

Business Partner: Warren County Historical Society / Wilder Museum
Curriculum Relationship: Library Media Skills / Career Researching Skills
Grade Level: 6-12

Cheryl A. Gupta
Sheffield Middle High School

Objectives: To have students determine through observation the purpose of the Warren County Historical Society and Wilder Museum and evaluate what types of work skills are needed to maintain employment in either one of these work places.

Materials: poster board, colored markers, crayons, overhead projector, writing paper, transparencies.

Procedure: A tour of the Wilder Museum and the Warren County Historical

1. Society would be arranged so that the class would go by bus for a guided tour of both facilities.
2. The guide would be either a volunteer from the community who knows about these facilities, a member of the board of directors, an intern, or a staff member.
3. Before the tour begins, students are to discuss what they believe the purpose of these work places would be in a brain-storming session.
4. After the tour, students will again do brain-storming using their acquired knowledge after seeing the places and hearing the tour guide's remarks.
5. A chart will be developed using an overhead projector and a transparency to write down the jobs that the students feel would be needed to run these businesses. It would be created like this:
Question: "Think about what types of people would be needed to work here and what skills they would require to succeed in the job."

Activities:

1. Create a colorful bookmark to be given out on Heritage Day at Wilder Museum.
2. Write a paragraph describing what skills people would need to know to work here. Choose an area of service that your skills would best enable you to work in and describe what you would probably do on a daily basis on the job.

Business Partner: Ivy Vine Quilt Shop
Curriculum Relationship: Math
Grade Level: 6

Barbara Derr
Youngsville Elementary Middle School

Objective:

1. The students will gain an understanding in determining the length, in inches, of halves, fourths, and eighths of a yard.
2. The students will be able to determine the price of fractional parts of a yard when given the price of a full yard.

Materials: tape measure, rolled bulletin board background paper, markers

Procedure:

1. Students will be given a 3-yard piece of rolled bulletin board paper. They will be given a price per yard for the paper.
2. Students will also be given a list of 10 measurements – up to 3 yards including fractional parts.
1 1/2; 2 3/8; 1 5/8; 2 3/4; 7/8; 2 1/8; 3/4; 2 1/4; 2; 3.
3. With a tape measure and marker, working in teams of two, students will measure out the given lengths and mark and label them with a marker.
4. Then with a price of \$4.00 per yard, the students will calculate the cost of each of the measured parts.

Business Partner: Blair Corporation
Curriculum Relationship: Art/Graphic Design
Grade Level: 9-12
Randall C. Swanson
Youngsville Middle High School

Objectives: Fashion Design

1. Students will learn steps involved in producing a garment for a specific customer base. This will be followed by recognizing the various steps that it takes, including designing, production, advertising, and merchandising.
2. Students will become familiar with the titles and responsibilities of employees within various departments to merchandise the product.
3. Students will see examples of fashion design and learn the processes involved in designing and creating a product from a resource person (fashion designer or art director from the company)
4. Each student will be asked to design a garment for a specific age group. This will include looking at catalogues, choosing fabrics, and then creating an actual drawing of a model with the garment on.

Materials:

1. Vocabulary sheet listing the titles and job responsibilities of each department within Blair Corporation.
2. Flow charts so that the student will better understand the evolution of a garment from the time it is designed until the time it is merchandised.
3. Catalogues from Blair, allowing the students to understand merchandising tactics. This will show how products are placed in specific ways to entice the customer to purchase an item.
4. Drawings generated by the art department depicting models wearing specific garments
5. Examples of fabrics of various textures, colors, and designs.
6. Drawing paper and pencils for sketching.
7. Illustrations or foam core board for drawing final sketch
8. Sharpie pens and markers

Procedure:

1. Every student will be informed of the name of the catalogue and the specific target age group and lifestyle for their designs.
2. Students will be asked to design a specific garment for their customer. Types of garments may include formal wear, casual wear, intimate apparel, and more.
3. Viewing models from other catalogues, students will do practice sketches of the type of model they want to use, as well as the type of garment they want the model to wear.
4. The final draft will be drawn on illustration board or foam core board. The drawing will be in pencil and then traced with a Sharpie marker.
5. Using actual fabric swatches, the student will color the garment with markers. Fabric swatches will be attached to the final drawing.
6. A description of the garment will be included with the final drawing.

Business Partner: ARC Enterprises, Incorporated
Curriculum Relationship: Proposed Academic Standards for Career Education and Work 13.3.3; 13.3.5 Career Retention-Co-operative Learning/Working
Grade Level: 7-12
Elizabeth Watts, Speech-Language Support
Beaty Warren Middle School / Warren High School

Objective:

1. Students will explain the advantage of working as a group rather than as individuals to complete a task.
2. Students will participate in small groups to successfully complete assigned task.

Materials: 50-100 piece puzzle

Introductory Activities:

Teacher asks the following questions:

1. What are some things you do at school or at home that are easier when they are performed by a group rather than an individual? (games, practicing spelling words, lawn work, doing dishes, cooking, etc.)
2. Why is it better to perform some tasks as a group?
3. What are the drawbacks of working in a group?

