

The Blue Streak Food Company

I. Introduction

A. Lisa Long and Walt Williamson

B. Special Education Grades 9-12

C. ASOL's (Aligned Standards of Learning)

The Virginia Alternative Assessment Program (VAAP) is designed to evaluate the performance of students with significant cognitive disabilities who are working on academic standards that have been reduced in complexity and depth. The content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOL).

- HS-E 2 The student will b) explain that people work to earn money to buy the things they want
- HS-E 9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

II. Background

A. The lesson fits well into our curriculum because our students take a Daily Living class. During Daily Living skill we work on necessary skills to live independently. We focus on safety awareness, banking skills, survival signs, occupational skills, food preparation, and household management.

B. In this lesson, our students learn to read and find recipes, make a grocery list, shop for groceries, make meals, deliver meals, write thank you note, and collect and record money. These are all necessary skills we use to be an independent adult.

C. Our motivation for teaching this lesson came from the students. They wanted to earn their own money to go on field trips and buy items for our classroom. We decided to open the Blue Streak Food Company to help fulfill our goals.

D. The lesson was a huge success! We had an average of 16 customers each time we sold a meal. The students earned enough to go on a field trip, have a pizza party, open a classroom store, buy food to make snacks, and to donate items to a bake sale to benefit a teacher in need.

III. Summary

A. The Blue Streak Food Company consisted of 16 special education students. Students first chose a recipe to make. They then made a grocery list of everything that they would need. Once a list was made they went to the store to price each item. An order form was sent through e-mail asking teachers to purchase a meal. Students went shopping to buy items. Meals were cooked and delivered according to the spreadsheet. Money was collected and turned in to the bookkeeper at the school.

IV. Economic Objectives

- HS-E 2 The student will explain that people work to earn money to buy the things they want.
- HS-E 4 The student will recognize that people save money for the future to purchase goods and services.
- HS-E 9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

V. Other Objectives

- Reading: Reading recipes, comprehension questions to go with recipes
- Writing: Writing thank you notes, making lists
- Math: figuring out costs, and money skills

VI. Materials

- Recipes (cookbooks & online)
- Comprehension questions to assist recipes
- Shopping lists
- Cooking materials (according to what you were cooking)
- Economic Vocabulary Assessment

VII. Time Frame

The lesson will take one week to complete. Students spend one hour each day on the lesson. We completed this lesson five different times.

VII. Procedure

- **Friday:** Students picked recipe by looking through cookbooks and looking online. Once a recipe was chosen, a grocery list was made
- **Monday:** An e-mail was sent to the staff with an order form (Goggle Form). The staff chose their meal and a spreadsheet was created. Students then went to the grocery store to price the meal.
- **Tuesday:** During math class, students used the total number of meals store to figure out how much of each item they would need to buy. Then they went to the grocery store to buy the items.
- **Wednesday:** Students prepared any food items that could be cut up ahead of time.
- **Thursday:** Students made meals. Students were divided into different jobs. There were mixers, choppers, writing notes, delivering, and collecting money.

- **Friday:** Student counted money and filled out a deposit slip to give to the bookkeeper at the school. During this time they also discussed their cost and profit.

IX. Closure

- A. The lesson objectives were reinforced by using economic terms that were taught during the lesson using the economic vocabulary worksheet and assessment.
- B. The lesson was concluded by counting money, filling out a deposit slip and giving it to the bookkeeper. We then discussed their goals and how much money they needed to fulfill their goals.

X. Assessment

The assessment techniques we used for learning were comprehension questions, economic vocabulary assessment, math activities, following directions, and teacher observation of preparing each meal.

XI. Appendix

See attachments.

Project

I. Description

A. The Blue Streak Food Company

B. Harrisonburg High School is in the Harrisonburg City Public School district. We are located in Harrisonburg, Virginia. Harrisonburg City Public Schools has one high school, two middle schools, and five elementary schools. Harrisonburg High School currently serves 1,640 students. High school students also have access to services provided by Massanutten Technical Center and the Massanutten Regional Governor's School.

C. Subject areas taught are Functional Academics, Daily Living Skills, and Vocational Skills in grades 9-12.

During Functional Academics, students are taught math skills to help them in daily life activities. Student work on counting money, telling time, and using calculator skills. We also work on reading skills by reading recipes, directions on boxes of food, current events, grocery store words, and survival signs.

During Daily Living skills we work on necessary skills to live independent. We focus on safety awareness, banking skills, survival signs, occupational skills, food preparation, and household management.

