Reiff

Jefferson Elementary

The following lesson could be used in conjunction with the first grade text "Health for Life," Chapter 7: Lesson 1 "Why Should You Wash Your Hands". It would also serve to reinforce choice #1 in the "Healthy Behaviors Game" found in the "Great Hospital Adventure," a health careers and healthy behaviors presentation for children ages four to nine, and available through the WCSD School to Work Office.

**Objective:** Students will have a hands-on experience as to why they should wash their hands with soap and warm water.

**Materials:** Glitter, paper towels, hand lotion (preferably hypo-allergenic & fragrance free), bucket, soap, water (warm & cold)

**Procedure:**

1. Group discussion that would include the following questions:
  1. What is a germ?
  2. How big is it?
  3. Why is it important to wash your hands?
2. Place a small amount of hand lotion in each child's hands and have them rub it all over their hands.
3. Sprinkle, over a bucket, a small amount of glitter into each child's hands and have them rub their hands to spread the glitter as evenly as possible.
4. Next, have a few children try to get the glitter off with a dry paper towel.
5. Then, have a few more try to remove the glitter with plain, cold water.
6. After that have a few children use warm water, with soap to get the "glitter germs" off.
7. Have all the children wash their hands with warm water and soap in order to remove the "glitter germs."
8. Group discussion that would include the following questions:
  1. What does the glitter represent?
  2. What happened when we tried to get it off with a dry paper towel?
  3. What happened when we used cold water?
  4. What happened when we used warm, soapy water?
  5. Why is it important to wash your hands the proper way?

{Art Extension Activity: Individual/Group posters about proper method of hand washing}

**Business Partner: Rouse Home Estates**

**Curriculum relationship: Health, Reading, English, Math**

**Grade Levels: 5**

Evelyn Ann Stufflebeam

Pittsfield Elementary

**Objectives:**

1. Children will learn about various job advantages from Janitor to CEO.
2. Children will learn that Reading, Writing, Communication Skills, Math and Reasoning/Thinking skills are necessary in any job.

**Procedure:**

1. Through class discussion, children will list various jobs needed in a nursing home.
2. Children will choose a job.
3. Using the position profiles I received, children will investigate the specific requirements for their job choice. (This activity may be done individually or in a group depending on job choice.)
4. After listing the requirements for each job, children will see basic skills, people skills, personal qualities, and thinking skills are needed in any job.

**Business Partner: House of Printing**

**Curriculum Relationship: Math**

**Grade Levels: 5**

Patricia Kolbrich

Youngsville Elementary Middle School

**Objectives:**

1. Students will be able to use fractions to design an ad page.
2. Students will be able to add fractions to total 1.

**Materials:** "Steppin Out" issues, paper

**Procedure:**

1. Have students cut out 12 ads from "Steppin Out" issues.
2. Explain the fraction sizes used for ads,  $\frac{1}{8}$ ,  $\frac{3}{16}$ ,  $\frac{1}{4}$ ,  $\frac{3}{8}$ ,  $\frac{1}{2}$ , and full page. Students identify each size they have cut.
3. Students must fit ads to fill a  $5\frac{1}{2} \times 8\frac{1}{2}$  page, thereby equaling 1.
4. Students should show the math used after the page has been completed.
5. Experiment with various combinations that can be used, showing the math for each.

**Business Partner: House of Printing**

**Curriculum Relationship: Language Arts**

**Grade Levels: 5**

Patricia Kolbrich

Youngsville Elementary Middle School

**Lesson Plan – Class Booklet: Lesson Plan #2**

**Objectives:**

1. Students will be able to create copy for a class booklet.
2. Students will be able to organize the copy for a multipage class booklet.
3. Students will be able to bind a multipage class booklet.

**Materials:** Photograph of each student, information paragraphs for each student, “dummy” for booklet pages, and paper

**Procedure:**

1. Show the class a “Steppin Out” issue and discuss what workers are necessary to compile a magazine such as this.
2. Display the individual papers used to make the issue and explain how it is done.
3. If available watch the “Steppin Out” PowerPoint presentation.
4. Explain that we will be making a class booklet, “Getting to Know Our Class”, based on the setup and work necessary to create “Steppin Out”.
5. Students will need to compose one or two informational paragraphs about themselves. Copy must fit in ½ of a sheet of paper. Computer copies would work best, however lined paper may be used.
6. They will design their space, including the copy and their photograph. Limited relevant artwork may be added.
7. Working in groups of 4 they must place their copies in the correct positions according to the dummy. First have them determine their page number alphabetically. Using the dummy they will know their groupings.
8. As a class design the cover.
9. Once all work is glued, the teacher will make copies for each student to fold, collate, and staple.