Procedure: Students are divided into small groups (3-5 students per group). Each group is given a puzzle to assemble. No other directions are given other than to put the puzzle together.

After all groups are finished, students come together to discuss the advantages and disadvantage of working as a group. The teacher may ask the students the following questions:

1. Did your group decide on which person would do certain parts of assembling the puzzle?
2. How did your group determine who would work on each part of the puzzle?
3. Did your group have a leader?
4. How does putting a puzzle together as a group compare to assembling a puzzle by yourself?
5. Did everyone participate? Was the work divided evenly?
6. Were there any problems?
7. What would you do differently if you had the same task to do over again?

Extension Activity: When presented pictures of workers of different occupations, (e.g. Fire fighter, teacher, Waiter/Waitress, Carpenter, Road Construction Worker, Doctor, etc.), students will determine whether a “team work” would make the job easier, safer, more efficient.

Resource:

Darlene Mannix, *Life Skills Activities for Secondary Students with Special Needs*, The Center for Applied Research in Education, 1995

Business Partner: Ivy Vine Quilt Shop

Curriculum Relationship: Art–Folk Art

Grade Levels: 6-8

Karen DeMarte

Beaty Warren Middle School

Introduction: Brief History of American quilting. Examples of quilts, both real and photographs, showing some of the different patterns that are used (Example: log cabin, crazy, patchwork, color splash). Tell students about the social nature of quilting in early America. Point out the saving of fabric from long since worn out clothes for use in quilts as an early type of recycling.

Objectives: Paper Quilt Squares – Students will design and create their own original quilt squares. Students will then work together in small group to assemble a large paper quilt using their squares.

Note: Students should be told in advance to begin saving interesting scrap papers. Example- gift wrap, greeting cards, candy wrappers, ticket stubs, magazine ads, and other appealing design paper.

Materials:

1. scissors
2. glue
3. rulers
4. yardsticks
5. pencils
6. assorted paper scraps in a variety of colors, patterns and textures
7. markers or oil pastels
8. pre-cut squares of heavy weight paper (2 per student) 8 inch
9. large wide roll paper in several colors

Procedures:

1. Students should use a pencil to draw several thumbnail sketches of ideas for their quilt squares. They may be representational or geometric designs.
2. Distribute 2 pre-cut squares to students and have them draw out two of their designs lightly onto the squares.

3. Students should then begin choosing and cutting papers to use to fill in their designs.
4. When pieces are arranged students should carefully glue them into place.
5. When glue has dried, have students draw in stitches using markers or oil pastels.
6. Group students together in groups of 6.
7. Have students decide within their groups on a color to use for the background and on one common motif to use in the borders to tie all the squares together. Examples- stripes, stars, flowers, hearts, swirls, etc.
8. Working together students will measure out and place the squares on the background paper leaving the background color showing between each square like a border.
9. Once squares are arranged, glue them all into place.
10. Have each student be responsible for the borders in his or her workspace and use the agreed upon motif interpreted in their own way to decorate the borders using markers. Remind students to also draw in the stitches.
11. Display the finished quilts on a large wall.

Business Partner: Warren County Conservation District

Curriculum Relationship: Science

Grade Level: 7-12

Barbara Scott

Sheffield Middle High School

Objective: Students will take a sample of water from two different streams as a stream study to determine what organisms exist, and if they are the same or different in the two streams.

Materials: sterile beakers or jars, corks or lids for the containers

Procedure:

1. The teacher will introduce stream studies at school before taking the students into the field.
2. Students will accompany the teacher to the Hatch Run Conservation Demonstration Area by bus for a stream study.
3. Students will walk the west section of the trail with the teacher until they reach Hatch Run stream.
4. Students will find a stagnant and calm area of water in the Hatch Run stream.
5. Students will obtain a water specimen by filling one of the sterile containers and covering it with a lid or cork.
6. Students will walk west on the trail until they encounter Simons Run.
7. Students will find a stagnant and calm area of water in the Simons Run stream.
8. Students will obtain a water specimen by filling a sterile container and placing the lid or cork.
9. Upon returning to school, students will prepare two slides to view under the microscope.
10. The students will hypothesize as to whether the two samples will contain the same organisms or not.
11. Students will record their hypothesis.
12. Students will view the slides under the microscope and determine which organisms are present.
13. Students will record the results of both slides and compare the results.

Business Partner: Warren County Conservation District

Curriculum Relationship: Science

Grade Levels: 7-12

Barbara Scott, Learning Support

Sheffield Middle High School

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Business Partner: PA State Game Commission

Curriculum Relationship: Overview of Eagles

Grade Level: 4

Tina Stanz

Sheffield Elementary School

Activity One: Identification of the Bald Eagle

Objectives: Through the use of books, posters, etc., children will identify various features of the bald eagle. Students/teacher will discuss both the features and unique uses each provide. Ex. Talons: allow eagles to quickly/efficiently catch their prey.

