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**A GUIDE FOR
DEVELOPING A CURRICULUM IN...
HUMAN DEVELOPMENT
AND THE FAMILY**



STATE OF IOWA DEPARTMENT OF PUBLIC INSTRUCTION

3-350



State of Iowa
Department of Public Instruction
Des Moines 50319
1968

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FOREWORD

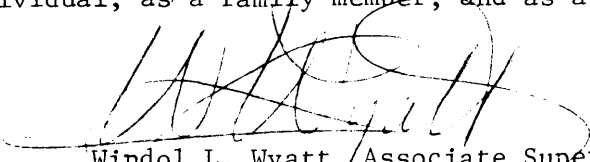
The Guide for Developing a Curriculum in Human Development and the Family was written through the cooperative efforts of home economics teachers, teacher educators and the home economics supervisory staff of the State Department of Public Instruction. Guidance was provided by the State Steering Curriculum Committee. Preliminary materials were developed at state conferences, district meetings and during a curriculum workshop attended by a group of "key" teachers representing various districts in Iowa. Mrs. Phyllis Christmann Aherne, Instructor, Home Economics Education, Iowa State University, assisted in writing the guide and Mrs. Celia Andrew, Consultant, Home Economics Education, gave leadership to the project.

Findings from research studies have influenced decisions in the development of the curriculum materials. The research project, Bases for Planning Curricula in Homemaking for Junior and Senior High School Pupils in Iowa, has been financed by the Iowa State Department of Public Instruction, Division of Vocational Education, Iowa; Iowa Agricultural and Home Economics Experiment Station; and Iowa State University.


Work material for the guide was distributed to all vocational homemaking teachers in Iowa, fall of 1967, to be used and evaluated. Their suggestions were invaluable in the completion of the guide.

Dr. Elenore L. Kohlmann, Associate Professor of Home Economics Education, Iowa State University, served as curriculum consultant for the development of the guide. Dr. Damaris Pease, Professor of Child Development and Dr. Margaret Arcus, Assistant Professor, Family Environment, Iowa State University, reviewed and evaluated the selected objectives and concepts that served as basis for the guide.

It is hoped that the Guide will strengthen the teaching of units in human development and the family and, thereby, aid youth in recognizing and adjusting to changes in personal and family living. As a result they will gain greater satisfaction as an individual, as a family member, and as a citizen.



Windol L. Wyatt, Associate Superintendent
Vocational Education Branch



Gladys Grabe, Chief
Home Economics Education



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I N T R O D U C T I O N

HUMAN DEVELOPMENT and THE FAMILY

PURPOSE

Home Economics has been defined as "the field of knowledge and service primarily concerned with strengthening the family by helping identify and develop certain fundamental competences that will be effective in personal and family living regardless of the particular circumstances of the individual or family".¹ Renewed emphasis is being given "to help individuals function effectively as family members today and as homemakers and parents of the future."² To this has been added the dimension of occupational training in jobs requiring competencies in home economics knowledge and skills.

ORGANIZATION and USE

The resource guide on Human Development and The Family develops six basic concepts: self realization, values as directives of behavior, the socialization process, development of the individual, family functions and the dynamics of society as related to the growth of individuals throughout the life cycle. The concepts and related generalizations were based on those selected by national committees of home economists under the leadership of the Home Economics Education Branch, U. S. Office of Education.³

The scope and sequence chart indicates the breadth of material that can be included in planning sequence from year to year and among units. The suggestions on the chart are based on three levels of maturity. This structure allows flexibility to meet special needs of pupils.

The total over-all objectives have been isolated and placed with the scope and sequence chart for program planning. The behavioral objectives can be found in two sections of the guide, in the overview before each concept; and again in relation to the generalizations and learnings identified for the concept at each maturity level.

The selected generalizations are guidelines only. More generalizations have been identified than can be taught in any one unit. In some cases learners may be quick to see the relationship between the ideas and their activities where pupils of less ability may not be ready for the generalizations at the point where they are suggested. In some cases the generali-

1. Home Economics--New Directions, American Home Economics Association, 1959.
2. Lela O'Toole, The Purposes of Home Economics in Vocational Education Today, Paper presented at the National Home Economics Education Conference, Kansas City, Missouri, March 1968.
3. Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development, American Home Economics Association, 1967.

zations have been arbitrarily placed under certain concepts. It is recognized that they make contribution to other concepts as well as other organizational patterns are possible. Therefore, great flexibility in planning and use must be allowed.

The learning activities developed are varied to provide a variety in methods. Additional learning activities will need to be added to adequately teach for the generalizations. Some of the material has been lifted from the earlier guide as a means of retaining the problem solving method of attaining generalizations. Some references have been included but it is hoped that teachers will continue to add to and to modify those proposed.

PROGRAM PLANNING

There are an undefined number of possibilities for teaching units in this area, therefore, the structure of the Guide was intended to allow for teaching classes in comprehensive home economics, family living, specialized subject matter courses, and others. For those encouraged by local administration and the local boards to include sex education, we would suggest the following procedure for developing the course: Plan the unit or course outline based on objectives for teens living in our society today; secure an advisory committee of parents, community resource people and administration to review the material and approve the objectives, content and plan of action; inform the parents of the pupils about the new program and secure their suggestions, assistance and support; evaluate regularly during the course in order to keep current with pupil needs. At the close of the course, evaluate to see that the evidence of behavioral change is related to the course objectives and revised if needed before teaching again.

Instruction in human development and the family can prepare individuals for gainful employment in occupations, as well as provide preparation for enriched home and family living. The emphasis on entrance to and success in the world of work provides a challenge to teachers to include knowledge and skills basic to individual and family development as well as some information and skill that leads to improved employability.

DEFINITION OF TERMS

BEHAVIORAL OBJECTIVE - "...The intended behavior of learners - the ways in which individuals are to act, think, or feel as a result of participating in some unit of instruction." (Bloom)

CONCEPTS - Concepts are abstractions used to organize the world of objects and events into a smaller number of categories. They have many dimensions and meanings and constitute the recurrent themes which occur throughout the curriculum. Examples of concepts:

Development and socialization of the individual

Resources and their utilization

Nature of food

(USOE, Curriculum Resource Material)

GENERALIZATIONS - Generalization is a statement that is widely accepted as being true. It is based on facts, principles, and sometimes past experiences and thus shows the relationship from one idea to another. These relationships are significant enough to influence behavior in new situations. We believe that learning is transferred according to the degree that generalizations are understood and applied. (Ohio Curriculum Guide)

LEARNING EXPERIENCES - "...are activities that have been planned in order that pupils may progress toward achieving specific behavioral outcomes." (Ohio Curriculum Guide)

EVALUATION - "...a process which includes a careful gathering of evidence on the attainment of objectives, a forming of judgments on the basis of that evidence, and weighing of that evidence in light of objectives." (Taba)

RESOURCES - ... are teaching materials, books, bulletins, films, film strips, and other instructional materials needed to carry out the suggested learning experiences and achieve the specific behavioral outcomes. (Ohio Curriculum Guide)

THE FAMILY IN AMERICA - The basic social institution composed of persons united by ties of marriage, blood, adoption, or by common consent: characterized by common residence and economic cooperation. (USOE, Curriculum Resource Material)

GROWTH - Change in amount or degree of bodily attribute (structure) which can be measured by means of some standard measuring scale. (USOE, Curriculum Resource Material)

HUMAN DEVELOPMENT - All processes of change both in the body itself (structure) and in its behavior (function), from conception through old age. (USOE, Curriculum Resource Material)

ROLE - A function assumed by an individual or a group in particular situation. (USOE, Curriculum Resource Material)

THE SELF - A composite of the individual's thoughts, abilities, feelings, values, and perceptions of his roles, as well as his concept of himself. (USOE, Curriculum Resource Material)

SOCIALIZATION - A process whereby the individual learns the ways of a given culture; involves learning to know himself as well as his environment. (USOE, Curriculum Resource Material)

Objectives for Human Development and The Family

1. Develop a consciousness of the uniqueness of the family as a place in which an individual can develop and grow and the role of the family in the transmission of culture.
2. Comprehend the impact of the family on society, and society on the family.
3. Clarify personal and family values and comprehend their impact upon life.
4. Accept self as a worthy individual and member of family and society utilizing strengths and working to improve weaknesses.
5. Achieve satisfying interpersonal relationships within the home, school and the community.
6. Accept, be interested in and enjoy individuals of varying ages, socio-economic, ethnic and religious groups.
7. Comprehend the differences in characteristics of individuals of varying ages, socio-economic, ethnic and religious groups.
8. Comprehend the interrelated quantitative and qualitative changes that occur within the individual throughout the life span.
9. Guide children so that basic needs are satisfied in ways that are acceptable in the family and society.
10. Comprehend the responsibilities in and the satisfactions that can be gained from marriage and parenthood.
11. Recognize and consider employment opportunities in child development and family related occupations.

SCOPE and SEQUENCE CHART

HUMAN DEVELOPMENT and THE FAMILY

MAJOR CONCEPTS	Sub-Concepts and Subject Matter Content		
	EARLY ADOLESCENCE (Emphasis: The Individual)	MIDDLE ADOLESCENCE (Emphasis: The Family)	LATE ADOLESCENCE (Emphasis: The Community)
Self Realization	<u>Self</u> <ol style="list-style-type: none"> 1. Personality 2. Influences on personality 3. Self improvement <u>Human Sexuality</u> <ol style="list-style-type: none"> 1. Expectations for teens 2. Physical changes in teens 3. Privileges and responsibilities of teenagers <u>Vocational Preparation</u> <ol style="list-style-type: none"> 1. Opportunities in home related occupations <ol style="list-style-type: none"> a. Babysitting as an occupation 2. Career planning 	<u>Self</u> <ol style="list-style-type: none"> 1. Mature behavior 2. Problem solving 3. Working with others <u>Human Sexuality</u> <ol style="list-style-type: none"> 1. Unique worlds of men and women 2. Physical, emotional social aspects of sex behavior <u>Vocational Preparation</u> <ol style="list-style-type: none"> 1. Personal factors to consider when planning a career 2. Desirability of home related occupations 	<u>Self</u> <ol style="list-style-type: none"> 1. Mature Adult Behavior 2. Self-fulfillment as a marriage partner, parent, single person, career person <u>Human Sexuality</u> <ol style="list-style-type: none"> 1. Societal expectations for adults 2. Male and Female roles <u>Vocational Preparation</u> <ol style="list-style-type: none"> 1. Acceptance of self-potential 2. Dual role of working women 3. Single working girl
Values as Directives of Behavior 9	<u>Goals</u> <ol style="list-style-type: none"> 1. Goal defining 2. Goal identification 3. Goal setting process 4. Problem solving 	<u>Values and Goals</u> <ol style="list-style-type: none"> 1. Psychological values <ol style="list-style-type: none"> a. Individual b. Family 2. Interrelationship of goals and values 3. Value internalizing process 	<u>Interrelationship of Values</u> <ol style="list-style-type: none"> 1. Cultural value relationships <ol style="list-style-type: none"> a. To individuals b. To families 2. Value transmission <u>Working with Values</u> <ol style="list-style-type: none"> 1. Societal value conflicts 2. Personal value adjustment 3. A philosophy of life
Socialization	<u>Cultivating Friendships</u> <ol style="list-style-type: none"> 1. Types of friendship 2. Need for friendship 3. Acceptance of others 4. Group membership 5. Opposite sex <u>Acceptable Behavior</u> <ol style="list-style-type: none"> 1. Code of behavior (etiquette) 2. Communication 	<u>Friendship with Peers</u> <ol style="list-style-type: none"> 1. Dating 2. Behavioral standards <u>Preparation for Marriage</u> <ol style="list-style-type: none"> 1. Love 2. Dating, courtship, engagement 3. Marriage expectations and attitudes <u>Family Relations</u> <ol style="list-style-type: none"> 1. Parent-child relations 2. Brother-sister relations 3. Responsible independence 	<u>Friendship in an Adult World</u> <u>Preparation for Marriage</u> <ol style="list-style-type: none"> 1. Mature Love 2. Mate selection 3. Marriage relationships 4. Marriage adjustments 5. Crisis in marriage 6. Family resources <u>Families and Society</u> <ol style="list-style-type: none"> 1. Legal and societal regulations on marriage 2. Socialization in various cultures

Development of the Individual	<u>Growth Process</u> <ol style="list-style-type: none"> Physical, social, emotional and mental development of child Play activities <u>Basic Needs of Children</u> <u>Behavior of Children</u> <u>Guidance of Children</u> <ol style="list-style-type: none"> Self-discipline 	<u>Basic Needs of Pre-teens and Teens</u> <u>Developmental Tasks of Pre-teens and Teens</u>	<u>Growth Process</u> <ol style="list-style-type: none"> Fetus Infants Heridity and environment <u>Developmental Tasks of Family Members</u> <u>Basic Needs</u> <ol style="list-style-type: none"> Infants Adults Special Needs <u>Responsibility for Individual Development</u> <ol style="list-style-type: none"> Family Community
Family Functions	<u>Functions of the Family</u> <ol style="list-style-type: none"> Child bearing Child rearing Meeting needs Transmitting culture Provide identity in the community <u>Responsibilities of Teens for Helping Carry-out Family Functions</u> <ol style="list-style-type: none"> Communication Care of siblings 	<u>Family Life Cycle</u> <ol style="list-style-type: none"> Basic needs of family members Family Functions <u>Family Patterns</u> <ol style="list-style-type: none"> Structure and size Life styles 	<u>Families in Culture</u> <ol style="list-style-type: none"> Family functions Family patterns Cultural heritage <u>Changing Family Functions</u> <ol style="list-style-type: none"> Child bearing Child rearing Meeting needs Transmitting culture Provide identity in community
Dynamics of Society	<u>Change</u> <ol style="list-style-type: none"> Reactions to change Adjusting to change Education as a continuous process Earlier dating patterns 	<u>Teenager and Change</u> <ol style="list-style-type: none"> Personal freedom for teens Delinquency Societal changes that affect teens behavior Coping with change 	<u>Process of Change</u> <ol style="list-style-type: none"> Need for flexibility Coping with change <u>Family and Change</u> <ol style="list-style-type: none"> Changing family roles Forces of change (medical, political, ideologies, technical) Community services for families <u>Society and Change</u> <ol style="list-style-type: none"> New ideologies Technological changes Political agencies Over population Senior citizens <u>Use of Leisure</u>



SELF-REALIZATION

BEHAVIORAL OUTCOMES

Page

SELF.....15

A. The pupil will be better able to:

1. Describe the meaning of self.
2. Identify factors that influence personality and relate them to the process of personality development.
3. Identify strengths and weakness in his or her personality.
4. Execute a plan for self-improvement.
5. Develop an awareness of the significance of continuous self-improvement.

HUMAN SEXUALITY.....23

A. The pupil will be better able to:

1. Identify societal expectations of teenage boys and girls within his or her community.
2. Identify family expectations for teenage boys and girls.
3. Recognize similarities and differences of teenage boys and girls.
4. Accept responsibilities and privileges that go with being a boy or girl.

VOCATIONAL PREPARATION.....31

A. The pupil will be better able to:

1. Accept the need for planning his or her future.
2. Explore opportunities in home related occupations.
3. Analyze personal qualities needed for various home related jobs.
4. Recognize relationships between school job and juvenile records and the ability to obtain a job.



SELF-REALIZATION

BEHAVIORAL OUTCOMES

Page

SELF.....41

A. The pupil will be better able to:

1. Accept self as a person with intrinsic worth and dignity.
2. Identify characteristics of mature behavior for teenagers.
3. Compare similarities and differences, in mature teenage behavior in various cultures and sub-cultures.
4. Accept responsibility for his or her own behavior.
5. Cope with problems in a responsible manner.
6. Work willingly with family members in decision-making situations.

HUMAN SEXUALITY.....49

A. The pupil will be better able to:

1. Recognize differences of attitudes between men and women in our society.
2. Accept self as a sexual being.

VOCATIONAL PREPARATION.....54

A. The pupil will be better able to:

1. Examine his/her potentialities in planning for a career.
2. Become aware of the desirability of the various opportunities available in home related occupations.

SELF-REALIZATION

BEHAVIORAL OUTCOMES

Page

SELF..... 50

A. The pupil will be better able to:

1. Identify characteristics of mature adult behavior.
2. Realize that many environments can be rewarding and stimulating.
3. Accept responsibility for contributing to situations to make them satisfying.
4. Analyze the advantages and disadvantages of living as a marriage partner, parent, single person, and/or career person.

HUMAN SEXUALITY..... 64

A. The pupil will be better able to:

1. Formulate a workable concept of maleness and femaleness in our society.
2. Analyze expected behavior of men and women in various communities and societies.

VOCATIONAL PREPARATION..... 68

A. The pupil will be better able to:

1. Accept his/her potentiality in the work-world.
2. Cope with the personal and physical adjustments that will need to be made when entering the work-world.
3. Plan realistically for the dual role of working wife and/or mother.

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MAJOR CONCEPT: SELF REALIZATION

Level: EARLY ADOLESCENCE

Concept: Self

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Describe the meaning of self.
2. Identify the factors that influence personality and relate them to the process of personality development.
3. Identify strengths and weaknesses in his or her personality.
4. Execute a plan for self-improvement.
5. Develop an awareness of the significance of continuous self-improvement.

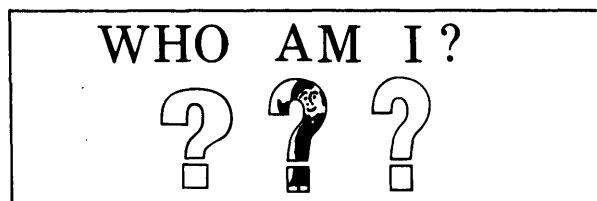
APPROPRIATE GENERALIZATIONS

1. Each person is unique in his appearance, experiences, goals, thoughts and ideas, all of which make up "self".
2. The more an individual is aware of the facts about himself, the better able he will be to form a realistic concept of self and use his capabilities effectively.
3. An individual is never a complete being but is always in the process of becoming one.
4. The sense of self expands as one participates in a widening social environment.
5. Inherited characteristics which can influence personality include appearance, size, physical and mental potentials and temperament.
6. Personality is a sum of all one's characteristics.
7. Personality characteristics can be desirable or undesirable depending on how they affect relationships with others.
8. Personality is formed early in life through living with people in different situations and surroundings.
9. How one feels about himself will influence one's behavior.

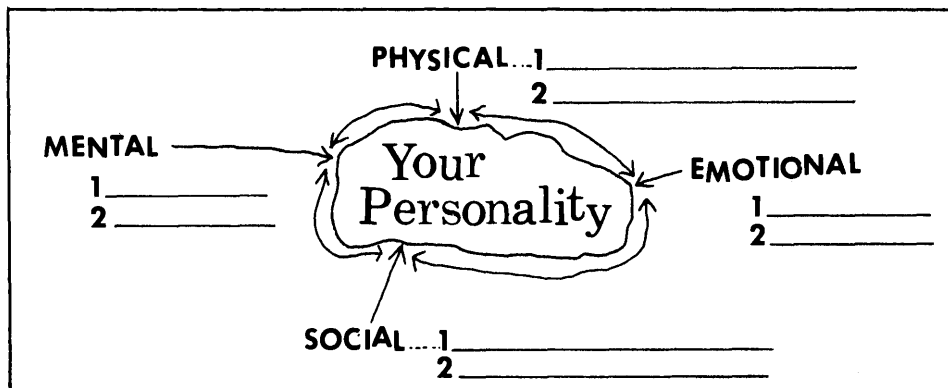
10. Identifying personality strengths and weaknesses and accepting the need for improvement are preliminary steps for successful self-improvement projects.
11. Since no one is perfect, there is a need for continual self-improvement.

LEARNING ACTIVITIES

1. Write autobiographies of their lives and/or bring and display baby pictures on a bulletin board to stimulate interest in the unit.



2. For each of the four aspects of personality, list characteristics that could be used to describe various people. Example: Under physical--tall, thin, etc.



Read appropriate references concerning aspects of personality and their impact on behavior.

Discuss as a class how each of the four aspects of personality influence the others and how behaviors were affected. Use a specific characteristic and think through as a class how being overweight, for example, might effect the way one thinks, acts and feels.

Choose a personality characteristic and write a short paper on how this characteristic might affect the other aspects of personality. How could this characteristic be both an asset and a liability now, at home, and later in life?

Compile a personal list of characteristics that best describes her personality. Compare the lists with others in small groups or between friends to see how they differ.

****Write a summary statement about personality characteristics and share with the class.**

POSSIBLE GENERALIZATIONS: 1 - 6

3. Read about and discuss the influences of heredity and environment on personality development and/or view the film: "Human Heredity" which gives facts and principles of human heredity and the influences of culture and environment on behavior and attitudes.

Use childhood pictures and the knowledge gained from the film and/or readings to compile lists of hereditary and environmental characteristics that influence personality either as a class, small groups or as an individual assignment. Add these lists to the bulletin board "WHO AM I?".

****Summarize the importance of heredity and environment on personality development.**

POSSIBLE GENERALIZATIONS: 3 - 5 - 8

4. Brainstorm "What is a pleasing personality?" and/or hand in a list of characteristics that are likeable in friends and/or divide into buzz groups and compile a class list of pleasing personality traits.

In groups look for the main points of a talk given by a school psychologist, counselor or other qualified person on personality make up.

As a class, discuss how desirable personal characteristics can be fostered; undesirable personal characteristics changed.

Analyze case studies of children and/or teens raised in different environments to see how their personalities differ. What may have caused these differences? (Sources might be current movies, TV programs, teen magazines or a teacher might compose an original case study.)

Decide how one personality characteristic, such as respecting the rights of others, is helped or hindered by the home, school, church, community and nation. Think this through as a class to get lots of ideas.

****Hand in a summary statement about how the home, school, church, community and nation has helped develop some pleasing personality characteristics of yours. Example: Even temper, sharing, etc.**

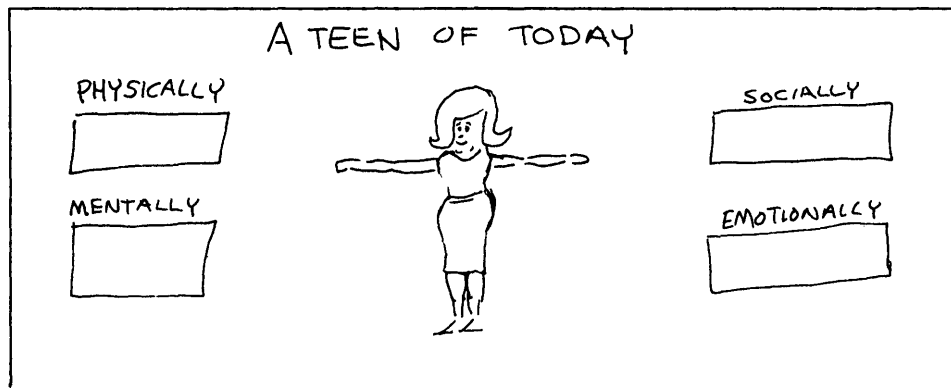
POSSIBLE GENERALIZATIONS: 6 - 7 - 8

5. View the film: "Improve Your Personality" as part of an FHA program, and/or read about and discuss personality improvement.

Write a short paper on "If I could change myself, I..." and "The things I like about myself are..." and/or fill out a personality check list.

Describe some personality characteristics of today's teens. Evaluate the characteristics as a class. Which ones do you like? dislike? Which ones can you do something about, and which ones must you accept as they are? Choose one of the characteristics of a teen and plan how you could improve in this area. Study the advantages of the use of checklists, periodic evaluations, using outside help and thinking in terms of longer goals rather than short term goals.

(If the process of goal setting has not been taught, it will need to be done now; goal setting can be found under the section, "Values as Directives of Behavior".)



Select an area for which improvement is needed, and chart a course of action using checklists and evaluative devices. (This might be a home experience.) Each week make a progress report. Example below:

Name _____
I need to improve _____

I plan to:

First Week Progress Report: Name _____

1. Things that went well _____

2. Things that didn't go well _____

3. New things I might try to improve in my present plan _____

Fill in progress reports during class time. (Some of the reports may be given orally in class, especially if the progress has been noticeable and may be beneficial to other class members.)

**What have you learned about self-improvement?

POSSIBLE GENERALIZATIONS: 1 - 10 - 11

FHA

Plan programs on the areas of improvement that were most often selected by class members. Include speakers, panels, films or girls who are working on their degrees, who could prepare skits for the programs.

HOME EXPERIENCES

Use progress reports as a means of choosing projects. (Follow-up during conferences to see what progress has been made and perhaps give help or encouragement to go on.)

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Science Research Association Pamphlets:

#5-731 All About You

#5-154 Discovering Your Real Interests

#5-186 Discovering Yourself

#5-910 Emotional Problems of Growing Up

#5-594 Exploring Your Personality

#5-890 Getting Along in School

#5-510 Growing Up Socially

#5-770 High School Ahead

#5-1214 How To Be A Better Student

#5-903 Self Understanding - A First Step to Understanding Children

#5-517 You and Your Health

#5-800 Your Behavior Problems

#5-1178 Your Personality and Your Job

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Wallace McCullar. Building Your Home Life, J. B. Lippincott Co., 1966.
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Bier, W. C. The Adolescent: His Search for Understanding, New York: Fordham University Press, 1963.

Cavan, Ruth Shonle. Building a Girl's Personality, Thomas Y. Crowell Co.,

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Mussen, Paul H. The Psychological Development of the Child, Prentice-Hall, Inc., 1963. Ch. 5 "The Development of Personality".

Rogers, Carl R. On Becoming a Person, Boston: Houghton-Mifflin Co., 1961.

Rosenberg, Morris. Society and the Adolescent Self-Image, Princeton, New Jersey: Princeton University Press, 1965.

Sorenson, Herbert and Malm, Marguerite. Psychology for Living, McGraw-Hill Co., Ch. 1, 4, 6, and 10 (understanding self and others).

Transparencies

Attributes of Character, Home Economics No. 10, 1967. Designed to stimulate examination of personal motives behind relationship with others. Catalog No. 868 Prepared Color Transparencies (3 M Co.).

Heredity, Health Education (Level 2), 1967. Defining heredity and being aware of inherited and acquired characteristics. Catalog No. 4266 Printed Originals; Catalog No. 4766 Prepared Color Transparencies (3 M Co.).

Films and Filmstrips

Answering the Child's Why, (NS-3211), 14 minute. Iowa State University. Personality development as a result of true-to-life experiences, both positive and negative.

DNA: The Molecule of Heredity, (NS-4216), 16 minute, color, 1961 (Encyclopedia Britannica Films) Iowa State University. An explanation of why DNA is the basis of growth and reproduction and the mechanism for transporting characteristics from one generation to the next.

Heredity and Family Environment (NS-894), 9 minute, black and white, 1955 (McGraw-Hill), Iowa State University. Dramatizes the fact that individuals are products of both heredity and environment and how each affects actions and emotions.

Human Heredity, 18 minute, color/sound. Iowa State Department of Health. Facts and principles of human heredity and the influence of culture and environment on behavior and attitudes. Free rental.

Human Heredity (NS-782), 22 minute, color, 1956, (E.C. Brown Trust), Iowa State University. A presentation of the facts about human heredity; sex determination, sex roles and the influence of the social forces in the environment on individual behavior and attitudes.

Improve Your Personality (NS-3195), 11 minute, color (Coronet Films), Iowa State University. How personality can be developed and controlled.

Laws of Heredity (NS-1601), 15 minute, color, (Encyclopedia Britannica Films) Iowa State University. Film shows that inheritance is determined in statistically predictable ways.

Phyllis and Terry, 36 minute, black and white, 1965, Center for Mass Communication. Life in a ghetto of two negro girls.

There's Nobody Just Like You, approximately 35 frames, color, McGraw-Hill filmstrip. Designed to assist youth in solving problems in family and social living.

Related Readings

Berry, Erick. Green Door to the Sea

Burnford, Sheila. The Incredible Journey

Coleman, Pauline. The Different One

De Mille, Agnes. Dance to the Piper

Llewellyn, Richard. How Green Was My Valley

Neville, Emily. It's Like This Cat

Shulz, Gladys Denny. Letters to Jane

Stolz, Mary. Ready or Not

West, Jessamyn. Cress Delahanty.

MAJOR CONCEPT: SELF REALIZATION

Level: EARLY ADOLESCENCE

Concept: Human Sexuality

BEHAVIORIAL OUTCOMES

The pupil will be better able to:

1. Identify societal expectations of teenage boys and girls within his or her community.
2. Identify family expectations for teenage boys and girls.
3. Recognize similarities and differences of teenage boys and girls.
4. Accept responsibilities and privileges that go with being a girl or boy.

APPROPRIATE GENERALIZATIONS

1. Society expects different behavior from boys than from girls.
2. Being a girl involves some responsibilities and privileges that are different from those for boys in our society.
3. Teenage boys differ from girls in attitudes and ways of approaching situations.
4. Communities and families differ in their expectations of teenage boys and girls.
5. Individuals learn who they are and how to act from being with others throughout life.
6. It is easier to have satisfying personal relationships if one is aware of what others expect.
7. Behaviors not generally accepted by society can lead to feelings of guilt and confusion.
8. Teenage girls are less likely to be given as much personal freedom as are boys.
9. The responsibilities and privileges a person has are used as one method to identify his sex role.
10. Knowing physical changes are normal and natural during adolescence helps one accept and adjust to them.

11. Teenage boys and girls of the same age may differ widely in their stages of physical development.
12. Physical changes affect one's emotions.

LEARNING ACTIVITIES

1. React to an interest inventory as a basis for identifying goals for the unit.
Example:

MARK (X) the questions you would like to talk about in class.

- ☐ a. What do parents expect teens to do and be?
- ☐ b. Why are boys treated differently than girls?
- ☐ c. What are some of the physical changes boys and girls go through?
- ☐ d. What kinds of privileges should I expect at my age?
- ☐ e. How do physical changes effect the rest of my personality?
- ☐ f. Why do parents treat me like a child?
- ☐ g. Why do boys act differently than girls?
- ☐ h. Why should I act like a lady?
- ☐ i. How did boys and girls act or behave years ago?

Etc.--Students may have others to add.

2. Write a paragraph or two on "Boys aren't/are very masculine if they--" and Girls are/aren't very feminine if they--". (An English class might do this as an assignment and then both boys and girls papers could be used.)

Read the paragraphs in class; decide on the characteristics that teens accept as being feminine and masculine; write them on the board. Analyze these characteristics to see why some are considered feminine and others masculine. Observe children at play to see what they learn about their roles by playing.

Listen to tape "On Becoming a Boy or Girl" (see references) or a talk by a family life specialist on how children develop feminine and masculine roles.

Talk with grandparents and parents to get information that can be used to compare the changing feminine and masculine roles in our society.

Example:

- What did teen girls do for fun in your day?
- What did they do in the home to help their mother?
- When were they allowed to date?
- What kinds of dates could they go on?
- What did the parents of our parents expect them to do when they grew up?

What kinds of things were girls not allowed to do?

How were girls expected to dress?

Ask parents and grandparents the same kinds of questions in terms of the boys in their day.

Report back to class the findings of the interviews and compare the differences and similarities in feminine and masculine roles of yesteryears and today. Develop statements of how roles of boys and girls have changed.

****In small groups compile lists of what your community expects its boys and girls to be or do. Share with the class.**

List the things families expect teens to do or to be to fulfill their roles.

POSSIBLE GENERALIZATIONS: 1 - 6 - 7 - 8 - 2

3. (Pre-test the knowledge pupils have on physical changes occurring during early adolescence with emphasis on correct terminology. Use open ended statements and/or the definition of terms as one method of collecting this information.)

Read about and/or view films on physical changes in the adolescent (see reference list).

Listen to talk or tape recording of a discussion on physical changes for boys and girls during adolescence by a doctor or nurse. Note how patterns of physical development differ between and within sex groups. (Questions from the class might be used as a basis for the talk.)

List the physical changes boys and girls go through and discuss how these might influence how you get along with people, how you react to different situations, how your school work goes, etc.

Tell of embarrassing situations that might occur because of physical change. Divide into groups and try to find ways one could help themselves and others during this period. Example: Girls larger than boys, acne, boys voices changing, awkwardness, etc.

****Summarize the physical changes of teens and the feelings they might have concerning physical change.**

***(Repeat pre-test to measure progress made toward objective.)**

POSSIBLE GENERALIZATIONS: 9 - 10 - 11

4. Suggest questions on responsibilities and privileges of boys and girls in today's society that can be discussed by a panel composed of a clergyman, juvenile officer, counselor, parent, and teenager. Listen for ideas related to the questions during the panel discussion.

Chart on the Board privileges and responsibilities as pre-schoolers, as children from the first grade to junior high school, and as teenagers.

PRE-SCHOOLERS	PRIVILEGES	RESPONSIBILITIES
1st to 6th GRADER		
JUNIOR HIGH		
SENIOR HIGH		

Discuss the following questions using the chart as a basis for responding. Why don't all pupils have the same privileges and responsibilities? What changes have occurred in privileges and responsibilities as age increases? and vice versa?

MARK rating sheets on "Obligations with Privileges" and/or "Are You Doing Your Part at Home?" (See Landis and Landis Building Your Life.) Analyze the statements that were marked never or sometimes. How might you improve? Why should you try to improve?

HOME EXPERIENCES

**Using conclusions drawn from previous learning experiences to analyze the home situation and to help decide on what additional responsibilities can be included, develop a form composed of questions concerning the responsibilities and privileges of boys and girls. Give the questionnaire to adults in the community asking them what they think can be expected from teens. Decide on what additional responsibilities, such as caring for a particular room, packing lunches, sitting with children while mother shops, creating centers-of-interest, need to be done. Select and assume responsibilities within limits of ones resources.

Example (Part I):

RESPONSIBILITIES and PRIVILEGES of TEENS	
<p>Directions: MARK (X) the five most important <u>responsibilities</u> you think a boy and a girl should have when he/she is _____ years of age.</p>	
For Boys	For Girls
_____	_____ a. Do well in school
_____	_____ b. Help parents with household tasks
_____	_____ c. Earn their own spending money
_____	_____ d. Take care of younger brothers and sisters
_____	_____ e. Practice acceptable social etiquette
_____	_____ f. Accept the consequences of own decisions
_____	_____ g. Get along with the opposite sex
_____	_____ h. Is a good citizen
_____	_____ i. Spend money wisely
_____	_____ j. Take care of personal belongings (clothes, shoes)
_____	_____ k. Keep own room clean

(Part II)

<p>MARK (X) the five most important privileges you think a girl and boy should have when she/he is _____ years of age.</p>	
For Boys	For Girls
_____	_____ a. Deciding on time to be home
_____	_____ b. Having friends in home
_____	_____ c. Single-dating
_____	_____ d. Group-dating
_____	_____ e. Attending boy/girl parties
_____	_____ f. Going to school functions
_____	_____ g. Spending money as they want
_____	_____ h. Choosing own clothes and hair styles
_____	_____ i. Deciding on future vocation
_____	_____ j. Choosing own friends
_____	_____ k. Deciding on the classes to take
_____	_____ l. Using the car

Summarize the results of the questionnaire, discuss implications and make comparisons with the beliefs of the class. Publish the results in the school paper or report on a school bulletin board.

***Develop general statements about the responsibilities and privileges of teenagers.

POSSIBLE GENERALIZATIONS: 3 - 4 - 6 - 7 - 8

REFERENCE MATERIAL

Pupil References

American Medical Association or the National Education Association
Approaching Adulthood
A Story About You
Finding Yourself
Parent's Responsibility

American Social Health Association. Sex Role and Identity in Adolescence.

Barclay and Champion. Teen Guide to Homemaking, McGraw-Hill, 1967.
Ch. "Your Relations in the Family".

Bauer, W. W. Moving into Manhood. Doubleday, 1963.

Bauer and Bauer. Way to Womanhood, Doubleday, 1965.

Corner, George. Attaining Manhood, Harper and Row, 1952.

Corner, George. Attaining Womanhood, Harper and Row, 1952.

Duvall, Evelyn. Family Living, Macmillan, 1961. Ch. "Adjusting to Changes in Physical body; Expectations of Teens".

Felsen, Henry. Letters to a Teen-Age Son, Dodd, Mead and Co., 1962.

Fishbein, Morris. Talks to a Growing Boy; Talks to a Growing Girl, Systems for Education, 1964.

Hayes, M. V. A Boy Today--A Man Tomorrow, Optimists International, 1961.

Landis and Landis, Building Your Life, Prentice-Hall, 1964.

Science Research Association:

#5-864 Becoming Men and Women by Bernice Neugarten

#5-939 Developing Responsibility in Children by Constance Foster

#5-510 Growing Up Socially by Ellis Weitzman

#5-911 Guiding Children's Social Growth by Ellis Weitzman

- #5-947 Helping Boys and Girls Understand Their Sex Roles by Milton Levine
#5-941 Helping Children Develop Moral Values by Ashley Montagu
#5-906 Helping Children Understand Sex by Lester Kirkendall
#5-152 Understanding Yourself by William Menninger

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- Anderson, Wayne. Design For Family Living, Denison Co., 1964.
Ch. "Role Confusion."
- Breckenridge and Vincent. Child Development: Physical and Psychological Growth Through Adolescence, Saunders, 1965.
- Gottlieb, Bernard. What A Girl Should Know About Sex, Bobbs-Merrill, 1961.
- Mead, Margaret. Male and Female, Morrow Co., 1949.
- Rogers, Carl. On Becoming A Person, Houghton-Mifflin, 1961.

Transparencies

Characteristics of Boys and Girls, Health Education (Level 1). Lists similarities and differences between boys and girls in appearance, interests and activities. Catalog No. 4163 (Printed Originals); Catalog No. 4663 (Prepared Color Transparencies). The 3M Company.

The Human Reproduction Systems, Health Education (Level 3). Compares and contrasts the structure and function of the male and female reproductive systems. Catalog No. 4362 (Printed Originals); Catalog No. 4862 (Prepared Color Transparencies). The 3M Company.

Films and Filmstrips

And Now Miguel (NS-5617, NS-5618), 63 minutes, black and white, Iowa State University. A Mexican boy learns his male role in society.

As Boys Grow, 15 minutes, black and white, 1959 film, Medical Arts Production. A coach talks to boys in simple language about the different stages of development in boys and girls and about the reproductive system.

Boy to Man (NS-1675), 10 minutes, color, 1962 film, (Churchill Films), Iowa State University. The developmental changes, proceeding from superficial changes to glandular changes and of age are explained. May also be shown to girls.

Especially for Boys, 46 frames (1 filmstrip and 1 record), color, 1966, Wexler Films. Filmstrip depicts the pubertal changes which occur during growth, the process by which egg and sperm cells function in reproduction and the development of a human being.

Girl to Woman, 16 minutes, color, 1965, Churchill Films. This film describes human growth and development from girlhood to womanhood. Male and female reproductive system are described.

Human Growth, (NS-2144), 19 minutes, color, Iowa State University. Life science approach to the facts of human sex.

Meaning of Adolescence (Code #602501), 16 minutes, black and white, McGraw-Hill Book Company. A discussion of teenage adjustment to the problems of adult life such as physical change, social acceptance, getting along with the opposite sex and making moral decisions.

On Becoming a Boy and also On Becoming a Girl (tapes) Audio Visual Bureau, University of Colorado, Boulder, Colorado.

Preface to a Life (NS-5220), 29 minutes, black and white, Iowa State University. The film portrays the influence parents have on a child's developing personality.

Psychological Differences Between the Sexes (NS-4377) 19 minutes, color, 1964, McGraw-Hill, Iowa State University. The film dramatizes the way in which a young girl and boy react to similar situations. Their diverse reactions exemplify some psychological differences between the sexes.

Your Body During Adolescence (NS-931) 11 minutes, black and white, McGraw-Hill, Iowa State University. A description of what puberty means and how it affects the body.

MAJOR CONCEPT: SELF REALIZATION

Level: EARLY ADOLESCENCE

Concept: Vocational Planning

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Accept the need for planning his or her future.
2. Explore opportunities in home related occupations.
3. Analyze personal qualities needed for various home related jobs.
4. Recognize relationships between school, job and juvenile records and the ability to obtain a job.

APPROPRIATE GENERALIZATIONS

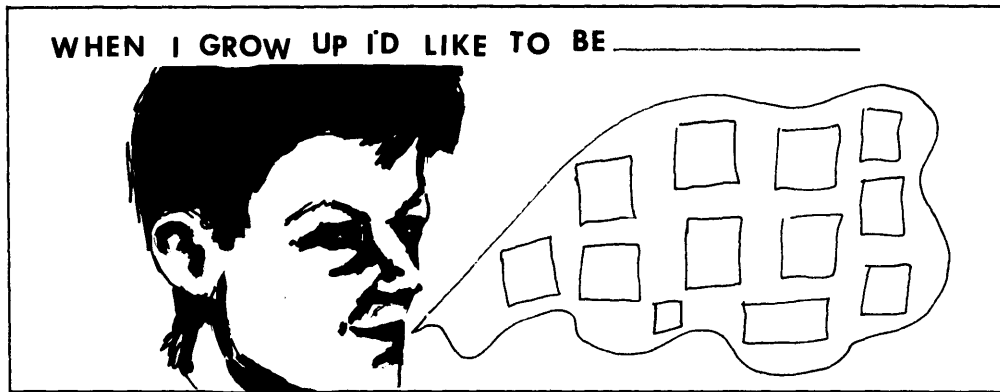
1. Greater satisfaction can be achieved in one's vocation through careful planning.
2. The skills and knowledge learned in home economics are used in many occupations.
3. The same characteristics which help one to get along with family members will also help in getting along with friends and associates in the world of work.
4. The employer's examination of school, work and juvenile records help decide whether those looking for jobs are good risks, both while they are in school, as well as throughout life.
5. Home related occupations are found in areas of food services, care and guidance of children, clothing and textile service, institutional and home services, and home furnishings and equipment services.
6. Different levels of training are required for the various home related occupations.
7. Doing part-time work in home related occupations as teenagers brings in extra money and can help one decide whether to pursue further training in the area.
8. There are some personal qualities that contribute to success no matter what occupation one enters.

9. Opportunities to be of service and to earn a living wage are available in home related occupations.
10. Genuine interest and affection for children can help bring more satisfaction to those who work with children.

LEARNING ACTIVITIES

1. Observe the bulletin board display that encourages thinking about possible occupations. Add to the display pictures of people engaged in occupations related to home economics.

Example:



2. Listen to a talk by a school counselor on the need for planning early for a vocation, stressing taking the right kinds of classes, making financial arrangements for further school, becoming informed on the kinds of home economics related jobs available and the training needed for them.

Read and discuss literature on job planning.

Take a field trip to an area or trade school to find out possibilities for training for various home economics related occupations.

Analyze a case study of a girl who planned for a vocation and found satisfaction because she could do a good job in the kind of work she liked and a study of another girl who dropped out of school and had to take any job she could. These kinds of cases may be taken from films, teen magazines, or TV shows.

Discuss: What are the advantages of having some training before looking for work? How do we gain satisfaction from work? What kinds of situations might be avoided if one plans ahead? Why should someone in junior high be concerned about getting a job?

POSSIBLE GENERALIZATIONS: 1 - 6

3. Discuss home related occupations as life-time and part-time work. Discuss the kinds of places one could find these jobs. How one would go about getting these kinds of jobs? What knowledge and skills would be needed? Use the attached bulletin board or diagram.

DID YOU KNOW: THAT THE KNOWLEDGE AND SKILLS FOR DOING THESE JOBS CAN BE LEARNED IN HOME ECONOMICS?			
FOOD SERVICE	TEXTILES & CLOTHING SERVICE	CHILD CARE SERVICE	INSTITUTIONAL AND HOME SERVICE
Waitress	Alterations	Babysitter	Companion & Helper
Hostess	Sewing room asst.	Nursery sch.	for aged
Pantry girl	Wardrobe maint.	helper	Housekeeper
Salad girl	Clothing stock clerk	Day care	Nurses aide
Cook	Hand sewer	center	Motel - hotel aides
Baker	Tailor's asst.	Hospital aides	
Food caterer	Power machine op.	Preschool	
	Drapery	helper	
	Dry cleaner's spotter	Recreation	
	Selling	asst.	

Discuss home related occupations with resource people:

Director of home services	County nurse
Welfare workers	County extension specialist
Employment agency personnel	

See film Homefires (Homemaker Services - 3 case histories) see reference list.

Observe people employed in the various occupations and report to class; or take field trips to restaurants, stores, hotel/motel, dry cleaning establishments, nursing homes, nursery schools, factories, beauty shops, flower shops, etc. The employers should be willing to talk to the girls and give them an opportunity to discover just what the employees do, what training is needed, what the advantages and disadvantages of the job are and other kinds of information the class feels they would like to know.

****Summarize the home related occupations that were reported on according to job qualifications, training needed, income advancement, and future values that might be expected from them.

POSSIBLE GENERALIZATIONS: 2 - 5 - 7 - 9 - 10

3. Interview employers in firms that have related occupations and women who hire babysitters, housekeepers, cooks; for example, to discover the kinds of personal characteristics employees need, as well as those characteristics that create problems. What references do they require when they consider an applicant for a job? Ask employers to mark an employee characteristic questionnaire to identify positive and negative personality characteristics.

Example:

In column I, put an X in front of the characteristics that you feel are most important for your employees to have

In column II, put an X in front of the characteristics that you have found cause the greatest amount of trouble or problems between you and your employees because the employee does not possess these qualities.

I	II
<input type="checkbox"/>	<input type="checkbox"/> a. is on time for work
<input type="checkbox"/>	<input type="checkbox"/> b. is dependable
<input type="checkbox"/>	<input type="checkbox"/> c. is enthusiastic to learn
<input type="checkbox"/>	<input type="checkbox"/> d. is eager to work
<input type="checkbox"/>	<input type="checkbox"/> e. is well groomed and dresses appropriately
<input type="checkbox"/>	<input type="checkbox"/> f. does accept criticism
<input type="checkbox"/>	<input type="checkbox"/> g. gets along with other employees
<input type="checkbox"/>	<input type="checkbox"/> h. has a sense of humor
<input type="checkbox"/>	<input type="checkbox"/> i. is emotionally mature
<input type="checkbox"/>	<input type="checkbox"/> j. has good health
<input type="checkbox"/>	<input type="checkbox"/> k. is intelligent, uses common sense
<input type="checkbox"/>	<input type="checkbox"/> l. takes a little initiative on her own
<input type="checkbox"/>	<input type="checkbox"/> m. does follow directions

Compile the results of the survey and discuss the implications of these findings in terms of what the pupil can do to make himself more employable.

Listen to a panel of employers who employ people in home economics related occupations discuss the training, attitudes and personal characteristics necessary for these kinds of jobs.

***Identify the main ideas you've received about personal characteristics needed in the world of work.

POSSIBLE GENERALIZATIONS: 3 - 4 - 8

4. Conduct a survey of the area in which the girl's live to find out the kinds of jobs they might be able to work at now in their spare time for experience and spending money.

Ask homemakers to mark a survey form, similar to the one given below, to determine possible employment.

Example:

	House- cleaning	Child Care	Laundry & Ironing	Preparing Meals	Sewing & Mending	Care of yard	Odd jobs, Pet care, Car wash, Window care	Others
Put an X under the tasks that you now hire people to do.								
Put an X under the tasks for which you would hire a trained helper if she were available.								
Write in the youngest age of a person you would hire to do the task.								
Write in the hourly wage you would be willing to pay for doing the task.								

Summarize and report the results of the survey in the newspaper on the bulletin board, or in class.

Discuss: What am I qualified to do in a home for pay? How might I improve my skills? How can I let people know I'd like to work? What could I learn by working?

See a film: Personal Qualities for Job Success, Preparing for the World of Work, ABC's of Baby Sitting, or Work. (See references)
Discuss how to seek a job, value of working and advantage of training.

Participate in a panel discussion with mothers relative to babysitting. Determine what mothers expect of the babysitter, relative to wages, supervision of children, activities, visitors and other situations.

