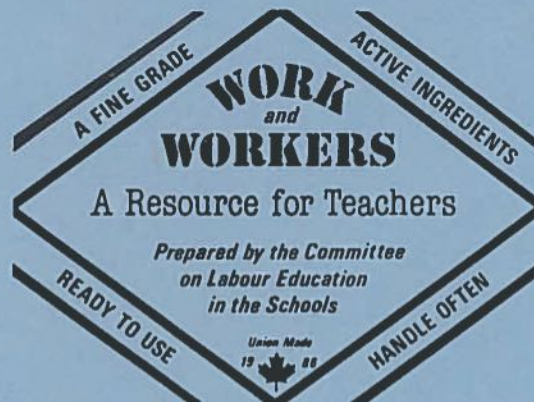




# Women at Work

**A Teaching Guide for P-3**

**Created by Gemma Larkin, written by Kathy Densmore**



Sponsored by the Nova Scotia Teachers Union

**WOMEN AT WORK:  
A TEACHING GUIDE FOR P-3**

Created By

GEMMA LARKIN,

Written By

KATHY DENSMORE

c Committee on Labour Education in the Schools 1988

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c/o Henson College of Public Affairs and Continuing Education  
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B3H 3J5

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Finally I would like to thank Labour Canada whose financial support made this kit possible.

GEMMA LARKIN

WOMEN AT WORK was created by Gemma Larkin and written by Kathy Densmore. Labour Canada provided funding for the preparation of this classroom resource, and the Canadian Learning Materials Centre provided secretarial support.

For piloting WOMEN AT WORK in their classrooms, we thank Jane Hart, Cindy Jessup, Rita Mercy, and Joanne Pottie as well as their students. We are grateful to Karen Willis-Duerden, President of the Nova Scotia Teachers Union, for her suggestions for publishing this Teacher's Guide and the Nova Scotia Teacher's Union for printing this first edition. We also thank Mary Lou Redmond of Women in Education, a subcommittee of the NSTU, for providing us with an opportunity to display and publicize WOMEN AT WORK at their conference. Donna MacNeil is to be thanked for helping out at the last minute by typing some additions to the manuscript.

The COMMITTEE ON LABOUR EDUCATION IN THE SCHOOLS coordinated the project. Special mention should be made to CLES members, Ann Brimer, Ruth Gamberg, Jim Guild, Meredith Hutchings, Winnie Kwak, Grant MacDonald, Jane Macmillan, and Ann Manicom for helping with the various jobs required in the absence of either staff or funds.

COMMITTEE ON LABOUR EDUCATION IN THE SCHOOLS

**DEDICATED TO**

**The grade one class at Joseph Giles School.**

## INTRODUCTION

Women at Work is an integrated curriculum unit directed at the P-2 level. It is designed to focus on the issues involved with women and work and how these issues relate to the family.

This unit deals with this topic from two perspectives: women's work as it affects the women and women's work as it affects the family.

Women have always contributed substantially to the workforce, especially with regard to "non-professional occupations." As well, in recent years, women have found a place in the traditionally male-oriented professional positions.

Current media and curriculum materials tend to portray the woman mainly as a professional worker and ignore the working class, thus giving an unrealistic view of working women.

The intent of this unit is to validate all types of work that women do and explore difficulties encountered by all working women. Such difficulties may include the various working conditions, the validity of working in the home, the issue of stereotyping, and the work as it effects traditional family roles.

The unit is designed to familiarize children with these issues. It is accomplished primarily with language-based activities which include discussions, reading books, formulating questions, conducting interviews, writing stories, etc. As well, activities involving math, social studies, drama and art are included.

INTRODUCTION

Gemma Larkin developed **WOMEN AT WORK** in her own grade one classroom, and it was then piloted in grades Primary, one, and two in Hants County, Nova Scotia for four to six weeks before Mother's Day. The five-to seven-year-old children, most of whom have working mothers, proved to be very interested and open to the ideas presented. Because many of the basic aspects of the study are highlighted in this Guide, it can be easily adapted for use in grades four to six.

## USE OF MATERIALS AND GUIDE

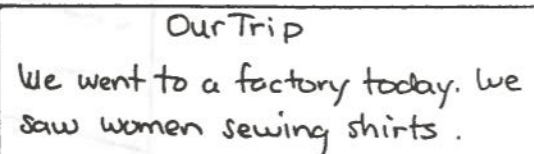
The intention of this unit is to familiarize children with these important work issues mainly through language experiences. Recording children's responses to questions, recording new information learned as well as experiences had by the children are valuable learning tools in the language process. This can be accomplished in various ways - chart stories, journal entries, story writing, and radial diagrams are a few examples.

The guide is divided into 5 separate sections. Each section deals with a particular issue. Within each section there are a limited number of recommended books and materials to use. These and other resources are listed and annotated in the bibliography, and, where possible, price and library number are added for easy ordering and borrowing. Many of the materials are readily available in the bookstores and in the local public libraries.

At the end of each section, space is provided to list additional resources you have found helpful.

### Chart Stories

Chart stories are usually done by the entire class and are done after some information has been shared with the children as a result of an outing or filmstrip, etc.. All students in the group contribute to the story and the end product is printed on large chart paper.



Our Trip  
We went to a factory today. We  
saw women sewing shirts.



## Journal Entries

Journal entries are written by the children on a regular basis usually in a scribbler or folder set aside for this purpose. Teachers may respond to the children by writing questions to encourage the children to expand.

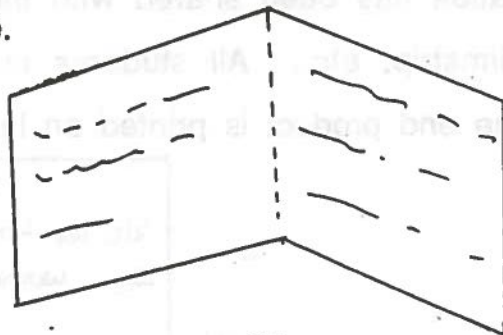
## Storywriting

Storywriting can take many forms, for instance:

1. You may wish to adapt a familiar pattern of a well-known book to the subject you are studying.
2. "How-To Books" can be written on a particular topic. Each child may contribute to a section of the book.
3. Pictures can be cut and pasted on blank sheets of paper. Students can write the text to correspond with the pictures.
4. Class Book - Each student contributes one page and illustration to a book written about a particular topic. All pages are put together and bound.

The following examples illustrate the types of books you can make.

1. Individual booklets - staple pieces of paper together at the ends or in the middle.



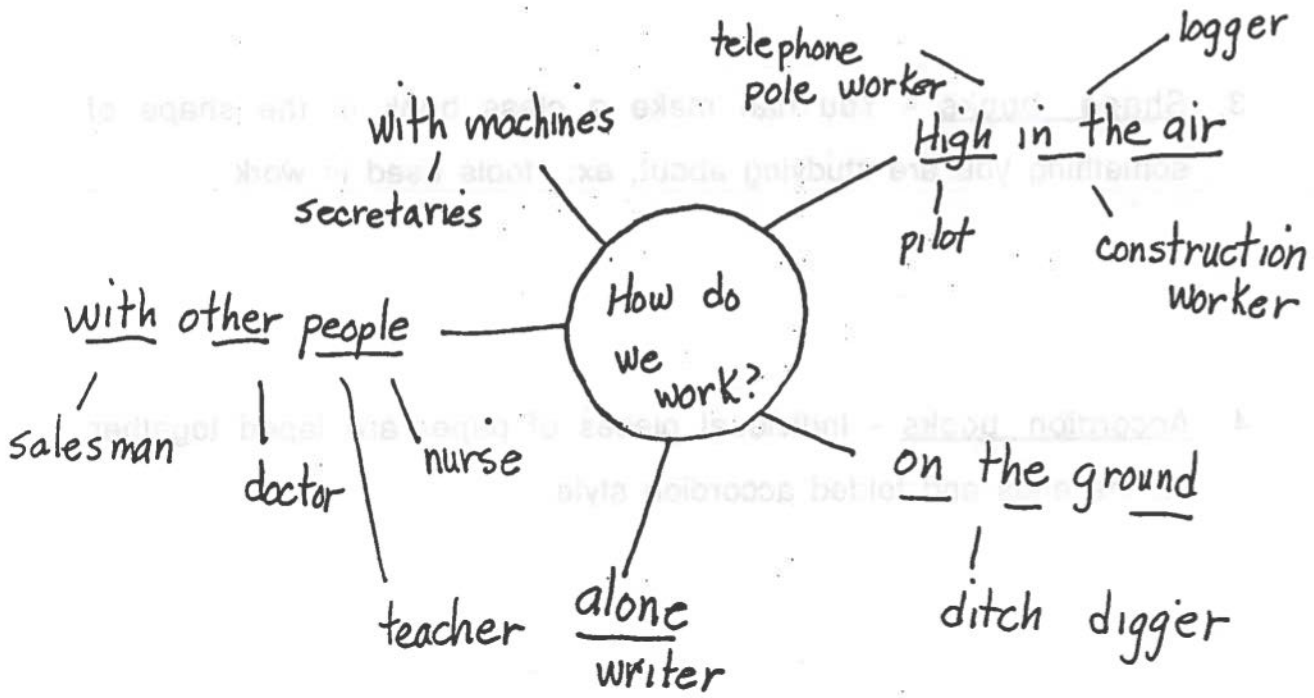
2. Bound books - Pieces of cardboard (cereal boxes) can be covered with fabric or paper. Sew blank pieces of paper together in the middle. Attach to the cardboard with glue or tape. Bind class books with a binding machine or put together with metal rings.

3. Shape books - You can make a class book in the shape of something you are studying about, ex: tools used in work.

4. Accordion books - Individual pieces of paper are taped together on the ends and folded accordion style.

5. Storyboards - A class story is written on a large sheet of bristol board. Illustration is included. Story can be read in large groups.

6. Radial Diagrams - Children brainstorm the answer to a question asked or record information they have learned from a film or visitor. This information is recorded on chart paper or on the board. This information should be organized into subtopics.



WHAT IS WORK?

UNIT 1

WHAT IS WORK?

## **WHAT IS WORK?**

It is important for the teacher to take some time to address the issue of what work is with his or her students. Children have individual ideas of what work is. Children should become aware that work is an individual's contribution to society and each job is important because it relates to society.

## UNIT 1 - WHAT IS WORK?

### **Discuss**

1. Collect photographs showing people in various working situations. You may want to use magazines or actual photographs. Display the photographs and encourage discussion. Use the following example as a guide for discussion.

What type of work is being done?

Who is doing the work?

What is the importance of the job being done?

The importance of all jobs to our society should be emphasized.

2. As a project, have the students organize pictures into categories and discuss the reasons for each. The use of the newspaper for articles and pictures of people working is beneficial.
3. Write the question "What is work?" and encourage responses from the students. Record their answers in a radial diagram (See Introduction for sample of diagram.)
4. Ask the children the question, "Do you work?" and discuss their responses.

**Write**

1. To focus the students' attention on the issue of what work is, have the students record what work they did each day for a period of a week. Use the following diagram as an example.

Name _____	
Did you work today?	yes _____
	no _____
What did you do?	_____
_____	

2. Make a class book entitled How Children Work using the pattern in the book, How We Work, by Anita Harper and Christine Roche (See Bibliography - Children's Reading). Have each child contribute illustration and text to this project. Example of the pattern:

Some children work with their friends.

