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PROGRESS REPORT
of the
**Iowa Home Economics
Curriculum Program**

No. III

Issued by the
Board for Vocational Education
JESSIE M. PARKER, Chairman
L. H. WOOD, Director
Des Moines, Iowa

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1945

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FOREWORD

Home economics is a subject nearly universal in appeal. Sooner or later every person, married or single, expects to make a home. Therefore, the materials offered herein are opportune. No curriculum can be permanent, and as these units are tested, additional units or improvements are contemplated.

Every teacher in Iowa, whether in the vocational or non-vocational school, has participated in the discussion and preparation of these units, and they have had the assistance of supervisors and faculties of teacher-training institutions, as set forth in the Introduction. These units are the result of their practical experience in the field of home economics and should be helpful and adaptable to every type of school.

We hereby express to the teachers and faculties of home economics in the Iowa schools our appreciation of the fine work the past four years in developing this course.

JESSIE M. PARKER.

January 1945.

INTRODUCTION

The materials in this bulletin represent the third report of progress for the Iowa Home Economics Curriculum Program. Three groups have made contributions to this program: direction was given by the state steering committee; reports of experiences were submitted by the home economics teachers in the state; and reports were organized and materials developed by workshop groups at Iowa State College.

The state steering committee, the group giving direction to the program, is composed of twelve members including teachers, supervisors, and teacher trainers. Five members represent teachers from five sections of the state. Other members represent state teacher training institutions, private teacher training institutions, the Iowa Home Economics Teachers Association, and the State Department of Public Instruction.

During the past four years the personnel of the steering committee has been as follows:

| | |
|------------------------------------|-----------|
| Bernice Becker..... | 1941-1942 |
| Sara Ann Brown..... | 1941- |
| Ione Doran..... | 1942-1943 |
| Anne Greve..... | 1941-1943 |
| Maye Hagen..... | 1942-1943 |
| Ruth Henderson..... | 1943- |
| Nina Johnston..... | 1941- |
| Margaret King..... | 1943-1944 |
| Dorothy Kralik..... | 1941-1942 |
| Irene McNee..... | 1942-1944 |
| Gladys Olson..... | 1941-1943 |
| Elisabeth Sutherland..... | 1941- |
| Bertha Roewe..... | 1944- |
| Lucille Tumey..... | 1944- |
| Mildred Wilson..... | 1943-1944 |
| Maxine Wood..... | 1942-1943 |
| Portia Deacon, vice chairman..... | 1941-1944 |
| Mattie Pattison, consultant..... | 1941- |
| Hester Chadderdon, consultant..... | 1943- |
| Mary Farris, chairman..... | 1941-1942 |
| Edna Kraft, chairman..... | 1942- |

The purposes of the Iowa program as the steering committee sees them are:

1. To help teachers analyze the needs of pupils
2. To make available to teachers source materials which have been successfully used in the classroom
3. To help teachers evaluate the source materials in light of their own pupils' needs and to use the materials effectively

4. To help teachers recognize the relationship of evaluation to curriculum planning and to evaluate pupil progress effectively

All home economics teachers in the state have had an opportunity to contribute experiences, report on the effectiveness of experiences which have been prepared for their use, and to participate in conferences where materials were discussed. A large proportion of the teachers have made contributions.

Workshops have been held at Iowa State College each summer for the past three years. Workshop participants have been selected because of special interest and ability in the areas in which materials were to be developed. Their particular responsibility was to prepare materials to be mimeographed for the use of all teachers and to interpret these materials at the annual state home economics teachers' conference.

The following teachers have participated in workshops:

| | | | |
|--------------------------|------------|---------------------------|------|
| Merle Kahuda..... | 1942, 1943 | Ethel Mandernach..... | 1943 |
| Berniece Grouwinkle..... | 1942 | Betty Mieh..... | 1943 |
| Frances Heishman..... | 1942 | Merlene Nelson..... | 1943 |
| Lucille Tumey..... | 1942, 1944 | Ida Muree Pasek..... | 1943 |
| Millie Lerdall..... | 1942, 1943 | Neva Peterson..... | 1943 |
| Ethel DeVries..... | 1942 | Annabell Purviance..... | 1943 |
| Irene McNee..... | 1942 | Dorothy Soucek..... | 1943 |
| Sara Ann Brown..... | 1942 | Janice Souder..... | 1943 |
| Marion Davis..... | 1942, 1943 | Grata Thorne..... | 1943 |
| Maxine Wood..... | 1942, 1943 | Lualis Uthoff..... | 1943 |
| Myrtle Mainquist..... | 1942 | Dorothy Wenke..... | 1943 |
| Blanche Miller..... | 1942, 1943 | Caroline Wetzstein..... | 1943 |
| Ruth Henderson..... | 1942 | Rena Wills..... | 1943 |
| Charlotte Stenberg..... | 1942 | Pollie Mae Malone..... | 1943 |
| Maye Hagen..... | 1942 | Helen McCleery..... | 1943 |
| Mildred Krebs..... | 1942 | Bertha Roewe..... | 1944 |
| Margaret King..... | 1942 | Mary E. Bolon..... | 1944 |
| Lucille Moeckly..... | 1942 | Alverda James..... | 1944 |
| Betty Brady..... | 1943 | Kathryn Kitson..... | 1944 |
| Mildred Carmody..... | 1943 | Evelyn Chapin..... | 1944 |
| Vera Case..... | 1943 | Margaret Williams..... | 1944 |
| Jane Crow..... | 1943 | Miriam Vickers..... | 1944 |
| Margaret Everett..... | 1943 | Bertha Stebens..... | 1944 |
| Alma Frerichs..... | 1943 | Eunice Jacobson..... | 1944 |
| Dorothea Gienger..... | 1943 | Marion Okey..... | 1944 |
| Virgene Griffin..... | 1943 | Carol Swartzendraver..... | 1944 |
| Adele Janzow..... | 1943 | Ramona Esbeck..... | 1944 |
| Edith Johnson..... | 1943 | Grace Randell..... | 1944 |
| Eileen Kester..... | 1943 | Pearl Johnson..... | 1944 |
| Kathryn Klingbeil..... | 1943 | Viola Hunt..... | 1944 |
| Henrietta Lindemann..... | 1943 | Dorothy Moreland..... | 1944 |
| Agnes Kowitz..... | 1943 | | |

Early in the program a need for teachers meeting together frequently to discuss common problems was evident. As a result 95 county organizations were formed with a home economics teacher acting as chairman in each county. County chairmen have made reports to the steering committee at intervals. Each county chairman accepted the responsibility of getting material to teachers, for collecting materials from teachers for use by the steering committee, and for calling meetings to interpret materials.

Mattie Pattison, Assistant Professor, Home Economics Education, Iowa State College, and Hester Chadderdon, Professor, Home Economics Education, Iowa State College, have served as consultants in curriculum and evaluation respectively. They have directed the workshops where materials were developed.

Marion Yule, Assistant Professor, Home Economics Education, Iowa State College, assisted with editing the materials.

Iowa teachers will continue under the organization described, to revise and add to the materials in this bulletin.

EDNA KRAFT, State Supervisor,
Home Economics Education.

SUGGESTIONS FOR USING MATERIALS IN THIS REPORT

Plan of Organization

Teachers will find this bulletin most useful if they understand the plan that was followed when organizing the materials. Since these suggestions were prepared to help all teachers in the State, a flexible plan for presenting suggestions seemed advisable.

The first step in the plan was to divide the field of home economics into areas. The classification that was decided upon included: Child Care; Selection, Construction and Care of Clothing; Foods; Health and Home Nursing; and Home Management. Family relationships and consumer economics were not classified as separate areas of home economics because all of the learning experiences concerned with relationships or consumer problems, that have been developed by teachers working on these materials, were included in other areas. This may not be true when future suggestions are made but, at present, teachers who want to teach either relationships or consumer problems as separate units will find these learning experiences incorporated in other areas. The second part of the plan called for organization of units in each area that would suggest some of the important learning experiences needed by most pupils. The third step was to suggest selections of units that might be used for programs one, two, or three years in length.

Sequence of Learning Experiences.

A bulletin such as this one that is planned to help teachers in many different types of situations, can give certain kinds of help for selecting learning experiences that are in desirable sequence but much responsibility for selection must be taken by each teacher. For this reason, teachers should know what beliefs about sequence guided the work of the committees that prepared these suggestions. Some of the criteria for selecting learning experiences in sequence are discussed below.

Learning experiences should be intrinsically interesting to pupils or should be made so. It is relatively easy for home economics teachers to find some problems that are interesting to pupils because at one time or another most pupils are interested in such problems as making friends with girls, their own personal appearance, making friends with boys, being allowed to make their own decisions, and choosing vocations. All of these interests suggest some experiences that are appropriate for home economics classes.

In order to use effectively student interests to motivate learning, teachers must be aware of times when certain interests are most keen. All pupils do not develop any interest at the same time, but studies of adolescents have shown that each of the interests named above will be evident with the majority of any group of adolescent girls at some time.

For instance, most girls become very interested in their own personal appearance in eighth or ninth grade; some girls will have been interested before that time while others will seem indifferent all through high school. Pupils will pay attention to classroom experiences that seem to help them solve problems related to personal appearance. For class work teachers should be aware of the times when the majority of a group share an interest. For individuals whose interests are different from the majority of the class, some special experiences might be planned; for example, when pupils are convinced that an intelligent selection of food will contribute to an attractive personal appearance, interest in the study of nutrition will probably be greatly increased. Likewise, when girls want to earn money taking care of children, they will probably be interested in learning to guide young children as soon as they believe that classroom experiences will help them solve problems that are met frequently. Experiences in each succeeding unit allow for some growth toward maturity until the last units included problems that were believed to be of interest to juniors or seniors in high school.

Provision for the selection of problems for study that are interesting to students is only the first step in guiding the learning of students. The second step is to plan for growth of pupils toward the objectives that are believed to be important for home economics education. To help teachers make these plans two additional criteria that guided sequences of learning experiences are discussed.

Learning experiences should build on concepts, abilities and appreciations developed in previous experiences. When pupils have the background of information, skills or appreciations necessary for the solution of problems in a reasonable time with satisfactions to themselves they are apt to want to repeat similar experiences either at school or at home. Therefore, an important function of the teacher is to guide learning experiences so that pupils are challenged to work and at the same time are not discouraged because problems have been too difficult. For instance, one responsibility of the teacher of a clothing class is to guide the selection of construction problems requiring new skills so that pupils do not become either discouraged before an article is finished or dissatisfied with results. (See Teacher-Pupil Planning, page 12, for another example of the application of this criterion.)

Learning experiences should provide some opportunity for organization and integration of previous experiences. As pupils grow in ability to solve problems in home economics classes, they should be able to recognize increasingly broad relationships between problems. The first learning experience should provide for the organization of experiences at the end of either one lesson or a short series of lessons. With each succeeding experience pupils should grow in ability to organize learning. For instance in this bulletin the first units in the foods area were planned to help pupils evaluate expenditure for one meal in relation to meals for the day. Gradually problems related to the cost of food were increased in complexity until in the last units pupils are encouraged to consider relationships between family expenditures for different budgetary items and the goals of the family.

Knowing about Pupils.

Home economics can be taught most effectively when teachers have information about the previous experience of pupils, and the kinds of responsibilities that they are assuming outside of school. As a part of each unit described in this bulletin suggestions are made for the kinds of data about pupils that will be useful to the teacher when planning learning experiences similar to the ones suggested. The simple types of surveys that are suggested may not provide for as much information as many teachers will wish to have about pupils. When this is the case teachers are urged to make their data about pupils as complete as they can in the time allowed. Other teachers who have collected and interpreted little information about their pupils are urged to study the suggestions made in the following pages and to collect some data about pupils before or during a unit.

GENERALIZATIONS

Home economics teachers are familiar with one type of generalization—a principle—through their work in science and the application of scientific principles in food preparation or textile testing. They know that these principles have helped solve many problems outside of school, that were not considered in class discussion. Such solutions are possible because as students, teachers learned to apply principles in a variety of situations. Likewise, many principles are remembered long after the facts that support the principles have been forgotten. The situation is to be expected because psychologists report that usually generalizations are remembered longer than isolated facts.

A principle is only one type of generalization—a statement of cause and effect. For example, *work and time can be saved if supplies and equipment are kept in order* is this type of generalization. Generalizations may also be summarizations of related facts such as, *the resources of a family are money, equipment and the time, energy and abilities of its members, or a general fact such as, children learn through play.* Another type of generalization is a statement of value. Such a statement is not based on facts that can be proven but rather expresses what is believed to be important. An example of such a generalization is *a meal is more enjoyable if the table has an orderly arrangement.*

All of these generalizations should grow out of the experiences of pupils. In order to generalize accurately, pupils must be taught that conclusions drawn from limited experiences should be tentative until they have been proven to be generally true. This means that unless past experiences of pupils can be used to demonstrate that a statement is generally true, several experiences should be planned to illustrate the general truth of the statement. For example, students who have frequent contacts with young children can probably recall a variety of situations in which children have learned through play, but students who have few contacts with children would have to observe and read about young children before they could come to such a conclusion through their own experience.

Pupils will learn to generalize accurately only when teachers guide their thinking to the point where pupils recognize relationships between facts. Some pupils are inclined to generalize broadly without facts to support their generalizations; other pupils fail to recognize few if any relationships between facts. When teachers are satisfied with the recitation of facts by pupils, the difficulties that pupils have in relating facts will seldom be discovered. If, however, teachers ask pupils questions such as "What have we learned today?" and, then, are not satisfied until pupils recognize some of the relationships between facts, pupils can learn to generalize.

In the units that follow, the generalizations that might be developed from the suggested experiences are listed following each objective. This plan of organization was used because it was believed that teachers could interpret suggestions for experiences most easily when they were aware of some of the generalizations that might be formulated. These generalizations indicate not only the facts or methods of work that might be emphasized during an experience but also the breadth and depth of understanding that might be expected of pupils at different stages of their development.

Teacher-Pupil Planning

When preparing this bulletin the objective of teaching pupils to plan was accepted as important for all units in each area. The units in the food area probably illustrate a sequence for learning to plan more clearly than some other areas. Therefore, if teachers are uncertain about guiding students in planning it is suggested that the foods units be studied to note ways in which pupils might be encouraged to assume responsibilities in situations that require consideration (1) of an increasing number of factors and (2) of some factors that require more mature thinking. For instance, in the first unit of the food area pupils are expected to consider cost, appearance and textures when planning pleasing food combinations while in the last unit it is hoped that pupils will recognize the importance of planning one expenditure in relation to all others and be able to keep within a budget when spending money for food.

SUGGESTIONS FOR SEQUENCE

One-year Program

Child Care.

- Selecting and Making Play Equipment
- Enjoying Stories with Young Children
- Making a Child's Playtime a Happy, Busy Playtime.

Clothing.

- Assembling an Attractive School Outfit.
- Making a Garment for Myself.

Foods.

- Providing Adequate Meals for a High School Girl
- Picnicking with Everyone Sharing the Work (Grades 8, 9, or 10) or
- Planning Food for Fun. (Grades 10, 11, and 12)

Home Management.

- Helping to Make Home and School Attractive
- Making the Most of My Bedroom
- Helping to Make the Living Room Livable.

Two-year Program.

First Year

Child Care*.

- Selecting and Making Play Equipment
- Enjoying Stories with Young Children
- Making the Child's Playtime a Happy, Busy Playtime.

Clothing, Selection, Care and Construction.

- Making an Attractive Apron or
- Making a Garment for Myself
- Assembling an Attractive School Outfit.

Foods.

- Providing Adequate Meals for a High School Girl
- Picnicking with Everyone Sharing the Work.

Home Management.

- Helping to Make Home and School Attractive
- Making the Most of My Bedroom
- Making a Plan for Managing the Money in the Homemaking Department.

Second Year

Clothing, Selection, Care and Construction.

- Shopping for My Clothing
- Making a Garment for Myself or
- Putting New Life in My Wardrobe.

Foods.

- Providing Adequate and Interesting Meals for the Family
- Planning Food for Fun.
- Health and Home Nursing.
- Keeping the Patient Happy
- Providing Pleasant Surroundings and Necessary Equipment for the Patient's Comfort
- Becoming Skillful in the Techniques of Home Nursing
- Planning, Preparing and Serving Food for the Patient.

Home Management.

- Making a Plan for Managing the Money in the Homemaking Department
- Helping to Make the Living Room Livable.

* For a two-year program, the suggestion is made that Child Care and Home Nursing be taught alternate years. Interests of students and their responsibilities outside of school are two important factors to consider when determining which unit should be taught the first year.

Three-year Program.

First Year

Child Care.
Selecting and Making Play Equipment.
Enjoying Stories with Young Children
Making the Child's Playtime a Happy, Busy Playtime.
Clothing, Selection, Care, and Construction
Assembling an Attractive School Outfit
Making an Attractive Apron
Making a Garment for Myself
Foods
Providing Adequate Meals for a High School Girl
Picnicking with Everyone Sharing in the Work.
Home Management
Helping to Make Home and School Attractive
Making the Most of My Bedroom.

Second Year

Clothing, Selection, Care, and Construction
Shopping for My Clothing
Putting New Life in My Wardrobe
Foods
Providing Adequate and Interesting Meals for the Family
Planning Food for Fun
Health and Home Nursing
Keeping Patient Happy
Providing Pleasant Surrounding and Necessary Equipment for the Patient's Comfort
Becoming Skillful in the Techniques of Home Nursing
Planning, Preparing and Serving Food to the Patient.
Home Management
Helping to Make the Living Room Livable.

Third Year

Child Care.
Guiding Little Children to Form Desirable Health Habits
Working with Groups of Children.
Clothing, Selection, Care, and Construction
Planning My Wardrobe.
Foods.
Planning Food Expenditures.

SUGGESTIONS FOR EVALUATION

Most teachers are aware of the relationship of evaluation to curriculum planning. The major purposes of evaluation made clear the need for close coordination:

1. To indicate where to begin teaching
2. To discover difficulties in learning
3. To discover effective means of promoting growth
4. To help pupils develop the ability to determine progress toward their goals
5. To motivate learning
6. To provide a basis for records and reports

Several methods can be used for collecting evidence of behavior that is important for the home economics curriculum. Teachers and pupils will want to use more than one method if they are to secure an adequate picture of what is happening. Illustrations are presented in the material to follow, but in no case are the suggestions complete. There is need to select the ones which are most appropriate for the objective being sought and which can be used to best advantage in the situation. A list may be helpful in making this decision:

1. Observation in the classroom
2. Observation in halls, gymnasium, study halls, school parties, school activities, home rooms, stores, churches, movies, swimming pool, parks, skating rink, eating places, streets.
3. Conferences with girls and parents
4. Home visits
5. Informal visits with the girl
6. Informal visits with such people as other teachers, club leaders, clerks, employers, welfare workers, relief officers, personal friends, doctors, librarians, parents and other members of the family, adult class members, school nurses, and truant officers
7. Paper-and-pencil tests
8. Practical tests

It is often easier to collect evidence of behavior than it is to decide what action to take. After the teacher and pupils have some evidence indicating progress or lack of progress toward important objectives, they must consider several questions. Is there enough evidence to draw conclusions, or should more be collected before a decision is reached? Has progress been satisfactory considering the time spent on the objective and the maturity of the class? Are some girls having difficulties that suggest the use of special remedial measures? Is there a need for additional experiences in the classroom or at home for individual girls or the entire class? Does the effectiveness of this unit of work indicate that certain techniques of teaching bring about desired results and, hence, should be used again?

GENERAL OBJECTIVES FOR HOME ECONOMICS

1. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society.
2. Recognition of one's assets and liabilities as a basis for determining individual and family goals.
3. Ability to use personal and family resources to advantage.
4. Recognition of differences in points of view due to differences in generations, ability, interests, background of religious training and family traditions.
5. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups.
6. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction.
7. Recognition of the individual's importance to the family and the family's importance to the individual.
8. Ability to accept responsibility for one's own actions in personal and family relationships.
9. Ability to participate effectively with others in the solution of group problems as one's maturity and situation demands.
10. Recognition and evaluation of vocational opportunities related to home activities.

DEFINITIONS OF TERMS AS USED IN THIS BULLETIN

Objective is a statement of purpose which gives direction to learning.

Ability implies that pupils can solve new problems by applying generalizations. Manipulative skills may or may not be involved in the solution.

Appreciation is a satisfying emotional response involving a sense of value, a feeling of worth.

Recognition is an awareness and acceptance of ideas, facts, or situations.

Generalization is a statement of fact or belief which is true in a variety of situations. (A generalization may be stated as cause and effect, a summary of related facts, or a statement of value.)

CARE AND GUIDANCE OF CHILDREN

Overview

The experiences of young children influence their behavior just as experiences of adolescents influence their behavior. The adolescent girl who accepts responsibility for taking care of children should learn how to select and guide experiences for young children that will bring about desirable behavior. Through studying and interpreting behavior of young children, she may be able to interpret better her own behavior and make plans for experiences that will round out her own growth and development.

Contacts with young children will stimulate interest in the study of care and guidance of children, provide real incidents or problems for discussion and give opportunity to test out solutions for problems. Some of the pupils will have contacts with younger brothers and sisters, others will be taking care of children for pay, while others may live in a neighborhood where there are young children to observe. In some cases the teacher may provide the opportunity for observation of children. Assisting the kindergarten or elementary school teachers, helping in a child care center, or conducting a play school in the homemaking department are experiences that provide opportunities for a number of pupils to observe or actively participate in guiding young children.

Observations will need to be planned with the pupils so that they will be able to look for specific kinds of behavior and then report the situation exactly as it occurs including what the child does and says.* Incidents, illustrating the same kind of behavior, might be discussed at the same time so that the pupils will see similarities and differences in situations and thus be able to formulate generalizations. If there are not enough different situations relating to a certain type of behavior for pupils to generalize, reading may then supplement actual observations. Because real life situations are complex, several generalizations might be developed from a single incident. This explains the reason for suggesting more than one generalization that might be developed from each of the incidents given in *Making the Child's Playtime a Happy, Busy Playtime*.

The suggestions given here are to serve only as a guide to the teacher. Any one of them might be used to introduce a child care unit. Local situations in the school, home or community would possibly influence which one might be selected. For example, *Selecting and Making Play Equipment* might be chosen if the unit happened to be planned near Christmas, or *Making the Child's Playtime a Happy, Busy Playtime* might be used at the beginning if several girls in the class need help in learning to take care of children or if the class have been asked to cooperate in a school or community project that involved the care of children.

*See Appendix for Suggested Guides for Observation.

Pupils studying care and guidance of young children for the first time will probably need help in guiding the play activities of one child or a small group of children. Some pupils who are assuming more responsibility for the care of young children may need help in guiding them to form acceptable and desirable habits. An advanced group of pupils may need help in recognizing their social responsibility for the care and guidance of young children thus becoming acquainted with agencies that are interested in the welfare of children. Some pupils may need preparation for parenthood. This report does not include experiences designed to develop concern for the welfare of children outside the pupils' own social group or suggestions for specific preparation for parenthood. The pupils and the teacher will need to plan the experiences needed for the advanced homemaking pupils.

SELECTING AND MAKING PLAY EQUIPMENT

Where there are children, there must be playthings. If none are provided, the children will find something to play with. The older members of the family are responsible for providing safe and desirable play equipment. The adolescent girl may need to recognize her responsibilities and in addition see the possibilities for physical, mental and social development in the kind of play equipment that may be selected for the young child.

GENERAL OBJECTIVES

- A. Ability to use personal and family resources to advantage
- B. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to select and make suitable play equipment for children of different ages
 1. Playthings have different purposes for children at different ages.
 2. A child's playthings should be selected to meet his interests and needs.
 3. If a child is just learning to walk, he enjoys playthings that he can carry and pull.
 4. As a child develops physically and mentally, he enjoys playthings that develop his body and challenge his initiative and ability to concentrate.
 5. As a child develops socially, he becomes interested in toys he can share or enjoy with another child in cooperative play such as, toys for keeping house, running a garage, or operating a farm.
 6. Many lovely things can be found in nature to enjoy and play with, if you look for them.
 7. It doesn't take an elaborate toy for a young child to secure enjoyment.

- B. Ability to guide the young child to care for his toys
 1. A child will take better care of things and be proud of them if he feels that they are his own and if he has a place to keep them.
 2. A child will more likely be interested in putting his toys away if a suitable place is provided and if he is encouraged in his efforts.
 3. If one does a job regularly, it soon becomes a habit.
 4. It is better to help children to play safely with their toys rather than to take the toys away from them.
 5. Respect for property can be learned by small children.

GUIDING THE EXPERIENCE

Determine basis for planning

Previous to introduction of experience, listen for comments pupils make to discover if they recognize the value of toys in the development of children.

Discover if there is a real need for toys that might be made at school such as, gifts for a brother or little friend, for a charity organization or for "lending library" for pupils in homemaking department who take care of small children. Investigate if materials are available to use for making toys.

Determine if pupils have problems in securing the cooperation of a child to put away or care for his toys.

Set up guides to be used in selecting or making toys

After examining good and poor home made and commercially made toys on display, the pupils might set up guides for desirable toys such as:

- Attractive and colorful
- Simple, safe, no sharp edges, or paint that will come off
- Easily cleaned
- Easy to handle, strong and durable
- Adaptable to many uses and kinds of play
- Suitable to age and interests of child
- Usable without assistance
- Promote development
- Fit in with toys already on hand

Arrange exhibit of toys for various ages

Examine toys for ways in which each can be used. If young children have been observed while at play, pupils will be able to see ways in which a young child can learn through use of toys. For example, toys can:

- Develop imagination in imitative play
- Encourage concentration
- Develop ability to create and make things
- Stimulate interest in world about him
- Develop ability to play with other children
- Develop muscles

Arrange an exhibit of toys suitable for various ages. Use references to supplement observation to discover interests and kinds of toys suitable for various ages.

Plan to make toys if project seems advisable

Some pupils might decide to make gifts for a certain child, others may want individual play kits to use when caring for children or the class might decide to make or assemble toys to be loaned from the school, thus establishing a toy library. A chart such as the following might be prepared during the planning.

| Two-year-olds | Three-year-olds | Four-year-olds |
|--------------------------------|---|---------------------------------------|
| Cloth balls | Noisemaker | Ring toss |
| Painted balls on a shoe string | Clothespin toy with regular clothespins | Clothespin toy with clamp clothespins |
| Rattle | Spool train | Nest of cans |
| Nest of cans | Nest of cans | Wrapping paper |
| Bean bag | Wrapping paper | Bean bag |
| Stories to tell | Bean bag | Stories to tell |
| Cloth scrap book | Stories to tell | Finger plays to play |
| | Finger plays to play | Cloth scrap book |
| | Cloth scrap book | |
| | Homemade clay | |

A kit might be one means for pupils to show parents that they are interested in children and have some training in caring for children of different ages. Some attractive sturdy box or bag would need to be made to hold the articles. If toys are to be loaned, an adequate plan for making the equipment safe and sanitary would need to be worked out and the cooperation of the pupils in assuming the responsibility secured.

Consider ways to improvise toys

Sometimes pupils do not see the possibilities for improvising equipment from the simple everyday things around them. For example:

Suggest and show ways to use things from nature such as: grass or twigs to make bird nests, houses, etc.