Role play and/or discuss in small groups awkward situations that arise between babysitter and employer.. Discuss ways that these situations might be avoided or handled.

Brainstorm: Why do you enjoy babysitting? What makes babysitting unpleasant at times?

Share successful experiences in small groups for such situations as entertaining children, getting them ready for bed, disciplining them, and etc. Report the successful methods to the class.

***Summarize the general ideas that make babysitting enjoyable.

POSSIBLE GENERALIZATIONS: 6 - 7 - 10

5. Do a self-evaluation: How good a babysitter am I? Class could make up a check list based on the learnings relative to employment as a babysitter.

Example:

	Always	Sometimes	Never
a. I arrive on time.			
b. I know where the parents can be reached.			
c. I follow the mother's instructions.			
d. Others.			

Mark the check list and explain how you can improve the "sometimes and never" items you have marked.

FHA

Listen to a panel of employers of teenagers, in child related occupations about the opportunities and the responsibilities of working for others.

****Summarize what teenagers can reasonably expect of their employers and what employers can expect of teens.**

HOME EXPERIENCES

Make a "Sitter Kit" and use it either "on-the-job", with younger brothers and sisters, or guests.

REFERENCE MATERIAL

Pupil References

Baxter and Marion, Your Life in The Big City, McGraw-Hill, 1967.
Ch. "Your Basic Subjects at Work, Your Success in Work, Prework Experience, Why People Work, What People Who Work Do, Who Works, and The Rewards of Work."

Duvall, Family Living, MacMillian, 1961. Ch. "Babysitting".

Fleck, Fernandez & Munves, Living with Your Family, Prentice Hall, 1965. Ch. "You and Your Family".

Gerber's Foods, Sitting Safely, Fremont, Michigan, 1960.

Jenkins, Shacter and Bauer, Teen-Agers, Scott-Foresman, 1962.
Units: "Looking Toward Your Future", "Baby Sitting".

Landis and Landis, Building Your Life, Prentice-Hall, 1964.

Lowndes, Marion, A Manual for Baby Sitters, Little, 1961.

Paradis, Adrian A., Never Too Young To Earn, McKay

Phillips, Home Economics Careers for You, Harper Brothers, 1962.

Science Research Associates:

- #5-1256 What Could I Be?
- #5-1537 What I Like to Do
- #5-1251 My Educational Plans
- #5-1127 Planning My Future
- #5-1257 Looking Toward High School
- #5- 186 Discovering Yourself
- #5-1214 How to Be a Better Student
- #5- 770 High School Ahead
- #5-1160 What High School Can Do for You

- #5-1024 Planning Your Job Future
- #5-1184 Finding Part-time Jobs
- #5- 26 How to Get a Job
- #5-1180 School Subjects and Jobs
- #5- 516 Our World of Work
- #5- 969 Jobs in Unusual Occupations
- #5- 978 Jobs in Professional Home Economics
- #5- 803 Baby Sitter's Handbook

U. S. Department of Health, Education and Welfare (Pamphlet) When Teenagers Take Care of Children.

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- Cassara, Beverly B., American Women, The Changing Image, Boston: Beacon Press, 1962.
- De Luget, Jacqueline, The Contribution of Home Economics Education to the Position of Women in the World Today. Journal of Home Economics, 50: 625-28.
- Farber, Seymour M. and Roger H. L. Wilson. The Potential of Women, McGraw-Hill, 1963.
- Zapoleon, Marguerite W., Occupational Planning for Women, Harper and Row, 1961.

Transparencies

Safety for Children, Home Economics No. 12. Teaching safety practices to children and youth. Catalog No. 370, (Printed Originals); Catalog No. 870, (Prepared colored Transparencies). 3M Company.

Films and Filmstrips

A Desk for Billie, (NS-5620) 57 minute, color, Iowa State University. True story of how a migrant child secured a high school diploma. It emphasizes the importance of finishing high school.

ABC's of Baby Sitting, 10 minute, color, 1962 (Sid Davis Production) on safety and sitter responsibilities.

Betty Sits with the Baby, approx. 3 minute, loop film, color, 1964, (Eye Gate House) Teen Scenes Series. Single concept film relating to baby sitting responsibilities.

Dropping Out: Road to Nowhere (B-155) 2 parts-12 minutes each, color, filmstrips, Guidance Associates. Dropouts tell what they found "on the outside"; reasons for returning to school.

Four Who Quit (B-222) 2 parts, color, filmstrips, Guidance Associates. Case studies of four school dropouts with "before and after" self-analysis by subjects.

Getting a Job (NS-3644) 16 minute, black and white, (Encyclopedia Britannica Films), Iowa State University. A step-by-step procedure through which various kinds of jobs are obtained.

Girl's Beware, 10 minute, black and white, 1961, (Sid Davis Production) The do's and don'ts of baby sitting are presented in 4 examples. (Caution against pick-ups is stressed).

Helping in Care of Younger Children, 11 minute black and white, (Coronet) Shows a teenage sister caring for her pre-school age brother and first grade sister. Illustrates effective care of children.

Homefires, 16 minute, Iowa State University Film Library, 3 case studies of homemaker services.

Keeping Children Happy and Keeping Children Safe (2 filmstrips) approximately 36 frames each, part of Child Care Series #40047. McGraw-Hill. Identifies and deals with care and supervision of young children.

Keys for the Homes of Tomorrow, 27 minute, Association Films (Free). Home Economics Courses are broadening the curriculum to prepare students for their future, as well as their present life.

Personal Qualities for Job Success, 11 minute, black and white, (Coronet) Personal qualities needed for all jobs.

Planning Your Career (NS-3643) 16 minute, black and white (Encyclopedia Britannica), Iowa State University. The procedure through which a person can come to a better understanding of his own capabilities and the potentialities of careers in which he is most likely to succeed.

Preparing for the Jobs of the 70's (B-213) 2 parts, color, filmstrips, Guidance Associates. Analyzes job trends, most and least promising job areas for the coming decades.

Preparing for the World of Work (B-188) 2 parts, color, filmstrips, Guidance Associates. Introduces students to training and jobs in home economics, industry, agriculture, business, and office.

To A Babysitter (NS-405) 14 minute, color, Iowa State University. An example to guide teen-age babysitters through an evening of babysitting. It emphasizes the responsibility and helps prepare the teenager for her future role as a mother.

Work 29 minute, black and white, N. E. A. Film Service. The job you choose must be related to your talents to be satisfying.

You're In Charge (NS-387) 13 minute, color, 1955, (National Safety Council), Iowa State University. Safe practices for baby sitters described.

Related Readings

Boylston, Helen. Sue Barton, Student Nurse

Messner, Enid. The Right Job for Judith

DeLeeuw, Adele and Paradis, Marjorie. Dear Stepmother

MAJOR CONCEPT: SELF-REALIZATION

Level: MIDDLE ADOLESCENCE

Concept: Self

BEHAVIORAL OBJECTIVES

A. The pupil will be better able to:

1. Accept self as a person with intrinsic worth and dignity.
2. Identify characteristics of mature behavior for teenagers.
3. Compare similarities and differences in mature teenage behavior in and among adolescents.
4. Accept responsibility for his or her own behavior.
5. Cope with problems in a responsible manner.
6. Work willingly with family members in decision-making situations.

APPROPRIATE GENERALIZATIONS

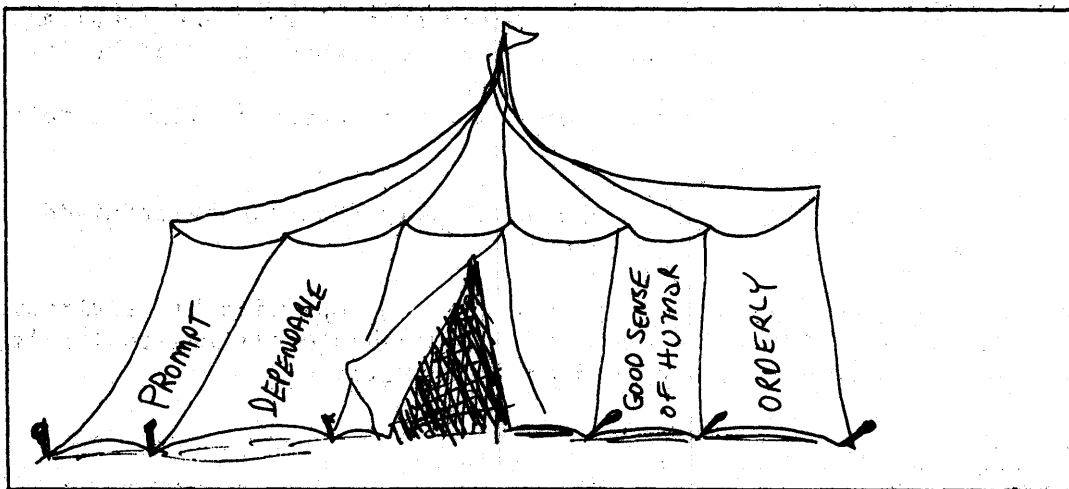
1. When an individual is held in high esteem by others, he tends to have a positive self concept.
2. The individual who has a positive self concept is able to live creatively and productively.
3. The ability of the individual to perceive his role will affect his acceptance of himself.
4. An atmosphere conducive to the promotion of good emotional and mental health is one where a person is valued for what he is.
5. If basic needs are met as they occur, a secure feeling of self-worth is developed.
6. Maturity is a quality or characteristic that can be attained relative to any stage of development.
7. As an individual becomes better able to cope with his environment, and to perceive and accept the world and himself realistically, he is showing growth toward adult maturity.

8. While growth is continuous and proceeds in an orderly sequence, growth toward maturity and physical growth do not always progress in relationship to each other.
9. Becoming a mature person involves learning to control one's emotions.
10. Cultural groups within and between cultures differ in what they consider mature behavior for teenagers.
11. Adolescents have a desire and need to become independent but may also need to rely on others while they learn this new behavior.
12. The ability to control one's own behavior can increase with age and additional experience.
13. As responsibilities are accepted, privileges tend to be extended.
14. Learning to deal with obstacles for the fulfillment of reasonable and desirable goals in a responsible manner is part of the maturing process.
15. Maturity is expressed in the way an individual uses the resources available to develop his potentialities.
16. Helping with family decision-making as teenagers, helps one make independent decisions later on in life.

LEARNING ACTIVITIES

(NOTE**The learning experiences suggested below are based on the assumption that the concepts of basic needs and developmental tasks have been acquired. These can be found in the section, "Development of the Individual".)

1. Do a self-examination to identify strengths. Come to class prepared to discuss these. Write them on strips of paper and attach to circus tent bulletin board.



Discuss the importance of thinking well of ones self and the danger of being conceited; differentiate between an egotist, and one who accepts himself realistically.

View film: Understand Your Emotions. The film develops a general understanding of emotions.

Use case studies, TV programs, novels, or other material that illustrate as resources. Discuss how other people's impressions affect the way one feels about one's self and how one acts.

Read the child's story, "The Little Engine Who Could", and relate the moral of the story to your own situation.

****Summarize how confidence in you and your own self confidence can influence your behavior.**

POSSIBLE GENERALIZATIONS: 1 - 2 - 4 - 5

2. Complete open ended questions:

HOW WOULD I BEHAVE IN SUCH SITUATIONS AS:

1. When mom tells me to clean my room, I...
2. When my friends don't do what I want them to, I...
3. When I graduate from high school, I...
4. When people stare at me, I...
5. When I have money, I...
6. When I earn my own money, I...
7. If I'm asked to a girl-boy affair, I...
8. When a boy talks to me, I...
9. During school parties, I...
10. I'm preparing for the future by...
11. I keep health by...
12. Part time work makes me...
13. Housework makes me...
14. My homework makes me...

Discuss why you feel as you do about your responses.

Study the following information on maturity. Identify criteria for deciding what is mature behavior for specific ages.

Fleck,, Fernandez, and Munves. Living with Your Family. Ch. "Growing Up in Your Family, and Rate & Date".

Jenkins, Shacter, and Bauer. Teen-Agers. Ch. "Discovering Yourself, Understanding Your Body, and As You Grow Socially".

Landis and Landis. Building Your Life. Chs. "Your Appearance and Personality, Growing Up Socially, and Your Emotional Growth".

Landis and Landis. Personal Adjustment, Marriage and Family Adjustment. Chs: "What You Are, and Age for Marriage".

McDermott, and Nicholas. Homemaking for Teen-Agers (Book 1).
Section: "Equation for Living".

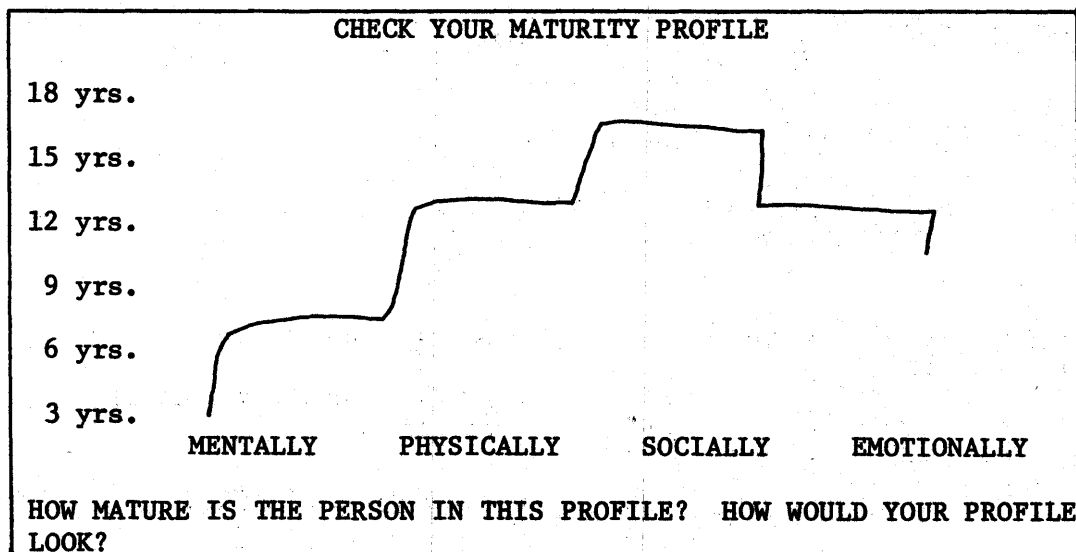
Smart, and Smart. Living in Families. Unit: "Understanding Your Own Development".

Define and discuss types of maturity: physical, emotional, mental, social.

Discuss how mental and physical maturity effect social and emotional behavior. Examine personal stories, news articles or case studies to "see" how maturity patterns of individuals deviate. Also note the effects of the maturity patterns on an individual's behavior.

Identify what kinds of social and emotional behavior would be appropriate for the various ages (use resources on the developmental processes). Role play situations of different ages displaying mature social and emotional behavior. Discuss in class to see if it really is mature behavior and whether it would be considered mature behavior.

Analyze the case study of an individual to develop a profile on the chart below. Draw the profile based on criteria established from reading and discussion for mental, physical, social and emotional maturity.



Write minute dramas and discuss in small groups, situations that teens are involved in and how they might demonstrate mature behavior.

Example: Mother not letting you get a new party dress; or dad not letting you go out with boys.

****What have you learned thus far about maturity?**

POSSIBLE GENERALIZATIONS: 6 - 7 - 8

3. As a class, identify a mature behavior of a teen that would help accomplish the developmental tasks and an immature behavior that would hinder the accomplishment of the task.

Example: TASK	MATURE BEHAVIOR	IMMATURE BEHAVIOR
1. Selecting and preparing for an occupation	Talk to guidance personnel.	Drop-out of school
2. Achieving new and more mature relations with age mates of both sexes.	Attend school functions, participate in school activities.	Refuses to attend school parties involving both boys & girls.
3. Achieving a masculine or feminine social role.	Have a boy-girl party at your home	Be a tom-boy
4. Accepting one's physique and using the body effectively	Do exercises daily	Skip breakfast
5. Achieving emotional independence of parents and other adults	Ask parents for advice	Ignore family as much as possible
6. Achieving assurance of economic independence.	Take on part time work	Ask for more allowance
7. Preparing for marriage and family life.	Attend church discussions on sex education	Avoid dating situations
8. Developing intellectual skills and concepts necessary for civic competence	Read newspaper daily	"Goof-off" during study hall, cheat
9. Desiring and achieving socially responsible behavior.	Participate in girl scouting program	Litter the school yard

****Use the answers to the open-end questions completed earlier. Evaluate the behaviors in terms of mature behavior. Identify those actions that hinder growth toward the accomplishment of the developmental tasks.**

*****In small groups, summarize the learnings on "Who Is a Mature Teen?" Combine all the ideas to form a "Code for Becoming a Mature Teen."**

POSSIBLE GENERALIZATIONS: 9 - 12 - 14 - 16

FHA Discuss with an AFS student what teen behavior in his country is considered mature as compared with mature teen behavior in your school.

HOME EXPERIENCES Select one of the developmental tasks, plan and carry out mature behavior to help accomplish this task. Evaluate the plan, the activity (behavior) and the results.

REFERENCE MATERIAL

Pupil References

Cooperative Extension Service, Iowa State University, Ames, Iowa 50010.
Set of 4 booklets.

"The Teenager: His Image and His World"

"The Teenager: His Relationship to Others"

"The Teenager: His Needs and His Development"

"Your Child Grows Up"

Cross, Aleene A. Enjoying Family Living. Lippincott, 1967. Chs:
"Maturity (general); Recognizing and Assuming Responsibility in the Home and in the Community."

Fleck, Fernandez, and Munves. Living with Your Family. Prentice-Hall, 1965. Chapters: "Growing Up in Your Family (Problem Solving); Rate and Date."

Jenkins, Shacter, and Bauer. Teen-Agers, Scott-Foresman, 1962. Chs:
"Discovering Yourself; Understanding Your Body; and As You Grow Socially."

Landis and Landis, Building Your Life. Prentice-Hall, 1964. Chapters:
"New Privileges and New Obligations; What Do You Believe?; Your Parents (problem solving); Solving Problems; Straight Thinking; Your Appearance and Personality; Growing Up Socially; and Your Emotional Growth."

Landis and Landis. Personal Adjustment, Marriage and Family Living. Prentice-Hall, 1966. Chapters: "What You Are; Age for Marriage."

Ludden, Allen. Plain Talk for Men Under 21 and also a book Plain Talk for Women Under 21. Dodd.

McDermott and Nicholas. Homemaking for Teen-Agers (Book 1), Bennett Co.,
Section: "Equation for Living."

McDonald, Smith and Sutherland. Self Acceptance. Hogg Foundation, 1965.

Menninger, William C. Blueprint for Teenage Living. Sterling. (Book
is a compilation of material from nine Life Adjustment Bulletins).

Menninger, William C. and others. How to Be a Successful Teenager.

Public Affairs Pamphlet: #254, Your Child's Sense of Responsibility.

Science Research Associates:

#5-800 Your Behavior Problems by O. Spurgeon English and Constance
Foster.

#5-833 How to Increase Your Self Confidence by C. Gilbert Wrenn.

Teacher References

Dinkmeyer, Don C. Child Development: The Emerging Self, Prentice-Hall,
1968. (Personality development, development of self concept, child
study technique, roles in the family.)

Helming, Ann. A Woman's Place. Coward-McCann, Inc., 1962.

Mann, John. Changing Human Behavior. Charles Scribner's Sons, 1965.

Menninger, Karl and others. Becoming the Complete Adult. Association
Press, 1963.

Sherman and Coe. The Challenge of Being a Woman. Harper & Row, 1955.

Womble, Dale. Foundations for Marriage and Family Relations, Macmillan
Co., 1966. Chapter: "Deciding on Roles."

Films and Filmstrips

Are You Ready for Marriage? (NS-3027), 14 minutes, black and white,
(Coronet), Iowa State University. A young couple think they want to
marry now. Through conferences with various adults, they decide to
wait until they have had more time to get acquainted, become mature
and to complete their education.

He Acts His Age (NS-3200) 15 minutes, black and white, McGraw-Hill,
Iowa State University. Shows typical children responding to typical
situations in a manner characteristic of their particular stage of
development. It emphasizes emotional and mental growth from one year
old to fifteen years old.

Make Your Own Decisions (NS-3394), 10 minutes, black and white (Coronet) Iowa State University. Film presents illustrations of decision making alternatives and shows how each contributes to the development of a self reliant and psychologically mature individual.

Responsibility (NS-3400), 14 minutes, black and white, (McGraw-Hill) Iowa State University. Cultivating a sense of responsibility is an important part of growing up. Competition between two high school students involves individual responsibility.

The Age of Curiosity (S-426), 13 minutes, color, Association Films, 1963. Exhibits a teenagers thoughts, wishes, dreams and problems.

The Teens (NS-5034), 26 minutes, black and white, (McGraw-Hill), Iowa State University. Three young people engaged in activities and how parents assist in attaining mature behavior.

Understand Your Emotions (NS-3517), 14 minutes, black and white, (Coronet), Iowa State University. Film develops concepts on emotions - what they are, what they do, where they come from and how they are changed.

Related Readings

Best, Herbert. Young'un.

Cavanna, Betty. The Boy Next Door.

Moore, Ruth Job Ellis of Candlemas Bay.

MAJOR CONCEPT: SELF-REALIZATION

Level: MIDDLE ADOLESCENCE

Concept: Human Sexuality

BEHAVIORAL OUTCOME

- A. The pupil will be better able to:
1. Recognize difference in attitudes between men and women in our society.
 2. Accept self as a sexual being.

APPROPRIATE GENERALIZATIONS


1. Men and women differ not only physically and in the social stresses to which they are subjected but also in their modes of thought, interests and customary activities.
2. From birth to death men and women in our society are expected to react to situations differently.
3. Sex involves the emotional, mental and social parts of living as well as the physical.
4. Sexuality exists in all humans and develops as a continuous force from birth to death.
5. Physical attraction for the opposite sex is a part of the maturation process.
6. New sexual emotions emerge during the teen years that need to be understood so that they can be controlled.

LEARNING ACTIVITIES

1. Refer or study bulletin board to begin thinking about the differences between men and women. List suggestions of the differences between men and women and/or use an interest inventory as a basis for planning.

CHARACTERISTICS OF


MEN



LIKES

DIFFERENCES

WOMEN



2. Fill-out the following list with as many answers as possible. What activities do fathers, mothers, teenage girls and boys do in these areas?

ACTIVITY	MOTHER	TEEN GIRL	FATHER	TEEN BOY
SOCIALIZING	EX: Visiting, Bridge, Shop, Coffee party, Sewing	EX: Records, Coke date, Slumber party	EX: Cards, Golf, Business luncheons	Ex: Hike, Play pool, Movie date, Bowl
PHYSICAL RECREATION				
READING				
HOBBIES				

Compare the activity lists in small groups; summarize the similarities and differences in activities and interests of men and women, boys and girls. What kinds of things in the women's columns would the men never do in our society? Vice Versa? What things have changed in the last 50 years? What might be the reasons why the various groups do these kinds of things?

POSSIBLE GENERALIZATIONS: 1

Role play and/or write minute dramas to develop situations such as those listed below. Discuss in small groups:

How a woman, man, teenage girl and teenage boy might react under specific circumstances to—

1. Seeing a mouse.
2. Being involved in a car accident.
3. Hearing the crying of a new born baby.
4. Viewing a sad movie.
5. Being late for an appointment
6. Missing someone's birthday.
7. Others.

Discuss why the sexes react differently to different situations. Do we learn this? Relate childhood experiences that taught you how to act or react to specific situations.

Collect news stories, report on women who had careers, in what might have been termed a "Man's Profession" (law, politics, medicine, business) and in "Women's Professions". Have pupils write reaction papers expressing their feelings about identifying professions with one sex or the other. Read some of the reaction papers in class and discuss the possible reasons why certain professions have tended to be associated with one sex or the other. Look at similar and different characteristics of men and women related to a profession. (Possible sources of reports might be: Madame Curie, Nana, Helene Rubinstein, Margaret Chase Smith and Eleanor Roosevelt).

DEBATE: "The worlds of men and women will be the same in the years to come".

**Summarize those things which are unique to the world of men and women and those things which have become the same.

POSSIBLE GENERALIZATIONS: 1 - 3

(Note***This study could be incorporated along with friendship and marriage preparation found in the section on Socialization.

FHA Joint meeting with mothers and/or dads with talks and/or movies and discussion about teenage problems.

REFERENCE MATERIAL

Pupil References

Calderone, Mary S., Youth and Decisions About Morality, "Teen Times", February/March 1966.

Davis, Maxine, Sex and the Adolescent.

Cross, Aleene A., Enjoying Home Living, Lippincott, 1967. Chapters: "Getting along with Family Members".

Public Affairs Pamphlet #366, Sex and Our Society.

Science Research Associates (Pamphlets):

#5-31 Understanding Sex by Lester Kirkendall

#5-838 Understanding the Other Sex by Lester Kirkendall and Ruth Osborne

#5-864 Becoming Men and Women by Bernice Neugarten

Teacher References

Hilliard, Marion, A Woman Dr. Looks at Love and Life. Doubleday.

Johnson, Eric W., Love and Sex in Plain Language. Lippincott, 1967. Chapters: "Human Sexuality of Men and Women; Birth Control".

Lindquist, Rita. Teach Sex Education as the Forth R. What's new in Home Economics, February 1968. pp. 59-62

McCary, James Lester. Human Sexuality, D. Van Nostrand Co., Inc., 1967 (reference on physiological and psychological factors of sexual behavior).

Rubin, and Kirkendall. Sex in the Adolescent Years: New Direction in Guiding and Teaching Youth, Association Press.

Siecus Discussion Guides:

Sex Education

Homosexuality

Masturbation

Premarital Sexual Standards

Siecus Newsletter. This is a quarterly publication that has timely articles about sex and it also has a section of new books, journals, pamphlets, audio-visual aids, and reprints.

Films and Filmstrips

A Quarter Million Teenagers (V.D.) free from: Public Health Service, Audio Visual Facility, Atlanta, Georgia 30333.

Being Responsible About Sex and Love Series, (filmstrips), color, sound, 1966, (Society for Visual Education). Helps young people explore their sexual feelings and relate them to a pattern of acceptable sexual behavior. Develops responsible sexual attitudes, responsible sexual behavior.

Boys Beware, 10 minutes, 1961. Sid Davis Production, (Homosexuality). Tells in good taste the problems of the homosexual. Shows with four case histories, various approaches a homosexual might use in developing a relationship with a young boy. Danger signs are clearly pointed out.

Boy to Man (NS-1675), 10 minutes, color, 1961 film, (Churchill Films), Iowa State University. The developmental changes, proceeding from superficial changes to glandular changes and of age are explained. May also be shown to girls.

How Much Affection? (NS-4195), 20 minutes, black and white, (McGraw-Hill) Iowa State University, 1967. How much affection should their be between a couple that is going steady? (Poses the question of pre-marital sex).

Human Heredity (NS-782), 22 minutes, color, Iowa State University. Emphasizes basic facts on heredity, sex determination, sex roles, and sex attitudes.

Phoebe (NS-6088), 29 minutes, black and white, (McGraw-Hill), Iowa State University. The story of a pre-marital pregnancy.

Psychological Differences Between the Sexes (NS-4377), 19 minutes, black and white, (McGraw-Hill) Iowa State University. Jane and Jim have different reactions to similar situations, sometimes causing conflict and misunderstandings.

SEX: A Moral Dilemma for Teens, Guidance Associates (filmstrip, sound)

Social Sex Attitudes in Adolescence (NS-3374), 23 minutes, black and white, Iowa State University. The story of a young married couple's sex education and sex adjustment in adolescence that helped them achieve a mature social sex adjustment. Film focuses clearly on the desirable aspects of the problem.

The Game (Emotions in Sex Relations), 28 minutes, black and white, 1967, McGraw-Hill. The story of a teenage boy facing an agonizing moral dilemma when a relationship is no longer casual.

The Sweet Potato Vine, (Family Service Association of America Script). Relates the story of a young girl from a middle class family who must face the problems involved in being an unwed mother.

The Teenage Unwed Father, 30 minutes, black and white, 1963, (Vista Del Mar Child Care Services). Social and emotional impacts on the unwed fathers.

MAJOR CONCEPT: SELF-REALIZATION

Level: MIDDLE ADOLESCENCE

Concept: Vocational Preparation

BEHAVIORAL OUTCOME

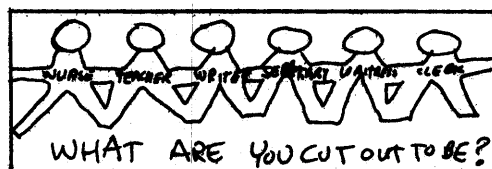
- A. The pupil will be better able to:
1. Examine his potentialities in planning for a career.
 2. Become aware of the desirability of the various opportunities available in home related occupations.

APPROPRIATE GENERALIZATIONS

1. Aptitude, amount of education needed, opportunities for advancement, and personality characteristics are factors to be considered when choosing a vocation.
2. An insight into many different kinds of opportunities helps one make a more satisfying choice of careers.
3. Income from work can be viewed as real (monetary) income and/or as satisfaction from a job well done.
4. When skills and techniques for a job are acquired, the job can be more satisfying and rewarding.
5. The more one knows about an occupation before entering, the less likely one will be disappointed in his choice.
6. Realistic appraisal of one's potentialities in the work world helps insure success on the job.
7. The values one holds influences vocational choices.
8. Attitude about a job is a factor to be considered in selecting a suitable job and for gaining satisfaction from the job.

LEARNING ACTIVITIES

1. Add your contribution to a bulletin board display such as:



2. View Film: WORK, 29 minutes, black and white, N.E.T. Film Service. Emphasizes the need for choosing a job related to intelligence, aptitude and personality.

Consult with the guidance counselor on the results of your aptitude tests and personality inventories. Discuss how aptitudes give direction to job selection.

Read and report on methods for choosing jobs. Use Science Research Associates pamphlets and other resources.

SRA #5-1176 What tests can tell you about you?

SRA #5-1180 School subjects and jobs.

SRA #5-1178 Your personality and Your Job

SRA #5-156 Choosing your career

SRA #5-776 Exploring the world of jobs.

SRA #5-154 Discovering your real interests

SRA #5-1024 Planning your job future

U.S. Printing Office - Job Guide for Young Workers

Develop a list of factors to be taken into account when selecting a job or planning a career.

Prepare a list of questions to be used for interviewing people employed in occupations of interest to class members (amount of education or specialized training needed, beginning wages, opportunity for advancement, advantages and disadvantages, personality characteristics that are most helpful).

Interview the individuals who have jobs of special interest. Summarize the information obtained in the form of a report to be presented to the class.

- **Formulate concluding statements about the similarities and differences of characteristics of and qualifications for various jobs or groups of jobs.

POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 7

Investigate the levels of an occupation available with different amounts and types of preparation.

3. Explore ways to get experience in the various jobs class members are interested in.

View Film: Planning Your Career (NS-3643), 16 minutes, black and white, (Encyclopedia Britannica), Iowa State University. Procedure through which a person can come to a better understanding of his capabilities and potentialities of various careers.

Finding Your Life Work (NS-816), 18 minutes, black and white, (Carl F. Mahnke Prod.), Iowa State University. Film discusses knowing ones self, looking at vocations, contributions of school, coordination between mind and body and building a life on a planned foundation.

Report and discuss: SRA pamphlet #5-1184 Finding Part-Time Jobs.

Select one of the following statements as a basis for developing a paper, bulletin board, demonstration or skit.

1. Work is dignified.
2. Work is honorable.
3. Work is rewarding.
4. All work is important.
5. All workers are important.
6. Most people like to be busy.

Identify any of the above statements which you do not accept. What part does attitudes and values play in job success?

POSSIBLE GENERALIZATIONS: 7 - 8

Discuss the satisfactions that can be obtained from gainful employment using your own job experience such as babysitting as a basis. Ask relatives or adult friends why they work; what is it about their job that gives them satisfaction? Report back to class.

Interview and/or hear a panel of business people talk on becoming a success. What are the kinds of qualities that their successful employees have?

Read and discuss resource material on how to be a success on the job. (Science Research Associates. #5-514 What Employers Want)

Analyze the following issues:

1. Quick success is better than thorough training.
2. Marriage does not require an education.
3. The amount of money earned is the most important thing to consider about a job.
4. Interests are more important than abilities in choosing a job.

Compile lists of characteristics that make one a success and a list of satisfactions people get from their jobs. Compare and identify relationships between the two lists.

***What can you conclude about job satisfaction and job success?

POSSIBLE GENERALIZATIONS: 3 - 4 - 5 - 8

FHA

View Film on Home Economics Careers. Put up educational displays during FHA Week for school, community. Have home economists in the community give talks on various areas and opportunities for work in home economics.

HOME EXPERIENCES

Collect information on specific occupations of personal interest. Do a self-improvement project on a personal quality that may help you succeed on a job.

REFERENCE MATERIAL

Pupil References

Landis and Landis. Building Your Life, Prentice-Hall, 1965. Chapters: "Your Part-Time Work; Your Future Vocation; Considering Possible Vocations".

McDermott and Nicholas. Homemaking for Teen-Agers, Book 1, Bennett Co., 1966. Chapter: "Career Opportunities in Home Economics - Think About Your Future".

Science Research Associates:

- #5-1176 What Tests Can Tell You About You by Arthur E. Smith
- #5-1180 School Subjects and Jobs by John Bochar
- #5-1178 Your Personality and Job by Daniel Sinick
- #5-156 Choosing Your Career by J. Anthony Humphreys
- #5-776 Exploring the World of Jobs by Donald E. Kitch
- #5-154 Discovering Your Real Interests by Blanche Paulson and G. Frederic Kuder
- #5-1024 Planning Your Job Future by Emery Stoops and Lucile Rosenheim
- #5-978 Jobs in Professional Home Economics from Job Family Series.
- #5-514 What Employer's Want by James C. Worthy
- #5-1700 Widening Occupational Roles (Kit) Junior Guidance Series
- #5-260 Careers for Women (Kit) from Job Family Series
- #5-261 Careers for High School Graduates (Kit) from Job Family Series
- #5-571 Keys to Vocational Decisions by Walter M. Lifton

U. S. Printing Office - Job Guide for Young Workers

Teacher References

Cavan, Ruth Shonle. Marriage & Family in the Modern World, Crowell, 1965. Chapters: "Men as Earners; The Importance of a College Education in Career Success; Helping the College Woman Choose Her Role; Young Women, Look Before You Weep; Executive Staff and Distaff: A Wives' Eye View".

Loeb, Robert H. Manners at Work, Association Press. Stresses attitudes for part-time or full-time, the new employee; on work etiquette.

Films and Filmstrips

Finding Your Life Work (NS-816), 18 minutes, black and white, (Carl F. Mahnke Production), Iowa State University. Film discusses knowing one's self, looking at vocations, contributions of school, coordination between mind, body and building a life.

How to Investigate Vocations (#642), 11 minutes, black and white or color, Coronet. Film to motivate pupils to investigate and determine the vocations for which they are best suited. Involves interpretation of vocations guidance tests, job analysis and work experience.

Planning Your Career (NS-3643), 16 minutes, black and white, (Encyclopedia Britannica Film), Iowa State University. Procedure by which a person can come to a better understanding of his capabilities and to identify the potentialities of various careers in which he is most likely to succeed.

Preparing for the World of Work (B-188), 2 part filmstrip, color, sound, Guidance Associates. Introduces students to training and jobs in home economics, industry, agriculture, business and office.

Work, 29 minutes, black and white, N.E.T. Job satisfaction is related to coordinating intelligence, aptitude and personality with a specific job.

Your Earning Power, 11 minutes, color, Coronet. Film identifies 5 conditions which influence earning power: economic, kind of job selected, amount of education, personal qualities and ability to produce.

MAJOR CONCEPT: SELF-REALIZATION

Level: LATE ADOLESCENCE

Concept: Self

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Identify characteristics of mature adult behavior.
 2. Realize that many environments can be rewarding and stimulating.
 3. Accept responsibility for contributing to situations to make them satisfying.
 4. Analyze the advantages and disadvantages of living as a marriage partner, parent, single person and/or career person.

APPROPRIATE GENERALIZATIONS

1. Physical maturity or chronological age doesn't imply mature behavior.
2. Cultures and sub-cultures differ in what is considered mature adult behavior.
3. Children and teenagers benefit from seeing mature behavior in others because one learns by imitation.
4. Environment includes not only the physical surrounding but the atmosphere that is created by relationships with others.
5. Family and/or individual happiness is more highly related to psychological environment than the physical environment itself.
6. Working to improve an unsatisfactory situation gives one a feeling of accomplishment and helps change one's attitude about the situation.
7. Each individual has a unique contribution to make when trying to improve a situation.
8. Many of the advantages associated with being married can be achieved as a single person; many of the advantages of being single can be achieved as a married person.
9. Advantages of being single or married to one person may be disadvantages to another.

10. Because basic needs for individuals are not fulfilled in the same way, different modes of living are acceptable.

LEARNING ACTIVITIES

1. Write paper on maturity: share papers in class to see whether all class members are alike or different on their thinking on maturity. Consult references to review and correct misunderstandings and misinterpretations.

Use recent news stories, magazine articles or TV programs as resources to illustrate adult behavior under different circumstances. Determine how mature the behavior displayed was in the specific situation for the adults involved.

Divide into small groups to write skits showing mature and immature behavior of an adult in the following kinds of skits. Dramatize the skits.

Mother dented a fender on the car.

MATURE BEHAVIOR FOR DAD:

IMMATURE BEHAVIOR FOR DAD:

Jane, a new bride of three months, burned supper.

MATURE BEHAVIOR FOR HUSBAND:

IMMATURE BEHAVIOR OF HUSBAND:

Tom forgot his girlfriend's birthday.

MATURE BEHAVIOR FOR GIRLFRIEND:

IMMATURE BEHAVIOR FOR GIRLFRIEND:

Discuss: How did you decide the behavior you displayed in the skits was mature or immature? What made you include these particular behaviors? Are people mature in everything they do? Explain.

Relate experiences of people displaying immature behavior in some situations when they may act mature in other situations.

Example: Man breaking golf clubs on a tree in anger. A teen-ager refusing to eat because foods that she liked were not served. A teen-ager staying home from school rather than learning to prepare meats in a foods laboratory (because her family did not eat meat). A woman declining an invitation to play bridge because all the players were older than she. An eight year old refusing to have his five year old brother following him to the park to play ball with friends.

Read stories/view films/interview people from other cultures or subcultures and analyze the behavior of adults in terms of our culture to see if the behavior would be acceptable here as the behavior of a mature adult.

What common characteristics do all of these mature behaviors have? immature behaviors?

From previous readings, discussions and experiences, define maturity. Select observable criteria for recognizing various types of maturity.

As a class observe different age groups to:

- (1) identify similarities in reactions among the groups.
- (2) recognize differences within a culture.
- (3) evaluate objectives in terms of today's needs, interests and activities.

Discuss what is mature behavior at school and other places within the community for teens. for parents. and for "outsiders."

Using specific situations, role play how teens might help younger brothers and sisters, or friends learn mature behavior.

***What could be said about mature behavior?

POSSIBLE GENERALIZATIONS: 1 - 2 - 3

2. Identify the factors that go into making a pleasant atmosphere in a home or in a community for the individual. Form buzz groups to decide which of these factors is really the most important.

Analyze the statement: People are more important than things in a home.

Write a description of Sue's family and Mary's family from the following case study. (What might the atmosphere be like in these two homes?)

Sue and Mary live in the same apartment building with their families. Their fathers are factory workers and make a good wage. Although the girls don't get everything they want, they dress well and are able to join in most of the school activities.

Sue tries to avoid asking her friends to her home and always meets her dates at the door with her coat on. Mary likes to have her friends drop-in after school for a snack and can hardly get her boy friends to leave when they stop to pick her up for dates.

Select one of the descriptions for Sue's and one for Mary's family. Discuss possible reasons the family environment is what it is. What could be done to improve the situation? How could brothers and sisters help? Mothers? Fathers? How can families work things out together?

**How would you describe home environment? Formulate some statements that show the relationship between environment, personal and family well-being.

POSSIBLE GENERALIZATIONS: 4 - 5 - 7

3. Compile a list of satisfactions and concerns of being single, and a similar list of being married. Discuss how the disadvantages of both ways of life might be handled.

Compare societies attitudes toward career girls and bachelors twenty years ago with today by interviewing parents and grandparents and by reading articles from that time.

Discuss the role of the single person in today's society and identify societies attitudes toward the single person.

Summarize the modes of living and relate them to individual values and goals.

POSSIBLE GENERALIZATIONS: 8 - 9 - 10

- FHA** Plan and carry out a community project to improve the environment (Examples: Plant a tree campaign, paint and distribute trash cans, clean the city park, plant flowers or shrubs along city streets, give a skit to clubs and service organizations on Clean and Beautiful Cities through the Extermination of the "Litter-bug")

HOME EXPERIENCES

Plan and execute a project to improve your home internally or externally (Example: Develop a well kept lawn, repair and paint fences, plant flowers, remove trash, develop a routine for keeping house and porches orderly, clean and attractive).

REFERENCE MATERIAL

Pupil References

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Cross, Aleene. Enjoying Family Living, Lippincott, 1967. Chapters: "Analyzing Yourself" (Many people who do not marry lead happy and useful lives.)

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapters: "What You Are; Age for Marriage."

Landis, Paul. Making the Most of Marriage. Appleton Century Crofts, Inc., 1965. Chapter: "The Unmarried Adult." (For Mature Students.)

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#177 Why Some Women Stay Single.

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Crowell Co., 1965. Chapters: "Women and Single Life; No World for
a Single."

Fritze, Julius. The Single Adult.

Fromm, Erich. Man for Himself Rinehart and Co., 1947.

Lindgren, Henry. How to Live With Yourself and Like It. Fawcett
World Library, 1961.

Nelson, Frederic. Bachelors Are People Too. Washington, D. C.
Public Affairs Press, 1964.

Overstreet, Harry. The Mature Mind, New York, W. W. Norton and Co.,
1949.

Reader's Digest, Introduction by Arthur Gordon, How to Live with
Life, 1966.

Reed, Ruth. The Single Woman. Macmillan Co., 1942.

Womble, Dale. Foundations for Marriage and Family Relations,
Macmillan Co., 1966. Chapter: "Becoming Marriageable."

Films and Filmstrips

Jealousy (NS-1206), 16 minutes, black and white, (McGraw-Hill), Iowa
State University. Emphasizes that the lack of faith and understanding
can lead to unfortunate results. Shows the importance of continuous
self appraisal and change of attitude in order to combat jealousy.

MAJOR CONCEPT: SELF REALIZATION

Level LATE ADOLESCENCE

Concept: Human Sexuality

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
 1. Formulate a workable concept of human sexuality in our society.
 2. Analyze accepted behavior of men and women in various communities and societies.

APPROPRIATE GENERALIZATIONS

1. In many societies a set of tasks is assigned to women; whereas another set is given to men. Still other tasks may be performed by either sex.
2. What may be defined as a man's tasks in one society may well be classified as a women's task in another.
3. The division of tasks is based more on the attitudes and values of a culture than on the biological differences of men and women.
4. In no society are men and women entirely free to do what ever tasks they want to do.
5. Acceptance of the private worlds of men and women create more harmonious relationships with the opposite sex.
6. There are certain experiences unique to one sex or the other that cannot be fully understood or appreciated by the opposite sex.
7. Woman's need for an emotional outlet can take the form of crying; whereas, men have other means of expressing emotions.

LEARNING ACTIVITIES

1. Review the meaning of human sexuality.
2. In small groups complete one of the following and share with the class:
 - a. The man/woman I marry should--
 - b. The advantages of marrying an "old fashioned" girl might be--
 - c. The advantages of marrying the kind of man who lived 100 years ago might be--

d. The "modern" girl makes a better wife because--

e. The "modern" man makes a better husband because--

List the kinds of tasks men/women do now that they wouldn't have done 20 years ago. Which sex seems to be going through the most marked change in roles? What implications does this have?

Read about male and female role identification in various cultures that exist today. Compare tasks assigned to men and women. (Male and Female, Margaret Mead.)

****Determine the consequences of marrying a certain type of individual.**

****Summarize the changing roles of men and women.**

POSSIBLE GENERALIZATIONS: 1 - 2 - 3

3. Refer to resource materials for identifying differences in characteristics between men and women.

Observe objectively differences between boys and girls as you associate with them in work and in school activities.

Report to class on conversations between men and women, mixed groups, (in own family, restaurants, telephone calls.) What do they talk about? Describe the flow of conversation, language that they use, atmosphere created, and gestures used.

Discuss how men and women differ in their mode of communication. Are there rules for conversation for men and women? Are these rules the same or different? What happens if you break the rules?

Case Study

Mrs. E. was raised by her father from the time she was four. She was a brilliant student and attended a midwestern university where she graduated with honors in design. She married at the age of 28, her husband was then 40. The E's have no children and plan not to have a family. Mrs. E. works as a designer for a building firm.

They live in a newly constructed apartment building which provides the renter with many modern services. Many of their meals are eaten out.

Her husband is out of town a lot and she feels lonely when he's gone for long periods of time. Because she works all day with men and has few women friends, she and her husband thought it would be good for her to join a women's club to make more friends with her own sex. Mrs. A is bored at most of the meetings and feels the rest of the ladies ignore her. She has decided to stop attending.

Discuss Mrs. E's problem; the solution she tried; why it may not have worked out as expected; and identify other alternatives she might try.

****Summarize learnings on modes of living for men and women.

POSSIBLE GENERALIZATIONS: 5

4. Role play or write minute dramas illustrating behavior that could be attributed to experience usually unique to one sex or the other, such as military service, sports, shopping, etc.

What impact did these experiences have on the individual?

Could the individual share these experiences with others?

If not, why not???

****Summarize the concluding remarks about female and male behavior of our society.

POSSIBLE GENERALIZATIONS: 6

FHA Panel of individuals who have had experiences in other cultures to discuss male and female roles in other countries.

REFERENCE MATERIAL

Pupil References

American Social Health Association, Sex Role and Identify in Adolescents.

Brenton, Myron. The American Male, Coward-McCann, 1966. (Study of the invisible straight-jacket that keeps many men bound to antiquated notions of what they must do or be in order to prove themselves masculine.)

Duvall and Hill. Being Married, Association Press, 1960.

Landis, Paul. Making the Most of Marriage, Meredith Publishing Co.

Mead, Margaret. Male and Female. (Paperback.)

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#234 Coming of Age: Problems of Teenagers.

Science Research Associates

#5-864 Becoming Men and Women by Bernice Neugarten

#5-1175 Ethics for Everyday Living by Mary V. Neff

#5-838 Understanding the Other Sex by Lester Kirkendall and Ruth Osborne.

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Kephart, William M. The Family, Society, and the Individual, Houghton, 1966.

Mussen, Conger and Kagan. Child Development and Personality, Harper and Row, 1963. Chapter: "Psychology of the Adolescent" (Sexual behavior in the adolescent, cultural differences in sexual attitudes and behavior, relations with opposite sex peers. Dependence and independence vocational choice.)

Nimkoff, F. Comparative Family Systems Around the World, Houghton-Mifflin Co., 1965.

Womble, Dale L. Foundations for Marriage and Family Relations, Macmillan Co., 1966. Chapter: "Deciding on roles (also father role, mother role, etc.)"

Films and Filmstrips

Helping the Child to Accept the Do's (NS-435), 11 minutes, black and white, 1948, (Encyclopedia Britannica Films), Iowa State University. A child learns to live in a world defined by those things which are acceptable in personal living, in masculine and feminine roles and in human relations.

Human Heredity (NS-782) 22 minutes, color, 1956, (E.C. Brown Trust) Iowa State University. A presentation of the facts about human heredity, sex determinations, sex roles, the influence of the social force in the environment and individual behavior and attitudes.

Roots of Happiness (NS-5396), 24 minutes, black and white, Iowa State University. Puerto Rican families, how parents act out roles.

The Father's Role in the Family. Audio-Visual Extension Service, Tape Laboratory Bulletin, University of Minnesota.