Materials: books, posters/visuals, coloring sheet of an eagle,
Internet sites: <http://bransonconnection.com/enviro/eagle/eagle3.htm>;
<http://www.dec.state.ny.us/website/dfwmr/wildlife/endspec/baefs.html>
(examples of these materials are enclosed)

Procedure: Teacher will show books, posters, other visuals (and use the above websites) in which children can observe the unique features of the eagle, their habitat, etc. Teacher will add the information to the board as children add the pertinent information to their coloring sheet. Children will color and label each feature as it is discussed Ex. Talons, white head of older eagles, nest size, eagles prey, etc.

Activity Two: Nesting/Maturity of Young

Objectives: With the use of the internet students/teacher will track and journal the development of the young from egg to independence.

Materials: I cannot find the site at this time, however, in the springtime I know that by going to “ask jeeves.com” the site should be easily accessed.

Procedure: Teacher will daily take children to the computer lab where they will be able to access the site in which they will track the changes of an eagle as it matures from egg to young.

Activity: Children will then journal what they’ve observed/learned.

Activity Three: History: Endangerment to Protected

Objectives: Teacher/students will discuss how mankind/pollutions/illegal hunting, etc., affect wildlife and society.

Materials: Internet: <http://www.cnn.com/NATURE/9907/02/bald.eagle.02/>; journal.

Procedure: Students will be given access to the site above to research. Discussion will follow with whole group.

Activity: Children will involve the writing process as they journal: What I Can Do to Make the World a Better Place for Wildlife and/or Mankind

Activity Four: The Eagle: An American Symbol

Objectives: Students will watch the video “An American Symbol” and discuss the information found on the internet to gain knowledge as to how the eagle became an American Symbol.

Materials: video: “An American Symbol,” Internet: <http://www.baldeagleinfo.com/eagle/eagle9.html>, dollar bill

Procedure: Teacher will show/discuss the American dollar noting the eagle as a symbol. Children will share their thoughts as to why they believe the eagle is a symbol. Children will then watch the above video, look and discuss information found on the internet.

Activity: Children will journal “Why I believe the Eagle is a Good Choice as an American Symbol”

Business Partner: PA State Game Commission

Curriculum Relationship: Science - Owls

Grade Level: 4

Tina Stanz

Sheffield Elementary School

Lesson: Owl Identification/ Dissection of Owl Pellets to Reveal Owl’s Diet

Objectives:

1. Students will be able to identify the Barred Owl, Screech Owl and the Great Horned Owl.
2. Students will dissect owl pellets to reveal what the owl’s diet has consisted of ...
3. Upon dissection, students will identify (using a visual aid such as a worksheet) what the owl has eaten by studying the remains and locating them on the visual.

Materials: stuffed owl mounts or pictures, owl pellets, worksheet/visual.

Procedure: Teacher will display the three owl mounts. Children will point out various features of the three mounts as each are discussed. Upon completion of discussion of owls, children will be placed in groups of two. Teacher will pass out one owl pellet and worksheet to each pair. Teacher will demonstrate how children are to break apart the pellet to discover what the owl has eaten. Teacher will also demonstrate how children are to locate remains on the worksheet to decipher what the remains actually had come from. At the completion of this activity children/teacher will discuss what they had found/learned ,etc.

Business Partner: Warren County Historical Society

Curriculum Relationship: Social Studies

Grade Level: 6

Fran Brennan

Beaty Warren Middle School

Objectives:

1. Students will increase their awareness of Warren County’s history.
2. Students will be able to demonstrate their ability to relate the past to the present.

Materials: *pencil, paper and clipboard.*

Procedure:

1. Discuss the background of the Wilder Museum.
2. Present a brief background of the Newbold estate which leads into the background of both Irvine and Warren.
3. Tour the Wilder Museum under the direction of knowledgeable tour guides.
4. Have students apply acquired knowledge to the following focus questions: How does the settling of Irvine, PA relate to the settling of Warren, PA? How does the past effect the present?

Activities: As students tour the museum, they will be asked pre-arranged questions, specific to the focus question that they are to answer on paper. Back in the classroom we will:

1. Discuss the tour of the Wilder Museum.
2. Discuss specific questions related to the focus questions.
3. Record information (from step #2) in the Selborne notebooks on a Daily Observation page.

Business Partner: Allegheny National Forest (ANF)

Curriculum Relationship: Science

Grade Level: 6

Fran Brennan

Beaty Warren Middle School

Objectives:

1. Students will increase their awareness of the interrelationships of the flora and fauna in the ANF.
2. Students will develop skills in identifying signs of animal life.

Materials: outdoor hiking type clothing, pencil and paper—provided at the appropriate time.

Procedure:

1. Present the background of Timberdoodle Flats which includes clearing and designing of the Flats.
2. Tour the area with the Environmental Educator Coordinator as a field tour guide.
3. Discuss the interrelationships of animals and plants.
4. Apply acquired knowledge to the following focus question: What is a wildlife habitat?

Activities: Before the end of the tour, students are divided into groups of five to six students per group. They are given a piece of paper and a pencil. The directions are to find signs of animal life in a given area. This can include such things as animal droppings, chewed-on leaves, animal nesting spots, or footprints. Back in the classroom we will:

1. Discuss the field trip to Timberdoodle Flats.
2. Discuss specific questions related to the focus question.
3. Record information (from step #2) in the Selborne notebooks on a Daily Observation page.