Collect equipment in homemaking department that any home might have and show how it might be used, such as: boxes, metal cups, pans, and spoons.

Arrange exhibits with ideas for:

Having Fun Indoors on a Rainy Day

Keeping Bobby Happy when in Bed with a Slight Cold

Make plans to help young child care for his toys

Pupils might relate experiences and consult references to discover ways of helping young children to put away their toys. From the discussion some of the ways might be:

Provide an adequate and convenient place

Secure child's interest in putting away toys

See that he always puts them away

Be patient when child is slow and clumsy

Reward his efforts with recognition and praise.

Make plans to take better care of personal and public recreational equipment

Pupils might consider and make plans to improve how they care for personal recreational equipment such as table games, tennis racket, or bicycle and school equipment for games such as soft ball, volley ball, ping pong, etc.

SOME SUGGESTIONS FOR EVALUATION

Secure reports from parents on whether pupils select toys for younger brothers and sisters which contribute to physical, mental or social development.

Give a practical problem test, asking pupils to select from good and poor toys on display, a suitable toy for a certain age child. The particular toys would not have been used in previous class discussions.

Observe toys borrowed from the "toy library" to discover if pupils choose toys suitable for age and interest of child.

Observe if pupils improve or do not improve in assuming responsibility for care of personal and public recreational equipment.

Use test situations which indicate ability to apply generalizations to new situations, using such situations as Problem 4 in the State Child Development Test and adding others.

HOME AND COMMUNITY EXPERIENCES

Making toys for brothers and sisters.

Planning the toys to use, the books to read, and the stories to tell, and the games to play at the church nursery for the next two Sundays.

Making a toy kit for a child who is ill.

Providing a place for younger brother's or sister's toys.

Providing a safer and more convenient storage space for personal recreational equipment.

ENJOYING STORIES WITH YOUNG CHILDREN

Enriched reading experiences for young children can arouse interest in learning, stimulate imagination and acquaint them with their surroundings. The more experiences we can give children in reading and telling stories the more interested they may become in reading. Some adolescents may need to discover the fun and pleasure that can be derived from enjoying real and imaginary stories with young children.

The suggestions given here offer opportunities for the pupils to enjoy stories with young children and at the same time help the pupils to recognize the possibilities for enriching their own reading experiences.

GENERAL OBJECTIVES

- A. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction

- B. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the value of good books in the growth and development of children
1. If a child is surrounded with good books and magazines that he can read or that can be read to him, his chances for developing a love for reading will be greater.
 2. Good books provide an opportunity for a child to become acquainted with his world.
 3. Some books are for enjoyment, others are for information—every individual needs to have access to both.
 4. A child can learn how to get along with others by hearing stories about other children.
 5. The quiet relaxation that a child can receive from reading offsets the noisy confusion from other forms of activity during the day.
 6. When listening to stories told or read by other people, the small child can learn to listen, to give attention and to enjoy being with others.
 7. Since an interest in books and the habit of reading can be stimulated during childhood, older children and adults should see that a variety of books and a suitable environment for reading are provided for the young child.
- B. Ability to select books and stories for children of various ages
1. When a child becomes interested in books and pictures, he likes to recognize familiar objects, or just to turn the pages, then as he grows older, he becomes interested in stories about himself and his activities, and later his interests broaden to stories about things and people outside of his home.
 2. Children enjoy sound effects, particularly repetition in their stories.
 3. When selecting a book for a child whose interests you do not know, select a book that most children of his age enjoy.
- C. Ability to read and tell stories to children
1. The interest span for the young child is short.
 2. Children enjoy hearing a favorite story told over and over again.
 3. Before starting to read or tell a story to a small child, one should be sure the child is comfortable and will be able to listen.
 4. A good story teller puts herself into the story and tells it as though she liked it too.
- D. Recognition of the encouragement the older child or adult should give to self-expression of the young child
1. As a child develops mentally, his imagination develops.
 2. If small children are encouraged to tell stories to each other, they will develop their imagination and their ability to express themselves.

3. Making up simple stories can be a source of entertainment for small children and older people.
4. Self-expression in young children needs encouragement and appreciation from older children and adults.
5. When a child tells some big story about himself, let the child know that you think it is a game he is playing and play it with him.
6. If a child can share his imaginary adventures with others, it helps him to separate the real from the unreal.
7. A small child passes through various phases of imagination which the older child and adult need to handle intelligently.

- E. Appreciation of the fun and pleasure that can be gained in enjoying books and stories with young children.

1. It is fun to read and tell stories to children because they laugh easily and see something funny in the simple everyday happenings of people and animals.
2. It is fun to read or tell stories to children because you can see you are helping them to understand the world about them.
3. It is fun to watch a child's face when you tell a story because it seems so real to him.
4. When we cannot answer questions of children, we can take them with us where we are apt to find the answer.

GUIDING THE EXPERIENCE

Determine basis for planning

From a survey, or by discussions with pupils, discover their experiences in reading or telling stories to young children.

Investigate the possibilities for pupils to read or tell stories to one or two children or small groups of children.

If interested in information concerning the pupils' knowledge of popular story book characters and children's stories, plan a Quiz Kid program open to all class members. This will give the teacher some idea of the background or richness of experiences the pupils have had in enjoying children's literature and how much she will need to help the pupils become familiar with good stories for children.

Make plans to select and read stories to small children

Pupils might examine stories enjoyed by children to discover criteria for good stories. Criteria might be:

The stories are based on relationships or things that a child understands.

The stories have repetition, rhythm, sound words and motion terms.

The content is suited to interests of young children.

The stories will lead to creative expression in form of dramatization or use of words. They will not lead to fears and confused meanings.

The stories are not too long for a child's interest span.

The pupils may wish to develop additional guides after examining references and stories.

A new story might be read and judged by the criteria if pupils need an additional experience.

Stories might be examined to discover which ones might interest various age levels. Refer to references for interests of children at various age levels.

In order to have pupils recognize techniques to use in telling stories, have someone who can tell or read a story very well, read one or two stories to the class. After listening to stories and consulting references, pupils might suggest techniques such as:

Use expression in voice and face, pretend to be the person who is speaking.

Read slowly enough so child can grasp ideas, pause at logical places.

Know the story well enough so you don't stumble over words or lose the meaning.

Tell the story as if you enjoyed it too.

Sit in a place so that the child can be close to you and can see and hear.

Pupils can then select and practice telling stories. Make plans to tell a story to a younger brother or sister, children in neighborhood or small groups of children in kindergarten or first grade.

Before or after telling stories to children, the pupils might suggest and consider some of the problems they may meet such as:

When should one try to tell a story to a small child?

What kinds of stories are good to read or tell a child just before going to bed?

What should I do if Jane doesn't want to hear all the story?

What should I do if I am telling a story to three or four children and one of them doesn't pay attention?

What should I do if John knows the story and interrupts me?

My little brother has the book, "Millions of Cats," and doesn't seem to care for it. How might I get him interested in it?

Make plans to experiment telling stories and getting children to tell them

After pupils recognize how to tell a good story and are enjoying reading stories to children, they may enjoy the fun and pleasure in making up stories to tell. Someone who is a good story teller might demonstrate to the class by starting off with "Once upon a time," etc., etc., etc., describing some simple everyday occurrence in the life of a little boy or girl. When the story is finished, other pupils might be asked to tell a story too, thus showing how they might get children to make up simple stories to tell.

Consider why it is important to encourage young children to express themselves in words and in songs. See generalizations for Specific Objective D.

Situations similar to the following might be discussed. Consider what you should do if a little boy told you this story.

"I went fishing all alone! I threw my fish line in and I caught some little fishes, and then I threw it again and I caught a Big Fish and then I moved the boat and pretty soon I caught Three Whales!"

Encourage pupils to listen for original poems and stories of children and enjoy their creations with them. By discussing some original poems similar to the following, the pupils might be helped to see that creations of young children are fun and not silly. A few are given here.

Up, up, up the stairs

Here we go

One foot up

Another foot up

Ho, ho, ho!

Sh, sh, sh

My baby is asleep

Softly, soft so she will

Sleep, sleep, sleep!

Choo-choo, chuf chuf

Choo-choo, chuf chuf

That's what the freight train said.

Make plans to select books for small children.

Try to find some opportunity for pupils to assist in selecting children's books. The books might be selected for a play kit, as a gift for a friend or relative, for the city or school library, for a hospital or some charity, or for the homemaking department. In this case, they will need some guides for selecting a book. These guides might include:

The cover, paper and binding should be durable.

The pictures should be simple and colorful.

The book should not be too heavy to hold.

The print should be in large clear type.

The story meets all the requirements of a good story.

Books may be borrowed from home or from a store to illustrate these qualities.

Consider responsibility of older children and family for helping small child find fun and pleasure in stories which should lead later to good reading habits. For example:

What can a rich experience with stories and books in early childhood do for a child?

Create the habit of reading.

Arouse child's imagination and interest in learning.

What can a family do to help each child have a desire to care for his own books?

Select books that will appeal to child in content and appearance so he will want to treasure them.

Provide for him a special, accommodating, attractive place to use and store his books.

Set a good example themselves in care of their books.

What might each pupil in the class do to develop her own reading habits so that she can be a more interesting person to young children and older people?

Vary types of books read.

Take advantage of the public libraries, seek the librarian's advice and attend story telling hours.

Read tabloids and reviews of books in magazines and newspapers. Listen to reviews and readings of books on radio.

Attend shows based on books.

Encourage others to discuss what they have read.

SOME SUGGESTIONS FOR EVALUATION

Listen for comments pupils make of ways they are improving or are not improving their own reading habits because of need for helping young children enjoy reading.

Give a pre-test in selecting a story to a young child, followed up by a re-test. Information concerning the selection of stories suitable for age of child might be secured from parents if teacher could not be present.

Give a pre-test and a re-test in selecting books but do not use the same books for class discussion. A collection of story books might be placed on the table and the pupils asked to select those for a certain age level. The results of the pre-test would give the teacher some clues as to how much pupils knew concerning the selection of books and what they may need to know. The difference in the selection between pre-test and re-test might be some indication of the effectiveness of the experience.

Secure cooperation of English teacher in having pupils write stories for young children. Follow up by pupils telling the stories and reporting reactions of children to the English and homemaking teachers.

Give a test that indicates pupils' ability to apply generalizations to new situations. See Problems 1, 5 and 9 in the State Child Development Test.

HOME AND COMMUNITY EXPERIENCES

Improving my ability to tell or read stories to young children.

Selecting a book for a gift for a small child.

Making a collection of books and stories that I may use when I am taking care of children.

Providing a place for younger brother or sister to have his own collection of books.

Assisting with the story telling hour at city library or Sunday school.

Organizing a story telling hour for young children in own neighborhood on Saturday afternoon.

MAKING THE CHILD'S PLAYTIME A HAPPY, BUSY PLAYTIME

Making the child's playtime a happy, busy playtime can be fun for the older person as well as the child. In this experience, the adolescent girl has the opportunity to discover her responsibilities and her part in observing and guiding the play activities of young children.

GENERAL OBJECTIVES

- A. Ability to use personal and family resources to advantage
- B. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of play in the growth and development of the individual
 - 1. Children need play just as they need food, sunshine, rest and sleep.
 - 2. Through play, the child develops his body and learns about his world.
 - 3. Children can learn to get along with people and to share their playthings.
 - 4. Emotional tensions may be relieved through play (e. g. in "war play").
 - 5. Children need to have the opportunity and place to play where they can work out their own ideas and not be interrupted.
 - 6. As we grow and develop, we enjoy different kinds of play equipment and play activities.
 - 7. Everyone in the family needs a place to enjoy himself alone.
- B. Ability to guide young children in play activities
 - 1. If the play equipment and the play space are safe, children need little supervision. (However, some supervision is always necessary.)
 - 2. When children play indoors, the room should be arranged so that there are large spaces where they can move about easily.
 - 3. If a number of children of different ages are in a group, the person in charge should see that there is something to interest each age.
 - 4. Individual differences in children need to be recognized and respected when one is supervising play activities.
 - 5. Explaining to a child why an action is not acceptable is one way that a favorable response may be secured.
 - 6. One may have to explain more than once before a child will change his behavior.
 - 7. No two children will develop exactly the same way in getting along with others.
 - 8. A child's interest span is short.
 - 9. Children need to work out their problems of getting along together and an older person should not enter into their social conflicts unless physical danger is involved or it is not a fair match.
 - 10. Young children should be treated as people with ideas of their own.
 - 11. Respect for property can be learned by young people.
 - 12. Children like to do things by themselves but sometimes need encouragement.

13. Children enjoy dramatic or make-believe play.
 14. One needs to be patient about answering questions of children.
 15. A child learns language through imitating others, therefore we need to be careful of the language we use.
- C. Ability to guide elementary school children in simple games
1. Games chosen for children should be adjusted to their physical, social and mental development.
 2. Until the young child has finished kindergarten, he is not able to participate in any highly organized game.
 3. A game isn't a success unless the child enjoys it too.
 4. An older person needs to be patient and not expect perfect results in playing a game with a young child.
 5. In playing with a younger child, one should let the child feel he has a part by sharing in the planning and by doing the jobs he is able to do.
 6. A good leader tries to get everyone to take part and enjoy the game. He is fair.
 7. A good leader keeps a group interested by following their suggestions and using a variety of games.
 8. A good leader helps older children become good leaders by showing them how to direct games.

GUIDING THE EXPERIENCE

Determine the basis for planning

The following information would be helpful:

Experiences of pupils in guiding play activities of different age children

Experiences of pupils in leading games with older children (elementary school children)

Problems pupils recognize that they need help with, in guiding play of young children

Consider responsibility of older family members for providing a place for young children in the family to play

Some pupils may need to recognize that they and other family members have a responsibility for providing a place indoors and outdoors for play activities of small children. For example, they might be responsible for providing a space that is:

Large enough for freedom of movement

Free from dangerous or unhealthful elements

Clean and sanitary

Equipped with things to use

This discussion might lead to reasons for unhappy relationships between family members if young children do not have a place to play while other family members are enjoying the radio, reading, etc. See Specific Objectives B, Generalization 2.

Consider the importance of play to the young child and guidance techniques to use

In order to arrive at generalizations and guidance techniques to use, the actual experiences and problems of the pupils should be

used whenever possible. However, it may be necessary for the teacher to supplement with incidents similar to the following:

Incident No. 1

Report of incident (Only an account of what took place).

Jacky (4 years old) and Helen (3 years old) were playing in the living room. Their older sister who was in high school was also in the living room listening to the radio and supervising their play. Jacky attached some blocks of wood for a train. He got an engine and hooked it to his cars. "This is the engine. These are the cars," said Jacky as he ran his train around the room. "See garage," said Helen as she stood up and started over across the room for a truck. Jacky saw the truck and started after it too. As Helen picked it up, Jacky grabbed for it.

"I want the truck," said Jacky.

"No! I want it!" protested Helen and they both held on tightly to the truck.

Their older sister who had been watching said, "Helen had it first, Jacky."

Jacky let go and went back to his train and as he passed Helen's garage, his train hit and knocked down the corner of her garage. Helen started to cry. Their older sister said, "Oh, my, collision at corner of 7th street and 8th avenue. Quick, call the repair man! Jacky, you are a good carpenter, see what you can do!"

Jacky fixed up the garage and then said, "See, Helen, it's all right now." As Jacky stood up, their older sister smilingly said, "That's fine, Jacky. That might have been a bad accident. You better keep your train on the outside track."

Problems for discussion

Do you think that it was wise for their older sister to interfere as much as she did?

What did Jacky learn and how did his sister help him?

Generalizations—See Specific Objective B—Generalization 11, also 5 and 9.

Incident No. 2

Report of incident (Only an account of what took place).

Marie (2 years 7 months) was playing with blocks out on the porch. She was picking the blocks up and dropping them on the floor again and again. Ruth, her sister, who is in Junior High, went over to her and said, "Marie, when you drop the blocks on the floor it makes the corners break off and it spoils the block." Marie stopped dropping the block and walked away feeling of its corners.

Problems for discussion

If Marie kept dropping her blocks the next day, what should Ruth do?

Generalizations—See Specific Objective B—Generalizations 11 also 6.

Incident No. 3

Report of incident (Only an account of what took place).

Bobby is not quite three years old. One morning he was riding his tricycle on the sidewalk. After a while he turned off to a rough path which led up a short grade. He tried to ride the tricycle but couldn't make it go. He got off and pushed it a few feet and then got on and tried again to pedal it but lost his balance and fell off.

Problem for discussion

What should Fern, a high school girl, who was taking care of him do?

Should she wait and watch to see what he does?

Should she encourage him to help himself?

Should she leave him alone?

Generalizations—See Specific Objective B—Generalizations 12 also 4 and 7.

Incident No. 4

Report of incident (Only an account of what took place).

Dorothy (3 years and 7 months) and Martha (3 years) are playing in the yard in their home. Dorothy had crawled up on a box about two feet high and asked Martha to come over and help her jump off. Martha asked, "Can't you jump by yourself?" Dorothy said, "No, you help me." Martha took her hand and helped her jump off. Dorothy said, "Let's do it again." Martha: "I'll give you one finger this time."

Dorothy caught the sleeve of Martha's dress and jumped. She did this twice. Then jumped by herself saying "Look at me."

Problem for discussion

Do you think it was wise for Martha to teach her little sister to jump off a box?

Generalizations

See Specific Objective B. Generalization 12.

Also Specific Objective A. Generalization 2.

Incident No. 5

Report of incident (An account of what took place)

Three little girls, 3, 4, 5 years old respectively were playing on the slide at the city park. The youngest girl asked a high school girl to help her slide down backwards. The high school girl helped her and was leaving when the older one of the three girls asked, "Help me too?" The high school girl said, "No, you are old enough to do it by yourself."

Problem for discussion

Was the high school girl fair to the older child?

Generalization—See Specific Objective B. Generalization 12 also 4.

Incident No. 6

Report of incident (An account of what took place).

Betty and Tommy were playing in a sandpile in the yard. Betty, rubbing the inside of an old cake pan with the palms of both hands: "I'm going to make a cake."

Tommy: "Did you grease the pan, Ma?"

Betty: "Uh-huh." She shoveled sand into the pan and filled it. Then she turned to select a double-boiler cooker top from the box of sand toys.

Tommy: "Shall I put the cake in the oven?"

Betty: "Uh-huh." She knelt by Tommy as he shoved the pan under the shelf that the edges of the sandpile made.

Problems for discussion:

1. Can all children play as cooperatively together as Betty and Tommy?

2. How can children be taught to play together?

Generalizations—See Specific Objective B. Generalizations 13, also 8 and 9. Also Specific Objective A. Generalizations 2, 3 and 5.

Sufficient incidents or problems of the pupils should be considered and references used until the pupils recognize the place of the older person when guiding play activities of young children.

Make plans to observe and assist with play activities for young children

Pupils might test out suggestions by observing or guiding play activities of young children. Report and evaluate procedures. New problems may be presented and in order to solve them pupils might need to consult references again.

Make plans to select and play simple games that a young child might enjoy occasionally

Some pupils may need suggestions for play activities that do not involve the use of playthings or story books. For example, references might be consulted for suggestions for simple games such as:

Chase your tail kitty

I see—something that is blue and—

Ducks fly

Finger plays

Class might divide into groups and learn to play the games.

Plans might be made to play one or more of these games with children. Experiences would be reported and evaluated.

Consideration might also be given to play activities suitable for a small child for occasions such as:

Before going to bed

On a trip in a car or on a train

After hard or strenuous play

Some suggestions might be:

Games with words

Singing

Modeling with plasticine

Make plans to play simple games with a group of elementary school children

Some pupils may need help in leading games for a group of older children in the neighborhood. Some may wish to make plans for carrying out a birthday party for a younger brother or sister who is of school age. When selecting games to play, pupils will need to consider the requirements for a good game, such as:

Simple

Harmless to child and surroundings

Provides activity

Encourages child to think and be alert

Encourages good sportsmanship

Consideration would also need to be given to the kinds of games suitable for various ages. Pupils might recall own experiences and consult references to discover quiet and active games that elementary school children would enjoy.

If pupils are to lead young children in games, they need to consider the qualities of a good leader. Some suggestions they might make are:

Select a game suitable for place it is to be played.

Know the rules for playing the game.

Give instructions clearly and simply.

Watch to see that all in the group are given a fair chance, especially the timid or shy.

Watch to see when the group is tired of a game.

Have a substitute for a quieter game if group becomes too noisy.

Alternate with different kind of games.

Class might then divide into groups, choose leaders and practice leading quiet and active games. Plans might be made to lead a group of kindergarten children or a group of neighborhood children in a few simple games.

Problems that the pupils discover when leading games might be discussed. Some problems might be:

How to get all the children to participate

How to help children learn to be good leaders and followers

Generalizations used to discover solutions would be formulated.

Summarize and make plans for own personal-social development

Pupils may wish to set up some rules based on generalizations which they will try to follow in the future when playing with children.

A few are:

Recognize and accept differences in children.

Remember that each child is different.

Look for reasons why children act as they do.

Try to help them in terms of the reason for behavior.

Speak calmly in low tone voice.

Secure child's attention before explaining.

Suggest rather than command.

Keep all promises.

Statements may be made by pupils that indicate they recognize some of their personal-social problems more clearly now because of their observation and study of behavior of young children. If so, it may be advisable to consider some of their problems at this time. Some pupils may choose a personal-social problem for a home experience.

SOME SUGGESTIONS FOR EVALUATION

Secure reports from parents whether pupils are more tolerant of younger members' play activities in the evening.

Listen for comments made by pupils who take care of children regularly to discover whether they apply generalizations to new situations.

Secure reports of incidents from pupils who have younger brothers or sisters to determine whether they recognize when and how to apply generalizations to new situations.

Use test situations which indicate ability to apply generalizations to new situations using such situations as Problems 1, 3, 7 and 10 in the State Child Development Test and adding others.

HOME AND COMMUNITY EXPERIENCES

Assisting in planning a balanced recreation program for the family.

Providing a place for brother Jim to play in the evening without disturbing other family members.

Fixing up the back yard for the younger members of the family to play.

Making a collection of quiet and active games to have available to play with young children.

GUIDING LITTLE CHILDREN TO FORM DESIRABLE HEALTH HABITS

The formation of desirable habits for the physical care of one's body begins in infancy. Every child is different and there are no definite rules that can be applied to all children. However, the adolescent girl may need some general guides to help her understand the many factors that enter into the forming of desirable habits.

Helping a Little Child to go to Bed Happily is used to illustrate one way that might be used to approach the study of guiding little children to form desirable habits. The generalizations formulated by pupils when analyzing this problem can be applied to other situations related to the formation of desirable habits.

This problem may be especially pertinent for adolescent girls who take care of children for pay, therefore some general guides for them to follow are also included.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society

- B. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups
- C. Recognition of the individual's importance to the family and the family's importance to the individual

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to guide children to form desirable health habits
 - 1. If training is regular and consistent, a habit will be formed more readily.
 - 2. If a habit is to be formed, it must bring some satisfaction to the child.
 - 3. Approval is a good way to give satisfaction to a small child when he is learning.
 - 4. A child may be afraid to go to bed because of a fear that can be traced to something someone may have said or done.
 - 5. When putting a small child to bed, the person in charge is responsible for providing all the conditions that will promote sleep and relaxation.
 - 6. Showing a small child that you expect him to perform a task, is a good way to get him to do the task.
 - 7. If a child has too many distractions, he cannot be expected to give his attention to the task at hand.
 - 8. When helping a child to acquire a desirable habit, make it easy for him to do.
 - 9. Children like to do things by themselves but sometimes need encouragement.
 - 10. Explaining to a child why an action is not acceptable is one way that a favorable response may be secured.
 - 11. When the child shows interest in learning how to perform a task, he should be shown how.
 - 12. The forming of simple basic habits begins in infancy.
 - 13. Adults and older children have definite responsibilities in helping the young child form desirable habits.
 - 14. A child feels more secure when he is expected to do certain things at certain times.
- B. Recognition of responsibility of the individual, who is taking care of children for pay, to the children and to the family
 - 1. You should not attempt to take care of children if you are not feeling well.
 - 2. Because children imitate people, you should not attempt to take care of children unless you have good habits.
 - 3. Before parents leave, information should be secured as to parents' wishes for the child's regular schedule and where they or some person connected with the family, can be located.
 - 4. When one is paid to do a job, one should follow the directions and wishes of his employer.
 - 5. If you are hired to care for the children, you should not expect to study or do things for yourself if the children need to be observed or guided in their play.

- 6. One should remember that personal property should not be used without permission.

GUIDING THE EXPERIENCE

Determine basis for planning

From survey secure experiences pupils have had with feeding, dressing, bathing, or putting young children to bed. From previous discussion with pupils, problems that they recognize in guiding children in these daily routines may be discovered. Some of the problems might be:

How can I get a small child to go to bed who does not want to go and then get him to stay there after he is put to bed?
 What can you do when you take care of children for pay, if the parents do not have a regular time for children to go to bed?
 My little brother plays around so when he eats, he never is through when the rest of us are. How can you get him to tend to the business of eating?
 How can you get a child 4 or 5 years old to wash her face and hands without leading her to the wash basin and practically doing it for her? At what age are children supposed to become interested in keeping clean?
 I would rather dress Jane than wait for her. She is so slow. How old should a child be when she can dress herself?

Select problems for study with which the pupils need help

Suppose the first problem in the list is chosen for discussion. How can I get a child to go to bed who does not want to go?
 When trying to guide pupils to discover reasons why the sleeping habits of some children are poor, the teacher might direct the pupils' reading by asking such questions as:
 Does the attitude of the other family members about going to bed have any effect on young children?
 Should a child go to bed at a regular time?
 How can you get a child to stop playing and go to bed?
 To apply the facts that pupils have learned from their reading and from experience these questions might be asked:
 Is it all right to play hide and seek before going to bed?
 Should the rest of the people in the house be quiet after the child goes to bed?
 Should a child be told many times that it is time to go to bed?
 The solution to this problem will help pupils arrive at generalizations similar to those given for Specific Objective A.

Apply generalizations to new situations.

Test out generalizations in other situations where pupils guide children to form desirable habits. Some problems might be:
 How to help a child learn to feed himself?
 How to help a child learn to dress herself?
 How to make keeping clean easier and more agreeable?

Consider responsibility to children and family if taking care of children for pay

Sometimes pupils take care of children for pay and may need to set up general guides that should be followed by them. The pupils might set up qualifications they should meet in relation to:

- Physical condition
- Personal habits
- Knowledge of guidance techniques
- Knowledge of interesting activities for age of child
- Responsibilities for carrying out parents' instructions
- Responsibilities for personal and household belongings of employer
- Others

Plans might then be made to apply guides when accepting next job and to report and evaluate procedures used in carrying them out.

SOME SUGGESTIONS FOR EVALUATION

Give a paper-and-pencil test of case situations which would test application of generalizations. See Problems 2, 6 and 8 in State Child Development Test. Use situations not discussed in class.

Secure reports from pupils and parents of assistance and cooperation in getting younger brothers or sisters to go to bed more peacefully. Consult parent who commonly hires a particular girl to take care of a young child to determine whether progress is made in guiding the child to learn to dress herself after a nap.