Three Grandmothers. 28 minutes, black and white, 1964, McGraw-Hill. The universal role of grandmothers is shown by visits to 3 widely different parts of the world.

MAJOR CONCEPT: SELF REALIZATION

Level: LATE ADOLESCENCE

Concept: Vocational Planning

BEHAVIORAL OUTCOMES

- A. The Pupil will be better able to:
 - 1. Accept his/her potential in the work world.
 - 2. Cope with the personal and physical adjustments that will need to be made when entering the work world.
 - 3. Plan realistically for the dual role of working wife and/or mother.

APPROPRIATE GENERALIZATIONS

- 1. Satisfaction comes from doing a job as well as one is able.
- 2. All people have different potentialities; if one works up to his potential, he is more likely to achieve a degree of excellence and achieve satisfaction from the job.
- 3. The transition from the dependent home-school situation to the independent work situation creates a need for personal adjustment.
- 4. The low wages of entry level jobs create a need for an efficient method of money management.
- 5. Leaving the home town to acquire employment causes one to make new social contacts at work and during leisure hours.
- 6. Living with others can be a satisfying or unsatisfying experience, depending on the selection of roommates and ability to work and plan together.
- 7. The attitudes of both husband and wife toward working wives, the possible effects on the relationships with other family members, the reasons for working and satisfactions gained from working are factors to consider before a wife decides to go to work.
- 8. The effect on a child's behavior of a mother working outside the home may be good or bad depending on related factors.
- 9. Individual differences in philosophy, interests, aptitudes, education and skills influence choices made in accepting gainful employment.

LEARNING ACTIVITIES

(Use the following kind of check sheet to help pupils identify what their attitudes about a job are.)

1. MARK (X) TO THE LEFT OF ALL STATEMENTS YOU BELIEVE BEST DESCRIBES YOUR FEELINGS ABOUT A JOB

I feel satisfied with a job when:

- ☐ 1. I can do it easily.
- ☐ 2. I make good money.
- ☐ 3. It makes me think.
- ☐ 4. I can do it well.
- ☐ 5. I have fun doing it.
- ☐ 6. It's an important job.
- ☐ 7. It involves competing with others.
- ☐ 8. I work with people I like.
- ☐ 9. I make others happy.
- ☐ 10. I help other people.
- ☐ 11. I can work independently.
- ☐ 12. I have a boss who tells me what to do.

Analyze the reasons for the choices that were made. What effect do these attitudes have on job selection?

2. Discuss the following statements:

- A. Is it better to be a poor teacher, or an excellent sales clerk?
- B. Is it better to enjoy a job and make less money, or to dislike a job and make more money?
- C. Is it better to have a job that is so easy you can do it without much effort, or to have a job that challenges you and makes you put forth your best?

What might be the future consequences of the choices incorporated in each of the questions? What values are involved in the choices?

3. Define excellence, give examples of what achieving excellence means.

Select a vocation of interest and interview someone in the occupation inquiring what they see as qualities of success in the occupation for promotion, satisfaction or maintaining the job.

Example: secretary: do neat, accurate work
work overtime when necessary
do things without being told...make things
convenient for the boss

***Summarize thoughts on achieving excellence and gaining satisfaction from a job.

4. Analyze the following case studies of three high school girls who are applying for jobs. What are the potentials for each of them? Which potentials might be an asset, and which might be a liability for the following jobs which appeared in the morning paper? Which job do you think would best suit each girl? Why?

1. Playground recreation leader
2. Waitress
3. Food service worker in a hospital
4. Typist for an insurance company
5. Stock room clerk in department store
6. Sales clerk at the 5 and 10
7. "Live-in" baby sitter for a family with 3 children

A. Ann enjoys many school activities. She's friendly and works well with her peer group. She is active in many of the school groups, plays, clubs and sports. Her grades are average and she doesn't enjoy school work very much. She's had work experience during the summer as a file clerk at a local business office. The manager thought she was a very alert girl who did her job well and asked her to work for him after graduation. She told him she'd rather do something else.

B. Betty is a very creative person. She worked with the drama club on painting sets for the school play. She has all sorts of hobbies and is presently involved in helping her younger sister's Bluebird group make nature pictures as gifts for their mothers. The little girls love working with her and she enjoys helping them. She did above average work in the literature and English classes and below average work in math and science. She earns her own spending money by babysitting and always has more job offers than she can fulfill.

- C. Carol is a quiet, shy person who enjoys reading and being alone so she can listen to her records. Her grades are below average, but she did quite well in her business education courses. She has little initiative to do things on her own, but is dependable when told what to do. She has had no experience working during the summer, but has taken on many of the housekeeping responsibilities since her mother works full time. She works well with her hands and sews all of her own clothes.

List all of the potentials you have that would be helpful on the job. What kinds of jobs are there that utilize these potentials?

POSSIBLE GENERALIZATIONS: 1 - 2

4. Confer with girls who are working or going to college on the kinds of personal adjustments they need to make and the problems when first leaving home. (Examples: Money management, getting a job, finding a place to live, making new friends.)

Compare the differences and similarities in the kinds of adjustment problems of working girls and college girls.

Use the problems presented by the panel to set up group interest projects. Gather information and present it to the class and how to avoid or lessen the problem. Guidance counselor, social workers, YWCA personnel, clergy, current literature, might be used for resources.

Note: Budgeting, time management and use of credit might be taught in the management unit rather than at this time.

Analyze the following case study of terms of what might have made Sue decide to give up the life of a city girl. What did she do to bring on these problems, and how could she have avoided them.

CASE STUDY

After high school graduation, Sue moved to a larger city to get a job to save money so she could go to a business school. Since she had no training beyond her high school business courses, her choice of jobs was rather limited and wages were low. After interviewing for two days, she was offered a job as file clerk, and although the work was far from being exciting, she accepted.

When she first came to town she stayed at the YWCA. At a party one night, she met 3 older girls who needed a fourth girl to share their apartment expenses; so she moved in with them

None of the girls liked to cook. They either ate out or snacked on things they liked, such as potato chips, coke, pizza. There was little time to clean the apartment after a 45 minute bus ride home, eating,

fixing hair, doing laundry and relaxing. The place which was small to begin with, looked like the pathway of a tornado.

Sue discovered her high school wardrobe wasn't exactly the kind to wear to the office. Since charge accounts were so easy to start, she soon had a lovely wardrobe. Besides, she had gained 25 pounds and couldn't fit into any of her old clothes. Cute young salesmen were always stopping to see them and they offered such good deals at such low payments that it was hard to resist. Besides, she'd need pots and pans, knives and china someday anyway.

Every Friday night, Sue went to her home town 75 miles away and came back on Monday morning. Some of her high school friends were still at home and she missed her family.

After working for 9 months, Sue went home one weekend with all her things and refused to go back. She was very disillusioned with the life of a single working girl.

****What advice would you give young girls leaving home for the first time?

What do you know about working girls that would justify this advice?

POSSIBLE GENERALIZATIONS: 3 - 4 - 5 - 6

NOTE: The MANAGEMENT aspect of this problem can be done in other units-- teach this in terms of the relationships in a family.

5. Survey the senior class with the following questionnaire:

GIRLS: MARK (X) THE STATEMENT THAT MOST NEARLY IDENTIFIES WHAT YOU EXPECT YOUR FUTURE IN THE WORKING WORLD WILL BE.

I expect to:

___ be a single, career girl.

___ be a homemaker and never work outside the home.

___ have both a life-time career and be a homemaker.

___ have a career till we have children.

___ have a career till we have children, raise a family and then go back to work.

___ work part time even though I have a family.

BOYS: MARK (X) THE STATEMENT THAT MOST NEARLY IDENTIFIES WHAT YOUR FUTURE WIFE'S FUTURE WILL BE IN THE WORKING WORLD

I expect my wife to:

_____ be a full-time homemaker

_____ have a life-time career and be a homemaker.

_____ have a career till we have children.

_____ have a career till we have children, raise a family and then go back to work.

_____ work part time even though we have children.

Summarize data collected and compare with national, state or local figures on working women.

Compare similarities and differences in attitudes about women working. Where do we get these attitudes? Have the attitudes changed over the years? in what ways?

6. Read current literature, view films, on working women and summarize on the following kinds of bulletin boards. (Look at the facts about working women; the obstacles and rewards of the working woman.)

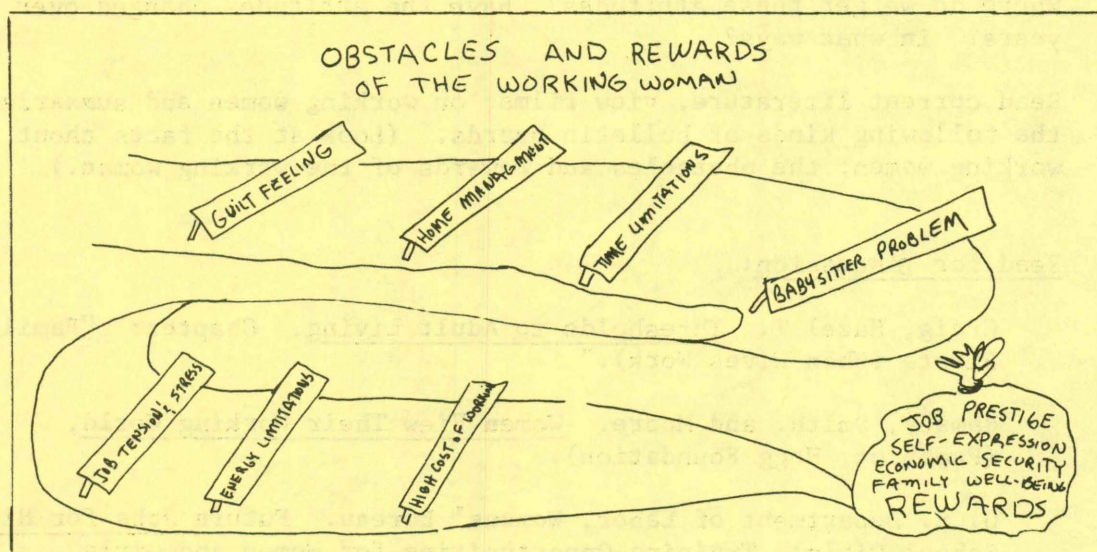
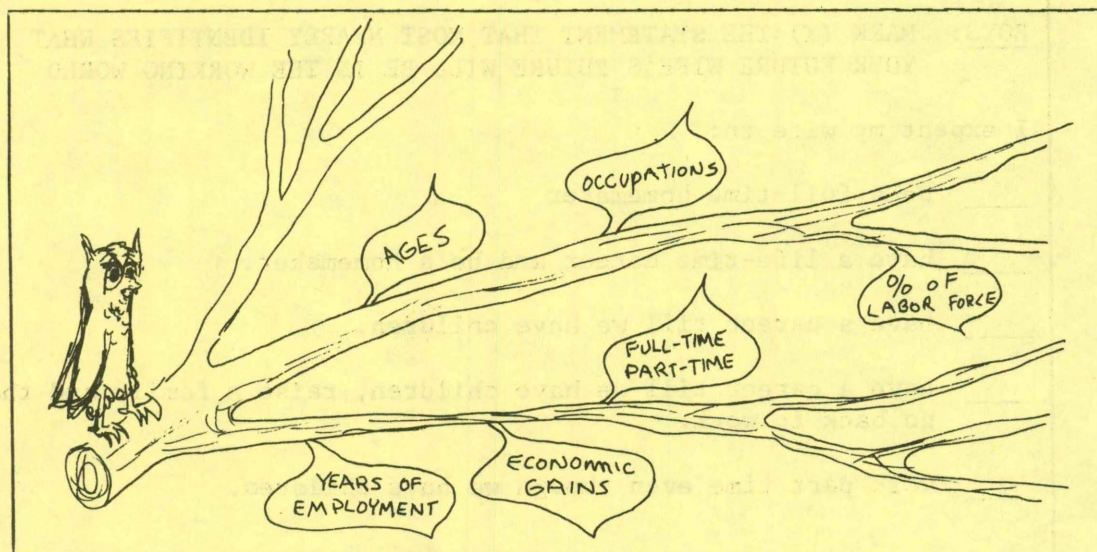
Read for Discussion:

Craig, Hazel T. Thresholds to Adult Living. Chapter: "Family Firsts (When Wives Work)."

Ramsey, Smith, and Moore. Women View Their Working World, (Pamphlet, Hogg Foundation).

U. S. Department of Labor, Womens' Bureau. Future Jobs for High School Girls; Training Opportunities for Women and Girls.

Landis and Landis. Building your Life Unit: "Growing Up Economically" Chapters: "Your Part-time work, Your Future Vocation, and Considering Possible Vocations."



***Summarize ideas, attitudes and problems relative to working women in your community.

POSSIBLE GENERALIZATIONS: 7 - 8 - 9 - 10

7. Use the following case study as basis for discussing the effect on the family when mother works outside the home. Divide into groups to represent the various members of the family. Discuss the situation and then have a representative from each group represent the group at a family council to state the way they feel about Mom going to work and why they feel that way. The groups then meet again to form rebuttals based on the views expressed by individual family members.

Case Study

Mom wants to go to work as a receptionist for a dentist in a downtown area. She would work from 8-5, five days a week with a 2 week vacation in October. The Jones have only one car which dad needs to drive to work. There is a bus line two blocks from home.

Mr. Jones makes \$7500 a year at his job as foreman of the shipping department in a local factory. He hasn't decided whether his wife should work. Jane, the 8 year old daughter, doesn't want her mother working but Tom, the 17 year old son, thinks it's a good idea.

After the advantages and disadvantages have been adequately discussed, each group summarizes the ideas about working women as seen through the eyes of the particular family member they represented. Share ideas with the whole class.

FHA Panel of working mothers of various vocations discuss advantages and disadvantages and how they've managed their dual roles.

REFERENCE MATERIAL

Pupil References

Albrecht, Margaret. A Complete Guide for the Working Mother, Doubleday.

Cotton, Dorothy. The Case for the Working Mother, Stein and Day Publishing, 1965.

Craig. Thresholds to Adult Living, Bennett Co., 1962, Chapter: "Family Firsts." Sections: "When Wives Work, Why Wives Work."

Cross. Enjoying Family Living, Lippincott, 1967. Chapter: "Analyzing Yourself (Dual roles of women)."

Duvall and Hill. When You Marry, Heath, 1962. Chapter: "Money Matters in Marriage" (Section: Should Wives Continue to Work after Marriage?)

Iowa State Extension Service
#638 Working Wives (Pamphlet)

Landis and Landis. Building Your Life, Prentice-Hall, 1964. Section: "Growing Up Economically", Chapters: "Your Part-time Work, Your Future Vocation, and Considering Possible Vocations."

McCalls Magazine. Those Empty Days, September, 1965 (Working Wives)

Ramsey, Smith & Moore. Women View Their Working World, Hogg Foundation, 1963.

Redbook, The Case Against Full Time Motherhood, March 1965.

Science Research Associates:

#5-1177 Do Your Dreams Match Your Talents? by Vance Packard

#5-516 Our World of Work by Seymour Wolfbein & Harold Goldstein

#5-153 You & Your Abilities by Katherine and John Byrne.

#5-514 What Employers Want by James C. Worthy

#5-1176 What Tests Can Tell You About You by Arthur E. Smith

U.S. Department of Agriculture. Publication #771, Helping Rural Youth Choose Careers.

U.S. Department of Labor, Bureau of Employment Security. Job Guide for Young Workers; Choosing Your Occupation.

U.S. Department of Labor, Bureau of Labor Standards. Some Facts for Young Workers About Work and Labor Laws.

U.S. Department of Labor, Women's Bureau. Future Jobs for High School Girls; Training Opportunities for Women and Girls.

Teacher References

Cavan, Ruth Shonle, Marriage and Family in the Modern World, Crowell, 1965. Chapters: "Helping the College Woman Choose Her Role", "Young Women: Look before you Weep," and "Executive Staff and Distaff: A Wife's Eye View."

Goode, William J. Readings on the Family and Society, Prentice-Hall, 1964. Chapters: "How the Wife's Working Affects Husband-Wife Interaction", "The Effect of Maternal Employment on Adolescent Children in Town & Country."

Hoffman, and Nye. The Employed Mother in America, Rand McNally, 1963.

Practical/Forecast. Are We Facing Up to the Challenge of Working Mothers? January 1963.

National Committee on Secondary Education of NASSP. Educating for Work, 1967.

Report of the President's Commission on the Status of Women,
Superintendent of Documents, Washington, D.C., American Women, 1963.

U.S. Department of Labor, Children's Bureau. Today's Women in
Tomorrow's World.

Films and Filmstrips

Children of Change, 31 minutes, black and white, 1960. International
Film Bureau. Depicts stresses on children whose mothers work outside
the home, as well as the adjustment difficulties of mothers who have
2 full time jobs.

Finding Your Life Work (NS-816), 18 minutes, black and white
(Encyclopedia Britannica), Iowa State University. Discussion of
three job requirements and how an individual analyzes himself, gets
a broad view of many vocations, recognizes training available, and
sees the importance of building a life on a carefully planned
foundation.

Planning Your Career (NS-3643), 16 minutes, black and white,
(Encyclopedia Britannica), Iowa State University. Procedure through
which a person can come to a better understanding of his own capabili-
ties and the potentialities of various careers in which he is mostly
likely to succeed.

Preparing for the Jobs of the 70's (B- 213) and Preparing for the
World of Work , (B-188) from Guidance Associates. (Read review
under Early Adolescence, Vocational Planning.) Show if not used
at early or middle level.

You Can Go a Long Way (NS-2212), 21 minutes, black and white,
(Encyclopedia Britannica), Iowa State University. Film explores
the advantages of high school and additional training before job
hunting to meet increased job competition. Emphasis is placed on
the fact that an extra year or so of education may mean a lifetime
of better living and better security.

Related Readings

McGinley, Phyllis. Sixpence in Her Shoe.

Morton, Betty Frieda. The Feminine Mystique.

1. The first part of the report is devoted to a general description of the project and its objectives.

2. The second part of the report describes the methodology used in the study, including the selection of subjects and the procedures followed.

3. The third part of the report presents the results of the study, which are discussed in detail in the following sections.

4. The fourth part of the report discusses the implications of the findings and the limitations of the study.

5. The fifth part of the report concludes the study and provides a summary of the main findings.

6. The sixth part of the report provides a detailed discussion of the results and their implications.

7. The seventh part of the report discusses the limitations of the study and the need for further research.

8. The eighth part of the report provides a summary of the main findings and conclusions.

9. The ninth part of the report provides a detailed discussion of the results and their implications.

VALUES AS DIRECTIVES OF BEHAVIOR

<u>BEHAVIORAL OUTCOMES</u>	Page
<u>GOALS</u>	<u>35</u>
A. The pupil will be better able to:	
1. Identify individual and family short and long term goals.	
2. Interpret personal goals in terms of personal development.	
3. Recognize influencing factors that need to be considered when setting up goals.	
4. Establish realistic short and long term goals.	



VALUES AS DIRECTIVES OF BEHAVIOR

BEHAVIORAL OUTCOMES

Page

VALUES and GOALS..... 93

A. The pupil will be better able to:

1. Describe the characteristics of psychological values.
2. Identify psychological values of self and family.
3. Interrelate her own and family goals and values.
4. Accept the uniqueness of personal and family values.
5. Examine the interrelatedness of his/her development and personal values.
6. Examine the process of internalizing values.

11/11/11

Dear Mr. [Name]

I am writing to you regarding the [Topic] that we discussed previously.

I am sorry that I cannot provide you with a more definitive answer at this time.

The [Topic] is a complex issue that requires further investigation and analysis.

I have discussed this matter with the relevant departments and we are working to resolve the outstanding issues as quickly as possible.

I will keep you updated as soon as a final decision has been reached.

I appreciate your patience and understanding in this matter.

Thank you for your time and for bringing this matter to our attention.

Sincerely,
[Signature]

[Name]
[Title]

[Address]
[City, State, Zip]

VALUES AS DIRECTIVES OF BEHAVIOR

<u>BEHAVIORAL OUTCOMES</u>	Page
<u>INTERRELATIONSHIP of VALUES.....</u>	<u>103</u>
A. The pupil will be better able to:	
1. Examine the interrelatedness of family, individual and cultural values.	
2. Compare similarities and differences in values in various cultures.	
3. Recognize the means of transmitting values.	
<u>WORKING With VALUES.....</u>	<u>107</u>
A. The pupil will be better able to:	
1. Cope with value-conflicts within our society.	
2. Recognize the need for adjusting his/her value system in an ever changing society.	
3. Formulate a philosophy of life consistent with his/her values.	

VALUES AS LIMITS OF BEHAVIOR

1950

RESEARCH REPORT

INTERPRETATION OF VALUES

1. The people will be better able to
2. Measure the behavior patterns of family, individual and
3. community, national and international values in values in
4. various cultures.
5. Measure the means of establishing values.

VALUES AS LIMITS OF BEHAVIOR

1. The people will be better able to
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3. community, national and international values in values in
4. various cultures.
5. Measure the means of establishing values.

MAJOR CONCEPT: VALUES AS DIRECTIVES OF BEHAVIOR

Level: EARLY ADOLESCENCE

Concept: Goals

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Identify individual and family short and long term goals.
 2. Interpret personal goals in terms of personal development.
 3. Recognize influencing factors that need to be considered when setting up goals.
 4. Establish realistic short and long term goals.

APPROPRIATE GENERALIZATIONS

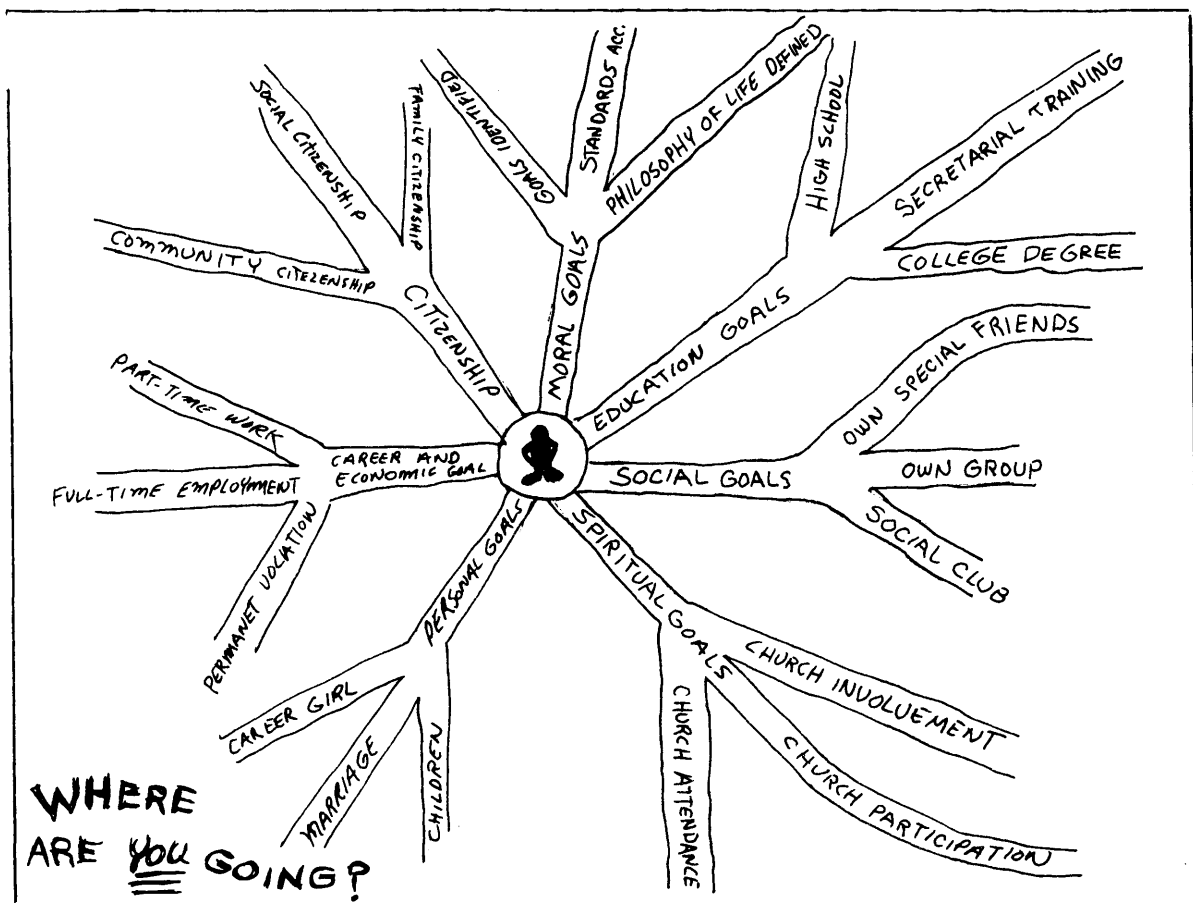
1. Goals are aims toward which we are willing to work.
2. Each individual or family has goals that they believe are best for them.
3. Some goals may be the same among all groups or individuals and others may be unique for each individual or group.
4. Different individuals reach the same goal in different ways.
5. If one knows what his individual and family goals are, why he has them and how he got them the more likely he will be able to make decisions that will bring satisfaction.
6. Goals set by individuals and families effect family relationships.
7. The personal characteristics of a person are reflected in the goals he sets for himself.
8. In the process of trying to improve himself, the individual builds up a set of goals which give guidance to his decision-making and behavior.
9. Realistic goals are those which can be accomplished with the resources that are available to an individual.
10. Factors to be considered when setting up goals are: what one is capable of doing, what one likes to do, what his ambitions are, what is possible in his particular situation, the goals held by family, peers and society, and his past experience.

11. Short term goals contribute to the achievement of long-term goals.
12. Goals that can be reached help build confidence in one's ability and create a feeling of satisfaction.
13. The problem solving method can aid in making satisfying decisions.
14. Decisions are complex and related to our goals.
15. People use different methods of facing problems.

LEARNING ACTIVITIES

1. Discuss what are goals: combine ideas to formulate a definition. Read about goals in various sources and revise definition if needed (see references in Bibliography).

Study the visual (bulletin board or transparency). Describe what is seen, what is meant, what kinds of goals there are, and why goals aren't the same for everyone?



List goals family members might have that fit into the following categories: (Example)

GOALS FOR:	TODAY	THIS MONTH	THIS YEAR	TEN YEARS
MOM'S	Substitute a low calorie dessert	Lose 5 pounds	Lose 25 pounds	Keep weight down to size 14
DAD'S	Read an article on interpersonal relationships	Improve own manner of working	Take a night course	Become assistant manager
MINE				
FAMILY'S				

From the long term goals of the teenager in the above chart, decide on what the short term goals should be in order to accomplish the long term ones. Do the same with family goals.

Identify short and long term goals of individuals and families by reviewing case studies, current T.V. programs or movies, magazines and literature.

***Sponsor an advertising campaign, each pupil bring slogans to class that could be used to sell goals: Using T.V. ads, base the ads on information they have learned about goals. Example: Goals give you "go power"; "A goal a day keeps frustration away"; "Your only as good as the goals you have." In class decide which ones are really true statements about goals and which are only half truths. Summarize beliefs about goals.

POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 11

2. List every activity from the time one gets up until their first class. Beside each activity write down the reason why. Identify the goal that may have directed that action. Example:

<u>Action</u>	<u>Reason</u>	<u>Goal</u>
a. Turned off alarm	To keep from disturbing others	Be on time
b. Washed face and brushed teeth	To be clean	Good health
c. Said good morning to family	A habit	
d. Ate breakfast	To satisfy hunger	Energy, growth

Discuss how goals are achieved in different ways, and why each of us have different reasons for doing things.

Brainstorm 'What causes arguments with parents'? Identify the goals of the family and individual in each case that might cause conflict.

View the filmstrip ("Values of Teens: "The Choice is Yours"). Identify the kinds of goals each of these teens had and how different goals might effect group relationships.

Analyze different ways of accomplishing goals...Decide which is most satisfying to the most people; which would disrupt family and group relations and which would make them better.

Using the following situation, discuss to see how different individual and family goals may affect family relationships. Example: You want to go to work after High School graduation and your father wants you to be a nurse. Your mother thinks you are too young to go to girl-boy affairs so she makes you stay home from school functions. Your family wants to go to New York for Christmas, so no one gets an allowance for 4 months. Discuss what you might do in each situation; what might your parents do; how might these actions affect future relationships?

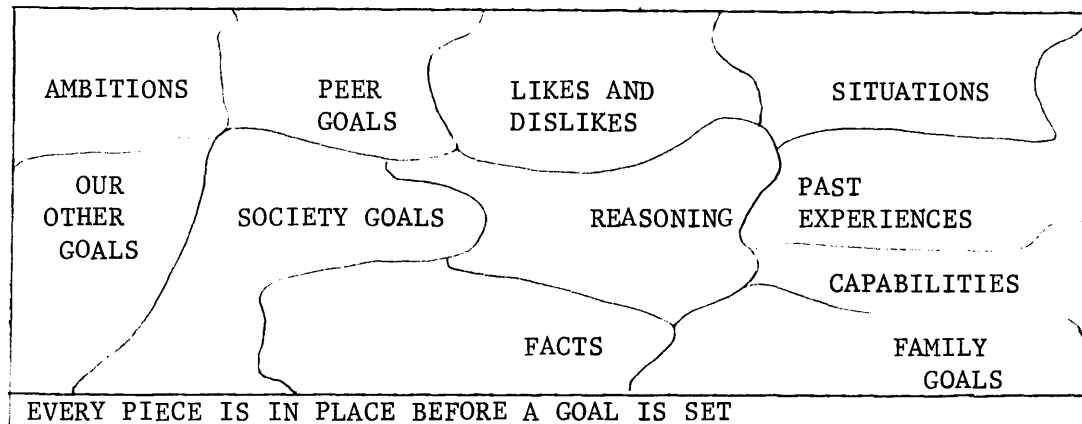
Role play or write minute dramas which illustrate goal conflict in a family. Example:

<u>Family goal</u>	<u>Teens goal</u>
Keep healthy	To be like everyone else.
Do things as a family	To be with the gang.
To get children an education	To have a good time.

Discuss how the goal conflict could be avoided or how a compromise might work to keep peace in the family. Discuss how conflicts would affect the way you might develop...

****Summarize class beliefs about how goals affect us in our personal relationships and development. What do goals tell about people and families?

POSSIBLE GENERALIZATIONS: 3 - 4 - 5 - 6 - 7



3. Study the above visual. Identify the influencing factors that affect the goals we choose for ourselves.

In small groups decide which of the influencing factors is most important for determining goals and why. Each group be ready to support their answer and share their reasons with the class.

Using a current news article, point out where an individual's goal was not that of societies' and the problems that evolved because of the difference.

Bring examples of goals that may not be possible to achieve because of one or more of the factors in the jigsaw.

Study case studies of people who set their goals too high or too low. Decide what makes a realistic goal. Identify possible realistic goals for teens.

***Summarize the goal learnings for the class under the heading "When setting up goals, remember to:"

POSSIBLE GENERALIZATIONS: 8 - 9 - 10 - 11 - 12

4. Study possible methods for meeting problems (Example: direct attack, detour, retreat, rationalization, day dreaming.)

After discussing methods of solving problems, write and do minute dramas handling specific obstacles in problem solving. Class members identify the method used. Discuss alternative ways that may have been better and why?

Using the problem solving technique, as a class go through the steps of a common kind of teen problems. After having reached a class decision on what to do, identify the goals that gave direction to the solution. Emphasize how important goals are in decision making and that if the class goals had been different, the final decision might have been different.

Read reference on problem solving. Identify the procedure for analyzing problems. Assign a problem for each pupil to solve individually using the steps of problem solving. Discuss advantages and disadvantages of such a procedure.

****Summarize appropriate methods of meeting and solving problems.**

POSSIBLE GENERALIZATIONS: 13 - 14 - 15 - 16

REFERENCE MATERIAL

Pupil References

Barclay and Champion, Teen Guide to Homemaking, McGraw-Hill, 1967.
Chapter: "Making the Most of Yourself."

Craig, Hazel T. Threshold to Adult Living, Bennett Co., 1962.
Chapter: "Gains and Goals."

Fleck, Fernandez and Munves, Living with Your Family, Prentice-Hall, 1965. Chapter: "Growing Up in Your Family; All About You."

Jenkins, Shacter, Bauer and Pounds. Teen-Agers, Units: "You Can Change; Establishing Your Own Values; Problem Solving."

Landis and Landis. Building Your Life, Prentice-Hall, 1964.
Chapters: "Your Family and Your Decisions; Solving Problems."

Moore, Bernice. Adults Look at Children's Values, Hogg Foundation, 1966.

Smart and Smart. Living in Families, Houghton-Mifflin Co., 1964.
Chapter: "Making the Most of Yourself (Managing Yourself, Goals Common to all, Individual Goals)".

Science Research Associates (pamphlets)

#5-738 You and Your Problems by Stanley E. Dimond

#5-705 What Are Your Problems by H. H. Remmers and C. G. Hackett.

Science Research Associates (pamphlets) cont'd

#5-561 How to Solve Your Problems by Robert Seashore and
A. C. Van Dusen

Teacher References

Brisbane & Riker. The Developing Child, Bennett Co., 1965.
Chapters: "Emotional and Social Development; Personality and
Behavior; Conscience and Personal Values; Yesterday, Today and
Tomorrow."

Cross, Aleene, Enjoying Family Living, Lippincott, 1967. Chapters:
"Understanding Dating; Courtship and Marriage; You and Your
Resources."

Hymes, James. The Child Under Six, Prentice-Hall, 1966, Chapter:
"Teaching Values to Children."

Mussen, Conger and Kagan. Child Development and Personality, Harper
and Row, 1963. Chapters: "Learning; Preschool Motor and Intellectual
Development; Development in Middle Childhood; Psychology of the
Adolescent."

Science Research Associates (pamphlets)

#5-130 Charting Your Job Future by Lambert Gilles
#5-1251 My Educational Plans by Harold Munson
#5-1127 Planning My Future by Wendell Hill
#5-1256 What Could I Be? by Walter Lifton
#5-1531 What I Like to Do? by Louis P. Thorpe & Charles Meyers
#5-451 You and Your Life work by Department of Ministry
#5-941 Helping Children Develop Moral Values by Ashley
Montagu

Films and Filmstrips

Benefits of Looking Ahead (NS-3220), 11 minutes, black and white,
(Coronet), Iowa State University. Emphasize the importance of
planning for the future - both long range and short range.

Importance of Goals (Code 637002), 19 minutes, black and white,
McGraw-Hill. Motivation through goals related to school.

Planning for Success 10 minutes, black and white, Coronet Films.
Ambitions must be realistic, for otherwise one is doomed to be
forever disappointed. This boy's story may give help in analyzing
one's goals.

Understanding Your Ideals (NS-3092), 14 minutes, black and white,
(Coronet), Iowa State University. A high school boy discovers
good objectives and goals to aim for.



MAJOR CONCEPT: VALUES AS DIRECTIVES OF BEHAVIOR

Level: MIDDLE ADOLESCENCE

Concept: Values & Goals

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Describe the characteristics of psychological values.
 2. Identify some of her own psychological values and those of her family.
 3. Interrelate personal and family goals and values.
 4. Accept the uniqueness of personal and family values.
 5. Examine the interrelatedness of her development and personal values.
 6. Examine the process of internalizing values.

APPROPRIATE GENERALIZATIONS

1. A psychological value is one's idea of the desirable that gives direction to his behavior and meaning to life.
2. Different individuals express the same value in different ways.
3. Values of a family give direction to its aspirations and goals.
4. As an individual develops and interacts with his environment, he develops a set of values.
5. A basis for the goals we choose, or the decisions we make, is our value system.
6. The decisions one makes relative to the use of time, money and energy and talent depends upon the values he holds and the goals he has established.
7. Conflict between personal and family values and goals may be the source of family relationship problems.
8. Management practices by individuals and families reflect differences in values, goals and standards.
9. Since no one's experiences, environment or personality are alike, each person acquires a unique set of values.

10. Families are made of individuals with unique value systems; each family's goals and values will be different.
11. The more accurately the individual perceives his values, the greater his ease in choosing among alternatives of action.
12. When the individual is free to be himself his behavior tends to be more consistent with his values.
13. When an individual experiences satisfaction from the results of particular behavior, he is likely to incorporate it into his behavior pattern.
14. The process of internalizing a value is a constant, often unconscious, part of our behavior pattern.
15. An individual's psychological needs can influence his choice of values.
16. A value system is made up of many values arranged in a hierarchy according to the importance we put on the values. The hierarchy within a value system is likely to change with time and the situation.
17. Being confronted with many value choices can either strengthen or change an individual's value system.
18. As new values are accepted and incorporated into an individual's value system, the ordering of the established values may change.
19. If an individual has internalized a value by incorporating it into his total value structure, he will try to act consistently in accordance with that value.

LEARNING ACTIVITIES

1. Read references on values in class and identify the characteristics of values.

View the first part of the filmstrip (if now shown before) "Values of Teens: The Choice is Yours."

As a class, determine the values American teenagers appear to have in common.

React to the following: The more one is willing to pay for something, either in money, time, hard work, social position or other consideration, the more we tend to think 'That surely must be important to him if he is willing to put so much into it.' Give examples of teen values, parental values and small children's values. Discuss the similarities and differences in the values of each group.

Write a paper on 'The important things in life for me are': Discuss what may be the underlying values giving direction to these 'things' that the class "sees" as being important.

Discuss different ways goals might be accomplished depending on the values one holds. Example: The goal is to get good grades. If the value is recognition, the person might cheat; if he values education he would study.

Use the case study 'Please Meet Jane' below to identify her values/goals. Read 'Please Meet Jane' and make two lists of those things Jane appears to value most and least.

Values <u>Most</u>	Values <u>Least</u>
1. _____	1. _____
2. _____	2. _____
_____	_____
9. _____	9. _____
10. _____	10. _____

PLEASE MEET JANE

Jane had looked forward to coming to college. Perhaps one reason why she had not worried more about leaving home was her feeling of worth - a belief in herself, a feeling of confidence that things could go well.

Jane enjoys the girls who gather frequently in her room to share snacks, confidences, and conversation. While one of the big reasons that Jane wanted to come to college was to experience more freedom and independence in being on her own, still it is her first real break with home ties and her thoughts and talk often turn to home and family. She misses the expression of affection that she enjoyed at home because she so often tells of experiences shared with her family. Nor is it unusual while the girls visit with each other to share sweets from home. Jane, for one, is not concerned about her health, which she takes for granted. In fact, she sometimes comments to the girls that she doesn't think nightly snacks or late hours can really affect health.

Jane has a knack for getting along with people and making friends easily. She enjoys her many friends immensely and they in turn like her and often stop by to chat for a moment or two before going on to their own rooms to study. Jane's room is attractive because she thinks beauty is important. A large mat on the wall holds attractive cutouts from magazines and there is her old record player with an excellent collection of good platters to spin, plus some novels and books of poetry.

Even though Jane has many friends and her share of dates, she is concerned about rating with college students. She wants the recognition and the feeling of importance that go with appointments to committees

and election to groups that are representative of the student body. Though Jane has her own opinions and will argue a point, she does not want, as much as some girls, to influence others.

While Jane is interested in most of the campus issues and contributes to the various 'Drives' sponsored by college organizations, she does not feel concern for others that are outside of her circle of friends or class acquaintances. It is understandable that she is more immediately concerned about herself and how she is getting along in a new situation than about people she knows only slightly. Often disaster headlines in another part of the country seem too far away to worry about.

Jane believes that education is not just classroom learning, but that her college program should help her develop as a person. Thus, she is pleased that such things as school work, activities, association with faculty members and students are helping her achieve this value. However, she has yet to decide in which area she will major. Because her father is a successful business man and money has never been a problem, she does not feel pressed about economic security.

Religion is important to Jane, and as a part of this, she feels she should attend church services, which help her develop an understanding of her relationship to the universe. She is beginning to see that religion is really trying to live a life of warmth and meaningful association with family, neighbors and friends.

Another satisfaction that Jane is finding in college is the chance to do a variety of different things - some of them for the first time; such a living in a dormitory and a chance to take part in campus activities. She looks forward to these new experiences and often awakens with a feeling of expectation for what the day may bring.*

While in many ways we think of ourselves as very much like others, there are still important differences that make each of us "unique". It is those things (called values) that are important to us, that makes each of us different. Things that we cherish and that bring satisfaction in living that direct our behavior and influence our daily lives.

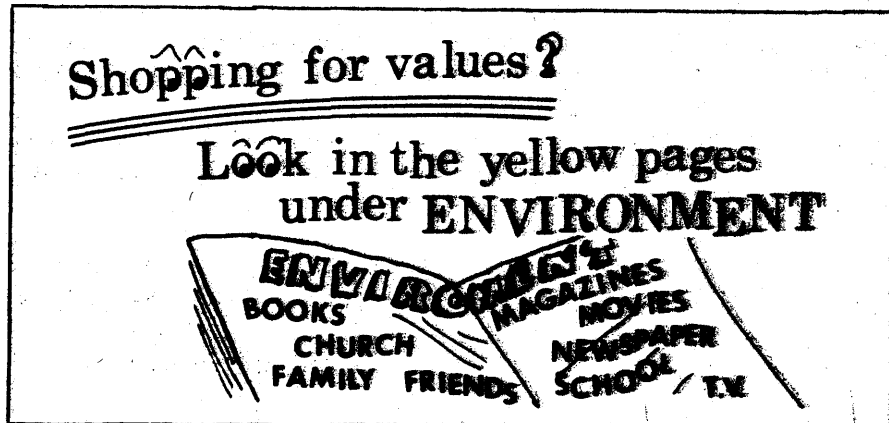
Many of the values you listed for Jane (in the two columns) may be your values too, although you will feel differently about some of them because of your uniqueness or individuality. Things that Jane valued least may be important values for you and others that are important to Jane may not be at all important to you. In two columns, list the value most important and least important to you.

***Summarize ideas about values and goals and how they interact.

*Harder, Virginia Hougaard. "A Values Inventory for Freshman College Women," Unpublished Master's Thesis, Iowa State College, Ames, 1956.

POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 16

2. Use the following bulletin board idea to identify sources of values. Get information from individual reports, readings and discussion.



Divide in groups. Decide which source (from bulletin board) contributed most to the common values held by class members. Example: The value of education probably came from the home and/or school. Decide which of the sources has the most important influence on teen values.

Listen and view last half of filmstrip: Values of Teens: The Choice is Yours. (ISU Film Service). Identify the interrelationship of family and individual values, as well as the influence of peer values on each other. Do you agree or disagree with opinions expressed in the filmstrip?

Write minute dramas having each based on a value. Class discuss the values portrayed. Discuss different ways values can be exhibited by individuals, families and groups.

Analyze case study of the Smith family or view family type T.V. programs to identify values of families. How do families' values influence the decisions they make? What gives us clues as to what a family values?

CASE STUDY

The Smith family lives in a typical suburb of a large city. Mr. Smith is an industrial technician and makes an average salary at a nearby factory. After he comes home from work, he often works around the yard. He sings in the church choir and helps with Boy Scout committee work. Mrs. Smith grew up near the seashore and finds the city traffic and bustle somewhat tiring. She loves the outdoors, her small garden, and works with a troop of Brownies one day a week. She also teaches Sunday School. The family has saved \$750 toward buying beach property for summer use. They also have an insurance program which insures savings for retirement and toward college education for the children.

Now a number of special expenses are looming up and Mrs. Smith is thinking of returning to secretarial work in order to help pay for some of these.

George is 13 and his school music teacher says he has special talent, and should have a good instrument and private lessons.

Sally is 11 and popular with all her schoolmates. The dentist says she will need to have her teeth straightened and this should start soon.

Gena is 7, frail and quiet. She had rheumatic fever three years ago, needs to eat and rest regularly, and has to be encouraged to go outside. The idea of learning to swim intrigues her.

Gary is 4, full of life and curiosity, enjoys many neighborhood playmates and can hardly wait to go to school like the "big kids".

Examine the case study, consider the following questions:

- I. What might be some of the long-range goals of this family? Some of the shorter-range goals?
- II. Which values do you think might be shaping the goals and the decisions in this family? (What things in life seem important?)
- III. List four decisions that you think this family could make and discuss the pros and cons that you think would affect how each would be made.

Describe individual and family value systems and how they work.

POSSIBLE GENERALIZATIONS: 4 - 5 - 6 - 7 - 8 - 9 - 10 - 17

3. CASE STUDY

Sally is a junior in high school. She has found in the last year that she can't make up her mind as to what to do about her future.

She has grown up with the idea that girls should marry and raise a family; that there is no need for her to go to college. Last year she was approached by her counselor about college plans. Her grades and tests indicated that she would have little trouble in college and her aptitude test showed she ranked high in artistic ability. Two of her girlfriends quit school at the end of their sophomore year and have jobs as file clerks. They live alone in an apartment and have a number of new clothes and dates.

At the end of Sally's senior year, she enrolled in an art school. She plans to work part time to get money to pay tuition.

1. What were possible values held by Sally's parents, friends and teachers?

2. What might be some reasons she decided to put education above independence, money and marriage?
3. Besides making a decision on what she thought was important to her, what kinds of problems do you suppose she faced when her decision had been made?
4. How could she help her parents accept this decision she's made even though it's contrary to her families values?
5. How will we be able to tell if these are values that have really become a part of Sally (education, creativity, beauty)?
6. What other values may have dropped in her value system?
7. Do we consciously consider values when making decisions? Give examples of situations when values may and may not have been consciously considered.

Use the following form and think through a value that you feel is part of your make-up. Discuss and explain each part before it is completed.

1. Which of your activities, ideas, likes, beliefs, plans do you really prize or hold precious after considering the consequences of acting upon them?
2. Would you hold this value even though it would be out of step with what others think? _____ Give some evidence that it is or is not an acceptable value.
3. Have you chosen this value from a number of alternatives? _____ What were some of the alternatives?
4. Are you pleased when you are identified with this value? _____ Give an example of some situation when you were identified as having this value.
5. What goals might you have that reflect this value?
6. What behavior patterns or activities give evidence that you hold this value?

Discuss the following issues: Values do not change, only the importance we place on them....Value commitments are necessary for any person who forms part of a social group....No society can survive without a set of values which the majority of its members really believe in and act upon.... The trouble with teens is they have no values....The trouble with parents is they don't live up to the values they have....

***Summarize what we have learned about values and their place in our lives.

POSSIBLE GENERALIZATIONS: 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19

FHA Develop an FHA program to show an FHA'ers personal values and goals are directly related to the FHA organization values and goals.

REFERENCE MATERIAL

Pupil References

Baker and Fane. Understanding and Guiding Young Children, Prentice-Hall, 1967. Chapter: "Growing Up in School and Community" (The developing sense of industry; a transition point.)

Cooperative Extension Service, Iowa State University, Ames, Iowa 50010.
Set of 4 booklets

- "The Teenager: His Image and His World"
- "The Teenager: His Relationship to Others"
- "The Teenager: His Needs and His Development"
- "Your Child Grows Up"

Craig, Hazel T. Thresholds to Adult Living, Bennett, 1962. Chapter: "Gains and Goals."

Cross, Aleene A. Enjoying Family Living. Lippincott, 1967. Chapters: "Recognizing and Assuming Responsibility in the Home and in the Community; Maturity: Analyzing Yourself."

Family Service Association of America. Let's Get Basic. A half hour play about pressures on teenagers and their search for values.

Fleck, Fernandez and Munves. Living with Your Family, Prentice-Hall, 1965. Chapter: "Growing Up in Your Family" (Problem Solving).

Jenkins, Shacter, and Bauer. These Are Your Children, Scott-Foresman & Company, 1966. Chapters: "Children in a Changing World (Confusion of ethical values); Charting Development (Values and attitudes of adolescence)".

Landis and Landis. Building Your Life, Prentice-Hall, 1964. Chapters: "New Privileges and New Obligations; What Do You Believe?; Your Parents (Problem Solving); Solving Problems; Straight Thinking."

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapter: "Meeting Problems."