Some children work by themselves.

Some children have one job to do.

Some children have many jobs to do.

### WHO WORKS AT HOME?

Send a letter home to the parents explaining that we are talking about work. We are interested to know what jobs are done by the various family members.

#### **Survey**

As a class, prepare a questionnaire to send home. Use the following as an example.

	Name _____
Did you work today?	yes _____ no _____
What did you do?	_____
	_____

#### **Categorize**

While you are waiting for all the questionnaires to be returned, discuss possible answers to the questionnaire. Make a chart of these responses, organizing the information gathered into the appropriate categories. Example: jobs Moms can do, jobs Dads can do, jobs children can do, jobs a babysitter can do, and others.

#### **Chart**

When the questionnaires are returned, make a similar chart and compare the two. Discuss reasons for similarities and differences in the two charts.

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The issue of many people being able to do many jobs should be emphasized.



**FAMILY MEMBERS AT WORK**

**Write**

Compile a list of questions (together or individually, depending on your age group) for the students to ask their parents about their work. When the questionnaires are returned, have the students write individual stories or books about one person they interviewed. Examples of questions follow.

What kind of work do you do?

How many hours a day do you work?

Do you like your job?

Do you have days off? How many?

Do you ever do work you don't get paid for?

What do you like about your job?

What do you dislike about your job?

**TEACHER'S RECORD OF RESOURCES**

This space is provided so that the teacher can record resources and materials they found useful and would like to use for future reference.

**BOOKS AND OTHER PRINT MATERIALS** \_\_\_\_\_  
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**FILMS AND FILMSTRIPS** \_\_\_\_\_  
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**RESOURCE PEOPLE** \_\_\_\_\_  
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**NOTES** \_\_\_\_\_  
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BOOKS AND OTHER PRINT MATERIALS

**UNIT 2**

**WOMEN IN THE WORKFORCE**

RESOURCE PEOPLE

NOTES

## UNIT 2 - WOMEN IN THE WORKFORCE

Write

### WOMEN IN THE WORKFORCE

Women who work outside the home do so for various reasons. Oftentimes, women work to supplement their families' income, while others work to pursue a career or interest outside the home.

In some cases women may work in situations that involve tedious or strenuous working conditions. Such jobs may include factory workers, office cleaners and construction workers.

Other jobs may include travel or long and irregular hours. Such jobs may include airline stewardesses, nurses, doctors, lawyers, cleaners, artists, air plane pilots, firefighters.

It is important for children to become aware of the various working conditions under which women work and other problems related to pursuing a career outside the home.

## **UNIT 2 - WOMEN IN THE WORKFORCE**

### **Write**

1. Read the story My Mom Travels A Lot, by Caroline Feller Bauer (See Bibliography - Children's Reading). Make a list of the good and bad aspects of Mom's being away as described in the book. Add any new ideas the children may have to your list. Encourage the children to talk about times when Mom is not there. Ask the question "What does Mom miss when she's away?" Brainstorm some ideas to this question. Using the pattern in the book, My Mom Travels A Lot, have your students write their own version using the title "My Mom Misses A Lot When She Works."

Ex: The good thing about it is she gets to sleep in every morning.

The bad thing about it is she doesn't get home each night until 12 o'clock.

The good thing about it is she gets to eat in restaurants a lot.

The bad thing about it is she misses our Wednesday night popcorn party.

### **Graph**

1. Collect information about mother's working schedule, i.e. How many mothers work during the day? How many mothers work in

the evenings? How many mothers work late at night? Graph the results.

2. Encourage the children to draw conclusions and write statements from the information gathered.

### Drama

1. Present situations in which the child takes the role of a parent who must handle various problems which may arise as a result of working outside the home.

Ex: The babysitter suddenly becomes ill and cannot mind the child that day.

Your car breaks down or your regular drive is delayed.

Work hours must be rescheduled in order to fit in an important family event.

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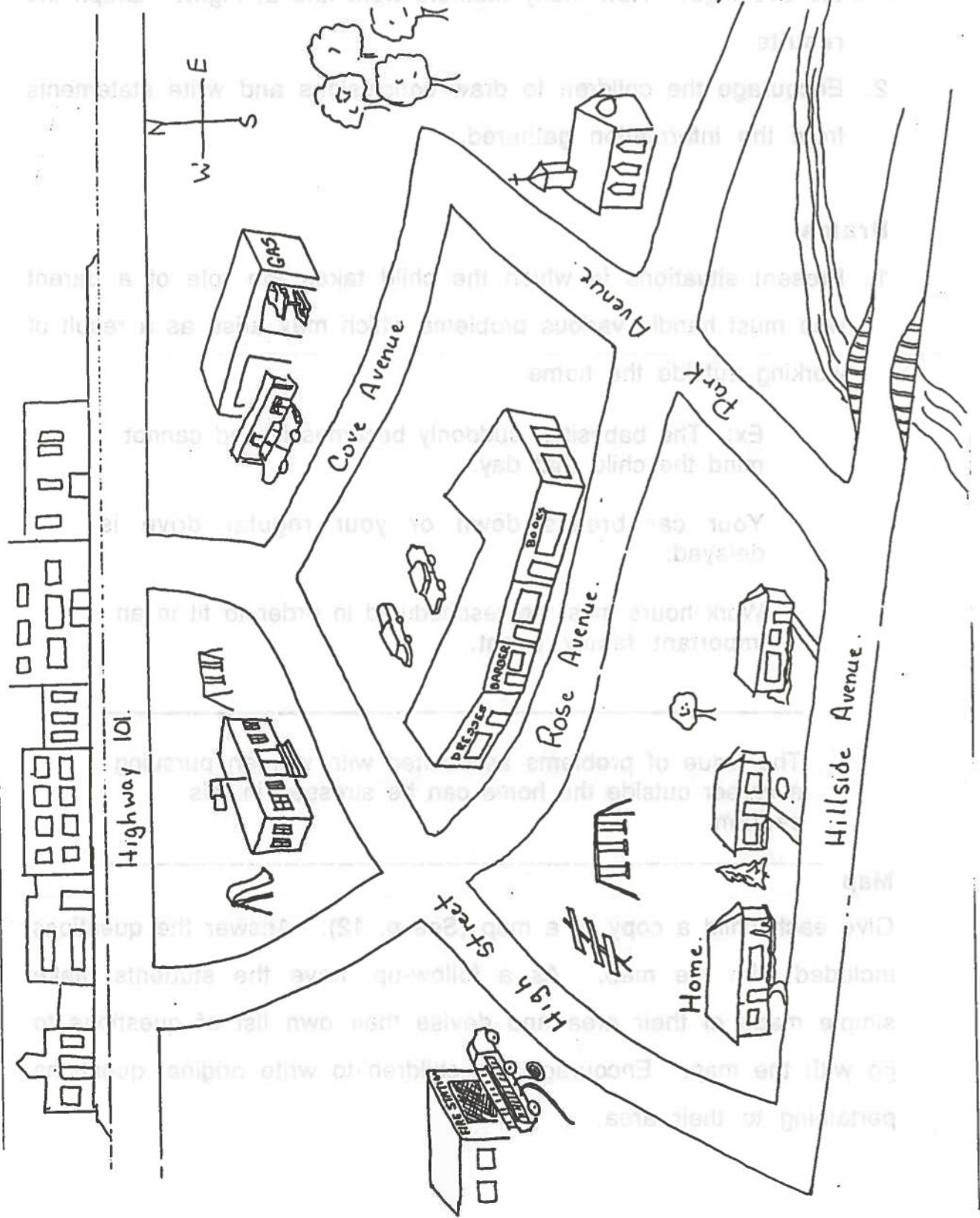
The issue of problems associated with women pursuing a career outside the home can be stressed in this section.

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### Map

Give each child a copy of a map (See p. 12). Answer the questions included with the map. As a follow-up, have the students make simple maps of their area and devise their own list of questions to go with the map. Encourage the children to write original questions pertaining to their area.

Map



**Math**

Present problems related to the telling of time.

Ex: Mary is a nurse. She begins work at 3 p.m. and she works for 8 hours. What time will she finish work?

Mrs. Smith began work at the office at 8 a.m. Two hours later she took a 15-minute coffee break. What time did she go back to her desk?

**Discuss**

1. Ask the children what they know about working in a factory.

Brain-storm this question and record their answers in a radial diagram (see Introduction for a sample of this diagram).

2. Show the film, Workers Depend on Each Other (See List of Films for details). Discuss.

**Read**

1. Read the story Mommy Works on Dresses, by Louise de Grosboes et al. (See Bibliography - Children's Reading). Add any new information your students learned about factories to the original diagram.

**Discuss**

1. Ask such questions as  
"Do you think it's easy to work in a factory?"  
"What is difficult or easy about it?"  
"Do you think it is interesting work?"



"Why would someone work in a factory?"

"Do you think people who work in a factory make lots of money?"

"How do you know that?"

"Can you think of why we have factories?"

Discuss these questions together.

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The issue of tedious and strenuous working conditions should be emphasized.

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2. If possible, take your students to visit a factory or assembly line. If possible, have the students interview a factory worker, using the information gathered on the radial diagram as a guide to organizing some questions.

### Write

Have the children choose an object and write the directions for steps to make it. Use pictures whenever possible.

#### How to make a dress:

1. designers make patterns
2. cutters cut out the material
3. dress makers sew the pieces together
4. other workers put on the buttons



**Math**

1. Set up an assembly line in the classroom. Take a simple pattern for making a car from cardboard boxes and toilet tissue rolls. Each person on the line does one job that leads to the next. Play slow music. Have the children work to the music. What happens when the music speeds up? (People make more mistakes.)

2. Write word problems using Madeline's mother as an example.

Ex: Madeline's mom sewed 300 collars. For each collar she was paid 10¢. How much money did Madeline's mother make with the collars?

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**MAP QUESTIONS**

1. Karen's mom stops for gas 3 days a week on her way to work. Measure the distance travelled using the High Street route. Estimate distance first. \_\_\_\_\_  
Can you find a shorter route to the gas station?

\_\_\_\_\_   
Is there a longer route? \_\_\_\_\_

2. Karen's mom must travel west on highway 101 to get to work. On Friday she left home and stopped at the book store and the school on her way to work. Trace her route on the map. Find the longest and the shortest route she can take.

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**TEACHER'S RECORD OF RESOURCES**

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**BOOKS AND OTHER PRINT MATERIALS** \_\_\_\_\_  
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**FILMS AND FILMSTRIPS** \_\_\_\_\_  
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**RESOURCE PEOPLE** \_\_\_\_\_  
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BOOKS AND OTHER PRINT MATERIALS

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UNIT 3

FILMS AND  
WOMEN WORKING AT HOME

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RESOURCE PEOPLE

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## Unit 3 - WOMEN WORKING AT HOME

Discuss

1. As a class, brainstorm all the jobs that women do when they work in the home. Record your answers on chart paper.

### **WOMEN WORKING AT HOME**

2. Ask the question, "What would happen if Mom decided not to cook

Oftentimes the woman that stays home each day is forgotten or not recognized as a working woman. Because women do not receive payment for this work, society does not often consider their work to be valid work. But, in fact, the opposite is true. Women working in the home have numerous responsibilities and these responsibilities are very important, especially when the care of children is involved. Such responsibilities may include meal planning, housekeeping chores, health care, day care and laundry, financial management and budgeting - to name a few. It is important that children become aware of the role women play when working at home as well as the importance of that role as it affects them.