Business Partner: Chapman’s Dam State Park

Curriculum relationship- Outdoor Education or physical education –When at Chapman’s Dam State Park the Park Naturalist taught a group about fishing, I have adapted that unit to the school setting.

Grade Level: 9

Fae Rouse

Eisenhower Middle High School

Objective: Students will learn to cast and tie hook to fishing line.

Materials: Handout – The basics: Casting and Knots.

1. pop cans or fishing poles
2. plugs or washers to cast with- ready ahead of time
3. hooks and fishing line
4. gym or field
5. hula-hoops or targets

Procedure: Handout – Lecture on casting with a spincasting rod. Demonstrate the overhead cast aiming for one of the targets.

Activities: Practice casting. Handout line and hooks, explain how to tie on line, and practice tying on hooks.

Business Partner: Holiday Inn of Warren

Curriculum Relationship: Math

Grade Level: 6-8

Sharon L. Schumann, Substitute Teacher K-12

Warren County School District

“A Chef’s Delight (or not)!”

Objectives: The students will be able to:

1. Understand that an executive chef must be able to use math skills.
2. Calculate the actual food cost to make a menu item or entrée (such as a turkey club sandwich).
3. Determine the customer cost of this item in order for the provider to make a profit.

Materials: one pickle; one piece of kale; one paring knife with permission of principal, or pre-slice the pickle; pictured grocery newspaper fliers; calculators; blank paper.

Procedure:

1. The students will discuss what “extras” are sometimes placed on plates to make an entrée look more enticing. (garnish)
2. The teacher will demonstrate the preparation of a garnish made from a piece of kale and a pickle flared like a fan. (motivational activity)
3. The teacher will ask, “What do you think a chef’s duties are?” “What about a head (executive) chef’s duties?” (ordering, preparing and storing food, taking inventory, hiring and scheduling employees, determining menu prices, making sure his department makes a profit)
4. In small groups, students will discuss and agree upon a food menu item or entrée to list for sale.
5. Students will prepare a “cost out” sheet by listing ingredients and portions needed to make one serving of this entrée following this example: Using the grocery newspaper fliers, students will add, divide, and multiply to determine the total food cost of their entrée.

Ingredient Name	Cost of package as sold in store	Divide package price by # of units in the package =	Unit Price	# of Portions Needed	Multiply unit price by # of Portions used =	Ingredient Cost
bread	\$1.19 per loaf	\$1.19 17 slices	\$0.07	2 slices	\$0.07 x 2 slices	\$0.14

6. The teacher will lead a discussion about the need to charge more than the actual cost of food ingredients. (Brain storm about all the people involved in preparing, serving, setting up dining areas, clearing dining areas, and washing dishes and table linens) All of these people need paid.
7. Students will determine their final selling price by multiplying their final food cost times 3.2 (profit factor).

Optional Activity:

1. For extra credit, a group could actually calculate the cost of, take prepaid orders for, make, and serve a simple food item to classmates. (this item must be approved by the teacher) i.e. Chocolate covered strawberries, cookies, sandwiches, etc.
2. Students could design an ad sheet to post in the classroom describing this food item, cost, and serving date. Use of enticing, descriptive adjectives, pictures, and a clever name or ad heading could be included.

Business Partner: Holiday Inn of Warren

Curriculum Relationship: Math

Grade Level: 6-8

Sharon L. Schumann, Substitute Teacher K-12
Warren County School District

Objectives: The students will be able to:

1. Identify various jobs at the Warren Holiday Inn.
2. Identify the scope of and kind of customers that use the Warren Holiday Inn.
3. Understand that basic math skill competencies are needed in many of these jobs in order to provide satisfactory and economical service.

Materials:

1. Blackboard
2. Blank paper
3. Additional worksheets or lesson plans entitled: “A Chef’s Delight (or not)! ” “Laundry, Laundry, Boy Do We Love Laundry!”
4. Old magazines
5. Poster board
6. Scissors



Procedure:

1. The students will discuss the location of the Warren Holiday Inn.
2. The teacher will ask, “Why in the world would someone travel to Warren, PA?” (motivational question)
3. The students will discuss area attractions or events that might attract visitors to Warren County. (Kinzua Dam, seminars, sport events, canoeing, theater, golfing, leaf looking, class reunions, weddings, lawyer depositions, and general travelers)

4. The teacher will ask if anyone has ever been to the Warren Holiday Inn. For what occasions?
5. The teacher will ask, “For what reasons might local groups hold special events, meetings, or dinners?” (business meetings, birthday parties, club banquets, bridal shows, retirements, etc)
6. The teacher will draw a rough floor plan of the Warren Holiday Inn on the board and label the main areas.
7. The students will divide into groups to create a list of the types of workers or employees needed in each area. Also, they must list five examples of instances that some of these workers would have to use math.

Additional Activities:

1. In the same groups, students will go on to complete lessons and or worksheets (as listed above) dealing with actual problems from specific departments within the Holiday Inn.
2. Students can divide into pairs to cut out pictures from magazines to create a collage depicting the occasions discussed. (sort of like an ad)

Business Partner: Holiday Inn of Warren

Curriculum Relationship – Math

Grade Level: 9-12

Sharon L. Schumann, Substitute Teacher K-12
Warren County School District

“Laundry, Laundry Boy Do We Love Laundry!”