Ludden, Allen. Plain Talk for Men Under 21 and also a book, Plain Talk for Women Under 21, Dodd.

McDonald, Smith and Sutherland, Self Acceptance, Hogg Foundation, 1965.

Menninger, William C. Blueprint for Teenage Living, Sterling (Book is a compilation of material from nine Life Adjustment Bulletins).

Menninger, William C. and others How to Be a Successful Teenager. Sterling Publishing Company. 1966.

Teacher References

Cavan, Ruth Shonle. Marriage and Family in the Modern World, Crowell, 1965. Chapters: "Committment, Value Conflict, and the Future of American Family; Forestalling and Solving Problems."

Dinkmeyer, Don C. Child Development: The Emerging Self, Prentice-Hall, 1968. (Personality Development -- also development of self concept -- child study technique, roles in the family.

Helming, Ann. A Woman's Place, New York: Coward, McCann, Inc., 1962.

Kawin, Ethel. Parenthood in a Free Nation, Vol. I: "Basic Concepts for Parents." Macmillan, 1963.

Mann, John. Changing Human Behavior. Charles Scribner's Sons. 1965.

Menninger, Karl and Others. Becoming The Complete Adult. Association Press, 1963.

Mussen, Conger, and Kagan, Child Development and Personality, Harper and Row, 1963. Chapter: "Psychology of the Adolescent."

Public Affairs Pamphlet:

- #5-216 How to Teach Your Child About Work
- #5-254 Your Child's Sense of Responsibilities
- #5-234 Coming of Age: Problems of Growing Up

Science Research Associates:

- #5-933 Helping Children Solve Problems by Ruth Strang
- #5-800 Your Behavior Problems by O. S. English and Constance Foster.
- #5-833 How to Increase Your Self-Confidence by C. Gilbert Wrenn
- #5-910 Emotional Problems of Growing Up by O. S. English and Constance Foster

Sherman, Helen and Coe, Marjorie. The Challenge of Being A Woman, Harper and Row, 1955.

Spock, Benjamin, "What Can We Know About the Development of Healthy Personalities in Children" from Understanding the Child, 1951.

Transparencies, Films and Filmstrips

"Developing Basic Values" (four in series), sound, color, 1964, (Society for Visual Education).

Respect for Property, 38 frames
Consideration for Others, 43 frames
Acceptance of Differences, 40 frames
Recognition of Responsibilities, 40 frames

Emphasizes the development of moral and ethical values in familiar settings in everyday living.

Make Your Own Decisions (NS-3394), 10 minutes, black and white, (Coronet), Iowa State University. Film presents illustrations of decision making alternatives and shows how each contributes to the development of a self reliant and psychologically mature individual.

Making A Decision, 6 minutes, black and white, 1958, McGraw-Hill. A high school girl is determined to go to a gathering of her own friends rather than to a family party. When parental objections are removed and the choice is left entirely to her, she is in a quandary. The film raises the question of whether teenagers have the resources for making their own decisions and leaves the answer up to the audience.

Making a Decision in the Family, 6 minutes, black and white, 1958, McGraw-Hill. The same situation from a different angle. The parents flatly refuse to allow the teenager to go to a gathering of friends rather than to a family party and the daughter rebels.

Responsibility(NS-3400) 14 minutes, black and white (McGraw-Hill), Iowa State University. Cultivating a sense of responsibility is an important part of growing up. Competition between two high school students involves individual responsibility.

Sixteen in Webster Grove, 47 minutes, black and white, 1966. Carousel, Responses of students to a survey regarding attitudes toward parents, school, marriage, their future.

The Age of Curiosity (S-426), 13 minutes, color, Association Films. A teenagers thoughts, wishes, dreams and problems. (Free)

The Teens (NS-5034), 26 minutes, black and white, (McGraw-Hill), Iowa State University. Three young people engaged in activities and how parents assist in attaining mature behavior.

The Young Americans, 60 minutes, black and white, 1964, Indiana University. A report on the youth of America, who they are, their goals and beliefs.

Understanding Your Ideals, 13½ minutes, black and white, Coronet, A Boy finds out what his real values are.

Related Readings

Best, Herbert, Young'un.

MAJOR CONCEPTS: VALUES AS DIRECTIVES OF BEHAVIOR

Level: LATE ADOLESCENCE

Concept: Interrelationships of Values

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
 - 1. Examine the interrelatedness of family, individual and cultural values.
 - 2. Compare similarities and differences in values in various cultures.
 - 3. Recognize the means of transmitting values.

APPROPRIATE GENERALIZATIONS

- 1. There is a reciprocal relationship between the values of individuals and of society that give direction and meaning to life.
- 2. The common values held by families and the creative utilization of differences in values among families contribute to enrichment of living and strength in society.
- 3. Because the same values can be expressed in different ways and different values in the same way, it is not always easy to identify the motivating value.
- 4. Because values and goals differ from one culture to another, the expected and accepted behavior will also differ.
- 5. There are similarities as well as differences in values among societies, sub-cultures and human beings.
- 6. Values are transmitted through conscious and unconscious efforts of society and individuals.
- 7. One reason children might accept parental values may be because of the need for approval.
- 8. Values are learned from early and continuous experiences in the family, with peer groups and the community.

LEARNING ACTIVITIES

- 1. Review the meaning of values and goals.

Identify personal values (list and save for later use.)

As groups, compile lists of the more common values of society and of families; combine lists of values and display on board or wrapping paper for class consideration. Compare similarities and differences between the values of families, society, and teens. Why do many of the same values appear regardless of group? What implications do the differences suggest?

Write a paper on how your values are alike and different from those of society, the family, and of other teens. Identify the implications this might have on your behavior, and future planning.

Watch, review, and analyze a TV serial related to a pertinent social problem or situation (Family Affair, Big Valley, Bonanza, My Three Sons). Identify the goals of the main characters and families in a particular TV episode. Speculate what might be the values reflected in the goals. Did the values produce harmony or discontent among the family members? What relationships were evident between an individual's values and his families values? How did individual goals differ from family goals? How were the differences resolved?

***Summarize how the goals and values of family, society and the individual work together as well as in conflict with each other.

POSSIBLE GENERALIZATIONS: 1 - 2

2. View films on family life from other cultures: (Example: Roots of Happiness (about 2 Puerto Rican families); Blue Men of Morocco (about an Arab tribe, its customs and way of life); or Four Families (a comparison of family life in four countries)).

In groups discuss various cultures to see how values manifest themselves in behavior, and compare with our behaviors.

Role play an episode that exemplifies a value accepted by most teens. Discuss how this value might be reflected in behavior in various cultures or subcultures (refer to movie or previous reading).

Identify different methods of expressing values.

***Summarize similarities and differences in the way certain values are exhibited within and between cultures.

POSSIBLE GENERALIZATIONS: 3 - 4 - 5

3. Search references for ways in which values are transmitted.
4. In small groups discuss one of the following:

Mary is a high school senior. She feels that individuality is very important. How might she transmit this value to her friends?

How does society transmit it? What might she do consciously and unconsciously to transmit the value?

Alice is a mother of 3 pre-school children. She feels that equality for all is very important. How might she transmit this value to her 5 year old, 3 year old, and 1 year old? How might society help her?

The principal has asked you to act as a guide for a new pupil obviously in need of a bath, better grooming and clean clothes. If you felt that cleanliness was very important, how might you react to the following situations? If you felt that every person was important as an individual how might you act in the following situations?

1. meeting your friends in the hall?
2. walking home with her?
3. taking her into a classroom?
4. introducing her to others?

Discuss: If parents use the psychological needs of an individual to force him to accept their values, what might be the consequences? Give examples of how parents do this.

***Write one or more summary statements about the following questions, share in class.

1. How are values transmitted?
2. When are they transmitted?
3. By whom or what are they transmitted?

POSSIBLE GENERALIZATIONS: 6 - 7 - 8

FHA As a group or small committee, arrange a quiet corner in the classroom where one or two pupils might rest a moment, think or read. This could be a means of encouraging the value of education. Observe whether pupils use this center for this purpose.

Use a dull corner of the room and transform it to something attractive that changes often during the year. Observe whether pupils notice and watch for the change, and comment on the beauty or interest it creates.

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Four Families (672315, 672316), 2 parts - 30 minutes each, black and white, McGraw-Hill. Comparison of family life in four countries. Discussion of the upbringing of a child as it contributes to a distinctive national character. (India, France, Japan and Canada).

Importance of Goals #637002, 19 minutes, black and white, Coronet Films. A teacher channels a child's interest in outside activities, and motivates him to do better work.

Roots of Happiness (NS-5396), 24 minutes, black and white, Iowa State University. Story of 2 Puerto Rican families and the different values they hold. It is the story of the people who work the land.

MAJOR CONCEPT: VALUES AS DIRECTIVES OF BEHAVIOR

Level: LATE ADOLESCENCE

Concept: Working with Values

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
 - 1. Cope with value conflicts in our society.
 - 2. Recognize the need for adjusting his/her value system in an ever changing society.
 - 3. Formulate a philosophy-of-life consistent with his/her values.

APPROPRIATE GENERALIZATIONS

- 1. Objective examination of conflicting societal values can lead to more satisfying personal decisions.
- 2. Trying to live with an inappropriate value system can hinder one from developing to maximum potential.
- 3. The heirarchy of an individual's or families' values varies as the situation changes.
- 4. The more accurately the individual perceives his values, the greater his ease in choosing among alternatives of action, and clarifying his philosophy of life.
- 5. A philosophy of life is made up of the beliefs one lives by.
- 6. Clarifying one's philosophy of life, helps to establish life-time goals.
- 7. A sound philosophy of life is based on a value system that has been internalized by the individual.

LEARNING ACTIVITIES

- 1. View filmstrips...Values of Teenagers: "The Choice is Yours",
(Another film may need to be substituted if this film has been used previously with this class.)

Identify various conflicts in our society and the kinds of behavior that might accompany each. What values might be inherent in the conflicts?

religion	vs	science
individuality	vs	majority rule
equality	vs	segregation
brotherhood	vs	war
family	vs	career success
honesty	vs	don't get caught
competition	vs	cooperation

What are the positive and negative consequences of choosing to live up to one or the other value? Is there a need to compromise? On which values would you compromise? Why? How might the situation change your mind about your values?

Discuss the following case studies.

John is a 16 year old boy who has been raised in a family that believes that children should be seen and not heard. Everything that isn't work is foolishness, only hard physical work can bring real satisfaction. High school is only for those who are too lazy to work; the man must be the only bread winner in the family; and his word is law. John finished the eighth grade but did not enter high school.

1. What values may have been held high by John's family?
2. How might these values help John develop? How might they hinder his development? (physical, mental, social and emotional)
3. Which of these values do you agree with? Why? Which do you disagree with? Why?
4. If you were John, what would you do ?

Mary is a 16 year old teenager who has been raised in a family that believes girls should date only after they are 16. They feel Mary needs to be chaperoned to school functions. The woman's role should be first of all that of a wife and mother, and college isn't necessary for a girl who's going to marry and raise children. Her family feels that make-up and new fashions are the sign of moral decay and their daughter will not be involved. Mary enjoys school and gets excellent grades. She would like to get a degree and become a kindergarten teacher.

1. What are the values held high by Mary's family?
2. What problems might Mary have trying to convince her folks to let her go to college? What might be a good approach for Mary to use with her parents?
3. Which of these values will help Mary in future years? How might some of them hinder her growth?
4. Are there certain situations that you can think of that might justify this family's values? Explain.

NOTE: This section could also be incorporated in the section, Dynamics of Change.

****Summarize by identifying factors that cause value conflicts and value changes. How can one work with value conflicts?**

POSSIBLE GENERALIZATIONS: 1 - 2

2. On the following pages you will find several descriptive stories about homemakers.* One of the stories best describes your idea of what a homemaker ought to be or do. Read all nine stories. Put a "1" in front of the story that meets your idea of the desirable. Put a "2" in front of the one that is next best. Check (✓) the one which is least desirable. You may have trouble deciding on these three choices but no story is apt to be perfect nor is one apt to be directly contradictory to your ideas.

1. Mrs. C. likes to do things that build mutual understanding and loyalty within her family. She thinks it is important for parents and children to work and play together. Mrs. C. feels her job is to keep the family going; to please them, and to be aware of the needs of everybody in her family. Mrs. C. is very apt to start dinner early in the afternoon so more time is available to play with the children during their "cross time" in late afternoon. She bakes special goodies to please the tastes of her family. She chooses to go picnicing with the whole family rather than to go out to a restaurant for a meal with her husband alone. Mrs. C. likes to be visited by relatives and enjoys family reunions a great deal. Mrs. C. refuses to involve herself in community activities because she's needed at home.

2. Mrs. H. believes that a healthy family is the key to a happy family. She protects her family members so as to avoid situations that might lead to physical fatigue, ill health, or accidents. She arranges activities where the family can get lots of fresh air and sunshine. She doesn't approve of children devoting lots of time to television viewing because they become less physically active. Mrs. H. plans on the children getting adequate rest, and would avoid activities that interfered with their naps. She arranges nutritious meals because good diets are essential to good health.

3. Mrs. E. believes that children should know that most things cost money and, therefore, there is a limit to what they can have. She arranges to make clothes for herself and the children because the finished product is made better and you can get so much more for your money. Mrs. E. doesn't habitually use cake mixes because they are too expensive. She plans to shop from a grocery list because it helps keep her food bill down. She shops for bargains. Mrs. E. feels that extra time in a do-it-yourself project is time well spent to save money for something the family wants more. She feels that families should be self-supporting, even when in school. Too many of Mrs. E's

friends are not good money managers because they know that their parents are standing by ready to help them financially; with no arrangements for systematic repayment.

____4. Mrs. F. likes to sleep later in the morning than she's able to do with the demands of her family. She arranges time for herself and enjoys getting out of the house for awhile alone. Mrs. F. takes long leisurely baths and when relaxing she just sits--hoping not to be interrupted by needs of others. Mrs. F. sees definite advantages in vacations separate from her husband and family. She believes such a vacation would be quite refreshing. If Mrs. F. could do what she wanted to do, she would go some place for a few hours by herself. She'd like to spend money and time in ways in which she would not have to account to anyone.

____5. Mrs. A. likes a tidy house. She keeps things where they belong and feels uncomfortable if she lets the dusting go. Still, Mrs. A's house has its cluttered places. The children's walls exhibit their artistic expressions of crayons, paints and soap suds pictures. She feels that children should learn to appreciate art and music, and plans piano and dancing lessons for her children. The children are encouraged to express themselves artistically. Mrs. A. selects children's books that are attractive and reads the traditional children's classics to them. Mrs. A. has started a collection of the great musical works so her family might come to know and enjoy them. She plans trips to the theater and Sunday afternoon concerts so that the whole family can attend. Mrs. A. enjoys arranging flowers, likes table centerpieces and recently, dyed a bedspread so it would blend with the wall color.

____6. Mrs. P. thinks that the opinions of her friends and neighbors are important. She continually cautions the children against behavior that would meet their neighbor's disapproval. She strives to keep the children well dressed and she, herself, attends the beauty shop regularly to have her hair done. She subscribes to fashion and decorating magazines. She likes to be first in the neighborhood to try out a recipe or wear a high style dress. She manages money to belong to the country club. Mrs. P. plans on the children having nice playmates and is pleased to know that their school district is in an area where people of similar social class live. If she were to have a choice of activity today, Mrs. P. would have some friends in for a tea and bridge.

____7. Mrs. S. likes her friends. She feels that without friends one has little in this world. She arranges to have her neighbors in for coffee because it allows her to get together with them. Mrs. S. thinks that children can learn to be friendly and most of this learning comes from watching and imitating their parents. She thinks it is important for children to arrange their activities to include their friends. Mrs. S. plans vacations so that friends who need a place to eat or stay overnight, and includes them in the family breakfast the next morning. Mrs. S. would like to have more time to visit

friends whom she hasn't seen for awhile. . She spends much time writing friends in other places. She would leave everything if a friend called who needed her.

8. Mrs. R. and her family attend church regularly. She feels that the teachings of their religion is the foundation of the family. Mrs. R. believes that she should put all her effort into making religion the power of daily life. The family members say grace at meal time and prayers daily. Mrs. R. participates in the church choir. Her husband serves on the governing committee. Mrs. R. believes that formal religious education is important to her children, the oldest of whom is already participating. Mrs. R. thinks her beliefs should govern her life in helping others, being honest and kind. She hopes that her example will represent her religion and help others to learn about their God.

9. Mrs. D. thinks that education should never stop. She reads to extend her learning and broaden her interests. She sets aside time for reading the newspaper nightly so she'll know what's going on in the world. Mrs. D's husband is a full-time student. Mrs. D. plans time to discuss classes, papers, or problems with him. She is always willing to take the time to help him review for exams. Mrs. D. plans to re-enroll to finish her degree. It will necessitate leaving three pre-school age children with a babysitter four days each week. She maintains that her education level should equal that of her husband and is willing to sacrifice many things toward this end. Mrs. D. plans time to teach her children to help with little chores of the house. She arranges quiet times for them when her husband is home studying. She buys and helps them with numerous educational toys.

KEY TO PROJECTIVE STORIES:

- | | |
|----------------------|---------------|
| 1. Family centralism | 6. Prestige |
| 2. Health | 7. Friendship |
| 3. Economy | 8. Religion |
| 4. Freedom | 9. Education |
| 5. Aesthetics | |

** Summarize choices of the class. Discuss how the recognition of one's beliefs helps in decision making and goal setting. Identify individual differences in philosophy among class members, among family members. What are some of the reasons for the differences?

As a class, examine the descriptions to identify the values that the behaviors exemplify. Through your selections you have indicated the values you hold high or low on your value hierarchy.

On the following page is a list of value descriptions. Most people hold several or all of these values in varying degrees. Read all nine value descriptions. Now select the value that describes you

best; put a "1" in the blank preceding this description. Put a "2" in front of the one that describes you next best. From the remaining seven descriptions, select the one that is least likely to describe you. Put a check (✓) in the blank preceding it.*

- ____ 1. I WANT TO GET THE MOST FOR MY MONEY.
I shop around for bargains. I try not to waste things, money or time. I consider myself economical.
- ____ 2. I WANT THE THINGS MY FAMILY DOES TO BE SOCIALLY ACCEPTED AND INFLUENTIAL.
I would always want my family to do things that other people like and would want to copy. I want other people to respect my house and family. I want to be admired by other people.
- ____ 3. I LIKE TO DO THINGS THAT KEEP MY FAMILY HEALTHY AND GOOD NATURED.
I want to prevent illness in my family and avoid accidents. I see that the family gets nutritious meals and arrange the house and activities so they get enough rest.
- ____ 4. I LIKE TO DO THINGS WITH MY FAMILY BECAUSE I THINK IT'S IMPORTANT FOR FAMILY MEMBERS TO BE TOGETHER BOTH IN WORK AND PLAY.
I want to help my family be content. I arrange the home atmosphere so that family members can be with each other in work and play.
- ____ 5. I LIKE THE THINGS THAT I DO TO AGREE WITH THE TEACHINGS AND BELIEFS OF MY RELIGION.
I arrange so my family can practice our religion -- attend religious services, hear prayers and the like. I teach my family to be honest and kind to other people.
- ____ 6. I ENJOY MY FRIENDS AND LIKE TO DO THINGS FOR THEM.
I like to be around people. I like to get together with my friends. I think it is important to have close friends.
- ____ 7. I WANT LOTS OF FREEDOM TO DO THE THINGS I WANT TO DO.
I would prefer to come and go as I please. I would like to do things as I want, without restrictions of daily duties. I take the time to do things that interest me.
- ____ 8. I LIKE TO DO THINGS THAT INCREASE MY EDUCATION AND FITNESS FOR PRESENT AND FUTURE TIMES.
I want to know what is going on around me. I want my family to be interested in learning. I arrange house and activities for new experiences for my family. Reading material is available

*Adapted from instrument used by Doris Dyer in Master's Thesis in management at M.S.U.

for all the family.

___ 9. I WANT TO HAVE THINGS ATTRACTIVE AND ORDERLY.

I would like my surroundings to harmonize. I enjoy working with pretty things. I arrange so that my family members can express themselves artistically.

KEY: 1. Economy 6. Friendship
 2. Prestige 7. Freedom
 3. Health 8. Education
 4. Family centrism 9. Aesthetics
 5. Religion

Describe the evidence one might observe that suggest an individual's personal value system. How does the recognition of individual values assist in understanding the individual?

You have selected your choices from the value descriptions. Did the values that you selected for the descriptive stories and values test turn out the same? Did the ranking of the importance you place on certain values surprise you? Do you think they will change with age? Why?

3. To think through a philosophy of life:

- a. Make a list of the things you believe in.
- b. Rank these beliefs in order of importance, perhaps using the criterion, how significant is this belief in society?
- c. Drop those beliefs which are really only an opinion, leave only those that you would like others to accept or identify with you.
- d. Use the list of beliefs, give an example of a situation where you could stand up for what you believe. What would you lose by doing so? What might you gain? Would you be willing to stand up for your beliefs despite the consequences? If not, drop this belief from your list.

Write a paper on 'My Philosophy of Life.' What do I want from life and what can I give to life?

***Write statements that show relationships between a philosophy of life, values, goals, value systems and decision making.

POSSIBLE GENERALIZATIONS: 3 - 4 - 5 - 6 - 7

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Importance of Goals (NS-3030), 18 minutes, black and white, (McGraw-Hill), Iowa State University. Emphasizes that all education is essentially a process of attaining basic, meaningful goals.

Focus on Behavior - A World to Perceive (NS-6119), 30 minutes, black and white, National Education Television Release, Iowa State University. Film demonstrates the role of perception in handling and processing information from the environment, and the way in which our personalities affect our perception.

Make Your Own Decisions (NS-3394), 10 minutes, black and white, (Coronet), Iowa State University. Film presents questions that illustrate basic alternatives that exist in each situation and show how each contributes to making a self-reliant and a psychologically mature individual.

Measure of a Man, 23 minutes, color. Brigham Young University, Provo., Utah. Conforming to a group. Shows how young people may be led to act in a manner contrary to their own beliefs.

Responsibility, (NS-3400), 14 minutes, black and white (Young America Classroom Film), Iowa State University. Presents the problem of a high school student who finds difficulty in meeting and carrying through his responsibilities.

The Procrastinator (NS-3433), 12 minutes, black and white, (Young America Classroom Film), Iowa State University. Deals with the individual who habitually fails to plan and use his time wisely in carrying out responsibilities.

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SOCIALIZATION

BEHAVIORAL OUTCOMES

Page

CULTIVATING FRIENDSHIP.....123

A. The pupil will be better able to:

1. Identify the various types of friendship.
2. Recognize friendship as a means of fulfilling basic psychological needs.
3. Examine the essential qualities needed for living effectively as friends with family members and others.
4. Develop healthy attitudes about relationships with the opposite sex.
5. Accept people of different ages, backgrounds and abilities.
6. Accept the responsibilities and privileges of a group member.
7. Recognize relation to others as an important part of total development.

ACCEPTABLE BEHAVIOR.....128

A. The pupil will be better able to:

1. Identify acceptable behavior for teens in various groups.
2. Communicate effectively with people of various ages.
3. Meet social situations with poise and assurance.
4. Develop a code of behavior that is acceptable with peers and helps achieve self-confidence and a feeling of security as an individual.



SOCIALIZATION

BEHAVIORAL OUTCOMES

Page

FRIENDSHIP WITH PEERS.....133**A. The pupil will be better able to:**

1. Establish and maintain friendships with peers of both sexes.
2. Recognize the many interpretations to the expression 'going steady'.
3. Analyze the effects of 'going steady' on relationships with others.
4. Recognize the need for using different behavioral standards with boys and girls.

PREPARATION FOR MARRIAGE.....137**A. The pupil will be better able to:**

1. Identify various kinds of love.
2. Analyze dating, courtship and engagement as part of the process of preparing for marriage.
3. Evaluate alternatives for various problems confronting engaged couples.
4. Establish a realistic set of expectations about marriage.
5. Recognize the relationship among attitudes about marriage, marriage laws, customs and traditions.

FAMILY REATIONS 142**A. The pupil will be better able to:**

1. Identify characteristics that influence parent-child relationships.
2. Achieve satisfying interpersonal relationships with brothers and sisters.

3. Accept criticism and suggestions from family members.
4. Communicate with family members.
5. Analyze value conflicts between parents and children.
6. Recognize various means of gaining responsible independence from family.

SOCIALIZATIONS OF THE INDIVIDUAL

BEHAVIORAL OUTCOMES

Page

FRIENDSHIP IN THE ADULT WORLD 155

A. The pupil will be better able to:

1. Recognize the functions of friendship as one lives in an adult world.
2. Identify means of making friends in new environments.

PREPARATION FOR MARRIAGE..... 158

A. The pupil will be better able to:

1. Identify the competent parts of mature love.
2. Examine the process of mate selection.
3. Analyze personal characteristics that influence relationships in marriage.
4. Recognize factors that contribute to success in marriage and family life.
5. Cope with adjustments that are needed in marriage.
6. Accept and cope with crisis in marriage.
7. Analyze the affects of deviate behavior on interpersonal relationships.
8. Utilize available resources for marriage and family counseling.

FAMILIES AND SOCIETY 164

A. The pupil will be better able to:

1. Examine the reciprocal relationships among the individual, family and society.
2. Analyze the legal aspects of marriage.

3. Interpret the affects of societal regulations on family behavior.
4. Compare the similarities and differences in the socialization process in various cultures.

MAJOR CONCEPT: SOCIALIZATION

Level: EARLY ADOLESCENCE

Concept: CULTIVATING FRIENDSHIPS

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Identify the various types of friendship.
2. Recognize friendship as a means of fulfilling basic psychological needs.
3. Examine the essential qualities needed for living effectively as friends with family members and others.
4. Develop healthy relationships with the opposite sex.
5. Accept people of different ages, backgrounds and abilities.
6. Accept the responsibilities and privileges of a group members.
7. Recognize relating to others an important part of total development.

APPROPRIATE GENERALIZATIONS

1. When learning how to live with others, one is influenced by personal, parental and sibling friends.
2. Friendships differ, ranging from close friends to casual acquaintances.
3. The more kinds of friends we have, the more likely we are to understand and accept all kinds of people.
4. Friendship contributes to one's completeness as a person.
5. Man is basically a social creature; he needs and seeks the companionship of others.
6. Friends may help one feel secure and give one a sense of worth.
7. The friends we have may serve different needs.

8. Learning to be a friend and keeping friends within and outside the family is a step toward adulthood.
9. Making friends is a complex skill.
10. The more varied our interests and activities, the more opportunities we have for making friends.
11. Friendship usually doesn't just happen; it requires mutual desire and understanding.
12. To have a friend you need to be a friend.
13. The ability to make and keep friends may be increased by the development of desirable personality traits.
14. The qualities used to make friends with peers can be used to cultivate friendships within the family.
15. Cultivating friendships with boys and girls is a part of learning to live in this society.
16. Since individuals develop socially at different rates, all boys and girls are not interested in the opposite sex and dating at the same age.
17. Having desirable attitudes toward sex encourages pleasant boy-girl relationships.
18. Boys and girls need the opportunity to be together in different situations in order to learn to know each other.
19. Dating is only one way to get to know the opposite sex.
20. Mixed boy-girl functions help teens feel more at ease with each other when they do start dating.
21. Friends can include all types of different people at different ages.
22. Personality traits can be cultivated by making an effort to become acquainted with people of all ages, backgrounds and abilities.
23. It is natural for human beings to band together in church, schools, civic and social organizations and communities.
24. When the individual looks at his abilities realistically, he may be able to make better contributions to the group.

25. As an individual accepts responsibility in a group, he is better able to appreciate the privileges of the group and get along with the members.
26. If an individual wants to be accepted by a group, he may need to change his behavior.

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Films and Filmstrips

Are You Popular? (#1159), 11 minutes, color, 1958, Coronet, (Examples of 2 popular young people in social situations).

Feeling Left Out? 13½ minutes, black and white, University of Minnesota. A boy stops trying to get into a special group.

Getting Along with Others (400113) 6 filmstrips, McGraw-Hill

Personal Relationships

Table Manners

Your're on a Trip

Personal Appearance

School Functions

You're in Public

Uses environmental situations to emphasize the behavior and the social skills that help the teen-ager get along with others.

Human Relationships, color silent, 1958. (Curriculum Materials Corporation). Supplies hints for getting along with others.

The Outsider, 13 minutes, black and white, (Centron Corporation) McGraw-Hill. A girl feels rejection by her school group. Emphasizes the responsibility of both the girl and the groups in helping the individual adjust to the requirements of the group.

Popularity Problems of Teens. 4 filmstrips in series, 43 frames each, sound, color, 1961. Teens rôle and relationships with peers.

Snob (#401999), 14 minutes, color, McGraw-Hill. Problems of snobbery, and reasons for it among high school students.

Social Development (NS-3068), 16 minutes, black and white (McGraw-Hill), Iowa State University. Discussion of social development of children from two to nine years of age. Emphasis on play and association with other children.

The Hill Wall (NS-5304), 31 minutes, black and white, (McGraw-Hill), Iowa State University. Teenage gangs with the aid of social worker find that fear, frustration and narrow bigoted thinking has been fostered in the boys by their home life.

The House I Live In (NS-2199), 10 minutes, black and white, (Young America classroom Film) Iowa State University. Develops understanding religious and racial problems through the discovery of the common interests of a group of boys.

Understanding Others (#402033), 12 minutes, color. McGraw-Hill. A plea to judge a person for his true value, ability and worth rather than economic background, social skills, and inability to be one of the group.

What About Prejudice? (#402045), 12 minutes, color, McGraw-Hill. This film examines the damage done by a group to a classmate because of prejudice and shows the individuals emotional reactions when the "truth" is learned.

MAJOR CONCEPT: SOCIALIZATION

Level: EARLY ADOLESCENCE

Concept: Acceptable Behavior

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Identify acceptable behavior for teens in various groups.
2. Communicate effectively with people of various ages.
3. Meet social situations with poise and assurance.
4. Develop a code of behavior that is acceptable with peers and that will help to achieve self-confidence and a feeling of security.

APPROPRIATE GENERALIZATIONS

1. The situation and kind of people in the group help us define what is acceptable behavior for that group.
2. Each family, community and sub-group within a community has acceptable norms of behavior.
3. During the transition period between childhood and adulthood both child-like and adult behaviors are expected.
4. Communication through use of words, tone of voice, bodily and facial expressions helps us to know others better.
5. Social knowledge helps to give a feeling of self-confidence.
6. A knowledge of social practices makes dating easier.
7. If acceptable social behaviors are practiced, response to situations is likely to be spontaneous and may help put people at ease.
8. Social practices in new situations can be handled by observing others at the time.
9. Acceptable manners are based on thoughtfulness of others.

10. Security and self-confidence are more likely to follow if one has a code of behavior based on sound thought.
11. Learning to live with others successfully is an ongoing process that needs constant work to insure satisfying relationships.
12. Acceptance of a personal code of behavior may help individuals achieve satisfaction from relationships with friends and family members.

REFERENCE MATERIAL

Student References

Ahern, Nell Giles. Teenage Living. Houghton-Mifflin Co., 1960. Chapter: "Manners".

Barclay and Champion. Teen Guide to Homemaking. McGraw-Hill Co., 1967. Chapters: "Your Friendships; Entertaining and Being Entertained, Making the Most of Yourself".

Jenkins, Shacter, Bauer and Pounds. Teen-Agers. Scott-Foresman Co., 1962. Units: "You're Teen-Agers Now; Discovering Yourself; As You Grow Socially".

Landis and Landis. Buidling Your Life. Prentice-Hall, 1964. Chapters: "Manners; Conversation; Social Maturity".

Pollard, Laitem and Miller. Experiences in Homemaking, Ginn and Co., 1964. Chapters: "You and Your Personality; Manners and Entertaining".

Reiff, Florence M. Steps in Home Living, Bennett Co., 1966. Chapters: "Learning More About You; Getting Along with Others; Teenage Manners: (special reference for students with special needs)".

Teacher References

Allen and Briggs. Mind Your Manners, Lippincott Co., 19 .

Bailard and Strang, Ways to Improve Your Personality, McGraw-Hill Co., 196 . Chapters:

Sartrain, Aaron and North, Alvin. Psychology: Understanding Human Behavior, McGraw-Hill Book Co., 1958.

Science Research Associates:

- #5-735 Guide to Good Manners by Mary Berry
- #5-1051 How to get Along with Others by Bernice Neugarten
- #5-1185 Dating Tips for Teens by Lester Kirkendall and Ruth Osborne
- #5-565 Making and Keeping Friends by William C. Menninger, M.D.
- #5-567 Where Are Your Manners? by Barbara V. Hertz
- #5-833 How to Increase Your Self Confidence by C. Gilbert Wrenn.
- #5-911 Guiding Children's Social Growth by Ellis Weitzman
- #5-919 When Children Start Dating by Edith Neisser.

Films and Filmstrips

A Better You Series (152000) 6 Filmstrips, McGraw-Hill.

Making Friends is Easy
Popularity Comes to You
Yours for the Best
Your Boss Is Proud of You
So You Want to Make a Good Impression
Yes, Politeness Is for You

Useful tips on do's and don'ts of acceptable social behavior.

Are Manners Important? (NS-3811), 11 minutes, black and white, (Encyclopedia Britannica), Iowa State University. Manners shown to be important to students as well as adults. Questions on manners are raised for student discussion.

Are You Popular? 11 minutes, color, Coronet. A high school couple demonstrate friendly personal and social interaction commonly faced by teens.

Beginning to Date (NS-3563), 12 minutes, black and white, (Encyclopedia Britannica Films), Iowa State University. Illustrations of right and wrong approaches to dating. Demonstrates basic rules for conduct on a date.

Courtesy for Beginners (NS-733), 11 minutes, black and white (Coronet) Iowa State University. Examples of courtesies practiced in a classroom and used in a real situation. Emphasis on what people say and how it affects how they feel.

Focus on Behavior - The Conscience of a Child (NS-6118), 30 minutes black and white, (National Education Television release), Iowa State University. Explores research being done on the growth and development of personality and emotional behavior in children.

Habit Patterns (NS-3673), 15 minutes, black and white, (McGraw-Hill), Iowa State University. The behavior of two teenage girls illustrate how habits are formed.

Social Acceptability, 20 minutes, black and white, McGraw-Hill, shows relationship between social acceptability and adjustment.

What About Dates? 41 frames, silent, color, 1959, McGraw-Hill. Dating manners and advice to adolescents.



MAJOR CONCEPT: SOCIALIZATION

Level: MIDDLE ADOLESCENCE

Concept: Friendship with Peers

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Establish and maintain friendships with peers of both sexes.
 2. Recognize the many interpretations to the expression of going steady.
 3. Analyze the effects of going steady on relationships with others.
 4. Recognize the need for different behaviors with boys and with girls.

APPROPRIATE GENERALIZATIONS

1. Cultivating friendships and learning to get along with both sexes as teenagers prepares one for developing relationships with both sexes as adults.
2. Because boys and girls react differently to social situations, an understanding of these reactions contributes to sound relationships.
3. Definitions of going steady vary from community to community and between older and younger people.
4. Parents and teenagers need to have the same concept of "going steady" before they can discuss the pros and cons of "going steady."
5. An objective analysis of the effects of "going Steady" on relationships with parents, peer group, young brothers and sisters, and the dating partner will help one decide whether "going steady" is desirable.
6. An examination of short and long term advantages and disadvantages of going steady is one in reaching a more realistic decision about going steady.
7. Many acceptable ways of behaving with girls may be unacceptable with boys and vice versa.

8. Once one realizes that most people must make a conscious effort to feel at ease with the opposite sex, it is easier to emphasize and help each other.
9. Socialization means that an individual learns the ways of a given group so that he can function within it.
10. A function of socialization is to help individuals fulfill society's expectation in ways that are gratifying.
11. Socialization results from a continuous interaction of the individual and his environment.

REFERENCE MATERIALS

Student References

Anderson, Jayne. How to Understand Sex. Dension & Co., 1966, (for mature students).

Craig, Hazel T. Thresholds to Adult Living, Bennett, 1962. Chapter: "Dating Diagrams."

Duvall, Evelyn. Family Living, Macmillan Co., 1965. Chapters: "Dating Skills; and Going Steady."

Duvall and Johnson. The Art of Dating, Association Press.

Fleck, Fernandez and Munves. Living with Your Family, Prentice-Hall, 1965. Chapters: "Dating Ways; Rate and Date."

Landis and Landis. Building Your Life, Prentice-Hall, 1964, Chapters: "Developing Skills in Social Relationships - Dating; Dating: Going Steady and Hours to Get In; Dating Manners."

Landis and Landis. Personal Adjustment, Marriage and Family Living. Prentice-Hall, 1966. Chapters: "Dating Behavior."

Jenkins, Bauer, Shacter, and Pounds. Health and Safety for Teenagers, Scott-Foresman, 1962. Unit: "As You Grow Socially."

Science Research Associates:

#5-1185 Dating Tips for Teens by Lester Kirkendall and Ruth Osborne

#5-158 Getting Along With Others by Helen Shacter

#5-510 Growing Up Socially by Ellis Weitzman

#5-565 Making and Keeping Friends by William Menninger, M.D.

#5-567 Where are Your Manners by Barbara Valentine Hertz

Teacher References

Langford, Louise M. Guidance of the Young Child, Wiley and Sons, 1960. Chapter: "Social Development."

Mussen, Conger and Kagan. Child Development and Personality, Harper and Row, 1963. Chapters: "Development During the Middle-Childhood Years; Psychology of the Adolescent."

Transparencies

Developing Dating Criteria, Health Education, 20 visuals, color, 1967. Developing criteria for dating behavior. Catalog No. 4365 (Printed Originals); Catalog No. 4865 (Prepared Color Transparencies). The 3M Company.

Films and Filmstrips

A Date for Dinner (NS-4098), 13 minutes, color, Iowa State University. Illustrates proper behavior when "eating out" in a social situation. for boys and girls.

Social Acceptability, 20 minutes, black and white, 1957, (Crowley Films), from McGraw-Hill Co. A high school girl is not accepted by a popular school group to which she would naturally like to belong. Points out the failure of a family to provide social opportunities and a chance to practice social skills as one reason for her lack of acceptance.

Social Development, 16 minutes, black and white, 1950, (Crowley Films) from McGraw-Hill Co. An analysis of social behavior at different age levels and the reasons underlying the changes in behavior patterns as the child develops.

Teen Etiquette Series (641606), 8 filmstrips, McGraw-Hill.

At Home and in Public

At School

Clothes

Parties

Dating

Table Manners

Dining Out

Grooming and Posture

Illustrates the fine points of personal behavior that make for successful and pleasant relationships with others.

Teenage Romance, 30 minutes, black and white, Family Films. Emphasizes the emotional concerns of a couple who have dated two years and boy goes to college.

Think of Others First (D-189) Part I-12 minutes, Part II-13 minutes, color filmstrip, Guidance Associates. Consideration for others, manners and etiquette as a system by which man deals with his fellow man under conditions of basic equality and mutual respect. It emphasizes that practicing good manners should be "second nature" and that having good manners is easier than having bad ones.

What About Dates? 41 frames, silent, color, 1959. McGraw-Hill Co. Dating Manners and advice to adolescence.

MAJOR CONCEPT: SOCIALIZATION

Level: MIDDLE ADOLESCENCE

Concept: Preparation for Marriage

BEHAVIORAL OUTCOMES

A. The pupil will be better able to:

1. Identify the various kinds of love.
2. Analyze dating, courtship and engagement as part of the process of preparing for marriage.
3. Evaluate alternatives for various problems confronting engaged couples.
4. Establish a realistic set of expectations about marriage.
5. Recognize the relationship among attitudes about marriage, marriage laws, customs and traditions.

APPROPRIATE GENERALIZATIONS

1. An understanding of the various types of love is basic to the development of relationships with members of both sexes.
2. Experiencing love for a God, parents, friends, self, neighbors, and country is part of the total development of the individual.
3. Romantic love, hero worship, puppy love and physical attractions help to develop a mature concept of love.
4. Dating helps prepare individuals for future roles in our society.
5. Dating experience is one way of developing socially and emotionally.
6. Dating can help one develop an appreciation of others' values, personalities, and family backgrounds.
7. Dating includes responsibilities as well as privileges.
8. A broken engagement is likely to be preferable to an unhappy marriage or divorce.
9. Most adjustments are more easily made by a couple when they are recognized and dealt with during the courtship and engagement period rather than marriage.

10. The engagement period helps a couple get to know each other better, identify with each other, establish a system of communication and values, and make the final preparations for marriage.
11. Marriage will not automatically solve problems that cannot be resolved during the engagement period.
12. Discussing problems freely involves patience and tolerance and is a sound basis for marital adjustment.
13. Community resources that can assist with the solving of pre-marital problems are clergy, marriage counselors, current literature or research and parents.
14. Marriage is a cooperative process that needs work and attention from both parties if it is to succeed.
15. Realistic expectations about marriage prepares one to deal without panic or frustration when problems arise.
16. Marriage does not change basic personality traits.
17. A study of marriage provides an understanding of the relationship one will enter as marriage takes place, and also aids in recognizing that realistic expectations are basic in preparation for marriage.
18. Marriage customs, traditions, and laws vary in different states, different sections of the country, and different religious and family cultures and are constantly in a state of change.
19. Marriage traditions, customs and laws influence how we feel about marriage and how we will react to it.
20. Couples with two different value systems may have difficulty making marital adjustments.

REFERENCE MATERIAL

Student References

Anderson, Jayne. Design for Family Living, Denison & Co., 1964, Chapter: (Mature Students) "Stresses & Strains in Today's Family; Dating Activities and Sexual Impulses; Readiness for Marriage."

Anglund, Joan Walsh. Love is a Special Way of Feeling, Harcourt-Brace, and World, Inc. (in verse)

Cross, Aleene A. Enjoying Family Living, Linnincott, 1967. Chapters: "Analyzing Yourself; Understanding Dating, Courtship and Marriage."

Duvall and Hill. When You Marry. D. C. Heath, 1962. Part 1: "Anticipating Marriage."

Jenkins, Bauer, Shacter, and Pounds. Health and Safety for Teenagers, Scott-Foresman, 1962. Unit: "Family Problems."

Jones and Burnham. Junior Homemaking, Lippincott, 1958. Chapter: "Can You Have Fun at Home."

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice Hall, 1966. Chapter: "Looking Toward Marriage."

Landis, Paul. Making the Most of Marriage, Appleton Century Crofts, Inc. 1965. Part: "Preface to Mate Choice (for mature students); Love-Dating-Personality on Dates."

Mahon and Bollman. Why Talk About the Teen Years? (Coop Ext. Service, Iowa State University, Ames, 1966) Section: "The Teenager: His Relationship to Others."

Public Affairs Pamphlets:

#236 Too Young to Marry

#161 So You Think its Love

#355 Young Adults and Their Parents

Schultz, Charles M. Love is Walking Hand in Hand, Productions, Inc. (Peanut's Characters).

Science Research Associates:

#5-598 Getting Along With Brothers and Sisters by Francis Ullmann

#5-772 Getting Along with Parents by Katherine W. Taylor

#5-33 How to Live with Parents by Gladys Jenkins and Joy Neuman

#5-737 Life with Brothers and Sisters by Francis Ullmann

#5-511 Looking Ahead to Marriage by Clifford R. Adams

Teacher References

Cavan, Ruth S. Marriage and Family in the Modern World. Crowell Co., 1965. (paperback) Chapters: "Dating; Mate Selection and Engagement; Love."

Womble, Dale. Foundations for Marriage and Family Relations, MacMillan. 1966. Chapters: "Preparing for Marriage Today; Becoming Marriageable."

Films and Filmstrips

A Message to No One, 25 minutes, color, Champion Paper, Communicating in a family.

Age of Turmoil (NS-3615) 19 minutes, black and white, (McGraw-Hill), Iowa State University. Teen-parent conflicts on emotional problems. Film reflects emotional turmoil of age group.

And They Lived Happily Ever After? (B-204) color, sound, 2 parts. Guidance Associates. Discusses teenage marriages-facts through interviews and case histories.

Courtship and Marriage, 60 minutes, black and white, 1962 (McGraw-Hill). Examines courting customs in Sicily, Iran, Canada, and India.

Engagement: Romance and Reality (NS-4563) 15 minutes, color, (McGraw-Hill), Iowa State University, 1964. Step-by-step portrayal of a couple about to marry and their discovery of value differences.

Howard, 27 minutes, black and white, 1958, Contemporary Films. Conflicts between son and parental opinions.

Is This Love? 14 minutes, black and white, 1958, (McGraw-Hill), Decisions on dating, courtship, going steady and engagement.

Marriage Problems. 30 minutes, black and white, 1963, Indiana University, Unrealistic expectations of young couples.

One Love - Conflicting Faiths (NS-5983), 27 minutes, sound, color, (The Methodist Church), Iowa State University. A new film showing the problems in Catholic-Protestant marriages.

Preface to a Life. (NS-5220), 29 minutes, black and white, Iowa State University. The effects of three different parental attitudes on children.

Sibling Relations and Personality (NS-705), 22 minutes, black and white, (McGraw-Hill), Iowa State University. Brother-sister relationships through developmental years.

Sibling Rivalries and Parents (NS-86), 11 minutes, (McGraw-Hill), Iowa State University. Friction is a normal human trait. Rivalry of different degrees occur among children in a family.

When Should I Marry? (NS-4196), 19 minutes, black and white, (McGraw-Hill), Iowa State University. Minister views 2 couples who married early.

Who's Boss? (NS-2997), 16 minutes, (McGraw-Hill), Iowa State University. Film emphasizes the need to think of one as a member of a partnership first and an individual second. Shows compromises and adjustments that may be necessary in maintaining a happy marriage.

Who's Right? (NS-3622), 18 minutes, (McGraw-Hill), Iowa State University. "Squabbles" of husbands and wives as a part of the marriage adjustment.

Worth Waiting For. (NS-6096), 28 minutes, black and white, (Brigham Young University), Iowa State University. Young couple who have gone steady for 2 years decide marriage is worth waiting for.

MAJOR CONCEPT: SOCIALIZATION

Level: MIDDLE ADOLESCENCE

Concept: Family Relations

BEHAVIORAL OUTCOMES

A. The pupil will be better able to:

1. Identify characteristics that influence parent-child relationships.
2. Achieve satisfying interpersonal relationships with brothers and sisters.
3. Accept criticism and suggestions from family members.
4. Communicate with family members.
5. Analyze value conflicts between parents and children.
6. Recognize various means of gaining responsible independence from family.

APPROPRIATE GENERALIZATIONS

1. Because both family and individuals are different, the solutions to the problems will be different.
2. Family relationships are affected by the way resources are managed.
3. A family is more likely to achieve its goals if family members agree on the use of resources.
4. An individual's expectations of self and of his family, and the family's expectations of its members influence interaction.
5. The satisfaction derived from family living depends upon courtesy, adjusting, cooperating and sharing.
6. Satisfying family relationships may be formed when there is respect, cooperation and communication between parent and child.
7. Shared family experiences and responsibilities aid in understanding family members.

8. Each brother or sister affects or is affected by his brothers or sisters.
9. A brother or sister is more likely to be accepted if he shows respect for his siblings.
10. Friendships that are established between brothers and sistersn early are likely to be life long.
11. Suggestions and constructive criticism from family members show a concern for the well being of the individual.
12. The ability to accept criticism is a sign of maturity.
13. Open lines of communication between parent and teenager may facilitate solution of many problems which may exist in the relationship.
14. If communication with children is established early more meaningful teen-parent relationships can be expected.
15. In our changing society, there are many conflicts between different generations.
- 16.. Teenage values, codes and language which help in group identification may be potential sources of difficulty between generations.
17. Conflict is likely to arise when rules are not modified as the ability and interests of the adolescent change.
18. It is normal for parents and children to be annoyed with each other occasionally.
19. Parental trust of the adolescent's judgment and adolescent respect for parents' judgment can solve many family conflicts.
20. Adolescents may appreciate their parents more if they know the responsibilities, pressures, and changes parents face.
21. There are satisfying and unsatisfying ways of achieving the developmental tasks of gaining independence from parents.
22. Conflicts may result when parental feeling of responsibility to guide and supervise interferes with the mastery of developmental tasks of the adolescent.
23. Respect and consideration of one another's needs will make the transition from teenagers to adulthood less difficult.