Discuss

Encourage the children to think about an important job their mom does for them. Discuss why these jobs are important. How does this job directly affect them?

### Unit 3 - WOMEN WORKING AT HOME

#### **Discuss**

1. As a class, brainstorm all the jobs that women do when they work in the home. Record your answers on chart paper.

2. Ask the question, "What would happen if Mom decided not to cook any more meals?" "What would be the consequences?"

-----  
The realization that cooking meals is a job because it has a direct effect on people should be emphasized.

#### **Read**

Read the story about "Mrs. Carter and Her Children" (See Appendix 1). Ask the children to change the ending. What if Mrs. Carter's children had not decided to help? What would happen if your mom went on strike in your home? Encourage the children to write about it.

#### **Discuss**

Encourage the children to think about an important job their mom does for them. Discuss why these jobs are important. How does this job directly affect them?

**Write**

Children can write thank you notes to their mother, thanking them for something she does especially for them.

**Read, Write**

Read the poem "Housework" (Free to Be... You and Me, by Carole Hart (See Bibliography - Teacher's Reference). What is the author trying to say? Rewrite the poem, changing the emphasis to another aspect of women's work. Ex: grocery shopping.

**Write**

Write an advertisement for a new household product. Look at advertising. Have the children watch commercials on T.V. for a given period. What did they learn about the women on T.V.? How are they dressed? (Housewives are not portrayed in a realistic light in advertising.)

**Art**

After reading the story about Mrs. Carter and her children, children can illustrate Mrs. Carter's house after one week, two weeks, three weeks, etc., had the children not decided to help.



### Visitors

#### **Discuss**

Invite some women who work in the home to come to the classroom. Each visitor will explain and do an activity related to working at home with the children.

#### **Write**

Keep a journal of these activities (i.e., directions and day's events) and put them together in book form.

Example of Activities: How to bandage a sore leg.

How to bathe and feed a baby.

How to make banana bread.

How to grow vegetables or flowers.

How to pack a nutritious lunch, etc.

How to fix the vacuum.

How to paint the wall.

#### **Drama**

1. Change the words of the familiar song, "Merrily We Roll Along" to "What Do Mothers Do All Day." Children will give examples of mother's work (ex. wash the dishes).

SONG: What do mothers do all day, do all day, do all day?  
What do mothers do all day, when they stay at home?

Dramatize the activity for a few minutes and repeat.



**TEACHER'S RECORD OF RESOURCES**

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**BOOKS AND OTHER PRINT MATERIALS** \_\_\_\_\_

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**FILMS AND FILMSTRIPS** \_\_\_\_\_

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**RESOURCE PEOPLE** \_\_\_\_\_

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WOMEN CAN DO ALL KINDS OF WORK - STEREOTYPING

In the past, women have been seen in very traditional roles, i.e. teacher, secretary, clerk, in the workplace. As a result, there is a

**UNIT 4**

**WOMEN CAN DO ALL KINDS OF WORK - STEREOTYPING**

type of jobs and it is important that children understand this.

### **WOMEN CAN DO ALL KINDS OF WORK - STEREOTYPING**

In the past, women have been seen in very traditional roles, i.e. teacher, secretary, clerk, in the workplace. As a result, there is a need to expose children to women in less traditional roles when in the workforce. Today, women have the opportunity to do various types of jobs and it is important that children understand this.

## **UNIT 4 - WOMEN CAN DO ALL KINDS OF WORK - STEREOTYPING**

### **Discuss**

1. Display large pictures of women working. Have the students discuss what they see. What are the workers wearing? etc. (See Bibliography - Pictures and Posters).
2. Ask the children to think about all the jobs that women can do that they know of. Make a radial diagram or a list of these jobs and organize the jobs into separate categories that the children have thought of.

Ex: outdoor jobs, desk jobs, etc.

### **Write**

1. Give the students a copy of the stencil (Appendix 1). Cut out pictures and paste on blank pages of individual student's booklets. The students choose an appropriate title for their book and write the story from the pictures.
2. Read the book, My Mommy Makes Money, by Joyce S. Mitchell (See Bibliography - Children's Reading). As a group, organize the information on jobs that mommies do on a chart for future reference.

Name of Job	Kinds of Work	Tools Needed
-------------	---------------	--------------

Appliance Repairer	Drives Van Fixes Washing Machines	Screwdrivers, irons, file, pliers, etc.
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With this gathered information, write "Who Am I?" questions.

Ex: I work at a hospital. I use a scalpel and  
scissors, and needle and thread. WHO AM I?

Draw a picture of the person on the opposite side of the paper.

Put this material together to make a class book.

### Discuss

Society has traditionally given females and males separate jobs in the workforce as well as in the home. Children should become aware of the abilities women have to be placed in traditionally male roles. These poems will allow for discussion of this issue and of the importance of being what you want to be.

1. Read the poem "My Dog is a Plumber" (taken from Free to Be... You and Me, See Bibliography). Write the poem on chart paper and have the students illustrate the poem. Display the poem and pictures together. Discuss what the poet is trying to tell us. Can you

**Unit 4 - Women Can Do All  
Kinds of Work - Stereotyping**

think of jobs you thought only Daddy can do? Can Mom do those jobs? Give examples.

2. Read "William's Doll" (taken from Free To Be... You and Me, See Bibliography). What is the author trying to tell us in this poem? Can you think of jobs you thought Mom can do? Can Dad do these jobs? Give examples.

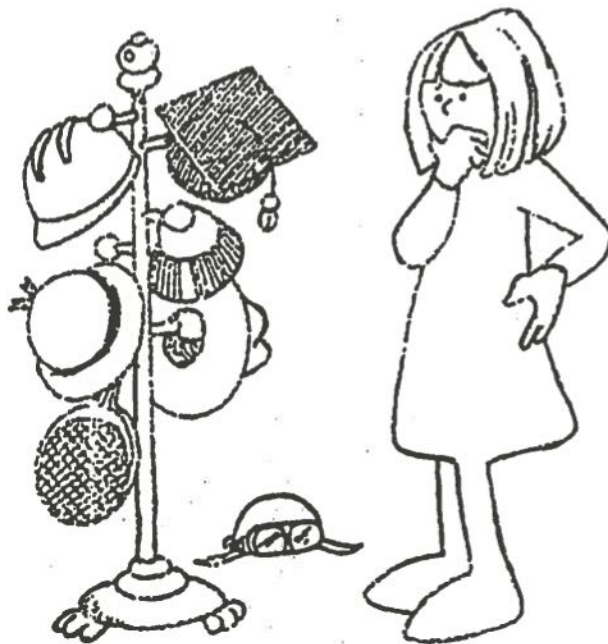
3. Read "Don't Dress Your Cat in an Apron," and "Boy Meets Girl." What is the author trying to tell us? (Taken from Free To Be... You and Me, See Bibliography).





**Write**

Listen to Robert Munsch tell about Angela's Airplane. (See Bibliography - Children's Reading). This story is about a little girl who wanted to be an airplane pilot even though she had promised her dad when she was a little girl that she would never step into an airplane again. Why do you think that her dad had her promise that? Do you think that her father understood when she wanted to be an airplane pilot? Have the children write about what they want to be and why. Make a class book titled "I Want To Be ..... When I Grow Up."



**Read**

The series "Women at Work", by Beverly Allison and Judith Lawrence (See Bibliography - Children's Reading). Hammer and Tongs, Behind the Scenes, Hand and Glove, Clowning Around portray four women who have very different and interesting jobs. Read the stories together and discuss all the interesting facts learned about the jobs of each of these women. Tapes of these stories (to accompany the books) may be used as part of a listening station or they can be listened to as a class.

**Read**

The "Women at Work" series (See Bibliography). Doctor Mary's Animals, Myra Builds a House, Ella Sells Fish, Maryon Makes Shapes may be used as well. Check Teacher's Manual for follow-up activities. Discussion of these books can be done in a small group or as an entire class.

**Plan a Career Day**

**Discuss**

Invite women to come to the class to talk about their jobs. Write chart stories about the different careers.

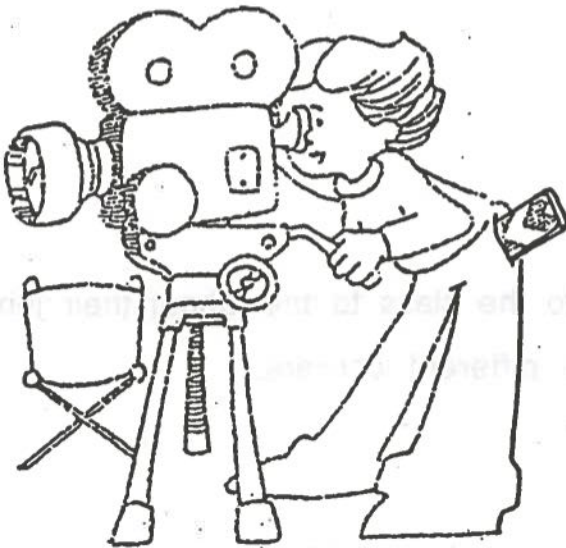
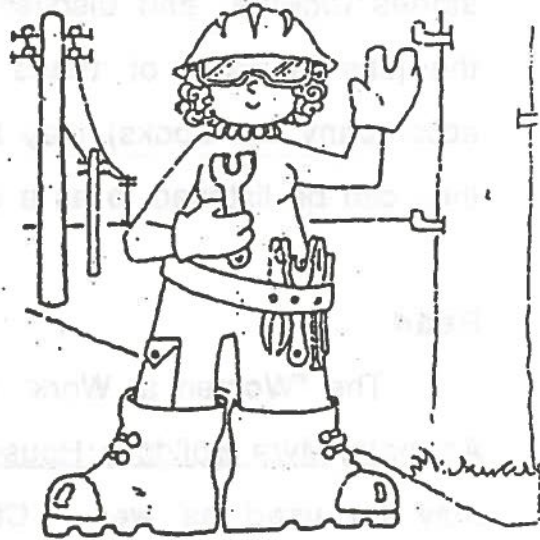
**Drama**

As a follow-up to the career day, children can dramatize different jobs. Emphasize the responsibilities, tools used, etc.

Unit 4 - Women Can Do All  
Kinds of Work - Stereotyping

Art

As further follow-up, make puppets of different types of jobs women can do.



Drawings from:  
WOMEN'S RESOURCE CATALOGUE  
Secretary of State Women's Program  
Minister of Supply & Services  
1984

**TEACHER'S RECORD OF RESOURCES**

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BOOKS AND OTHER PRINT MATERIALS \_\_\_\_\_

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FILMS AND FILMSTRIPS \_\_\_\_\_

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RESOURCE PEOPLE \_\_\_\_\_

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TEACHER'S RECORD OF RESOURCES

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and materials they found useful and would like to use for future  
reference

BOOKS AND OTHER PRINT MATERIALS

UNIT 5

FILMS AND FILMSTRIPS

THE CHILD AND THE WORKING MOTHER

RESOURCE PEOPLE

NOTE:

## UNIT 2 - THE CHILD AND THE WORKING MOTHER

"Mom isn't always there when I want her to be"

Discuss

### THE CHILD AND THE WORKING MOTHER

Women working away from the home changes the situation at home. It changes the roles of each family member in many cases. Responsibilities once taken by the woman are often shared amongst all members of the family. This may result in a change of traditional roles, i.e. the father will share in the preparation of meals, etc.