HOME AND COMMUNITY EXPERIENCES

Helping a little sister keep a regular hour for going to bed.

Helping a little brother be independent in putting on shoes and lacing them.

Making washing and keeping clean easier and more agreeable for brother John.

WORKING WITH GROUPS OF CHILDREN

In selecting a project in which the pupils are to have the opportunity to work with children, the homemaking teacher and the pupils need to give considerable thought to various possibilities. Some of these projects might be: guiding the play activities of groups of neighborhood children on Saturday afternoon, assisting the kindergarten or elementary school teachers, helping in a child care center or conducting a play school in the homemaking department.

The project needs to be meaningful to the children as well as the pupils. The experiences needed by the pupils and the resources available in the school and community will also be factors that will enter into the selection.

The time that the project will be carried on will depend on its purpose. If it is to give pupils opportunity to apply generalizations learned, it might be conducted near the end of the study. If it is to provide needed experiences for the pupils to learn to know young children better, then it

would possibly be held during their study. When pupils can have the opportunity to work with young children while they are learning guidance techniques, the experiences can be more meaningful to them.

In many schools there is an opportunity for pupils in home economics to work with the elementary teachers on their nutrition program. Many different kinds of cooperative nutrition projects might be planned and carried out. The experience developed here is just one illustration. It is entitled, Assisting the First Grade Children in Making Oatmeal Ice Box Drop Cookies.

GENERAL OBJECTIVES

- A. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups
- B. Ability to participate effectively with others in the solution of group problems as a basis for solving broader social problems as one's maturity and situation demands
- C. Recognition and evaluation of vocational opportunities related to home activities

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to plan and guide group activities for children
 1. Children can learn to do things for themselves.
 2. The interest span for the young child is short.
 3. Some children are more observant than others.
 4. We need to be patient about answering children's questions and waiting for them to complete a job.
 5. Little children do not work steadily at a job as an older person does, they are more easily distracted by things around them.
 6. If children share in the planning, they are more interested.
 7. When planning a party or some activity for others to participate, one needs to consider their interests and abilities, if it is to be fun for them.
 8. Children of the same age vary in social, mental and physical development.
- B. Recognition of ways to promote good food habits in early childhood
 1. Children desire to be like others they admire.
 2. Helping prepare a food to eat is one way to secure interest in a particular food.
 3. If older people show that they expect children to eat a certain food, the children are more likely to eat it.
 4. Children are more likely to like foods that are easy to eat.
- C. Recognition of the opportunities to discover interest in working with young children as a vocation
 1. If I try to learn to know young children better, I can determine if I might wish to choose working with young children as a vocation.

2. The more contacts one has with young children, the more one should become familiar with their interests and needs.
3. In choosing a vocation, one needs to know whether one is more interested in working with people or with things.

GUIDING THE EXPERIENCE

Determine the basis for planning

Following information might be secured from the elementary teacher or from observation of children in the classroom and on the playground.

- Number of children
- Evidence of need for better food habits
- Children's interest and knowledge concerning cereals
- Children's ability to get along together in small groups
- Children's ability to follow directions
- Children's ability to work with their hands
- Teacher's estimate of amount of work children might be able to accomplish in a given time

Set up goals for project

Pupils will need to consider:

- What can we learn from the project?
- Also what can we help the children learn from the project?

Make plans for project in general

Homemaking pupils will need to decide:

The recipe to be used and portion of it that each group of children might make.

The number of groups of children and the number of children that can be taken care of conveniently in each group.

A plan for dividing children into groups.

The jobs that the homemaking pupils will need to assume and the jobs that will be fun for the children. (Refer to suggestions for specific plans for each given below and on next page.)

A general plan for entire period. In the plan suggested below, it is assumed that the first grade children are in same building or near high school building.

- | | | |
|----------------|---|--|
| 1 or more days | { | Get acquainted with children. |
| | | Secure interest of pupils in project |
| | | Help children get acquainted with department. |
| 1 or 2 days | { | Assist children in measuring ingredients. |
| | | Assist children in mixing ingredients and storing in refrigerator. |
| 1 day | { | Supervise children in dropping cookie dough on pans and baking. |
| | | Arranging cookies on plate and serving. |

A plan to secure interest of all children in cereals.

A plan for guiding all children into activities when not busy making cookies.

Homemaking pupils will need to make all plans in cooperation with elementary teacher.

Make specific plans for jobs children will learn by and have fun doing

Consideration will need to be given to part children can assume in:

- Measuring ingredients
- Combining ingredients
- Storing cookie dough
- Dropping cookie dough on baking sheet
- Putting cookies in oven
- Taking cookies off cookie sheet when slightly cool
- Cleaning up working area each day
- Wiping and putting away equipment
- Arranging cookies on an attractive colored plate or tray
- Serving if party is held in homemaking rooms

Make specific plans for each group of homemaking pupils who will be in charge of a group of children

Consideration will need to be given to division of responsibilities among members of homemaking group for:

- Making a list of equipment and supplies needed
- Arranging equipment and supplies in a safe and convenient place each day
- Providing low tables for children to work on
- Making a plan to help children choose jobs
- Planning for ways to secure cooperation of children to do the various jobs
- Lighting the oven
- Making plans to prevent accidents but to take care of any if they do arise
- Making plans to secure cooperation of children in cleaning up working area each day
- Washing the dishes
- Planning for ways to keep children interested
- Planning for other activities if time permits

Evaluate project

Pupils might consider in relation to goals:

- What evidence do you have that children enjoyed the project?
- What evidence do you have children learned something new?
- What did you enjoy most and why?
- What new problems concerning physical, social or mental development of little children did you recognize or have to meet?
- What guidance techniques were successful in securing cooperation of children?
- What guidance techniques were successful in keeping children interested?
- What could you do better next time?

What could one learn by working with young children in a child care center, at a summer playground, etc.?

Other nutrition projects that might be carried out

- Making butter
- Preparing vegetables
- Preparing milk drinks
- Conducting a rat experiment

SOME SUGGESTIONS FOR EVALUATION

Secure reports from pupils or parents whether they get along better with younger family members or young children in this neighborhood.

In informal chats with school patrons discover if pupils volunteer to assume responsibility for a neighborhood group of young children. Observe the girl who is lacking in self-confidence with young children and to know how to adjust herself to that age group.

Use test situations which indicate pupils' ability to apply generalizations to new situations, using such situations as Problems 1, 3, 5, 6 and 10 in the State Child Development Test.

HOME AND COMMUNITY EXPERIENCES

Supervising play activities during the noon hour for a group of elementary school children who eat lunch at school

FOODS AND HEALTH

Overview

Homemaking teachers are constantly challenged in helping pupils to recognize their responsibility for acquiring and maintaining good food habits. The methods or techniques used in planning and developing the various food experiences will influence the attitude of the pupils in assuming personal responsibility for good health. The teachers' food habits will be observed by some pupils and may influence their acceptance of generalizations and their willingness to improve personal food habits.

Every effort should be made to help pupils find satisfaction and pleasure from preparing food well and serving it attractively. Well prepared food implies that consideration is given to acceptable methods for retaining food values as well as to satisfactory flavor, texture, color and temperature. Only a very few generalizations relating to the preparation and serving of food are included in this report. It is assumed that the teacher and pupils will from study of and experimentation with various methods of food preparation and food service, arrive at many additional generalizations. Recent food reference books will also be a helpful source.

In each of the suggestions given here, teacher-pupil planning is emphasized. A sequence of experiences for each unit is outlined in which pupils are given an increasing amount of responsibility. Some classes may be able to progress more rapidly in teacher-pupil planning than is suggested while for others it may be wise to move more slowly.

A guide for the teacher to use in selecting experiences that might be suitable for a particular age group may be found by referring to Suggested Experiences for Various Types of Programs in the introduction of this progress report.

PROVIDING ADEQUATE MEALS FOR A HIGH SCHOOL GIRL

Learning to prepare and serve simple foods that are needed in the daily diet of a high school girl can be one means of arousing her interest in eating an adequate diet. As she learns to prepare and serve food attractively, she can also learn how these foods should fit into her three meals for the day.

When an adolescent girl is learning to cook, she may need to find pleasure and satisfaction in doing and completing her job; therefore, it is important to help her progress gradually from simple to more difficult problems in management.

The suggestions below illustrate one procedure that might be used to plan activities with pupils who have had little experiences in food preparation. Note how the problems in nutrition and management gradually increase in difficulty.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society
- B. Ability to use personal and family resources to advantage
- C. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups
- D. Ability to participate effectively with others in the solution of group problems as a basis for solving broader social problems as one's maturity and situation demand
- E. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to plan simple nutritious meals
 - 1. In planning any meal one should think in terms of the foods eaten at other meals during the same day.
 - 2. An interesting meal can be served for little money if one learns how to prepare attractive dishes from inexpensive foods.
 - 3. Careful planning of the amounts of food needed prevents waste.
- B. Ability to select fruits and vegetables wisely
 - 1. Fresh vegetables that are in season are cheaper and of better quality than out of season vegetables.
 - 2. Before purchasing fruit or vegetables, one should consider the use that might be made of the food.
 - 3. In order to purchase a particular fresh fruit or vegetable wisely one needs to know how to judge when a quality is good.
- C. Ability to work out and follow an effective time schedule
 - 1. To make a work plan it is necessary to know the time available for a given piece of work.
 - 2. To make a good work plan one must consider every job to be done.
 - 3. The kind and arrangement of equipment will make a difference in plans of work that will avoid getting in each other's way and in the time required for assembling and cooking food.
 - 4. The abilities of the worker should be considered when making a work plan.
 - 5. The pupils' previous experiences in carrying out plans should be considered in the division of work.
 - 6. A good work plan will allow for interruptions.
- D. Ability to work together effectively to accomplish a goal
 - 1. When we work together, on our lunch, plans for the division of work save time and avoid irritation.
 - 2. When a number of people are working on a meal, some plan must be made for getting all things done on time.
 - 3. It is more fun to work with others when the work is planned.

- 4. The results of each person's tasks in relation to the rest of the activity determine the success of the project.

- E. Ability to make effective use of supplies and equipment
 - 1. The amount of china and silver used in serving a meal depends on the time we have, the type of meal we serve, and the equipment we have.
 - 2. Time is saved by using a suitable number and size of utensils needed.
 - 3. If we use just enough soap to make a good suds, we save time, energy, and money.
 - 4. Cooking fuel may be saved by reducing heat at the proper time.
- F. Recognition and use of safe laboratory methods
 - 1. Equipment and supplies left in places where one does not expect to find them may cause us to have accidents in our work.
 - 2. Accidents may be avoided if towels, holders, and clothing are kept away from an open flame.
 - 3. Using utensils and equipment designed for the task and following directions for their use help to avoid accidents.
 - 4. If we understand how to prevent a certain type of accident, we are more likely to do the right thing if an emergency arises.
 - 5. A plan of work helps avoid last minute hurry which may result in accidents.
- G. Ability to prepare and serve a simple luncheon or supper
 - 1. We can prepare good food if we read directions carefully and learn how to follow them.
 - 2. If cut fruit is exposed to the air for any length of time it soon loses its fresh color and flavor and in addition some vitamin C.
 - 3. When cooking vegetables it is important to work for good flavor, color and texture as well as to retain food value.
 - 4. Eggs and cheese contain protein and should be cooked at a moderate temperature as intense heat toughens and hardens the protein.
 - 5. When one has learned to recognize a good standard product, it is easier to try to prepare foods to meet the standard.
 - 6. Simple meals attractively served are always in good taste.
- H. Ability to enjoy preparing and serving food
 - 1. It is fun to prepare food if the product turns out well and other family members tell you it is good.
 - 2. It is fun to prepare food if you have a good recipe to follow and can understand how to go ahead and not waste food.
 - 3. Satisfaction and enjoyment can be received if one can prepare a few simple foods well.

GUIDING THE EXPERIENCE

Determine the basis for planning

One way to discover the problem of the pupils is to introduce the experience with a practical pretest. Each family group might plan,

prepare and serve a *simple lunch* with little direction from the teacher.

When evaluating the pretest, the pupils and teacher can discover the problems of their particular group. The problems would vary with every class but would possibly be related to planning, preparing, and serving. For example:

In planning

- Did we plan foods that we were able to prepare well?
- Did our lunch give a reasonable share to our daily foods?
- Was our market order list complete?
- Was any food wasted?
- How much did the lunch cost?

In preparing

- Did we get through on time? If not, why?
- Did we leave the kitchen in good order?
- Did the food taste good?
- Did each of us do our share in the work?
- Were there too few or too many girls working in a group?
- Did we have our supplies when we needed them?
- Did we keep our working area in order?
- Did we organize for washing the dishes?
- Did we have any accidents or slight injuries?
- How could the accidents have been avoided?
- What did we do that prevented other accidents?

From the discussion the pupils may discover some problems common to all groups, some only to particular groups and others needed by certain individuals.

With this information pupils may then set up goals they hope to accomplish. Refer to the specific objectives suggested.

Make a general plan to follow

To make a plan the pupils will need to know:

- The amount of money they will have to spend per pupil
- The foods they will learn to purchase
- How these foods might be prepared, and their place in diet

These foods might be:

- Fruits in fruit salads and desserts
- Vegetables for vegetable plates, main dishes, relishes, salads, etc.
- Eggs and milk in desserts and main dishes
- (Assume use of whole grain cereals in quickbreads had been learned in a previous Baking unit.)

Suppose that in order to use department money most effectively they decide to use the following procedure:

Assist teacher with demonstrations that will show the principles they need to learn.

Follow up demonstration with class practice when necessary and if funds permit.

Then plan, prepare, and serve a luncheon basing menu on principles given in demonstration.

(If lunch can be served at noon parents may be willing for pupils to bring food from home to supplement the first few luncheons and thus reduce the cost of the department. This will also simplify the amount of preparation to be done while they are learning to work together.)

With this plan for procedure, the pupils and teacher can make a general plan of the sequence of problems that might be used. This will help the pupils see how each problem will increase in difficulty and challenge, if they are to become good planners and managers. The amount the pupils can share in the planning will depend upon their experience and maturity. If the group have not had previous experience in the foods laboratory they could not be expected to plan the sequence too much in detail. The following is only *one* suggestion showing how many of the phases of planning and management can be incorporated into an experience.

Brief plan for Sequence

Demonstration—Fresh fruit (raw)

Demonstration—Yellow and green vegetables (cooked)

Plan, prepare and serve a *simple lunch* preparing only cooked vegetables and fresh fruit*

Demonstration—Baked vegetables and raw vegetables (relishes or salads)

Plan, prepare and serve a simple lunch, preparing baked and raw vegetables and fresh fruit*

Demonstration—Creamed vegetables, soups, etc.

Demonstration—Cooked fruit desserts

Plan, prepare and serve a more difficult lunch preparing main dish using vegetables, and cooked fresh fruit

Demonstration—Eggs and milk used in main dishes

Demonstration—Eggs and milk used in desserts

Plan, prepare and serve a *luncheon* using all the principles learned in planning and managing a luncheon.

If quick breads have been taught previously and if pupils have made considerable progress in planning and managing, a quick bread might be added to the last two luncheons.

As mentioned previously, class practice lessons would follow demonstrations when necessary.

Make specific plans to work toward goals

When planning demonstrations

All pupils would need to do some reading related to the principles of food preparation to be demonstrated either before or after the demonstration.

Since the pupils will have had very little experience, it may be advisable for the teacher to plan the demonstration, choose the principles to demonstrate and then work out with the members

*Other foods needed would be furnished by department or brought from home. They would not require preparation as they would possibly be bread, milk and some form of protein such as cheese.

of a family group ways that they can assist her in showing how to solve some of the problems discovered from the pretest, such as, ways to:

- Purchase foods to save money (quality in relation to use)
- Arrange working area conveniently
- Keep working area orderly
- Save time and energy
- Use equipment safely
- Store leftover food
- Serve food attractively
- Combine foods demonstrated with other foods for good nutrition

When planning luncheons:

Each family group will need to consider when making group plan:

- How to plan a simple nutritious lunch which with other two meals, will give an adequate day's diet
- How to plan a simple nutritious lunch with a given amount of money for number to be served
- How to make table and food attractive
- When the meal should be ready
- What the various jobs are and how much time it will take to do them
- When will each job need to be started? Finished?
- What might be done ahead of time?
- How divide the work fairly among the group members for preparing, serving and cleaning up?
- How can we help each other?
- And any other special problem that the group might have discovered from the pretest that they need help with, such as organizing to wash dishes more efficiently, etc.

Each individual will need to consider when making individual plan:

- What supplies and equipment will I need?
- Do I understand how to do my jobs (preparation, serving)?
- What sequence should I follow in carrying out my responsibilities?
- How can I help but not hinder other members?
- And any other special problem which she discovered in pretest or later that she needed to work on, such as assembling necessary supplies and equipment before starting to work.

Evaluate and plan next steps

After each luncheon is served it will be evaluated in terms of the goals. From this evaluation, plans would be made to:

- Incorporate or repeat any part of the experience that had not been successful in a future experience.
- Add a new problem in planning or management for the next luncheon.

If an additional experience is needed, another luncheon or supper might be prepared with each family group choosing the particular problem that they need to work on.

Other school experiences which might follow

- Selecting and packing a school lunch in relation to other two meals
- Selecting lunch at school in relation to other two meals
- Eating breakfast in relation to other two meals.

Other school experiences which would provide additional opportunities for social training might be

- Christmas party for ourselves
- Luncheon for the faculty
- Buffet supper for mothers
- Tea following style show

SOME SUGGESTIONS FOR EVALUATION

Secure cooperation of pupils at the first of this unit in keeping a fair and accurate record of their diet for one week and then again many weeks later to discover whether diets are more adequate.

When in the grocery store casually observe whether pupils who are shopping for their families select fresh fruit and vegetables wisely. Observe what particular difficulties pupils have when planning and organizing their time at the first luncheon. Note kinds of progress with each succeeding luncheon.

Observe whether certain pupils who are careless, make an effort to avoid accidents by using equipment correctly.

When in the school lunch room, occasionally observe whether pupils select or bring more adequate lunches.

Listen for comments made by certain pupils whether they are attempting to improve food habits such as eating a greater variety of foods, reducing amount of candy and cokes purchased, etc.

HOME AND COMMUNITY EXPERIENCES

- Selecting "A lunches" at school
- Reducing expenditures for candy and soft drinks
- Preparing and serving part of the family meal such as:
 - Vegetables
 - Salads
 - Simple desserts

PICNICKING WITH EVERYONE SHARING IN THE WORK

Most high school pupils enjoy picnics and picnic food. Foods cooked over a camp fire have a special flavor all their own. When planning for this picnic, it is suggested that plans be made so that everyone joins in the fun of planning, preparing and serving the food. A picnic is used as an example of ways families and friends can have fun together preparing and eating food.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society.

- B. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups.
- C. Ability to accept responsibility for one's own actions in personal and family relationships.

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of recreation for all family members
 - 1. Two people may choose the same recreation for different reasons, or the same person may choose different recreations for the same reason.
 - 2. If a recreational program is planned, it is more likely to be balanced.
 - 3. Participation in group activities during leisure time may help one make and keep friends.
 - 4. Participation in group activities will help develop respect and sympathy for others.
 - 5. A family can have fun with little or no expenditures of money.
 - 6. Play rests our bodies, gives us something new to think about and brings us back refreshed and ready for work.
- B. Ability to share in the planning and preparing for a class picnic
 - 1. Good picnic food is simple, easy to eat and filling.
 - 2. If one or two people have to spend too much time and energy getting ready for the picnic or party, they may be too tired to enjoy the picnic when the time comes.
 - 3. If we want everyone to have a good time, we need to plan ways to make all the jobs interesting.
 - 4. Planning for certain individual and group responsibilities helps everyone to see her or his part.
 - 5. If you are given a job to do and do not know how, it is your responsibility to find the information you will need by reading, asking others or experimenting ahead of time.
- C. Ability to participate effectively in carrying out group plans
 - 1. If every girl assumes her responsibility and then is willing to help others, the jobs get done and it is more fun for everyone.
 - 2. A picnic or a party is a success if the participants have fun planning it, carrying it out and talking it over afterwards.
 - 3. If recreation is to be successful for a group, plans must provide for differences in interests and abilities.
- D. Ability to share in planning and carrying out activities for family recreation
 - 1. Changing from daily routine may make work seem like recreation.
 - 2. If recreation is to be successful for a family group, plans must provide for differences in interests and abilities of the family members.
 - 3. People having different occupations may require different recreations.

- 4. Family recreation should provide opportunities for personal development of all members of the family.
- 5. If family members enjoy sharing recreation together, better relationships may be established.

- E. Recognition of responsibility involved in making decisions concerning own recreation
 - 1. If we take responsibility for some family recreation we may help our family understand that we are growing up.
 - 2. Before making plans to entertain friends in one's home, other family members should be consulted.
 - 3. Relationships with our parents are most apt to be happy if we discuss with them our plans for all kinds of recreation.
 - 4. If we want to change regulations that we think are unfair, we will accomplish more by cooperating until we can make plans to convince adults that the regulations should be changed.
 - 5. If we want freedom in deciding about recreation, we must be willing to accept the responsibility.

GUIDING THE EXPERIENCE

Determine the basis for planning

From visiting with pupils and parents at school and in their homes determine if:

Pupils entertain own age group in their home or go away from home for their entertainment.

Families have fun occasionally getting "special meals" or planning entertainment for themselves.

Pupils or families enjoy spontaneous fun such as a "Pick up and Go picnic" or "Help-Yourself Sunday Night Snack."

Families share cooking skills together, such as, son is known for his good campfires, dad for his delicious steaks, grandmother for her good hot coffee, mother for her juicy apple pies, daughter for her crisp and tasty salads, and little brother and sister for finding things to go see or do.

Pupils recognize their responsibilities when they demand freedom of choice for their recreational activities.

Consider possibility and responsibilities for informal get-togethers for own age group

Discuss recreational and social activities that one can enjoy with friends.

| | |
|-----------------|---------------|
| Indoors | Outdoors |
| Popcorn Pops | Picnics |
| Slumber parties | Bicycle trips |
| Picnics | Hikes |
| Snacks | |
| Taffy Pulls | |

Consider responsibilities and courtesies to other family members when planning activities to be carried out at home such as:

Discuss plans with family members

- Determine a fair amount to spend
- Choose the time and place convenient for family
- Assume responsibility for preparation beforehand
- Assume responsibility for any straightening up afterwards.
- Consider the factors that make a group get-together fun. The pupils might suggest the following requirements:
 - Plan it ourselves
 - Do it ourselves
 - Everybody help
 - Go to a new place or do something different
 - Have something doing every minute

Select project and consult references for new ideas to use in carrying out plans

Suppose the pupils choose to plan and carry out a class picnic in which everyone participates in the preparation of the food. New ideas for kinds of picnics and suggestions for picnic foods might be secured by consulting references. For example, consideration might be given to:

- Picnic with all the food cooked over an open fire
 - Only equipment, a knife and a few matches
 - Foods such as Indian bread, kabobs, broiled bacon, etc.
- Picnic with the food cooked in hot ashes or coals
 - Food such as baked potatoes, baked roasting ears, bean hole beans, etc.
- Picnic with all the food cooked in a fireplace or on grate
 - Long handled equipment necessary
 - Food such as squaw corn, scrambled eggs, sausages and fried apples
- Picnic with all or part of the food prepared at home
 - Picnic basket, thermos bottles, etc., necessary
 - Food such as escalloped dish, relishes, combination salad, etc.
 - (Type of picnic used by many families)
- Final choice for type of picnic desired will be made in relation to:
 - Experiences in food preparation desired
 - The conveniences of the picnic grounds
 - The distance from the picnic grounds or means of transportation

Make specific plans to carry out project

- Plans will need to be made for:
 - Selecting the menu in relation to amount to spend
 - Purchasing the food
 - Selection of equipment if necessary for preparation and serving
 - Packing and transporting the food and equipment
 - Building the kind of fire needed
 - Using safety precautions
 - Dividing the responsibilities so that each individual has a part in the preparation of the food
 - Serving the food

- Selecting the games and other forms of entertainment
- Cleaning up the picnic grounds
- Each individual will also want to consider appropriate clothes to wear.

Evaluate the picnic

- Consider questions such as:
 - Did the plans divide the work so everyone could have fun?
 - Did you enjoy preparing for the picnic?
 - Did you have fun? Why?
 - Were the new ideas tried out successful? Why or why not?
 - What improvements might be made another time?

Plan ways to make family picnics enjoyable

- Some suggestions might be:
 - Keep a picnic basket on hand ready to be packed, or partially packed
 - Take food on hand that is easy to prepare and filling
 - Assist mother in packing the food
 - Assist in collecting other materials such as blankets, hatchet, ball, bat, etc.
 - Have a particular job for each family member that he is skilled in doing and enjoys doing
 - Vary responsibilities for preparation from time to time, if the family goes on picnics quite often
 - Share responsibility for cleaning up picnic grounds
 - Share responsibility for putting away picnic equipment after returning home.

This might lead to a discussion of the importance of recreation for all family members. See generalizations for specific objectives A and D.

Consider how to select, improvise and care for picnic equipment

If various kinds of commercial and improvised picnic equipment were not used on the class picnic, equipment might be examined at this time for safety and durability features. For example:

- Long handled forks, spoons and skillets
- Cotton gloves and hot pad holders
- Fitted picnic baskets
- Improvised thermos bottles
- Others

Suggestions for ways to pack and care for equipment not learned when preparing for class picnic might be discussed or demonstrated such as:

- Greasing the outside of the coffee pot before putting it on the fire to make cleaning easier
- Packing sugar, salt, etc.
- Storing picnic silverware in tight container when not in use

Discuss personal problems of the pupils that arise when planning picnic

Throughout this experience, the teacher may have the opportunity to help pupils when problems such as the following are mentioned:

What should one do if family's recreational ideas differ from the community pattern?

What should one do if parents uphold rules of conduct which one thinks are too strict?

These might be discussed from the standpoint of what high school pupils can do when they disagree with parents and the probable consequences that will result from each decision such as:

Accepting without expression of opinion

Disagreeing and going ahead anyway

Talking it over, cooperating and planning ways to change rules or regulations

If pupils are helped to see that they are responsible for decisions made, they will probably arrive at generalizations similar to those for specific objective E.

SOME SUGGESTIONS FOR EVALUATION

Observe to discover whether pupils who are timid and shy, volunteer more readily to participate in group activities during the picnic.

Observe at the picnic if pupils, who are not usually good cooperators, carry out their responsibilities, make courteous remarks to others to encourage them, etc.

In casual conversation with parents discover whether pupils are more tolerant of parents' attitudes concerning their recreation problems.

Secure reports from parents and other family members if pupils are more considerate of other family members when they plan and carry out a get-together of own age group in the family home.

HOME AND COMMUNITY EXPERIENCES

Assisting with a family picnic

Having a slumber party

Making a bicycle trip to the woods to gather walnuts

Publishing suggestions for informal and inexpensive family recreation in the local newspaper such as:

Suggestions for late fall

Suggestions for indoor and outdoors

Suggestions for early spring

PROVIDING ADEQUATE AND INTERESTING MEALS FOR THE FAMILY

Simple, attractive and well balanced meals can contribute to happy family relationships, especially if various family members share in the planning, preparation and serving of meals. The high school girl can perhaps take responsibility for some of the marketing; plan and prepare occasional meals; or, during family emergencies, assume full responsibility for a series of meals.