Objectives: The students will be able to:

1. determine the number of employees needed for one shift of a specific type of job.
2. use basic math skills to solve actual problems relating to employee schedules and clean linen supplies.
3. explain problems that employee absences create and relate this to the idea of “teamwork”.

Materials:

1. bathmat-size towel (1)
2. washcloth (1)
3. bath towel (1)
4. worksheet entitled: “Laundry, Laundry Boy Do We Love Laundry!”

Procedure:

1. Students volunteer to fold a bath towel as they would at home. (should be several different ways)
2. The teacher will demonstrate the “fancy” way bath mats and towels are folded at the Warren Holiday Inn.
3. Several students can then volunteer to try to copy this same technique.
4. The teacher will explain that a lot of folding needs to be done daily at hotels. Much teamwork “behind-the-scenes” is involved in insuring that rooms are clean, orderly, and ready on time.
5. The teacher will ask the students how many rooms they think the Warren Holiday Inn has. (112 w/ 2 beds in most) How many beds? How many sheets and towels they think get washed per day?

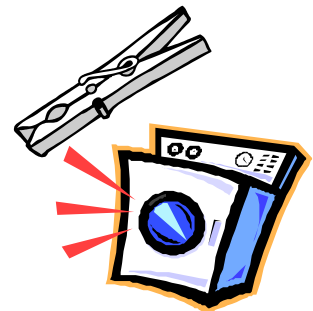
Activity: In groups, students will complete the attached worksheet as listed above.

Laundry, Laundry Boy Do We Love Laundry! – WORKSHEET

The Warren Holiday Inn has 112 sleeping rooms. Its staff is very busy accommodating people for banquets, weddings, reunions, business meetings, birthday parties, golf packages, sporting events, sight-seeing outings, and general traveler stays. During the summer, it is not uncommon for nearly all of the rooms to be sold out. As in all departments, the housekeeping and laundry people have much to do. Use the following given information to sharpen your practical math skills.

Given:

- 106 rooms are occupied
- each room has either 2 queen size beds or 2 double beds
- each bed has
 - *1 fitted sheet
 - *1 flat sheet
 - * 2 pillow cases



1. What is the total number of bed linens to be changed per room? _____
Given: Each room is supplied with
 *4 bath towels
 *4 hand towels
 *4 washcloths
 *1 bath mat
2. What is the total bath linen count per room? _____
3. What is the total of all linen items per room? _____
4. All linens taken off the beds and out of the bathrooms are tossed down the chutes to the laundry room. What is the total number of laundry items from all 106 rooms? _____
5. Laundry people must wash, dry, fold, and shelve all of these linens before their shift is over. If 2 people share this task, how many items would each person fold? _____
6. What would it be like if 1 person went on vacation or got sick?

7. (Practical Problem Solving) They use 2 washing machines constantly. If one washer breaks down, what should get washed first ... bed linens or bath linens? Why? _____

As head housekeeper, you must schedule housekeepers for tomorrow. Use the following information to make some decisions.

8. If it takes 30 minutes for a housekeeper to prepare each room, how many rooms could he/she complete during an 8-hour shift? _____
9. If a worker is given (1) 30-minute lunch and (2) 15-minute breaks, how many working hours are left? _____
10. How many rooms would this worker now be able to complete? _____
11. How many housekeepers should be scheduled to make sure all 106 rooms get finished? (round off to the highest whole person) _____
12. If one person calls off sick, what problem would this cause?

Business Partner: Pa State Game Commission
Curriculum Relationship: Science: animals, habitats
Grade Level: 2
 Pamela M. Taylor
 Sheffield Elementary School

Objective: The students will be able to identify different wildlife furs of Pennsylvania.

Materials:

1. A variety of wildlife pelts (furs) available to borrow from the PA Game Commission. I chose skunk, raccoon, bear, deer, fox, otter, and beaver.
2. There are two types of beaver hides. One has the guard hairs that get wet and the other is shaved down to its soft fur underneath that stays dry and warm.
3. Information about the furs you choose to use with the children. I used http://sites.state.pa.us/PA_Exec/PGC/pubs/50birds/50birds1.htm.

Procedure:

1. Have the selected furs in a pile out of view of the students.
2. Move the students to the learning rug and have them sit in a circle. This will give each student the opportunity to view and touch the fur easily.

3. Specify to the students that they will look and listen first and then when cued may touch the fur.
4. Place a fur in front of you and the students on the carpet.
5. Ask the students to look at the color of the fur and other characteristics they may notice.
6. Give the students clues about the fur (animal) as they are looking to help them identify the animal.
7. Have the students raise their hands to identify the animal.
8. When they have correctly identified the animal, ask the students to share how they arrived at their answer. (i.e.: color, characteristics, clues)
9. Have students share anything else they know about the animal fur that is in front of them. Give them any other information they may not have known.
10. Let each child touch the fur, if they'd like.
11. Move on to the next fur and continue in the same manner.

Activities: This program could lend itself to a variety of writing activities ...