During Vocational Skills we focus on skills necessary to obtain and keep a job. All of our students have a job inside the school or out in the community. We have students who work in the cafeteria, the Good Will, and The Virginia Mennonite Retirement Community. All our students take pride in their job and are eager to share their experiences.

II. Abstract

The Blue Streak Food Company consists of 16 Intellectually Disabled students at Harrisonburg High School. Our students voted, and planned to start the Blue Streak Food Company to fund field trips, and items they wanted for the classroom. The Blue Streak Food Company offered homemade meals to teachers to purchase. Students spent time looking for recipes either on the computer or cooking magazines. After they decided on a recipe, we read the recipe during reading class and answered comprehension questions about the recipe, how to cook it, safety, and cost. Students then went to the grocery store to price all items to determine the cost of each order. An order form (Google Form) was sent through e-mail asking teachers if they would like to purchase the meal. Once orders were gathered the students went back to the grocery store and purchased items for the recipe. The students then prepared each meal. They delivered the meal with a receipt, a handwritten thank you note, and collected payment. During Math class, students figured the cost and profit made for each meal. We then discussed how much money we needed to save to purchase the items we wanted. Students were thrilled with the amount of money that we profited. We were able to go out to lunch two times, go on a field trip to the Virginia Safari Park, and purchase items for a class store. We were also able to donate baked items for a bake sale that benefited a teacher in need. We helped to raise over \$500 for the family.

B. This entry was an effective approach to improving economic literacy because it gave my students a hands on approach to economic concepts. We used economic vocabulary throughout our lessons and students were able to pair the vocabulary with each concept.

III. Economic Content Area and Key Concepts

A. Economic concepts addressed are:

- The student will explain that people work to earn money to buy the things they want.
- The student will recognize that people save money for the future to purchase goods and services.
- The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

B. Content area concepts are:

- Reading
- Comprehension
- Math
- Money skills
- Writing sentences
- Economic Concepts
- Social Skills
- Following Directions

C. Economic Terms

- Good: Tangible objects that satisfy economic wants.
- Services: Activities performed by people, firms or government agencies to satisfy economic wants.
- Spending: purchase goods and services.
- Profit: The difference between the total revenue and total cost of producing and selling a good or service.
- Opportunity Cost: The second-best alternative (or the value of that alternative) that must be given up when scarce resources are used for one purpose instead of another.
- Money: Anything that is generally accepted as final payment for goods and services; serves as a medium of exchange, a store of value and a standard of value. Characteristics of money are portability, stability in value, uniformity, durability and acceptance.

- Saving: Money set aside for a future use that is held in easily-accessed accounts, such as savings accounts.
- Price: the value of a good or service in money terms.
- Income: The amount of money received in a specified period in exchange for providing labor or selling goods and services.
- Choices: Decisions made or course of action taken when faced with a set of alternatives.

C. The project teaches concepts and terms by putting students into real life practical situations allowing them to use the skills they are learning:

- Money
- Shopping for value
- Understanding recipes
- Social skills.

IV. Economic Standards and Student Learning Objectives

A. The student outcome is for students to be fully integrated into their community with the ability to navigate independently and to fully participate in their lives while understanding basic economic concepts.

B. Teaching strategies and student activities that addressed specific Virginia Aligned Standards of Learning in economics by identifying different jobs that were needed to complete the task, brainstormed ideas on how to spend the money that was saved for future purchases, discussed goods and services that were needed, and discussed opportunity cost for each task.

V. Instructional Process

Each time we prepared a meal we planned for one week of instruction. We cooked meals twice a month.

- **Friday**: Students picked a recipe by looking through recipe books and looking online. Once a recipe was chosen a grocery list was

made together as a class. As a list was being made on the board, students copied the list onto their paper.

- **Monday:** An email was sent to the staff with an order form (Google Form). The staff choose their meal and a spreadsheet was created. Students then went to the grocery store to price the meal.
- **Tuesday:** During Math class, students used the total number of meals sold to figure out how much of each item they would need to buy. Then they went to grocery store to buy all the needed goods.
- **Wednesday:** Students prepared any food items that could be cut up ahead of time.
- **Thursday:** Students put meals together. Stations were set up and students were divided into different jobs. There were mixers, choppers, packaging, delivering, and collecting money. Jobs depended on what they were cooking. Students also wrote thank you notes using Blue Streak Food Company stationery, and added personalized stickers to each meal.
- **Friday:** Students counted money and filled out a deposit slip to give to the book keeper at the school. During this time they also discussed their cost and profit. They also discussed what they were saving for and how much more money they needed to save.