24. Acting in a mature fashion is one way of convincing parents that a teen is ready for independence.

(NOTE: This section is closely related to the concept of 'self' in the Self-Realization Section and could be taught there. The concepts, basic needs and developmental tasks of teens, needs to precede this section. This material can be found in the section 'Development of the Individual')

LEARNING ACTIVITIES

The following suggestions have been taken from "A Guide for Developing a Curriculum in Child Development and Family Relations", Iowa, 1956. The following material illustrates how pupils concerns can be explored through the problem solving technique as a means for arriving at generalizations.

1. Using the problem solving procedures arrive at some conclusions concerning interpersonal relations between parents and teens:

HOW CAN I GET MY PARENTS TO UNDERSTAND ME?

As a result of studying this question, the girls should be better able to:

Realize why many parents have difficulty understanding their own children.

Look at a problem objectively.

Examine the kinds of experiences parents have had which make them react as they do.

Realize the importance of having parents understand his and her point of view without undue emotions.

Recognize the importance of communication in understanding another person.

Possible Teacher Guidance

To begin the study of this question, perhaps you can list some of the situations in which you feel your parents haven't understood your problem.

Help pupils divide into groups of three or four to plan a socio-drama or a case illustrating the problems which they previously indicated

Possible Pupil Participation

Answers will probably include problems involving dating allowance, riding in cars, opening mail, home duties, caring for younger children, quizzing by parents.

Class divides into small groups.

Possible Teacher Guidance

One or more of these may be used at this point to motivate interest in the problem. Others may be saved until later.

When observing the drama or listening to the case, look for answers to the following questions:

- What is the problem?
- How did the mother and father act?
- How did the teen-ager act?
- If anyone else was involved in the situation, how did they act?
- Was it a typical situation?

For each skit or case presented, discuss the questions given above.

How did the outcome of the situation influence the relationship between the teen-ager and her parents?

In what other ways could the teen-ager have handled the situation?

It seems as if now would be a good time to consider what others might think about this kind of problem. Perhaps it would help us to realize how they are thinking.

Next day, compare what was expected of your parents and what they expect of you today.

Possible Generalizations:

What one thinks is desirable and best is not necessarily what someone else thinks is desirable and best.

While conflicts cannot be eliminated, they can be controlled and handled smoothly and harmoniously if both parents and children are willing to discuss differences in points of view.

Possible Pupil Participation

Each group selects one of the above suggested problems. The following points are emphasized when presenting either a socio-drama or a case:

What is making the issue in the situation?

How do the people in the situation disagree?

Why do the people disagree?

Interview parents to see how their situation differs from yours today. Encourage parents to tell of their experiences when they were high school age: home responsibilities, allowances, dating, family group activities, parent-child relationships.

Contrast the old with the new.

Report the class discussion at home and note how it affected mutual understanding.

Possible Teacher Guidance

You have raised some issues of your own, and have talked with your parents. In our references you will find helps on this problem of developing better understanding. Read as many as you have time and we will pool your findings.

What seems to be the reasons why parents and teen-agers disagree?

What can you do to help your parents understand you better?

Possible Pupil Participation

Cross. Enjoying Family Living, Chapter: "Getting Along with Your Family."

Duvall, Family Living, Unit: "Living in Your Family."

Fleck, Fernandez and Munves. Exploring Home and Family Living. Area: "You and Your Family" (Chapters: "Being a Family Member; Understanding My Parents")?

Landis & Landis. Building Your Life. Unit: "You and Your Family" (Chapters: "Your Parents; Your Family and Your Decisions")

Science Research Associates:

#5-949 A Guide for Family Living
BY Gladys Jenkins

#5-1175 Ethics for Everyday Living by Mary Neff

#5-772 Getting Along with Parents by Katharine Taylor

#5-33 How to Live with Parents
BY Gladys Jenkins & Joy Neuman

Some suggestions might be:

Talking over with them more often the things we do.

Show them we are growing up by accepting more responsibility around the home and elsewhere.

Be more cheerful about home responsibilities.

Volunteer help where we hadn't had responsibility before.

If we ask our parents' advice and exchange opinions with them on current affairs and other aspects of interest, we are more apt to form understandings between us.

Listen to parents when they are expressing an opinion.

Possible Teacher Guidance

Possible Pupil Participation

Possible generalizations:

As the culture changes the family is affected and acts to make satisfactory adjustments.

Most parents and adolescents have some problems involving misunderstandings.

Some conflict is normal in any close relationship. A disagreement may actually be used to bring about closer relationship.

In order to become a more mature person, one must work toward acceptance of self, of others, and work toward being accepted by others.

You have indicated that you realized some of the things which would increase understanding between parents and their children. What are some of the conclusions that we can draw from the things we have learned.

One cannot understand differences until he considers both sides of the question.

Maybe we expect our parents to give in to us more than is actually good for us at times.

Present socio-dramas or case studies not used earlier and discuss them, using a problem-solving technique.

Possible generalization:

When we have considered our beliefs, values, and facts pertinent to the situation, we are more apt to be satisfied with our decision.

Test items III, VI, VIII and XIII (Family Relations - Middle Adolescence) are appropriate to use with this question.

2. Using problem solving procedures draw some conclusions concerning interpersonal relationships with younger brothers and sisters.

HOW CAN I GET ALONG WITH MY YOUNGER BROTHERS AND SISTERS?

Throwing the spotlight on young children is one of the most practical and stimulating ways to help adolescents gain further understanding of human relationships. This is because child growth and development takes place before their very eyes.

As the girl in middle adolescence fights for independence from her family, she can be expected to have conflicts with younger brothers and sisters, and would benefit from help with this problem. This

question also provides an opportunity for the girls to increase their knowledge of the growth and behavior of little children.

As a result of studying this question, the girls should be better able to:

Realize that there is a reason for behavior.

Realize that children of all ages have emotional and social needs.

Interpret why they behave as they do.

Recognize why children behave as they do.

Possible Teacher Guidance

The study of this question may begin by pupils taking a look at what they have thought to be advantages and disadvantages of having brothers and sisters.

Summarize the ideas that were brought out by the panel. Place due emphasis on the advantages:

Having many shared experiences.

Learning to share in the home.

Practicing give and take.

Gaining security from brothers and sisters.

Preventing over-dependence on friends.

Among the disadvantages given, no doubt, will be quarreling.

Group these illustrations of behaviors when quarreling and list on blackboard according to ages of the children:

2-year-old -- grabbing, screaming

4-year-old -- kicking

6-year-old -- name calling

8-year-old -- teasing, threatening, scuffling

12-year-old -- arguing

The list will indicate that as a child grows he learns additional ways, even though he retains some of his earlier ways.

Jealousy, selfishness, desire for attention, defending own rights, will be

Possible Pupil Participation

Some class members participate as a panel to bring out the advantages and disadvantages of living with siblings.

Pupils, who have younger brothers and sisters of various ages, tell how they quarrel.

Analyze the various methods of quarreling to see that causes are much alike even though behaviors vary.

Possible Teacher Guidance

named as causes by pupils. These causes suggest study of emotional development of children, which was begun at ninth grade, and can be expanded here to include behavior of adolescents.

Send pupils to references to read about the causes of and the behavior in quarreling of small children, pre-adolescents, and adolescents, among friends and siblings.

(A teacher's reference - Better Living Booklet--Helping Brothers and Sisters Get Along.)

Another source of information is films. He ACTs His Age, traces the emotional and mental growth of the child from a year-old-baby to the age of 15. Children's Emotions shows children's emotion as they progress beyond babyhood, including anger, happiness and curiosity. Various ages are discussed in detail.

Discuss references material and perhaps a film to help pupils gain better understanding about behavior due to emotional growth at various levels.

From the authorities you have learned that certain behavior is acceptable for a child; however, unacceptable when an adult does the very same thing.

We have said earlier that jealousy is one of the causes of quarrels between brothers and sisters. The reading material gave helps on understanding why jealousy exists and how to help a person who is jealous.

Have girls analyze some situations and try to understand feelings through role-playing.

Possible Pupil Participation

Read a variety of references:

Duvall. Family Living. Unit: "Living in Your Family."

Fleck, Fernandez and Munves. Living with Your Family. Chapters: "The Ways of Families; Getting Along with Younger Brothers and Sisters."

Landis & Landis. Building Your Life. Chapter: "Understanding Brothers and Sisters."

Science Research Associates:

#5-598 Getting Along with Brothers and Sisters by Frances Ullmann

#5-158 Getting Along with Others by Helen Shacter.

#5-920 Helping Brothers and Sisters Get Along by Child Study Association of America (Helen Puner)

#5-1051 How to Get Along With Others by Bernice Neugarten

#5-737 Life with Brothers and Sisters by Frances Ullmann

Smart and Smart. Living and Learning with Children. Unit: "Emotions and Personality".

Role-play situations where jealousy is the cause of difficulty.

Possible Teacher Guidance

Further study can be made of other causes of difficulties between brothers and sisters as class may indicate interest.

Help pupils summarize what they have learned about emotional growth and behaviors due to emotional needs.

Possible generalizations:

Consideration of others is the basis of good manners wherever you are. Living in your home with brothers and sisters helps one to modify behavior.

Some conflict is normal in any close relationship.

Every human being needs affection, needs to feel adequate, and needs recognition as a worthy person from those he cares about.

Tension will arise when basic personality needs are not met.

Shyness, fear, jealousy and anger are often displayed when basic needs are not met.

Conflicting needs often result in clashes, and insight may help us to satisfy needs in other ways.

Some of the things that happen to us when we are very young help to determine our concepts and attitudes later in life.

Children will more likely be emotionally stable if there is a feeling of security at home.

In our society, the family offers the best way of fostering affection, understanding, feeling of loyalty and responsibility, respect and consideration for people.

The people with whom one associates would prefer the individual to find ways to "let off steam" in socially acceptable ways in appropriate places.

There is a mature behavior at any stage of development.

Possible Pupil Participation

Jane, 15, and Ruth, 11, quarrelled because Jane can have a new dress for a party while Ruth's request has been refused.

Betsy got very angry and managed to quarrel with Jane, her older sister, because their parents would not let Betsy accept a date. Betsy thinks June should have to stay home too.

Discuss: In the home, should family members "blow off steam" and act just as they feel, or should they use restraint and treat each other as they do their friends.

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Possible Teacher Guidance

As we have noted when analyzing the situations concerning jealousy, it takes two or more to quarrel. What can each of you do to make living with brothers and sisters more enjoyable?

Possible Pupil Participation

Suggestions may be:

Be more thoughtful of the wishes of others.

Try to avoid situations that you know will end in a quarrel.

Be willing to share.

Each analyze her own situation and make some specific decisions and plans for what she can do.

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POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 5 - 7 - 8 - 9 - 10 - 11 - 12

REFERENCE MATERIAL

Student References

Ahern, Nell Giles. Teenage Living, Houghton-Mifflin, 1960. Chapter: "Parents."

Cross, Aleene. Enjoying Family Living, Lippincott, 1967. Chapter: "Getting Along with your Family."

Duvall, Evelyn. Family Living, Macmillan, 1961. Unit: "Living in Your Family."

Fleck, Fernandez and Munves. Exploring Home and Family Living, Prentice-Hall, 1965. Area: "You and Your Family."

Fleck, Fernandez and Munves. Living With Your Family, Prentice-Hall, 1965. Chapters: "Getting Along with Younger Brothers and Sisters; The ways of Families."

Landis and Landis. Building Your Life, Prentice-Hall, 1964. Chapters: "Your Parents; Your Family and Your Decisions; and Understanding Brothers and Sisters."

Landis and Landis, Personal Adjustment, Marriage, and Family Living, Prentice-Hall, 1966. Chapter: "Family Understanding During the Dating Years."

Science Research Associates:

- #5-949 A Guide for Family Living by Gladys Jenkins
- #5-1175 Ethics for Everyday Living by Mary Neff
- #5-598 Getting Along with Brothers and Sisters by Frances Ullmann
- #5-158 Getting Along with Others by Helen Shacter.
- #5-772 Getting Along with Parents by Katharine Taylor
- #5-920 Helping Brothers and Sisters Get Along Child Study Association of America (Helen Puner)
- #5-1051 How to Get Along With Others by Bernice Neugarten
- #5-33 How to Live with Parents by Gladys Jenkins and Joy Neuman
- #5-737 Life with Brothers and Sisters by Frances Ullmann

Plays

High Pressure Area and Room Upstairs. Mental Health Materials Center, New York. (Better understanding between young and older people in a family situation. Differences in relationships of 2 adolescents with their respective families.)

The Daily Special (National Association for Mental Health) 25 minutes (2 boys, 1 girl) Conflict of interest that arise in a happy family.

Ticket to Tomorrow (Metropolitan Life Insurance) Parent-teen relationships.

Transparencies

Causes and Effects of Family Disharmony: Health Education. Disturbing cause and effect relationships contributing to the disruption of harmonious family life. Catalog No. 4467 (Printed Originals); Catalog No. 4967 (Prepared color Transparencies). 3M Company.

Films and Filmstrips

A Family Affair. 33 minutes, black and white, 1955. International Film Bureau. Adolescent son defies authority of parents, caseworker helps bring family together again.

Children's Emotions (NS-3069), 21 minutes, black and white, (McGraw-Hill), Iowa State University. The development of children's emotions (anger, happiness and curiosity) as they progress through infancy.

David and Hazel. 28 minutes, color, 1964. McGraw-Hill. Lack of communication in a family and how 2 families face this problem.

He Acts His Age (NS-3200), 15 minutes, black and white, (McGraw-Hill), Iowa State University. Each child is a complete and unique individual. Film illustrates typical behavior for specific stages of development with emphasis on emotional and mental growth from one to fifteen years old.

Kid Brother, 27 minutes, black and white, Mental Health Film Board. Emotional problems of an adolescent boy whose feelings toward an older brother's engagement are misunderstood.

Learning to Live with Parents. 50 frames, sound, color, 1958, Family Films, Inc.

Sibling Relations and Personality (NS-705), 22 minutes, black and white (McGraw-Hill), Iowa State University. Through case studies relationships of a child and his brothers and sisters are shown through the developmental years. Emphasizes complex personality influences through childhood and adolescence.

Sibling Rivalries and Parents (NS-86), 11 minutes, black and white (McGraw-Hill), Iowa State University. Rivalry among brothers and sisters is a normal human trait. Film describes reasons for rivalry, manifestations of it and means of holding natural friction to a minimum.

The Four of Us Are Strangers, 26 minutes, black and white, 1959. Carousel Films. A family in trouble.

Tuned Out Generation(B-202), 30 minutes-2part filmstrip, sound color, 1967. guidance Associates. Parental attitudes to help teens and adults understand each other through a study of the communication gap.

Who is Sylvia? 27 minutes, International Film Bureau. Problems of a 14 year old and the lack of communication with parents.

Who Should Decide? 11 minutes, color, 1958. Coronet. Teenage-parent conflicts.

You and Your Parents. 13½ minutes, Coronet. Teens are shown the necessity of growing up and "away" from their parents.

MAJOR CONCEPT: SOCIALIZATION

Level: LATE ADOLESCENCE

Concept: Friendship in an Adult World

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Recognize the functions of friendship as one lives in an adult world.
2. Identify means of making friends in new environments.

APPROPRIATE GENERALIZATIONS

1. The psychological need for friendship is the same at all levels of development.
2. A wholesome attitude toward sex is more likely to develop when one accepts love as a natural part of life.
3. Some adult friendships are a means of making social and business contacts that will benefit the individual; others are for fulfilling psychological needs.
4. The more varied one's interests and activities, the wider will be the choice of friends.
5. Because of the mobility of our society, families are exposed to many new environments in a lifetime and need to be able to adjust and make friends in them.
6. The art of making friends is learned and needs to be practiced throughout life.

REFERENCE MATERIAL

Student References

Craig, Hazel. Thresholds to Adult Living, Bennett Co., 1962.
Chapters: "Focus on Friendship; Manner Minimums."

Duvall, Evelyn. Family Living, MacMillan Co., 1961. Chapters:
"What it Takes to Grow On; How you and Your Parents Feel About Each Other; Getting Through to Each Other; Being a Family Member; Anticipating Your Marriage."

Jenkins, Shacter and Bauer. These are Your Children, Scott-Foresman, 1966. Chapters: "Not Quite Grown Up; Almost Adult; Education for Family Living; When Things Go Wrong."

Landis and Landis, Building Your Life, Prentice-Hall, 1964. Chapters: "New Privileges and New Obligations; Obligations to Yourself at School; You and Your Community; Your Attitudes toward Law

Teacher References

Carnegie, Dale. How to Win Friends and Influence People Simon and Schuster. 1956.

Cavan, Ruth S. Marriage and Family in the Modern World, Crowell 1965. Chapters: "The Family as a Unity of Interacting Personalities; Resolving Family Conflicts; Some Principles of Positive Parent-Child Relationships."

Duvall and Hill. When You Marry Heath Co., 1962. Chapters: "Dating; Becoming Involved."

Goode, William J. Readings on the Family and Society, Prentice-Hall, 1964. (Paperback) Part: "Relationships of Middle Class Couples; Intrahuman Family Relations."

Films and Filmstrips

Act Your Age (#389), 13½ minutes, color, Coronet. Emphasizes types of emotional immaturity.

Borderline, 27 minutes, black and white, (National Film Board of Canada) A teen is on the borderline between useful citizenship and delinquency. Program points out some of the problems of adjustment, possible guidance and understanding.

Developing Friendships (#348), 11 minutes, color, Coronet. Explores the differences in individual capacities for friendliness and helps students understand the meaning of friendship.

Facing Reality, 12 minutes, black and white, McGraw-Hill Co. Shows how an adolescent covers his feelings of failure by negativistic, face-saving and attention getting behavior.

I Never Looked at It That Way Before (B-195), 2 parts, color, sound, 1966, Guidance Associates. Insights on tobacco, alcohol, sexual experimentation and narcotics.

Think of Others First (B-189), 2 parts, color, sound, 1965, Guidance Associates. Emphasis on Inter-personal relations.

Who Is Sylvia? 27 minutes, black and white, National Film Board of Canada, Contemporary Films. A teen tries to establish her own identity and her relationships with family, school and school friends.

Related Reading

Packard, Vance. The Status Seekers, David McKay Co., 1959.

Vanderhilt, Amy. Amy Vanderhilt's Complete book of Etiquette, Doubleday and Company, 1960.

MAJOR CONCEPT: SOCIALIZATION

Level: LATE ADOLESCENCE

Concept: Preparation for Marriage

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Identify the component parts of mature love.
2. Examine the process of mate selection as a basis for establishing a marriage.
3. Identify personal characteristics that influence relationships in marriage.
4. Recognize factors that contribute to success in marriage and family life.
5. Cope with adjustments that are needed in marriage.
6. Accept and cope with crisis in marriage.'
7. Analyze the affects of deviate behavior on interpersonal relationships.
8. Utilize available resources for marriage and family counseling.

APPROPRIATE GENERALIZATIONS

1. Love in marriage grows as partners share experiences.
2. The capacity to love develops gradually through interaction with people.
3. Self-love is an acceptance of self as a person we would like to be.
4. Self-love brings about a security which enables one to feel that he is not merely a receiver in the love relationship but that he has something to offer in return.
5. Love is a basic needs that contribute to the intellectual and emotional growth of the partners.
6. Favorable and unfavorable social and psychological experiences of the past influence the way people will respond and react to the mate selection process.

7. Seeking an 'ideal mate' takes one away from reality.
8. Using the parental image for mate selection often distorts the real image of the parent and causes unfair judging of mate.
9. The reason why we are attracted to people is, as important as the fact that we are attracted.
10. Although similar backgrounds enable couples to share sentiments and values and to communicate in ways that are meaningful, this alone will not insure happiness in marriage.
11. Marriage does not change basic personality traits.
12. Personal consideration for others is the basis for any successful relationship.
13. Happiness in marriage is partially dependent on personality and temperament, cultural and family backgrounds, sociability and conventionality, response patterns and attitudes toward sex of the people involved.
14. When an individual enters into a marriage relationship he contributes to it and receives from the experience.
15. The more emotionally secure the individual, the more open he can be in relating to his marriage partner.
16. Problem-solving ability is an asset in marriage.
17. Education and economic security contribute to successful marriage.
18. Marriages with parental approval are more likely to succeed than those in which parental approval is lacking.
19. A similarity of social, economic and religious backgrounds of marriage partners tends to increase the chance of a lasting marriage.
20. Happy marriage relations are brought about through a conscious effort on the part of both partners.
21. An individual concept of marriage may influence marriage relationships.
22. Ability to understand and accept the marriage partner is a basic factor in successful marriage relationships.
23. Elements of conflict which require adjustment are present in all human relationships including marriage.
24. Marital adjustments are inevitable and take time and effort.

25. The responsibilities, adjustments and mature relationships needed for successful marriage are more likely to be carried out successfully if both partners are aware of them before the marriage has taken place.
26. There is no substitute for mature behavior when adjustments need to be made in a marriage.
27. All marital problems cannot be solved without some outside help.
28. Temporary and permanent crisis in the family may require emotional, social, and economic adjustment.
29. The human organism has a great capacity for physical, mental, and social self-repaid and for adpatability.
30. Certain periods occur throughout the life span during which an individual's total development or some aspect of it is particularly sensitive to environmental influences.
31. The individual will achieve more satisfying interpersonal relationships when he can accept and/or adjust to crises.
32. When a person is prepared to meet a situation, he is less likely to view it as a crisis.
33. When relationships in the family are sound and satisfying, members can sustain one another through internal and external crisis.
34. A love of a glorified image of self makes one less able to love others.
35. Being aware of possible consequences of pre-marital and extra-marital sexual relations of all persons involved, will enable one to be more objective when making decisions about such relationships.
36. Deviate behavior may cause feelings of guilt and shame that are harmful for personal relationships.
37. Homosexuality has the connotation in our culture of a physical intimacy with someone of the same sex.
38. Because homosexuality is not the accepted norm for behavior it is looked upon as being abnormal and in some states illegal.
39. Most communities have resources that provide impartial help during the periods of family stress.
40. Using outside help to preserve a marriage may be a sign of mature behavior on the part of the people involved.

REFERENCE MATERIALS

Student References

Anderson, Wayne. Design for Family Living, Denison and Co., 1964, Chapter: "The Challenge of Marriage." (Mature Students)

Anderson, Jayne. How to Understand Sex, Denison and Co., 1966. Chapter: "Love and Marriage." (Mature Students)

Craig, Hazel T. Thresholds to Adult Living, Bennett, 1962. Chapters: "Marriage Miracles and Marages; Family Firsts."

Duvall, Family Living. MacMillan Co., 1961. Chapters: "Success in Marriage; Choosing a Partner; Preparing for Marriage; Family Resources to help the Family."

Duvall-Hill. When You Marry, D. C. Heath, 1962. Parts: "Anticipating Marriage; Being Married."

Goode, William. Readings on the Family and Society, Prentice-Hall, 1964. Part: "Marital Adjustment and Customs in Various Countries; Family Dissolution." (paperback)

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapters: "Adjustments to Marriage and Divorce."

Landis, Paul. Making the Most of Marriage, Appleton Century Crofts, Inc. 1965. Parts: "Modern Marriage -- values and goals; Mate Choice: Marriage Adjustment; Marriage Problems."

Public Affairs Pamphlets:

- #113 Building Your Marriage
- #204A If I Marry Outside My Religion
- #213 Saving Your Marriage
- #250 What is Marriage Counseling
- #290 What Makes a Happy Marriage
- #369 What Can You Do About Quarreling
- #380 Divorce
- #397 Sexual Adjustment in Marriage
- #356 Family Therapy -- help for troubled families
- #341 When a Family Faces Stress
- #269 When You Lose a Loved One
- #155 Mental Health is a Family Affair

Teacher References

Cavan. Marriage and Family in the Modern World, Crowell Co., 1965. (paperback) Chapters: Adjustments between Husband and Wife; The Family; Conflict, Divorce and Readjustment; Marriage Counseling."

Womble, Dale. Foundations for Marriage and Family Relations, MacMillan, 1966. Chapters: "Preparing for Marriage Today; Meeting the Legal Requirements for Marriage; Defining Marital Success; Insuring a Successful Marriage through Courtship; Selecting for Happiness; Becoming Marriageable; and Building Love Enough for Marriage."

Transparencies

Causes and Effects of Family Disharmony, Health Education, 20 visuals, color, 1967. Distinguishing cause and effect relationships contributing to the disruption of harmonious family life. Catalog No. 4467 (Printed Originals); Catalog No. 4967, (Prepared color transparencies.)

Marriage and the Family: Responsibilities and Privileges, Health Education. Examining responsibilities and privileges inherent in a marriage relationship and in family planning. Catalog No. 4461 (Printed Originals); Catalog No. 4961 (Prepared color Transparencies) 3M Company.

Films and Filmstrips

Being in Love. 30 minutes, black and white, 1963. Indiana University. Interrelationships between mind and body and varying needs in terms of and attitudes toward love.

Early Marriage, 26 minutes, color, 1961. E. C. Brown Trust. Useful as a preface to discussions about marriage.

Failure: A Step Towards Growth (B-192) 2 parts, color, sound, guidance Associates. Suggests specific ways to face and learn from failure.

From This Day Forward. 28 minutes, black and white, 1966. Association Films. Marital adjustments and use of a family service counseling.

Handling Marital Conflicts. 14 minutes, color, 1964. McGraw-Hill. Constructive and destructive conflicts.

Marriage Problems. 30 minutes, black and white, 1963. Indiana University. Unrealistic expectations of young couples and the need for independence and mutuality.

Perspective. 1966. Eye Gate House. Marital Adjustments.

Sex: A Moral Dilemma for Teenagers (B-206) 2 parts, color, sound. Guidance Associates. Proper sexual values, teenage conduct.

Teenage Marriage. 28 minutes, black and white or color, 1962.
Cathedral Films. Teenage couple determined to marry despite
parental objections.

Time ... and a place to Grow. 27 minutes, black and white, 1966.
Association Films. Family crisis of illness or death.

What about Teenage Marriages? 13 minutes, color, 1961. Washington
State University. Emotional, financial and educational problems.

Play

Which Way Out? National Association for Mental Health. 23 minutes
(2 boys, 3 girls) Father of a teenage boy and girl is emotionally
disturbed; how this crisis effects the family.

MAJOR CONCEPT: SOCIALIZATION

Level: LATE ADOLESCENCE

Concept: Families and Society

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Examine the reciprocal interpersonal relationships among the individual, his family and society.
2. Analyze the legal aspects of the act of marriage.
3. Interpret the affects of societal regulations on family behavior.
4. Compare similarities and differences in the socialization process in various cultures.

APPROPRIATE GENERALIZATIONS

1. The community is a unit in which individuals have common habits, practices, customs, ways of life and interests; they are mutually dependent for the services which provide satisfaction of their needs.
2. There is a constant interaction between the community and families.
3. Because of the family's dependence upon society, it has a responsibility to support agencies which benefit it.
4. Families are more likely to have the kind of community they want when they help determine community objectives and policies which in turn contribute to the welfare of the family and its individual member.
5. World, national, state, and local communities provide agencies that assist in the protection, development and care of children.
6. Communities offer opportunities for education, recreation, and protection from danger; maintaining physical mental well-being; and for developing religious faith which may benefit the individual.
7. The more the individual knows about his community, the more he is able to appreciate its advantages and disadvantages.

8. When families recognize social problems and undesirable community situations, they can cooperate with other families and agencies to effect change.
9. Marriage laws differ from state to state.
10. Premarital physical examinations sometimes reveal potential problems which, if treated may contribute to increased marital happiness.
11. Tests for syphilis protect not only the marriage partners, but future children.
12. Laws pertaining to marriage and family welfare reflect the attitudes and values of society toward family life.
13. Marriage customs may vary by culture, sections of the country, and in religions.
14. The unwritten rules about family behavior are just as relevant as the written ones.
15. Since every individual, family and culture is unique, the process of socialization is different for each participant.
16. All aspects of living involve relationships with people.
17. In all societies, the individual's place within the society depends upon age and sex.
18. Individuals learn who they are and what they are, from the interaction with those who surround them throughout life.
19. The individual's interpretation of his own role and of the roles of other family members influences his interaction within the family.

REFERENCE MATERIAL

Student References

Craig, Hazel. Thresholds to Adult Living, Bennett, 1962. Chapters: Citizenship Credits; Hospitality Highlights; Marriage Miracles and Mirages.

Cross, Aleene. Enjoying Family Living, Lippincott, 1967. Chapters: "Analyzing Yourself; Assuming Responsibility."

Landis and Landis. Personal Adjustment, Marriage, and Family Living, Prentice-Hall, 1960. Chapter: "Marriage Laws and Customs."

Teacher References

Bell and Vogel. A Modern Introduction to the Family. The Free Globe Press of Glencoe, Inc., 1960. A sociological analysis of the American family, its relationship to society and its contribution to personality.

Cavan, Ruth S. Marriage and Family in the Modern World, Crowell Co., New York (2nd Ed.) 1965. Chapter: "Courtship and Marriage in Other Countries; Laws Regulating Marriage and Family Life."

Ginzberg, Eli. The Nation's Children. Committee on Studies for the Golden Anniversary White House Conference on Children and Youth. 3 volumes. Columbia University Press, 1960. Part I: "The Family and Social Change; Part II: "Development and Education"; Part III: "Problems and Prospects."

Goode, William J. Readings on the Family and Society, Prentice-Hall 1965. Chapter; "the Breakdown of a Society, into Separate Family Units."

Havinghurst and Neugarten. Society and Education, Allyn and Bacon, 1962. Discusses school values, family values, and the influence of teacher's backgrounds on pupils.

Rephart, M. The Family, Society and the Individual, Houghton-Mifflin Co., 1966.

Moore and Holtzman. Tomorrow's Parents, University of Texas Press, 1965. Chapters: "The Families and Their Teen-age Children."

Womble, Dale. Foundations for Marriage and Family Relations, Macmillan Co., 1966. Chapters: "Meeting the Legal Requirements for marriage; Planning Ahead to Married Life; and Preparing for Marriage tomorrow."

Films and Filmstrips

Health in Our Community (NS-3854), 13 minutes, black and white (Encyclopedia Britannica), Iowa State University. Dramatizes the work of the Department of Health in everyday community living.

Learning for Life (NS-6044), 30 minutes, black and white, National Education Association, Iowa State University. Shows how adult education serves a need in a community for both individuals and families.

Let's Keep America Beautiful (NS-1777), 15 minutes, color, Iowa State University. Emphasis on litter problems that damage beauty.

Marriage and Family Living Series (#661000) set of 5 filmstrips, average 29 frames each, black and white. McGraw-Hill

Family Portrait

Future in Hand

It's a Date

Seeing Double

With This Ring

No Time for Ugliness (NS-6263), 24 minutes, color, Iowa State University. Film shows city and urban renewal and the results after work is done.

Our Community (NS-180), 11 minutes, black and white, (Encyclopedia Britannica Films), Iowa State University. Depicts community services (police, fire, health, recreation) and points out ways in which members of a community serve each other.

Social Class in America (NS-344), 15 minutes, black and white, McGraw-Hill, Iowa State University. Contrasts of life shown by 3 teen-agers from different social classes illustrations of vertical mobility in America.

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DEVELOPMENT OF THE INDIVIDUAL

BEHAVIORAL OUTCOMES

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GROWTH PROCESS 175

A. The pupil will be better able to:

1. Comprehend the fundamental principles of growth as it relates to various aspects of development.
2. Recognize developmental characteristics of children at various stages of development.
3. Recognize stages of motor development.
4. Recognize reciprocal effect of physical, emotional, mental and social growth.
5. Realize that a child learns about his world through play.
6. Accept the importance of play in the development of the child.
7. Plan and assist with activities to help in the total development of children.
 - a. Select suitable play equipment for children of various ages.
 - b. Recognize safety measures for children.
 - c. Select suitable games, books, stories and music for children of various ages.
 - d. Tell stories and read stories from books to child in an interesting manner.
 - e. Teach children to play games they will enjoy.
 - f. Select films, T.V. and radio programs for children.

BASIC NEEDS OF CHILDREN 186

A. The pupil will be better able to:

1. Describe the basic needs of children.
2. Be aware of the impact of basic needs on the development of pre-school children.
3. Recognize the relatedness of basic needs and children's behavior.

4. Help pre-school children achieve basic needs.
5. Accept children as individuals with individual needs.
6. Recognize the importance of feelings between the child and the person who cares for him.
7. Enjoy being with children.

BEHAVIOR OF CHILDREN..... 189

- A. The pupil will be better able to:
 1. Identify the factors that influence a child's behavior.
 2. Analyze the relationship between stages of development and behavior.
 3. Recognize why a child ignores others.
 4. Analyze why some behaviors of children are less acceptable than others.
 5. Interpret behavior of self and others through knowledge of child behavior.

GUIDANCE OF CHILDREN..... 186

- A. The pupil will be better able to:
 1. Guide children toward more independent behavior; recognize the importance of self discipline.
 2. Create a situation a child can manage.
 3. Guide children in their social relations.
 4. Accept the importance of being consistent in guidance.

DEVELOPMENT OF THE INDIVIDUAL

BEHAVIORAL OUTCOMES

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BASIC NEEDS OF PRE-TEENS AND TEENS..... 207

- A. The pupil will be better able to:
 - 1. Relate principles of growth to personal development.
 - 2. Identify the psychological needs of teenagers and processes used to fulfill these needs.
 - 3. Comprehend the impact psychological needs have on behavior and personality.

DEVELOPMENTAL TASKS OF PRE-TEENS AND TEENS..... 210

- A. The pupil will be better able to:
 - 1. Identify the developmental tasks of teenagers.
 - 2. Develop an awareness of societal expectations for accomplishing developmental tasks.
 - 3. Compare the developmental tasks of older and younger brothers and sisters.
 - 4. Accept younger brothers and sisters as people of intrinsic worth and dignity.
 - 5. Work cooperatively with brothers and sisters in helping each other achieve developmental tasks.

DEVELOPMENT OF THE INDIVIDUAL

BEHAVIORAL OUTCOMES

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GROWTH PROCESS..... 213

A. The pupil will be better able to:

1. Accept aging as continuous development from conception to death.
2. Identify the sequences of physical, mental, social and emotional developments of the infant and fetus.
3. Meet the basic needs of infants.
4. Compare developmental tasks of family members who are at different stages in the life cycle.
5. Recognize the universality of developmental tasks of individuals and families and the unique way of meeting them.

DEVELOPMENTAL TASKS OF FAMILY MEMBERS

BASIC NEEDS..... 217

A. The pupil will be better able to:

1. Analyze the physical and psychological needs of adults.
2. Identify and plan for special needs of individual family members.

RESPONSIBILITIES FOR INDIVIDUAL DEVELOPMENT..... 221

A. The pupil will be better able to:

1. Analyze the reciprocal responsibilities of family members, family and community in the development of the individual.
2. Accept his/her responsibility as a parent for the development of the child.
3. Utilize available resources outside the home that assist in the development of the individual.

DEVELOPMENT OF THE INDIVIDUAL

Page

THIRTY-ONE

THE INDIVIDUAL IS DEVELOPING IN THE FOLLOWING MANNER:

1. The child is able to walk.
2. The child is able to run.
3. The child is able to jump.
4. The child is able to climb.
5. The child is able to play with blocks.
6. The child is able to play with dolls.
7. The child is able to play with a ball.
8. The child is able to play with a car.
9. The child is able to play with a train.
10. The child is able to play with a boat.

DEVELOPMENT OF THE FAMILY

THE FAMILY IS DEVELOPING IN THE FOLLOWING MANNER:

1. The family is able to provide for the needs of the child.
2. The family is able to provide for the needs of the mother.
3. The family is able to provide for the needs of the father.
4. The family is able to provide for the needs of the siblings.
5. The family is able to provide for the needs of the extended family.

THE INDIVIDUAL IS DEVELOPING IN THE FOLLOWING MANNER:

1. The child is able to walk.
2. The child is able to run.
3. The child is able to jump.
4. The child is able to climb.
5. The child is able to play with blocks.
6. The child is able to play with dolls.
7. The child is able to play with a ball.
8. The child is able to play with a car.
9. The child is able to play with a train.
10. The child is able to play with a boat.

MAJOR CONCEPT: DEVELOPMENT OF THE INDIVIDUAL

Level: EARLY ADOLESCENCE

Concept: Growth Process

BEHAVIORAL OUTCOMES

A. The pupil will be better able to:

1. Comprehend the fundamental principles of growth as it relates to various aspects of development.
2. Recognize developmental characteristics of children at various stages of development.
3. Recognize stages of motor development.
4. Realize that a child learns about his world through play.
5. Accept the importance of play in the development of the child.
6. Plan and assist with activities to help in the total development of children.
 - a. Select suitable play equipment for children of various ages.
 - b. Recognize safety measures for children.
 - c. Select suitable games, books, stories, and music for children of various ages.
 - d. Tell stories and read stories from books to child in an interesting manner.
 - e. Teach children to play games they will enjoy.
 - f. Select films, T.V. and radio programs for children.

APPROPRIATE GENERALIZATIONS

1. Each individual differs from others in what they are capable of doing and how fast they are ready to do it.
2. Development is continuous in a step-by-step process, sometimes slowly and sometimes quickly.
3. When one part of a person is developing quickly, another part may be almost at a stand still.
4. Heredity, experiences and environment affect a child's development.
5. Although there is pattern to growth, many factors may cause variations in the pattern.
6. Children grow physically, mentally, emotionally and socially.

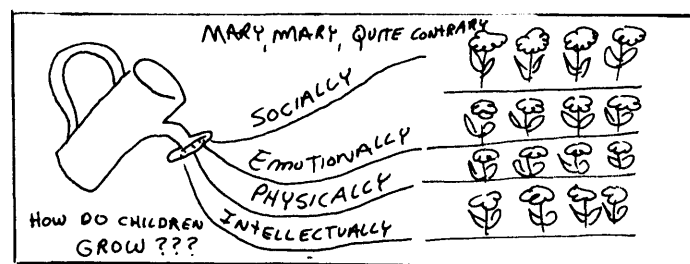
7. Each stage of development influences the next stage.
8. The direction of growth is toward total development of the individual's abilities.
9. Certain characteristics are predictable at each stage of development.
10. Children learn about their world through play.
11. If play equipment and activities are suited to the stage of development of the child he will benefit and enjoy them more.
12. Toys, play material and activities give a child a chance to express himself.
13. If play activities are judged according to safety factors, those that present dangers to children can be eliminated by the person in charge.
14. Tension may be released through play.
15. Play contributes to the mental, emotional, physical and social growth of a child.
16. Since toys, books, music, T.V. radio, films and games aid in the development of a child, careful selection can enrich the growth experience.

LEARNING ACTIVITIES

1. Study a series of pictures that show change in size, in social abilities, emotions, and intellectual ability of an individual from infancy to adulthood. (See Bibliography for transparencies on growth).

Decide how children grow. What makes an adult different from an infant? Discuss ways a child might act at each stage of motor development. What might be expected of children at each age intellectually?

Collect pictures of pre-school children and group them into categories showing social, emotional, physical and intellectual growth. Use on a bulletin board such as the one below. Study the pictures to identify evidences of the growth processes.



Read references on motor development.

List the physical skills a child needs to learn before he can ride a 2 wheel bike and learn to dress himself. Interview a parent or look at own baby book to find out what age a child started to crawl, walk, talk, dress himself. Discuss the reasons why children do these things at a different age, but yet followed the same order in doing them. What part might heredity play in development and what part might environment play?

Observe a group of approximately the same age children playing together in school or playground; discuss how they are the same and how they are different.

Study references, view films and discuss the affects of heredity, both experiences and environment, on the growth of a child.

**Summarize basic ideas of growth by answering such questions as:

In what ways do we grow?

How do we grow?

What makes us each unique in our growth patterns?

POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 4 - 5

2. Observe a child for an evening or a morning. Look for signs of physical, emotional, social, and intellectual development. Bring observation sheets to class and with the help of references, develop a chart that shows the sequence of development in the different areas. What can be expected at the various ages?

References:

Fleck, Fernandez and Munves. Exploring Home and Family Living, Prentice-Hall, 1965. Area: "Enjoying Small Children."

Hatcher and Andrews. Adventuring in Home Living, Book I, Heath and Company, 1959. Unit: "Mother by the Hour."

Jenkins, Shacter and Bauer. These Are Your Children, Scott-Foresman, 1966. Chapter: "A Summary of Normal Development."

McDermott and Nicholas. Homemaking for Teen-agers, Book I, Bennett and Company, 1966. Chapter: "Why Children Act Like Children."

Spock, Benjamin. A Baby's First Year, Pocket Books Inc., 1962.

U. S. Children's Bureau Publications: Infant Care, Your Child from One to Six, and When Teenager's Take Care of Children.

View films and watch for growth characteristics of the various ages. Prepare bulletin boards as group projects that give the most common characteristics of age groups.

List the kinds of activities of children you work with that annoy you and those behaviors that you approve of. Using your chart on common characteristics determine whether the behavior can be expected for that age child.

Observe a child and prepare an anecdotal record. Exchange papers in class and see if you can identify the age of the child by the characteristics reported. Give reasons for your answer that relate to common characteristics of children at certain ages.

***Choose a particular age child and write a story about her that would illustrate behaviors common to her age group. In groups of two or three evaluate the stories and write comments on the accuracy of the story.

POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 5 - 6 - 7 - 8 - 9

3. Brainstorm on: Why children play? Why teenagers play? Why adults play? Define what we mean by play.

React to the statement 'Play is a child's work.' Define play and identify positive and negative affects of play on people of different ages.

Prepare a bulletin board that shows children of different ages at play. Discuss the kinds of play that contribute to a child's development physically, socially, mentally and emotionally.

Relate experiences with small children that illustrate how children play.

Make an exhibit of toys which children enjoy. Pupils read about the value of toys in the child's play. Tell how a child plays with each toy; explain how it helps him develop, such as muscles, creativeness, and imagination.

From reading, observations, and discussions, set up criteria for judging toys and play equipment for children of different ages. Consider such criteria as:

- Attractiveness to the child
- Durability, well-constructed
- Safety, free from sharp edges, painted with non-toxic paint
- Easily used with little adult guidance
- Easily cleaned for small children
- Scaled to child's size

Bring toys to class and judge them by these criteria.

Visit a toy or a hobby shop where each girl is responsible for selecting a toy for a child of a given age.

Arrange an exhibit of household objects with which young children would enjoy playing. Include such articles as: pots, pans, purse, oatmeal carton, and wood spoon in your exhibit. Arrange an exhibit of household articles that are unsafe when used as toys.

Plan suitable arrangements for outdoor and indoor play for a child whose parents live in a trailer, in a small house, or an apartment.

Discuss ways of guiding children to put toys away.

Tell about the games each class member liked best as a child.

Visit the primary department or kindergarten and observe guidance in play and use of toys. Look for -

- requirements of the games for various age levels.
- qualities of a good leader.
- when to lead and when to guide.

***Summarize learnings concerning play and play equipment.

POSSIBLE GENERALIZATIONS: 10 - 11 - 12 - 13

Examine some books for children, such as Anne Carrol Moore's My Roads to Childhood, and such book lists as For the Children's Bookshelf.

Ask a kindergarten teacher, school or city librarian to visit the class and talk about selecting and telling stories to different age children.

Read references about what is a good book for a child. Make a list of characteristics of stories that make them satisfactory to children. This could be made into a check sheet.

Make a list of books and book lists which would help select desirable books to read and purchase for children.

Take turns telling stories to the class. Those listening try to put themselves in the role of the child.

Discuss and practice some children's games. Analyze qualities about games that seem to interest children at different age levels -- action, repetition, humor.

Contact each of the grade school teachers and collect examples of the kinds of art work the children do. Note the difference in detail, subject matter, use of color, etc.

Observe a child with a pet. Decide on the advantages of a child owning a pet and his responsibilities in caring for it.

Consult references for criteria useable in the selection of films for children. For reference, see Witty and Bricker, Your Child and Radio, T.V. Comics and Movies. (Better Living Booklet) View a film which has been recommended for children and is showing locally, either as a class or as individuals. If girls can arrange to accompany children to the show, observe children's reactions. Discuss this film on the basis of the criteria.

Consult current magazines, such as Parent's Magazine, for ratings and review of films recommended for children or for families with children. Evaluate the ratings for films viewed.

Listen to a variety of radio programs for a week or two and decide which are suitable for children of different ages, and which are suitable for the whole family. Observe children watching a T.V. program or listening to the radio. Set up criteria for judging the suitability of radio and T.V. programs. (See Witty and Bricker, Your Child and Radio, T.V., Comics and Movies.)

Listen to children's records and music. Consider kinds of records children like. Read references to arrive at suitability for age, and values of the child.

If opportunity provides, help children sing a song.

View filmstrip: A Child's Eye View 59 frames with script. (Discusses various topics of development including play and relationships as seen by a child). Discuss.

Plan a play group with a few children of similar ages.

**Summarize learning after working with a play group or after observing and helping with a kindergarten or first grade during play time.

POSSIBLE GENERALIZATIONS: 14 - 15 - 16
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PLAY GROUPS

Throughout the unit girls have been encouraged to be aware of and to observe children in many situations in everyday living. The girls have gone to where the children were, thus the teacher learned of the incident second hand. Another kind of experience is had when the children are brought into the classroom for play groups. Here the teacher and the girls observe and participate together.

* A Guide for Developing a Curriculum in Child Development and Family Relations; Iowa, 1956. pp. 36.

Play groups offer realistic examples of what is presented through reading and discussion. These experiences are particularly appropriate toward the conclusion of the unit, as they provide opportunities for girls to see illustrations of growth generalizations and to apply guidance generalizations. These groups also provide opportunity for a class project that can be planned, prepared, executed and evaluated by the girls.

A play group is composed of eight to ten children. A group of not more than ten can be observed and guided by a class of 16-20 girls. If the homemaking class is larger, it should be divided and more than one play group held; for example, one for pre-school children and the other for kindergarteners. A play group this size allows the teacher to keep the situation under control and to know what girls are experiencing.

The girls will need to decide with what age group they want to have this experience before selecting names of children to invite. Children of a range of ages provides opportunity to compare. It has not proven advisable to include children younger than three-year-olds. If it is necessary to invite the kindergarten, the range would be more limited and the purpose of the group planned accordingly.

It is advisable to talk over the plans with the superintendent or administrator as he may need to interpret the project to the community. It is especially important to secure his cooperation if the girl's schedules need to be adjusted to free them at the time appropriate to bring the children in.

Planning for the play group affords girls opportunity to discuss and solve such questions as:

- How many children shall we invite?
- How shall the children come to school?
- What shall we do with their wraps?
- What shall we provide in the way of toys? Play materials?
- What shall we look for when watching the children?
- What is a good between-meal snack for young children?
- What guidance principles will we need to review?
- Should we invite the children for one or two hours?

All the activities of the play group should evolve from class discussions and the details should be carefully planned and understood by the girls. A review of how to observe objectively would be time well spent. The girls need this help to see and to report what the child did, how he did it, without giving personal interpretations.

When the children arrive for the play group, the homemaking teacher plays the role of a teacher of pre-school children, with members of the class assigned responsibilities as her assistants. The value of this experience for the girls will depend upon the skill of the homemaking teacher in demonstrating guidance.

If the play group is a summary experience in the unit of child development, a review of guidance generalizations may be needed before it is held. The following form might be helpful when discussing guidance procedures based on the generalizations:

Generalizations

Growth proceeds from the general to the specific (for instance, growth proceeds from large to small muscles).

Individuals differ in rate and pattern of growth.

There is a mature behavior at any stage of development.

Behavior we call disobedience may be a sign of growing.

Sometimes behavior that irritates older people is caused by a need which is not fulfilled.