This particular unit deals with this situation as it affects the child.

## **UNIT 5 - THE CHILD AND THE WORKING MOTHER**

### **"Mom Isn't Always There When I Want Her To Be"**

#### **Discuss**

---

The issue of Mom not being there to fulfill the traditional roles of cooking, childcare, nurse, etc. is an issue that directly affects children. Children are often placed in situations that force them to be more independent in their thinking and actions. Focusing on ways children can deal with this independence in a positive way is necessary and beneficial.

---

1. Read the story, "Mom Isn't Always There When I Want Her To Be" (Appendix 2). Encourage the children to talk about their personal experiences as they relate to the story.

#### **Write**

1. Write on the chalkboard, "What could you do if Mom wasn't there when you wanted her to be?" Record their answers in a radial diagram (see Introduction for sample of diagram.)

Ramona the Brave pages 40 - 42, by Beverly Cleary (See

Bibliography), deals with concerns Ramona has about her mom going to work. Read the section aloud to the children.

What concerns did Ramona have about her mom working?

Discuss her concerns. Why do you think Ramona feels that way?

Ask the children to talk about how they felt when their moms went to work.

Follow-up:

Ask the children to write a letter to Ramona and help her answer some of her questions.

- Using the information gathered in exercise 2, have the children make individual books using the pattern in the book, "Mom Wasn't There!" (Appendix 3) as a model.

### Mathematics

Conduct a survey in the classroom or throughout the school.

#### Mother Working Survey

Does your mother work outside  
the home? Yes \_\_\_ No \_\_\_

Graph the results on paper and encourage the children to draw conclusions from what they see.

Ex: Most of the students in this school have mothers that work outside the home (etc.). Record your findings on chart paper.



### **Drama**

Encourage children to role play situations where they need to make some decisions on their own. Discuss alternatives to these situations. (All ideas presented by individual students should be accepted and encouraged.)

Ex: Can't get the key in the door.

Mom is late.

Should I go to a friend's house without asking?

Reverse roles. How do you think Mom feels in each one of these situations?

### **Health - Safety**

Draw or make models of students' homes and discuss fire exits. What do you do if you are alone and there is a fire?

Have a representative of Block Parent Programme come to the class to discuss the programme.

### **Social Studies**

Draw a map of the neighbourhood and have the children show the safest route home either from school or from their bus stop. Have them focus on areas or intersections that are unsafe and discuss the reasons why.

### "I Go To A Babysitter After School"

#### Discuss

---

When a woman's working hours do not correspond with the child's school hours, it becomes necessary for the woman to hire an additional person or persons to care for her children. Again, traditional roles of mother being in the home at lunchtime and after school, etc. will change. Discussion of this topic is encouraged and points, both positive and negative, should be addressed.

---

- Read the story "I Go To A Babysitter After School" (Appendix 4). Encourage the children to talk about their personal experiences as they relate to the story.

#### Write

1. Write the words "Babysitters are . . ." on the board. Brainstorm with the children the concept of what a babysitter's job is under the headings "Who babysits?," "What is their job?," "When do they babysit?," "Where do they babysit?"
2. With the information gathered, make a class book titled, "Babysitters." Children can write and illustrate their own text

using the diagram as a guide. As a group, talk about how to organize the information before putting the book together.

3. Invite a parent or community worker who babysits for a living to your classroom. Beforehand, compile a list of questions you want to ask your visitor. Record questions on a chart which can be referred to during the visit.

### Mathematics

1. Conduct a survey in the class. Ex: Do you go to a babysitter after school? Yes \_\_\_ No \_\_\_

Graph the results on chart paper.

Write simple math equations from results you have gathered.

Ex:  $4 + 5 = 9$

girls + boys = 9 children go to a babysitter

### "I Work Too!"

#### Discuss

---

Children with mother working outside the home will most likely have more chores to do or at least, chores to do at the most busy times of day. A discussion of why this is so will result in the issue of **changing responsibilities for all family members** as well as **versatility of that responsibility**. Ex: Dad sometimes does the laundry as well as Mom and possibly the children.

---

Read the story, "I Work Too" (Appendix 5). Encourage the children to relate personal experiences about chores in their home. (The issue of 'traditional' family roles changing, because of mother working, should be discussed at this time.)

#### Write

Distribute copies of "What Good Luck" (Appendix 6) adapted from the story "Fortunately", by Remy Charlip. Encourage the children to illustrate the story and make individual books. Students may also write and illustrate their own version of "What Good Luck!" based on mother going to work.

**Graph**

Make a graph having children mark in some way the chores they like and the chores they dislike.

---

Health (Feelings)

Chores we like

Chores we  
dislike

Give each child a large paper circle. Have them draw a happy face on one side and a sad face on the other. Together brainstorm chores done by children either at home or in school. Children will hold up either a happy or a sad face depending on how they feel about the particular chore.

**Chart**

Have each student keep a record for one week of the chores they do at home. Compare records. Do the children that have moms that work outside the home have more or fewer chores to do? What time of day are most chores done?

**Drama**

Write the names of chores on individual cards. Encourage the individual students to choose a card and dramatize the chore.

**Science**

Have the children plant a seed in class. Encourage the children to take responsibility for the care of the seed. Keep a diary of daily activities as well as the seed's progress. Keep a growth chart of the plant.

### Science

Have the children plan a field in class and observe the children to give responses in the case of the field. Plan a part of day activities as well as a child's work. Plan a group of the class.

**APPENDIX****LIST OF APPENDICES**

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APPENDIX

LIST OF APPENDICES

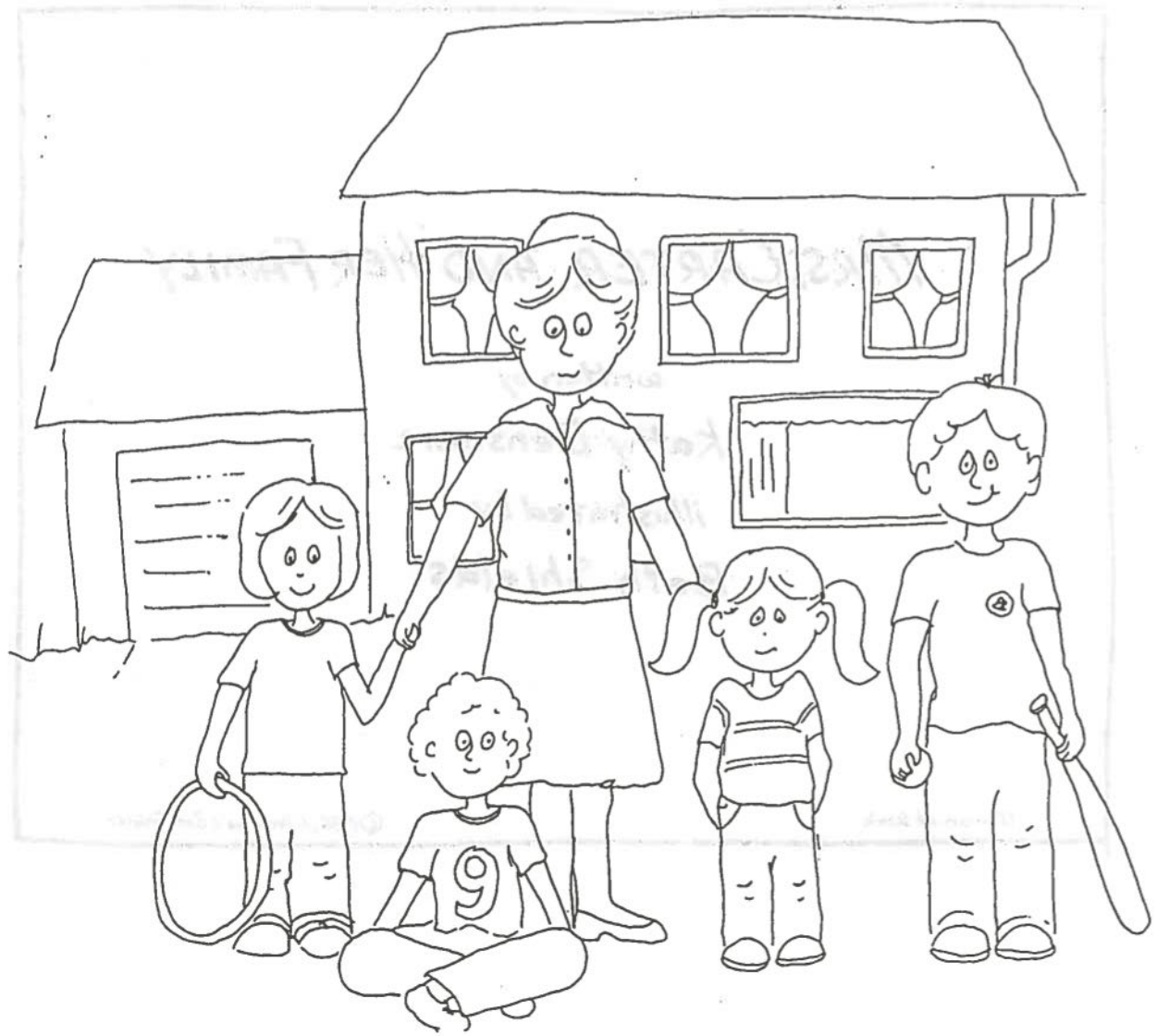
65	Appendix 1 Mrs. Carter and Her Family
66	Appendix 2 Mommy Isn't Always There When I Want Her To Be
67	Appendix 3 Mommy Went There
68	Appendix 4 I Go To A Babysitter After School
69	Appendix 5 I Work Too
70	Appendix 6 What Good Luck: Chores and Responsibility