VI. Evaluation

A. Evaluation of economic learning

1. The assessment techniques we used for learning were comprehension questions, math activities, following directions, and teacher observation of preparing each meal.
2. Student outcomes as related to the Aligned Standards of Learning (ASOL) were that students were able to recognize and use economic terms, recognize that we need to save money to purchase goods and services, and that we make economic choices.
3. Evidence of student achievement:
See attachment: Economic Vocabulary Assessment

Attachments

1. Evidence of Student Achievement: Economic Vocabulary Assessment
2. The Blue Streak Food Company 2016 Results
3. Shopping list
4. Shopping list to determine cost of food. Students took this list with them to the store to write down the prices.
5. Recipe and comprehension questions
6. Order form. Google Form was sent through e-mail to teachers.
7. Spreadsheet of orders for one of our meals
8. Pictures

1. The Blue Steak Food Company

Economic Terms- cut out the definition on page 2 and glue to the correct economic term.

Good

Services

Spending

Profit

Opportunity Cost

Money

Saving

Price

Income

Choice

Cut out these definitions and glue them to the correct terms.

Tangible objects that satisfy economic wants.

Activities performed by people, firms or government agencies to satisfy economic wants.

Purchase goods and services

The difference between the total revenue and total cost of producing and selling a good or service.

The second-best alternative (or the value of that alternative) that must be given up when scarce resources are used for one purpose instead of another.

Anything that is generally accepted as final payment for goods and services; serves as a medium of exchange, a store of value and a standard of value. Characteristics of money are portability, stability in value, uniformity, durability and acceptance.

Money set aside for a future use that is held in easily-accessed accounts, such as savings accounts.

The value of a good or service in money terms.

The amount of money received in a specified period in exchange for providing labor or selling goods and services.

Decisions made or course of action taken when faced with a set of alternatives.

María

Economic Vocab
Assessment

The Blue Steak Food Company

Match the word to the correct meaning.

- ✓ Good and Services satisfy people's wants.
- ✓ Spending purchase goods and services.
- ✓ Profit The difference between the total revenue and total cost of producing and selling a good or service.
- ✓ Opportunity Cost what is given up when making a choice.
- ✓ Money used to buy goods and services.
- ✓ Saving not spending all of your money.
- ✓ Price the value of a good or service in money terms.
The amount of money received in a specified period in
- ✓ Income exchange for providing labor or selling goods and services.
- ✓ Economic Choice choices we make everyday

!! (100%)
Yeah!

2.

Results

The Blue Streak Food Company 2016

Members: 16 students

Meals Sold: 101 Meals

Meals Made:

- Oreo Cream Pie
- Snicker Bar Pie
- Cheesy Chicken Enchilada Casserole
- Brunswick Stew
- Loaded Potato & Ranch Chicken Casserole

3.

Shopping List

The Blue Streak Food Company

We have decided to cook Chicken Alfredo Stew.
Please make a shopping list of all goods that we need.

4. Shopping List to Determine Cost for Recipe

A. Shopping List to determine cost for recipe.

Blue Streak Food Company

4 Chicken breasts \$5.50

frozen green beans 1/2 lb. .98

frozen corn 1/2 lb. .98

frozen carrots 1/2 lb. .98

ketchup (1 cup) .50

brown sugar (1/2 cup) .50

potatoes \$1.00

worcestershire sauce .25

onion .50

large can of tomatoes .98

Texas Pete .25

salt and pepper .10

Total Cost: \$11.54

5. Recipe and Comprehension Questions

Loaded Potato & Ranch Chicken Casserole



Ingredients:

1 (1.5 lb.) bag Baby Boomer Little Potatoes
2 lbs. boneless, skinless chicken breasts, cut into 1-inch cubes
Salt & pepper, to taste
1/2 cup prepared ranch dressing, *divided use*

Topping:

2 cups Mexican Cheese Blend
1 cup cooked & crumbled bacon
1/2 cup diced green onion

Directions: Preheat oven to 450f. Spray a 9x13 baking dish with nonstick cooking spray.

Dice your Little Potatoes into 1-inch cubes.

In a large bowl mix together the diced potatoes, salt & pepper and 1/4 cup ranch dressing. Scoop the potatoes into prepared baking dish (save that bowl, we're going to use it again for the chicken.)

Bake the potatoes for 30 minutes, stirring every 10 minutes, until almost thoroughly cooked (they won't be fork tender quite yet.).

While the potatoes are cooking, add the cubed chicken to the bowl you used to the potatoes and add salt and pepper and the remaining 1/4 cup ranch seasoning. Once the potatoes have cooked 30 minutes, remove baking dish from the oven and lower the oven temperature to 400F.