During the experiences suggested here she will be able to discover the many factors involved in the selection of food and planning of meals for the family, increase her skills in preparing and serving food, as well as receive some personal satisfaction from being able to prepare good food.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society
- B. Ability to use personal and family resources to advantage
- C. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups
- D. Ability to participate effectively with others in the solution of group problems as a basis for solving broader social problems as one's maturity and situation demand
- E. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of desirable marketing practices
 1. Planning is the first step in marketing—this involves analyzing supplies on hand in relation to future needs and time, energy, and money available.
 2. The wise buyer considers food values as well as appetite appeals when studying advertising.
 3. Advertising stimulates a desire to buy, therefore we should decide whether or not we need the product before we shop.
 4. Publications and radio broadcasts sponsored by the government are reliable sources of information and an aid in helping one improve marketing practices.
 5. It is wise to find a reliable grocer who handles the quality of foods suited to your needs and at an amount you can afford to pay.
 6. When shopping personally for food, sometimes we can make wise substitutions as well as save money.

B. Ability to make wise choices when purchasing food

1. There are criteria or standards of quality for every fresh, dried, canned or frozen food.
2. In order to buy wisely, I need to know the standards of quality for the foods I purchase.
3. The most expensive foods are not necessarily the most nutritious.
4. Out-of-season and scarce foods are often high in price for their real value.
5. Descriptive labels give more information than the A B C grade labels.
6. If you know brands and grades, you can buy more wisely.
7. If the store is clean and foods are carefully handled, bulk goods are often more economical.

C. Recognition of need for cooperation between consumer and retailer. (Refer to generalizations for specific objective B in Shopping for my Clothing.)

D. Ability to plan adequate and interesting meals for the family

1. In order to be sure that all the necessary nutrients are included in the diet use one or more foods of each basic food every day.
2. The different activities and ages of various family members influence the quantities of food needed from each of the basic food groups.
3. The amount of money spent for food is not an indication that the diet is adequate.
4. Soybeans and soybean products are inexpensive ways to increase the amount of protein requirement in the diet.
5. Nutritious meals with greater variety of foods are possible when one learns to use substitutes and extenders.
6. Using leftovers on hand prevents waste.
7. Consideration of textures, flavors and colors when combining foods will result in more attractive meals.
8. The monotony of home processed foods can be relieved by varying the texture and combining with other foods that contrast or add variety in color and flavor.
9. If meals are kept simple, it is easy to vary them from day to day.
10. One's skill, available food and equipment, as well as time, energy and money must be considered when planning meals efficiently.

E. Increased ability to work out and follow an effective time schedule

1. Time and energy can be saved if different tasks are planned in relation to each other.
2. Time and energy saving motions are rhythmical, curved and continuous.
3. A skillful and speedy worker plans her work intelligently, selects the right type of equipment, keeps equipment handy and uses time saving motions.

F. Increased ability to work together effectively to accomplish a goal

1. When working in a group one has to learn to assume responsibility for a job even if it is not to one's liking.
2. If group members are considerate of and courteous to each other, the work to be done can be more enjoyable.
3. If members of a family share responsibility for the preparation and serving of food according to their age and ability, happier family relationships can be established.

G. Ability to prepare and serve family meals

1. In preparing any food it is important to know what a good standard product is, in order to be able to work toward such a standard.
2. Intense heat hardens and toughens the protein of meat and causes shrinkage of the cut, therefore low or moderate temperatures should be used for as much of the cooking period as possible.
3. The number of people to serve, the time, place and furnishings available influence the kind of service one should choose to use.
4. If a regular routine is followed in setting a table, serving the meal and clearing away, time and energy will be saved.
5. Simple meals attractively served are always in good taste.
6. A gracious hostess considers the comfort of her guests and tries to anticipate their wants as far as possible.

H. Ability to enjoy experimenting with the preparation and serving of food

1. Making simple and attractive arrangements of food on colorful china and pottery can be a source of enjoyment.
2. Satisfaction can be derived from the preparation and serving of appetizing food, especially if family members express appreciation.
3. Work is more enjoyable if one can find pleasure in doing it as well as receive pleasure from the results.

GUIDING THE EXPERIENCE

Determine the basis for planning

The ability of the pupils to recognize meal planning and marketing problems of their families might be discovered by a pretest. The pupils might be asked to judge menus planned for one week for a particular family situation. For example:

A family situation typical of the families in the community might be set up by the teacher giving:

Number in the family with age and sex of all members

Activities of the family members

Money allowed to supplement food on hand for the food budget for one week

Time available for marketing and preparation

Foods on hand (home canned, locker, etc.)

Each day's menus for the week would also be given.
Pre-test problems for pupils to discover and make suggestions for improvements might be:

- Are the food needs of the family members met? (Some basic foods would be inadequate.)
- Would the menus be within an amount allowed for the food budget? (Some expensive and out of season foods as well as scarce foods would be used.)
- Would a homemaker who had other jobs to do have time to prepare the meals? (One or two days' meals might be very time-consuming and no menus would show use of leftovers.)
- Is there interesting variety in the menus? (Home canned foods used in same way a number of times during the week.)
- Are pleasing combinations of color and texture used? (Some menus with very little color and similar texture in all foods.)

Analyze the pretest and select problems for further study

If pupils have not been able to suggest ways to plan *adequate meals* within the *amount of money allowed* because of lack of knowledge of food costs and how to purchase food, one day's menu might be selected to prepare in class.

The purchase of the food for this day's menu might involve the study of the grocery store advertisements in the local newspaper, examination of processed foods in the laboratory and a buying trip to the grocery store with a definite amount of money to spend. After the day's menu is prepared and served the total cost might be estimated, the marketing information summarized and new problems in marketing set up for further investigation. Discussions, references, examinations of food advertisements, radio market basket reports and field trips should help the pupils answer their additional problems which might be:

- How can I reduce the amount spent for meat?
- What inexpensive cuts are available?
- How can I recognize quality?
- How can I make a better selection of fresh fruits and vegetables? If food is purchased once a week when should the more perishable foods be used? (Some generalizations in selection of fruits and vegetables would have been learned in previous food experiences.)
- What foods are more economical purchased in quantity?
- When is it advisable to purchase foods in bulk?
- What do I need to know in order to select brands and grades wisely?
- Which are more informative, descriptive or grade labels?
- Do I let picture appeal in food advertising influence me to make unwise choices?
- What effect does attractive arrangement of food displays have on my buying?

When and how often should I do my shopping? If I live in town? If I live on a farm?
What do I and other consumers do that increases the cost of food?

Where can I secure information that will help keep me informed?
And other pertinent food problems that are affecting the local, state and national food supply at the particular time.

If *food alternates or extenders* were not suggested as ways to reduce cost and add variety this may indicate that pupils are not familiar with their use or have not learned to like them. Experimentation with or demonstration of various ways of preparing and serving them in the day's meals might follow. Some foods might be:

- Soybean products
- Cottage cheese
- Whole grain cereals

Some pupils may need help in discovering various ways to use *inexpensive cuts of meat*. Experimentation or demonstrations may be used here also.

The kinds of meat easily available and with which adequate and nutritious meals might be planned would be selected to demonstrate.

If a number of pupils did not recognize the *use of leftovers*, a series of lessons might be planned to help them to:

- Discover interesting ways to use leftovers
- Develop attitudes of wanting to use leftovers to save money for the family
- Recognize the saving of food as an aid in the total food situation
- See possibilities for saving time and energy by occasionally cooking more than enough food for one meal.

If some pupil's families use a great deal of *home processed foods* the pupils may wish help with ways to vary them slightly and at the same time not be too time consuming. Pupils might be encouraged to experiment with different combinations of flavors, colors and textures if they have acquired sufficient ability to apply the principles of cookery. Demonstrations might be given for interesting ways to use:

- Home processed vegetables
- Home preserved fruits
- Home canned or frozen meat from the locker

This may lead to a home experience for some pupils to investigate ways to vary the processing of certain foods in their home the next year.

From the pretest it might be discovered that the pupils plan adequate inexpensive meals but the meals require too much *time and energy* for preparation. Family groups might plan, prepare and serve:

- | | |
|---------------------|----------------|
| Oven meals | Chore meals |
| Thirty minute meals | One dish meals |

Or any other problems in marketing, preparing and serving food that the group of pupils may need help with might be chosen. It would not be expected that any group would use all the problems suggested in this report.

When meals are served the service should be simple, informal and in keeping with different forms of service used in the homes of the community.

Suggestions for procedures to use to help pupils arrive at generalizations relating to table manners and table service are not developed in this report.

SOME SUGGESTIONS FOR EVALUATION

Give paper-and-pencil test to determine pupils' ability to interpret information when choosing groceries. A few situations might be:

Analysis of informative and descriptive labels on canned goods

Analysis of food advertisements in popular women's magazines

Analysis of grocery advertisements in newspapers or hand bills

From casual remarks made by parents, note whether particular pupils who previously did very little marketing or preparing of meals for the family, volunteer to assume more responsibility for this job. In conversation with local merchants, discover whether pupils use quality guides when selecting groceries for their families.

Have pupils formulate a score card to check menus. Each meal served might be checked by the score card and progress noted.

Give paper-and-pencil test to test application of generalizations to specific situations in the planning and preparation of adequate meals for the family.

Observe in the laboratory whether certain pupils progress in the particular skills they need, that is: making more effective plans, carrying out plans, using sanitary measures in preparing food, preparing tasty and attractive dishes, or being at ease as a hostess or guest.

HOME AND COMMUNITY EXPERIENCES

Planning and marketing for the family's meals for one week

Preparing the main dish for family supper for a certain period

Preparing a number of Saturday or Sunday dinners for the family
Experimenting with economical and time saving ways to vary home processed foods

Assisting with the planning and marketing for the Hot Lunch Program in the school

PLANNING FOOD FOR FUN

Informal types of entertaining at home can be fun if they are planned with consideration for the interests and abilities of the group taking part. The kitchen party suggested here is for a mature group of boys and girls.

The plan and organization are different from the suggestions given for planning the picnic in that the hostesses do all the planning, make any necessary preparation beforehand and then secure the assistance of the guests in the preparation and serving of the food. The success of this type of kitchen party depends upon the good management of the hostesses and the cooperation of the guests.

GENERAL OBJECTIVES

- A. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups
- B. Ability to accept responsibility for one's own actions in personal and family relationships

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of varied friendships for personal development and for social sensitivity
 1. Different people have different ideas of what is necessary for popularity. I must think these through and decide what my standards are.
 2. When a girl knows how she impresses other people, she has one basis for personal improvement.
 3. One's interests may be broadened by associating with people.
 4. In a democracy the ideas of other people are considered before making decisions. Therefore, a well-educated person understands the problems of many people.
- B. Ability to share in the planning and carrying out of a party for a mixed group
 1. A courteous guest cooperates with the hostess in carrying out plans.
 2. A good hostess tries to adjust her plans to the interests of the group.
 3. The contributions of each member of the group affect the relationships within the group.
 4. Many inexpensive ways to entertain at home can be fun if you plan carefully and know how to get the group to cooperate.
- C. Ability to assume some responsibility for making decisions concerning own social activities
 1. If we want freedom in deciding about recreation, we must be willing to accept responsibility for our decisions.
 2. Participation in recreational activities with others in a mixed group, helps one learn how to get along and be at ease.

3. If we play and have fun with older people, we can learn to understand each other better.
4. Satisfactory solutions to problems depend upon recognizing the requirements of each situation and the consequences which will probably result.

GUIDING THE EXPERIENCE

Determine a basis for planning

From visiting with pupils and their parents determine if:

Pupils entertain boys and girls in their home.

Mothers are willing to have the boys and girls use the kitchen to prepare snacks, etc.

Pupils accept responsibility for their own behavior and carry through jobs they initiate.

Consider problems involved when planning a kitchen party

Examine references to find kinds of food that might be prepared for a kitchen party.

Make suggestions for ways to plan preparation, serving and cleaning up so everyone will participate, such as posting notices, making out specific directions, etc.

Make suggestions for ways to make the party fun, such as wearing aprons and chef caps, etc.

Plan organization of groups

Plan size of groups that space and equipment will conveniently serve and have everyone participate. If class is large, it may be advisable to divide into two or more groups.

Plan how to invite the guests.

Select hostesses and guests for each group.

Make specific plans for hostesses

Hostesses will need to:

Plan menu suitable for

Ability of guests

Time for preparation

Space and equipment

Amount to spend

A Suggestive Menu

Hamburgers or Chili Con Carne

Relish Plate

Potato Chips

Polished Apples—Cookies

Milk

Do before guests arrive:

Purchase all supplies and arrange in convenient place.

Check to see if all necessary equipment is available and in good working order.

Decide jobs to do and where they can be done so guests will not get in each other's way.

Decide how and where to serve the meal.

Write out specific directions for each person or small group working together. Directions written in a clever manner would add to the fun. Plans should be made to include all jobs necessary for preparing and serving the food as well as cleaning up the kitchen after the meal.

Post, if desired, menu and time schedule.

Post, if desired, clever signs at various working areas that would add to the fun, such as accident precautions or places to find and store equipment.

Plan for entertainment that might follow.

Evaluate the project

If class were divided into groups, each group would evaluate their kitchen party in terms of goals. Some questions they might consider are:

What reasons do we have for believing that everyone had a good time?

Did we plan a good menu, have all the necessary supplies, and have interesting jobs for everyone to do?

Did the guests cooperate and make the party fun from beginning to end?

Did we leave equipment, supplies, etc., in order?

What might we do to improve a party like this, if we were to repeat it?

Consider ways to carry out a similar party at home for a group of friends

The class might consider such things as:

Adjustments that might be made in the planning and preparation beforehand if only one hostess.

Suggestions for ways to prepare some food beforehand or simplify the food preparation if girls and boys have had little experience in preparing food.

Adjustments that might be made due to differences in equipment and space in a home.

Ways of securing cooperation of family members with plans and in carrying out plans.

Responsibility to the family for orderly appearance of the house when the party is over.

Opportunities for spontaneous type of recreation such as singing, playing the piano, dancing to either the radio or victrola.

Suggest ways to adapt plans for a kitchen party for the family

If during the previous year in homemaking pupils carried out a cooperative picnic with their family in which all family members shared in the planning, preparation, etc., plans might be made to

suggest ways that this might be tried again, varying the procedure slightly, or a kitchen party for the family might be planned. For example, one member, the daughter in high school, might assume responsibility for the marketing and planning the necessary jobs, and the family members share in the preparation, serving and cleaning up.

When planning jobs, consideration would be given to ways to make preparation interesting and a variation from daily routine for family members. The class might suggest ways that this might be done.

SOME SUGGESTIONS FOR EVALUATION

Listen for comments that pupils make to each other at the party to discover personal-social relationship problems that might indicate need for future discussions.

Secure reports from parents whether pupils assume more responsibility for carrying through plans for parties they initiate.

When visiting casually with pupils, discover whether pupils who formerly did not entertain friends at home, find ways to get together at home now and have fun.

HOME AND COMMUNITY EXPERIENCES

For mixed groups of young people

Preparing a snack after the game

Having the gang in after skating

Preparing lunch for young peoples' meeting on Sunday night

For the family

Celebrating mother's birthday

Getting the Thanksgiving dinner

Preparing Christmas foods

Serving Easter breakfast

Helping ourselves—Sunday night suppers

PLANNING FOOD EXPENDITURES

As a potential homemaker, the adolescent girl may need to recognize that wise food expenditures for any family depend upon the family's recognition of the amount they need to spend to secure their actual food needs and that any additional amount spent would be for satisfactions desired. Also, the amount spent for these satisfactions needs to be seen in relation to the total amount of money available for living. The suggestions given here can help pupils recognize that low income families can have diets that are adequate nutritionally but when they do their meals will be monotonous unless the homemaker has imagination and skill.

The problem will be more realistic to the pupils if they analyze food expenditures for their various family units. Refer to Managing the Home in the Home Management section of this report for the types of family units suggested.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society
- B. Ability to use personal and family resources to advantage
- C. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups
- D. Ability to participate effectively with others in the solution of group problems as a basis for solving broader social problems as one's maturity and situation demand
- E. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction
- F. Recognition of one's assets and liabilities as a basis for determining individual and family goals
- G. Recognition and evaluation of vocational opportunities related to home activities. (If there are a number of girls in the class who will marry soon or who will use home economics experiences to earn money, this objective should be included.)

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of planning one expenditure in relation to all others
 1. Plans for expenditures are necessary if one wishes to get greatest satisfactions for money spent.
 2. When making plans, one should consider those satisfactions which are most important to him and his family.
 3. When funds are limited, the amount spent for food, shelter and clothing that is necessary for existence must come first.
- B. Ability to keep within a budget when spending money for food
 1. In general, the lower the income, the higher the percentage that must be spent for food.
 2. If there is little money for the family's food, one should first plan to meet the body needs of all members.
 3. Planning for an adequate diet is more a matter of choosing food wisely than of spending much money.
 4. Any family that can produce part of their own food supply can reduce the amount of money they must spend for food, and at the same time they are likely to have a better diet.
 5. Meals prepared at home can save money and contribute to health and happiness of the family.
 6. An adequate low cost diet offers less variety in the selection of foods from some of the basic food groups than does a diet at the higher cost levels.

7. Knowledge of prices, nutritional value and availability of foods helps one get the greatest satisfaction from money spent.
- C. Ability to plan, prepare and serve attractive meals using previously learned skills
 1. Attractive, nutritious meals contribute to happy, healthful living.
 2. Enjoyable entertaining depends more upon ingenuity and skill than upon money expenditures.
- D. Increased ability to work together effectively to accomplish a goal
 1. Different people do things in different ways but when people work together everyone may have to change some.
 2. Willingness to consider the ideas of others brings about a happier relationship between people.
 3. All satisfactions have different degrees of importance to different people.
 4. Tasks can be more effectively accomplished if each person co-operates willingly in making plans, accepts his duties in carrying out these plans and develops abilities necessary to do his job well.
- E. Ability to find satisfaction in preparing and serving food
 1. Since a homemaker spends a greater share of her time preparing food for the family, she can enjoy her job more if she can find pleasure in creating well balanced and attractive meals for her family.
 2. The preparation and serving of good food can be a real satisfaction to one who can find pleasure in developing a skill or in experimenting with new combinations of food.
 3. After one has some knowledge of food principles, it is fun to experiment with new combinations of flavors.

GUIDING THE EXPERIENCE

Determine the basis for planning

The following information would be helpful:

The vocational plans of the pupils

Estimated personal income next year

Estimated per cent spent for food in the community in relation to other expenditures by different types of family units chosen by pupils to study

Consider proportion of income to spend for food

When pupils are attempting to evaluate amount of income that seems satisfactory to spend for food, they will need to consider in their various family units such factors as:

Other demands on income

If an estimated budget for these expenditures has not been made, it might be advisable to do so at this time. Refer to Managing the Home in Home Management Section of this progress report.

Resources which can be used to reduce costs

Will there be other family members or house mates who will be able to assist with some of the responsibilities for the planning, marketing, preparation and serving of food?

Will we have the time, ability, space and equipment to produce part of our food or will we have to purchase all we need?

Will there be time to buy the cheaper foods which must be prepared or will it be necessary to purchase food ready prepared?

Would I rather spend my time making clothes, doing the laundry, cleaning, etc., and spend a larger proportion of money on ready prepared food or eating out more?

Are my abilities such that I can save more and get more enjoyment from spending time on planning, marketing and preparing food or would my abilities enable me to accomplish more by spending my time doing other things?

Will spending too much time on food preparation hamper my efficiency in performing my other responsibilities at home or on the job?

Limitations in choices

Will the time we can go to market and the market place available reduce our money value choices to a minimum?

Because of the food situation, will more time be required to go to the market and to prepare the foods?

Satisfactions desired

What is the minimum amount that can be spent on food and still be sure that the right amounts and kinds of food are supplied?

If desired, how much additional money might be spent on food for the pure enjoyment of having good food?

How much additional money shall we allow in the food budget for entertaining friends?

How much satisfaction and pure enjoyment can I find in preparing and serving food in order to reduce the cost of food?

Select and analyze problems for study

The problems for study will be chosen from the satisfactions desired.

If some pupils need help with *planning adequate day's meals on a minimum to spend* they might:

Calculate the total quantities of food required on a low-cost diet from each of the basic food groups for the family unit in which they are interested. (Material prepared under the direction of Dr. Hazel K. Stiebeling, Bureau of Home Economics, Dept. of Agr. might be used.) The amount might be calculated for the week. Then figure total cost of these food materials at retail market prices.

From this total cost, decide ways to reduce the costs by using other resources as mentioned previously. An estimate of the

amount might be made if desired. Some ways to consider how to reduce food costs by use of other resources are:

Which foods in the list might be produced in a home garden, if time, energy, etc., permitted? Which foods in the list might be purchased more economically if time and energy permitted, for example:

Foods that take more time to prepare

Less expensive fresh fruits and vegetables that might be used immediately

Foods which might be purchased in bulk if store is clean and sanitary

Foods which might be purchased in quantity if storage space is adequate

Others

This might be followed by planning, preparing and serving a day's meals from the food planned for the week in order to determine if satisfying and interesting meals can be served and if the time and energy involved in planning and preparing them seems advisable. Pupils might then arrive at a fair estimate of the amount that would need to be spent on a low cost diet and might then decide whether they would prefer to spend a greater share of their income on food.

Let us suppose that some of the pupils decide to *allow some money for entertaining friends*. The next step is to decide the extent and kinds of entertaining that might be done.

Factors which would need to be considered are:

Probable number of people to be entertained

Probable space and service available

Probable dishes, silver and linen available

Assuming that their facilities might be limited, a buffet supper, breakfast or lunch would probably be the most feasible form of entertaining.

Buffet meals might be served as laboratory or home experiences on several different cost and service levels. Each hostess and her group will need to consider

Menu

Seasonable and attractive decorations

New preparation skills to be learned

Hostess duties—entertainment, etc.

Time schedule

Division of responsibilities

A variety of ways of serving may be experimented with: a dessert buffet; a two course buffet; main course served as buffet and dessert passed; all guests helping to prepare and serve food.

Evaluate each type of buffet served by giving consideration to the satisfactions received in relation to time, energy and money spent.

Other school experiences that might help girls evaluate satisfactions desired are:

Serving day's meals on different cost levels

Serving meals that save time and energy

Planning kitchen buffet style breakfasts for family members on different working hours

Eating out all or part of the time

Experimenting with time saving motions in preparing food

Experimenting with "Special dishes"

SOME SUGGESTIONS FOR EVALUATION

From casual remarks made by parents secure evidence whether pupils who formerly were not interested in family food expenditures, assume more responsibility in discovering ways to reduce food expenditures and still maintain an adequate diet for the family.

During the experience observe whether particular pupils make statements that indicate progress in enjoying the preparation or serving of food.

Recall (or refer to anecdotal records) skills of particular pupils, and compare with present skills to see progress and to make plans with them for future opportunities to develop additional skills.

HOME AND COMMUNITY EXPERIENCES

Assisting in planning adequate family meals

Serving lawn suppers

Serving an informal tea

Entertaining with fireplace suppers

Assisting with a community dinner

HEALTH AND HOME CARE OF THE SICK

Overview

One's health is influenced by all his activities. Therefore, in a well rounded school program all departments should have a part in providing a balanced health program for each pupil. The homemaking teacher needs to find the unique contribution that her department can make to her particular school program. A few such projects are: assisting with the elementary nutrition program, securing cooperation for an adequate school lunch program, or promoting safe and sanitary conditions in the school.

In addition, many health problems are related to all areas in homemaking and should be incorporated into the experiences whenever possible. The homemaking teacher will need to recognize and be alert to this opportunity as only a few suggestions in some of the areas are given in this report.

When a pupil has completed her first course in homemaking, she should be assuming some responsibility for practicing desirable personal health habits. If the teacher recognizes that her particular group of pupils need additional help with personal health, she will need to work out experiences with them as this progress report includes suggestions for personal health only in relation to their diet.

As a potential homemaker, the adolescent girl will probably need sufficient training to be able to take care of herself in case of a minor illness and to assist with the care of others. The following experiences are suggested in this report:

Keeping the Patient Happy

Providing Pleasant Surroundings and Necessary Equipment for the Patient's Comfort

Becoming Skillful in the Techniques of Home Nursing

Planning, Preparing and Serving Food to the Patient

Before planning the home nursing experiences with her pupils, the homemaking teacher should study carefully the State Policies for Home Nursing given on the next page of this report.

For a mature group of pupils who should be recognizing their social responsibility, Improving the Health in Our Community is suggested.

A guide to use in selecting the various experiences for a particular homemaking program may be found by referring to Suggested Experiences for Various Types of Programs in the introduction of this progress report.

STATE POLICIES FOR TEACHING HOME NURSING

- I. Only teachers who have had such training as a home nursing course taught by the Red Cross, a home nursing course in college, or the equivalent, are prepared to teach home nursing in high school.
- II. Leaders in the state department of Public Health nursing and education believe that home economics teachers are able to teach all of the problems outlined in this report.
- III. If there is a nurse available in your community, the recommendation is made that she be contacted to assist the homemaking teacher with demonstrations such as:

Making the bed without the patient in it

Making the bed with the patient in it

Giving a bed bath

Teaching the use of improvised equipment

Giving an alcohol rub

Preparing, giving and cleaning a bed pan

Taking care of spots becoming tender from long periods in bed

Reading a thermometer

This arrangement would probably be most satisfactory when worked out on a cooperative basis with the homemaking teacher preparing her class for the demonstration, leading the discussion during the demonstration, and teaching the application of principles learned. This will leave the nurse free to concentrate her efforts on the techniques of the demonstration.

- IV. At no time should a homemaking teacher attempt to teach:

Massage

Interpret temperature

Hot and cold application or treatment (doctors usually give these directions themselves)

Enema and applications

Methods of giving medicines

Patent medicines

KEEPING THE PATIENT HAPPY

Sometimes young people who are unaccustomed to illness find it difficult to be at ease in the sick room. Sometimes adolescent girls need to learn to be more considerate of others. Through the experiences suggested here, pupils may have the opportunity to learn how to be more considerate and at ease with people who are ill.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on the basis of satisfactions to the individual, to the family and to society

- B. Recognition of the individual's importance to the family and the family's importance to the individual
- C. Ability to accept responsibility for one's own actions in personal and family relationships

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of a cheerful atmosphere in the sick room
 - 1. A person who is ill may be more affected by surroundings and people than when he is in good health.
 - 2. For successful social relationships, one should be concerned about the feelings of others.
 - 3. The patient is not so apt to become tired, if one person takes the responsibility for the patient's daily schedule.
 - 4. The home nurse should see that the patient has few callers and for short periods of time because the patient is apt to become excited and tired.
 - 5. If the home nurse is assuming other home responsibilities, the remaining family members should relieve her of responsibility whenever possible.
- B. Ability to plan and select gifts or activities which contribute to the happiness of the person who is sick
 - 1. The convalescent, chronically ill or aged person needs to be provided with some means of recreation or purposeful activity.
 - 2. The gift or activity should be suitable to the patient's condition, age and interests.
 - 3. If the patient is well enough, he will feel he is helping with family responsibilities if some task suited to his age, ability and condition is given him to perform.