# MRS. CARTER AND HER FAMILY

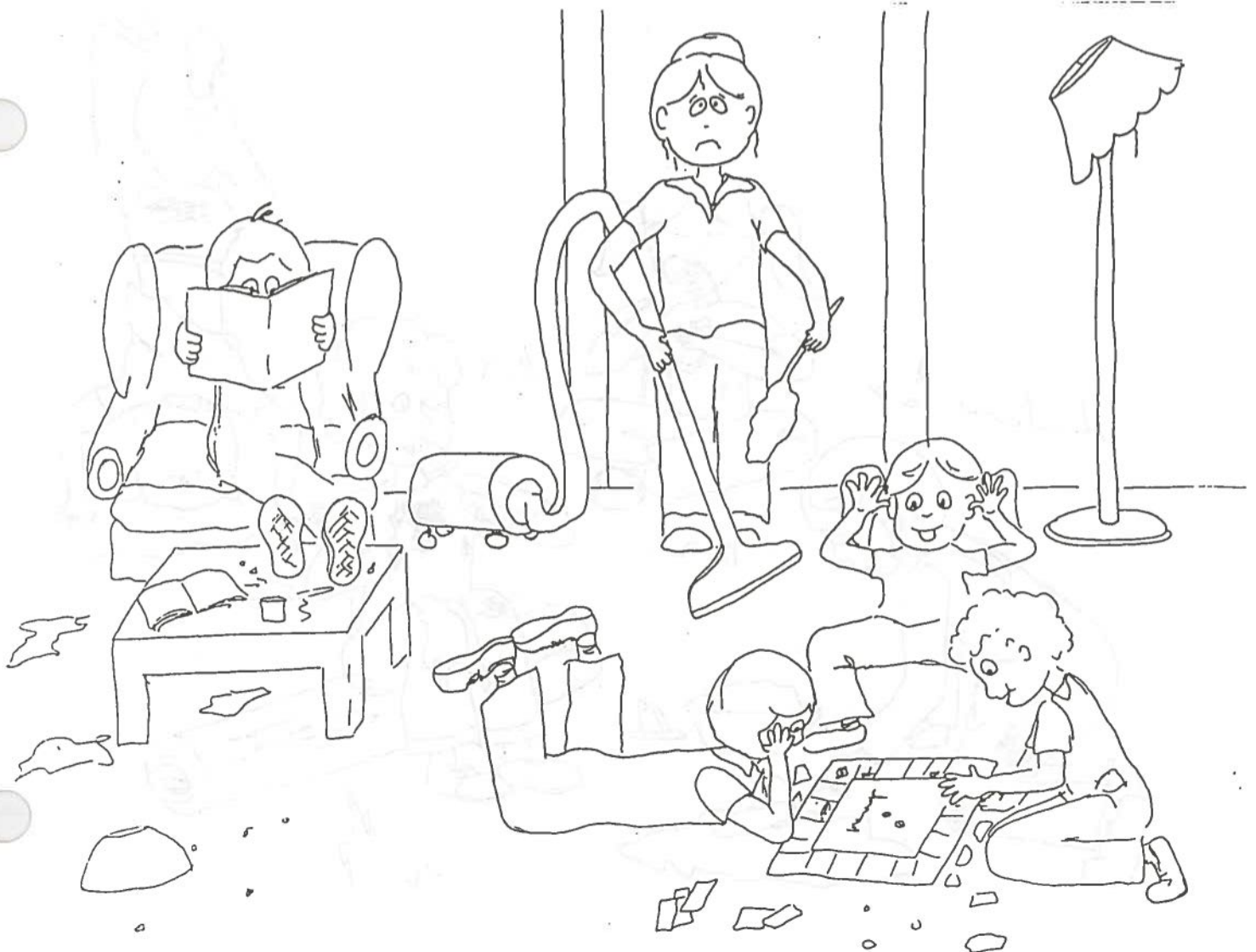
written by  
Kathy Densmore  
illustrated by  
Beth Shields

Women at Work

© 1986, K. Densmore & Beth Shields



Mrs. Carter lived in a BIG house.  
She had lots of children and  
lots of work to do.



Everyday the children would.....

dirty lots of dishes,

smudge lots of T- shirts,

wrinkle lots of pants

and

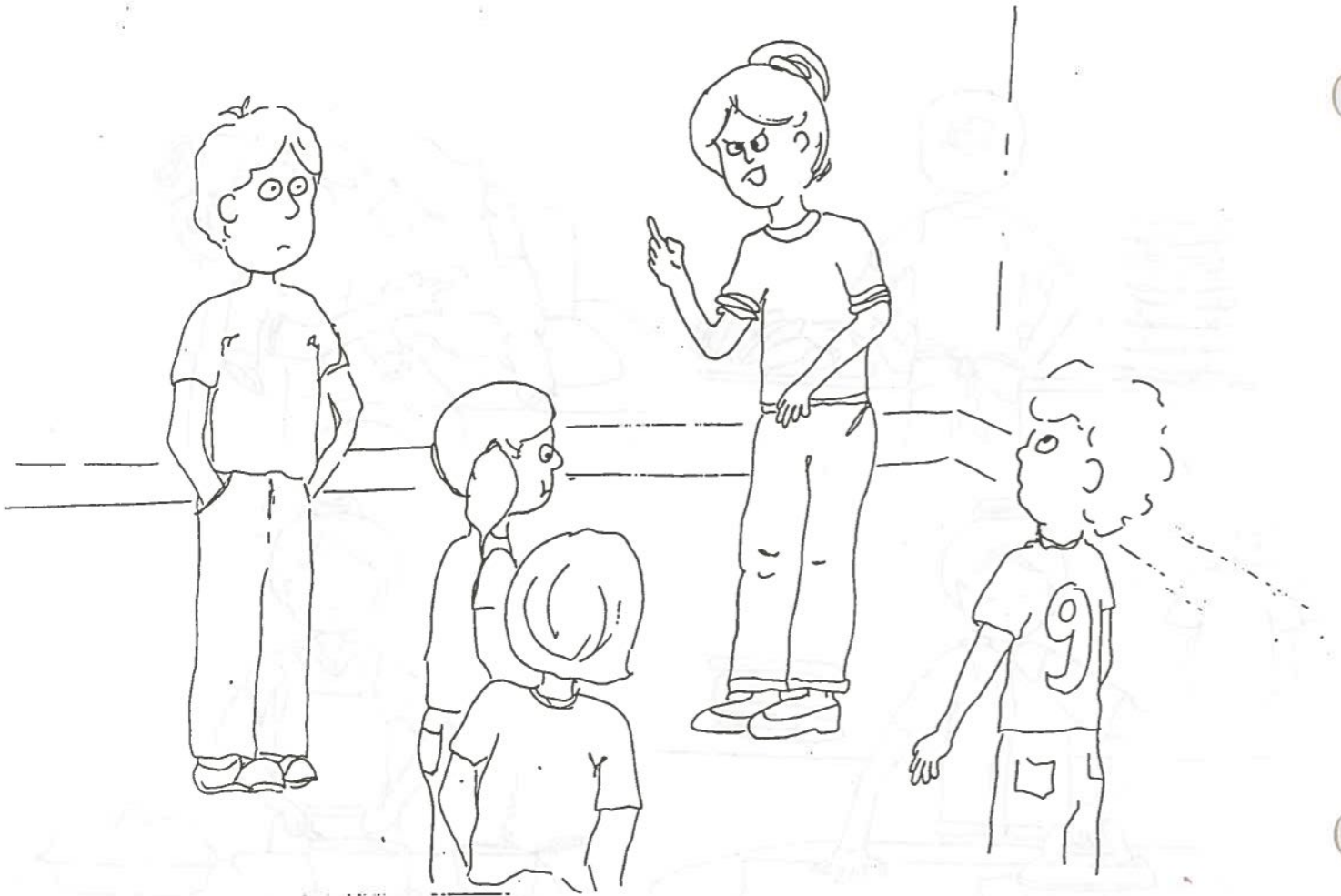
eat lots of food.



And.....  
everyday Mrs. Carter would,  
wash lots of dishes,  
clean lots of T-shirts,  
iron lots of pants  
and  
cook lots of food.

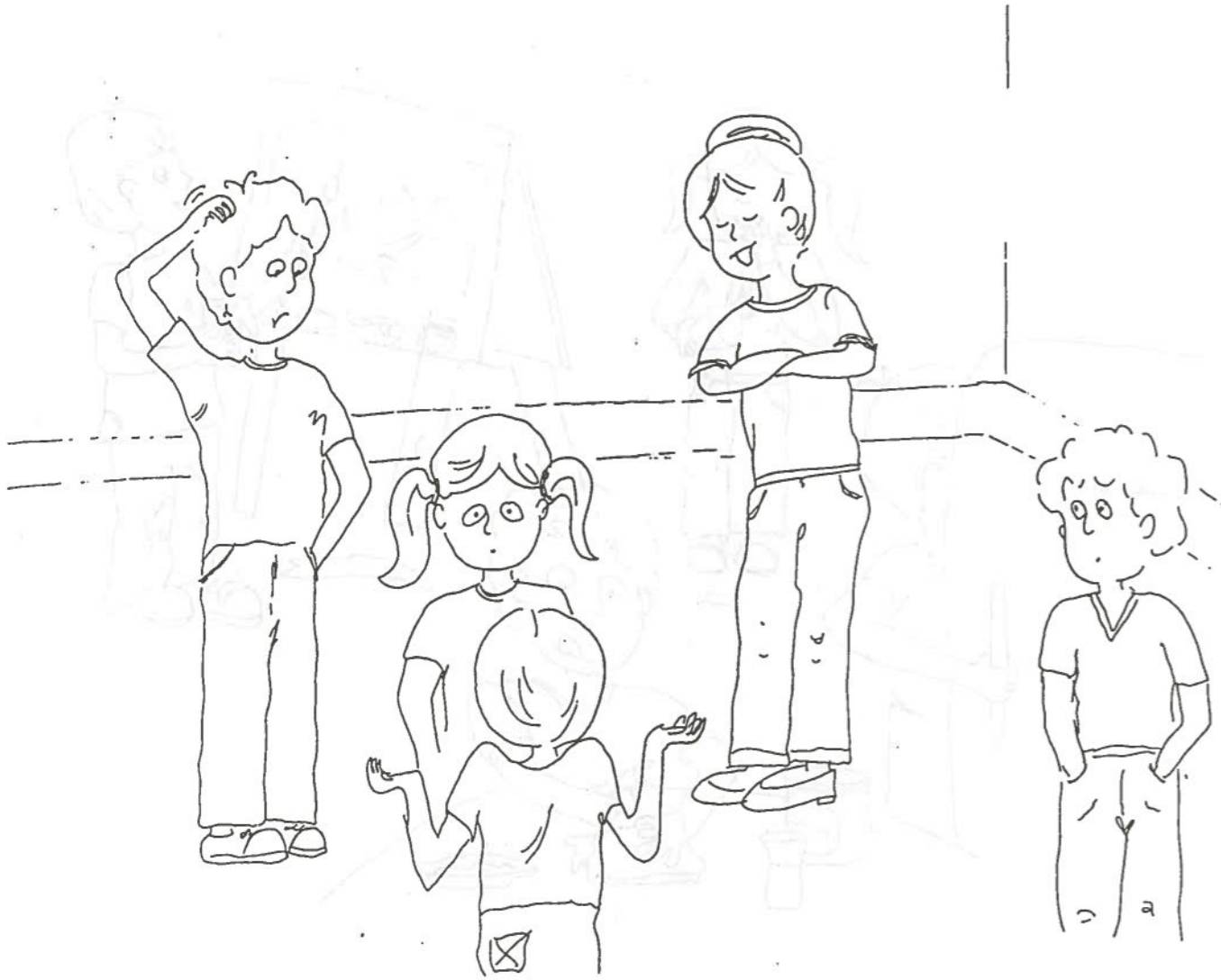


One day Mrs. Carter had enough.  
She said, "I'm not washing anymore  
dishes,  
cleaning anymore T-shirts,  
ironing anymore pants  
or  
cooking anymore food



Until....

everyone realizes what a big and important job I have to do."





So....

the next day the children,

dirtied lots of dishes,

smudged lots of T-shirts,

wrinkled lots of pants

and

ate lots of food.



All of a sudden there were....

no dishes to dirty,

But....

no T-shirts to wash,

Mrs. Carter did nothing!!!

no pants to wrinkle

and

no food to cook.



All of a sudden there were.....