1. Favorite fur
2. Most interesting
3. Softest
4. If I could spend a day with any animal we talked about I'd choose _____ because ...

Each activity should explain why they chose the animal and include an illustration.

Business Partner: CTI Physical Therapy

Curriculum Relationship: Health and Physical Education

Grade Level: 6-8

Claudia M. Spargo, Substitute

Beaty Warren Middle School

Objective: The students will be able to perform proper body mechanics when lifting objects weighing 10 lbs. or more.

Materials: Study guide sheets showing proper lifting movement. Boxes – small, medium and large containing books and weighing 10 lbs, 25lbs, and 50 lbs.

Procedure: After a demonstration, students will split up into groups. They will take turns lifting different boxes of books using proper body mechanics and by using the buddy system.

General Lifting rules:

1. Keep head high, chin tucked in and back arched
 2. Do as professional weight lifters do—keep back arched when lifting.
 3. Keep weight close to body and stand up straight.
 4. Use diagonal lift (one foot ahead, one foot behind) to get weight in close and maintain a wide, balanced base of support.
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1. Plan ahead and test the load before lifting.
 2. Don't jerk as you lift.
 3. Keep back arched when lifting, head & shoulders up
 4. Push or pull rather than lift; pushing is best.
 5. Team Work for heavy loads. Get help if load is too heavy. One person should act as leader. Be sure you can see where you are going.
 6. Support the load on your shoulder when carrying for long distances.
 7. Allow for clearance through doorways.
 8. Pivot with your feet, don't twist when moving load from one side to another side.

Don't Twist while lifting
 Bend forward while lifting
 Carry objects in a bent-over, stooped posture
 Try to lift above shoulder level

Business Partner: Warren General Hospital
Curriculum Relationship: Health and Physical Education
Grade Level: 6-8
 Claudia M. Spargo
 Beaty Warren Middle School

Objective: Students will set up a personal walking fitness program and show progression over six weeks by recording the time needed to walk 1 mile and their heart rate when finished.

Materials: Comfortable walking shoes; track – 4 laps equals one mile; watch with a second hand; and journal to chart time and heart rate.

Procedure: Pair students with partner; take turns recording time and pulse rates on personal charts.

1. Explain and have students practice taking pulse to figure out heart rate. (To check heart rate- place 2 fingers in groove of neck that runs alongside Adam’s apple or on your wrist. Count the number of pulse beats in six seconds and add a zero. Ex: 12 beats in 6 sec. = 120 beats per minute.)
2. Walk or stretch for 3 to 5 minutes before beginning walk.
3. Start one mile walk walking as quickly as you can to get heart rate up to at least 110 beats per minute.
4. Maintain a constant pace and keep breathing smooth and regular as you walk.
5. Record the time that it took to walk one mile. Most people take between 10 and 20 minutes to walk a mile.
6. When you finish walking the mile, keep moving slowly and immediately take your pulse. Write this number down, too.
7. Every day follow above procedure and record time and heart rate. There should be improvement seen by the end of the six weeks.
8. Encourage students to continue walking programs on their own.

Business Partner: High Country Flowers and Gifts
Curriculum Relationship: Writing, Social Skills
Grade Level: 9-12
 Carol Songer, Home Economics
 Warren High School

Objectives:

1. The student will write a Thank-you note that is readable, pleasant, and grammatically correct.
2. The student will correctly address an envelope according to post office standards.

Materials:

1. Flower arrangement
2. Paper supplies – practice and stationary – pens
3. Handout of proper addressing procedures
4. Handout of accepted abbreviations

Procedures:

1. Discuss writing a Thank-you note.
 - a. Why (purposes)
 - b. How – greeting, body, closing
2. Evaluate pre-written Thank-you notes.
 - a. Ease of reading
 - b. How they make you feel
 - c. Time to write/read
3. Practice writing a Thank-you note for the floral arrangement displayed:
 - a. Photocopy and use class input as evaluation
4. Write a Thank-you note on stationary that will be graded as evaluation.
5. Discuss addressing envelopes
 - a. Readable
 - b. Appropriate abbreviations
 - c. Proper form
6. Address an envelope that will be graded as evaluation.

Business Partner: Pa State Game Commission

Curriculum Relationship: Science

Grade Level: 2

Christine Duell

Sheffield Elementary School

Objectives:

1. Promote scientific inquiry.
2. Use a scientific method to plan and conduct a long-term investigation.
3. Design an experiment to find out how different soils affect the growth of warm season grasses.

Materials:

1. Native grass seed mix
2. Soil (sand, clay, humus, mixture of all three)
3. Small milk cartons or plastic containers
4. Water
5. Paper
6. Pencils/crayons

Procedure: Children test how different soils affect the growth of warm native grasses. Using containers, children plant native grass seed in a variety of soils – sand, clay, humus, and a mixture. They keep all other variables constant, such as watering each with the same amount water and maintaining the same light and temperature. Children measure the growth of the grass over a few weeks and make pictographs or bar graphs to record this information. Have the class draw conclusions from the results.

Discuss with the children that by planting warm season grasses, it restores native plant communities and provides critical habitat for native wildlife.