A child learns by accepting consequences of his behavior.

The more accepting we are of the feelings of the child, the more cooperative he will be.

Children adjust slowly to new situations.

Guidance Procedures

Do not ask young children to do much hand work.

Do not compare children, or expect one child to behave like another.

Allow a child to do things for himself in his own way, when possible (For instance, two to four-year-olds have desire for independence. When a child says no, he has reached this stage of independence).

When a child bids for attention give him an important job to do.

If a child spills water when pouring from the pitcher, help him wipe up the spill rather than scold him.

When you stop a child from doing something he wants to do and he expresses strong feelings against you, tell him you know how he feels but that he must do as asked.

Give children time to get acquainted with the place, routine, people.

FHA

Form a children's story hour on Saturday morning in connection with the library or elementary school.

Arrange and participate in a music and game hour for children.

Make picture books for children's groups, such as convalescent home, day-care center.

Renovate discarded toys for orphanage, hospital, or community center.

HOME EXPERIENCES

Assume responsibility for groups of little children, assuming the responsibility for the play activities, buying, preparing and serving the refreshments and for other necessary arrangements.

Make a simple toy for pre-school child to be used in play group or as a gift.

Collect, make, renovate, or repair play equipment suitable for age level of younger brother or sister, such as pot and pan collection for sand play, sturdy packing boxes converted into a means of transportation - boat, bus, airplane or train.

Make attractive and convenient storage for toys at home with the help and agreement of younger children.

Help younger brother or sister plan a daily routine necessary for the care of his pet and guide him or her in assuming this responsibility.

Attend a story hour at your school or public library, or in an elementary classroom. Tell a story to a child. Describe your experiences to the class.

Work with a group of neighborhood children in putting on an amateur play.

Begin a collection of records or song books for younger brother or sister or nieces or nephews. Plan and provide for storage of records or books.

REFERENCE MATERIAL

Pupil References

Baker and Fane. Understanding and Guiding Children, Prentice-Hall, 1967. Chapters: "What Are Children Like?; Let's Talk About Babies; Children Who Are One and Two Year's Old; Children Who Are Three and Four Years Old; Children Learn Through Activities."

Baker, Katherine R. Let's Play Outdoors, #101. 1966. National Association for the Education of Young Children.

Brisbane and Riker. The Developing Child, Bennett, 1965. Units: "The Child from One to Three; The Child from Three to Six; The Child from Six to Twelve."

Cross, Aleene, Enjoying Family Living, Lippincott, 1967. Chapter: "Children's Activities."

Duvall, Evelyn. Family Living, Macmillan Company, 1961. Chapter: "Growth Patterns."

Hartwood, Lady Allen of. Space for Play: The Youngest Children, 1964. #111. National Association for the Education of Young Children.

Jones, Betty J. What is Music for Young Children? #107, 1958. National Association for the Education of Young Children.

Jones and Burnham. Junior Homemaking, Lippincott, 1958. Unit: "Are You a Big Sister?"

McCullar and Wallace. Building Your Home Life, Lippincott, 1966. Unit: "The Teen-Ager and Children."

Smart and Smart. Living and Learning with Children. Houghton-Mifflin Co., 1965. Units: "Physical Habits and Attitudes; Emotions and Personality."

Teacher References

Gardner, Bruce. Development in Early Childhood - Preschool Years, Harper and Row, 1964. Development and observation.

Hawkes and Pease. Behavior and Development from 5 to 17, Harper and Row, 1962.

Hymes, James. The Child Under 6, Prentice-Hall, 1963.

Jenkins, Shacter, Bauer. These Are Your Children, Scott-Foresman, 1966. Excellent summary of normal development in appendix.

Langford, Louise. Guidance of the Young Child. Wiley & Sons, 1960. Chapters: "Personality Development; Physical and Motor Development; Social Development and Language Development."

Mussen, Conger, Kagan. Child Development and Personality, Harper and Row, 1963. Chapters: "Biological Changes in the First Year; Learning; Social Learning in the First Year; Development in the Second Year; Motor and Intellectual Development; Personality Development; Social Learning; Personality Development - Reactions."

Films and Filmstrips

Children's Play (NS-5605), 27 minutes, black and white (McGraw-Hill), Iowa State University. Purposes of play at each age level. How parents contribute to children's play.

Frustrating Fours and Fascinating Fives (NS-3437), 22 minutes, black and white, (McGraw-Hill), Iowa State University. Shows the characteristic behavior of a four and five year old.

No Two Alike. University of Minnesota, 30 minutes. Shows individual differences among children.

Principles of Development. (NS-3070), 17 minutes, black and white, (McGraw-Hill), Iowa State University. Continuous, orderly, progressive and predictable patterns of growth are explained.

Social Development. (NS-3068), 16 minutes, black and white, (McGraw-Hill), Iowa State University. Social development from 2 to 9 years. Emphasis is on play and association with other children.

Terrible Twos and Trusting Threes (NS-3199), 22 minutes, black and white, (McGraw-Hill), Iowa State University. Examines the growing years of a child between two and four.

You're Growing Up. 10 minutes, black and white, 1960, Sid Davis Production. Describes the four major periods of the growth and development process. Emphasizes the normality of individual differences.

* See address of film sources and book publishers listed in Appendix.

MAJOR CONCEPT: DEVELOPMENT OF THE INDIVIDUAL

Level: EARLY ADOLESCENCE

Concept: Basic Needs of Children

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Describe the basic needs of children.
 2. Be aware of the impact of basic needs on the development of pre-school children.
 3. Recognize the relatedness of basic needs and children's behavior.
 4. Help pre-school children achieve basic needs.
 5. Accept children as individuals with individual needs.
 6. Recognize the importance of feelings between the child and the person who cares for him.
 7. Enjoy being with children.

APPROPRIATE GENERALIZATIONS

1. Physical needs of all children are food, shelter, and clothing.
2. Psychological needs of all children are love and affection, security, a sense of belonging, achievement and recognition.
3. If the individual's needs are met as they occur, he is free to develop as fast and as much as he can.
4. As needs are fulfilled, the child develops self-confidence in himself and a trust in the world around him.
5. If basic needs cannot be fulfilled in desirable ways, they may be fulfilled in less desirable ways.
6. Families and the community share in meeting the education, health, safety, religious and recreational needs of children.
7. Knowing the needs of children help individuals of different ages recognize their own needs.
8. All children have basic needs but the degree of importance may be different at various age levels.

9. A knowledge of children's growth patterns leads to better understanding of their needs.
10. Individuals are different; no two are alike yet all have certain like characteristics.
11. Basic needs can be met in many different ways, depending on individual differences.
12. Experiencing the pleasure from being with children helps one become more interested in children.
13. Making friends with children will be easier if genuine interest and respect are shown.
14. If one has a feeling of security when caring for children, he is more likely to enjoy being with them.
15. Security in meeting basic needs of children can be gained by study, observation and practice.

REFERENCE MATERIAL

Student References

Anderson, Wayne. Design for Family Living, Denison & Co., 1964. Chapter: (Mature students) "Understanding Basic Needs."

Brisbane and Riker. The Developing Child, Bennett, 1965. Chapters on physical needs, habit formation of children.

Clayton, Nanalee. Young Living, Bennett, 1963. Chapter: "Understanding Babies and Little Children."

Cross, Aleene. Enjoying Family Living, Lippincott, 1967. Chapter: "Providing for Physical Needs of Children."

Duvall, Evelyn. Family Living, Macmillan Company, 1961. Chapter: "Basic Needs."

Jones and Burnham. Junior Homemaking, Lippincott, 1958. Unit: "Are You a Big Sister?"

Science Research Associates.

#5-731 All About You by William C. Menninger, M.D.

Shuey, Woods and Young. Learning About Children. Lippincott, 1958. Chapters: "Friends; Love."

Smart and Smart. Living and Learning with Children, Houghton-Mifflin Co., 1961. Chapter: "Basic Human Needs."

Smart and Smart. Living in Families. Chapters: "Your Place in the Family; Your Relations in the Family; Your Family Influences You; Your Physical Growth."

Teacher References

Gardner, Bruce. Development in Early Childhood: The Preschool Years, Harper and Row, 1964.

Hawkes and Pease. Behavior and Development from 5 to 12, Harper and Row, 1962.

Jenkins, Shacter, and Bauer. These Are Your Children, Scott-Foresman, 1966.

Langford, Louise. Guidance of the Young Child, Wiley & Sons, 1960. Chapters: "Personality Development; Physical and Motor Development; Language Development; Food for Children."

Films and Filmstrips

Baby Meets His Parents (NS-71), 10 minutes, black and white, Iowa State University, Encyclopedia Britannica. Personality development is influenced by the means of meeting babies basic needs, as well as by hereditary.

Child Care and Development (NS-3071), 17 minutes, black and white, (McGraw-Hill), Iowa State University. Care given to insure a happy, healthy child. Identifies some basic needs of children.

Helping in the Care of Children University of Minnesota, 11 minutes. Care of children takes into account their needs, affection, approval, security, safety, proper food and rest.

Transparencies

Anthropology No. 2 -- "Primitive Man, Part I" A series of visuals emphasizing primitive man's basic needs and how the needs are satisfied under various environmental conditions. No. 322 (Printed Originals); or Catalog No. 822 (Prepared Color Transparencies) The 3M Company.

MAJOR CONCEPT: DEVELOPMENT OF THE INDIVIDUAL

Level: EARLY ADOLESCENCE

Concept: Behavior of Children

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Identify the factors that influence a child's behavior.
 2. Analyze the relationship between stages of development and behavior.
 3. Recognize why a child ignores others.
 4. Analyze why some behaviors of children are less acceptable than others.
 5. Interpret behavior of self and others through knowledge of child behavior.

APPROPRIATE GENERALIZATIONS

1. An awareness of factors which affect children's behavior helps one understand children better.
2. Understanding children's behavior leads to a better understanding of one's own behavior.
3. Children's emotions are intense but pass quickly.
4. Children are all different and do not act the same at any one age.
5. Children adjust slowly to new situations and unfamiliar people.
6. Acceptable social behavior is learned step-by-step.
7. Quarreling is a child's way of attempting to control his environment.
8. There are some causes for all behavior; therefore, there are reasons for what children do.
9. Certain kinds of behavior are typical of children at certain stages.
10. Children modify behavior in order to be accepted by others.
11. Behavior that irritates other people may be caused by a child's need which is not fulfilled.

12. We all learn by experimenting and therefore, often make mistakes.
13. We cannot judge children by adult standards of behavior.
14. When an individual experiences satisfaction from a particular behavior, he is likely to incorporate that pattern into his behavior.
15. Since a child learns from others, his behavior and attitudes are affected by conditions and people around him.
16. How we feel toward children, and they toward us, is more important than what we do.
17. If we respect children, we try to understand why they behave as they do and accept them for what they are, while we teach them more acceptable behavior.
18. Usually guidance is more effective when the causes of behavior are considered rather than the behavior itself.
19. Unacceptable behavior of a child can usually be changed by showing him an acceptable way of satisfying his need.
20. Routines help young children to do what is expected of them.

LEARNING ACTIVITIES

(The following suggestions have been taken from "A Guide for Developing Curriculum in Child Development and Family Relations", Iowa, 1956. The material illustrates how pupil concerns can be explored through the problem solving technique as a means for arriving at generalizations.)

1. WHAT SHALL I DO WHEN A CHILD IGNORES ME AFTER I TELL HIM WHAT TO DO?

As a result of studying this question, the girls should be better able to:

- Appreciate children as people.
- Meet social-emotional needs of children.
- Identify one's own feeling toward a child.
- Recognize the importance of feelings between the child and the person who cares for him.
- Recognize that behavior is caused.
- Realize that importance of feelings between a child and the person who cares for him

Possible Teacher Guidance

When have you been ignored by a child?

Possible Pupil Participation

Pupils relate experiences where they have had a child ignore them or have observed a child ignoring an adult.

Why do you think you were ignored?

Make a list of the possible reasons:
Child was busy.
You did not get child's attention.
Child was shy.
Child was afraid of you.
Child has had unpleasant associations with a similar request.
Child was using this method of getting attention.
Child was reflecting your feelings toward him and consequently, he may have felt naughty.
Child was imitating the behavior of some other person.
Child didn't understand directions.
You talked too much.

List possible things you could do to prevent a child from feeling he should ignore you.

Provide common experiences through a film, a prepared skit, or story, such as the anecdote below "A Child Ignores An Older Person".

ANECDOTE: A CHILD IGNORES AN OLDER PERSON

Characters: Father; Mother; Jerry, six; Mary, four; John, two; and Ellen a teenage baby sitter.

Father: "Isn't it about time that girl was here? We have to leave in a few minutes."

Mother: "I couldn't get her before 5:45, and she is late now. Oh, here she is now, Hello, Ellen."

Ellen: "Hello, Mrs. Jones and Mr. Jones. I'm sorry that I am late, but I couldn't make it any sooner on such short notice."

Mother: "Don and I have to leave right away. The children's dinner is in the oven. Put John to bed as soon as he is through eating. Mary and Jerry can stay up 'til eight o'clock tonight. Is there anything else? Let's go. We'll be late now. Goodbye, children."

Father and Mother put on their wraps and start to go. John and Mary begin to cry. Jerry looks forlorn.

Mother: "Children, we have to go now. You'll have to stay with Ellen this time. Next time you can go."

Jerry: "You always say that and you never do it."

Mother: "Ellen, you'll have to manage some way. Goodbye now."

Father: "Goodbye kids. Good luck, Ellen."

Ellen: "I'll try, Mrs. Jones."

The parents exit. Children cry. Ellen picks up John and comforts him. She takes Mary by the hand.

Ellen: "Come, children. Let's see what mother left for our supper.
You can come too, Jerry."
Jerry goes the other way to the playroom. Ellen puts the food on.
Gets John and Mary in their chairs, and calls, "Jerry - Jerry -
Jerry." Goes over and puts her hand on his shoulder.
Ellen: "Jerry come now. Supper is ready. My, that is a fine tractor.
Bring it with you and we will see what John and Mary are eating."
Takes Jerry's hand and they go out to the kitchen.
Ellen: "When we have finished, Jerry and Mary can help me put John to
bed; then we'll have some stories."

As you observe this incident, watch
for: The behavior of Jerry.
Conditions which might have
caused him to ignore the baby
sitter.

If you had been the baby sitter in
this situation, what would you have
done to get the attention or coopera-
tion of the child?

Divide into buzz groups to suggest
other ways of handling Jerry. Buzz
groups might suggest:

Children weren't prepared for
the sitter.
Sitter came too late to learn
what children expect of her.
Jerry had less attention than the
other two. Mother ignored
Jerry's remark.

After each suggestion was made,
discuss:
How the child would feel about it.
How it would affect your relation-
ships with the child in the
future.

Check authorities for more informa-
tion concerning other solutions and
possible consequences of solution
suggested:

Effect of feelings
Adult-child relations

Some possible references are:
Brisbane and Riker. The Devel-
oping Child. Chapters:
"Intellectual Development;
Looking Toward Adulthood."
Duvall, Family Living. Chapter:
"Getting Along with Children."
Langford. Guidance of a Young
Child. Chapters: "Types and
Techniques of Guidance; Person-
ality Development; Physical
and Motor Development."
Mussen, Conger and Kagan. Child
Development and Personality.
Chapters: "Learning; Motor
and Intellectual Development."

Smart and Smart. Living and Learning with Children. Chapters: "Personalities; What Parents Want in Helpers."

Now that we have thought through one situation, let us go back to the ones you reported earlier to see if we can decide what ought to be done in those situations.

Discussion of own experiences in light of reading.

Divide into groups. Each group select for discussion one report of a situation in which a child ignored an older person. Each group could answer such questions as:

What were possible causes of the child's behavior?

Did the actions of the older person seem the best in the situation?

Report solutions to the class to get their criticisms.

Pupils make list of their generalizations.

** What can we say we have learned from our reading and discussions?

POSSIBLE GENERALIZATIONS: 5 - 11 - 17 - 18 - 19 - 20

Possible home experiences:

Encourage pupils to try out what they have learned when they are taking care of a child, either in their own family or other families.

Suggested evaluations:

Test Items I, VI, XXII (Child Development-Early Adolescence) could be used to test ability to apply generalizations to other situations. Also devices that would be appropriate are "From My Notebook" and "Using Ideas You Have Learned About Children."

REFERENCE MATERIAL

Pupil References

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Sutherland and McDonald. Conformity and the Inner Self. Hogg Foundation, 1965.

Wallace and McCullar. Building Your Home Life, Lippincott, 1966. Unit: "The Teen-Ager and Children; Getting to Know Children and Caring for Children."

Teacher References

Garner, Bruce. Development in Early Childhood. The Pre-School Years, Harper and Row, 1964.

Hawkes and Pease. Behavior and Development from 5 to 12. Harper and Brothers, 1962.

Jenkins, Shacter and Bauer. These Are Your Children, Scott-Foresman, 1966.

Films and Filmstrips

Child Development: Sibling Relations and Personality, 22 minutes, University of Illinois. Case studies to demonstrate sibling relations.

Children's Emotions. 21 minutes, University of Illinois. Growth of emotions to 10 years of age.

Children's Fantasies. 21 minutes, University of Illinois. Reasons for them and how to best channel them.

Feelings of Hostility (NS-5149), 32 minutes, (Canadian Film Board), Iowa State University. Dramatizes factors producing resentment and hostility in personal relationships.

Feelings of Rejection (NS-5183), 22 minutes, (Canadian Film Board), Iowa State University. Illustrates childhood conditions which contribute to a child's failure to develop into a self reliant adult.

If These Were Your Children, University of Illinois.

Part I--28 minutes--Activities and Behavior of Young Children

Part II--22 minutes--Panel of Experts Talk about Part I.

Jamie, Story of a Sibling, 28 minutes, black and white, 1964.

McGraw-Hill. Damaging effects of sibling rivalry on family members and ways to minimize it.

MAJOR CONCEPT: DEVELOPMENT OF INDIVIDUAL

Level: EARLY ADOLESCENCE

Concept: Guidance of Children

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
 - 1. Guide children toward more independent behavior; recognize the importance of self discipline.
 - 2. Create a situation a child can manage.
 - 3. Guide children in their social relations.
 - 4. Accept the importance of being consistent in guidance.

APPROPRIATE GENERALIZATIONS

- 1. The process of guidance involves helping children develop self-control and self-discipline.
- 2. When a child's abilities and limitations are recognized, situations a child can manage can be provided.
- 3. Children need guidance in their play if they are to develop through it.
- 4. Firm, kind and consistent procedures help a child know what is expected of him.
- 5. Guidance is more effective when the causes of behavior are considered rather than the behavior itself.
- 6. Routine helps children do what is expected of them and develop a sense of security and some self discipline.
- 7. The more accepting we are of a child's feelings, the more cooperative he will be.
- 8. Approval is a way to help a child know when his behavior is acceptable.
- 9. Discipline is a kind of teaching that helps a child know and do what is expected of him.
- 10. A child gains security from his environment when rules are clear and enforced.

11. Since there are characteristic behaviors at each developmental level, guidance principles are considered in light of the child's level of development.
12. As one grows in self-discipline one needs less guidance.
13. Children can be helped to behave acceptably by having them be responsible for their actions.
14. Behavior called disobedience may be a sign of growing.
15. Disobedience may be a child's way of testing the rules.
16. How we feel towards children, and they towards us, is more important than what we do.
17. Behavior patterns, though not acceptable to adults, may be mature behavior for this age.
18. Children are all different and do not act the same way at each age.
19. Guidance is different for children of different stages of development.
20. Unaccepted behavior of a child can usually be changed by showing him an acceptable way of satisfying his needs.

LEARNING EXPERIENCES

1. React in writing to the following kinds of statements:

Spare the rod and spoil the child.

The best place to find a helping hand is at the end of your arm.

There is no such thing as a bad child.

Read papers in class to present different views on beliefs concerning ways of working with children. Try to decide how one's attitude about ways of working with children is formed, and why methods may be different.

2. Study resources and discriminate among the following terms: discipline, punishment, guidance. Why do we discipline children? How does it affect the development of the child? What ill affects might discipline have on the child?

Do sociodramas on discipline found in Living and Learning with Children.
Smart and Smart

View films, read references on guidance principles.

***List the general principles that would help one as a babysitter or older brother and sister in getting children to act in an acceptable way.

3. Read 'Mama Spanks Me' (Below). How did the child interpret the adult's behavior? Evaluate the discipline in terms of the development of the child.

"Mama Spanks Me"*
As told to F. M. White
Ladies Home Journal
July 1949, page 31

A full-grown hand is big enough to cover my whole bottom. My daddy can lift me high with one hand when I sit on it. Sometimes my daddy spanks. Mama spanks me too. They don't believe in spanking. They do it because they are mad about something. I don't know what.

Today, I was making sand pies. I needed a can of water from the sink. I spilled the water on the floor so I needed some more water. Mama mopped the floor and gave me a half a can of water. This was enough for only one pie so I needed some more water. I went in and climbed up on a stool beside the sink. I filled two cans full of water. Mama said not to let the door slam again going out but how could I help it with both hands full?

Most of the water leaked out of the one can so I needed some more water. I went back with my big bucket to get plenty, and a thin old glass on the drainboard broke. I set the bucket on the floor to pick up the pieces of glass. Mama came in and kicked the bucket. That spilled it, so I needed some more water. While mama went to get the mop, I climbed up on the stool again, but the stool slipped and my head hit against the stove a little as I fell. Mama screamed because I spilled a little water - not nearly as much as she did - and she put me and the bucket outside and said not to dare come in for any more water. She said she had a headache and was going to lie down.

Pretty soon I needed some more water, but I remember what mama said, so I filled my big bucket full of sand and carried my pans, can, tins, cups, lids, boxes, ladles, shovels, and spoons into the kitchen. I did not let the door slam or make any noise. Not much sand spilled on the floor. Then everything was handy and I didn't need to come in for any more water. I rolled the pies out on mama's work table just as she does. I put sugar on the pies. I did not waste any sugar. I scraped the extra sugar back into the bowl. I started to put one pie in mama's oven. The door flipped up and knocked it out of my hand. This made noise. When I turned around mama was looking at me. She looked mad about something.

*Reprinted by special permission from the Ladies' Home Journal, Copyright 1949. The Curtis Publishing Company.

Mama spanked me. I don't know why. Daddy says mama is pretty hard to figure out sometimes.

When mama spanks me, daddy says you know that doesn't do any good. When daddy spanks me, mama says that doesn't do any good you know. There's two of them and only one of me. I wish they'd get together more. If they take time to talk it over before spanking me, I don't get spanked. They figure out what they did wrong. One time when mama started to spank me, she hugged and kissed me instead. I was good for a long time after that, until dinner.

Why is doing a thing all right sometimes, when doing the same thing you get spanked for? Spankings come so suddenly you can never be sure about anything. Spankings hurt on the outside and make you wiggle on the inside. There is nothing I can do about a spanking. I forget it, but something inside me remembers and jumps. I don't get spanked as often as lots of kids do. Somebody is always licking somebody on the block, but none of the little ones ever lick any of the big ones. Daddy says any fool can force his will on someone smaller.

Daddy was late getting home from work because the car stopped and wouldn't start. Mama said what have you been doing all this time? He said air was getting into my gas line, and then I had a flat. Mother said, I don't care how many you have, but why don't you phone and tell me? Daddy chewed a while and then he said these fried potatoes don't taste like my mother used to fry. Mama said then why didn't you stay with her? Daddy said my mother has only one fault, she snores in bed.

Mama choked on an old black potato and said don't make me laugh, I've been chasing this boy all day. Daddy said, how can that be? That boy, mama said. She pointed at me. Oh, daddy said. How would you like a baby brother? I said I want a baby sister so I can beat her. Mama stood up and prayed O Lord forgive me for I know not what I do. Daddy mussed my hair. Well you are going to get a baby brother and like it he said. He went around the table and spanked mama not hard enough. He pinched her on the leg and bit her on the neck and then he kissed her so she wouldn't cry. I guess he was tired because he went outside and lay down under the car.

When daddy fixes things I help him unless I have something to fix too. I took a little hammer to fix the radiator. I poked a few times to clean out a bug. Daddy crawled out and said Oh that's all right it leaks anyway. But may I borrow your screw driver? He took my hammer and crawled back under the car. He left a big pan of oil so I started to pour the oil on the car's insides. Daddy stuck his head out and said it was all black with oil. He said son that oil is too dirty to put back in the car. Why don't you do something for mother? So I took a few hammers to work on her washing machine.

I had just started on the washer when mama came and took the big hammer away from me without saying a word. I said what are you going to do with

the hammer because I need it to fix the washer? She said I am going to use it to fix my head pretty soon. Then daddy came around and said do you have my socket wrench old man? He took my other hammer. He said you haven't been using my electric drill have you? I said no and he found his electric drill and crawled back under the car. The line on the drill caught under a tire. When daddy jerked it the plug fell out of the wall. He said oh shucks no power. He started to put the wire back on the drill so I put the plug back in the hole on the wall. There was a loud bump as daddy hit the car with his head. He came out from under the car fast. He jumped up and down and shook his fingers. He yelled a queer word. I jumped up and down and shook my fingers. I laughed and said the same queer word!

Daddy spanked me. I don't know why. What would daddy do if he believed in spanking?

* * * * *

Write a paragraph on some discipline that your parents used. Why were you disciplined? Do you think the behavior you did not do was important? Did your parents tell you why they expected a certain behavior from you? What was that reason? Did you know what would happen if you did this particular behavior? Had you done this before without being punished? Did the discipline fit the misbehavior? How did you feel about the discipline at the time? How do you feel about it now? How would you have handled the situation if you had been your parents?

****What guidance principles appropriate for children contribute to their development?

POSSIBLE GENERALIZATIONS: 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13

4. A problem solving procedure to arrive at some conclusions concerning interpersonal relationships as a means of arriving at generalizations can be used from "A Guide for Developing a Curriculum in Child Development and Family Relations", Iowa, 1956, pp. 21, 22, 23, 24, and 25.
5. Fill out the following form about a problem you've handled.

Problem:	Date
Age of Child:	
Causes of Behavior:	
Behavioral characteristics of this age group that may be relevant to his misbehavior.	

Kind of discipline used:

How do you suppose the child felt?

How did you feel?

How effective was it?

Give reasons for its being or not being effective.

How would you change the discipline now that you know more about guidance principles?

How might you avoid this problem in the future?

6. What discipline would best fit the behavior problems of children at the various ages? Why? Discuss the possible causes of the problem, ways to avoid the problems and how the discipline might help him learn self discipline.

Appropriate Guidance

Problem	under 2 yr. old	2-4 yr. old	4-6 yr old	6-8 yr. old
1. Drawing on wall				
2. Refusing to go to bed				
3. Biting others				
4. Not sharing				
5. Playing in the street				
6. Lying about something				

Write an anecdote on situations where parents, baby sitters, or older siblings helped a child develop his ability to make his own decisions and thus lead to self discipline. Example: When Bobby was four his parents gave him an allowance of 15¢ a week. He was told he could do anything he wished with the money. For his birthday he was given a piggy bank. Bobby was praised when he put the money in the bank and scolded for sometimes spending all of it at the candy store. Share your anecdote with the class. Discuss the good and bad results of such guidance.

POSSIBLE GENERALIZATIONS: 1 - 2 - 4 - 8 - 12 - 13

- FHA** Take responsibilities for caring for children during PTA or other adult meetings. View the Filmstrip "Babysitting" (Guidance Associates) Panel of mothers talk to girls on disciplining children while baby-sitting.

9. Plan for observation of children at different ages and report to class about their behaviors. Study or review the characteristics at the various age groups.

OBSERVATIONS: What a pupil sees impresses her more than what she hears. When pupils observe actual situations involving children, the experience re-enforce reading and discussion, and help to promote further interest. Observation helps girls better understand children and themselves. By watching the behavior of young children, they can better evaluate their own progress toward adulthood.

Everyone has to learn to observe objectively. Adequate time needs to be allowed prior to the first observation for the girls to learn how to observe children objectively. It is difficult to watch behavior and report actually what one sees without drawing conclusions. You want to know what she saw, and therefore, it is important that you know what she saw separate from what she thinks and how she feels about what she saw.

One way to help girls learn how to observe objectively is by the use of a film. Any film which shows considerable activity of children may be used. After the summary of the film has been given, pupils are instructed to watch for specific incidents and behaviors. Following the showing of the film, lead questions may be asked to guide the discussion of the film. Re-show the film, providing an opportunity for pupils to watch for specific factors. Girls now will be ready to practice reporting accurately what they have seen. After the girls realize what is meant by observing objectively, an opportunity may be provided for them to observe either a single child or a group of children on a playground or in a kindergarten.

At first, observations need to be well planned. After considerable practice, it is hoped girls will find themselves objectively observing children, and studying their behavior because of their own interest, understanding, and enjoyment in children. During the planning period, girls can help set up the mechanics of the observation: what behavior to watch for; where they will observe; whom they will observe, such as age grouping or grade; possible activities children will be engaged in; what will be expected of them as visitors. You and your girls will want to work out a set of guide questions or a list of kinds of situations to observe.

Some of the most common observation opportunities as reported by teachers are: in classrooms from kindergarten to sixth grade, when helping teachers with instruction, organized play, or parties; in homes and yards of family, relatives and neighbors; while babysitting; during play period, gym or playground during the noon hour; in the lunch room; on school buses; at Sunday School and church. Observations

may be reported in various ways, such as class discussion, committee work, or written report.*

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Student Reference

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Clayton, Nanalee. Young Living, Bennett Co., 1963. Chapter: "Getting Along with Others."

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Duvall, Evelyn. Family Living, Macmillan Co., 1961. Chapter: "Guiding Children."

Iowa Extension Service. Good Ways to Guide Your Child's Behavior.

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Landis and Landis. Personal Adjustment, Marriage and Family Life, Prentice-Hall, 1966. Chapter: "Discipline and Guidance."

McDonald, Eugene. Emotional and Spiritual Security, Hogg Foundation, 1960.

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Public Affairs Pamphlets:

#370 Your Child and Money

#323 Children and TV

#141 Enjoy Your Child, Ages 1, 2, and 3

Smart and Smart. Living and Learning with Children, Houghton-Mifflin Co., 1961. Units: "You and Your Children; Discipline and Work".

*Taken from "A Guide for Developing Curriculum in Child Development and Family Relations", Iowa, 1956.

Smith, Bert Kruger. Chance for a Life. Hogg Foundation for Mental Health, 1966, (Identifies needs of the delinquent child)

Science Research Associates:

- #5-932 A Guide to Better Discipline by Othelda Krug and Helen Beck.
- #5-735 Guide to Good Manners by Mary Beery
- #5-911 Guiding Children's Social Growth by Ellis Weitzman
- #5-935 Understanding Hostility in Children by Sibylle Escalona
- #5-909 Why Children Misbehave by Charles Leonard
- #5-48 Youth Conflict by Bennetta B. Washington

Teacher References

Anderson, Wayne. Design for Family Living, Denison and Co., 1964.
Chapter: "The Need for Discipline."

Hymes, James. The Child Under Six, Prentice-Hall, 1963.

Jenkins, Shacter, and Bauer. These Are Your Children. Scott-Foresman, 1966.

Langford, Louise. Guidance of the Young Child, Wiley, 1960.

Films and Filmstrips

Eat Well, Grow Well, 10 minutes, University of Minnesota. Importance of eating properly.

Child Care and Development, 18 minutes, University of Minnesota, Importance of establishing good habits.

Child Grows Up, 12 minutes, University of Illinois. Activities of a 1-6 year old emphasizing habit, training, play, care, exercise.

Children's Emotions, NS-3069, 21 minutes, McGraw-Hill, Iowa State University. Development of emotions beyond babyhood to include anger, happiness and curiosity.

From Sociable Six to Noisy Nines NS-3633, 22 minutes, McGraw-Hill, Iowa State University. Age level characteristics showing the values of the age in moving to adulthood.

Helping the Child Accept the Do's NS-435, 11 minutes, Encyclopedia Britannica, Iowa State University. Portrays the child learning to live in a world defined by the Do's and explained how his personality is influenced by the extent to which the Do's are accepted.

Helping the Child Accept the Dont's NS-3076, 10 minutes, Encyclopedia Britannica, Iowa State University. Reveals how the young child meets a world of DON'TS and how he reacts by conforming in his distinctive ways - thus forming his own individual personality.

Shyness, NS-3670, 21 minutes, McGraw-Hill, Iowa State University.
Abnormal shyness in children, its causes and how, through a greater understanding by parents and teachers, this problem may be dealt with.

* See addresses of film sources and book publishers listed in Appendix.



MAJOR CONCEPT: DEVELOPMENT OF THE INDIVIDUAL

Level: MIDDLE ADOLESCENCE

Concept: Basic Needs of Pre-teens and Teens

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Relate principles of growth to personal development.
 2. Identify psychological needs of teenagers and processes used to fulfill these needs.
 3. Comprehend the impact psychological needs have on behavior and personality.

APPROPRIATE GENERALIZATIONS

1. Because each individual differs in his inherent potentials and in his environment the physical, social, emotional and mental development level of teens of the same age will be different.
2. There is an acceleration period of physical growth during the teen years that if not accepted may cause social and emotional problems.
3. During the teen years the developmental influences of peers grow and the influence of family decreases.
4. Teens are affected by and affect the environment.
5. Development prior to the teen years will effect the behavior of teens and development during the teen years will affect his behavior as an adult.
6. Maturation is enhanced by experiences.
7. There are predictable teenage characteristics that if understood by the individual can help create self-acceptance.
8. The psychological needs of love and affection, security, recognition, achievement and a sense of belonging are common to all ages.
9. As one grows older, needs are fulfilled in more varied ways and by many different people.
10. Cultures and sub-culture has acceptable and unacceptable ways for teens to fulfill their psychological needs.

11. If needs are met, an individual is better able to develop to his fullest potential.
12. Needs that cannot be fulfilled through desirable means may be met by less desirable ones.
13. If an action brings about the desired response from those involved it is likely to become a part of the behavior pattern of a person.
14. Individuals who have experiences love and affection, security, recognition, achievement and a sense of belonging will have different philosophies of life and different kinds of personalities than those who have not had basic needs fulfilled.

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Brisbane. The Developing Child, Bennett. 1965. Chapter: "Development of 6-12 year Olds."

Duvall. Family Living, Macmillan Co., 1961. Chapter: "Needs of a Growing Person."

Fleck, Fernandez and Munves. Living with Your Family, Prentice-Hall, 1965. Chapter: "All About You."

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapter: "Fundamental Needs."

Mahon and Bollman. Why Talk About Teen Years? Cooperative Extension Service, Iowa State University, Ames, 1966. Section II: "The Teen-ager: His Needs and His Development."

Prescott, Daniel. Role of Love in Human Development, Hogg Foundation 1967.

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Jenkins, Shacter, Bauer. These Are Your Children, Scott-Foresman, 1966. Parts: "The Primary and Middle Years; Adolescence."

Mussen, Conger, Kagan. Child Development and Personality, Harper and Row, 1963. Chapters: "Development During the Middle Childhood Years."

Films and Filmstrips

From Sociable 6 to Noisy 9. (NS-3633), 22 minutes, black and white, McGraw-Hill, Iowa State University. Illustrates the behavior that may normally be expected in children from ages six to nine.

From Ten to Twelve (NS-5920), 26 minutes, black and white, McGraw-Hill, Iowa State University. Presents the problems of discipline, guidance, and understanding that confront parents and see how much of the conflicting behavior of pre-teens is actually a normal part of growth and development.

Meeting the Needs of Adolescents (NS-3812), 18 minutes, black and white, McGraw-Hill, Iowa State University. The film points out what parents can do to help constructively guide teen development and indicates some of the needless worries that parents have about teens.

Principles of Development (NS-3070), 17 minutes, black and white, McGraw-Hill, Iowa State University. Several basic trends in growth (development) patterns are described in detail.

MAJOR CONCEPT: DEVELOPMENT OF THE INDIVIDUAL

Level: MIDDLE ADOLESCENCE

Concept: Developmental Tasks of Pre-teens and Teens

BEHAVIORAL OUTCOMES

A. The pupil will be better able to:

1. Identify the developmental tasks of teenagers.
2. Develop an awareness of societal expectations for accomplishing developmental tasks.
3. Accept younger brothers and sisters as people of intrinsic worth and dignity.
4. Work cooperatively with brothers and sisters in helping each other achieve developmental tasks.

APPROPRIATE GENERALIZATIONS

1. The developmental tasks of teens are to achieve: new and more mature relations with age mates of both sexes, a masculine or feminine social role, emotional independence of parents and other adults, acceptance of ones physique and effective use of the body, assurance of economic independence, selection and preparation for an occupation, intellectual skills and concepts necessary for civic competence, socially responsible behavior and preparation for marriage and family life.
2. There are many ways to accomplish the developmental tasks.
3. Within a culture socio-economic classes determine the framework within which tasks are to be accomplished.
4. The developmental tasks of children from about 6-12 years of age are to: learn physical skills necessary for ordinary games, build wholesome attitudes toward oneself as a growing organism, learn to get along with peers, learn appropriate masculine and feminine social role, develop fundamental skills in reading, writing and calculating develop concepts necessary for everyday life.
5. Developmental tasks of infants and young children are to learn to: walk, take solid foods, talk, control elimination of body wastes, form simple concepts of social and physical reality, relate oneself emotionally to parents, siblings and other people, distinguish right and wrong and develop a conscience, distinguish the sexes and develop modesty, and achieve physiological stability.

6. There are many similarities in the developmental tasks of siblings of different ages that could be achieved more quickly if there was cooperation between siblings.
7. A strong ever present impulse to develop into an adult is inherent in each person and if thwarted can create undesirable behavior.
8. Since we learn from others, our behavior and attitudes affects brothers and sisters and they in turn affect us.
9. Developmental activities are most useful when they are suitable to one's stage of development.
10. The family provides the major setting for accomplishing developmental tasks for infants and young children; as one gets older the setting is enlarged to include the community, nation and world.

REFERENCE MATERIALS

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Brisbane. The Developing Child, Bennett and Co., 1965. Chapters: "Development from 6-12 years."

Duvall. Family Living, Macmillan Company, 1961. Chapter: "Teenage Years are Special."

Mahon and Bollman. Why Talk About the Teen Years? Cooperative Extension Service, Iowa State University, Ames, Iowa, 1966. Section II: "The Teenager: His Needs and His Development"; Section IV: "The Teenager; Your Child Grows Up."

Rogers, Carl R. Becoming a Person, Hogg Foundation, 1966. (Some hypotheses regarding the facilitation of personal growth.)

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Cavan, Ruth S. Marriage and Family in the Modern World, Crowell, 1965. Chapter: "Stages of the Family Life Cycle (Developmental Tasks)."

Jenkins, Shacter, Bauer. These Are Your Children, Scott-Foresman, 1966. Chapters: "The Primary and Middle Years; Adolescence."

Landis and Landis. Building Your Life, Prentice-Hall, 1964. Chapter: "New Privileges and New Obligations".

Science Research Associates:

#5-866 Growing Up Emotionally by William Menninger.

Science Research Associates: (Cont'd)

- #5-833 How to Increase Your Self-Confidence by C. Gilbert Wrenn.
#5-705 What Are Your Problems? by H. H. Remmers and C. G.
Hackett.

Films and Filmstrips

Feeling Left Out? University of Minnesota, 13½ minutes. About a boy who stops trying to get into a gang and finds new friends.

From Ten to Twelve (NS-5920), 26 minutes, black and white, (McGraw-Hill), Iowa State University. Conflicting behavior may be a normal part of growth.

He Acts His Age (NS-3200), 15 minutes, black and white, (McGraw-Hill), Iowa State University. Typical reactions for stages of development. (Emotional and mental growth to age fifteen.

The Teens (NS-5034), 26 minutes, black and white, (McGraw-Hill), Iowa State University. Shows normal behavior of 3 teenagers in urban middle class family.

Your Growing Up, 10 minutes, University of Illinois. Four periods of growth considered including 11 to 16, and 17 to 20.

MAJOR CONCEPT: DEVELOPMENT OF THE INDIVIDUAL

Level: LATE ADOLESCENCE

Concept: Growth Process

BEHAVIORAL OUTCOMES

A. The pupil will be better able to:

1. Accept aging as continuous development from conception to death.
2. Identify sequences of physical, mental, social and emotional development of the infant.
3. Meet the basic needs of infants.
4. Compare developmental tasks of family members who are at different stages in the life cycle.
5. Recognize the universality of developmental tasks of individuals and families and the unique ways of meeting them.

APPROPRIATE GENERALIZATIONS

1. From the time of conception until death, individuals undergo physical changes associated with aging.
2. Social, emotional and intellectual abilities can continue to develop from birth till death.
3. Because there is a universal pattern of human development, we may expect quantitative and qualitative change from conception through old age.
4. The infant goes through predictable stages of physical, mental, social and emotional development.
5. Knowledge of the development of the fetus and infant will help the parents feel more confident and erase the fears of the unknown.
6. The care a child receives during infancy has impact on his physical, mental and emotional development throughout childhood.
7. A baby that is wanted, cared for and loved is more apt to be healthy and happy than a baby who is not wanted and neglected.
8. Consistency in the routine of an infant promotes a feeling of security.

9. Being able to meet the physical needs of an infant before he is brought home from the hospital helps new parents enjoy the child, and gives the child a feeling of security.
10. Within the family life cycle, children, youth, and parents pass through predictable stages of development.
11. There are developmental tasks for both individuals and families to achieve in each phase of the cycles.
12. The stages of the family life cycle differ in form, function, and length of duration.
13. Each stage overlaps the one that had gone before and that which follows.
14. If one is aware of future developmental tasks he can make preparation for achieving them.
15. Family developmental tasks are those predictable growth responsibilities faced by the family as a whole at every stage of its development.
16. Although the developmental task may be the same in different cultures the means of accomplishing it may be different.

REFERENCE MATERIAL

Pupil References

- Baker and Fane. Understanding and Guiding Children, Prentice-Hall, 1967. Chapters: "Let's Talk About Babies; Children Who Are One and Two Years Old."
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- Craig, Hazel. Thresholds to Adult Living, Bennett, 1962. Chapters: "Little Lives; Childhood Charts; and Family Firsts."
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- Duvall, Evelyn. Family Living, Macmillan, 1961. Chapter: "Pre-natal Growth."
- Jenkins, Shacter, Bauer and Pounds. Health and Safety for Teen-Agers, Scott-Foresman, 1962. Unit: "Understanding Your Body; As You Grow Socially."

Jenkins, Shacter and Bauer. These Are Your Children, Scott-Foresman, 1961. A comprehensive survey of children's growth.

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapters: "New Parents and Emotional Growth of Children; The Successful Family."

Science Research Associates:

#5-925 Children Grow and Develop by Willard Olson and John Lewellen.

Superintendent of Documents, Government Printing Office.

A Healthy Personality for Your Child

Infant Care

Nutrition and Healthy Growth

Prenatal Care

When Baby Is On The Way

Your Baby's First Year

Your Child from One to Six

Your Child from Six to Twelve

Teacher References

Cavan, Ruth S. Marriage and Family in the Modern World, Crowell, 1965. Chapters: "The Family Life Cycle; Husband and Wife in the Middle and Later Years."

Gesell and Ilg. Child Development, Harper and Brothers, 1956. Guide to both behavior and growth from infancy on.

Langford, Louise. Guidance of the Young Child, Wiley, 1960. Chapters: "Personality Development; Physical and Motor Development; Social Development; Language Development."

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Mussen, Conger, and Kagan. Child Development and Personality, Harper-Row, 1963. Parts: "The Prenatal Period; The Preschool Years; The Middle Childhood; Adolescence."

National Education Association, Department of Home Economics. Teaching Child Development.

Stott, Leland. Child Development-An Individual Longitudinal Approach. Holt, Rinehart and Winston, 1967. Chapters: "Growth: The Quantitative Aspect of Developmental Change; Maturation: The Qualitative Aspect of Developmental Change."

Films and Filmstrips

Child Care and Development (NS-3071), 17 minutes, black and white, (McGraw-Hill), Iowa State University. Stresses good attitudes and procedures for the daily physical care of children.

Child Grows Up, 12 minutes, black and white, University of Illinois. Shows activities of a child from one to six years of age emphasizing habit training, play and equipment for developing mind and body.

Children's Emotions (NS-3069), 21 minutes, black and white (McGraw-Hill), Iowa State University. Shows guidance of children's emotions at various ages up to ten years of age.

Heredity and Prenatal Development, 20 minutes, color, McGraw-Hill, A description of the growth and prenatal development of an offspring, the development of the basic physiological actions in the newborn; and the connection between physical and emotional sensitivity in very young children are discussed in the film.

Learning About Learning. 30 minutes, black and white, University of Minnesota. Discusses concepts concerning the ability to learn.

Life with Baby, 18 minutes, black and white, (March of Time), McGraw-Hill. The film portrays the mental and physical growth of children up to 6 years of age as observed by Dr. Arnold Gesell at Yale University Child Development Clinic.

Principles of Development (NS-3070), 17 minutes, black and white, (McGraw-Hill), Iowa State University. Outlines growth from infancy through childhood; discusses the variables which makes each child different.

MAJOR CONCEPT: DEVELOPMENT OF INDIVIDUAL

Level: LATE ADOLESCENCE

Concept: Developmental Tasks of Family Members
Basic Needs

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
 - 1. Analyze the physical and psychological needs of adults.
 - 2. Identify and plan for special needs of individual family members.

APPROPRIATE GENERALIZATIONS

- 1. Although the basic needs of an individual do not change, the processes used to fulfill them and the importance attached to them, change with age and maturity.
- 2. Special needs of individuals can be created by various types of handicaps, being gifted in some areas or illness.
- 3. Because everyone grows in his own way and at his own rate, special needs of family members are inevitable.
- 4. Each one has talents and abilities which differ in kind and amount from other individuals.
- 5. Children with atypical development may require some special help but require the same love and understanding needed by children of normal development.
- 6. The parental attitude about a child's handicap will be the attitude adopted by the child as well as siblings.
- 7. Pity is not the sort of help a handicapped person needs.
- 8. Siblings who are expected to be mature and assume responsibility beyond their years are pushed aside by parents because of a retarded member in the family may suffer serious consequences.
- 9. Siblings will be more willing to let the handicapped child take part in their play if they know that the mother will see to it that they can from time to time play by themselves.
- 10. Although the parents shoulder responsibility for most of the special needs of family members, the community can help with special education classes, rehabilitation and workshop programs, recreational programs, and volunteer leadership.

11. A child may act differently than other children his age because of mental retardation, loss of hearing or sight, a physical defect or emotional disturbance.
12. Physical appearance is no criteria for judging mental retardation, although retardation affects dexterity or movement and rate of development.
13. Mental retardation can occur in any family.
14. Parents who find it difficult to face the fact that they have a handicapped child have more difficulty in helping the child.
15. Unfounded guilt feelings about a handicapped adult only harm the parent-child relationship.
16. Work on the marriage relationship is necessary so that a handicapped child will not separate husband and wife but bring them closer together and therefore become a solid base for the child's development.
17. The parent who tries to understand the marriage partner's attitude about the handicapped child can help the other accept the situation.
18. The handicapped child who is forced on brothers and sisters may cause resentment and retard the natural development of love that can be achieved when parents respect the feeling of other siblings.
19. Retarded children, like all other children, are capable of loving.
20. A well behaved child is much more likely to be accepted by his environment than an ill-mannered one.
21. A retarded child has to be taught much that the normal child learns by himself.
22. Since the mentally retarded individual cannot make his or her own judgments; he will act according to the habits and attitudes instilled in him.
23. There is no best way of handling gifted children; it depends on the age of the child, his stage of development and the effect the proposed method might have on the child.
24. Gifted children can be under-achievers because of lack of adequate guidance by those in charge, and lack of appropriate education facilities.
25. Intelligence is no criteria for social development.

REFERENCE MATERIAL

Pupil References

Baker and Fane. Understanding and Guiding Children, Prentice-Hall, 1967. Chapter: "What Are Children Like."

