

# A Unit On Thrift

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**I**N order to become self-sufficient and economically secured, we must abide with some rules of thrift. Being thrifty will help one accomplish a certain goal of life—self sufficiency. Now-a-days, many children, if not most of the children are not aware of the value of thrift. Most often they spend their money unwisely, not knowing that their parents had labored much only to find something they could give their children at school. How could this act of lavish spending be remedied? Unless we stress the importance of thrift in our instruction these children would not be “thrift-conscious.” The government set aside a month for thrift campaign, national in scope, to encourage children to be thrifty. So that, children can understand better the value of thrift, a unit of study is suggested for classroom use.

## I. GENERAL OBJECTIVES:

1. To develop awareness on the importance of thrift.
2. To develop “thrift-consciousness” among our children.
3. To learn to work cooperatively with others in a democratic spirit.

## II. SPECIFIC OBJECTIVES:

### A. Attitudes and Appreciations:

1. To appreciate the value of thrift.
2. To develop appreciation of men who became rich because of their thrift.
3. To develop “open-mindedness” and tolerance toward criticisms.
4. To grow in the attitude as:
  - a. Respect for the rights and belongings of others.
  - b. Acceptance or adherence to the will of the majority.
  - c. Tolerance on the shortcomings of others.
  - d. Feeling of security on what one can do.
  - e. Use of critical judgment before making conclusions.
5. To develop appreciation on all stories, rhymes, poems and plays related to the unit.

6. To develop proper attitudes on thrift.

### B. Habits and skills:

1. To develop the habit of working cooperatively in any class or group activity.
  2. To develop the ability to think critically and clearly about the solutions of one’s own problem or problems as well as those of his group.
  3. To know how to discuss problems of interest in a democratic way.
  4. To be able to:
    - a. Discuss and make plans for work.
    - b. Execute plans made.
    - c. Locate sources of materials and select materials that will solve the problem of problems.
    - d. Make good use of materials selected in carrying out activities and projects.
    - e. Evaluate individual as well as group activities and accomplishments.
  5. To develop correct habits of expression through:
    - a. Discussions
    - b. Reporting on the data gathered.
    - c. Dramatization, storytelling and debates.
    - d. Arts and handwork.
- ### C. Knowledge and Understandings:
1. To know:
    - a. Some ways by which one may practice thrift.
    - b. The ways of earning money.
    - c. The ways of saving money, time, materials and food.
    - d. Why we should save our money, time, materials and food.
    - e. The thrift activities at home, at school and community.
    - f. The disadvantages of wasting our money, time, materials and food.
  2. To understand why we should be thrifty and industrious.

3. To find out practical means by which a pupil may practice thrift.

4. To understand that being industrious is being thrifty.

5. To realize how one values money, materials and clothing when he/she has exerted much effort in acquiring them.

### III. SUGGESTED OUTLINE OF THE UNIT:

#### A. Ways of earning money:

1. Running errands for others.
2. Shining shoes.
3. Repairing chairs, tables, lamps, shoes, slippers, etc.

#### 4. Working as:

- a. Salesgirls
- b. Waitresses or waiters (in restaurants)

(Other means may be given by the pupils, as in different communities, they have different ways of earning money.)

#### B. Ways of saving:

##### 1. Money:

- a. Having postal savings book, shell banks, etc.
- b. Stamp collections

##### 2. Time:

- a. Doing things or projects immediately.
- b. Working for quality, not for quantity.

##### 3. Materials:

- a. Covering books.
- b. Using bags.
- c. Using play clothes or work clothes while working or playing.
- d. Using both sides of paper.

##### 4. Food:

- a. Cook cheap foods with valuable food substances.
- b. Cover foods cooked.
- c. Do not throw "refuse" of food. Have them for another serve.

(Other ways will also be left to the pupils to give.)