Top the cooked potatoes with the raw marinated chicken. Cover the baking dish with aluminum foil (Warning: Baking dish will be VERY hot so use oven mitts to do this.)

Place baking dish back in the oven and cook for an additional 20 minutes (or until chicken is fully cooked.)

Take baking dish out of the oven and top with shredded cheese, bacon and green onion. Place back in oven for 8-10 minutes until cheese is melted and bubbly.

1. What temperature do we need to preheat the oven to?
2. What size dish should we use?
3. What do we mix together in a bowl?
4. What do we need to do to the potatoes?
5. How should you cut up the potatoes?
6. How long do you cook the casserole?
7. What else could we add to the casserole?
8. What is the name of the casserole?
9. What do you put on top of the casserole?

1. What temperature do we need to preheat the oven to? 450
2. What size dish should we use? 9x13 baking dish
3. What do we mix together in a bowl? diced potatoes, salt and pepper
and 1/4 cup ranch dressing
4. What do we need to do to the potatoes? Bake the potatoes for 30
minutes
5. How should you cut up the potatoes? dice
6. How long do you cook the casserole? 20 minutes
7. What else could we add to the casserole? more cheese
8. What is the name of the casserole? Loaded potato and Ranch
chicken casserole
9. What do you put on top of the casserole? Shredded cheese and
bacon and green onion

6.

Order Form

10/4/2016 Blue Streak Food Company

Blue Streak Food Company

Take a break from cooking and let us do the work for you! No need to cook Thursday night. The Blue Streak Food Company will be making their last meal of the year. We will be making a delicious Loaded Potato & Ranch Chicken Casserole.

Dinner for 6 = \$18

Dinner for 4 = \$14

Dinner for 2 = \$8

Please fill out the order form by Tuesday morning. Our cut off time will be 8:00 Tuesday morning. Our casserole will be delivered right to your room on Thursday.

Our students are working hard for an end of the year field trip. It is awesome to see how motivated and hard-working they have been to meet their goal.

Thank you for your support!
Walt, Lisa, and our talented cooks!

Ingredients: potatoes, chicken, salt, pepper, ranch dressing, cheese, bacon, and green onion

1. Name

2. I would like to order the Loaded Potato & Ranch Chicken Casserole

Mark only one circle.

Dinner for 6 \$18

Dinner for 4 \$14

Dinner for 2 \$8

3. Where would you like your casserole delivered? _____

7.

Spreadsheet for Orders

Order Form				
Name	I would like to order the L	Where would you like your casserole delivered?		
Bethany Everidge	Dinner for 6 \$18		456	
Kelley Shradley	Dinner for 4 \$14		173	
Kelley Shradley-2	Dinner for 4 \$14		173	
Hendricks	Dinner for 2 \$8	Block 2 or 3, room 134. Block 4, room 156		
Kim Hill	Dinner for 4 \$14	Front Office Room 209		
Soenksen	Dinner for 6 \$18	407 or ESL teacher center		
Melanie Smith	Dinner for 2 \$8		540	
Rachel Linden	Dinner for 4 \$14	Counseling Center		
Kathy Amend	Dinner for 6 \$18	Room 138		
Billy Martin	Dinner for 6 \$18	Library		
Jere Borg	Dinner for 4 \$14	507 or 513		
Phil Yutzy	Dinner for 6 \$18	HHS 405 or 408		
Gail Collins	Dinner for 2 \$8	I will pick up.		
Elisabeth Sarco	Dinner for 6 \$18	Room 151		
Mrs. Witman	Dinner for 2 \$8	Library		
Ms. Anderson	Dinner for 2 \$8	Room 530		
Kelsey Hanger	Dinner for 2 \$8	540 Sped Office		
Jenifer Pridgeon	Dinner for 6 \$18	2nd block room 540 sped office		
Mrs.V ASL Interpreter	Dinner for 6 \$18	Room 540 SPED		
mrs.v ASL interpreter	Dinner for 2 \$8	Room 540 sped room		
Crys Roach	Dinner for 6 \$18		457	

8.

Pictures

Our first meal was Brunswick Stew. We packaged the stew in jars and added a sticker and material.



As a special treat we decided to make Snicker Bar Pies and Oreo Cream Pies. We sold 17 pies!



The Blue Streak Food Company used some of their profit to donate Whoopee Pies to a bake sale that benefited a teacher who was sick. They helped to raise over \$500 for the family.



The Blue Streak Food Company!