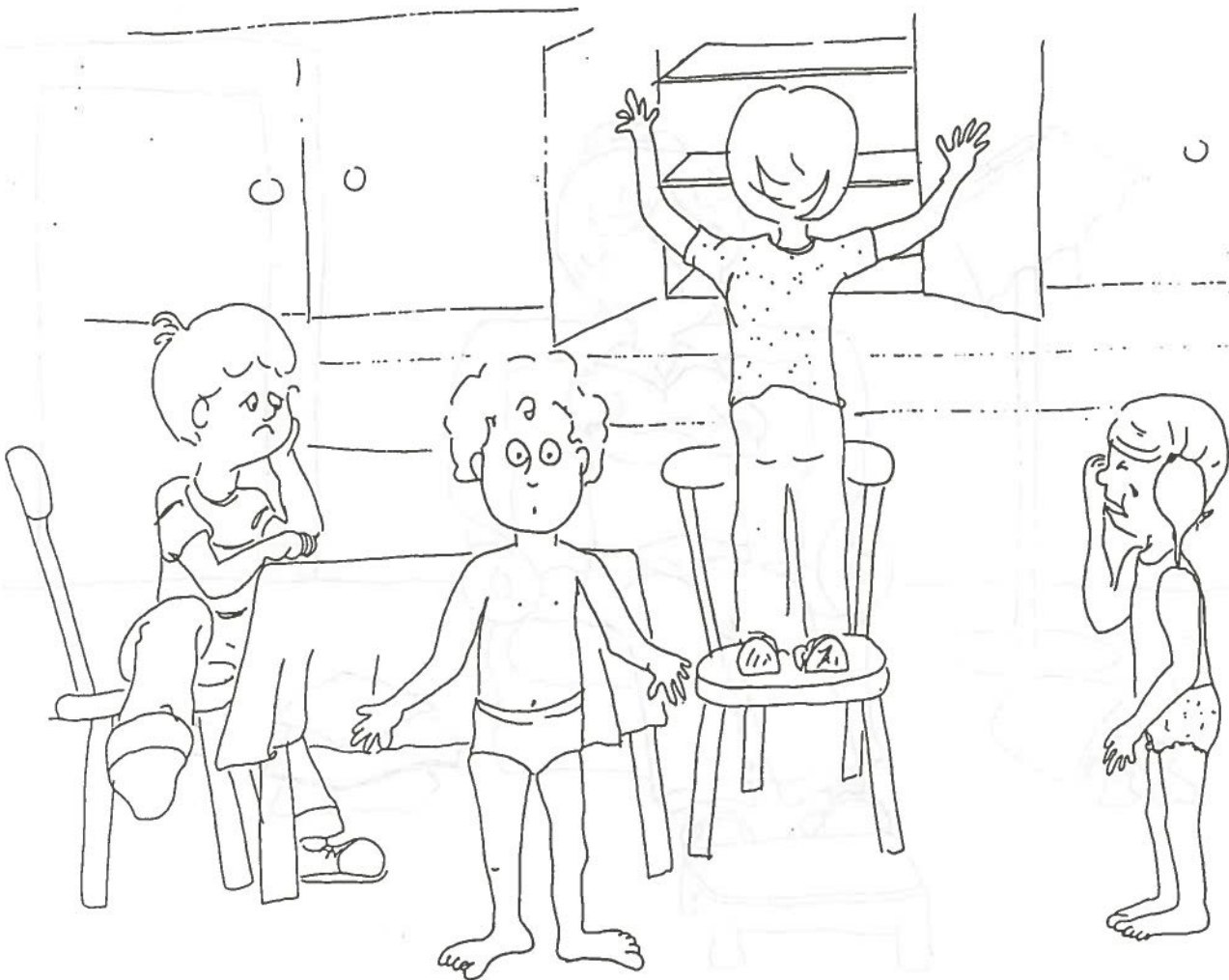
no dishes to dirty,

no T-shirts to smudge,

no pants to wrinkle

and

no food to cook.

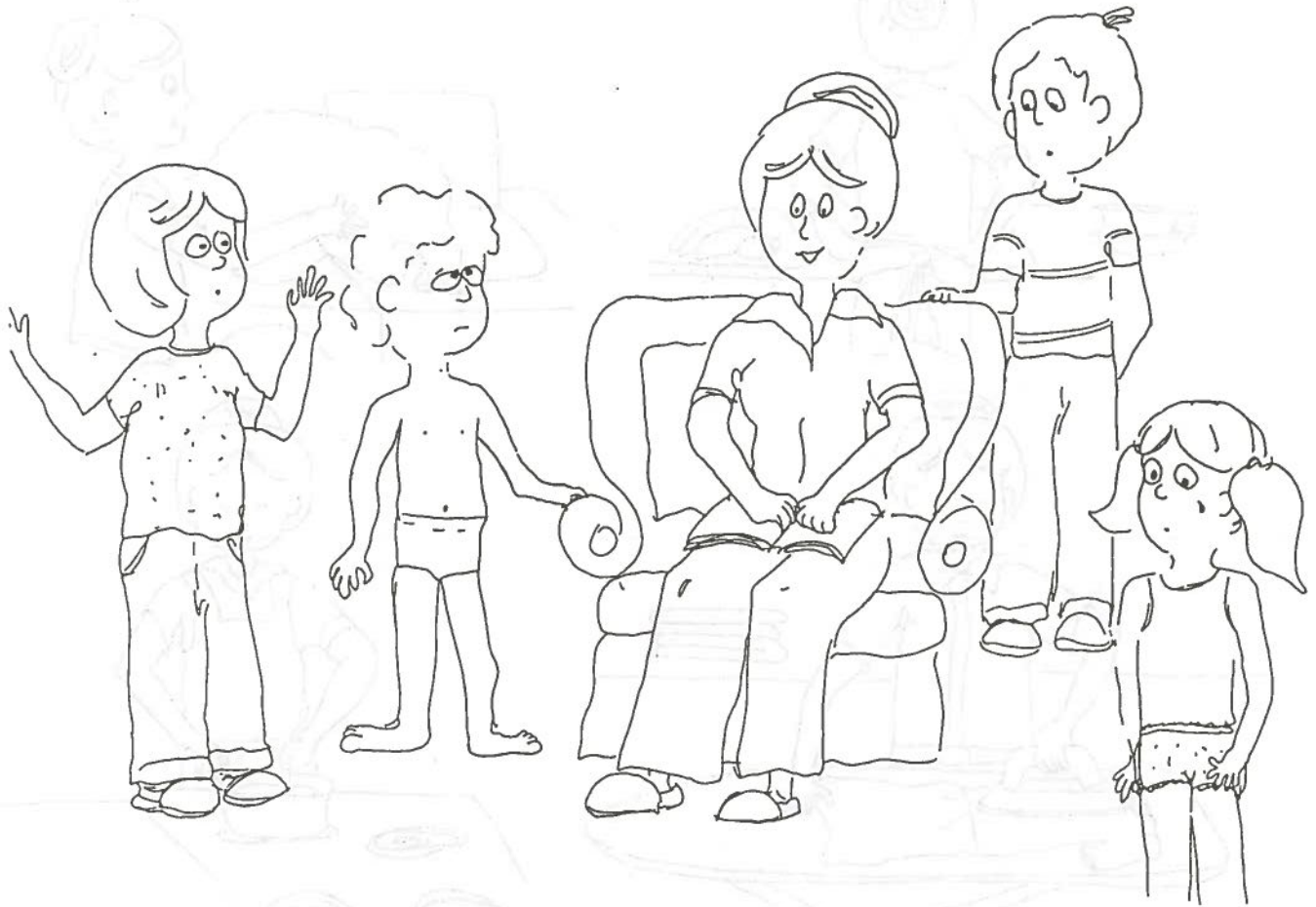


"Oh, no," said Mrs. Carter's children.

"We need help."

"So do I," said Mrs. Carter.

"Oh," said the children. They finally understood!



Now Mrs. Carter....

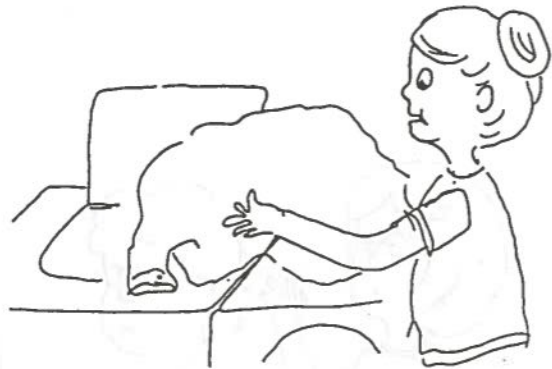
washes some dishes,

cleans some shirts,

irons some pants,

and

cooks some food.



And the children....

wash some dishes,

clean some shirts,

iron some pants

and

cook some food.



Now everyone has....

58

lots of dishes,

lots of T-shirts,

lots of pants,

lots of food

and



Appendix 7

# LOTS OF FUN!!

Mommy isn't Always There When I Want Her In Bed  
is by Karen Deane

Molly, my name is Tommy. My mom works and I'm in a car

with her. I don't mean she just always has to go to the

to the. She says it's because she works and I'm in a car

and I'm in a car. I'm in a car. I'm in a car.

to go on. I'm in a car. I'm in a car.

of trees and I'm in a car. I'm in a car.

at night. I'm in a car. I'm in a car.

the. Mom says she's right when I'm in a car.

and windows. I'm in a car. I'm in a car.

at night. I'm in a car. I'm in a car.

in the morning. Mom says she's right when I'm in a car.

my feet and then says she's right when I'm in a car.

in the water. I'm in a car. I'm in a car.





**Appendix 2****Mommy Isn't Always There When I Want Her To Be!**

*c. by Kathy Densmore*

Hello, my name is Tommy. My mom works as a cleaner in a big office building. That means she isn't always home when I want her to be. She says that because she works we'll be able to go and see my grammy in Ontario next summer. I'm glad about that! We're going to go on a huge airplane and everything! My grammy has a big farm with lots of trees and she even has baby chickens and rabbits.

Sometimes at night when I get ready to go to bed I wish Mom was here. Mom says she has to wait until all the office workers go home before she can clean the floors and windows. That's why she works at night instead of in the daytime.

In the morning Mom sneaks into my room and wakes me up. She tickles my feet and then says, "Hi, Sunshine! How's my favourite guy in the whole world?" That's the best part of the whole day!

**Appendix 3**

**MOM WASN'T THERE!**



c. written by - Kathy Densmore  
c. illustrated by - Beth Shields

On Monday mom wasn't there to kiss  
my skinned nose so I fixed it with  
bandages instead.



On Tuesday mom wasn't there when I needed a snack so I went ahead and made it myself.



On Wednesday mom wasn't there when I brought home my report card so I put it some place where she wouldn't miss it.



On Thursday mom wasn't there when I needed a hug so I hugged my best friend.



On Friday mom wasn't there when I brought my best friend home to play so we had tea for two instead.



But on Saturday and Sunday mom was there all day so we ... fixed my skinned nose, made a snack, read my report card, hugged each other, had tea together and talked!





**Appendix 4****I Go To A Babysitter After School**

*c. Kathy Densmore*

Hi, my name is Angela. I'm 7 years old. My friend Kimmy says I'm unlucky because I can't go home after school.

I go to my babysitter's house. Her name is Mrs. Little. She is very nice to me. Mrs. Little looks after a little baby too. His name is Joseph. He's really cute. Sometimes Mrs. Little lets me change him and look after him all by myself while she gets supper ready. I like that a lot!

One day I went to a friend's house on my way home from school. Mrs. Little didn't know where I was. When she found me she said she was worried about me! Later that night Mom told me she was worried about me too! Having a babysitter is just like having two Moms and I think that makes me really lucky!!!



### **I Work Too! ! !**

*c. Kathy Densmore*

Hi, my name is Richard. In my family I have one dad, one mom, one brother and one sister. My mom and dad work all day. I work too!