Duvall, Evelyn. Family Living, Macmillan, 1961. Chapters on the stress on developmental tasks of families, emphasis on the family life cycle.

Egg, Dr. Maria. When A Child Is Different, John Day Co., 1964.

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapters: "You and Your Family; What You Are; Getting Along with Others; What It Means to Be Married; and The Successful Family."

Science Research Associates:

#5-152 Understanding Yourself by William Menninger.

Smart and Smart. Living in Families, Houghton-Mifflin, 1958, Chapters: "Your Physical Growth; Your Personality Development."

Stern, Edith. Handicapped Child, A. A. Wyn Co., 1950.

Strang, Ruth. Helping Your Gifted Child, E. P. Dulton & Co., 1960.

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Stott, Leland. Child Development-An Individual Longitudinal Approach, Holt, Rinehart and Winston, 1967. Chapters: "The Origins of Individuality; Appraising the Family in its 'Nature and Nurture' Functions."

Womble, Dale. Foundations for Marriage and Family Relations, Macmillan, 1966. Chapters: "Becoming Marriageable; Solving Problems for Happiness."

Films and Filmstrips

Children Without (NS-6176), 30 minutes, black and white, Iowa State University. Underprivileged children--not enough love, food and education.

Human Heredity, 18 minutes, color, sound, E. C. Brown Trust. Understanding of the part heredity and environment play in the development of the individual.

Meeting the Needs of Adolescents (NS-3812), 18 minutes, black and white, (McGraw-Hill), Iowa State University. Shows how the basic physical needs of adolescence might be met, how mental development is stimulated and directed and how social consciousness can develop to make children enjoy life.

Six, Seven and Eight Year Olds -- Society of Children (NS-5789), 29 minutes, black and white, Iowa State University. Analyzes the need of children for the security of the "society of children" and how they learn the rituals to belong to the group.

MAJOR CONCEPT: DEVELOPMENT OF INDIVIDUAL

Level: LATE ADOLESCENCE

Concept: Responsibility for Individual Development

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Analyze the reciprocal responsibilities of family members, family and community in the development of the individual.
 2. Accept his/her responsibility as a parent for the development of the child.
 3. Utilize available resources outside the home that assist in the development of the individual.

APPROPRIATE GENERALIZATIONS

1. Parents have the responsibility to provide an environment conducive to the optimum development of the child where he can become an independent, responsible person who can function effectively in his own environment.
2. Desirable behavior is more likely to result when a child feels wanted, loved and secure, and is guided with positive direction.
3. A child is a component of his heredity and environment.
4. A child's emotional security evolves through satisfying relationships with those around him.
5. Enjoying, loving and accepting a child for what he is helps nurture a healthy personality.
6. Parents who agree on how a child is to be raised will present a united front to the child and create an atmosphere of security for him.
7. Community resources are an aid rather than a substitute for helping family members develop.
8. Clergymen, doctors and teachers can help parents find and use available and appropriate community resources in the rearing of their children.

REFERENCE MATERIAL

Pupil References

Baker and Fane. Understanding and Guiding Children, Prentice-Hall, 1967. Chapter: "Growing Up in School and Community."

Craig, Hazel. Thresholds to Adult Living, Bennett, 1962. Chapters: "Management Magic; Sighting Security."

Cross, Aleene. Enjoying Family Living, Lippincott, 1967. Chapters: "Managing Time; Recognizing and Assuming Responsibility in the Home and in the Community; Responsibilities of Parents and Community to Child's Development."

Household Finance Corporation. Children and Money.

Iowa Extension Service. Money in Our Children's Hands.

Landis and Landis. Building Your Life, Prentice-Hall, 1964. Chapters: "New Privileges and New Obligations; Obligations to Yourself at School; School Activities; You and Your Community; Your Attitudes Toward Law and Right and Wrong; What Do You Believe?"

Landis and Landis. Personal Adjustment, Marriage and Family Living Prentice-Hall, 1966. Chapter: "Management in the Family."

Landis, Paul. Making the Most of Marriage, Appleton Century Croft, 1965. Part: "Economic Values; Financial Management."

Public Affairs Pamphlets:

What Should Parents Expect from Children
Your Child's Sense of Responsibility

Science Research Associates:

#5-939 Developing Responsibility in Children by Constance Foster

Wallace and McCullar. Building Your Home Life, Lippincott, 1966. Chapter: "Helping at Home."

Teacher References

Anderson, Wayne. Design for Family Living, Denison & Co., 1964. Chapters: "Exercising Responsible Freedom; Living as a United Family; Meeting the Needs of Family Members."

Jenkins, Shacter, and Bauer. These Are Your Children, Scott-Foresman, 1966. Chapters: "Home, School, Community, Work Together."

Ramsey, Smith and Moore. Women View Their Working World, Hogg Foundation for Mental Health, 1963.

Schwenk, Frankie. Viewpoints: Working Wives, Iowa State University Cooperative Extension Service, Ames, 1967.

Transparencies

Marriage and the Family: Responsibilities and Privileges, Health Education (Level 4). Examining responsibilities and privileges inherent in a marriage relationship and in family planning. Catalog No. 4461 (Printed Originals); Catalog No. 4961 (Prepared Color Transparencies). The 3M Company.

Films and Filmstrips

Families First, 20 minutes, black and white, New York State Department of Commerce. Film demonstrates cause of tension, frustrations and anti-social attitudes as well as the opposite results of affection, achievement and harmonious personality adjustment for individual and group development.

Family Circle, 30 minutes, black and white, produced by National Film Board of Canada, distributed by McGraw-Hill. This film brings out the responsibilities of parents in developing the interests and talents of children.

Family Life, 11 minutes, black and white or color, Coronet Films. Shows the need for well-planned family life in which all members enjoy privacy, responsibilities, and privileges and share in planning.

Til Debt Do Us Part, 15 minutes, black and white, Association Films, 1964. Emphasizes the responsibility of a family in solving its financial problems.

Related Readings

Alcott, Louisa Mae. Little Women.

Cronin, A. J. The Green Years.

1. The first of these is the fact that the
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FAMILY FUNCTIONS

BEHAVIORAL OUTCOMES

FUNCTIONS OF THE FAMILY.....

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231

- A. The pupil will be better able to:
1. Identify the functions of the family and their contributions to the individual family members.
 2. Identify and accept his/her share of family responsibilities and privileges.
 3. Recognize the satisfactions of sharing family responsibilities and privileges.
 4. Identify community resources that aid in carrying out family functions.
 5. Identify the interaction of a family on each family member, and of each member on the family.
 6. Recognize the worth of each family member, as well as the family unit.
 7. Recognize that each family is unique.

RESPONSIBILITIES OF TEENS FOR HELPING CARRY-OUT FAMILY FUNCTIONS..

234

- A. The pupil will be better able to:
1. Recognize and appreciate the difficulties, as well as the satisfaction of working and living in a family group.
 2. Cope with relationship problems within the family.
 3. Assume responsibilities for caring for other family members.
 4. Transmit family patterns of living to younger family members.

5. Accept responsibility for some of the management of the family.
6. Recognize acceptable forms of communication within the family and society.
7. Establish communication within the family.

FAMILY FUNCTIONS

BEHAVIORAL OUTCOMES

Page

FAMILY LIFE CYCLE..... 237

A. The pupil will be better able to:

1. Recognize that families pass through stages in a developmental life cycle.
2. Analyze the basic needs of each family member as affected by the families stage in the family life cycle.
3. Analyze the functions of families as affected by the families stage in the family life cycle.
4. Characterize the family at different stages within the family life cycle.

FAMILY PATTERNS..... 243

A. The pupil will be better able to:

1. Recognize the various organizational patterns of families in our society.
2. Compare advantages and disadvantages of living in a democratic and authoritarian family.

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FAMILY FUNCTIONS

BEHAVIORAL OUTCOMES

Page

FAMILIES in CULTURE..... 247

A. The pupil will be better able to:

1. Identify similarities and differences in family functions in different cultures.
2. Identify the similarities and differences in the ways that families in various cultures carry out their functions.
3. Recognize existing family patterns throughout the world.
4. Feel a sense of pride in the cultural heritage of his/her family.

CHANGING FAMILY FUNCTIONS..... 250

A. The pupil will be better able to:

1. Comprehend the physical and psychological aspects of pregnancy and the birth process.
2. Recognize the physical and psychological effects of the use of various birth control methods.
3. Plan appropriate pre and post-natal care for mother and child.
4. Examine the fixed and flexible expenses associated with childbirth and child care.
5. Identify parental obligations to children, community, marriage partner and self.
6. Realize the influence of parental behavior on the development of children.
7. Plan and direct activities which will meet the individual needs of family members.

8. Recognize symptoms of illness and care for sick members of a family.
9. Recognize the process of decision making relative to management in democratic and authoritative family patterns.
10. Recognize the agencies and changing methods of meeting family needs.
11. Relate the effects of a changing society on family functions.
12. Identify the multiple roles of individual family members and their effect on relationships within the family.
13. Identify the family's way-of-living and assist with teaching younger family members family traditions and customs.
14. Identify with the family name and foster one's reputation within the community.

Teacher References

Cavan, Ruth S. Marriage and Family in the Modern World. Crowell, 1965. Chapters: "The Commitment, Value Conflict and Future of the American Family; Universal Biological Features of the Family; Marriage as a Status Achieving Device".

Fromm, Erich. The Sane Society. Holt, Rinehart and Winston, 1960.

Goode, William. Readings on the Family and Society. Prentice-Hall, 1964. Chapter: "Extended Kin Networks in the United States".

Stott, Leland. Child Development-An Individual Longitudinal Approach. Holt, Rinehart and Winston, 1967. Part: "Functional Development".

Sussman and Burchinal. Kin Family Network: Unheralded Structure in Current Conceptualizations of Family Functioning. "Marriage and Family Living", August, 1962.

Films and Filmstrips

Three Grandmothers, 28 minutes, black and white, (National Film Board of Canada), McGraw-Hill Co. Despite differences in the pattern of family life, the grandmother has the same function of protecting the young, guiding the newlyweds and enjoying her freedom to help.

Family Life, 11 minutes, black and white, Coronet Films. Shows the need for a well-planned family life in which all members enjoy privacy, responsibilities, and privileges and share in financial planning.

Family Circles, 31 minutes, black and white, (National Film Board of Canada), McGraw-Hill. Shows the responsibilities of parents and teachers in developing the interests and talents of children.

MAJOR CONCEPT: FAMILY FUNCTIONS

Level: EARLY ADOLESCENCE

Concept: Responsibilities of Teens for Helping Carry-out Family Functions

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Recognize and appreciate the difficulties, as well as the satisfactions of working and living in a family.
 2. Cope with relationship problems within the family.
 3. Assume responsibility for caring for other family members.
 4. Transmit family patterns of living to younger family members.
 5. Accept responsibility for some of the management of the family.
 6. Recognize acceptable forms of communication within the family and society.
 7. Establish communication within the family.

APPROPRIATE GENERALIZATIONS

1. Caring for younger brothers and sisters is a responsibility to be shared with all family members.
2. Conflict with others is normal behavior in any close relationship.
3. One who cares for siblings is more likely to be successful and to enjoy the relationship if she is imaginative, alert, resourceful and calm in emergencies.
4. Babysitting within the family can help out the financial situation as well as free the mother for activities outside of the home.
5. Caring for younger brothers and sisters can be a rewarding experience.
6. Being friends with sisters and brothers can be a rewarding experience for all who are involved.

7. Schedules for assuming household responsibilities lessen the chance of arguing as to who should do what.
8. Communication takes a certain amount of effort on everyone's part.
9. Communication of thoughts and needs, aids family members to understand each other's actions and feelings.
10. Having the avenues of communication open as a sounding board for feelings, can contribute to an individual's growth and development.
11. One communicates to others by what he does and the way he does it, by what he says and how he says it and by what is not said.

REFERENCE MATERIAL

Pupil References

Brisbane and Riker. The Developing Child. Bennett, 1965.
Chapter: "Looking Toward Adulthood".

Cross, Aleene. Enjoying Family Living. Lippincott, 1967.
Chapters: "Getting Along with Your Family; Accepting Responsibility for Younger Children".

Jenkins, Shacter and Bauer. These are Your Children. Scott-Foresman, 1961. Part: "The Primary and Middle Years".

Reiff, Florence. Steps in Home Living. Bennett, 1966. Chapter: "Learning More About You".

Smart and Smart. Living and Learning with Children. Houghton-Mifflin Co., 1961. Chapters: "Learning to Work at Home; Work at School".

Smart and Smart. Living in Families. Houghton-Mifflin Co., 1958.
Chapter: "The Development of a Way of Life (Preparation for adult responsibilities)".

Teacher References

Cavan, Ruth S. Marriage and Family in the Modern World. Crowell, 1965. Chapters: "The Inner World of the Family; Participation in the Family; Kin Family Network".

Landis and Landis. Personal Adjustment, Marriage and Family Living. Prentice-Hall, 1966. Chapters: "How We Meet Our Problems; The Successful Family".

Stott, Leland. Child Development--An Individual Longitudinal Approach. Holt, Rinehart and Winston, 1967. Chapter: "Factors in the Achievement of General Functional Effectiveness".

Films and Filmstrips

Developing Responsibility, 11 minutes, color, Coronet Films. Story of a boy learning responsibilities which entail hard work, difficult decisions and missing some fun but find the reward more than compensates for the hardship.

MAJOR CONCEPT: FAMILY FUNCTIONS

Level: MIDDLE ADOLESCENCE

Concept: Family Life Cycle

BEHAVIORAL OUTCOMES

A. The pupil will be better able to:

- 1. Recognize that families pass through stages in a developmental cycle.**
- 2. Analyze how the ways of meeting basic needs of family members is affected by the families stage in the family life cycle.**
- 3. Analyze the functions of families as affected by the families stage in the family life cycle.**
- 4. Characterize the family at different stages within the family life cycle.**

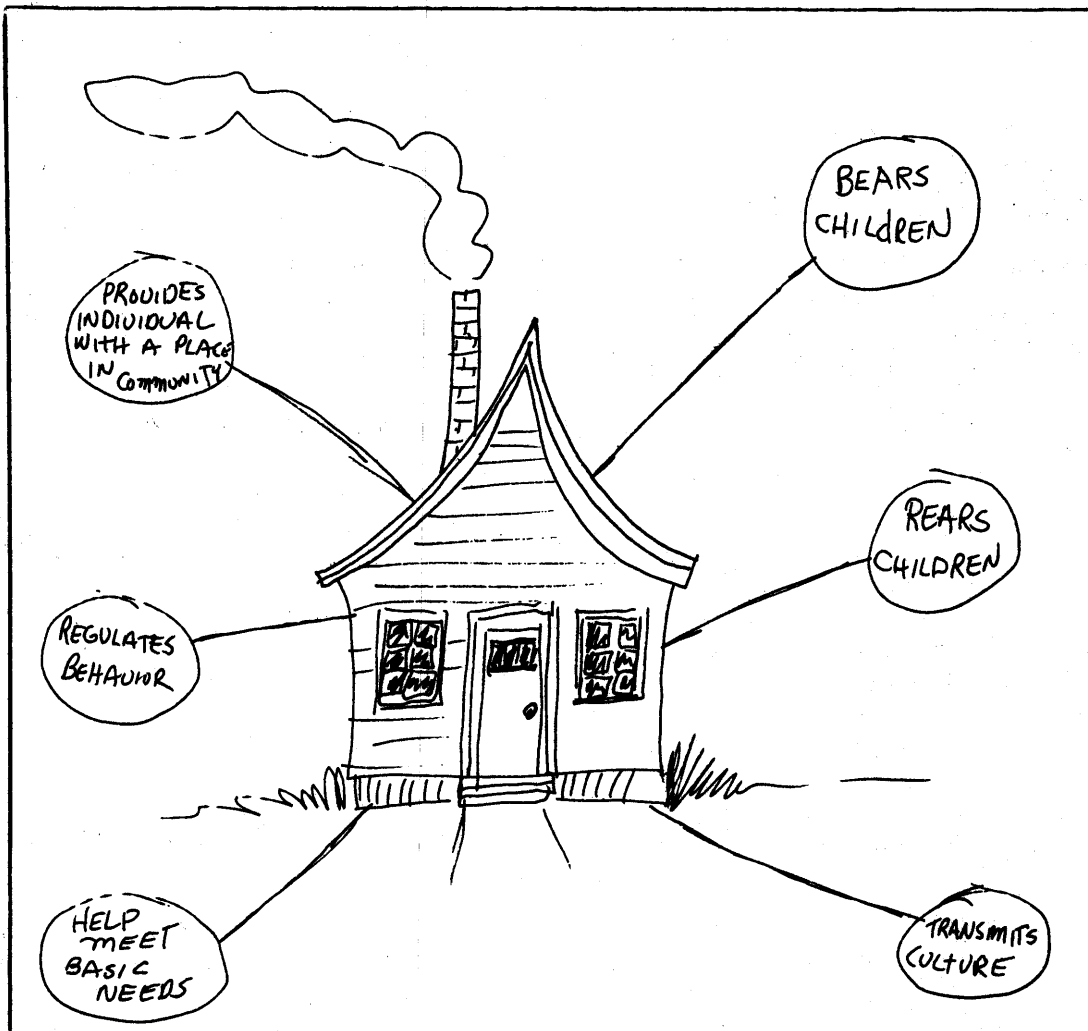
APPROPRIATE GENERALIZATIONS

- 1. The family or family substitute, provides a setting for: Personal development of its members, learning to relate to people, meeting situations that help in the process through the stages of the family cycle and handling crisis.**
- 2. Families may often be more aware of physical than emotional needs.**
- 3. The family meets needs of its members in a variety of ways.**
- 4. For each stage of the family life cycle needs, responsibilities, privileges and problems differ.**
- 5. Emphasis on specific family functions varies as families progress through different stages of the family life cycle.**
- 6. People have psychological needs that do not change from infancy through old age.**
- 7. The successful family fulfills the basic needs of all members at each stage of life.**
- 8. An individual's life cycle may be divided into different periods: childhood, youth before marriage, early adulthood, marriage and rearing children, middle age, and old age.**

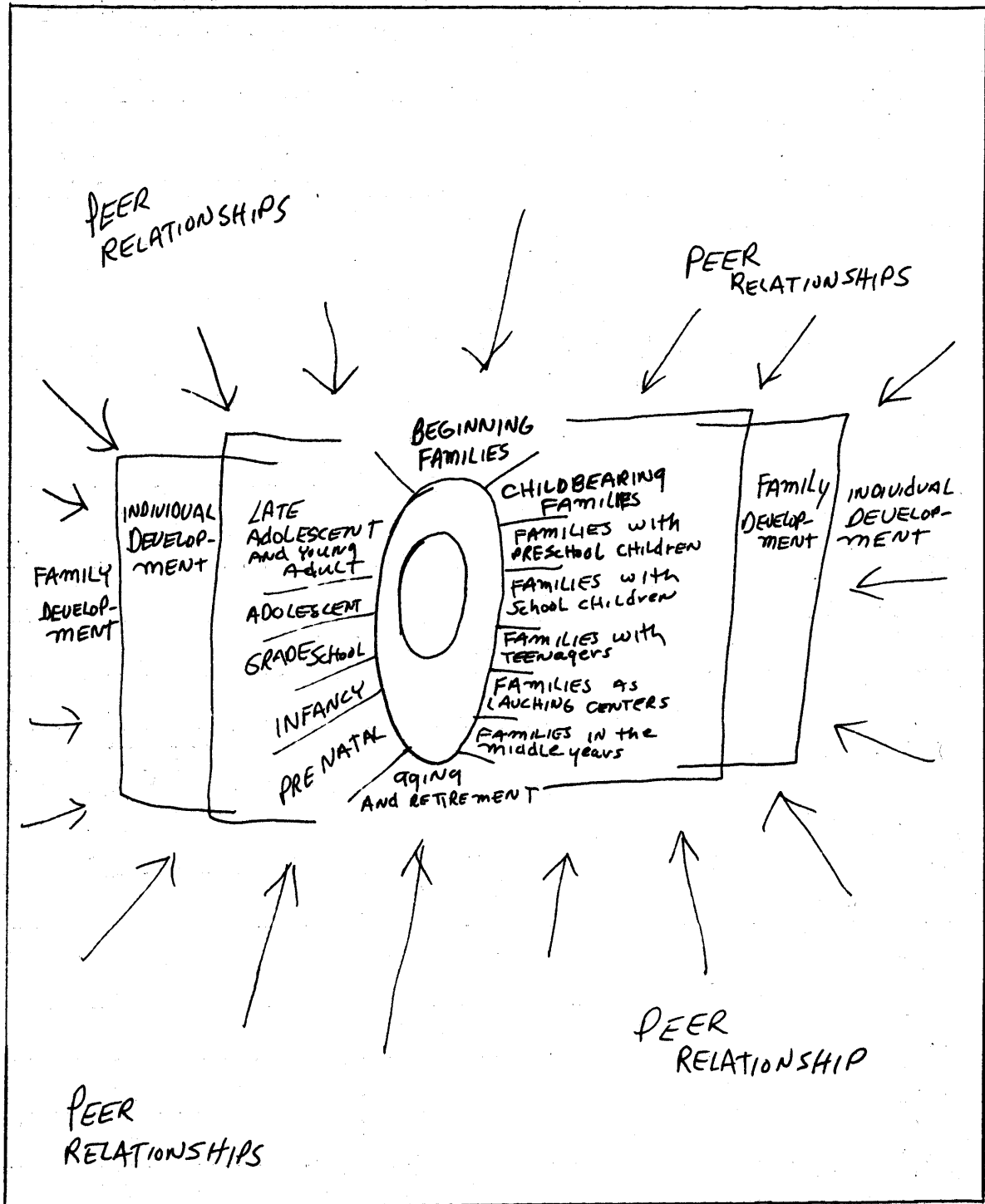
9. The family life cycle common to most families is composed of the following major stages: family founding, child bearing, child rearing, child launching, empty nest.
10. The length of each stage of the family life cycle will vary with each family.
11. The stages of the family life cycle are not distinct but often overlap depending on the family situation.
12. At each stage of the family life cycle individual family members have needs that are fulfilled in different ways.

LEARNING ACTIVITIES

1. Review the family functions by completing the bulletin board below:



2. Discuss the interrelationship of the individual life cycle and the family life cycle. What factors would influence how long each person would be in a certain stage or whether he would miss a stage? Depict with pictures the various stages families go through.



3. Read references on the family life cycle and identify periods of heavy demand for each period on the chart below.

I. MARK (X) THE PERIODS OF THE FAMILY LIFE CYCLE WHEN THE FOLLOWING FUNCTIONS WOULD BE IMPORTANT. LIST REASONS FOR YOUR DECISIONS TO THE RIGHT OF EACH (X).

FUNCTIONS	STAGES of LIFE CYCLE							REASONS
	Newly Weds	Child bearing	Child rearing	Parents of teens	Child Launching	Empty Nest	Retirement	
Child bearing								
Child rearing								
Meeting basic needs								
Transmitting culture								
Regulating behavior								

II. MARK (X) THE PERIOD OF THE FAMILY LIFE CYCLE WHEN THE EXPENSES WOULD BE THE GREATEST. LIST REASONS FOR YOUR DECISIONS TO THE RIGHT OF EACH (X).

EXPENSES	STAGES OF LIFE CYCLE							REASONS
Medical								
Educational								
Food								
Clothing								
Housing								
Entertainment, Leisure, Vacation								

Discuss the implications of the stresses of meeting the functions and expenses within the family. Consider some of the problems related to each stage that might arise and the adjustments that might be made.

What adjustments will wives and husbands need to make to meet the special demands of each stage of the family life cycle? How might these adjustments be made more easily for each family member? For the family group?

How does the fulfillment of psychological needs change for wife and husband as they progress through the life cycle? What happens if these needs are not fulfilled?

Discuss the following questions as they related to basic needs.

Why would:

- A mother want to keep the children at home as long as possible?
- Couples divorce after 25 years of marriage?
- Men fear retirement at age 65?
- Women go back to work after children are married?
- Husband and wife stop communicating after children arrive?

**Discuss a family situation from a magazine or TV show to illustrate the relationship between family life cycle, functions and basic needs of individuals and of families.

POSSIBLE GENERALIZATIONS: 1 - 3 - 4 - 5 - 7 - 8 - 9 - 11

REFERENCE MATERIALS

Pupil References

Anderson, Wayne. Design for Family Living, Denton, 1964. Chapters: "Changes in the Family; Middle Age".

Craig, Hazel T. Thresholds to Adult Living, Bennett, 1962. Chapter: "Family Firsts".

Duvall, Evelyn. Family Living, Macmillan, 1961. Chapters: "Family Life Cycle; How Families Grow and Change; Meeting Needs at Each Stage of Cycle".

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapter: "Family Life Cycle".

Landis, Paul. Making the Most of Marriage, Appleton Century Crofts, 1965. Part: "The Second Half of Life".

Public Affairs Pamphlet #294, Middle Age-Threat or Promise.

Teacher References

Cavan, Ruth S. Marriage and Family in the Modern World, Crowell, 1965. Chapters: "The Family Life Cycle (stages of the family life cycle, the ebb and flow of finance in the family life cycle, housing and the family life cycle); Middle Age and Old Age".

Transparencies

Family Cycle and Values. Health Education (Level 4), Interpreting the significance of the family cycle in the evolution of values, standards and attitudes. Catalog No. 4463 (Printed Originals; Catalog No. 4963 (Prepared Color Transparencies). The 3M Company.

MAJOR CONCEPT: FAMILY FUNCTIONS

Level: MIDDLE ADOLESCENCE

Concept: Family patterns

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Recognize the various organizational patterns of families in our society.
2. Identify advantages and disadvantages of living in a democratic and in an authoritative family.

APPROPRIATE GENERALIZATIONS

1. In all known societies there is a recognized unit that assumes the functions of childbearing, childrearing, regulation of behavior, and economic support.
2. The family in America is the basic social institution composed of persons united by ties of marriage, adoption, blood, or by common consent, characterized by common residence and economic cooperation.
3. Family authority patterns in our culture vary within and between sub-cultures.
4. Democratic families give every member a share in using common property and making decisions.
5. Too much freedom in a family may cause a feeling of insecurity for family members.
6. Since each family is unique, composed of individual personalities, there is no right or wrong family pattern or way of managing a family.
7. Family patterns have changed over the years and what is common today may have been unheard of a decade ago.
8. When problems are faced and decisions are made cooperatively, greater satisfaction, mental health, and family harmony is likely to be achieved.
9. Learning to participate democratically in reaching family decisions helps to prepare individuals for democratic participation in other social groups.

10. A family that can discuss problems together will more likely find workable solutions acceptable to all.
11. Decisions are more apt to be supported when they are reached through the participation of family members to the extent that their maturity allows.
12. Evaluating outcomes forms a basis for determining future courses of action.

REFERENCE MATERIALS

Pupil References

Barclay and Champion. Teen Guide to Homemaking, McGraw-Hill, 1967. Chapter: "Your Place in The Family".

Duvall, Evelyn. Family Living, Macmillan, 1961. Chapter: "Kinds of American Families".

Frank Lawrence. Personality and Culture-The Psychocultural Approach, Interstate.

Jenkins, Shacter, Bauer and Pounds. Health and Safety for Teenagers, Scott-Foresman, 1962. Unit: "Differences in Families".

Public Affairs Pamphlets:

- #187 The One Parent Family
- #192 Democracy Begins in the Home
- #155 Mental Health Is A Family Affair
- #131 When You Grow Old
- #113 Building Your Marriage

Teacher Reference

Anderson, Wayne. Design for Family Living, Denison, 1964. Part: Preparing for Marriage; The Need for Purposeful Family Living.

Goode, William. Readings on the Family And Society, Prentice-Hall, 1964.

Transparencies

Causes and Effects of Family Disharmony. Health Education (Level 4), Distinguishing cause and effect relationships contributing to the disruption of harmonious family life. Catalog No. 4467 (Printed Originals); Catalog No. 4967 (Prepared Color Transparencies). The 3M Company.

Films and Filmstrips

Family Life, 11 minutes, Coronet, 1949. The need is shown for well-planned family life in which all members enjoy privacy, responsibility, and privileges and share in financial planning.

The Family, 20 minutes, DuArt Film Laboratories, 1952. This film explains how family unity can solve the conflicting problems of the individual members.

Children of Change, 31 minutes, International Film Bureau, 1960. This film dramatizes the stresses and strains on children whose mothers work outside the home and on the mothers who must adjust to two full-time jobs. It also highlights a day care program.

1944-1945

1944-1945

The first part of the report is devoted to a description of the work done during the year. It is divided into two main sections: a general description of the work and a detailed description of the work done in each of the four departments.

The general description of the work is given in the first section. It is divided into two main parts: a description of the work done in the four departments and a description of the work done in the central office.

The detailed description of the work done in each of the four departments is given in the second section. It is divided into four main parts: a description of the work done in the first department, a description of the work done in the second department, a description of the work done in the third department, and a description of the work done in the fourth department.

The description of the work done in the central office is given in the third section. It is divided into two main parts: a description of the work done in the central office and a description of the work done in the four departments.

The description of the work done in the four departments is given in the fourth section. It is divided into four main parts: a description of the work done in the first department, a description of the work done in the second department, a description of the work done in the third department, and a description of the work done in the fourth department.

The description of the work done in the central office is given in the fifth section. It is divided into two main parts: a description of the work done in the central office and a description of the work done in the four departments.

The description of the work done in the four departments is given in the sixth section. It is divided into four main parts: a description of the work done in the first department, a description of the work done in the second department, a description of the work done in the third department, and a description of the work done in the fourth department.

The description of the work done in the central office is given in the seventh section. It is divided into two main parts: a description of the work done in the central office and a description of the work done in the four departments.

The description of the work done in the four departments is given in the eighth section. It is divided into four main parts: a description of the work done in the first department, a description of the work done in the second department, a description of the work done in the third department, and a description of the work done in the fourth department.

The description of the work done in the central office is given in the ninth section. It is divided into two main parts: a description of the work done in the central office and a description of the work done in the four departments.

The description of the work done in the four departments is given in the tenth section. It is divided into four main parts: a description of the work done in the first department, a description of the work done in the second department, a description of the work done in the third department, and a description of the work done in the fourth department.

The description of the work done in the central office is given in the eleventh section. It is divided into two main parts: a description of the work done in the central office and a description of the work done in the four departments.

The description of the work done in the four departments is given in the twelfth section. It is divided into four main parts: a description of the work done in the first department, a description of the work done in the second department, a description of the work done in the third department, and a description of the work done in the fourth department.

MAJOR CONCEPT: FAMILY FUNCTIONS

Level: LATE ADOLESCENCE

Concept: Families in Culture

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Identify similarities and differences in family functions in different cultures.
 2. Identify the similarities and differences in the ways that families in various cultures carry out their functions.
 3. Recognize existing family patterns throughout the world.
 4. Feel a sense of pride in the cultural heritage of his/her family.

APPROPRIATE GENERALIZATIONS

1. The family is the only social institution other than religion which is formally developed in all societies.
2. Many institutions depend upon the contributions of the family thus making the family an instrument of the larger society.
3. In many cultures the family works as a dynamic unifying unit of the interacting personalities of family members.
4. The highly integrated family possess one or more of the following traits: elaborate ritual, rigorous discipline, sentimental interdependence, stimulating co-operative activities or objectives.
5. Awareness of the similarities between families within a culture and between families of different cultures enable one to comprehend the universality of families.
6. Recognizing the differences between families in organization and structure gives one a concept of the uniqueness of families.
7. Families in different cultures and families within a culture have many similarities and differences such as: family structures, authority patterns, and ways of solving problems and of achieving family goals.

8. In all known societies there is a recognized unit that assumes the functions of childbearing, childrearing, regulation of behavior, and economic support.
9. Cultural patterns are transmitted from one generation to another primarily through the family.
10. As cultures vary in the values they hold, they will vary in the behavior they will accept.
11. Understanding of families of other cultures develops as one's knowledge of all aspects of their way of life increases.
12. In some cultures heritage is matriarchal whereas in others it is patriarchal.
13. Everyone has ancestors who have brought customs and traditions with them.
14. Each generation in America moves further away from the custom and traditions of their ancestors.
15. Holidays and special occasions can be unique family affairs because of the customs and traditions practiced.
16. The way we think, act and feel about things can sometimes be traced to our ancestral heritage and the way we were brought up.

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Landis and Landis. Building Your Life, Prentice-Hall, 1964. Chapters: "You and Your Community; What Do You Believe?"

Smart and Smart. Living in Families, Houghton-Mifflin, 1958. Chapter: "Families Are Like This".

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Cavan, Ruth S. Marriage and Family in the Modern World. Crowell, 1965. Chapters: "Nuclear Family and Kinship Web; The Inner World of the Family; Participation in the Family; Kin Family Network; The Family as a Unity of Interaction."

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Stott, Leland. Child Development-An Individual Longitudinal Approach, Holt, Rinehart and Winston, 1967. Chapters: "The Family Environment and It's Appraisal; The Socializing Environment."

Films and Filmstrips

Children Around the Globe (Set of 4) Produced by the Eye Gate Co. Daily life of children in different cultures.

It's About Time, 24 minutes, black and white, Association Films, 1964. History and progress of the minority groups in the United States.

Man and His Culture, 15 minutes, black and white, Encyclopedia Britannica, 1954. A discussion of what cultures have in common and how culture is transmitted from one generation to the next.

Walk in My Shoes, 54 minutes, black and white, McGraw-Hill. Illustrates the lives, feelings and problems of the Negro race.

Who Are the People of America? 10 minutes, sound, Coronet. Explains the American heritage--the people of America are the people of the world.

MAJOR CONCEPT: FAMILY FUNCTIONS

Level: LATE ADOLESCENCE

Concept: Changing Family Functions

BEHAVIORAL OUTCOMES

A. The pupil will be better able to:

1. Comprehend the physical and psychological aspects of pregnancy and the birth process.
2. Recognize the physical and psychological effects of the use of various birth control methods.
3. Plan appropriate pre and post-natal care for mother and child.
4. Examine the fixed and flexible expenses associated with child-birth and child care.
5. Identify parental obligations to children, community, marriage partner and self.
6. Realize the influence of parental behavior on the development of children.
7. Plan and direct activities which will meet the individual needs of family members.
8. Recognize symptoms of illness and care for sick members of a family.
9. Recognize the process of decision making relative to management in democratic and authoritative family patterns.
10. Recognize the agencies and changing methods of meeting family needs.
11. Relate the effects of a changing society on family functions.
12. Identify the multiple roles of individual family members and their effect on relationships within the family.
13. Identify a family's way-of-living and assist with teaching younger family members traditions and customs.
14. Identify with the family name and foster one's reputation within the community.

APPROPRIATE GENERALIZATIONS

1. Couples who understand their motives for avoiding or wanting children are better prepared to accept the decision.
2. Desiring to become a parent does not in itself insure adequacy of parenthood.
3. Preparation for parenthood involves the father as well as the mother.
4. Pregnancy requires adjustments on the part of both marriage partners.
5. How a husband feels about the pregnancy will be reflected by his reactions to the situation.
6. There is a predictable developmental sequence of the fetus from conception to birth.
7. A woman who suspects she is pregnant can eliminate some complications that can occur if she places herself in care of a physician who will be with her throughout her pregnancy and in whom she has confidence.
8. Family planning is a decision that each family must make for themselves.
9. Family planning can be done in many different ways and for many reasons.
10. Views on birth control vary within and between religions.
11. Legal adoption agencies are concerned with safe guarding the welfare of both the child and parents.
12. Miscarriages differ from abortions in that miscarriages are from natural causes, and abortions results from artificial causes.
13. The physical needs of infants will cause less anxiety if parents have knowledge or experience in caring for the child.
14. Because fathers are parents too, they may find satisfaction in helping to care for children.
15. Healthy mothers have a better chance of having healthy children and an easier pregnancy than a mother with an illness.
16. Planning ahead for the expenses of the baby will create less anxiety for the parents as the birth of a child approaches.
17. A new baby in a home will create new time schedules, financial arrangements and emotions for the rest of the family.

18. New babies can be either a factor in strengthening or weakening relationship depending on the maturity of those involved.
19. Parenthood is an experience which can bring great joy and satisfaction but with it comes the challenge of providing for the child the love, care, understanding, and opportunities for development that every child has the right to receive.
20. Every child has the right to be wanted and to be assured adequate provision for care and love.
21. When parents recognize the responsibilities and privileges involved in raising a family, they can better provide for the physical and mental health of their children.
22. The community contributes to the development of the child by providing a safe and healthful environment.
23. Community organizations render services for the welfare of children.
24. The family is legally responsible for the care and rearing of its children, and for the welfare of its members.
25. The child forms his basic cultural background and acquires his emotional security from his family relationships and experiences.
26. The child as a family member has privileges and responsibilities.
27. Child rearing practices are usually influenced by parental perceptions of the kind of person parents want their child to become.
28. Child rearing practices reflect the culture and affect the kind of person the child becomes.
29. The needs of parents and children are sometimes complementary and at other times conflicting.
30. The role of the family as the primary source of citizenship education is strengthened by parental example in respect for the law and the rights of others.
31. Children modify behavior in order to attain and maintain the acceptance of others.
32. Children learn by imitating their parents and siblings.
33. An understanding of the growth process, basic needs and developmental tasks of children gives positive direction to the guidance of children's behavior, and activities.

34. There is likely to be more harmony in a home when all family members learn to recognize the needs of others and work together at solving family problems.
35. When parents are consistent in guiding children's routines, activities and behavior the child knows what is expected of him and can make him feel more secure.
36. If childhood diseases are recognized and appropriate care taken, far reaching consequences might be avoided.
37. A doctor's advice or assurance can help a mother relax and feel more confident in the care she is giving a sick child.
38. The health of the child involved preventative as well as corrective measures.
39. The way resources are used is a family affair in a democratic family and all members share responsibilities in their use.
40. Many community and governmental agencies are now serving functions or part of them once carried out solely by the family.
41. Urbanization creates family relationship problems different from those in a rural society.
42. The roles of mother and father often interchange in the rearing of children as well as other family functions.
43. Insecurity, guilt and confusion may result when roles within the family are not clearly defined or accepted.
44. The roles of men and women vary among societies throughout the world according to their status, the cultural heritage, economic conditions, political structure, attitudes held by the opposite sex and social mores.
45. The roles of men and women change during the life cycle.
46. The various roles an adult is expected to play may be conflicting.
47. Authority in the democratic family is delegated on the basis of consensus and competences varying with the particular situations.
48. The transition from the traditional family system to the democratic system creates confusion in societal expectations and behaviors of the individual.
49. Family living fosters feelings of security, self-esteem, mutual tolerance and respect, sensitivity to individual needs, self-discipline and orderliness, according to each families beliefs.

50. Younger children develop an identity through societal experiences, often directly related to their families activities.
51. Parents attitudes and behaviors teach respect of family name and the heritage it provides.

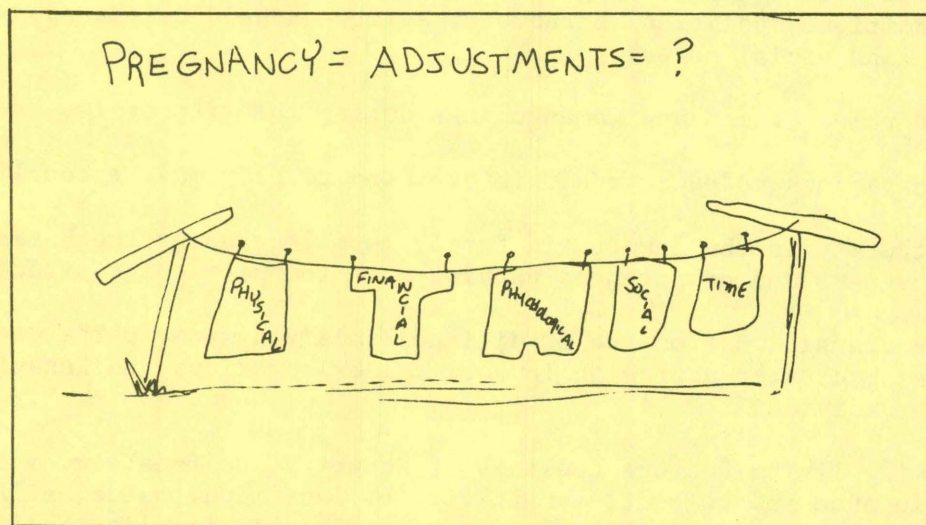
LEARNING ACTIVITIES

1. Write a paper reflecting: What do you see as the possible satisfactions and obligations of being a young parent today? Read some of the papers to identify attitudes that are reflected and discuss where these attitudes about being parents came from. Explore the topic with a member of the opposite sex. Do boys and girls differ in their attitudes? Summarize those attitudes that are positive and those that are negative. In small groups take a negative attitude and see how it might be changed, report to class.
2. Discuss: Why do families choose the size they do? What reasons would you consider to be mature reasons for deciding on the size family to have? What reasons might be difficult to justify? How do families decide on number of children to have?
3. Consult an adoption agency to clarify adoption procedures. Study the care taken in placing children as well as the types of adoption available. Have parents who have adopted children speak to class. Study adoption laws in the state.

**Summarize ideas on parenthood and planned families.

POSSIBLE GENERALIZATIONS: 1 - 2 - 8 - 9 - 10 - 11

4. Take a pre-test on knowledge about pregnancy. Use the bulletin board below as a frame of reference for lessons on pregnancy.



What responsibilities do teenagers have to prepare their bodies for the future? Consult references for background for answering the questions.

Read appropriate references on pregnancy-prenatal care.

Talks by doctor or nurse on aspects of pregnancy, roles of father, mother, doctor. Interview pregnant women or mothers about pregnancy stressing the positive aspects. Attend classes for 'New Parents' sponsored by local hospitals and report back to class.

View films on the birth process and development of the fetus.

***What can we say about preparing for parenthood?

POSSIBLE GENERALIZATIONS: 3 - 6 - 7 - 12 - 15

5. Read the following case studies to examine the affects pregnancy may have on family relationships, during pregnancy and after.

Mary and Joe had been married 1 year when they decided to start their family and made plans accordingly. Both waited anxiously for signs of pregnancy, and when Mary's period was 3 weeks late, an appointment with their doctor was made for an examination. Joe was as excited as Mary when he heard the good news and together they planned for the new arrival.

Mary didn't feel very well the first 3 months of her pregnancy, but was reassured by her doctor that all was going well. Mary tried to look attractive and have supper ready for Joe when he came home, but somedays things just didn't go right and she'd end up crying. Joe didn't always understand her moods and he did like to have his supper ready when he got home. He would take her out to dinner once in a while or bring her flowers. This seemed to help her out of her depressed moods. Mary had always fixed Joe's breakfast but the last months of her pregnancy' Joe insisted she sleep late, and he prepared his own breakfast.

As the day of arrival drew near, they went less to parties and places where it was noisy. They enjoyed evenings at home, reading and fixing up a nursery.

Because Mary and Joe had little knowledge about parenthood and pregnancy they decided to join a parent preparation class offered at the local hospital. Many of their questions were the same as those of other young couples. The anxieties Mary had about the birth process soon disappeared.

When Mary arrived home with the baby all was in readiness for him. Joe was delighted to be able to "show-off" how much he knew about

babies and Mary appreciated the help he could give her when he was home.

Jane and Tom were engaged to be married when Jane discovered she was pregnant. Consequently, the wedding date was moved. Although Tom and Jane knew little about parenthood, they felt there mustn't be too much to it.

As Jane began to show her pregnancy, Tom avoided social gatherings where Jane would be seen. He spent his evenings with his old buddies, since Jane wasn't feeling too well and seemed to become upset and annoyed with him so often.

As the time for delivery grew near, Jane became impossible to live with. She'd call for her mother long distance and talk for hours. She insisted that her mother come stay with them even though she knew this was impossible. She swore she'd never get pregnant again.

After the child was born, Tom seemed quite proud of him but refused to handle him since he believes that was women's business. Jane was completely wrapped-up in caring for the baby; he needed so much of her time and was so helpless. She couldn't understand how Tom could not adore the baby as much as she did. Tom seemed to be so demanding of her time too. He couldn't seem to do anything for himself, and often sulked, pouted and left the house in a huff, just when the baby needed her most.

React to the following situations:

What might a husband do in the following situations? Why? How might this help?

- a. He came home from work and his pregnant wife was upset and wouldn't tell him what was wrong.
- b. His wife paid little or no attention to him after she came home from the hospital with the new baby.
- c. His wife was afraid of having children.
- d. His wife didn't follow doctors orders during her pregnancy.
- e. His wife felt she was getting ugly and big and didn't want to go out in public.

As a wife what would you do in the following situations? Why? How might this help the situation?

- a. Your husband stopped taking you out after you got pregnant.

- b. Your husband refused to go to new classes with you.
- c. Your husband wouldn't babysit with the baby when you wanted to go out.
- d. Your husband started acting like a child to get attention after the baby was born.

**How might family relationships be affected by a new baby?

POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 4 - 5 - 7 - 8 - 9 - 13 - 14 - 17 - 18

5. Spend time with a family. Keep track of time the mother spends taking care of the family. Give special reports on the time schedule in home of young wife with no children, mother with a 1 month old baby, mother with 3 pre-school children, mother whose children are in school, mother whose children have left home. Compare and discuss the time schedules to see the affect children have on management.

Use questionnaire/interview/panel of young mothers to decide what equipment is necessary for the first year of a baby's life.

Make a field trip to a store to price baby articles on the list.

Set up fixed and flexibl expenses of having the first baby. How might one be able to get along with less money?

***Compile summary statements on the use of resources when a new baby arrives. Share with class.

POSSIBLE GENERALIZATIONS: 16 - 17

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Brisbane and Riker. The Developing Child, Bennett, 1965. Chapters: "Preparing for the New Baby; The Baby's Arrival; Health and Safety of Children; Looking Toward Adulthood."

Craig, Hazel. Thresholds to Adult Living, Bennett, 1962. Chapters: "Family Firsts; Little Wives."

Duvall and Hill. When You Marry, Heath Co., 1960. Part: "Becoming a Family."

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Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapter: "You and Your Family."

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- #149 How to Tell Your Child About Sex
- #216 How to Teach Your Child About Work
- #254 Your Child's Sense of Responsibility
- #285 Your Child's Friends
- #373 How to Bring up Your Child without Prejudice
- #370 Your Child and Money
- #350 Right from The Start
- #136C A New Chapter in Family Planning
- #173 So You Want to Adopt a Baby
- #274 You and Your Adopted Child
- #293 The Only Child
- #376 Nine Months to Get Ready
- #353 Your New Baby
- #350 Right from The Start
- #264 Your Child's Emotional Health

Spock, Benjamin. The Common Sense Book on Baby and Child Care, Duell, Sloan and Pearce.

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Anderson, Wayne. Design for Family Living, Denison, 1964. Chapters: "Biological Aspects of Family Life; Becoming Parents."

Goode, William. Readings on the Family and Society, Prentice-Hall, 1964. Parts: "Parents and Children; Interaction Between Familial and Societal Factors in Socialization."

Cavan, Ruth S. Marriage and Family in the Modern World, Crowell, 1965. Chapters: "Heredity; The First Baby; Parent-Child Role; Significance of Marriage and The Family Today."

Hymes, James. The Child Under Six, Prentice-Hall, 1963.

Jenkins, Shacter and Bauer. These Are Your Children, Scott-Foresman, 1966. Chapter: "Children in a Changing World."

McCary, James L. Human Sexuality, D. Van Nostrand Co., 1967. Chapter: "Myths and Fallacies."

Mussen, Conger, and Kagan. Child Development and Personality, Harper and Row, 1963. Chapters: "Prenatal Period; Genetic Factors in Development."

Womble, Dale. Foundations for Marriage and Family Relations, Macmillan, 1966. Chapters: "Beginning a Family; Experiencing Pregnancy and Birth: Rearing Children."