Business Partner: Warren County Conservation District

Curriculum Relationship: Science – Environment and Ecology

Grade 4

Susan Cronmiller

South Street Early Learning Center

Objectives: Students will become aware that forests may include many different kinds of trees and that these trees are identifiable by looking at the bark, leaves, and basic growth structure.

Materials: Field Guides; leaf and bark samples; and bus for field trip

Procedure: Before the field trip to Hatch Run:

1. Discuss forests and show pictures of various kinds of forest found around the world, include Evergreen forests, Rain forests, etc
2. Discuss forests of Warren County and the importance of lumbering in our communities.
3. Provide each team of students with appropriate field guides.
4. Walk the lower loop at Hatch Run Demo Area.
5. Identify examples of various trees.
6. Use our senses and describe how it looks, feels, sounds, and smells in this forest.
7. Compare the shapes, leaves, and bark.
8. Locate and name 5 or more different kinds of trees in this area of the forest.

Another activity to be done if there is time would be the “adopt a tree plan”.

1. Each student would select a tree as his “own” for study.
2. Do leaf and bark rubbing and draw a picture showing its shape.
3. Write a paragraph describing your tree and tell the time of year you are marking this observation.
4. Try to return to this tree once a month and keep a log of any changes you observe.

This plan will work well if parents are included on the field trip and commit to returning to the Hatch Run Demonstration Area for further independent study.

Students will be graded on written work and samples of leaf and bark rubbings.

Business Partner: Ivy Vine Quilt Shop

Curriculum Relationship: History, Art, Literature

Grade Level: 9-12

Deborah Bevevino, Library Skills Support Class
Warren High School

Objective: Students will understand the importance of quilts. Students will understand about generosity and sharing.

Materials:

1. “The Quiltmakers Gift”
2. Quilts
3. Fabric
4. Paper
5. Colored pencils

Procedure: Talk about the history of quilts and quilting. Show class examples of quilts. Read the story, “The Quiltmakers Gift.”

Activities: Students will use “The Kings Things” puzzle to find the items listed. Students will design their own quilt patch.

Warren Public Library

Curriculum Relationship: Art

Grade Level: 5

Barbara Couse
Beaty-Warren Middle School

Objectives:

1. To introduce the concept of Kinetic Art, using motion and balance.
2. To create a mobile in the style of sculptor Alexander Calder.

Materials:

1. 3 or 4 pieces of reed per student
2. clear tape
3. colored tissue paper
4. scissors
5. white glue
6. Styrofoam blocks

Procedure: Begin the lesson by defining key words – Kinetic Art, motion, balance Present information about Alexander Calder, and show pictures of his work. Show examples of finished mobiles. Introduce the materials, and explain the steps taken to construct the mobile.

Sources:

- “Kids Art Works!” by Sandi Henry. (745.5, paperback stacks, held by Tidioute Library)
- “The Art Book” by Phaidon Press Limited. (703, reference, Warren Library)
- “Calder, an Autobiography with Pictures”. (BC127, oversize, Warren Library)

Note: This lesson was created by using Webcat, Interlibrary Loan, and the Reference Room.

Business Partner: Warren Public Library
Curriculum Relationship: Language Arts and Health
Grade Level: 3

Judy Scalise
Sheffield Elementary School

Objectives: The student will:

1. Use the computer to access The Warren Public Website
2. Become aware of what is offered at The Warren Public Library
3. Tour The Warren Public Library, receive a Warren Public Library card, use the reference section and sign out a book to take home
4. Record the history of their family

Materials:

1. Computer with Internet access
2. Folder with paper
3. Pens, markers, crayons, pencils and glue
4. Apply for a mini-grant to Warren County School-to-Work Partnership for a field trip to the Warren Public Library
 - Contact Mrs. Kris Whitaker at the STW Office at 726-1260 ext. 137.

Procedure:

1. Introduce the students to the Warren Public Library Website: www.warrenlibrary.org
2. Have the students tour The Warren Public Library Website
3. Click on What's Happening at The Warren Public Library
4. Browse Library Services, Hours and Directions, History, Children's Department, Ben's Guide to U.S. Services, etc.
5. After taking a tour of the library using the Internet, explain to the children that they will be visiting the library to learn more about the services and types of jobs found at the library.

Activities:

1. Have each student make a family folder with information about their own family. The folder could consist of:
 - a. A family tree
 - b. A written story of each family member along with family photographs
 - c. Interviews with grandparents, parents and other family members
 - d. A personal narrative of their own life
2. Tell them that when they visit the library, they may look up one piece of information about their family from the genealogy section of the reference department of the library. (example: their birth)
 - a. Mr. Larry Dalrymple from the reference department will help the students access the information on microfilm and print the information for them.
 - b. The information can then be added to their family folder.
3. Permit each child to apply for a library card if they do not already have one. Send the forms home ahead of time so when they arrive at the library, their cards will be waiting for them to be picked up at the front desk.
4. After going on a tour of the library and listening to Mrs. Ellen Eberly from the children's department read a book, allow the students to sign out a book to take home to read to a family member.
 - a. After reading the book to a family member, have the students record their personal feelings about the book along with any comments from the family member. Include this in their family folders.
5. Upon completion of the family folders, place them on display in the classroom for the first PTO meeting for all to view.