**Business Partner: Warren General Hospital**  
**Curriculum Relationship: Family and Consumer Science**  
**Grades 7-12**

Martha Adams  
 Sheffield Middle Senior High School

**Curriculum Relationship:** I had the opportunity to spend time in the maternity area of Warren General Hospital. I went on rounds with Dr. Thomas, spent time in the nursery both premature and full term, and visited with new mothers and fathers. I talked with the in-charge nurse, toured the facilities, and sat in on a meeting of post-discharge home visiting nurses. From listening, I realized how very important it is to stress to our teens, girls and boys, the importance of living a healthy lifestyle before and after becoming pregnant. I plan to share what I learned with the students in Parenting and Child Development classes. 1 semester each, ½-credit

**Objectives:**

1. To help students to realize the relationships between good nutrition and healthy babies.
2. To help students understand the role W.G.H. and its staff plays in the birth of an infant.
3. To help students to understand the importance of preconception planning.
4. To help students incorporate as many of the SCANS Skills as possible throughout this unit.

**Materials:**

1. Textbooks – “Families Today” and “Developing Child”
2. Pictures of equipment the birth family will use while in the hospital setting.
3. Visit to the classroom by a Certified Nurse Midwife.
4. Visit to the classroom by a maternity nurse.
5. Visit to the classroom by a Home-Visit health care worker.
6. Student use of A-V and library resources.

**Procedures:**

1. Use background information gained through textbook reading to attain a basic knowledge of the importance of preconception planning, maintaining a healthy lifestyle for both the mother and father, and to safely give birth to a healthy infant.
2. Information will be contained in a unit on Preconception planning, and Pregnancy and Delivery. This is usually a 20 class period unit. This unit involves community resources as well as resources located within the school.
3. Present materials generated by the March of Dimes (Erie), and discuss its relevance.
4. Invite guest speakers into the classroom to share their expertise with the students.
5. Teacher sharing timeline of procedures for the family and baby while in W.G.H. Information was learned through the Educator in the Workplace program.
6. At the end of the unit, students adopt their Baby -Think-It-Over infants for 3-5 days.

**Activities:**

1. Students collect and keep a file of pregnancy and child health care related material to be analyzed before the end of the semester. This would be done in a written format with oral class discussion to follow.
2. Role-play – Example – A Doctor/Patient discussion on the effects of alcohol and tobacco between the biological parents and their fetus and infant.
3. Students as a team of two or three, research and become “expert” on a specific complication (nutritional, environmental, genetic, etc.) that could affect a fetus or infant. This information along with possible deterrents would be shared with class members who would listen and participate in the discussion.
4. Students collect information on various pregnancy-related costs. Students would then plan a budget to cover these costs.
5. If students have had birthing experiences in other hospitals (Corry, WCA, Kane, Titusville) they could contrast and compare with what they have learned about W.G.H.

6. W.G.H. will not release a baby to go home without a car seat properly installed in a vehicle. Students will research the ways this can be accomplished.
7. Each class can design and set up a showcase display sharing their information with the student body.

**Business Partner: CTI Physical Therapy****Curriculum Relationship: Teamwork****Grade Levels: 5-8**

Jennifer Morrison

Beaty Warren Middle School

**Objective:** To contribute to the group by clearly speaking, listening carefully and interpreting verbal instructions while encouraging team members to visualize the final product.