GUIDING THE EXPERIENCE

Determine basis for planning

Previous to the study of Home Nursing, the teacher might listen for comments the pupils make concerning their interest in visiting a person who is ill.

When pupils are absent from class, the teacher might try to discover, informally, which pupils express interest in the pupil who is ill and the way they express this interest in thoughts and actions.

Use findings for problems to study

If a member or friend of the class happens to be ill and out of school, the experience might be introduced by considering what her friends might do to make her happy, keeping in mind her particular interests and physical condition.

Present a skit on "Visiting Mary." Follow up presentation by discussing such points as time and length of visit, conversation,

place in room to sit, number of visitors at one time and other ways than gifts to show interest.

Examine cards and make suggestions for cards and personal notes that might appeal to Mary because of her age and interests. Make a list of inexpensive gifts that would give pleasure to people of various ages such as books, stationery, personal make-up kits and bed jackets. Select one or two that would be suitable for Mary. Make a list of activities that a high school girl might enjoy and activities that older and younger people might enjoy also. Some suggestions for crafts and family aids are:

| <i>Child</i> | <i>Adolescent</i> | <i>Older Person</i> |
|----------------|-------------------------------------|-----------------------|
| block building | designing stationery | crocheting |
| modeling clay | making scrapbooks | making rugs |
| soap carving | making toys | sewing carpet rags |
| doll clothes | planning rearrangement of sick room | window box gardening |
| paper dolls | preparing vegetables | darning and mending |
| | | filing recipes |
| | | picking out nut meats |

Consider what the home nurse can do to keep the person who is ill happy. Make specific suggestions for things she might do or say that might affect that attitude of mind of the patient.

Make suggestions for responsibilities of other family members such as: relieving home nurse, avoiding making any unnecessary or unusual noise, etc.

SOME SUGGESTIONS FOR EVALUATION

In informal talks with parents of pupils secure evidence of thoughtful courtesies pupils show, who formerly did not express any interest in visiting a sick person.

Secure reports from pupils concerning gifts given to persons who were ill, or of activities planned for patients, to determine if they applied or did not apply generalizations learned.

Give a paper and pencil test with situations not included in class discussions, involving choice of gifts or activities for various ages.

Secure reports from pupils of responsibilities that they assumed in order to relieve a home nurse.

HOME AND COMMUNITY EXPERIENCES

Planning and carrying out entertainment for a convalescent. Assembling a personal make-up kit for a person who is ill. Making a bed jacket for a person who will be in bed for some time.

PROVIDING PLEASANT SURROUNDINGS AND NECESSARY EQUIPMENT FOR THE PATIENT'S COMFORT

The pupils need to have the opportunity to actually arrange a room if this experience is to provide a real learning situation for them. In some communities, it might be possible to go to the home of one of the members of the class or to the teacher's apartment or room. A rest room or sick room in the school might be available. The facilities of most home-making departments could be adapted and used to work out convenient arrangements if it does not seem advisable to use another room.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family and to society
- B. Ability to use personal and family resources to advantage
- C. Recognition of the individual's importance to the family and the family's importance to the individual

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to arrange a suitable room for the care of a person who is sick
 1. If the sick room is conveniently located in relation to the kitchen and bathroom, the home nurse can save time and energy.
 2. The furnishings in a room should be arranged so that the patient has adequate light for reading and at the same time is not required to face outside light.
- B. Ability to improvise some suitable equipment needed in the home when caring for the sick
 1. The cost of illness can be reduced by figuring out ways to improvise suitable equipment on hand instead of buying new articles at the store.
 2. The comfort of the patient can be increased by using equipment to relieve pain and the pressure from bed clothing.

GUIDING THE EXPERIENCE

Determine basis for planning

Through home visits made previously the teacher would have some knowledge of the living conditions in the pupil's home and possible facilities for care of a person who is ill such as:

- Number of girls who live in modern homes
- Number of girls who live in homes without inside water supply
- Number of girls who live in apartments with only one bedroom
- Ratio of rooms to family members
- Type of equipment available in various homes

Consider problems involved in selecting and arranging the sick room and its furnishings

After the room is chosen it should be examined with the following points in mind:

- Is the room in a good location for the patient? For the home nurse? If not, is there another room that might be used?
- If not, what can family members and the home nurse do to make the location better for the invalid? For the home nurse?
- Is the room conveniently arranged for the patient? For the home nurse? Make necessary changes, if possible, such as: rearrangement of bedside table and improvised blocks to raise the bed.
- Can any furnishings be removed which will make it easier to clean but which will not take away from the attractiveness of the room? Make possible changes.
- Is the ventilation and heating satisfactory? If not, experiment with improvised screens, window ventilators, etc.
- Is the lighting satisfactory for daytime and at night? If not, make necessary adjustments or recommendations.
- How can the furnishings of a room be adapted to a patient's particular interests and pleasures?
- Suggest how to care for the room. Practice, if possible. A field trip to the local hospital might follow to discover sanitary precautions to use in caring for room and kinds of equipment used to make the patient comfortable.

Examine equipment for the patient's comfort

- Experiment in making and using various types of improvised equipment, such as: back rests, bed cradles, serving tables, improvised hot water bags.
- Make a list of equipment and supplies that are desirable for every home such as: thermometer, hot water bottles, and medicine chest supplies.
- Make plans to cooperate with some local organization in arranging for an Equipment Loan Center. Some equipment is too expensive for the average family to purchase. Directions to follow in sterilizing the equipment before returning it would need to be given to the family. The Center should be equipped with sterilizing equipment when it is returned.

SOME SUGGESTIONS FOR EVALUATION

- Give a practical test—Survey rooms in own home, select room most suitable and make a plan for its rearrangement in case of illness in the home.
- In casual conversation with pupils, family members, or neighbors find if pupils help, when opportunity arises, to make sick room more pleasant for the person who is sick or improvise equipment for the patient's comfort.

HOME AND COMMUNITY EXPERIENCES

Making improvised equipment for a person who is ill, such as bed cradles, etc.

Assisting the local Red Cross or local hospital in folding bandages, etc.

Getting a room ready for a person who is coming home from the hospital.

Making a sick room more convenient for the home nurse, such as raising bed on blocks, etc.

BECOMING SKILLFUL IN THE TECHNIQUES OF HOME NURSING

Every family needs to have one or more of its members prepared to care for a person who may become ill. Often, the home nurse is the mother who has many other home responsibilities. If the adolescent girl knows how to assist the home nurse, she can contribute to better family relationships, as well as discover if she is interested in or has an aptitude for nursing as a vocation. Through experiences suggested here she may develop ability to use some of the techniques required in caring for a patient.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfaction to the individual, to the family and to society
- B. Ability to use personal and family resources to advantage

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to perform some of the techniques used by a home nurse
 1. Since hospital facilities are not available for many families, every family should have one or more members who know how to care for a sick person.
 2. A restless patient can sometimes be relieved by changing her position, rubbing her back or straightening the bedding.
 3. Some evidence of the condition of the patient is shown by temperature, pulse, and respiration.
 4. The home nurse should be familiar with various techniques that make the patient comfortable.
- B. Ability to manage time and energy in caring for a patient
 1. A person who is ill tires easily, therefore the home nurse needs to learn to do each job quietly and with as few motions as possible.
 2. If the materials for a particular job are assembled before starting to work, the patient will not become tired and disturbed and the time and energy of the nurse will be saved.

C. Recognition of the responsibilities of the home nurse

1. The home nurse is responsible for carrying out the doctor's orders.
2. If the home nurse will keep a record of temperature and pulse, amount of food eaten, the appearance of excretions, the hours of sleep, the doctor will be able to make better recommendations for next procedures to follow.

D. Recognition of the necessary qualifications for a trained nurse

1. A person who is deciding whether to enter the nursing profession should have good health and be a well adjusted person.
2. Only those who are patient and considerate of others are apt to make good nurses.
3. Before deciding on any one particular school, one should study bulletins from various institutions and inquire into the rating and standards of the institution for nurse's training.

GUIDING THE EXPERIENCE

Determine basis for planning such as:

From survey, determine the experience of the pupils in caring for a patient, and the experiences in being a patient. Secure special problems related to care of the patient from pupils who have had a sick person in their home.

Make plans to demonstrate and practice

From the pupils' experience and the problems which they recognize, make a list of various nursing techniques that they, as future home nurses, may need to know. Make plans for securing equipment, demonstrating, and practicing. As recommended in the State Policies for Home Nursing, if a nurse is available, she might be asked to assist the homemaking teacher with some of the following techniques:

Making the bed without patient in it
Making the bed with the patient in it
Dressing and undressing the patient
Keeping the patient well groomed such as: giving a manicure and a bed shampoo, applying make-up and arranging the hair
Assembling a bath tray and giving a bath
Giving an alcohol rub
Turning and lifting the patient in bed
Washing the teeth or giving a mouth rinse
Preparing, giving and cleaning a bed pan
Taking care of spots becoming tender from long periods in bed
Making a sick room chart or record
Taking the temperature and care of the thermometer
Sterilizing equipment in the home and handling sterilized equipment
Filling and preparing a hot water bottle

Make a plan for daily routine for care of patient

In most homes, the home nurse has other home responsibilities. Set up a case situation, if this is not a problem in the home of any pupil at the present time, and make out a daily routine that might be followed. Consider again how other family members can share in relieving the home nurse of some of her responsibilities.

Consider responsibilities of the home nurse

Her responsibilities to person who is ill
Her responsibilities to the doctor
Her responsibilities to other family members
Her responsibilities to herself

Consider opportunities and training necessary in the nursing field

If some pupils seem interested in nursing as a vocation, plans might be made to study the requirements for those going into nurse's training and the various nursing fields. Bulletins from nursing schools might be examined. A nurse might talk to the class.

SOME SUGGESTIONS FOR EVALUATION

Have a practical performance test. Pupils draw slips which ask them to demonstrate a definite skill such as: making the unoccupied bed, turning the patient or assembling a bath tray. Use score card to check pupils' order of work and skill in performance. Secure reports of the pupils' skill in caring for persons who are ill. During a conference with girls who are interested in entering the nursing profession, see if they recognize their own qualifications in relation to qualifications required for the profession.

HOME AND COMMUNITY EXPERIENCES

Assuming part-time care of friend or neighbor who is ill
Assisting with the care of an aged person, a convalescent, or a person with chronic illness
Cooperating with a nurse in a demonstration for a local organized group on the various techniques a home nurse needs to know in caring for the patient

PLANNING, PREPARING AND SERVING FOOD TO THE PATIENT

Food is an important factor in bringing about the recovery of the patient. The doctor makes recommendations for modifications of the diet according to type of illness and condition of the patient. The pupil needs to recognize that these modifications can be made in a way that will save time and energy of the home nurse. This is another opportunity for the pupil to develop some ability to assist the home nurse, when there is illness in her home.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family and society.
- B. Ability to use personal and family resources to advantage
- C. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to plan the day's meals suited to the needs of the person who is ill and the family resources available
 1. If the doctor prescribes a diet, it should be followed in order to speed recovery of the patient.
 2. If a person is inactive, foods which are easy to digest should be served.
 3. Since the texture of a meal is limited for a person who is on a liquid or soft diet, particular attention needs to be given to contrast in temperature, blending of flavors and harmony of color.
 4. If the meals for the person who is ill are planned in relation to the family's meals, time, energy, and money can be saved.
- B. Ability to prepare and serve food attractively to a person who is ill
 1. If a patient has food served to him that is attractive and easy to eat, he is more likely to eat it.
 2. The appetite of the person who is ill can be stimulated, if hot foods are served hot and cold foods cold.
 3. Principles of cookery should be applied and sanitary precautions taken when preparing food for a person who is ill.

GUIDING THE EXPERIENCE

Determine basis for planning

The following information would be helpful.

Experiences of pupils in planning, preparing or serving meals for people who have been ill. Refer to survey, see appendix. Pupils' opinions of why food did or did not taste good to them when they were ill.

Diets prescribed by doctors for family members of pupils who might be ill at the present time or had been ill recently.

Use a diet prescribed by doctor to plan, prepare and serve a day's meals

Set up adequate day's menu for family. If this is for a particular family of some member of the class, she might bring to the class a typical day's menu for her family. This would make the problem a real situation as the food available to this family would need to be considered.

Class might divide into family groups and plan a day's meals for the person who is sick, meeting the requirements prescribed by the doctor, and using the foods available to the family.

Analyze the day's menus planned by each family group and select one that meets the requirements and might be prepared and served in class, or if it seems advisable, a new plan for the day's meals might be set up using the best suggestions from all groups.

Make plans for preparing and serving the day's meals on trays. In the preparation, the pupils would apply principles of cookery that they had learned in previous food experiences and in the arrangement of the tray, principles of color and design could be applied.

Judge the trays for the preparation of the food and arrangement of tray.

Sterilize the dishes and silver.

Consider the care of foods that might be left over.

Plan other problems for study

Consider additional problems that might be needed and make plans to carry out through the preparation of food, if necessary. Problems might be:

How could the choice of food be better planned to save time and energy if the home nurse is responsible for the preparation of meals for the family and for the person who is ill?

How could one secure variety in the patient's diet?

What would be a typical day's meals for this patient if doctor prescribed a different type of diet than used previously?

What could the home nurse do to help a patient who could not feed himself?

Other food problems which the girls recognize that they and their families need help in solving.

SOME SUGGESTIONS FOR EVALUATION

In informal chats with family members or patient, find if pupil planned meals for patient and family that saved time, energy and money.

In informal chats with family members or patient find if pupils planned and arranged attractive trays for person who was ill.

Give a paper-and-pencil test. Plan day's meals for a sick person in relation to specific orders which a doctor might give.

HOME AND COMMUNITY EXPERIENCES

Preparing attractive supper trays for person who is ill

Planning variety in menus for a person who has been ill for some time

Assisting neighbor or friend in planning and preparing food for a person who is sick

IMPROVING THE HEALTH OF THE COMMUNITY

Optimum health for all individuals should be an objective for any community that is concerned about the welfare of its citizens. In order to achieve this objective, the concerted effort of all individuals working individually and collectively is needed. Many times organized groups can bring about action to improve conditions that would not be possible for an individual working alone.

A mature group of pupils who are interested in the health of their community may plan and cooperate with other departments in the school and outside agencies to bring about changes that are needed.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society
- B. Ability to accept responsibility for one's own actions in personal and family relationships
- C. Ability to participate effectively with others in the solution of group problems as a basis for solving broader social problems as one's maturity and situation demand.

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the value of health to the individual and the family
 1. The health of the individual determines the contribution that he can make to better family and community living.
 2. The physical condition of the body influences one's mental condition.
- B. Recognition of services provided by the community and responsibilities assumed for the health of the citizens
 1. Laws and regulations are made and enforced to safeguard the health of all citizens.
 2. Public health services are available for those who want or need them.
- C. Ability to cooperate with others in improving the health of the community
 1. It is the individual's patriotic duty to keep well.

2. Laws and regulations cannot be effective unless everyone in the community is willing to observe them.
3. When doctors and nurses are scarce, every family should have one or more of its members trained to recognize symptoms of illness, and be able to make a sick person comfortable.
4. Individuals in a community should investigate and use the health services that are available for them.
5. The home nurse or attendant may care for a person suffering from a communicable disease without harm to herself or persons in the same house, if she follows the sanitary regulations prescribed by the doctor.
6. Every individual is responsible for preventing accident and fire hazards.
7. In some communities, individuals may need to cooperate to obtain better health facilities.

GUIDING THE EXPERIENCE

Determine local health facilities and needs

One or more of the following surveys might be made by the pupils and teacher.

Make a study of school records to determine reasons for absences.
Make a study of kinds of illness in the community at the present time.

Make a study of health and medical services available, doctors, nurses, etc.

Examine local, county, or state health and accident records for the past year to determine health situation in the community.

Tabulate data from survey for

The kinds of illnesses most common in community.
The number of doctors and nurses for the population.
The kind and cause of accidents and fires which are most common.
The sanitation laws and ordinances for community.

Select problems for study which the survey shows are needed

From the information discovered by the survey, the pupils would select the problems for study that they thought were most pertinent. The suggestions given here illustrate how to approach the problems for study and possibly would not all be used by any one class.

Suppose pupils decide to study, what can be done to prevent the spread of colds at school, if this happens to be one of the most common infectious diseases.

If they have not performed an experiment in science or other health classes to discover how diseases can be spread, experiment with agar plates or boiled potatoes. Test for exposure to: air, dust, flies, soiled hands, sneezing and coughing.

Consider how to recognize first symptoms of a cold.

Discuss responsibilities of individual who has a cold.

Demonstrate procedures to use in sterilizing dishes, disposal of handkerchiefs, handling of books, etc.

Consider preventive measures which should be carried out such as: building up good body resistance, avoiding exposure, etc.

Make plans to carry out suggestions if epidemic starts in school.

Consider special treatments for infections.

Another problem pupils might study is how to control and prevent the spread of a particular contagious disease which they discovered from survey was prevalent in community or had been recently.

Consider the symptoms of the illness.

Investigate the local and state quarantine laws.

Consider the responsibility of the school, home and individual for carrying out quarantine laws.

Consult local doctor or nurse for information the home nurse needs to know in order to care for a patient who is quarantined and report to class.

Make plans with other school and local organizations to prevent the spread and control of a contagious disease, if one is prevalent in the community at the present time.

If accidents and fires have been quite common in the community, plans might be made to study and investigate how to eliminate accident and fire hazards at home and in public places. Follow up with plans to work with some local organized group to bring about necessary changes.

If from survey it was found that the health facilities and laws were inadequate, the pupils might consider what could be done. For example:

Consider the individual's responsibility for the health of the community. Each pupil might select and make plans to carry out a particular project she needed, such as:

Practicing good health habits at home and away from home

Having regular physical, dental and eye examinations

Volunteering services for care of sick and injured

Knowing what the laws are and actively promoting their enforcement

Cooperating with others in a group for improving sanitation in the community

Consider how the family might assume their share of responsibility. Make specific plans for:

Improving sanitary conditions in and around the home by controlling flies and pests.

Using better practices in the preparation, storage and disposal of food.

Controlling accidents in the home by keeping equipment in repair, or using and storing equipment properly

Consider what responsibility the local community is assuming for health of its citizens.

Visit a dairy to observe care taken to keep milk clean. Discuss how methods used in dairy could be adapted to farm home.

Secure information from the Public Health Engineer in District Health Office on how individual families may have well water tested.

Committees might investigate and report on the public health services that are available from the national, state and local governments and other voluntary agencies such as American Red Cross, American Child Health Association, etc. Report use made by local individuals.

Committees might investigate local ordinances and state laws for protection of food supply (if this is not done in a social science class) to determine if laws are adequate and enforced. Make plans to contact local organizations and carry out plans to remedy some particular situation that is needed.

SOME SUGGESTIONS FOR EVALUATION

Observe in lunch room and other public places if pupils are careful to avoid eating and drinking from the same dish or spoon.

Observe if pupils use preventive measures to avoid spreading colds. Listen for comments made by pupils indicating positive or negative attitudes regarding quarantine laws.

Observe if pupils continue to use sanitary measures in handling and storing food in the laboratory.

Observe if pupils continue to use safety precautions in handling and storing equipment.

Note statement made by pupils for change of attitudes toward the use of public health services by families which need them.

HOME AND COMMUNITY EXPERIENCES

Writing an article regularly for school paper on improving health in the community

Eradicating flies, mice and other pests from home

Providing better storage facilities for food in the home

Improving sanitary conditions in and around the home

Eliminating accident hazards at home

Improving arrangements for disposal of waste on school or other public grounds

HOME MANAGEMENT

Overview

Every individual and every family have certain resources of time, energy, money and abilities which they can use to reach their goals. Wise use of each resource needs to be seen in relation to the other resources and as means of reaching goals desired by the family. Therefore, it is important to help adolescent girls recognize the goals for which they or their families are working as well as be able to use each resource efficiently to attain these goals.

This philosophy of management has guided the preparation of all the experiences in this progress report because problems of personal or home management arise in all the areas of the homemaking program. For instance, wise use of time, energy, money and abilities in relation to personal or family goals need to be considered when deciding whether to buy or make clothes or how much to invest in books and magazines for the family.

Some additional experiences that seem important to help pupils manage resources are suggested here as separate units. Helping to make the Home and School Attractive, might be used to introduce the homemaking program to a beginning group of pupils. Making the Most of My Bedroom might naturally follow the suggestions for care of clothing made at the end of Making a Garment for Myself. Helping to Make the Living Room Livable might be used to meet a real need for redecorating the homemaking department, some other room in the school, or to help pupils recognize their responsibilities for sharing in the selection, care and use of furnishings for the family living room. Managing the Home might be one of the early units for an advanced class or it might be used as a concluding or summary for their year's work.

The management of the department provides many opportunities for pupils to learn management through a real experience. Plans similar to the suggestions given on the next page might be worked out by the various classes when the department is opened in the fall. Making a Plan for Managing the Money in the Homemaking Department might be considered by the advanced group of pupils immediately following the opening of the department.

The homemaking teacher will need to constantly evaluate her own management practices in light of the goals she desires for herself and her pupils if her teaching is to be effective.

A guide to use in selecting the various home management experiences for a particular homemaking program may be found by referring to Suggested Experiences for Various Types of Programs in the introduction of this progress report.

SUGGESTIONS FOR WAYS THE MANAGEMENT OF THE HOME- MAKING DEPARTMENT MIGHT BE WORTH WHILE CLASS- ROOM EXPERIENCES FOR THE VARIOUS CLASSES

When opening the department in the fall, plans might be made by the classes to share responsibilities for beautifying the homemaking rooms and keeping them in order. The division of work will depend upon the objectives which have been selected by each group as well as the abilities and appreciations that have been acquired.

Class whose members are enrolled in homemaking for the first time might:

1. Take responsibility for arrangements of one or more centers of interest
2. Arrange and keep books and magazines in order
3. Dust woodwork and furniture
4. Arrange drawers in unit kitchens

Class whose members have had some previous experience in the department might:

1. Make dressing table for use at school in homemaking or girls' rest room
2. Select and make curtains for the homemaking rooms
3. Arrange furniture in living center of homemaking or in girls' rest room (If centers are limited, this responsibility may be shared with the advanced group)
4. Clean girls' rest room or living center in homemaking room
5. Select cleaning equipment and supplies for the homemaking department
6. Plan storage spaces for general supplies and equipment and keep them in order
7. Make simple repairs on equipment
8. Refinish or make slip covers for furniture in the homemaking department

Advanced class might:

1. Budget the funds available for improvement of the department
2. Keep record of expenditures
3. Arrange kitchen equipment or suggest changes that will make work more efficient
4. Select new kitchen equipment

HELPING TO MAKE HOME AND SCHOOL ATTRACTIVE

Responsibility for the care of the home and its furnishings can be shared by every member of the family. Even the small children can learn to take care of their own things. Adolescent girls, however, should in addition to caring for their personal belongings be assuming some responsibility for the care of things in the home that they share with others.

When encouraging pupils to learn to do household tasks well, it is important to help pupils recognize that cleanliness and order are a part of beauty. When they can achieve an orderly arrangement of decorative objects by applying principles of balance, harmony, and proportion, greater satisfaction can be received from cleaning and rearranging the articles on tables, or dressers. Therefore, they may need a variety of laboratory activities which will help them develop an interest and some skill in applying these principles of art to flower arrangement, and the arrangement of objects on the mantel, bookcase, end tables or other surfaces.

GENERAL OBJECTIVES

- A. Ability to use personal and family resources to advantage
- B. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction
- C. Recognition of the individual's importance to the family and the family's importance to the individual

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition that families have different ways of solving the same problem
 1. People do not have to do things alike in order to do them correctly.
 2. Family patterns may differ according to family background.
 3. In some families, it is more necessary for the children to share in the weekly care of the house than it is in other families.
- B. Appreciation of the possibilities of using a wider range of color in the furnishings of a room
 1. If I become acquainted with more colors, I will have a wider choice of colors for use in my room.
 2. I can get a pleasing effect most easily if I use related colors.
- C. Ability to use simple decorative objectives in attractive arrangements
 1. Well arranged flowers show the beauty of line in flowers, stems and leaves.
 2. It is possible to beautify the home by careful arrangement and selection of weeds, grasses, vegetables, fruits, vines, and growing plants.
 3. If small decorative objects are arranged attractively, the room will have a restful atmosphere.
 4. Attractive arrangements on table surfaces can be secured if balance, proportion, and harmony are considered when selecting and arranging the articles.

D. Ability to help with some of the simpler household tasks.

1. The care of the house will not be a burden to any member of the family, if each member will assume his share of the responsibility.
2. A clean and orderly home can contribute to happy family life if all family members willingly share in making it so.
3. Housekeeping standards are an indication of the value one places on cleanliness and orderliness.
4. Having a place for everything and everything in its place, adds to the orderliness of a room.
5. Coarse scouring powders scratch the surface and eventually make sinks or table tops harder to clean.
6. If water is spilled and left on the floor, someone may slip and an accident may result.
7. Dust cloths should be kept clean and if treated with furniture polish containing linseed oil should be stored in a tin or glass container to prevent starting fires.

GUIDING THE EXPERIENCE

Determine the basis for planning

Before school opens in the fall, when visits are made to homes of new pupils, observe for

Interest of pupils in their home, plants, flowers, etc.

Interest of pupils in care of personal belongings

The first day of school, observe for

Interest of particular pupils in the attractive arrangements in the department.

Make plans to share and carry out responsibilities for care of department

After looking over and getting acquainted with the department and its furnishings the pupils might discuss the responsibilities that they could assume in helping to make and keep the homemaking rooms attractive such as:

Bring flowers from home and arrange them in homemaking rooms

Arrange pottery on shelves in the homemaking rooms

Arrange books and magazines at school

Keep furniture in orderly arrangement

Clean and wax furniture

Each suggestion would be considered in terms of the amount of experience needed and the ability to do them well.

If temporary plans for opening the department have been made by the other homemaking classes, a member of that committee might report to the class and seek their cooperation and suggestions.

Or a committee might be chosen from the beginning class to meet with a department planning committee representing all homemaking classes to work out suggestions for dividing the responsibilities among the various classes.

When the responsibilities are decided upon, the next step is to plan learning experiences with the pupils in order that they may be able to perform these responsibilities efficiently and at the same time broaden their understanding of the use of line, form and color. Demonstrations followed by practice might be used.

When making specific plans for organizing responsibilities, consideration would need to be given to:

What should be the responsibility of each individual every day?

How often should arrangements of flowers, pottery, etc., be changed, furniture dusted or books dusted and put in order?

What are the advantages of working in groups when we take each of these responsibilities?

How many girls should work together?

When girls work together what plans should they make to get the best results?

Committees might be formed and a schedule made for each of the responsibilities chosen. After following the schedule for a short time the class should discuss how well the plan works and make changes which will improve any part of the schedule that is not satisfactory.

