

# Explore Various Methods of Obtaining Resources and Supplies

**Unit:** Lesson Planning

**Problem Area:** Collecting Curriculum Resources and Supplies

**Lesson:** Explore Various Methods of Obtaining Resources and Supplies

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Describe types of resources and supplies.**
- 2 Identify various sources for resources and supplies.**

- **Resources.** The following resources may be useful in teaching this lesson:

Feldman, Jean R. *A Survival Guide for the Preschool Teacher*. The Center for Applied Research in Education, 1991.

Mayesky, Mary. *Creative Activities for Young Children*, 9th ed. Delmar Cengage Learning, 2008.

“Need More Supplies for Your Classroom? Here’s Where to Find Them—Cheap!” *Scholastic First Class*. Accessed June 21, 2009.  
<<http://www2.scholastic.com/browse/article.jsp?id=3749737>>.

“On the Hunt for Supplies,” *TeacherVision*. Accessed June 22, 2009.  
<<http://www.teachervision.fen.com/money-saving-tips/new-teacher/48349.html>>.



## ■ **Equipment, Tools, Supplies, and Facilities.**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

## ■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ budget
- ▶ community resources
- ▶ comparison shopping
- ▶ consumable goods
- ▶ durable goods
- ▶ fund-raisers

## ■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*Present students with an activity or craft made from recycled items or other materials that are free or readily available in a preschool classroom. Ask students for ideas on how teachers could obtain the objects used in the activity. Keep a list of all the sources the class gives, and tell students to use that list when completing LS–A.*

# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Describe types of resources and supplies.

**Anticipated Problem:** What are the different types of resources and supplies?

- I. Types of resources and supplies
  - A. **Durable goods** are products designed to be used repeatedly over a long period.
    1. Equipment
      - a. Furniture (tables, chairs, book shelves)
      - b. Playground equipment (climbing structure, slide)

2. Toys and games
  3. Books
  4. Appliances and electronics
    - a. Computers
    - b. Refrigerator
    - c. Microwave
    - d. CD player
  5. Art supplies
    - a. Easel
    - b. Smock
    - c. Stencils
- B. **Consumable goods** are products that get “used up” and must be replaced frequently.
1. Maintenance supplies
    - a. Cleaning supplies
    - b. Hand soap and sanitizer
    - c. Paper towels, tissues, and toilet paper
  2. Office supplies
    - a. Writing utensils
    - b. Note pads and copy paper
    - c. Stickers
  3. Art supplies
    - a. Paper
    - b. Paint
    - c. Dough/clay
    - d. Crayons
- C. **Community resources** are people, places, or organizations that provide learning opportunities or other support to local individuals.
1. Experts or guest speakers
  2. Field trips
  3. Businesses
  4. Volunteers
  5. Support programs

*Many techniques can be used to help students master this objective. Use VM–A to review the main types of goods and resources.*

**Objective 2:** Identify various sources for resources and supplies.

**Anticipated Problem:** What sources are available for obtaining resources and supplies?

II. Sources for resources and supplies

A. Purchasing new items

1. A program must follow a **budget**, an itemized list of how funds will be spent.
  - a. Durable goods may be purchased only once, at the beginning of the school year.
  - b. Consumable goods may be purchased in bulk or throughout the year, depending on prices and storage space.
2. Shoppers should compare prices before making purchases.
  - a. **Comparison shopping** is the process of comparing the price and quality of merchandise.
  - b. Specialty supply stores (catalogs and Web sites) may offer high-quality school-grade furniture or medical-grade equipment.
  - c. Discount stores may offer better prices on standard items, such as office supplies and paper products, or discounts on bulk purchases.

B. Receiving used items

1. It is important to check the safety of all used items.
  - a. Product recalls
  - b. Broken pieces, chipped paint, splinters
2. Sources include:
  - a. Garage sales
  - b. Consignment stores
  - c. Donations of items from community members

C. Seeking donations. (Rules for soliciting and accepting donations vary among programs, so staff should check with program directors before seeking donations.)

1. Programs may request items from students' or clients' families.
  - a. School supply list at beginning of year
  - b. "Wish lists" posted in classroom or printed in newsletters throughout the year
  - c. Assigned snack days, in which students provide snack, drink, and paper products
2. Programs may ask local businesses for help.
  - a. Free merchandise
  - b. Discounts, especially on bulk purchases
3. Programs may seek monetary donations from businesses or community members.