I have to do chores when I am home. Mom and Dad say if we each do a little bit of work then no one has to do a lot.

My job is to wash the dishes every night and keep my room clean. I don't like to do the dishes! Sometimes Dad helps me so I can watch my favourite programmes on T.V.

Dad cooks supper when Mom is going to be late. His specialty is pizza! Last week Mom had to go away for three days on business and we had pizza three nights in a row. I'm sure glad we all share the chores. Otherwise we might have to eat Mom's liver and broccoli three times a week!

## Appendix 6

**WHAT GOOD LUCK**  
**Chores and Responsibility**

What good luck,  
Today is Tuesday.  
What bad luck,  
I have to take out the garbage.  
What good luck,  
There's only one bag to take out.  
What bad luck,  
It's really heavy.  
What good luck,  
I can carry it with two hands.  
What bad luck,  
It slipped.  
What good luck,  
The bag didn't break.  
What bad luck,  
Oh, oh, I tripped.  
What good luck,  
I fell on the garbage bag.  
What bad luck,  
This time the bag did break.  
What good luck,  
Rusty's coming to help.  
What bad luck,  
He changed his mind.  
What good luck,  
Everyone's coming to help me!

Adapted from the story: Fortunately, by Remy Charlip, Scholastic,  
1966.

### TEACHER'S RECORD OF RESOURCES

This space is provided so that the teacher can record resources and materials they found useful and would like to use for future reference.

#### BOOKS AND OTHER PRINT MATERIALS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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#### FILMS AND FILMSTRIPS \_\_\_\_\_

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\_\_\_\_\_  
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#### RESOURCE PEOPLE \_\_\_\_\_

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#### NOTES \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**BIBLIOGRAPHY****Bibliography**

<b>Teacher's Reference</b>	_____	<b>73</b>
<b>Films</b>	_____	<b>79</b>
<b>Children's Reading</b>	_____	<b>85</b>
<b>Audio Tapes</b>	_____	<b>88</b>
<b>Pictures and Posters</b>	_____	<b>89</b>

## Bibliography

### Teacher's Reference

(This section includes books for grade 3 reading levels and up).

**Bilson, Geoffrey, Goodbye Sarah.** Toronto, Kids Canadian Press, 1982. \$4.95

This historical novel relates how the friendship of two young girls is affected by their fathers being on opposite sides during the 1919 Winnipeg General Strike. The events are placed in a historical context in an afterword by Canadian historians. Reading level: grade 5 and up.

**Blades, Ann. Mary of Mile 18,** Tundra Books, Montreal, 1971. \$5.95

This attractive picture book provides an excellent description of the everyday life of a Mennonite farm family. The theme of the value of each person's work as an essential contribution to the family's survival is especially well done. The elementary teacher should find it useful in initiating discussions on the collective value of work. Reading level: grade 3 and up.

**Briskin, Linda and Fitzgerald, Maureen. The Day the Fairies Went on Strike.** Press Gang Publishers, Vancouver, 1981. \$4.95

Some fairies get overworked fulfilling wishes while other fairies, the Mefirsts, don't work but insist that their wishes be given priority.

The idea of a strike and the reasons for it are well explained in fantasy. The beautiful illustrations enhance the text and the humour of the story.

This book can be used by children reading at a grade 3 level and up, and could be read to younger students. It may serve as a starting point for a discussion on what would happen if all mothers decided not to do housework.

**Brown, Graham L. and Fairbairn, Douglas H. Canadian Scrapbook**, Prentice-Hall, Scarborough, Ontario, 1984. \$\_\_\_\_\_

This series covers Canadian history from the year 1000 until 1963. The books are designed to look like scrapbooks with pictures and print placed obliquely on the pages. Diagrams, maps, and line drawings are also included. Reading level: grade 4 and up.

**Cleary, Beverly, Ramona the Brave**, Dell Publishing Co., New York, 1975. \$3.95

In this highly enjoyable book, a six year old girl, called Ramona, often gets in trouble. At some point in the story, Ramona has to deal with the fact that her mother has to take a job.

This book touches on many true-to-life events and feelings of young children. Reading level: grade 3 and up.

**Collective, Corrective, Never Done. Three Centuries of Women's Work in Canada**, Canadian Women's Educational Press, 1978. \$2.95

This is a history of the lives of women in Canada. Written from a feminist viewpoint, it gives the reader a broad and realistic picture of women, their work, its importance and the conditions under which it was done. The many illustrations, anecdotes and the clarity of the text make parts of this book interesting reading for grade 3 and up.

**Endicott, Fran and Thomas, Barb.** City Kids Teacher's Book, Ontario Institute for Studies in Education and the Cross Cultural Communication Centre, OISE Press, Toronto, 1979.

\$11.55

**Endicott, Fran and Thomas, Barb.** The City Kids' Book, Ontario Institute for Studies in Education and the Cross Cultural Communication Centre, OISE Press, Toronto, 1979.

\$10.75

The City Kids Book is an excellent book which helps children examine and understand the communities in which they live and develop positive attitudes towards themselves, their families and their peers. It is an issue oriented book and includes an invaluable chapter on work and working people.

**Fowke, Edith.** Folklore of Canada, McClelland and Stewart, Toronto, 1979.

\$14.95

Edith Fowke has attempted to include folk material from all parts of Canadian society in this book. Songs, stories, rhymes, legends, tall tales, and jokes give the reader a taste of the Canadian character. Introductory chapters to each section offer interesting reading for the teacher and student. It is appropriate for upper elementary students but teachers will find it useful for all age levels.



**Fowke, Edith.** The Penguin Book of Canadian Folk Song,  
Penguin Books, Toronto, 1974. \$6.95

This book includes songs that evoke the history, the land and the people of Canada. "Lumbering Songs from the Ontario Shanties," a Folkways record, has many of these songs. Both the book and the record would be useful teaching aids for the elementary classroom teacher.

**Fuller, Doris.** Labor Studies for Elementary School,  
Education Services Group, Vancouver School Board, 1982.

An annotated bibliography on labour materials that can be used with elementary students.

**Hart, Carole,** Free To Be . . . You and Me, Ms. Foundation, Inc.,  
McGraw-Hill, 1974. \$14.95

This book is a collection of songs, music, poems, stories, and artwork which is an attempt to offer "fantasy without illusion; stories of excitement without cruelty or violence; songs without condescension; artwork that appeals without patronizing." In some parts the book serves to expand children's personal horizon, in others it "dispels the myths that distort reality - like pretty-equals-good, and all-mothers-stay-in-the-kitchen and big-boys-don't-cry". Useful for all ages.

**Hewitt, Marsha and MacKay, Claire,** One Proud Summer.  
Women's Press, Toronto, 1981. \$6.95

It is the story of a 13 year old girl who had to leave school to work in the mill and then got involved in a strike. This novel is based on the 1946 strike of textile workers in Montreal

Cottons, in Valleyfield, Quebec. The book includes descriptions of the poor working conditions in the mill at that time. Resources for supplementary materials are listed. Reading level: grade 5 and up.

**Jackson, Dori. Families at Work, March 15, 1983. Unpublished.**

This is an attractive, easy-to-read paper that was designed to deal with the issues of work in the context of families. It is particularly suited for use with young elementary students.

**Kome, Penney. About Face towards a positive image of housewives, Ontario Status of Women Council, Toronto.**

About Face includes a definition of a housewife, a brief history of housewifery through to a discussion of how modern women fit homemaking into their lives. It does a nice job of opening up issues about housewifery.

**McClard, Judy (ed.) and Wall, Naomi (ed.). Come With Us: Children Speak for Themselves. The Women's Educational Press. Toronto: 1987, \$5.95**

This is a collection of children's writing in large print (in conventional spelling) which is divided in sections titled:

Why We Came & Where We Came From;  
Weeks of School; Work; Racism; We See ourselves.

This publication shows how socially aware children are. The section "Work" deals with mother's as well as father's work. Reading level: grade 3 and up.

**Novogrodsky, Myra. "What Our Students Should Learn About Workers", Mudpie 4(2), Feb. 1983, pp. 15-16.**

Well-written paper that discusses the place of labour studies in the school.

**Osborne, Kenneth W., Canadians At Work: Labour, Unions and Industry. Canadian Scrapbook Series, Prentice Hall Canada Inc., Scarborough, Ontario, 1984. 10 copies for \$75.00**

The book describes almost all aspects of labour in Canada from early 1800's up to 1978 in the form of a collection of newspaper clippings, short notes, photographs, statistics, cartoons, etc., laid out very attractively. Almost all subtopics are on a two page spread, covering much content in a nutshell and offering many opportunities for discussion and debate. Reading level: grade 4 and up.

**Penney, Jennifer, Hard Earned Wages, Women fighting for better work, The Women's Press, Toronto, 1983. \$7.95**

This book concerns women who were interviewed about their jobs and their attempts to make them better.

**Wright, Helen K., Nellie McClung and Women's Rights (We Built Canada Series). Book Society of Canada Ltd., Irwin, 1980. \$6.95**

This book portrays Nellie McClung who, along with many other women since the turn of the 19th century, has fought and won important political, economic, and social changes for women. Historical photo's newspaper clippings as well as suggestions for activities are included in this book.

## Films

**Education Media Services, Catalogue of the Film Library, 1986. Available to N. S. Public Schools.**

**Labour Studies Film and Videotape Descriptions. Committee on Labour Education in the Schools, Department of Education, 1985.**

These and the following list of films are available through:

Education Media Services  
N. S. Department of Education  
Catalogue of Film Library  
Bayers Road, Halifax, N. S.

Levels of Audience:

E: Elementary

I: Intermediate

J: Junior High School

S: Senior High School

**Jobs in the City: Women at Work** (10 minutes); 1972; Level: E - I; Cat. No.: 3970

Shows women in both conventional and unconventional working roles - doctor, lawyer, social worker, secretary, bank employer, teacher, stewardess, test pilot, technician, factory workers and many more. Excellent film - helps broaden children's ideas of what jobs women can do. Very appropriate for use in elementary schools.

"Good to have a paycheck of your own, good to join the ranks of women who work."

**Masculine or Feminine: Your Role in Society** (18 minutes); 1971, Level: I - S.; Cat. No.: 2243.

The theme of this powerful film is the changing attitudes toward sex stereotyping in today's society. What is the man's role in the home? What about a woman who works? This film offers an excellent way to initiate discussions on women's role in society today. Although this film is geared toward an older audience, even young children will offer opinions on this theme. Role reversal games could prove to be a learning situation as a follow-up on this theme.

**Other Women, Other Work, People Who Work Series** (20 minutes); 1973; Level: S; Cat. No.: 2441.

A number of women who are working in traditionally male fields are shown in this excellent film. A female truck driver, veterinarian, roof shingler, pilot, marine biologist, carpenter and newscaster talk about their unconventional work and its satisfactions. They also talk about some of the problems they have encountered because of sex stereotyping. Interesting, informative, fast moving, very well done.

**Workers Depend on Each Other** (10 minutes); 1974; Level: E; Cat. No.: 3484.

Excellent job of showing the interdependence of workers necessary to make a toy house. Main flaw is that men and women workers are seen only in stereotyped jobs. For example, women are sales clerks and waitresses, and men are truck drivers.