Discover extent of and variation in home responsibilities

Pupils might list ways they assume responsibility at home for:

Taking care of their own personal belongings

Putting away recreational equipment

Putting away wraps

Keeping own bedroom in order

Helping with general household duties

Washing and drying dishes

Sweeping and dusting any or several rooms

Making beds

Arranging cut flowers and watering potted plants

Setting and clearing table

Preparing simple foods

Ironing handkerchiefs and other simple pieces

Helping care for lawn, chickens, etc.

Caring for little brothers and sisters

Others

Helping to make their homes more attractive

Growing plants such as sweet potato vines and parsley

Designing and making pot holders

Decorating waste baskets or dresser boxes

Setting tables more carefully

Helping to keep general rooms in order

From the list suggested by them, they might make a simple check sheet for each pupil to fill out to determine extent of responsibilities which class members have at home and to discover different family patterns for doing work.

If desired, the check sheet might also be filled out by the other home-making classes. All pupils should be encouraged to give a correct response if a true picture is to be received. Data will be tabulated and report made.

Discuss reasons why there are differences in responsibilities for girls the same age as well as differences for the various family members.

Make plans to acquire skills needed for particular home responsibilities

From the data secured by check list, note the responsibilities which are assumed most commonly by pupils in the class. Discuss these to decide which of them the pupils need to learn to do better. These might include the following:

Making beds more efficiently

Taking care of plants and flowers

Arranging flowers

Arranging dresser tops, shelves, etc.

Setting tables and clearing them*

Having a place for and putting away personal belongings

Rearranging drawers into simple units by making box partitions and covering them with left-over wallpaper, pieces of chintz, etc.*

Making substitute hangers*

Making laundry bags and clothespin bags from feed sacks or left-over materials and decorating them attractively.*

For the tasks that most of the girls need to do, plan classroom experiences. Those that seem important to individuals can be worked out either in small groups or through home experiences.

SOME SUGGESTIONS FOR EVALUATION

Observe whether certain pupils who were not interested at first in assuming responsibility for care of department, bring and arrange flowers, or volunteer to make interesting centers of interest.

Secure reports from parents whether pupils cheerfully assume more responsibility for the care of their personal belongings, care of the house or making attractive arrangements for tops of tables, etc.

Observe whether pupils who are on committees in charge of room arrangements find ways to add color and use it effectively in the department.

When visiting with parents secure evidence whether pupils accept home responsibilities more willingly now. Also whether they recognize that families need to manage differently and therefore their responsibilities may not always be the same as their friends'.

HOME AND COMMUNITY EXPERIENCES

Helping with dusting or other cleaning

Keeping interesting arrangements of flowers, weeds, etc.

Keeping personal belongings in their proper place

*These suggestions might be included in foods or clothing experiences which would follow later.

Cleaning and polishing varnished tables and chairs

Cleaning the bathroom

Washing windows

Washing the kitchen table and chairs (painted)

MAKING THE MOST OF MY BEDROOM

A girl's bedroom is a place where she can enjoy some privacy and keep her personal possessions. Every girl needs to have some place that she can call her own, even if it is only one dresser drawer. Some adolescent girls are fortunate in having a bedroom of their own, other girls may need to share their room with older or younger family members. When plans for the use and care of the room, the selection and arrangement of its furnishings are shared, happier relationships can be established.

Because of the probable variety of situations and personal problems of girls, suggestions for home experiences as part of the school experience are developed. The class experiences will help the girls discover ways to share in making a room attractive and convenient with little or no expenditure of money, and then specific plans can be made to apply generalizations to home experiences.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society
- B. Ability to use personal and family resources to advantage
- C. Recognition of differences in points of view due to differences in generations, ability, interests, background of religious training and family traditions
- D. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction
- E. Ability to accept responsibility for one's own actions in personal and family relationships

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of cooperating with others who share a room when planning for its use, care and furnishings
 1. If persons who share a room plan together for its use and care, and the selection and arrangement of furnishings, they will be more likely to enjoy using it.
 2. For successful social relations, one should be concerned about the feelings of others.
 3. A mutual plan will assist greatly in helping those who share a room to enjoy and pursue individual interests.

B. Ability to select and arrange the furnishings in a room

1. Since a bedroom is a personal room, the individual likes and tastes of the occupants should be considered in selecting the furnishings for the room.
2. Arrangements of furnishings should be made with the needs and interests of the people who use it in mind.
3. When furnishings in a room give a feeling of balance, the room seems more restful.
4. When furnishings are grouped artistically and conveniently, the arrangement is satisfying and restful.
5. When storage space is adequate and convenient, it is easier to keep personal belongings in order.
6. Attractive bedroom furniture and equipment can often be made from materials on hand if one has ingenuity, skill and a desire to do the necessary work.
7. When selecting or making articles for a room, good structural design should be considered.
8. A dressing table is most interesting when the spaces are not divided evenly.
9. A dressing table skirt can be easily cared for if material and decorations are kept simple.

C. Ability to assume responsibility for care of a room

1. If cleaning equipment is assembled before beginning to work, time and energy will be saved.
2. If personal belongings are put in their right place, time and energy are saved and the room is more attractive.
3. Systematic care saves time.
4. A good plan for cleaning helps speed up work.
5. If the furnishings of a room are taken care of intelligently, the cost of upkeep and amount spent for new furnishings can be reduced.
6. Assuming the responsibility of keeping one's own room in order develops a feeling of pride and self-confidence.

GUIDING THE EXPERIENCE

Determine the basis for planning

From a survey, home visits or conferences discover if pupils:

- Have own room or share room
- Care for room
- Use room for purposes other than sleeping
- Have sufficient and satisfactory storage space
- Have particular problems in selection, arrangement, use or care of furnishings

Discover ways to make a room attractive and convenient with little or no expenditure of money.

A field trip to a home to see an inexpensively furnished bedroom shared by two daughters in the family is one way to introduce this

experience. If possible, a bedroom should be selected that has simple and attractive furnishings made by the girls and other members of their family. Any improvements made in storage facilities would be suggestive and helpful also. When examining the room, pupils might answer such questions as the following:

How does the room express the personality or individuality of the girls?

What makes the room attractive?

How have the inexpensive furnishings been made and how do they fit into the color scheme of the room?

How did the girls and family share in making the furnishings?

How is the storage space planned to meet the needs of both girls?

Is it adequate? Are there any ways it might be improved?

What provision is made for a place to display hobbies or other personal interests of the girls?

Is the light in a good location for the mirror? For study center, if there is one?

Is it possible to have cross ventilation without a draft at night with present arrangement of furniture? If not, is a better arrangement possible?

If a trip is not possible, illustrative material might be used to suggest kinds of inexpensive equipment or furnishings girls and their families might make together such as:

- | | |
|--------------------------|--------------------|
| Bookshelves | Closet accessories |
| Hobby display corner | Shoe bag or rack |
| Dressing table and stool | Storage boxes |

Further study may need to be made by examining illustrations of simple attractive bedrooms, reading references, testing out suggestions in the homemaking rooms, or going on field trips to see other bedrooms. From this analysis, pupils will discover ways to arrange a room attractively and conveniently, as well as ways of cooperating and sharing in the selection and arrangement of furnishings.

Plan and carry out a home experience

If illustrative material has been well selected and field trips worth while, the pupils will be ready to choose and carry out home experiences that will meet their needs. The following experiences are suggestive of some kinds of home experiences with a few suggestions of how to help pupils arrive at some of their decisions.

Making our room arrangement more convenient

Study pictures and references for suggestions of ways to use furniture on hand in room similar to your own. Experiment in rearranging furniture (sister assist if room is shared). Go and see arrangements of bedroom of other pupils who have solved similar problems.

Rearranging or making a storage closet for our room

Study pictures and suggestions in references for ways to arrange a place for hangers, shelves for shoes, etc.

Examine storage closets in homemaking department, or bedrooms of girl friends for additional suggestions.

Measure and make a plan. Secure cooperation of other family members to assist if necessary.

Making a better arrangement for dresser drawers

Decide on necessary articles to be stored.

Experiment with boxes or space dividers.

Making our room more attractive without buying anything new

Study how and where to hang pictures.

Experiment at school in selecting and making interesting arrangements of articles for tops of dressers and study tables.

Try out suggestions at home with sister assisting.

Making a dressing table, curtains or rugs

This is a more extensive project and therefore pupils might consider before attempting it such questions as:

Do I need this article or would it be better to spend the money on something else?

Do I have the time to make it or assist in making it?

What can I use that we have on hand, how much can I spend for new materials?

What will be suitable with the other furnishings in color, design and texture?

How much care and upkeep will be required?

Investigate various styles, materials, etc., by examining references, similar articles made by other pupils or friends, and commercially made articles.

The final choice would be made by giving consideration to:

Proportion or pleasing space relationships in relation to color, shape and design.

Selection of materials considering ease of laundering and durability.

Techniques involved in making.

Sharing care of room—(all pupils might need to work on this experience)

Make a temporary daily plan, experiment with ways to save time in keeping room in order.

Plan way to divide responsibilities for the care of the room.

Study how to care for furnishings in room.

Make a weekly cleaning schedule to save time and evaluate plan by trying it out.

Report problems or experiences to class

During the time pupils are working on various home experiences and when they are completed, reports might be given and their problems presented to the class in order that all might benefit.

SOME SUGGESTIONS FOR EVALUATION

Take a field trip with class as a group or in small groups to see as many of the pupils' completed home experiences as possible. At

this time pupils who have worked on similar experiences might evaluate each other and help other pupils see progress made.

Observe whether certain pupils who previously lacked good judgment in arranging small articles or large furnishings are able to make and carry out suggestions for improving the arrangement of the homemaking rooms.

From casual remarks made by pupils or their parents, secure evidence whether certain pupils who were not willing to share in the selection, arrangement, use or care of their room, are making an effort to do so now.

HELPING TO MAKE THE LIVING ROOM LIVABLE

As a result of experiences such as the ones which follow, it is hoped that pupils will recognize problems which arise when all members of the family share the use of a room such as the living room. It is natural for girls to want varied friendships with boys and girls. Since their friends are more likely to be entertained in the living room, the appearance of this room will seem very important to them. This may give rise to problems which will involve use, care, renovation and repair of furniture, the selection and possible construction of accessories for the living room, and the arrangement of furniture.

The study of the various problems will be more interesting if the living center in the homemaking department, the girls' rest room, the boys' clubroom or some other room needs improving and can be selected as a project for the class.

GENERAL OBJECTIVES

- A. Ability to use personal and family resources to advantage
- B. Recognition of differences in points of view due to differences in generations, ability, interests, background or religious training and family traditions
- C. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction
- D. Ability to participate effectively with others in the solution of group problems as a basis for solving broader problems as one's maturity and situation demands
- E. Recognition of the individual's importance to the family and the family's importance to the individual

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of maintaining satisfactory relationships between family members when planning for the selection, use and care of furnishings for the home
 1. Consideration of the likes and dislikes of family members is essential for happy family living.

2. For good family relationships, preferences of parents should be given first consideration when selecting furniture or accessories for common rooms in the family home.
 3. A room is most usable when plans are made for activity centers.
- B. Ability to cooperate with family members when planning for entertainment of friends in the home
1. It is easier to make friends if the likes and feelings of others are considered.
 2. Plans for sharing the use of the common rooms in the home contribute to satisfying relationships for all members.
 3. The requirements of activities of each family member should be considered when making plans for sharing use of the various rooms of the house.
- C. Increased ability to select and arrange the furnishings of a room
1. If large pieces of furniture are placed parallel to the wall, the room appears more restful.
 2. Cleanliness, order and neatness are the first requirements of beauty.
 3. Soft colors are restful in a room.
- D. Ability to renovate and improvise furnishings and accessories for the living room
1. Many living room accessories can be made for very little cost by using materials on hand at home.
 2. Simple refinishing of furniture may be done by persons with little experience if they learn to follow directions and are willing to do careful work.
- E. Ability to plan and carry out a schedule for care of living room
1. A workable plan for cleaning a living room saves time and energy.
 2. By following a certain daily routine in the cleaning of the living room, time necessary for planning can be shortened.

GUIDING THE EXPERIENCE

Determine basis for planning

From visiting in the homes and talking to the girls at school the following information might be secured:

Family tastes and pride for certain personal possessions
 Use of living room by the family
 Spaciousness or crowded condition of the living room
 Family's interest or need for rearranging or refinishing furniture
 Attitude of family members and encouragement given to daughter to apply home economics training at home

Analyze problems involved in furnishing a room

Discuss possibilities for improving the living center in the home-making rooms, the girls' rest room, boys' clubroom or another room at school with a limited amount of money to spend.

Use field trips and pictures to help pupils become aware of different ways of arranging living rooms for beauty and convenience. Illustrations should be in keeping with the economic resources of pupils in the class. They might show:

Pleasing color combination in homes

Arrangements of furniture and accessories for home

Homemade or home renovated furniture and accessories

Discuss illustrations in relation to room situation at school. For example:

Which of these color combinations are most interesting? Why? (Reasons should be given in terms of art principles.)

Will the color combinations you have chosen be suitable for use in the room we plan to arrange at school? Why? Are any others better suited to our use?

Which of the furniture arrangements do you like best? Why? (State reasons in terms of art principles or generalizations.)

Which illustrations show arrangement of furniture according to use? Which ones suggest possibilities for arrangements that we might try and experiment with for the room we are to rearrange?

Discuss and show how old furnishings can be made more attractive by:

Slip covering

Refinishing the wood

Redyeing curtains or draperies, etc.

Problems of cost may be discussed by comparing cost, quality and beauty of renovated or homemade furnishings with those available in stores. Set up criteria for making this comparison such as durability of finish, texture and color of fabrics, etc.

A field trip to a store or a study of mail order catalogs may be used to apply these criteria.

Make specific plans to carry out project at school

Discuss new articles that might be purchased or made by the pupils, and furniture or accessories that might be renovated to improve the appearance of the living room center. Suggestions might include:

| | |
|---|------------------------|
| Hanging book shelves | Rugs |
| Wall brackets | Chair covers |
| Magazine rack | Pillows |
| Bookcase made from varnished shelves and bricks | Slip covers |
| | Curtains and draperies |

Decide which of these will be planned and provided by the class considering:

Need for articles
 Money available
 Availability of materials
 Time available and justifiable
 Ability of students

Make plans for purchase of new articles or materials and for work to be done.

Select the fabrics that might be used in relation to other colors and designs in the room. Demonstrations of needed skills and talks might be given on the renovation and making of furniture. Discussions during the demonstrations should make clear the kinds and degree of skills needed for completion of each project.

Teacher of homemaking might demonstrate slip covering, etc. Industrial art teacher might demonstrate types of finishes, preparation of wood for refinishing, use of fillers, etc.

A home economist might demonstrate types of work done in home efficiency and home furnishings projects in 4-H.

As work progresses on the living center, plans should be made to keep the furniture and furnishings in good repair. Discuss and show the supplies and skills needed to satisfactorily care for wood, curtains, upholstery and rugs.

Apply information learned to situations in own home

Discuss factors that would need to be considered such as:

Greater variety in activities may be planned for the living room at home.

Parents may not want to make any changes because they like things the way they are, and there is no money available.

Furniture may be given harder wear at home.

Discuss reasons why people do not want to discard their possessions. Some of these might be:

Association with pleasant past experiences

Feeling of comfort associated with familiar things

Belief that things which are in usable condition should not be discarded

Discuss what each girl should consider when deciding what she might do to help create or maintain an attractive living room at home. For example:

What have I learned in class that I might apply at home?

Is there anything I can do to make the arrangement better for all of us?

Should I make any plans before discussing them with my family?

What will I need to discuss with my family?

Make plans and carry out a project that will contribute to happiness of the family. See suggestions for possible home experiences which follow.

SOME SUGGESTIONS FOR EVALUATION

Listen for comments made by pupils which indicate appreciation or lack of appreciation for other family members' rights and privileges in sharing the living room.

Secure reports from pupils of any desirable changes made in the rearrangement of living room furnishings with the family's co-operation.

Give paper and pencil test to apply generalizations related to the selection and rearrangement of furnishings. For test situations,

arrange furnishings in homemaking department, using articles and arrangements not used in class discussions.

From casual remarks made by parents, secure evidence whether particular pupils who were not interested previously assume responsibility for keeping living room in order and caring for it regularly.

HOME AND COMMUNITY EXPERIENCES

Rearranging reading centers for various family members

Helping paint or paper the walls of the living room at home

Fixing up new pictures for the living room by selecting inexpensive prints for mounting and framing

Scheduling the care of the living room and being responsible for its daily cleaning for a period of several days

Slip covering the furniture for summer

MAKING A PLAN FOR MANAGING THE MONEY IN THE HOMEMAKING DEPARTMENT

Managing the money for the homemaking department can be a real and valuable experience for the pupils. During the first year of home economics the pupils might have some experience in managing money when planning and purchasing food for meals served in the foods unit. During the second year they might have more experience when planning and purchasing the food for meals as well as selecting small equipment, cooking utensils, or china for the department. The advanced pupils would be ready for a more difficult problem which might involve the making of a plan for managing the money of the department.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individuals, to the family, and to society
- B. Ability to use personal and family resources to advantage
- C. Ability to participate effectively with others in the solution of group problems as a basis for solving broader social problems as one's maturity and situation demands
- D. Appreciation of beauty and the ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfactions

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the advantages of planning the use of money
 1. If the expenditures are carefully planned one should be able to get more for the money she has to spend.

2. Planning the expenditures of money helps one to weigh values and decide what is most important to her.
- B. Ability to decide the share of money which should be planned for each area in homemaking
1. When dividing the money one should consider the needs of everyone concerned.
 2. When making plans for expenditures one should consider the satisfactions which are most important to the group.
- C. Ability to spend money effectively
1. Planning is of little value unless it is translated into action.
 2. If money is to be spent effectively, purchases should be made in terms of satisfactions to be gained.
 3. With a limited amount of money one must decide whether she wants to buy a few articles of good quality or more articles of poorer quality.
 4. When the most suitable quality of equipment is not available, it is often wise to get along with what you have until some later date.
- D. Increased ability to participate effectively with others in making decisions
1. When planning for a group the needs and preferences of everyone should be considered.
 2. Every member of the group should participate in forming group policies.
 3. When a committee is making plans, the committee is responsible to the whole group.
- E. Ability to recognize the importance of safety in relation to supplies and equipment
1. Furnishings and equipment which are designed and constructed according to recommended specifications tend to reduce accidents.
 2. Many home accidents could be prevented if persons who have control over situations accept responsibility for the safety of the situation.

GUIDING THE EXPERIENCE

Determine the basis for planning

Pupils will need to know:

Budget or money available for the year

Per pupil

For the library

For large equipment

New articles needed or to be replaced as recommended by

Classes during the preceding year and when closing the department

Classes this year when opening the department

Number of pupils enrolled in department

Number of classes

Items which are paid by administration such as gas, electricity, water, etc.

Equipment and supplies on hand

Discover the divisions or areas for department expense

If previous records and accounts are available, pupils will be able to use them in formulating a list of equipment, supplies and furnishings for which money is usually spent. (Pupils should understand that the utilities such as light, fuel and living quarters are paid by the administration.)

Items which they have listed may then be grouped according to the usual areas in homemaking.

Make plans to apportion the department's money

Decide how to apportion department's money this year in the different areas.

Examine last year's accounts to see how the money was spent.

The study may reveal such things as:

More money had been spent in certain areas than seemed wise.

No money had been spent in certain areas.

A large piece of equipment might have been purchased in one area.

Discuss factors that should be considered in determining the amount of money which should be apportioned to each of the areas.

The following points may be brought out:

The previous year's expense account

Changes in classes or courses offered this year over last year

The number of pupils

The need in the different areas considering recommendation for new articles to be purchased and others to be repaired or replaced

The availability of the items desired for the area

Increase or decrease of prices in various areas

A plan for this year's budget for the various areas would be set up.

Decide how to divide the money between the classes so that each may have an opportunity to spend a share of the money in various areas they are studying.

The advanced class with the guidance of the teacher may divide the money or may give recommendations to a committee representing all the classes. The committee may accept the recommendations or suggest changes.

Make plans to carry out expenditure of money

All the food experiences suggested in this progress report show how pupils plan expenditures in relation to amount allotted.

Furnishing and fixing up the department provide many opportunities for pupils to make decisions.

The inexperienced pupils might purchase a few flower bowls in connection with their flower arrangement unit.

The more experienced pupils might purchase a picture for the department when studying how to make the bedroom or living room more attractive, or select kitchen equipment, china and linen when studying the preparation and serving of the family's meals. Suppose the advanced class is to make a choice between a large piece of equipment or furnishings as there is not enough money to buy both. This problem might be analyzed by pupils listing the advantages and disadvantages of having each in the department. For example,

Draperies will—

Improve the looks of the room

Be enjoyed by all each day

Involve time and energy for making

Add expense to department for cleaning

Keep out some light

In light of the above, a decision can be made as to which to purchase at this time. Plans will then be made to select the article which would include considering the kind suitable, points in quality to look for, etc.

If any equipment is to be made for the department such as children's toys or improvised equipment for home care of the sick, pupils might have many opportunities to make decisions concerning the use of available resources and the purchase of new articles or materials.

If pupils share in recording bills and find laundry bills high, they might investigate and see if this item can be reduced by taking more care when washing and wiping dishes.

If department accounts have not been kept previously, a simple method for keeping them should be set up with pupils sharing in making the monthly totals.

SOME SUGGESTIONS FOR EVALUATION

Notice remarks of pupils as they plan meals or other class projects involving money which indicate their willingness to live within the department budget.

Observe if pupils check the safety features of any new pieces of equipment purchased for the department.

HOME AND COMMUNITY EXPERIENCES

Keeping simple accounts of personal expenditures

Planning refreshments for a school picnic on a given amount of money

Managing the finances for the Junior-Senior Prom

A washing machine will—

Present a storage problem

Be used only occasionally

Be a labor saving device

Save money on laundry

Give an opportunity to learn about another type of equipment

MANAGING THE HOME

A well managed home does not just happen. The wise use of time, energy, money and abilities of the various family members, need to be considered in relation to each other in order to achieve the goals or satisfactions desired by a particular family.

Adolescent girls may need to recognize some of the problems of management that they may meet due to their vocational choice. It is suggested that the class members might be divided into kinds of family units of which they expect to be a member the next year or after leaving high school, in order to study the problems more realistically. Some of the family units might be: those of a couple with both members working, of a couple with the wife not working away from home, or of two or more girls working and sharing an apartment. If this is a community in which some of the girls stay at home or go to college but are still dependent upon the family income for their expenses, their family unit might be taken for study.

Planning for Future Expenditures which is suggested here might be used as an introductory experience. Other school experiences which might follow are suggested but not developed.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on the basis of satisfactions to the individual, to the family, and to society
- B. Recognition of one's assets and liabilities as a basis for determining individual and family goals
- C. Ability to use personal and family resources to advantage
- D. Recognition of differences in points of view to differences in generations, abilities, interests, background of religious training and family traditions
- E. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction
- F. Recognition of the individual's importance to the family and the family's importance to the individual
- G. Desire to accept responsibility for one's own actions in personal and family relationships
- H. Ability to participate effectively with others in the solution of group problems as a basis for solving broader social problems as one's maturity and situation demands

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of making a plan for spending the income
 1. Planning a budget encourages the family to acknowledge their needs and wants and to consider them in relation to each other.

2. The family budget is more likely to be a success when all the members of the family have a fair share in planning.
 3. Plans for expenditures are necessary if one wishes to get greatest satisfactions for money spent.
 4. All people do not find the same satisfaction in the same things, therefore if income is to be shared, some plan should be made to provide some satisfactions for each individual.
- B. Ability to make decisions based upon the best understanding of what the situation requires
1. The amount of money you can have to spend for other things depends partly upon how carefully the money for necessities is spent
 2. Buying on the installment plan is a method of payment for consumer goods for which the consumer always pays an extra service charge
 3. As conditions within a community change, family members should re-examine their expenditures of money and time considering those satisfactions which are most important to them
 4. Wise use of personal abilities and talents is one way to reduce expenditures of money

GUIDING THE EXPERIENCE

Determine the basis for planning

In order to discover the particular problems that the individual girls may need to recognize if they chose or have chosen a certain vocation, the class might be divided into the types of family units they wish to study.

Pupils might make a survey to discover

Estimated personal incomes for various types of family units chosen to study.

Amount of rent that might be expected for rooms, apartments or houses if furnished. If unfurnished.

Cost of services not included in the rent such as lights, gas, telephone, etc.

Estimated cost of transportation.

Analyze problems involved in planning for expenditures

Discuss the purpose of a budget as a plan for spending in order to get what you want in relation to what you need.

Investigate problems involved in making a budget such as:

How much should be spent for rent in order to get the satisfactions desired which might be in relation to:

Type of neighborhood

Size or spaciousness of living quarters

Equipment and furnishings

Distance from work, business center, recreation center or charity

What will be the costs for services not included in rent such as telephone, light, gas, etc.?

Approximately how much will have to be spent for transportation? In view of business or professional needs, social needs and satisfactions desired, what portion of the income will be needed for clothing? (If Planning My Wardrobe has preceded this study, some estimation of amount may be made.)

How much should be spent for food in relation to the time and energy that will be available? (If planning food expenditures has preceded this study, some estimation of amount may be made.)

What obligations will need to be met such as taxes, insurance, debts, and charity?

Should money be saved for an education, a future trip, furnishings for future home or other items?

How much should be spent on recreation and entertaining friends? What kinds of recreation can be enjoyed with little expenditure of money?

What resources will I (or we) have that can be used to reduce expenditures?

Abilities or talents

Materials on hand

Equipment on hand

Local business men or investigating committees from the class might discuss such problems as:

Establishing your credit

Buying savings and protection

Government bonds

Insurance

Postal savings

Borrowing money

Banks

Credit Union

Building and loan association

Buying by installment or delayed payment plans

Make a suggestive budget for future vocational plans or family unit chosen to study

If desired, each family unit might make an estimated budget. Individuals in the community or in communities where pupils expect to live might be contacted for:

Ways they are using their resources to reduce expenditures

Ways they are adjusting expenditures and satisfactions desired

And any other problems with which pupils may wish help

Report all plans to class and discuss how differences in money income, occupation, time available for homemaking and values affect plans for spending.

Other school experiences

Managing the housekeeping tasks in the home

Arranging the kitchen furnishings and equipment to save time and energy
Selecting, caring for, and repairing home equipment
Managing the family laundry (one housekeeping task)

SOME SUGGESTIONS FOR EVALUATION

Secure reports from parents whether pupils have made suggestions for such things as:

- The family making a budget
- More members of family participating in the planning
- More wise use of installment buying
- More willingness to accept home-made clothes

Give essay test describing family situation and asking pupils to prepare solution or factors to consider in arriving at solutions.

HOME AND COMMUNITY EXPERIENCES

- Assisting in keeping the family expenditures
- Keeping a record of personal expenditures for future evaluation
- Saving money by making gifts
- Rearranging the dishwashing center in our kitchen
- Rearranging the baking center in our kitchen
- Assuming full responsibility for certain household tasks

SELECTION, CONSTRUCTION AND CARE OF CLOTHING

Overview

An attractive personal appearance is dependent upon the selection and care of one's clothes. Therefore in guiding the adolescent girl through the various clothing experiences suggested in this progress report, the teacher needs to help her recognize some of the factors which should be considered in order to be well groomed and well dressed.