Business Partner: Warren County Historical Society
Curriculum Relationship: Art (or local history)
Grade 8

Barbara Couse
Beaty Warren Middle School

Objectives:

1. To learn what resources are available in the Warren County Historical Society and the Warren Public Library reference room.
2. To learn how to use these resources for research.
3. To write a report about the Warren Art League. *

Materials: Notetaking supplies, Computer with printer.

Procedure:

- 1 Visit the Warren County Historical Society and the Warren Public Library reference room as a class.
- 2 Explain the types of resource materials offered at both facilities.**
- 3 Explain the requirements for the report – number of words, date due, number of sources, bibliography, cover page.
 - This report can be written about other subjects pertaining to Warren, such as other organizations, industries, conservation, and important people.
 - WCHS – newspaper clippings file, personals notebooks, “Stepping Stones” magazine, vital statistics card file, and city view file. WPL reference room – microfilm, genealogy, vital statistics card catalogue, PA room (with local picture file), vertical files, and local history.

Business Partner: Siliano Construction

Curriculum Relationship: Math

Grade Level: 6-12

Jenifer Albaugh

Sheffield Middle High School

Objective: Apply skills learned to plan and present an estimate for the replacement of a minimum of 100 feet of sidewalk around the school.

Materials: Tape measure, Graph paper, Pen, Paper, Calculator, Overhead

Procedure:

- 1 Determine 100 feet (consecutive or broken up) of sidewalk that needs to be replaced around the school building.
- 2 Measure the width, length and depth of the sidewalk.
- 3 Draw to scale of graph paper.
- 4 List of supplies and contacts that will be needed.
- 5 Calculate/estimate amount of gravel and concrete needed.
- 6 Calculate the cost of concrete and other supplies.
- 7 Write out and estimate/bid.
- 8 Present the final estimate, with justification of expenses.

Business Partner: Chapman Dam State Park

Curriculum Relationship: Science

Grade Level: 3

Sandy Dawes, Substitute teacher

Warren County School District

Title of Lesson: Mammals of Pennsylvania

Time: 120 minutes

Content Knowledge: Body of Knowledge

Rationale: It is important for the students to become familiar with the native animals of Pennsylvania to better understand their surroundings.

Goal: The students will be able to identify most of the animals by name and know their habitat.

Objectives:

- 1 The students will be able to identify the mammals discussed in the lesson.
- 2 The students will be able to identify the mammals’ habitats discussed in the lesson.
- 3 The students will be able to discuss the similarities of the animals.
- 4 The students will be able to discuss the differences of the animals.
- 5 The students will be able to list ways to show respect to the animals.

Procedure/Events of Instruction:

1. **Introductory Review:** Ask students to name different animals that they see when outside going for walks or just being in the yard. Allow for discussion. Make a list on the board.

2. **Motivation:** Have samples of live animals for the students to see and observe. Tell the students that we are going to see the animals in their natural habitat. Ask and discuss what the work habitat is. Then have the students prepare to hike through the trails at Chapman State Park.
3. **Presentation of Content:** While walking along the paths point out the various animals and their natural surroundings. Allow the students to watch each animal. After the hike have various pictures available for the students to see. First, use the pictures as a review, but the second for the animals that the students didn't get a chance to view on their hike. Stress to the students the necessity that we respect the animals, their homes and surroundings. Have the students list ways that they could show respect to the animals and their homes.
4. **Student Involvement:** The students will be able to observe live animals (when available). Have the students keep a journal with a list of each animal they saw while on the hike and then allow them to share with their classmates after the hike.
5. **Review/Closure:** Discuss the meaning of habitat, discuss the various animals seen on the hike, discuss the animals that were not seen on the hike, and discuss why they might not have been seen.

Formative Assessment:

1. The students will be informally assessed to their ability to name the various mammals through a game that uses flash cards with the different pictures on them.
2. The students will be informally assessed to their ability to name the various habitats of the mammals through a game that uses flash cards with the different pictures on them.
3. The students will be formally assessed to their ability to list the similarities by having the students make a chart indicating the similarities of two different animals.
4. The students will be formally assessed to their ability to list the differences by having the students make a chart indicating the differences of two different animals.
5. The students will be formally assessed to their ability to list ways to show respect to animals and their environment by creating a chart on the board.

Materials:

1. Live animals
2. Trainer or professional animal handler
3. Chapman Dam State Park/Trails
4. 22 clipboards
5. 22 pencils
6. Flash cards with animals clearly placed on them
7. Flash cards with various habitats clearly placed on them
8. Dry Erase Board
9. Markers

References:

Fechter, W. Chapman Dam State Park, Reference Guide
 Williams, T. 50 Birds and Mammals of Pennsylvania: Pennsylvania Game Commission

Mode: Whole or small group

Special Adaptations: Be sure the trails are wheel chair accessible if necessary, some students may need extra time to see and identify the animals while on the trail.

Anticipated Difficulties: The animals to be unable to see and observe while on the trail due to time of day, season, and weather. If this occurs have a back up of plenty of pictures and habitats for the students to see.