Very aptly uses the nursery rhyme, "The House that Jack Built." A classroom follow-up activity could be to create a classroom poem on similar theme. In this case, women could be used in unstereotyped roles and the resulting poem could be dramatized in class.

## **Films**

Film and Videos Catalogue, National Film Board, Annual. \$3.00

The following films are from The National Film Board.

Teachers may order films by writing to:

Attention: Film Library  
National Film Board  
1572 Barrington Street  
Halifax, Nova Scotia  
or Phone (902) 426-6001

(These films are for the teacher to view and use at teacher's  
discretion.)

**Attention: Women at Work**, 28 min. 20 sec. Cat. No.: 106C 0183 594  
*Dir. Anne Henderson, Prod. Margaret Pettigrew, Kathleen Shannon*

In this documentary about women in non-traditional jobs, a hovercraft pilot, an architect and two construction journeywomen speak of their success in a male-dominated workplace and the difficulties they had to overcome. Each one offers practical advice on the choice of a career. These career portraits are intercut with a discussion among teenaged girls about the factors that influence career choices: sex-role stereotyping, fear of failure, self-image, marriage, motherhood, family expectations. A good discussion starter for teenagers, parents, educators, career counsellors. Support material available.

*Produced by NFB with the collaboration of the Federal Women's Film Program.*

**Breaking Through**, 27 min. Cat. No.: 106C 0181 139. *Dir. Janine Manatis,  
Prod. Kem Murch*

Made for use in vocational guidance, *Breaking Through* encourages girls and women to consider working in the trades. The film looks at a highly successful women's pre-trades and technical training program, and provides a first-hand account of women now working at well-paying jobs as auto mechanics, welders, plumbers, technicians, machinists and carpenters. As the film asserts, there's nothing genetic, masculine or magical about handling tools or machinery. All that's required is the decision to learn how.

*Produced by Women's Workshop. Distributed by NFB for Canada Employment and Immigration.*

**Louis Drouin, Veterinarian**, 21 min. 37 sec. Cat. No.: 106C 0172 553  
Dir. Margaret Wescott, Prod. Louise Spence

A portrait of a country veterinarian, working mother, and partner in a thriving practice. In the film Dr. Drouin shares many facets of her life: at work in her surgery, making "house calls" all over the Chateauguay Valley in Quebec where she practices, and rare moments of relaxation with her husband and child. Articulate and forthright, she talks about the joys and sorrows of being a veterinarian, and how she balances the demands of a busy profession with those of raising a family.

**Moving Mountains**, 26 min. Cat. No.: 106C 0181 044. Dir. Laura Sky

A look at women working alongside men in an open pit coal mine in southeastern British Columbia. In the film, they talk about the coal company's initial reluctance to hire women for outside work, their own shyness, and the reactions of their male co-workers.

*Distributed by NFB for Canadian Employment and Immigration Commission.*

*Produced by Sky Works.*

**Pretend You're Wearing a Barrel**, 9 min. 52 sec. Cat. No.: 106C 0178

314. Dir. Jan-Marie Martell, Prod. Shelah Reljic, John Taylor

At 35, Lynn Ryan took stock of her life. She had five children, no husband, no job - and the outlook for getting off welfare seemed bleak. That was when she decided to change her life. After help from employment counsellors and a course in welding, she now has a good job as an apprentice engineer in a Vancouver shipyard. This is a vivid picture of a tough-minded woman and her courageous encounter with life. (Award: Columbus.)

*A Pacific Region production.*

**She's a Railroader**, 9 min. 48 sec. Cat. No.: 106C 0178 315. Dir. Barbara Tranter, Prod. Shelah Reljic, John Taylor

Karen Zaitchik jumps on and off moving boxcars, throws switches, pulls brakes and uncouples freights with ease and confidence. She's a railroader for CN and that's what this 21-year-old highly individualistic woman wants out of life for the moment. This colorful short film shows how Karen manages in the traditionally male world of the railroad.

*A Pacific Region production.*

**Gui Dao - On The Way: Some Chinese Women Told Us**, 80 min. 27 sec. Cat. No.: 106C 0180 152. Dir. Georges Dufaux, Prod. Jean Dansereau

Insights into Chinese society abound in this documentary, which shows the lives of women who work unloading freight trains at Wuchang Station, Hubei Province, China. The camera focuses on a newly-wed couple, radiant with optimism, and contrasts the tested marriage of Wang Wen Chin in all its wistfulness. The pace of the film reflects the serenity of its subjects and the conspicuous absence of Western-style stress. One film in a three-part series.



**The Housewife, 6 min. 14 sec. Cat. No.: 106C 0375 006. Dir. Cathy Bennett,  
Prod. Guy Glover, Wolf Koenig**

A study, in film animation, of a day in the life of a housewife, described without words, with a minimum of detail but with a perception all the more pertinent because of the simplicity of presentation. The film makes no judgements. It simply states the case, but serves as an apt starting point for any discussion of the role of women and the value of their work.

(Award: Hilversum)

### Children's Reading

**Allison, Beverley, & Lawrence, Judith, Behind the Scenes,**  
"Women at Work Series," D. C. Heath Canada Ltd., 1976. \$2.05

- Set I**
- Behind the Scenes** - concerns work in a museum.
  - Clowning Around** - is about the job of a clown.
  - Hammer and Tongs** - is about a blacksmith.
  - Hand and Glove** - is about work of a puppeteer.

Available at the N. S. Bookstore in Dartmouth, Nova Scotia for \$10.25 for the set. The Teacher's Guide for this set cost \$2.35.

- Set II**
- Myra Builds A House** - is about a carpenter's work.
  - Ellie Sells Fish** - describes work in a fish market.
  - Maryon Makes Shapes** - is about a sculptor's work.
  - Doctor Mary's Animals** - describes the work of a veterinarian.

Available at the N. S. Bookstore in Dartmouth, Nova Scotia for \$10.25 for the set. The Teacher's Guide for this set cost \$2.35.

**Bauer Feller, Caroline, My Mom Travels A Lot,** Frederick Warne & Co., Inc., New York, N.Y., 1981. \$4.95

This predictable and enjoyable book describes alternately good and bad things about a job that requires Mom to travel a lot.

**Blain, Marge, The Terrible Thing That Happened in Our House.** Scholastic, 1975. Out of print

A humourous account of children whose mother takes a job outside the house, making the family aware of all the tasks she used to do for them. If the book is unavailable, this topic

can be discussed based on the children's own experiences and/or imagination.

**Cole, Joan Wade et al, What Mothers Do, The Economy Company, 1977. Education Media Services, Kitchener, Ontario, 1980. \$4.95**

In rhyme and colour photographs, this book lists a great variety of work of mothers of different ethnic backgrounds (studying, farming, working at a bank, digging, caring for children, shopping, fixing cars, teaching, making and selling baked goods).

**Corey, Laura. Me in My Community, Canadian Starters series. G.L.C. Publishers Ltd., 1981. \$3.95**

This Canadian Starter book gives the very young child an introduction to workers in their community. With teacher guidance it can initiate discussions on the importance that work plays in people's lives today.

**de Grosboes, Louise, et al, Mommy Works On Dresses, Women's Press, 1977. \$2.95**

This clear, informative, illustrated text describes a mother's work in a textile factory. The reader is told of the division of work, speed-ups at the assembly line, piece-work, health and safety conditions, and how the mother feels about her work. This book is very useful for discussion and could inspire the children to set-up an assembly line to produce a simple item.

**Galloway, Priscilla. Good Times Bad Times. Mummy and Me, The Women's Press, Ontario, 1980. \$5.95**

This delightful picture book shows a child coming to terms with her life with a working mother. Her initial resentment of

the fact that mummy isn't there when she wants her turns to appreciation of the times when they are together. It offers opportunity for initiating discussions on women and work with early elementary school children. Simple diction and cheerful black and white sketches make this a highly attractive book.

**Harper, Anita and Roche, Christine, How We Work, Kestrel Books, 1977. \$2.50**

This predictable book has one line of text on each page about: different kinds of work, about work in different places, how people feel about their work, about working alone or in a group, unpaid work, and unemployment. The illustrations show people of different ages, sex, and ethnic backgrounds. An excellent book to start discussion on the world of work.

**Marcus, Susan. Casey Visits the Doctor, Canadian Broadcasting Corporation picture book, 1981. \$3.95**

This is a picture book about Casey puppet from the series, "Mr. Dressup," going for a check up to a female doctor. Gives the young reader a good picture of one aspect of the doctor's work.

**Mitchell, Joyce Slayton, My Mommy Makes Money, Little, Brown and Company Canada Ltd., 1984. \$12.95**

This book describes and illustrates mothers who have different jobs: car sales person, musician, electrical appliance repairer, travel agent, secretary, surgeon, minister, paperhanger, newsphotographer, ambulance driver, carpenter, artist, restaurant owner and manager, and architect.

**Munsch, Robert, Angela's Airplane, Annick Press, 1983. \$0.99**

This is a story about a five year old girl who, after searching for her lost father, ends up flying an airplane. Upon her miraculous return, she finds her father. When Angel grows up she becomes an airplane pilot.

**Zola, Mequido. Karen Kain, Born to Dance, Grolier Ltd., Toronto, 1983. \$7.95**

Large black and white photos and bold clear print make this text particularly readable for elementary students. The life of dancer, Karen Kain, in all aspects is realistically portrayed as one of hard work, of struggle, and of success.

#### **Audio Tapes**

**Allison, Beverley, & Lawrence, Judith, "Women at Work Series,"** on audio tape.

**Behind the Scenes, Clowning Around, Hammer and Tongs, Hand and Glove.**

Set available from: Coroner Instructional Media Ltd., 1976.

\$30.00

**Munsch, Robert, Angela's Airplane. \$9.98**

Produced by Kids' Records, 1985

Box 670, Station A, Toronto, Ontario, M5W 1G2.

Distributed by A. & M. Records of Canada, Ltd.

939 Warden Avenue, Scarborough, Ontario, M1L 4C5.

## Pictures and Posters

- a varied collection of pictures of women working at various jobs can be purchased. For example:

**Roberts, Pearl.** Women in the Community. 16 Large black and white photographs. Teachers Federation, Lesson Aids Service, 2235 Burrard Street, Vancouver, British Columbia, V6J 3H9.

\$5.50

**Knapp, Wes and Darnell, Elaine.** Photos by Virginia Hama and Andy Brown. People Working, 1979, photographs. Teachers Federation, Lesson Aids Service, 2235 Burrard Street, Vancouver, British Columbia, V6J 3H9.

\$7.00

**"I Want To Be An Engineer Just Like Mom".** A Poster published by the Ontario Women's Directorate, Toronto, Ontario.

**"Only She Who Attempts the Absurd Can Achieve the Impossible".** A Poster published by the Women's Services Branch, Saskatchewan Advanced Education and Manpower.

Teachers are encouraged to continue to add to the existing list of films (etc.) The following format may be useful.

SUBJECT \_\_\_\_\_ CODE \_\_\_\_\_

AUTHOR \_\_\_\_\_

TITLE \_\_\_\_\_

SERIES \_\_\_\_\_ EDITOR \_\_\_\_\_

PLACE \_\_\_\_\_ PUBLISHER \_\_\_\_\_

YEAR \_\_\_\_\_ PAGES \_\_\_\_\_ PHYS DESC \_\_\_\_\_

SOURCE \_\_\_\_\_

LOCATION \_\_\_\_\_

NOTES \_\_\_\_\_

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