The sequence of experiences suggested illustrates how the pupil can progress from the ability to select and construct a simple garment involving only a very few principles to the place where she can plan her wardrobe. When planning her wardrobe, she should be able to recognize her clothing needs in relation to her other expenditures and the family expenditures, use fundamental principles of good design and color, and receive satisfaction from the clothes she makes and buys.

How to help the adolescent girl achieve a well-groomed appearance is not included in the progress report except as it relates to the care of the particular garments which she selects and constructs. The teacher will need to work out additional experiences with the pupil which will help her to: recognize the importance of being well groomed, achieve a good appearance with a reasonable expenditure of time, energy, and money, as well as develop abilities in personal care, and in daily and seasonal care of her wardrobe. The activities for a particular group or age level would be based on the developmental needs of that age level.

If the homemaking teacher is well groomed and well dressed, her personal appearance will serve as a good motivating factor for the experiences in this area.

For a guide to use in selecting the various clothing experiences that might be suitable to use for a particular homemaking program, refer to Suggested Experiences for Various Types of Programs in the introduction of this progress report.

When the pupil has completed all of the clothing experiences, she should be able to be well groomed and well dressed on the amount of money that is available to meet her clothing needs and should enjoy making clothes for herself and others. The teacher will find satisfaction from evidences of successful teaching when she sees the girls she has had in class continuing to put into practice the principles they have learned that relate to being well groomed and well dressed.

MAKING AN ATTRACTIVE APRON

or

*Other garment requiring similar selection and construction problems, such as:
simple cotton jumpers and skirts*

Making an attractive apron is suggested as a way by which fundamental skills in sewing may be learned through a pleasurable experience. In planning the first construction problem, it is important to help each pupil select a material and style suited to her ability if she is to enjoy learning how to sew.

The selection of the materials for the apron provides the opportunity for the pupil to apply some of the elementary principles relative to color, design and quality. When constructing the apron, the pupil can develop simple sewing skills, as well as learn how to share and cooperate with others.

GENERAL OBJECTIVES

- A. Ability to use personal and family resources to advantage
- B. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and family relationships
- C. Ability to accept responsibility for one's own actions in personal and family relationships
- D. Ability to work with boys, girls and adults with various backgrounds in both small and large groups

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to select suitable and attractive material for simple garments such as an apron
 1. It will be easier to work with material if it is quite firmly woven and not too coarse in texture.
 2. If I want to be happy with my garment, I must select material that will not fade, and is easily washed and ironed.
 3. Aprons can be made from old discarded garments, if the material is suitable and if it is good enough to justify the time I will spend on it.
 4. When I buy I should use the most accurate guides available.
- B. Recognition of the possibilities of the use of a wider range of color
 1. If I get acquainted with more colors, I can use them in my clothing.
 2. Related colors may be used to make an attractive apron.
 3. A plain material may be used to emphasize one of the colors in a printed material.

- C. Ability to select an attractive and becoming apron style suited to capabilities

1. If I were to sew two or three pieces of material together, I would want to sew the piece that was widest or darkest at the bottom so that the garment would not be top-heavy.
2. Because I want an interesting apron, I will divide the spaces in it interestingly and not evenly.
3. Side pleats on an apron give fullness and do not make the waistline look as large as gathers do.
4. A tall person looks smarter in an apron that is short, while a short person will look taller in an apron about the same length as her dress.

- D. Ability to select, use and care for sewing equipment and supplies

1. In purchasing any articles, I need to know the guides to use.
2. Work is more enjoyable when we select the right kind of equipment and learn how to use it.
3. When I use my equipment as I should, my sewing is better.
4. Equipment lasts longer if we take care of it. Therefore care of equipment saves money.

- E. Ability to make and carry out a simple plan of work

1. If I see all the things I have to do, I understand my job better.
2. As I learn more about my work, I can estimate how long it will take me.
3. As I develop skill, it takes me less time to do a job.

- F. Ability to make simple construction processes used on apron

1. Using illustrative material helps me see how to make my apron and helps me do better work.
2. If a seam is to be crossed by another seam, the first seam should be finished and pressed.

- G. Ability to cooperate with others in use of sewing equipment

1. Work and time can be saved if everyone keeps her supplies and equipment in order.
2. Time can be saved for all if we plan when each can use the equipment.
3. Time can be saved, and we will all get along better if no one keeps equipment when she is not actually using it.
4. If I do my share in caring for the equipment, there will be less work for others to do.
5. It is more fun to work with others when work is planned.

- H. Recognition of enjoyment that can be gained from the ability to sew

1. Learning to sew is fun, if I can accomplish something each day.
2. It is fun to sew, if you can use gay colorful materials.
3. It is fun to sew when other girls are learning to sew too.
4. I want to learn to sew well so I can have garments that are well made.

I. Ability to care for apron

1. If I wash my apron before it becomes too soiled, the colors and print may last longer.
2. My apron will stay clean longer if I hang it up carefully after each wearing.
3. My apron will wear longer if I repair broken machine stitches as soon as they appear.

GUIDING THE EXPERIENCE

Determine basis for planning

It is to be expected that the previous experience and ability of the various pupils in the class will vary considerably at this age. Some of the pupils will not have used a sewing machine, some may have used the sewing machine only to hem tea towels, while others may have made or assisted in making a few simple garments. Some pupils may have acquired careless and poor techniques.

Since this is the first construction problem in which pupils are to learn the basic sewing skills, it is very important that the teacher discover the probable ability of each girl. This might be done by talking to the girls and their mothers or by examining any garments that they might have made or assisted in making.

In guiding the pupils to make a wise selection, some knowledge of personality traits, such as patience, willingness to assume responsibility for a job and carry it through, or accuracy, would be helpful.

Select color, style, material and sewing equipment

Set up goals

The pupils and teacher will need to determine what the pupils can learn by making an attractive apron. The goals which the pupils recognize at this time will possibly be specific objectives—A, B, C, D, and F.

Plan for illustrative material to use for making choices

Various committees might:

Go to local stores to get samples of plain and print materials suitable for work aprons.

Collect flour and feed sacks or old garments (if these are available and might be used).

Collect mail order catalogs (if some girls will be ordering apron material).

Collect simple and attractive aprons (unless teacher wants to select aprons which will illustrate good design and simple construction processes).

Select a pleasing color combination for apron

(The reason for introducing the study of color here is to show one way that might be used to arouse the pupils' interest in a wider range of color.)

Each pupil who wishes to use a plain material may choose from the variety of samples the piece of material that she would like to use. The class might help her decide where her color "fits in" on the big color wheel, the name of the color and the colors that

are related to or near it on the color wheel, that might be used for trimming. After experimenting with a number of samples, pupils will be able to recognize pleasing color combinations and arrive at generalizations.

Each pupil who wishes to use a printed material might choose with help from class one or more colors that would blend with the colors in the print. Generalizations for combining plain and print materials would be formulated.

Select an attractive style for apron

A display of aprons which are very simple to construct but colorful and attractive might be used, such as peasant style aprons, simple pinafores, and aprons with bibs.

From aprons on display, each pupil might choose the apron she likes best and attempt to analyze why she likes it. The problems which might need further discussion, reading or experimenting are:

How are interesting color combinations of material and trimming achieved?

How are interesting space relationships secured by location of trimming, size of pocket, width of belt, etc.?

If aprons need to be lengthened or shortened, what adjustments might be made to location of trimming, etc.?

Analyze choice further by:

Trying on aprons to select a becoming style noting:

Length in relation to length of dress

Amount of fullness and how secured

Examining style chosen in relation to difficulty of construction processes such as:

Kind of trimmings used

Amount of top machine stitching

Length of seams

Construction processes which will be new

Number of construction processes

Examining materials in aprons to determine kind of material to use. From samples select materials suitable for aprons, considering:

Which materials will make good work aprons? Why?

Which materials will be easier to sew? Why?

Which materials are colorfast? A committee of girls might test the samples for fastness to washing and to sunlight.

Examining mail order catalogues for description of materials if some girls will be sending for material.

Examining flour and feed sacks and old garments to see if they are worth making into aprons

Consult mother and make final selection applying generalizations.

Estimate amount of material needed.

If slight adjustments are to be made for the peasant style aprons, each girl or girls of similar size might cut a paper pattern from the apron chosen. This will help them determine the space

relationships of the various parts and can be used to estimate amount of material needed.

If pinafores or aprons with bibs are made, the teacher might have paper patterns available and simple adjustments might be made from these.

Select small sewing equipment such as needles, pins, etc.

Examine a display of various kinds of equipment to determine what to look for in selecting each article.

Plan equipment needed. Some equipment may be brought from home, the rest may be purchased new. Use guides in selecting equipment to bring.

Plan next steps—make plans to carry out remaining goals

When pupils have materials, equipment, etc., they will be anxious to start making the apron. They will be able to see at this time, if they did not at the beginning, that they will need to make plans to:

Cooperate in using tables, machines, teacher's time, etc.

For example:

What responsibility will each one assume for care of her supplies? The department supplies?

What machine will be used by each girl?

If teacher is busy helping someone else and the machines are all in use, what can I do?

With twenty girls in the class how much of the teacher's time will be my fair share during the week?

How can everyone reduce the time spent at the machines, etc.?

Follow a simple plan of work.

For example:

What construction processes will I have on my apron?

What order or sequence should I follow in constructing my apron?

When constructing the apron, the sewing skills that may need to be learned are:

Threading a needle

Using a tape measure

Using pins properly

Using scissors

Using thimble

Operating and caring for sewing machine

When the illustrative material for each construction process is examined by the pupils and the demonstration for the method of making it is given by the teacher, standards may be set up for pupils to use as guides.

When the apron is completed, plans should be made for procedures to follow in caring for the apron.

SOME SUGGESTIONS FOR EVALUATION

Make a self-checking device to check progress toward goals. See Appendix for examples of one developed by a class.

Secure reports from pupils or mothers if pupils are applying principles when they sew at home.

Have pupils develop a score card to judge finished apron as they are constructing the apron.

When each new construction process is examined and made, standards which the pupils would try to work toward would be set up.

Later after apron has been worn, have pupils bring apron to school and judge for durability of material and construction.

Later through informal chats with pupils secure evidence to determine whether they are continuing to enjoy sewing and are developing more ability.

HOME AND COMMUNITY EXPERIENCES

Making other simple garments at home

Helping plan colors for a dirndle skirt using trimming at lower edge

Helping friends or family member select a ready-made apron

Selecting a gift—handkerchiefs or towels that have interesting space relationships

ASSEMBLING AN ATTRACTIVE SCHOOL OUTFIT

The adolescent girl who is becoming interested in clothes wants to appear to her friends to be well dressed. She is likely to want a different outfit each day. The blouses, sweaters and skirts, enjoyed so much by girls, make possible different combinations to achieve the desired variety. She needs help in knowing how to use color, texture and design effectively. This is especially true if her wardrobe must be limited.

This experience offers an opportunity to develop further the ability to use color and design principles learned in selecting the apron and adds the new problem of combining textures.

GENERAL OBJECTIVES

- A. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction
- B. Ability to use personal and family resources to advantage
- C. Recognition of one's assets and liabilities as a basis for determining individual and family goals

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Ability to select harmonious combinations of colors and textures for a school outfit
 1. A neutral color emphasizes other colors which are combined with it.
 2. Combine colors which "do something" for each other.
 3. Cool colors appear weak when lightened, therefore in any color combination the cool colors should be kept darker and the warm colors lighter.

4. Harmonious color schemes may be achieved by combining colors that are of similar brightness and grayness.
 5. In selecting a color for a printed or plaid material, a plain color that harmonizes with all the colors is more important than matching any one color in the design.
 6. In selecting a color for a printed or plaid material, the general effect from the distance is more important than matching any one color in the design.
 7. Some textures in fabrics seem more appropriate for school than others.
 8. Similar textures are harmonious but slight contrast in texture adds interest and variety.
 9. The same color in two different textures will vary in value and attractiveness.
- B. Ability to select colors and textures becoming to the individual
1. Most people can wear any color if that color is chosen in a value, intensity and texture of material which is becoming to the individual.
 2. The most becoming colors should be worn near the face.
 3. In selecting a texture, consider if it is suitable to the figure, to the complexion and to the activity or occasion.
- C. Recognition of clothing resources and needs
1. When I add a new sweater or skirt to my wardrobe, I need to consider the color and texture of garments I have on hand.
 2. I can be better dressed for less money if I select colors and textures that go together.

GUIDING THE EXPERIENCE

Determine basis for planning

Some of the needs and interests of a particular group of girls can be secured by:

Observing before introducing experience

- Combinations of colors and texture worn by the girls
- Choice of becoming or unbecoming colors
- Variety of combinations worn by individual girls

Visiting with the girls and their mothers to discover

- Opportunity to make own choices
- Limitations of amount that can be spent for clothing
- Failure to see possibilities in own wardrobe

Securing problems from the girls which they recognize and need help with as:

"Can I wear this brown sweater with my navy blue skirt?"

"How do you decide if a color is becoming?"

"I am earning my own money for clothes; how can I make it go farther?"

Use findings from observation, visiting, etc., to guide experience

(One or more girls might bring school clothes to class, such as skirts, sweaters, blouses, jackets, anklets shoes etc. to use for judgment problems.)

Discover principles involved in combining colors and textures by such activities as:

Select from the display one skirt that is a popular color.

Select blouses and sweaters that could be worn with it.

Consider color and texture.

Introduce the possibility of increasing the number of outfits by substituting other colors in sweaters or blouses. Experiment with colors of yarn or large pieces of material.

Select the color for a pair of anklets and a pair of shoes that might be worn with the skirt.

Use the color chart and references to justify the choice. When choice is made, reasons would be given in terms of generalizations.

Use other sweaters, skirts and blouses to develop further ability by such activities as the following:

Select a skirt which might be more limited in its possibilities, such as a rust color and select sweaters, blouses, etc., that could be worn with it. Consider color and texture.

If plaid skirts are popular, select sweater, blouse, etc., of a color and texture that might be worn with it.

Select a color for a sweater or blouse that could be worn with a figured or plaid blouse.

Discover principles involved in selecting a becoming color by activities such as:

Select colors which are becoming to each pupil by using colored swatches, blouses, sweaters, etc. The articles used should vary in value, intensity and texture.

By experimenting with illustrative material and using references, pupils will arrive at generalizations to use in selecting becoming colors.

Plan ways to secure variety with a limited amount to spend, such as:

Selecting each new garment in relation to garments on hand

Selecting a neutral color for skirt

Using colors with limited possibilities in small areas.

SOME SUGGESTIONS FOR EVALUATION

Observe at school and out of school whether pupils make better color combinations of garments on hand.

When pupils have opportunity to select new colors for garments, observe whether they are becoming and also harmonious with other garments in wardrobe.

Listen for remarks made by girls indicating recognition of mistakes made in selecting colors and texture.

Give a practical problem—Judge an assembled outfit for a certain individual, for selection of combinations of color and texture, and becomingness to the individual.

HOME AND COMMUNITY EXPERIENCES

- Planning and selecting a new blouse, sweater or skirt
- Arranging a display of a school outfit in a store window to show how variety may be secured if choices are made wisely

MAKING A GARMENT FOR MYSELF

The garment a girl makes must be smart looking and one that she will enjoy wearing if interest in sewing is to be maintained and increased. Therefore, in selecting the garment consideration should be given to style. However, in this experience the idea of selection on the basis of wardrobe needs and money to be spent should be introduced. The choice of design in relation to the pupil's sewing ability should be stressed.

New principles involved in selecting materials and styles are to be developed and those recognized in planning for the apron and assembling an outfit are now applied to the new garment. Thus the pupil will progress in her recognition of factors to be considered in selection and in her construction skills. She should secure satisfaction from her own growth as well as from the finished garment.

GENERAL OBJECTIVES

- A. Ability to recognize problems, to analyze them in terms of values involved and to make decisions on basis of satisfaction to the individual, to the family and to society
- B. Recognition of one's assets and liabilities as a basis for determining individual and family goals
- C. Ability to use personal and family resources to advantage
- D. Ability to work and play with boys, girls and adults with various backgrounds in both small and large groups
- E. Ability to accept responsibility for one's own actions in personal and family relationships
- F. Ability to participate effectively with others in the selection of group problems as a basis for solving broader social problems as one's maturity and situation demands

SPECIFIC OBJECTIVES

- A. Recognition of clothing needs in relation to amount of money to spend
- B. Ability to select a suitable pattern and fabric for a garment for school
- C. Ability to follow pattern guide and make simple alterations
- D. Ability to select and make appropriate construction processes for garment

- E. Increased ability to use and care for sewing equipment
- F. Ability to make and carry out a plan for effective use of resources available.
- G. Further recognition of the satisfactions that can be gained from ability to sew well.
- H. Ability to care for a school garment.

GUIDING THE EXPERIENCE

In making the garment the following problems will need to be considered:

- Problem A. What do I need in my wardrobe?
- Problem B. How much can I spend?
- Problem C. What should I consider in selecting the pattern?
- Problem D. What should I consider in selecting the fabric?
- Problem E. How can we manage to work together in the laboratory?
- Problem F. What do I need to learn concerning the use of a commercial pattern (fitting and layout)?
- Problem G. What determines the kind of construction processes and finishes that I should use (fabric, style, etc.)?
- Problem H. What satisfactions would be gained from learning to sew well?
- Problem I. How can I take care of garment I make (cleaning, etc.)?

Problems A and B would be used to introduce this experience; however, they are not developed in this progress report. Only suggestions for developing problems C and E are included and are given below.

Selecting a Pattern (Problem C—See Specific Objective B)

The apron pattern presented some understanding of proportion and balance. This experience offers the opportunity to the pupil to develop further the ability to apply the principles involved in selecting a simple and becoming style. Consideration is also given to the types of patterns that give more helpful information, the cost in relation to use, and how to purchase a commercial pattern.

Objectives with some generalizations

- a. Ability to select a becoming style
 - 1. Repeating a line, emphasizes that line.
 - 2. A space is more interesting if the dividing line comes near the one-third line rather than in the middle.
 - 3. When you wear horizontal lines, they tend to make you look broader.
 - 4. When you wear vertical lines, they tend to make you look taller.
 - 5. Everyone has some styles which are more becoming to her than others.

- b. Ability to select a pattern that is suited to ability and needs of individual
 1. The pattern I choose should not be too difficult for my sewing ability but should present some new problems to me.
 2. The cost of my pattern should be in keeping with the cost of the material I will use and with the total amount I have to spend on this garment.
 3. I can save money by selecting a pattern which can be used more than once.
 4. The pattern I choose should have lines which will look well in the material I am planning to use.
- c. Ability to select a pattern of the correct size which has clear and helpful instructions
 1. With only a small amount of experience in sewing, I need to buy a pattern that has detailed instructions.
 2. If I know what size pattern I need for my measurements, I can fit my garment more correctly and easily and save on material.
 3. If I know my exact measurements, I can buy the pattern nearest my size and save time in making alterations.

Determine basis for planning

Observe over a period of time the style of sweaters, skirts, and dresses worn by girls to discover their ability to recognize becoming styles.

Recall comments made by pupils concerning style if Assembling an Attractive School Outfit preceded this experience.

Secure problems that individual pupils have concerning style and line.

Use findings when planning problems

Discover principles involved in selecting a becoming style by such activities as:

Trying on various styles of dickeys, collars, etc., for shapes of neckline

Trying on various lengths and widths of sleeves. Plain blouses which open all the way down the front or back might be used.

Trying on gored, gathered, pleated skirts to decide on styles and lengths

Trying on various widths of belts in contrasting and matching colors

Examining dresses and pictures in pattern books

Make a tentative pattern selection in terms of art principles or generalizations learned after experimenting with above garments and using references.

Analyze choice further by such activities as:

Examine home made or ready made garments for problems in fitting and construction which might be more difficult than others. Examine and reconsider pattern selected. Note the difficulty of its fitting and construction problems. Each pupil will also want to

consider her previous experience in sewing before making decision. Examine instruction sheets from various kinds of patterns for amount of help given. Reconsider pattern chosen in light of the information learned.

Examine samples of fabrics to decide what kind of fabric will give the finished effect desired. Reconsider pattern chosen in light of fabrics that might be used, considering:

Is the cost of the pattern in relation to cost of fabric?

Is the cost of the pattern in relation to amount to be spent?

Could the pattern be used again by changing some details?

"Selecting the Fabric" or Problem D might follow or precede this experience.

Managing my Resources in the Clothing Laboratory (See Problem E—Specific Objective F)

In the sewing laboratory much of the pupil's time as well as that of the teacher can be wasted due to inefficient management of time and equipment. This problem may be used to help the pupils understand how time and equipment management are important to them in the construction of their garments. The management problems would be introduced at the beginning of sewing unit and then discussed, practiced and possibly revised throughout the entire unit.

Objectives with some Generalizations

- a. Ability to make and follow an effective work plan
 1. In making a work plan it is necessary to consider:
 - (a) Time available.
 - (b) Number of steps in the construction of a garment and the difficulty of them.
 - (c) Laboratory equipment.
 - (d) Ability and skills of the worker.
 - (e) Previous experiences of the worker.
 - (f) Available time of the teacher for individual help.
 2. Work should be planned so there is something to do if the teacher's time, equipment, etc., are not available immediately.
 3. A plan of work helps avoid any last minute hurry which might cause accidents.
- b. Ability to work together effectively to accomplish a goal
 1. We can learn by giving help to others.
 2. Working together in making a general plan for the sharing of equipment saves time and avoids irritation.
- c. Ability to make effective use of equipment
 1. The life of the equipment that we use may be prolonged if it is properly cared for.
 2. Loss of small equipment may be prevented if a convenient storage plan is used.
 3. Alertness in the use of equipment helps to avoid accidents.

Determine basis for planning by analyzing previous experiences

Introduce by a class discussion the management problems that were involved in the pupils' previous sewing experience. This previous experience may have been their first year sewing project or garments made at home. Discuss ways in which pupils could improve their work habits by bringing out the following points:

Did it take too long to make my garment?

Did we have all the help we needed when we needed it? Why or why not?

Did we use the references and illustrative material or did we ask the teacher?

Did we give help to others in experiences we had already learned?

Did we have to wait for the iron or sewing machine?

Did we follow directions in case of equipment?

Did we know how to operate the equipment?

Could we make minor repairs on equipment?

Could we always find our equipment when we wanted it?

Did we have any accidents with any of the equipment?

Did we leave the laboratory in order after class?

Make a plan

From the above discussion the class will discover some of the ways they need to improve in working together as a group and working alone. To make an effective plan the class will need to consider what should be included in the work plan. This discussion may be followed by having each pupil make out a work plan for constructing her garment, considering the following points:

Time available in class and outside of class.

Sequence of steps in construction.

Number and difficulty of the construction steps.

Pupil's ability and previous experience in sewing.

Amount of time teacher can devote to each student.

Available illustrative and reference material.

Need for sharing the laboratory equipment and supplies.

Need for sharing the responsibility of leaving the department in order.

Need for each pupil to plan individually so time is not lost while waiting to use equipment.

As an incentive for each pupil to follow her work plan, a chart might be prepared for the bulletin board providing each pupil with a space for listing the work she expects to accomplish each day. The following is an example of a work chart filled out for a week. As the work is finished it may be checked off. In this way the pupil may watch her progress and make a greater effort to reach her goal.

Evaluate and make plans for next steps

In looking over the chart it will be noticed that the three girls allowed the same amount of time for the teacher demonstration, but did not schedule the same amount of work each day or for the week.

| Name | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|--|-------------------------------------|-----------------------|------------------------------|------------------------|
| Mary | Teacher demonstrates pattern layout | Lay out pattern | Class reviews cutting | Class reviews marking | Mark pattern |
| | Sort pattern pieces I need, study pattern layout | | Lay out pattern | Cut out marking | |
| Jane | Teacher demonstrates pattern layout | Lay out pattern | Class reviews cutting | Class reviews marking | Baste dress |
| | Sort pattern pieces I need, study pattern layout | | Cut out garment | Mark pattern | |
| Lois | Teacher demonstrates layout | Sort pattern pieces Lay out pattern | Class reviews cutting | Class reviews marking | Finish marking pattern |
| | Study pattern layout | | Cut out garment | Finish cutting Start marking | |

Perhaps during the week a pupil would fall behind one day, but catch up by the end of the week, or she may fall farther behind as the week progresses. If the work scheduled for the week is completed, the girl is probably reaching her goal, or perhaps has not set her goal high enough. If the work is not progressing as scheduled, the pupil and teacher should try to discover the reasons. Some of these reasons might be:

The pupil scheduled more work than she was capable of doing.

The pupil might have omitted some steps in making her schedule.

All the pupils might not have cooperated to use their fair share of the teacher's time and equipment.

The pupil may have had some accident in the laboratory.

From the above discussion the pupils, with the help of the teacher, will plan for improvement of work habits.

As suggested previously, this experience would be completed by the following problems:

Problem F—How to use a commercial pattern

Problem G—How to select suitable construction processes and determine standards

Problem H—What satisfactions can be gained if one is able to sew well

Problem I—How to take care of the garment and other similar garments

How to develop each of the above problems is not included in this report.

SOME SUGGESTIONS FOR EVALUATION

Have pupil judge selection of pattern and material as she is constructing her garment and, when garment is completed, in terms of becoming style and color, suited to ability and needs, quality of material, etc.

Give paper and pencil tests which would include judgment problems on the selection of material and style, layout of pattern pieces, and selection of seam finishes for certain materials, style, etc. Illustrative material would be used in setting up problems.

In informal visits with mothers, find if pupils are using at home generalizations related to planning time.

Observe later in other laboratory classes, such as foods, to secure evidence of carry over by pupils of ability to use techniques of planning.

HOME AND COMMUNITY EXPERIENCES

Helping friend or family member choose a pattern.

Helping friend or family member choose material for pattern.

Equipping a sewing box for home.

Planning and making simple garment for self or someone else.

Equipping a box for "Mending and Repair" for girl's lavatory.

Helping with Red Cross sewing.

Keeping a record of clothing expenditures as a basis for evaluation of expenditures over a period of time.

SHOPPING FOR MY CLOTHING

Girls and women purchase a greater share of the piece goods and ready-made garments on the market. The new products and processes of manufacture, and the wide variety of brands make the problem of selection difficult. Girls may need special training to help them become wise buyers.

Many of the problems in selecting fabrics and ready-made garments have been incorporated into former experiences. For example, refer to all the previous clothing experiences and note how materials and ready-made garments are used as illustrative material to help pupils make decisions concerning the selection of the various garments.

Sometimes, however, it may be advisable to give more consideration to the selection of a particular garment than has been suggested in any of the previous experiences. The experience, *Selecting a Skirt*, is used here to show how to guide the pupils in making the kinds of decisions a wise buyer needs to make.

GENERAL OBJECTIVES

A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on the basis of satisfactions to the individual, to the family, and to society

B. Ability to use personal and family resources to advantage

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

A. Ability to select textiles and ready-made garments intelligently

1. Careful buyers make new additions supplement the present wardrobe.

2. Buying without thought of actual need and the type best suited results in a waste of money.

3. After considering need in wardrobe and amount one has to spend, one must look for the garment of that price which will have the best fabric, construction, style and fit.