- D. Enlisting help of support groups, such as parent groups or booster clubs
  - 1. May organize **fund-raisers**, events or sales designed to raise money to benefit a program or cause
  - 2. May provide funds for special projects or items, such as field trips or new playground equipment
- E. Creating and repurposing materials
  - 1. It may be less expensive to build equipment than to buy it.
    - a. Balance beams
    - b. Coat hooks
  - 2. Teachers may create new games, story boards, and decorations with supplies already found in the classroom.
  - 3. Teachers may find new uses for objects. For example, a colorful silk scarf may be used in the dress-up area or as a wall hanging to decorate the classroom.
- F. Seeking “freebies”
  - 1. Programs may ask businesses for items they normally throw away.
    - a. Empty cardboard boxes
    - b. Old wallpaper or carpet samples
    - c. Scrap paper
  - 2. Programs may ask families to save items, such as paper-towel tubes, egg cartons, and fabric scraps, for art projects.
  - 3. Many Web sites provide access to free ideas and printable materials.
- G. Borrowing items
  - 1. Libraries lend books and CDs.
  - 2. Community members may lend items that support lesson theme.
    - a. Doctor may lend old lab coats or stethoscopes.
    - b. Families may lend items of cultural significance.
  - 3. Fellow teachers may lend or trade items.

*Many techniques can be used to help students master this objective. Use VM–B to review the various sources for obtaining supplies and resources.*

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.
- **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson.

- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

- **Answers to Sample Test:**

**Part One: Matching**

1. d
2. c
3. a
4. e
5. f
6. b

**Part Two: Short Answer**

1. Answers will vary but should include three of the following: experts or guest speakers, field trips, businesses, volunteers, support programs.
2. Answers will vary but should include four of the following: purchasing new items, receiving used items, seeking donations, enlisting help of support groups, creating and repurposing materials, seeking “freebies,” and borrowing items.

**Part Three: Completion**

1. consumable goods
2. durable goods
3. fund-raisers
4. storage space
5. borrow

# Explore Various Methods of Obtaining Resources and Supplies

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- |                        |                     |
|------------------------|---------------------|
| a. budget              | d. consumable goods |
| b. community resources | e. durable goods    |
| c. comparison shopping | f. fund-raisers     |

- \_\_\_ 1. Products that get “used up” and must be replaced frequently
- \_\_\_ 2. The process of comparing the price and quality of merchandise
- \_\_\_ 3. An itemized list of how funds will be spent
- \_\_\_ 4. Products designed to be used repeatedly over a long period
- \_\_\_ 5. Events or sales designed to raise money to benefit a program or cause
- \_\_\_ 6. People, places, or organizations that provide learning opportunities or other support to local individuals

## ► Part Two: Short Answer

**Instructions:** Answer the following.

- 1. List three examples of community resources that may be available to a program that serves young children.



- List four main sources for resources and supplies.

► **Part Three: Completion**

**Instructions:** Provide the word or words to complete the following statements.

- Paint, paper, and cleaning supplies are all examples of \_\_\_\_\_.
- Tables, chairs, and books are all examples of \_\_\_\_\_.
- Parent groups may organize \_\_\_\_\_ to provide money for special projects or items, such as field trips or new playground equipment.
- Consumable goods may be purchased in bulk or throughout the year, depending on prices and \_\_\_\_\_.
- Teachers may \_\_\_\_\_ items from the library or community members to support a classroom theme.



# GOODS AND RESOURCES

- ◆ **Durable goods**—Products designed to be used repeatedly over a long period
- ◆ **Consumable goods**—Products that get “used up” and must be replaced frequently
- ◆ **Community resources**—People, places, or organizations that provide learning opportunities or other support to local individuals



# SOURCES FOR RESOURCES AND SUPPLIES

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- ◆ Purchasing new items
- ◆ Receiving used items
- ◆ Seeking donations
- ◆ Enlisting help of support groups
- ◆ Creating and repurposing materials
- ◆ Seeking “freebies”
- ◆ Borrowing items



# Comparison Shopping

## Purpose

The purpose of this activity is to find sources and compare prices for various supplies.

## Objective

Identify sources for supplies, and compare prices.

## Materials

- ◆ lab sheet
- ◆ writing utensil
- ◆ catalogs
- ◆ access to local stores

## Procedure

1. Compile a list of five durable goods and five consumable goods that may be needed in a preschool classroom.
2. List three sources for each item, and compare the prices. Be sure to compare unit prices. For example, if you find sources for glue in 3-ounce bottles and gallon jugs, you should determine the price per ounce.
3. Use various sources, including the Internet, supply catalogs, and local stores.