Transparencies

Conception, Prenatal Development and Birth, Health Education (Level 4). Explaining conception, prenatal stages of development and birth process. Catalog No. 4462 (Printed Originals); Catalog No. 4962 (Prepared Color Transparencies). The 3M Company.

How Life Begins, Health Education (Level 2) Being aware of the reproductive process and how life begins. Catalog No. 4265 (Printed Originals); Catalog No. 4765 (Prepared Color Transparencies). The 3M Company.

Films and Filmstrips

Angel by the Hand, 23 minutes, Los Angeles County Bureau of Adoption, 1964. Explains adoption procedures through a modern agency.

Baby's First Year, 8 minutes, black and white, University of Illinois, A description of the care of baby.

Baby Meets His Parents (NS-71), 11 minutes, black and white, (Encyclopedia Britannica Films), Iowa State University. Explains with life situations how the infant personality is influenced directly by the fulfillment of basic needs.

Beginning of Pregnancy, 29 minutes, black and white, Produced for WQED educational television and distributed by Indiana University. Describes what happened to the mother and to the baby during the early months of pregnancy.

Birth of the Baby, 29 minutes, black and white. Produced by WQED educational television and distributed by Indiana University. Explains the process of birth from the onset of labor pains through the stages of labor and the actual birth.

Bright Side, 23 minutes, black and white, 1958 produced by Affiliated Film Producers and distributed by International Film Bureau. Show how day-to-day enjoyment of family living can help children to grow into happy, well-adjusted people.

From Generation to Generation, 30 minutes, black and white, McGraw-Hill. Childbirth described as an emotional and spiritual experience as well as a physical one.

Human Reproduction, 21 minutes, color, McGraw-Hill, 1965. Structure and function of the male and female reproductive organs, the fertilization process, the development of the fetus, the birth process and the responsibilities involved.

Mother Love (NS-6020), 27 minutes, black and white, produced by Carousel Films, distributed by Iowa State University. Explains the importance of mother's love for emotional security of the infant.

Mr. and Mrs. Maternity, 22 minutes, color, produced and distributed by Richard Cline Film Productions, 1958. Expectant parents are provided with a basis for understanding the physiological and psychological events of normal pregnancy, labor and delivery.

Nine Months to Prepare, 25 minutes, color, produced by Potomac Films with the cooperation of the Children's Bureau, U.S. Dept. of Health, Education and Welfare. Distributed by Public Affairs Committee, state health departments. Stresses the importance of prenatal care.

Not Asked For, 27 minutes, black and white, produced by NBC Television and distributed by Health and Welfare Materials Center, 1957. Discussion of the problem securing homes for children of mixed racial background (adoption).

Suffer Little Children (LC-301), 14 minutes, black and white, Association Films. Story of child adoption.

The Chosen Child, 54 minutes, black and white, produced by ABC News and distributed by McGraw-Hill Book Co., 1964. The happiness and tragedies surrounding child adoption is studied and the controversy over adoption by private placement or public agency is explored.

Related Readings

Ginott, Haim G. Between Parent and Child, Macmillan, 1965. Theories on rearing children.

DYNAMICS OF SOCIETY

BEHAVIORAL OUTCOMES

Page

CHANGE 267

A. The pupil will be better able to:

1. Recognize differences in reaction to change and the adjustment process used by children, teens, young adults and the aged.
2. Identify changes in society that have direct influence on teenagers.
3. Recognize the effects of earlier dating practices on the individual.
4. Accept the need for continuous education throughout life.



DYNAMICS OF SOCIETY

BEHAVIORAL OUTCOMES

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TEENAGERS AND CHANGE.....	275
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A. The pupil will be better able to:

1. Relate changes in society that have impact on teen behavior.
2. Identify the advantages and disadvantages of personal freedom for teens.
3. Cope with changes which affect personal life.

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DYNAMICS OF SOCIETY

BEHAVIORAL OUTCOMES

Page

PROCESS OF CHANGE..... 281

A. The pupil will be better able to:

1. Recognize the need for flexibility and adjustment in a changing world.
2. Interpret the process of social change and individual's responsibility in the process.
3. Cope with change as a member of a family and a community.

FAMILY AND CHANGE 286

A. The pupil will be better able to:

1. Identify forces of society that affect family roles and influence relationships within the family.
2. Accept the need for multiple roles expected of an adult in our rapidly changing society.
3. Be aware of the forces that have an impact on the family of the future.
4. Utilize community services available for families.
5. Analyze the impact of technological changes on the family.

DYNAMICS OF SOCIETY

BEHAVIORAL OUTCOMES

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SOCIETY AND CHANGE..... 291

- A. The pupil will be better able to:
1. Recognize the impact of societal changes in cultures and sub-cultures.
 2. Analyze the influence of new ideologies on behavior.
 3. Be familiar with governmental agencies and programs that have an impact on the individual.
 4. Analyze the significance of over-population in the world.
 5. Appraise the provision made for society's increasing number of older citizens.

USE OF LEISURE..... 296

- A. The pupil will be better able to:
1. Value leisure as a contribution to individual and family well being.
 2. Identify the variety of leisure time activities for all ages.
 3. Plan creative use of leisure.

MAJOR CONCEPT: DYNAMICS OF SOCIETY

Level: EARLY ADOLESCENCE

Concept: Change

BEHAVIORAL OUTCOMES

The pupil will be better able to:

1. Recognize the difference reaction to change and the adjustment process used by children, teens, young adults and the aged.
2. Identify changes in society that have direct influence on teenagers.
3. Recognize the effects of earlier dating practices on the individual.
4. Accept the need for continuous education throughout life.

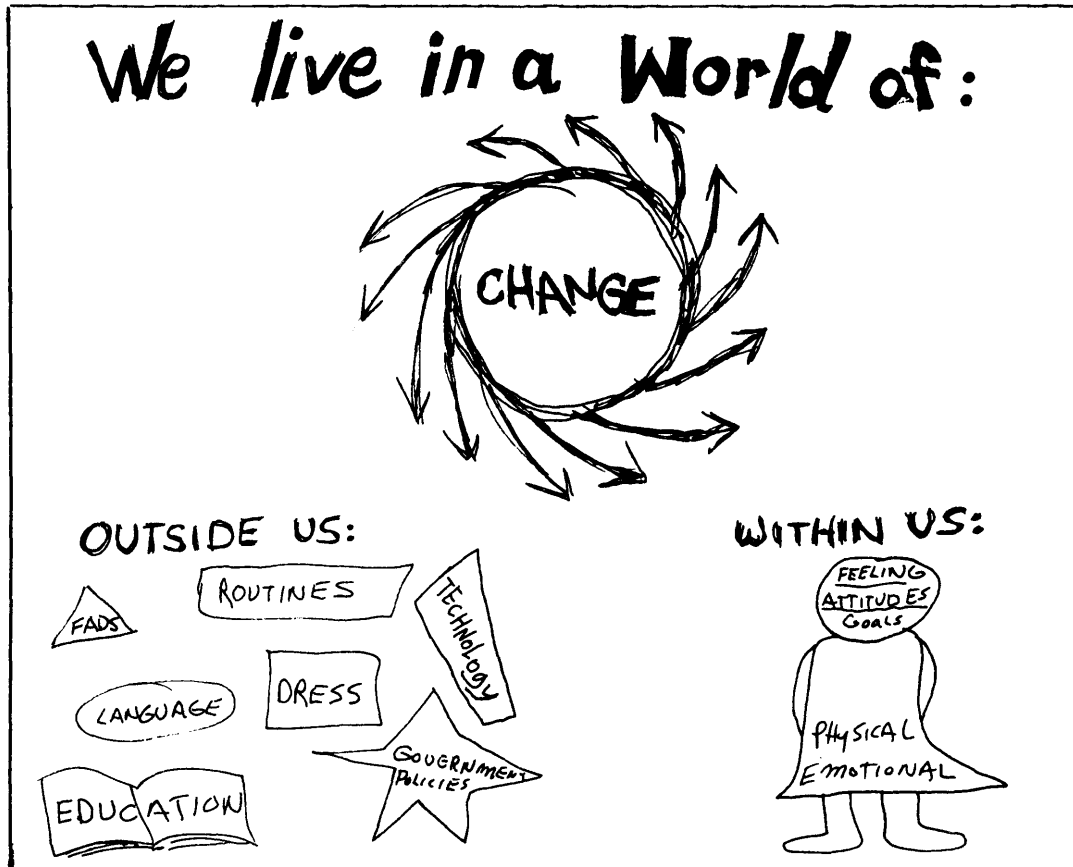
APPROPRIATE GENERALIZATIONS

1. Everyone reacts to new situations in different ways and adjusts at different rates.
2. A change in a child's routine is upsetting to him, yet he is able to adjust to some situations more readily than adults.
3. Teens accept fads more readily than the older generations who have more experience with life.
4. All change is not necessarily good.
5. Past experiences affect the way we adjust to new situations.
6. Improvements in transportation, communication devices, education, science and medicine influences the teenagers world and teens in turn affect the world around them.
7. Life is a process of continuous change and the person who does not adjust to some of the changes may find it hard to lead a satisfactory life.
8. Since dating is a prerequisite for marriage in our culture, earlier dating can lead to earlier marriage.
9. Teens of today who date early may be forced to grow-up before their time.

10. As the novelty of 'just dating' wears off, discontentment and the sense of adventure may lead to more exciting but less acceptable ways of behaving.
11. In a fast moving industrial society, the skills and knowledge we learn today may be outdated tomorrow.
12. Formal and informal types of education throughout life are necessary not only for getting and keeping a job and for in day-to-day living.
13. Although everyone cannot have a college education, training in some skill beyond high school with help open up job opportunities.

LEARNING ACTIVITIES

1. Identify the kinds of change within and outside ourselves. (See bulletin board suggestion below).



Discuss common reactions to change in the following situations by various age groups. (Use those most appropriate for class).

CHANGE	PRE-SCHOOLERS	TEENS	YOUNG COUPLE	PARENTS	GRAND-PARENTS
Moving place of residence					
War					
Daily Routine					
Changing Jobs					
New Fashions					
New Music					
New Baby					

Discuss why these age groups react to change as they do? Give examples of past experiences that helped or hindered adjustments to change.

What factors make older people react to change more slowly?

Read references on adjustment to change. (Teen Guide to Homemaking, "18-on Older People").

List the changes in school this year, in family and in self. How did you feel or react to these changes at first? What adjustments did you make?

Example:

CHANGE	FEELINGS	ADJUSTMENTS, IF ANY, YOU MADE
School-New Dress code-----	I was angry at--- the teachers.	I wore longer skirts to school.
Home--Sister went to college--	I was lonely-----	Had girl friends in to stay with me more
Self --Complexion problem-----	I felt ugly, self conscious	Am more careful what I eat

Make as many suggestions as you can that might help:

- a. a new pupil adjust to a new school
- b. a teenager who lost her/his mother.
- c. a child adjust to you as a new babysitter.

(Use changes that were most common in the class as seen from the previous listings)

How might you help the other person adjust to the new situation?

***Use a case study, T.V. program or magazine story to identify means of adjusting to a changing situation. What was good and what was bad about the way the individual involved adjusted? How would you have reacted to the same situation?

**What are some ideas you have learned about change?

POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 4 - 5 - 7

2. Identify changes in society which affect teen behavior; talk with parents, grandparents to learn more about yester years.
Fill in:

I. Attitudes about:	HOW DID PEOPLE IN SOCIETY FEEL ABOUT THIS 30 YEARS AGO?	HOW DO PEOPLE IN SOCIETY FEEL NOW?	HOW DOES THIS CHANGE AFFECT TEEN BEHAVIOR NOW?
Working mothers Education Dating Being unmarried Men doing housework Freedom for teens Divorce			
II. Social Behavior: Dress Entertainment Dating Unescorted women			
III. Technological Changes	HOW DO THESE CHANGES AFFECT TEEN BEHAVIOR TODAY?		
Cars TV Commercial entertainment Pressure in school Space travel Atomic war			

Discuss what changes have been for the better and which ones have been for the worse, in terms of teen behavior? Use specific changes that seem most relevant to the students. (Example: Spending money has helped improve teen behavior. More freedom in dating habits hinder teenage development.)

Special reports on early dating. (Note: May be taught as part of Socialization-See references under Socialization: Friendship; Acceptable Behavior.)

View films on early dating.

Study the following issue: Teens should not date before 16.

***Identify pro's and con's of early dating, and changes in society that have tended to encourage early dating.

POSSIBLE GENERALIZATIONS: 1 - 8 - 9 - 10

****Write editorials for the school paper on change and its impact upon teens.

POSSIBLE GENERALIZATIONS: 1 - 3 - 4 - 5 - 6 - 7

3. (NOTE: This material could be incorporated as part of Vocational Planning when developing the concept of Self Realization)

Identify the changes in attitudes concerning education that has come about in the past 30 years.

Compare similarities and differences in high school curriculum and testing program of parents and pupils. Have pupils bring their parents schedules / or look in school files for curriculum offerings of 30 years ago. Why were curriculum changes initiated? What new curriculum changes do you see for the future?

Analyze what ads to identify the level of education required as preparation for jobs, special training needed for specialized work and unfamiliar or new jobs available. Consult resources, persons, guidance files and others to identify educational needs for different types of jobs according to class interest. Panel of grandmothers, mothers talking about the changing tasks involved with homemaking. Compare the similarities and differences in the homemaking tasks, and what might be the tasks of future homemakers? Why might continuous education be necessary to be a homemaker of tomorrow?

Gather information on formal and informal types of educational classes for adults in the community, display on bulletin board. (churches, civic groups, school, junior colleges, newspaper, YM and YWCA, extension, area schools.)

** Draw conclusions concerning the need for continuous education. ** Complete the following: Education throughout life is stressed in our society because---

POSSIBLE GENERALIZATIONS: 11 - 12 - 13

FHA Talk by prominent community women of the role of women, or the need for education in a changing world.

Assist families, groups, new students adjust to a new situation; "welcome wagon" type of project to show new students the school and introduce them to clubs; or help new families by taking care of children while they move.

HOME EXPERIENCES

Help brother or sister/new pupil/ new neighbor in some way when they are introduced to a new situation. Try different approaches for getting acquainted with children you are caring for the first time. Report your success.

REFERENCE MATERIALS

Pupil References

Baker and Fane. Understanding and Guiding Young Children. Prentice-Hall, 1967. Chapter: "What Are Children Like?",

Reiff, Florence. Steps in Home Living, Bennett, 1966. Chapters: "Learning More About You".

Duvall, Evelyn. Family Living. Macmillan, 1961. Chapters: "how Families Grow and Change; What Families Are For Today".

Teacher References

Cavan, Ruth. Marriage and Family in the Modern World. Crowell, 1965. Chapters: "Commitment, Value Conflict and the Future of the American Family; The Changing American Family; Families in the New Suburb; Cultural Change and Mental Health; Technology and the Future Family".

Goode, William. Readings on the Family and Society. Prentice-Hall, 1964. Chapters: "The Machine as a Factor in Family Change; Changing Patterns of Mobility".

Landis, Paul. Social Living, Ginn Co., 1958. Chapters: "How Culture Changes; Changes in the American Family".

Films and Filmstrips

An Age of Change, 37 frames, silent, color, McGraw-Hill, 1964. Designed to help students understand and face the adjustments brought on by changes in growth and development.

Boy of the Early Midwest Frontier. 14 minutes, black and white, Iowa State University. Shows life of a settler's family, highlights on a frontier school session.

The Changing City (NS-550), 16 minutes, color, Iowa State University. Description of economic, social and cultural change in city and the problems of land use, transportation and isolating environment.



MAJOR CONCEPT: DYNAMICS OF SOCIETY

Level: MIDDLE ADOLESCENCE

Concept: Teenagers and Change

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Relate changes in society that have impact on teen behavior.
 2. Identify the advantages and disadvantages of personal freedom for teens.
 3. Cope with changes which affect personal life.

APPROPRIATE GENERALIZATIONS

1. A basic cause of delinquency among youth is neglect and insecurity in the home, qualities which cannot be purchased.
2. Maladjusted behavior leading to delinquency can be detected early in most children.
3. Although certain undesirable traits are found to a degree in most children, the combination of these in an unfavorable home atmosphere can contribute to a child's delinquency.
4. Permissiveness in behavior undefined moral values and lack of respect for adults are trends in society that create delinquency problems.
5. Age is an inadequate basis for judging a person's ability to use personal freedoms in a constructive manner.
6. Freedom without a sense of responsibility can have disastrous affects for all involved.
7. Personal freedom gives on the opportunity to develop in a way which is satisfying to him.
8. In a society where the period of training for a vocation is ever increasing, some feel the need to postpone marriage until later in life.
9. An affluent society affects the behavior and value system of teenagers.
10. Advanced formal education may be an insurmountable goal for the less able teenager creating apathy and rebellion.

11. The loss of identity in a computerized society can leave one with a feeling of worthlessness.
12. Technology can either aid or destroy man, depending on man's control and understanding of it.
13. Technological changes, advances in science, improved communication and transportation have created a need for social agencies to assume some of the responsibilities traditionally performed by the family.
14. When individuals understand change and have some methods and resources for coping with it, they can be a force in determining the direction of change.
15. Coping is a purposeful, problem-solving behavior that aids one in living in a world of change.
16. Avoiding new experiences tends to reduce coping skills and may limit growth.

LEARNING ACTIVITIES

(NOTE: This material may be taught as a part of Goals and Values)

1. Review some of the changes in our society that have affected teen behavior.

Identify typical teenage behavior today. List the personal freedoms teens have today. Discuss how these freedoms might help or hinder a person's development. What are some of the major decisions and problems teenagers face today because of these freedoms?

****Summarize class beliefs on the teen freedoms (privileges) and responsibilities.

POSSIBLE GENERALIZATIONS: 5 - 6 - 7

2. Use problems brought up in class: such as drinking, smoking, drug addiction, venereal disease, premarital sex behavior, pressures to succeed, delinquency, losing identity in a computerized world or other concerns for small group projects to plan a series of reports.

POSSIBLE GENERALIZATIONS: 4 - 8 - 9 - 11 - 12 - 13

3. Define coping. Use the following case study as a basis for studying means of coping with change.

Ever since Bill was six years old his parents had impressed upon him the need to succeed at school so he could go on to college and get a good job. Bill was now a senior in high school and his

grades were not good. Most of his friends were all set to go to college but Bill just couldn't get too excited about it. He loved working with his old jalopy and would spend hours after school fixing it up and overhauling it. He had a steady girlfriend and although they weren't too serious about each other they spend 3-4 nights a week together. Bill knew he should be spending more time with his books; he'd be going to summer school if he didn't buckle down pretty soon. It was no fun being a failure.

The guidance counselor called him into the office in March and told him that if his grades didn't improve he'd have a very hard time getting into college. Bill really didn't mind going to school but the classes he had to take just weren't interesting. He had enrolled in auto mechanics one year but could not take it because he was in the college preparatory course. He had always enjoyed music as a child but found he didn't have time to take it when he was in high school.

If people would just leave him alone. Why did he have to have a college degree to own a garage or work at the race track? He knew truck drivers that were making more money than college professors. Education didn't seem to make people any happier, they still had fights, divorces and kids who turned out to be no good. What was the big deal about college anyway?

- a. From what sources are the pressures for advanced education coming? (Pressure from parents, teachers, peers; less time for social life; temptation to cheat; feeling of failure; less choice in subjects; worry; guilt.)
- b. Do you feel that the importance attached to advanced education is good or bad?
- c. How has Bill ignored this pressure?
- d. List the things Bill might do to cope with problem. What are the short term goals he may have to sacrifice?
- e. What resources might Bill work with in his school or community that might help him work out his problem?
- f. How does this situation affect relationships with others?
- g. What is the difference between coping and conforming?

****Summarize societal changes and the positive and negative affect of its impact on teen behavior.**

POSSIBLE GENERALIZATIONS: 10 - 14 - 15 - 16

- FHA** Sponsor a project to bring some light on a pertinent teenage problem in the school, seminars after school for 1 week, noon hour movies, joint meeting with parents or boys groups.

REFERENCE MATERIAL

Pupil References

Landis and Landis. Building Your Life, Prentice-Hall, 1964. Chapter: "New Privileges and Obligations."

Landis and Landis. Personal Adjustment, Marriage and Family Living, Prentice-Hall, 1966. Chapter: "Alcohol."

Mahon and Bollman. Why Talk About the Teen Years? Cooperative Extension Service, Iowa State University, Ames, 1966. (The Teenager: His Image and His World.)

Public Affairs Pamphlets:

- #234 Problems of Teenagers
- #346 School Failures and Dropouts
- #337 The Delinquent and the Law
- #354 When You Gamble, You Risk More Than Your Money

Sanford, Fillmore. Letter to a Freshman Daughter, Hogg Foundation for Mental Health, 1964.

Science Research Associates:

- #5-702 Facts About Alcohol
- #5-707 Facts About Juvenile Delinquency
- #5-805 Facts About Narcotics
- #5-703 Facts about Smoking and Health

U.S. News and World Report. Why Young People go Bad, 1965 (An interview of a team of criminologists on the study of juvenile delinquency and their home life.)

Teacher References

Gottlieb, David and Charles Ramsey. The American Adolescent, Dorsey, 1964.

Grams, Armen. Children and Their Parents, Denison, 1963.

Mussen, Conger, and Kagan. Child Development and Personality, Harper and Row, 1963. Chapter 15.

Wittenberg, Rudolph M. The Troubled Generation, Association Press.

Films and Filmstrips

I Never Looked at It That Way Before. Filmstrip, color, sound. (Insights into tobacco, alcohol, sex and narcotics). Guidance Associates.

Joe & Roxy. 27 minutes, black and white, Contemporary Films, 1958. Problems faced by teenagers, learning to adjust to the requirements of daily living.

None for the Road, 15 minutes, black and white, McGraw-Hill. Teenage drinking and driving.

Palmour Street (NS-5368), 26 minutes, Iowa State University. Events in the daily life of Negro families to illustrate basic concepts on mental health as they relate to family life.

Parents Are People Too (NS-3799), 15 minutes, (McGraw-Hill), Iowa State University. Parents and teens in a changing life develop greater understanding.

The New American. 28 minutes, black and white, Association Films. Automobile accident helps teens discover a sense of responsibility and purpose.

Tobacco and Alcohol: The \$50,000 habit. Guidance Associates.

Young Living, 10½ minutes, black and white, color. Editorial Films, Inc., Problems and manners of teenagers.

MAJOR CONCEPT: DYNAMICS OF SOCIETY

Level: LATE ADOLESCENCE

Concept: Process of Change

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
 - 1. Recognize the need for flexibility and adjustment in a changing world.
 - 2. Interpret the process of change and the individual's responsibility in the process.
 - 3. Cope with change as a member of a family and a community.

APPROPRIATE GENERALIZATIONS

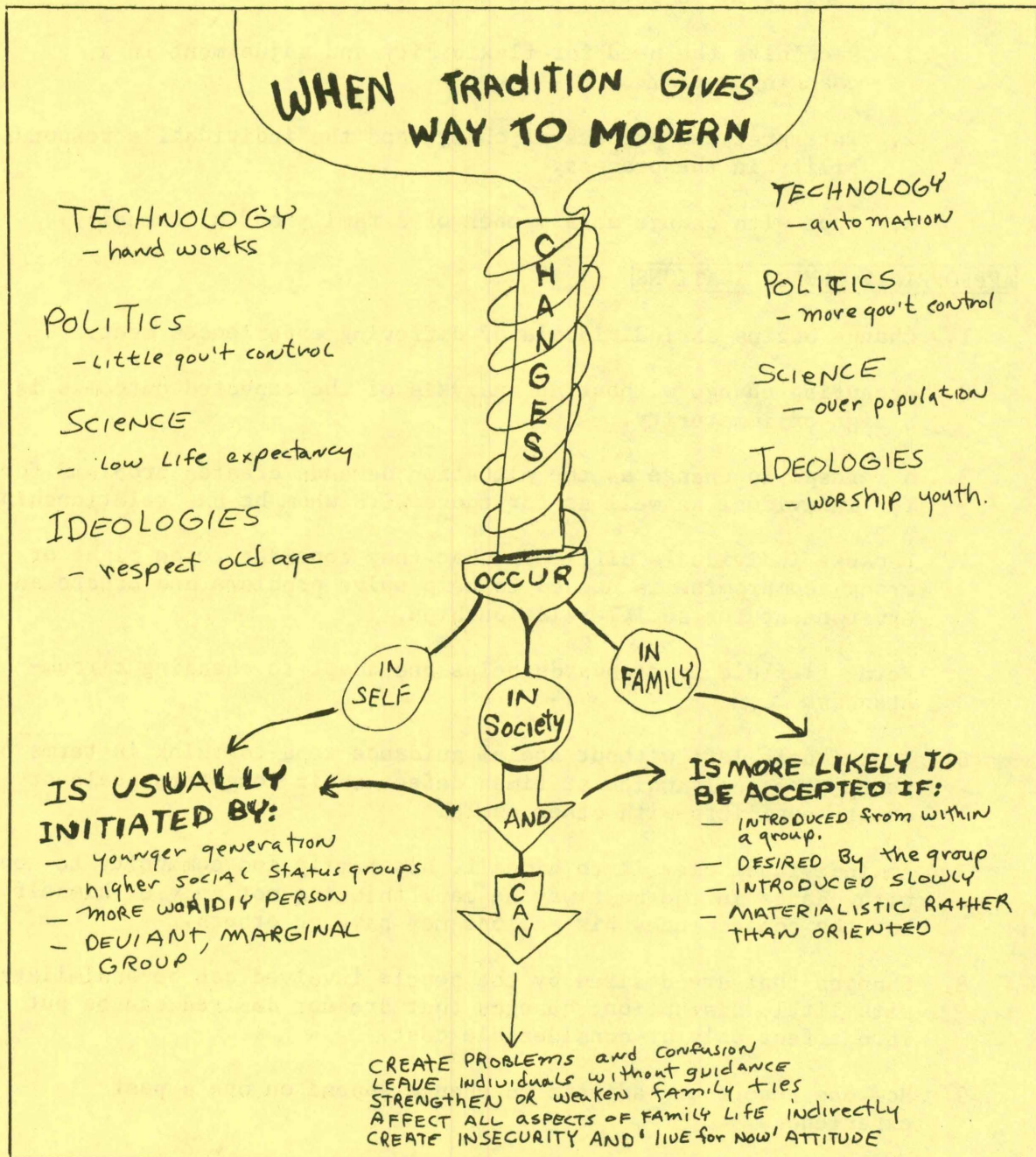
- 1. Change begins as individuals of differing experiences meet.
- 2. Accepting change without an analysis of the expected outcomes is a sign of immaturity.
- 3. A refusal to change as the situation demands creates problems for the individual as well as for those with whom he has relationships.
- 4. Because individuals differ in what they consider to be right or wrong, compromise is needed to help solve problems and create an environment for social relationships.
- 5. Being flexible in standards helps one adapt to changing circumstances.
- 6. Individuals left without social guidance tend to think in terms of short term goals which at times defeat their long term goals or create conflicts with other goals.
- 7. An individual owes it to himself, his family and community to cope with change in the best way he can, thinking not only of himself but the consequences his actions may have on others.
- 8. Changes that are desired by the people involved can be assimilated with little disruption; changes that are not desired can be put into effect only at considerable cost.
- 9. How one reacts and adjusts to change depend on one's past experiences.

10. The slower the introduction of change, the less disruption there is likely to be to the prevailing way of life.

11. Community organizations are instruments that cope with change.

LEARNING ACTIVITIES

1. View the visual below as basis for class discussion.



Directions for using: Develop ideas one at a time by using overlays on a flannel board.

- a. Use the top half of the visual (down to 'occur') to discuss the basis from which changes in self, family and society occur. Have pupils give other examples of technological, political, scientific and ideological differences between the traditional and modern way of life.
- b. Add the next section (in self, in society and family). Discuss how changes effect either the family, society or the individual. Use examples to show how a change that directly affects one of the units will indirectly affect the other two units.
- c. Add the section, "and can". Discuss the possible outcomes of change as it affects relationships. Use a specific change, such as automation and see if the possible outcomes apply to this change. Example: Has automation created problems and confusion? Explain. Why does automation leave individuals without guidance? How could automation strengthen or weaken family ties? Have pupils think of other results that may be caused by change.
- d. Add the last sections (Initiated by--Accepted if). Contrast: The acceptance of space travel and the hippy cults to point out how materialistic changes are more easily accepted by the public... the acceptance of the need for foreign aide but the lack of funds for our own poor to point out that if society wants the change it will be more readily accepted. The acceptance of a code of behavior from your own peer group and rejection of the same code handed down from adults to point out that change is more likely to be accepted if it is introduced from within. Have class think of changes they have accepted and try to analyze why they accepted them. Use changes such as new music, fads, Peace Corps, VISTA, youth demonstrations, hippy cults, to see if conclusions can be drawn as to the kind of people who initiate change.

****Summarize what we can identify about change.**

POSSIBLE GENERALIZATIONS: 1 - 8 - 9 - 10

As a class decide on a change you would like to initiate in the school. What procedures would you use to initiate this change? What resources would be available to get the change accepted? What might be some of the Do's and Don'ts for the campaign? Plan committee work on one aspect of the campaign and report to class for discussion and criticism. How might a campaign similar to this be used in a community? How would the resources differ?

**Summarize the ways and means of initiating change (Form below might be used).

CHANGE: _____		
<u>SCHOOL RESOURCES:</u> administration faculty student organi- zations student newspaper, bulletin boards, students, parents	<u>COMMUNITY RESOURCES:</u> city hall service clubs communications media: papers, TV, radio adults, children	<u>DO'S & DON'TS:</u> do involve many don't force assignments do follow accep- ted procedures don't control decisions

POSSIBLE GENERALIZATIONS: 8 - 10 - 11

FHA Carry out a campaign to bring about a desirable change for improved home and family living, following the step-by-step procedures planned in class.

HOME EXPERIENCES Participate in a program within the community. Plan for the purpose of bringing about a needed change.

REFERENCE MATERIAL

Pupil References

Baker and Fane. Understanding and Guiding Young Children. Prentice-Hall, 1967. Chapters: "What Are Children Like?; Growing Up in School and Community".

Dewall, Evelyn. Family Living. Macmillan, 1961. Chapter: "Being a Family Member; How Families Grow and Change; What Families Are For Today".

Smart and Smart. Living in Families. Houghton-Mifflin, 1958, Chapters: "Families and Communities Change; The Hopes of Future Years".

Wallace and McCullar. Building Your Home Life, Lippincott, 1966. Chapter: "You and Your Family".

Heady, Earl and Others. Family Mobility in Our Dynamic Society, 1965 The Iowa State University Press. Part I: "The Societal Setting".

Teacher References

Cavan, Ruth. Marriage and Family in the Modern World. Crowell, 1965. Chapter: "Cultural Change and Mental Health".

Landis, Paul. Social Living, Ginn Co., 1958. Chapters: "How Culture Changes; Divorce".

Womble, Dale. Foundations for Marriage and Family Relations, Macmillan, 1966. Chapter: "Solving Problems for Happiness; Resolving Family Conflicts; Forestalling and Solving Problems."

Films and Filmstrips

Man and His Culture (NS-3641), 15 minutes, black and white, Encyclopedia Britannica, Iowa State University. Culture is a tool in the study of human society. It establishes a tolerant point of view toward members of cultures which are different from our own.

MAJOR CONCEPT: DYNAMICS OF SOCIETY

Level: LATE ADOLESCENCE

Concept: The Family and Change

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Identify forces of society that affect family roles and influence relationships within the family.
 2. Accept the need for multiple roles expected of an adult in our rapidly changing society.
 3. Aware of forces that will have an impact on the family of the future.
 4. Utilize community services available for families.
 5. Analyze the impact of technological changes on the family.

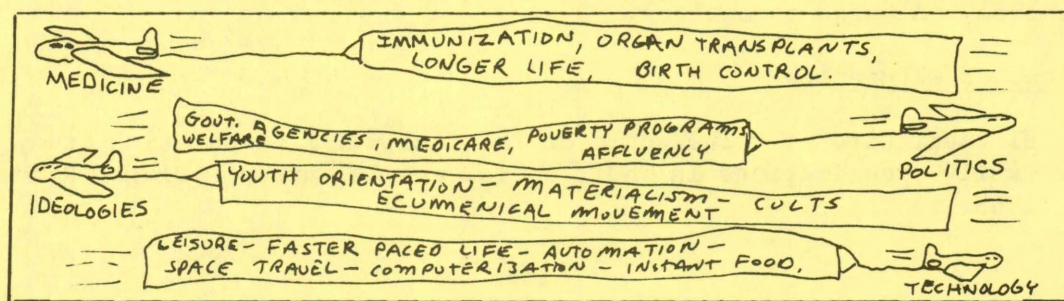
APPROPRIATE GENERALIZATIONS

1. The rise of industrialization affects the family by disintegrating kinship groups found in simple societies, changing the distribution of power within the nuclear family and changing family patterns.
2. In an industrial society the nuclear family that is small and mobile can make needed adjustments.
3. The many adjustments a family has to make when it moves can be a unifying experience if family members work and plan together.
4. In an increasing mobile society the individual's and family's community expands.
5. Prolonged unemployment can lead to deterioration of personality which can affect family relations.
6. Agencies outside the home today are assuming many of the roles for which parents formerly assumed responsibility.
7. Changes in our society have placed different emphasis on the roles and responsibilities of family members.
8. New ideologies that arise may create conflicts between generations.

9. Sex distinction of roles is no longer clearly defined in our culture.
10. As authority patterns and family structures change, the concept of male and female roles change to achieve recongized goals.
11. Over the years the family as an institution has been in a state of change.
12. A combination of many factors related to the family cause change to come about in society.
13. Families in the future may have some of the same values and functions as families today, but the methods used to achieve them may be different.
14. Learning to live with change is necessary for mental stability.
15. Change can be the dynamic, exciting cohesive factor that gives meaning and purpose to life within a family-
16. Becoming aware of community resources is the responsibility of each individual within the family.
17. Adult education is provided in many areas of study, and are sponsored by different agencies.
18. The more a social change threatens or appears to threaten the traditional values of a family the greater the resistance is likely to be to that change.
19. Social changes affecting one aspect of family life may affect other aspects not directly involved in the change itself.
20. When families recognize social problems and undesirable community situations they can cooperate with other families and agencies to effect change.

LEARNING ACTIVITIES

1. Discuss factors in society that have an impact on family roles and relationships. Use the bulletin board below as a spring board for discussion.



Has change strengthened or weakened the family? How? Identify those factors which the class feels weakens family relationships and 'brainstorm' on ways these factors could be turned into cohesive factors.

View Film: Have I Told You Lately That I Love You to see how technology influences family relationships; or

Children Without to learn of world food problems

Prepare research reports on specific areas of interest related to the home that have affected family life. (Example: The affect of convenience foods on the family)

**Formulate conclusive statements on how families can adjust positively to societal change.

POSSIBLE GENERALIZATIONS: 1 - 7 - 8 - 11 - 12 - 15

REFERENCE MATERIAL

Pupil References

Cavan, Ruth S. Marriage and Family in the Modern World, Chapter: "From Colonial Family to The Family of The Future", (The changing American family, family in the new suburb, technology and the future of the family, bringing the house up to date, cultural change and mental health.)

Cross, Aleene. Enjoying Family Living, Lippincott, 1967. Chapter: "Families of the Future."

Duvall, Evelyn. Family Living, Macmillan Co., 1961. Chapter: "How Families Have Changed."

Jenkins, Shacter, Bauer and Pounds. These Are Your Children, Scott-Foresman, 1966. Part: "Guiding All Our Children (in a changing world.)"

Moore and Holtzman. The Case for the Educated Parent, Hogg Foundation, 1967.

Moore and Smith. Our Concern: Children and Youth, Hogg Foundation, 1961, (A Guide to action).

Teacher References

Blitsen, Dorothy. The World of the Family: A Comparative Study of Family Organizations in Their Social and Cultural Settings, Random, 1963.

Goode, William. Readings on the Family and Society. Prentice-Hall, 1964. Chapters: "Social Mobility; Patterns of Mobility."

Hoffman, Lois and F. Ivan Nye. The Employed Mother in America, Rand McNally, 1963.

Kephart, William M. The Family, Society and the Individual, Houghton-Mifflin, 1966.

Kirkpatrick, Clifford. The Family: As Process and Institution,. Ronald, 1963.

Miller, and Swanson. The Changing American Parent, John Wiley and Sons Inc., 1958.

Moore and Holtzman. Tomorrow's Parents, A Study of Youth and Their Families, The University of Texas Press, 1964.

Summerville, Rose. Family Insight Through the Short Story. Teacher's Press. Teacher's College, Columbia University.

Womble, Dale. Foundations for Marriage and Family Relations, Macmillan 1966. Chapter: "Preparing for Marriage Tomorrow."

Transparency

Influences on Family Life. 20 visuals, 1967. The 3M Company. Identify social, economic, cultural and ethnic influences upon family life.

Films and Filmstrips

Children of Change (NS-5969), 30 minutes, black and white, Iowa State University. Film depicts the stress of children whose mothers work outside the home and on mothers who must adjust to two full-time jobs.

Children on the Move. 22 minutes, color, Coronet, 1965. Problems children face when families move from city to city.

Have I told You Lately that I Love You? ISU. Shows how automation affects human relationships; well done -- an eye opener -- might be used to introduce the unit.

Margaret Mead. 30 minutes, black and white, Encyclopedia Britannica Films, 1960. Discusses modern world problems.

Our Changing Family Life. 22 minutes, black and white, McGraw-Hill, 1957. Family of 1880 compared with today's.

The Uprooted. National Travels Aid Association. Related the problems of families on the move.

You Can Change the World (NS-5209), 30 minutes, black and white, Iowa State University. Emphasizes the importance of certain vocations which will aid materially to offset the efforts of those who seek to depreciate basic truths.

MAJOR CONCEPT: DYNAMICS OF SOCIETY

Level: LATE ADOLESCENCE

Concept: Society and Change

BEHAVIORAL OUTCOMES

A. The pupil will be better able to:

1. Recognize the impact of societal changes in this and other cultures.
2. Analyze the influence of new ideologies on behavior.
3. Be familiar with governmental agencies and programs that have an impact on the individual.
4. Analyze the significance of over-population in the world.
5. Appraise the provision made for society's increasing number of older citizens.

APPROPRIATE GENERALIZATIONS

1. In a rapidly changing world happenings on the national and international level have implications for everyone.
2. New ideologies, technological changes, and governmental agencies affect the individual, family and society and in turn the unit most affected will have an impact on the others since all are inter-related.
3. The welfare of one's own children is affected by the welfare of children everywhere.
4. Over-population of a country, community, or home may cause deprivation for all members in the unit.
5. Lowering the birth rate in the United States is a personal matter requiring changes in individual and family goals.
6. As the proportion of individuals of any age group changes, society is confronted with the problems of adjusting to the change.
7. Responsibility for the needs of society's increasing number of older citizens rests with families, community and/or nation.
8. Cultures differ as to the obligations of children to aged parents.

9. Government programs, retirement plans and insurances, can lessen the monetary concerns of the aged.
10. Early retirement of an older person who is still in good health can make him feel useless and unwanted.
11. Basic needs of individuals are the same regardless of age.
12. Psychological preparation for retirement is just as necessary as financial preparation.
13. A rapidly changing society creates new situations which have not as yet been defined by culture and therefore, confusion may arise.
14. Social change is related to technological, political, medical, ideological change or a combination of these.
15. The leaders of major social changes in a society are unlikely to come from the group traditionally in control; they are apt to come from deviant, marginal, disaffected groups.

LEARNING ACTIVITIES

1. Review the changes in society today and the need for being flexible.

Discuss national and international situations in terms of the implications these have on the family and individual. (Example: war, over-population, urbanization, race riots, space travel, threat of nuclear war.)

Relate how in news a current article/editorial might affect the families/individuals in your particular community.

View films on over-population and other social problems. (See reference list.)

React to the statement, 'No man is an island'.

****Summarize the effects of societal change on family, community and nation.**

POSSIBLE GENERALIZATIONS: 1 - 3 - 4

2. Write a paper on "When I retire at 65"; ask boys as well as girls to react.

From the papers identify negative and positive attitudes toward retirement.

Brainstorm/read current articles on problems resulting from retirement.

Report on the novel 'Chairman of the Bored' This is about an executive who had to retire at the age of 65 and the problems he faced.

Discuss how the situation changes when one retires; financially, socially, psychologically.

Listen to talks by representatives of various agencies that can help solve problems of the aged. (Social Security, insurance, social welfare, medicare, welfare, company retirement plans)

How can children and grandchildren help meet the basic psychological needs of the aging? Compile a list of the best suggestions.

Example:

NEEDS

Love and affection.....	visits, read to them write for them, express concern for welfare
Recognition.....	listen to them, ask their advice, introduce your friends to them
Security.....	make sure they are cared for adequately, help with legal matters.
Achievement.....	let them do as much for themselves as they can, ask for their help on things they can help you with.
Sense of belonging...	include them in family affairs..special recognition on their birthdays, anniversaries.

Read references on aging. Report on social organizations designed especially for senior citizens; attend one of their social functions and report back to class, have a panel of active older citizens who do community work, have interesting hobbies, travel, talk to class on the joys of old age.

Talk by geriatrician on the physical changes of the aged.

Discuss how the needs of the aged can best be met? Should the family rather than society be responsible for the aged?

Visit with some residents of a retirement home/nursing home for the aged. Observe the facilities and programs being provided. Give play on living with the aged: The Room Upstairs (See reference list)

What should be considered now in relation to retirement? What have you learned about meeting the needs of our senior citizens?

POSSIBLE GENERALIZATIONS: 6 - 7 - 9 - 10 - 11 - 12

FHA Offer services for the senior citizens in your community, personal services such as: read to them, write for them, take walks. Present informational, as well as entertaining programs at the homes for the aged. Ask senior citizens to participate in a program for FHA.

HOME EXPERIENCES

Plan a family gathering which includes an older member of the family. Make special preparations to give attention to, as well as meet the needs of the older guest.

REFERENCE MATERIAL

Pupil References

Anderson, Wayne. Design for Family Living, Denison & Co., 1964. Chapter: "The Need to Understand Old Age."

Goode, William. Readings on the Family and Society. Prentice Hall, 1964. part: "Technology and Change."

Jenkins, Shacter, Bauer and Pounds. These Are Your Children, Scott-Foresman, 1966. Part: "Home, School, Community, Work Together" (education for family living).

Teacher References

Landis, Paul. Social Living, Ginn Co., 1958. Chapters: "Life on the American Farm; The American Small Town; The Metropolis."

Womble, Dale. Foundations for Marriage and Family Relations, Macmillan, 1966.

Films and Filmstrips

A Place to Live. 24 minutes, black and white, 1955. Dynamic films. Stresses the family problems with having an aged member of the family.

The Detached Americans. 33 minutes, black and white, 1965. Carousel. Discusses the 'apartness' of today's society and examines the breakdown in the closeness of families as a possible cause.

The Nature and Extent of the Population Explosion in the U.S. 30 minutes, Encyclopedia Britannica, 1962.

The Population Explosion. 43 minutes Carousel Films. India is the locale of the film.

The Way of the Navajo. 45 minutes, black and white, CBS films, 1955. Indian life on and away from reservation and the adjustments needed.

U.S.A.: Time for Decision. 60 minutes, Indiana University, 1965. America's population problems are examined.

Writings in the Sand. 60 minutes, Indiana University, 1964. Population problems of the world as depicted in India.

Plays

The Room Upstairs. 30 minutes, 3 women, 1 man. National Association for Mental Health. Illustrates problems of old and young living together.

MAJOR CONCEPT: DYNAMICS OF SOCIETY

Level: LATE ADOLESCENCE

Concept: Use of Leisure

BEHAVIORAL OUTCOMES

- A. The pupil will be better able to:
1. Value leisure as a contribution to individual and family well-being.
 2. Identify the variety of leisure time activities for all ages.
 3. Plan creative use of leisure time.

APPROPRIATE GENERALIZATIONS

1. Leisure time is a resource that permits the individual to make choices as to its use.
2. Leisure time activities can promote physical, mental, social and emotional health and growth through amusement, recreation or re-creation.
3. Leisure time activities effect our culture and economy.
4. Choices of leisure time activities are results of personal values.
5. Family life can be enriched by planning for use of leisure time.
6. Leisure time interests established early in life are the basis for the kinds of activities that will be enjoyed in later years.

LEARNING EXPERIENCES

1. Define leisure. Discuss the value of planning for leisure.

React to the idea 'Productive Leisure Time'. Discuss what is meant by productivity.

Study references on leisure time and ways of using it.

Fill-in the following blanks.

1. If you had a free hour today, and nobody cared what you did, how would you spend it? _____
2. If you had a free day next week, and nobody cared what you did, how would you spend it? _____
3. If you had a free week next month, and nobody cared what you did, how would you spend it? _____
4. If you had a free year in ten years, and nobody cared what you did, how would you spend it? _____

Look over the answers you have just written, what goals and values are expressed?

****Why spend time talking about leisure? How can leisure be a personal and family asset?**

POSSIBLE GENERALIZATIONS: 1 - 4

2. Survey teens, young married couples, parents, and grandparents on their use of leisure. Compare these activities and identify the teen activities that have carry-over value for later years.

Discuss the affect of age on leisure time activities.

Hand-in favorite personal and family leisure time activities. List these activities on a chart to show how the activity might help individuals and families develop.

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
PERSONAL	Skating Dancing	Attending Parties Communicating	Reading Watching TV	Participating in Team sports Painting
FAMILY	Camping Gardening Bowling	Entertaining family friends	Attending Concerts and/ or Study groups	Playing with brothers and sisters

What activities from the above list contribute to more than one kind of development? Can you think of any activities that do not contribute to at least one kind of growth? Do leisure activities have to be good for you? What are some of the goals and values suggested by these activities. How do these activities affect our culture and economy?

Give special reports on interesting and unusual hobbies. Attend an adult class, visit a ceramic shop, art center, physical fitness gym, hobby shop or home laboratory for leisure. Discuss these experiences in terms of values and goals related to the activities, the carry over value for later years, type of growth implied by doing them, benefits beyond amusement.

Evaluate a favorite leisure time activity. What is the activity? Why do you do it? Do you consider it amusement? recreation? re-creation? How does it help develop you physically, mentally, socially and emotionally? What values are reflected in your choice of this activity? What goals, if any, are you working for through this activity?

****What criteria could be used to judge "good" use of leisure time?**

POSSIBLE GENERALIZATIONS: 1 - 2 - 3 - 4 - 6

3. Study the following case study for class discussion:

Tom and Mary Jones have 3 children, ages 5-7-9. Tom works in an office in the downtown area and commutes to their suburban home each night by commuter train. Mary is a homemaker.

This year they have decided to go on separate vacations. Tom is going fishing in Canada with some of his friends; Mary is going to New York City to do sight seeing and go to the theaters and do some shopping. The children are being sent to summer camp for 2 weeks.

- a. What reasons might Tom and Mary have for taking separate vacations?
- b. How might separate vacations help or hinder family relationships?
- c. Do you think separate vacations are a good idea? Explain.
- d. Identify the personal and family values and goals suggested in the above situation.

4. In groups, plan vacations on limited budgets and time for the various kinds of families. Use single adults who live together, newly married couples, young couples with pre-schoolers, couples with grade school children, couples with adolescents, middle age couples and elderly people. Report to the class as to the planned schedules, budgets, transportation, activities and interests of the members of the group. How do the plans coincide with learnings about individual and family life cycles?

****How can leisure time activities be individualized to meet individual family member needs and still be of interest to the family? Summarize 'ideas to remember' in planning leisure time.**

POSSIBLE GENERALIZATIONS: 1 - 2 - 4 - 5 - 6

FHA Plan and carry out a night of leisure for Mothers, Fathers, Brothers and Sisters. Evaluate the results.

HOME EXPERIENCES Plan an evening or afternoon at home when the family can complete a family project.

Help plan a family vacation, keep track of all expenses and identify means by which the vacation helped the family and its members develop.

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POSTING OF THE REPORT

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