4. If a skirt is to give service and look nice, the material needs to be a neutral color, fairly heavy and woven firmly enough so that it will hold a press.

5. If the workmanship is poor, the skirt will not wear so long.

6. The tailored effect desired in a skirt for school is secured by adequate seams, a smooth flat placket, firm belt and a wide enough hem to give sufficient weight.

7. Information given on labels is often inadequate and is only of value to us if we can interpret it correctly.

8. More service can be secured from a garment if one follows the directions on the label.

9. If a garment is not cut on the grain line, it will pull and sag.

10. In selecting a pleated skirt, the hip measure must be considered if pleats are to hang straight from the hip line.

11. Since sizes of garments are not standardized, one cannot depend on a garment fitting if one sends away for it.

12. If materials are available and if one has the ability and time, it pays to make one's own clothes.

13. In purchasing any garment, the upkeep in relation to the initial cost should be considered.

14. Price is not an indication of quality.

15. If you are willing to give up more desirable goods for less durable goods of the same price, the satisfaction to you must justify the loss.

16. Consideration of all the factors involved is necessary in order to get satisfaction from one's money.

B. Recognition of the shopper's responsibility

1. More service and satisfaction can be secured from the sales person if you shop when the store is not crowded.

2. If you know what you need before you go shopping, you will not be so susceptible to the persuasive power of other people.

3. A considerate person will handle garments only if necessary and will be dressed appropriately when trying them on.

4. The government is protecting us as well as the retailer when they ask us to return goods promptly.

5. The cost of ready-made garments is influenced by the demand of the consumer.

GUIDING THE EXPERIENCE

Determine basis for planning

One way to determine some of the problems that the girls need help with in purchasing their clothes is to be alert to comments that they make. These comments may show evidence of their use of good or poor buymanship principles.

For example—the week before the experience is introduced three or four skirts which show differences in fabric, workmanship and price might be arranged in an interesting display with this caption—What do you look for when you buy a ready-made skirt? During the week, the teacher can note and make a record (if necessary) of the comments made by the pupils which will present future discussion problems such as:

"For the same amount of money that the navy blue skirt costs, you could get this light blue skirt and a couple of blouses."

"I wouldn't want the light blue; it would be too hard to keep clean."

"Shucks, send it to the cleaners, they don't charge very much to clean a skirt."

"If I like the color, I don't care what kind of seams it has."

"Who wants a skirt that will last for years? I don't!"

Make a plan

Suppose they decide to go shopping for a certain individual in the class or decide to set up a typical situation that they think would apply to most of the girls in the class. Consider:

What they will need to know or what does any shopper need to consider before going to the store, such as:

Kind of garment needed

Color of other garments that will be worn with it

Style preferred—gores or pleated

Material—heavy or light weight

Amount she has to spend

If they do not use a certain girl's particular problem, make an informal survey with no names attached of the amount the girls spend on skirts they wear to school and set an amount they think would be a fair price to pay.

What are possible ways that this skirt might be purchased? Various committees might take problems such as the following to study and investigate:

What is the "best skirt" we can buy in our local stores for the amount of money we have to spend?

Would it be better to make the skirt? What kind of fabric, pattern, etc., can we get for this amount of money?

Would it be possible to get a good skirt for same amount of money if we hired someone to make it (if local dressmakers are available)?

What kind of skirt could we get if we sent to a mail order house or ready-to-wear department in a large city nearby? (If this method of purchase is used in the community.)

Secure information to use in solving problems

Each committee might:

Set up some guides before going shopping by:

Examining again the skirts on display for material, workmanship and price.

Using references and consulting older girls in high school.

Secure additional guides by going shopping for the kind of skirt they were to study. Investigate and report findings.

Use information to determine guides to use in purchasing a skirt

(At this time it would be helpful if garments that are to be worn with the skirt are brought to class in order to help make decisions and if pupils can bring any skirts that illustrate a "poor buy" due to color, materials, style, cut, construction, fit, etc.)

Determine which skirt seems the best buy for the money.

Compare fabric and label in ready-made skirt with information concerning fabrics in other skirts.

Compare workmanship of ready-made skirts with workmanship that might be expected in other skirts.

Consider other satisfactions desired such as:

Which color will harmonize with other garments in the wardrobe?

Which style will be most becoming to the wearer?

Which method of purchase will assure the best fit?

Will the ready-made skirt require any alteration—If so, what are the additional charges?

If skirt is ordered from mail order house or a city store what assurance do you have that it will fit?

If skirt is to be made, is it a difficult pattern to fit?

Which skirt will require the least care?

Because of style and material which skirt will stay in press easily?

Will it be possible to wash any of the skirts or will they have to be dry cleaned?

If so, what will it cost?

Approximately how many times a year would a skirt have to be dry cleaned?

Will the cost of upkeep justify purchasing it?

Consider how each way used to purchase the skirt or material might be done most intelligently.

Set up general guides that might be used in selecting any ready-made garment

Examine list of guides for skirt to see which ones would apply to purchasing any ready-made garment. Then formulate general guides.

Consider shopper's responsibility

Discuss—What are courtesies the shopper can show to the retailer?

What are the reasons for the cost of ready-made garments?

Make plans for other follow-up experiences

The class might be divided into groups to study and investigate specific guides to use in selecting the following garments. The year that the girls might be interested in studying the selection of the various garments is given in parenthesis.

How to buy clothes, shorts, etc. (7th, 8th, 9th)

How to select sweaters (9th and 10th)

How to select footwear (9th and 10th)

How to select underwear (11th and 12th)
How to select coats and suits (11th and 12th)

SOME SUGGESTIONS FOR EVALUATION

Use follow-up experiences suggested above to test application of principles.

Give a paper and pencil test—Use ready-made garments such as dress, blouse or skirt, borrowed from the store with labels, price, etc., to test application of principles.

Secure reports from local salesperson concerning shopping ethics and the kinds of questions pupils ask when purchasing garments.

HOME AND COMMUNITY EXPERIENCES

Assisting in the ready-to-wear department of local store.

Making a special study of labels found on a certain commodity such as sweaters.

Making a study of purpose and work of Consumer-Retailer Council and reporting to class or P.T.A.

Preparing a demonstration and talk for an Out-of-School Youth group on Spending the Clothing Dollar.

PUTTING NEW LIFE IN MY WARDROBE

The high school girl who is still dependent upon the family income to meet her clothing needs should be considerate of the needs of other family members. If she is to share in stretching the family's clothing dollar it might be advisable for her to learn to repair and make over garments.

This experience offers an opportunity for her to decide whether she needs to make a few repairs, make over a garment or construct a new one. It will also offer her the opportunity to develop further her sewing skills and fitting techniques.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society
- B. Recognition of one's assets and liabilities as a basis for determining individual and family goals
- C. Ability to use personal and family resources to advantage
- D. Appreciation of beauty and ability to use a wide range of activities and resources that home living offers for creative expression and for personal and group satisfaction

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

(Only generalizations which relate to making repairs or remodeling are given here)

A. Ability to plan repairs and any additions to her wardrobe considering her resources and needs

1. My clothes will wear longer if I keep them repaired.
2. My wants are greater than my needs, but any additions to my wardrobe must be considered in relation to my needs and money I have to spend.
3. After deciding on my basic clothing needs, any additional money I spend has to be decided in terms of satisfaction I will get from the new garment.
4. If slight changes are made so a garment fits better, it will wear longer.
5. If I learn how to make simple alterations, I can wear some clothes I don't wear now.

B. Recognition of her share in stretching the family budget

1. If I keep my clothes in repair or make over garments, money can be saved and used for family needs more urgent than mine.
2. If I can make clothes for other family members, I can help with the family budget.
3. Garments deteriorate if they are not used, therefore my old clothes should be made over for me or someone else.
4. If funds are limited, one should examine her wardrobe and the family's wardrobe to see if there are any possibilities for making over a garment before deciding to buy a new garment.

C. Increased ability to select suitable pattern and fabric for garment to be constructed

1. If the made-over garment is to give satisfaction to the wearer, as much consideration should be given to the selection of the pattern as one would give to selecting a pattern for a new garment.
2. If an old garment is cut into many pieces, the possibilities for making over into an attractive style are limited.
3. If old garments are to be remodeled, the material should be good enough to justify the time, energy and money.

D. Increased ability to use pattern guide and make simple alterations

1. More skill and ingenuity are required to lay out a pattern for a make over than to lay out a pattern for a new garment.
2. Important alterations should be made on the pattern before cutting the garment if you want a good fitting garment.

E. Increased ability to select and make construction processes which give garment a professional look

1. If you have to piece a garment, it takes skill and ingenuity to figure out a way that will add and not detract from the style.
2. The kind and condition of the fabric and the style of garment determine the kind of hem finish to use.

F. Increased ability to use and care for sewing equipment

G. Ability to recognize a good fitting garment and make simple alterations

1. Learning how to fit a garment real well should help one know what to look for in selecting ready-made garments.
2. By making a few simple fitting alterations some garments can be made very attractive and wearable.

H. Further recognition of the satisfactions that can be gained from the ability to sew well

1. To make smart looking garments, one has to know how to sew.
2. You can be more individual and creative in making over or in making new garments if you can sew well.

I. Further ability to care for garments

GUIDING THE EXPERIENCE

Determine basis for planning

Over a period of a number of weeks before this experience is introduced, the teacher might investigate the kinds of fitting and construction problems concerning which the pupils need help. Many simple alteration problems which the pupils do not recognize but which would be excellent problems in fitting can be discovered by an observing teacher. Information might also be secured by talking to the girls and their mothers informally at school and in their homes.

Discover the possibilities for putting new life in one's wardrobe by such activities as:

Examine the display of smart looking renovated garments and then discuss:

What features make the garments smart looking?

Do the garments justify the amount of money, time and energy spent?

(It would be helpful if pictures are available of the garments or if the pupils can recall having seen the garments before they were remodeled.)

Examine old garments which might have possibilities for being made over into attractive and becoming clothes. Consider:

Is the garment useful in its present condition?

Is the quality of the material worth the time and money necessary for remodeling?

What can be made from it?

Do I or some member of my family need such a garment?

Will this be the best use that I can make of the material?

How important is it to save materials now?

Will the color and texture be suitable for me or the person for whom I will make the garment?

Examine old garments with limited possibilities to determine if they are worth making over into dickeys, mittens, purses, etc.

Examine new or fairly new garments which need only slight alterations but which would be good problems in fitting and construction.

The alteration possibilities would be seen more clearly if the pupils would put on skirts, blouses, jackets, etc., and the necessary slight adjustments pointed out. The problems might be:

- Shortening skirts and straightening hem
- Taking in seams in skirts and adjusting belt bands
- Repairing a placket and applying new fastenings
- Mending broken stitches in seams and pleats
- Mending a worn place or patching
- Changing arms eye and setting in sleeve
- Adjusting the grain line

Discuss—How will keeping clothes in repair and remodeling others stretch the family budget?

Make a plan

Set up goals considering former experiences in selection and construction, new abilities that might be developed and the best use that can be made of resources available. (See all specific objectives.)

Each pupil will then in consultation with her mother look through her wardrobe to see what she can do to meet her needs.

Plan next steps

When the garments are brought to class, the girls may share their ideas and knowledge in solving the problems arising when individual plans are made.

Since made over garments involve some problems which are different from making a new garment, the following construction problems would need to be considered:

Ripping, cleaning, pressing

Mending and patching

Removing the shine from wool material

Choosing a pattern which can be cut from the amount of usable material

Combining old and new materials

Adding length or width

Changing necklines

Planning a layout to avoid worn places

The construction problems will provide an opportunity to help girls review previously learned techniques and to learn new ones. At the end of the construction of this garment, each pupil should be able to recognize a well-fitting garment and be able to make simple adjustments. By this time she should have gained considerable skill in using the machine so that she can save time and energy.

SOME SUGGESTIONS FOR EVALUATION

Paper and pencil test—Judgment problems such as:

Selection of seams, plackets and hem finishes for certain materials and style.

Suggestions of possibilities for make over from an old garment.

Pattern pieces correctly and incorrectly laid on material from old garment (or two sketches might be made).

Fit of a ready-made dress modeled by one of the girls for judgment of grain lines and structural seam lines with recommendations for alterations.

If garments made previously are still available, pupils and teacher can compare with new garment for improvements in selection, construction and fit.

HOME AND COMMUNITY EXPERIENCES

Making all minor repairs to own wardrobe
Sharing responsibility for family mending
Assisting with remodeling clothes for other members of the family
Making belts, collars, etc., to go with dresses
Taking care of family sewing machine
Assisting in pattern department of local store
Assisting with a clothing clinic for other students in school or women in the community
Making a purse and hat to go with coat

PLANNING MY WARDROBE

Pupils in advanced homemaking class are ready to consider clothing expenditures and wardrobe planning in relation to the total amount of money available for living. They need to recognize some of the problems which they will be forced to solve in regard to their chosen vocation. The same types of family units suggested in the study of foods will be considered here: business girl living in an apartment; young married couple where both members are working outside the home; young married couple with the wife not working outside the home; girl attending college.

The objective in advanced clothing is to draw upon each individual's past experience in skills and abilities and guide her into activities which will give her opportunities to exercise and develop them further. Pre-tests and surveys may be used to find out the ability of each girl and the difficulties she needs to overcome.

GENERAL OBJECTIVES

- A. Ability to recognize important problems, to analyze them in terms of values involved and to make decisions on basis of satisfactions to the individual, to the family, and to society
- B. Recognition of one's assets and liabilities as a basis for determining individual and family goals
- C. Ability to use personal and family resources to advantage
- D. Recognition of the individual's importance to the family and the family's importance to the individual
- E. Ability to accept responsibility for one's own actions in personal and family relationships

- F. Recognition and evaluation of vocational opportunities related to home activities

SPECIFIC OBJECTIVES WITH SOME GENERALIZATIONS

- A. Recognition of the importance of one's appearance to success in one's vocation
 1. Businessmen recognize that correctly dressed employees are an important factor in the success of their business.
 2. One of the ways to make progress in personal development is to have a definite plan to improve personal appearance.
- B. Further ability to plan additions to wardrobe considering resources and future vocational needs
 1. The well-dressed person chooses new clothes in relation to present wardrobe and future needs.
 2. When purchasing a major item for one's wardrobe such as a coat, one should consider if it is the style and color that could be worn for the job next year.
 3. All the resources available and present and future needs should be considered before additions are made to one's wardrobe.
- C. Ability to share in planning personal and family clothing expenditures
 1. If one has the time and ability to sew, expenditures can be reduced.
 2. When funds are limited, some garments can be made at home in order to get good quality in others.
 3. Caring for clothing is economical and leaves more to share with others.
 4. Plans for expenditures are necessary if one wishes to get the greatest satisfactions for money spent.
 5. Attractive clothes contribute to successful, happy living.
 6. Long-time plans in choosing clothing save money and enable one to be better dressed.
 7. Family funds will be spent more wisely if individual clothing expenditures are planned in relation to those of other family members.
 8. When making plans one should consider those satisfactions which are most important to him and his family.
 9. Family and personal funds will be spent more wisely if plans are made for clothing expenditures in relation to other expenditures.

GUIDING THE EXPERIENCE

Determine basis for planning

Information concerning the following would be helpful:

The vocational plans of the pupils
Estimated personal income expected following year
Average income in the community

Percentage spent for clothing in relation to other expenditures
Where clothing is secured such as: local store, mail order house,
made at home

Analyze problems involved in planning a wardrobe

Consider planning for prospective vocation

Collect a group of garments typical of a senior high school girl's wardrobe. If there is one girl in the class who would like to have her wardrobe checked, she might bring her blouses, sweaters, dresses, suits, coats, etc. This assembled wardrobe will serve as a basis for planning the clothes which will be purchased or made. In making this decision the discussion will include the following points:

- What is the value of a basic color in the wardrobe?
- What is her prospective vocation and how will this influence her selections in new clothes?
- Which garments should be used in planning for the future wardrobe?
- What new additions might be made or purchased?
- How can some of the costumes be made more becoming and attractive with slight changes?
- What accessories would be wise expenditures of money?
(Examples of garments, etc., might be borrowed to illustrate various points.)

Consider personal clothing expenditures in relation to other personal expenditures.

Consideration should be given to:

- Other demands on income
- Ability to sew
- Limitations for shopping
- Limitations of goods on the market
- Spending money to receive greatest satisfaction

Consider personal clothing expenditure in relation to other family members' clothing expenditures and total family expenditures.

This problem is a particularly pertinent one for the young married couple or the girl in college who is not earning her money. Consideration would need to be given to:

- Basic clothing needs of family members
- Number and ages of family members
- Clothing demands of family members due to activities, business, or professions
- Standard of living of the family
- Clothing on hand
- Importance of clothing to the satisfactory living of each family member

Make a plan for own wardrobe

Estimate the amount of money spent for own clothing during the past year if record is not kept. Make plans for necessary garments

that must be secured during next season. Discuss with family before making final report.

Other school experiences which might follow:

Compare home made and ready made garments for cost, style, material and construction (If not done before, refer to Shopping for My Clothing).

Study and discuss wardrobe ensembles of different income levels.

Read excerpts from Morrow's "Lydia of the Pines" for appreciation of need of mother's help in planning and buying clothing. Discuss.

Panel discussion—"Every member of a family should have the same amount of money to spend on clothing."

SOME SUGGESTIONS FOR EVALUATION

Observe appearance of girls who are employed.

Have informal chats with pupils employed to get evidence of amount of money spent for clothing in relation to other expenditures, satisfactions from clothing purchased, and plans made for purchase of clothing over a period of time.

HOME AND COMMUNITY EXPERIENCES

Helping family members keep a record of clothing expenditures and total expenditures over a period of time to use to evaluate expenditures.

APPENDIX

WHAT EXPERIENCES HAVE YOU HAD WITH YOUNG CHILDREN?

1. Do you take care of younger brothers and sisters? Yes _____ No _____

Ages—Brothers _____

Sisters _____

2. Do you take care of other people's children? Yes _____ No _____

Ages—Boys _____

Girls _____

3. Are you paid for taking care of children? Yes _____ No _____

Is it part of your home responsibility? Yes _____ No _____

4. How often do you take care of children? How long are you usually in full charge?

_____ twice a week or more often _____ one hour

_____ once a week _____ two hours

_____ once a month _____ entire afternoon

_____ only occasionally _____ entire evening

_____ all day

5. Explain why you take care of children.

6. Which of the following do you do when you take care of children?

Make 2 checks (✓✓) for those which you do often.

Make 1 check (✓) for those you do occasionally.

Leave blank those you have never done.

_____ Read stories

_____ Get ready for bed

_____ Tell stories

_____ Dress child

_____ Listen to child tell stories

_____ Attend to toilet training

_____ Sing to children

_____ Prepare meals

_____ Do finger plays with children

_____ Bathe child

_____ Play with dolls

_____ Play with group of children

_____ Use clay, crayons, etc.

_____ List others, please

_____ Play "make believe" such as house, doctor, going on trips

_____ Play outdoors (swings, sand pile)

Go back and star (*) those you especially enjoy doing.

SUGGESTED GUIDES FOR OBSERVATION

Pupils and teacher will want to work out plans for observation related to problems with which the pupils need help. Courtesies and ethics involved in observing and reporting incidents would also be considered before observations would be made or reported. If observation is to be written, pupils and teachers might work out a form for reporting such as:

Observation of _____ Name of observer _____

Purposes: To discover kinds of play materials used by young children
To discover values of certain play materials for young children

To discover ways to help young children care for their toys

Age of child observed _____ Place _____ Time of day _____

List play materials used by child.

List other play materials that belong to this child.

Describe how the child uses the play materials and any comments or expressions he makes to himself or others.

If storage space for play materials is provided, describe it.

If child put away his toys, describe how this was accomplished.

Observation of one child at play

Purpose: To discover guidance techniques to use in helping a child to develop self-reliance or play on his own.

Age of child observed _____ Place _____ Time of day _____

Observe child and report incidents relating to one or more of the following:

Incident in which child solved a problem without any suggestion from another person

Incident in which a child solved a problem with encouragement from an adult

Incident in which child wanted and insisted older person participate in his play

Observation of two or more children playing together

Purpose: To discover guidance techniques to use in helping a group of children learn to play together

Children: _____ Place _____ Time of day _____

Ages _____ Sex _____

Observe children and report incidents relating to one or more of the following:

Incident in which one child did show or did not show respect for other child's property

Incident in which the two children would not share their playthings and an older person interfered

Incident in which the two children worked out together how to share their playthings

Incident in which the two children imitated the actions of older people (dramatic play)

JUDGING MY PROGRESS*

Name _____

Check each item under each goal using the letters *W*, *C* or *H* to represent progress made or needed.

W means I do this well.

C means I need to be more careful about this.

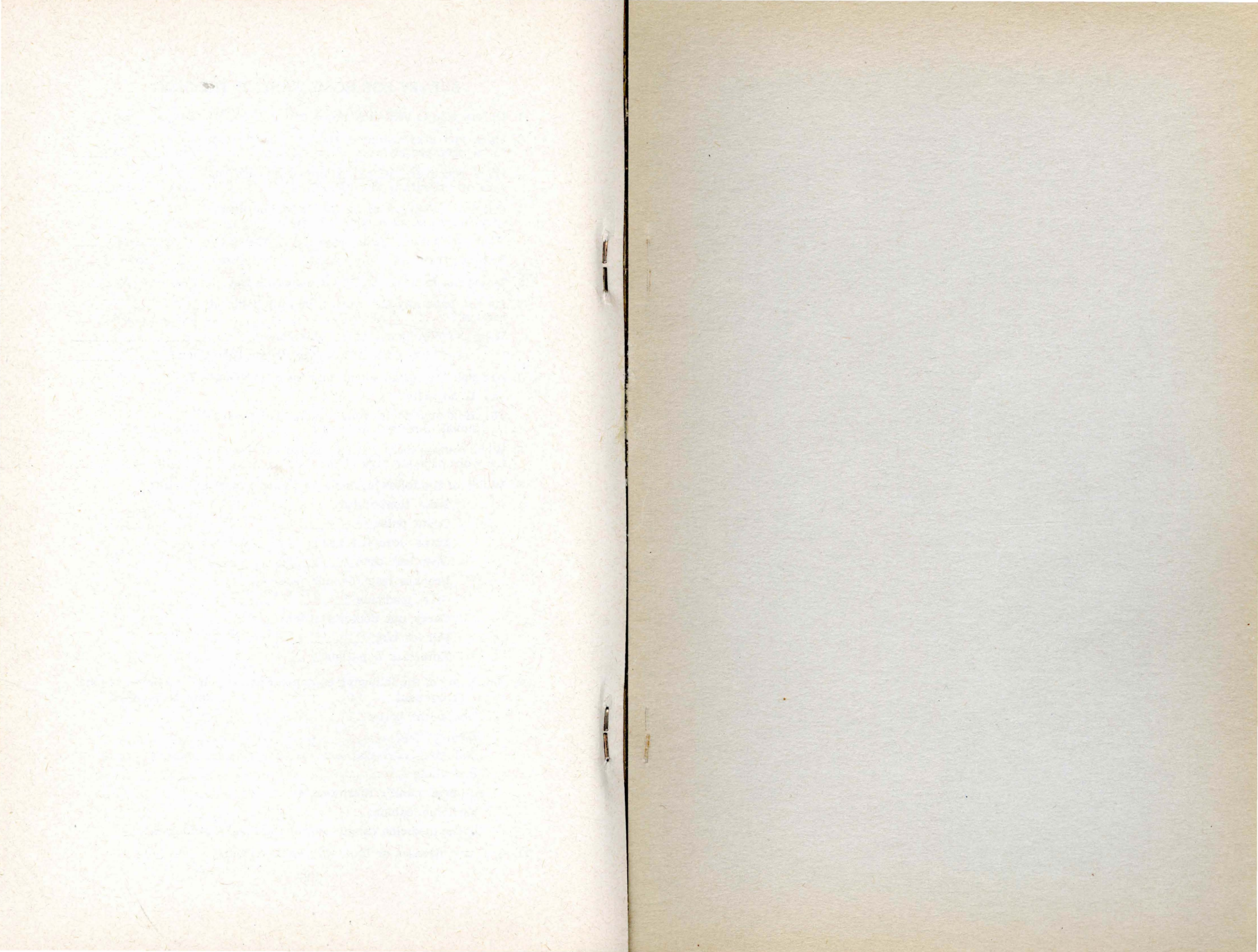
H means I need to work harder on this.

| | 1st checking | 2nd checking | 3rd checking | 4th checking |
|--|-----------------|-----------------|-----------------|-----------------|
| 1. Care for own and school equipment | | | | |
| a. Personal sewing equipment put away in box when not in use | | | | |
| b. Sewing box neat | | | | |
| c. Working area orderly | | | | |
| d. Floor clear of needles, pins, etc. | | | | |
| e. School equipment used, put away | | | | |
| f. Table clear and chair left in place | | | | |
| 2. Share resources | | | | |
| a. Equipment | | | | |
| b. Illustrative material | | | | |
| c. References | | | | |
| d. Own experiences | | | | |
| e. Teacher's time | | | | |
| 3. Work independently | | | | |
| a. Apply information learned in discussion and demonstration | | | | |
| b. Study pattern guide | | | | |
| c. Examine illustrative material | | | | |
| d. Read references | | | | |
| 4. Use initiative in managing time | | | | |
| a. Figure out next step | | | | |
| b. Use every minute; don't disturb others | | | | |
| 5. Save time by being accurate when | | | | |
| a. Measuring | | | | |
| b. Marking | | | | |
| c. Basting or pressing | | | | |
| d. Stitching | | | | |
| 6. Use equipment correctly | | | | |
| a. Pins | | | | |
| b. Needles | | | | |
| c. Thimble | | | | |
| d. Machine | | | | |

* An example of a self-checking device worked out by a beginning class in clothing construction to check progress toward goals

SURVEY FOR HOME CARE OF THE SICK

- Do you like to visit sick people? _____ Yes _____ No _____
- Have you ever watched another person care for a sick person? _____ Yes _____ No _____
- Have you ever assisted in any way with the care of patients in the home? _____ Yes _____ No _____
- Check the name or names of those who usually care for the sick in your home.
Your mother _____ Older sister _____ Yourself _____ Others _____
Grandmother _____ Aunt _____ Neighbor _____ Nurse _____
- Is anyone in your family on a special diet? .. Yes _____ No _____
- Do you have any sick person in your home at present? Yes _____ No _____
If so, (a) Who is caring for this person? _____
(b) What does this person do for recreation? _____
- Are you interested in nursing as a vocation? Yes _____ No _____
(a) If so, why? _____
(b) Has anyone in your family had professional nursing training? Yes _____ No _____
- What courses have you had which will help in the work of home care of the sick? _____
- Which of the following have you done or assisted with:
Take temperature _____
Count pulse _____
Make occupied bed _____
Give bed bath _____
Prepare tray for sick person _____
Give medicine _____
Carry out doctor's orders _____
Fill ice bag _____
Entertain a patient _____
- Check any of the following equipment which you have in your home.
Equipment _____ Where It Is Kept _____
Hot water bottle
Electric pad
Bed pan
Bed table
Clinical mouth thermometer
Medicine cabinet
Is the medicine cabinet out of the reach of children? _____
- List any diseases or illnesses you have had.



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