**Materials:**

1. 1 (per group) – 8-1/2 by 11” piece of paper
2. 1 (per group) pencil
3. 1 (per group) abstract drawing
4. 1 (per group) divider (folders, pieces of cardboard, large books)
5. Tape

**Procedure:**

1. Discuss the rules;
  - a. Your group will be split into two groups the givers and the receivers of information.
  - b. There will be no gesturing allowed, only verbal information.
  - c. There will be no peaking to see the other half of your groups work.
  - d. Encourage team members.
  - e. The receivers may not ask any questions to the givers.
2. Divide the class in groups of four.
3. Provide each group with a piece of paper, pencil and the divider.
4. Have the groups choose who will be the instruction givers and who will be the receivers (two students for each).
5. The two students who are the receivers will have the paper and pencil.
6. The two students who will give the instructions may now have the abstract drawing.
7. The givers may discuss their ideas of how best to describe their picture to their partner. They must describe the abstract figure in such a way that the receivers can (without looking), accurately reproduce it with the pencil onto the paper.
8. The receivers may discuss with each other their interpretation of the given instructions before drawing it on the paper.
9. Once each group feels they have completed the drawing, tape the drawing up on the chalkboard.
10. Have the groups examine and discuss the drawing.
11. Come back together as a class and discuss the activity. Discuss the importance on speaking clearly, listening carefully, how well it worked to have a team member there to discuss the speaking and listening to, problem solving skills, and visualizing the end project.
12. If time allows trade sides, hand out a new abstract picture and start again to see if the givers and receiver a chance at the opposite job. They may pay better attention to details the second time around.

**Business Partner: Warren County Conservation District****Curriculum Relationship: Earth Science and Academic Biology****Grades 9-12**

Catherine Hagadorn

Warren High School

**Objectives:** The students will be able to:

1. Use a key to identify aquatic macro-invertebrates
2. Determine the water quality of a stream by using the # and kinds of aquatic macro-invertebrates.
3. Practice basic math skills

**Materials:**

1. Ice cube trays
2. Tweezers
3. Aquatic macro-invertebrate survey data sheet
4. Aquatic macro-invertebrate key
5. Sample of stream bottom water and organisms

**Procedure:**

1. Students will use tweezers to separate macro-invertebrates from the sample into ice cube tray compartments according to species.
2. Next the organisms will be identified using the key.
3. A tally of the number and type of each species will be kept on the data sheet for each of the three categories: I (sensitive), II (somewhat sensitive), and III (tolerant).
4. Each species will be assigned a letter code according to its abundance. R (rare) 1-9, C (common) 10-99, D (dominant) 100+

5. For each of the three categories, total the number of R, C, and D's and multiply by the corresponding number on the quality-rating sheet.
6. Add all category totals for the Water Quality Score for the stream.

**Business Partner: Ivy Vine Quilt Shop****Curriculum Relationship: Family & Consumer Science****Grade Levels: 9-12**

Carol Songer, Home Economics

Warren High School

**Objectives:** The student should select suitable pattern, fabric, and supplies and complete a sewing/quilting project.

**Materials:**

1. Completed quilts
2. Variety of quilt/pattern books
3. Color wheel
4. Sample of Batting types
5. Sewing equipment
6. Sewing machine
7. Rotary cutter/cutting mates
8. Info sheets
9. Worksheets

**Procedure:**

1. Select a pattern
  - a. Consider personal sewing skills
  - b. Consider cost
  - c. Consider time available
  - d. Consider intended end use of project.
2. Select materials and notions required.
  - a. Discussion and demonstration of color/color schemes
  - b. Discussion and demonstration of “feelings” created by pattern choice (formal-informal) as well as fabric color, texture, movement (energy level).
  - c. Evaluation of available batting
  - d. Discussion of available threads, etc.
  - e. Discuss fiber content and quality of fabric.
3. Demonstration of and practice with sewing equipment (use rotary cutters and cutting mats).
  - a. Discuss safety issues and usage
  - b. Discuss math required for accurate measuring
4. Practice work on sewing machines
  - a. Appropriate use and care of equipment
  - b. Required accuracy in project construction
  - c. Demonstration of required skill levels
5. Demonstration and discussion of importance of iron/ironing.
  - a. Pressing seams
  - b. Using fusibles
  - c. Heat settings
6. Students work to complete their selected projects with teacher guidance.

**Activities:**

1. Display of quilts to evaluate complexity of pattern and use of color.
2. Discussion and practice with color wheel and color schemes.
3. Demonstration and practice of sewing equipment and techniques.
4. Visit a fabric store to discuss fabric choice, quality, and to demonstrate various color schemes and effect of pattern design and texture to create a particular mood.