#### C. Activities of thrift at home, at school and in Community:

##### 1. At home:

- a. Be careful to buy only fresh fruits, vegetables, fish or meat so that you may get your money's worth in the form of nourishing food.
- b. Serve vegetables and the cheaper cuts of

meat because they are nutritious and they cost less.

c. Store food in clean containers so that they will not spoil easily.

d. Cover food with screens to protect food from flies, ants, cockroaches, mice and other forms of household pests.

e. Learn how to cook food so as to conserve their vitamins.

f. Put only enough food on your plates. Putting too much and leaving it is wasteful.

g. Avoid overeating — this too is wasteful.

h. Make use of left-over food by serving it in another way.

i. Be thrifty in the use of fuel. Do not overstuff the stove.

j. Be thrifty in the use of lights. Use lights when you are in need and put out after using it.

k. Be thrifty in the use of water. A waste of water runs up your water bills.

l. Do not throw old bottles, newspapers, old clothes and old shoes. These can be sold in junk dealers.

m. Use work clothes while playing. Do not use your school clothes for play and work.

n. Use wooden shoes or rubber boots during rainy days.

o. Make over old dresses into new garments.

p. Use cloth scraps for piecing skirts or making blankets.

q. Avoid leaving soap in water. Keep it dry always.

##### 2. At School:

- a. Cover your books. Place the min bags.
- b. Save your pencils, paper or chalk stubs.
- c. Avoid drawing and "doodling" on tablet paper. Use scratch paper instead.
- d. Use both sides of your paper.
- e. Have a plan for study and relaxation.

##### 3. In the Community:

a. Working with others in any group activity which your help is needed. Do not be selfish of your neighbors.

b. Fencing surroundings of the house to protect the plants from animals.

c. Organizing "Home Industry Clubs."

d. Catch fish with the good means. Do not use dynamite or any poison in catching fish.

e. Help in reforestation.

(These community activities about thrift are also activities of thrift about our natural resources.)

#### IV. SUGGESTED ACTIVITIES:

##### A. Preparatory:

1. Have the room some materials like pictures, posters and objects which depict thrift.

2. Pictures of the following men:

- a. Teodoro R. Yangco
- b. Halili (Owner of Halili Transit)
- c. Benjamin Franklin
- a. Abraham Lincoln

4. Possible Problems:

- a. What do we mean by thrift?
- b. What are the ways of earning money among children?
- c. How do we save our money? time? materials? food?
- d. What activities on thrift can we do at home? at school? in the community?
- e. What is the value of thrift to us?

##### B. Developmental Activities

1. Research:

Read:—

- a. Putting Money in a Bank, pp. 439 & 454 (Phil. Sch. Life—Jan. 1955)
- b. Let's Start a Thrift Club, (Phil. Sch. Life—Jan. 1953)
- c. Biographies or autobiographies of:—
  1. Apolinario Mabini
  2. Marcelo H. del Pilar
  3. Teodoro R. Yangco
  5. Benjamin Franklin, etc.

2. Field Trips to:

- a. Post Office
- b. Phil. National Bank or any bank available in your locality.

1. How do we save money in the post office? bank?
2. Why do we place our money in the bank?
3. How do we apply for a savings account in a bank?

In case of restaurants: —

1. What foods are cooked in the restaurants?
2. How do they save the food? water? fire?

In case of factories: —

1. How do the laborers save their time? materials and tools?

2. What materials and tools are saved?

In case of schools:—

1. How do the pupils save their materials? clothings?

2. What materials and supplies are being saved?

3. Expressional Activities:—

- a. Oral conversation on what were seen in the trip.
- b. Inviting a resource person to talk on thrift.
- c. Writing themes about these topics?
  1. Why do we save?
  2. How Can We Be Thrifty?
- d. Reading and appreciating poems related to the unit.
- e. Singing songs suited to the unit.

4. Construction:—

- a. Making savings banks out of coconut shells, bamboos, etc.
- b. Constructing a thrift box.
- c. Making graphs and charts about the earnings and savings of pupils—monthly, bi-monthly, quarterly, semestral or yearly.
- d. Making a list of articles that could be saved at home and at school.
- e. Making albums of men who became rich because of their thrift.
- f. Making set of rules to follow.
- g. Children may make individual record chart of their savings each day, weekly, monthly, if they so desire—their yearly savings.

5. Reporting and discussing:—

All problems raised maybe reported on and discussed.

C. Culmination:—

1. Exhibition of class or individual finished project.
2. Program and Party.

V. Evaluation:—

1. Observation of pupils attitudes toward thrift rules.
2. Test on the unit.

VI. References:—

1. Memorandum No. 46, 2, 1954 (BPS)
2. Philippine School Life
3. Philippine Child Life
4. Filipino Teacher
5. Course of Study in Social Studies—
6. Integration as Practiced in the PNC