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Salem Public Schools, Oreg.

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The document represents the efforts of a 15-member family life education workshop attended by teachers of grades K-12 with representatives from the fields of home economics, health education, social studies, biology, and counseling services. The curriculums are appropriate for teacher use in grades K through 12 or in teacher training. They were developed, tested, and revised, and are currently on trial in all Oregon schools. Units are classified according to (1) grades 1-6, (2) health grades 7-12, (3) social studies grades 7-8, (4) U.S. history, (5) biology, (6) modern problems, and (7) family living for grades 7-12. Each unit contains sections with introductory material, typical student questions, teachable materials, profitable activities, concepts and attitudes, and lists of films, filmstrips, books and pamphlets. (FP)

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# FAMILY LIFE EDUCATION

*Basic Program*

*for*

**Salem Public Schools**

**Salem, Oregon**

**1968**

VT008226

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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# AN OUTLINE FOR BASIC FAMILY LIFE EDUCATION,

Grades 1 through 12

Salem Public Schools,

Salem, Oregon

1968

Charles D. Schmidt - Superintendent

George B. Martin - Asst. Supt. for Secondary Schools

Arthur V. Myers - Asst. Supt. for Elementary Schools

Maurice C. Williams - Director of Curriculum

George Sirnio - Director of Physical Education,

Health and Recreation

**ACKNOWLEDGMENT**

**TO**

**AMERICAN SCHOOL HEALTH ASSOCIATION**

Appreciation is expressed to Dr. Delbert Oberteuffer, Editor, "The Journal of School Health", for the permission and authorization to use the materials contained in this guide. Particular reference is made to "The Journal of School Health," Volume XXXVII, No. 5a, May 1967., "Growth Patterns and Sex Education."

FAMILY LIFE EDUCATION  
Basic Program  
for  
Salem Public Schools  
Salem, Oregon  
1968

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## FOREWORD

In preparing teaching units from this guide, it is understood that there are a variety of class-level structures in the district (self-contained, team teaching, cooperative teaching) and that, because of this, it may be deemed best to combine the units of two or more grade levels for presentation. It is also essential that the teacher be aware of the variety of guides available which, while covering the same study area, may have a format that is easier to use for a specific preparation.

These factors should also be kept in mind when preparing to use resource materials and people. The list is constantly changing with many items being deleted or added, and or added, and some items being reclassified for use at a different level than previously indicated. This latter process will no doubt be accelerated as the total program of Family Life Education is expanded in the district.

It will remain the responsibility of each teacher to use classified and graded subject matter and insert it into the curriculum where it is to be presented most effectively. The state guide, "Health Education in Oregon in Elementary Schools: K-8", covers some areas not presented in this manual. The unit on Citizenship probably can be a part of the social studies program and easily supplemented through the elementary counseling services and the AV department.

This document represents the efforts of a 15-member Family Life Education Workshop Committee which worked June 16-21 to re-examine the grade 1-12 offerings in family life in the Salem Public Schools. The committee was constituted so that each grade, 1-6, was represented by someone teaching at that particular level. Each of the Salem senior and junior high schools was represented and concurrently the fields of home economics, health education, social studies, biology, and counseling services.

The committee established the following pattern for its work. The existing curriculum outlines were examined to ascertain what topics were currently included. Omissions and duplications were noted and a new outline was prepared. The intent was always to develop a more comprehensive treatment of the whole area of family life and to eliminate undesirable overlap. Resource lists were prepared or revised.

Several circumstances became evident as the work proceeded. One was that the sex education content was weak, particularly at the elementary level. Still another was that in some instances even the existing content was inadequately taught or not taught at all. Teachers need to be encouraged, administrative concern needs to be explicit and evident. Another was that the teachers were quite uncertain as to what extent community opinion would support them in their efforts. Reassurance was provided on this point by participation in the workshop by several members of the Community Family Life Education Committee. The interchanges which resulted at these times were quite helpful and supportive.

Inservice education of teachers is clearly one of the essential features of the program. The first need is to familiarize the teachers with the revised family life education program; the second is to help the teachers in the development of their competency to handle the instructional obligations which are inherent in the program; the third is that a continuing and carefully planned program of inservice education be devised. Workshop participants emphasized the need for teachers to feel competent and at ease with instruction in family life- sex education. To this end it is important that teachers have the opportunity to voice their feelings relative to their inservice needs, and that the inservice programs be planned carefully to meet these needs. Finally, the need for adult education became evident. The need seems to have two facets-one, the education of adults who can understand and support the efforts of the schools and, two, to help them meet their own personal needs as family members.

This publication will be most valuable if subject to continuing re-examination and revision. The needs of the pupils and the community and the competencies of teachers will be constantly changing. These factors point to the need for a continuing alertness to needed curricular modifications.

### Committee Members

Mr. Bruce Barker . . . McNary High School, Co-Chairman  
Miss Helen Blanchard . . . Parrish Junior High School  
Mrs. Virginia DeLoretto . . . North Salem High School  
Miss Judy Foreman . . . Highland Elementary (Grade 3)  
Mrs. Rita Hathaway . . . Waldo Junior High School  
Mr. Boyd Hillesland . . . Grant Elementary (Grade 6)  
Mr. Virgil Lamb Four Corners Elementary, Princ., Co-Chrmn.  
Mrs. Marjorie Lee . . . Auburn Elementary (Grade 4)  
Mr. Ken Leonard . . . North Salem High School  
Mrs. Helen Lucas . . . Richmond Elementary (Grade 1)  
Mrs. Fay Mort . . . McNary High School  
Mrs. Janet Sermon . . . Brush College Elementary (Grade 1)  
Mr. Jim Schirle . . . Bush Elementary (Grade 5)  
Mrs. Alma Wells . . . South Salem High School

**Dr. George J. Sirnio, Director  
Health, Physical Education,  
Athletics and Recreation**

**Dr. Maurice C. Williams  
Director of Curriculum**

**Dr. Lester A. Kirkendall  
Oregon State University**

### Introductory Comment

The development of favorable attitudes and the use of correct terminology are most important. Most kindergarten and first grade children are quite conscious of differences between male and female and are self-conscious or "giggly" when references are made to parts of the body. Most of them know that a baby grows inside the mother, but are not interested in how it got there or how it gets out. According to most kindergarten and first grade teachers, many children "always have known" there must be a mother and a father involved in order to have a baby.

### Teachable Material and Profitable Activities

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research individually or as groups. Discussion of their normal activities and the educational or behavioral implications of these activities is highly desirable. The material taught in this unit, as in every unit, should be related to the age, interests, and needs of the children being taught. Suggestions here can be and should be adapted to the particular classroom, school and community in which the teaching is done. The following content and related activities are suggested as being appropriate for children in kindergarten and the first grade. References to the Salem Basic Guide and "Health Education in Oregon Elementary Schools" indicate additional learnings which complete the program of Family Life Education.

## UNIT I LEARNING CORRECT TERMINOLOGY

### A. Teachable Material

The genital parts should be named accurately from the very beginning to increase respect for the body by talking about it with respect and to discourage pupils use of baby terms, slang terms, and possible "dirty" words picked up from family and friends. Questions should be answered with the proper anatomical and scientific terms so children begin early to accept and use these terms. Parts of the body such as penis, labia, buttocks, and breast can be referred to correctly in as natural a manner as can mouth, lips, eyes, and ears. The teacher who at first may feel slightly ill-at-ease in using the correct terminology will find that such usage becomes natural and comfortable with a little practice. Teacher should be familiar with the slang terms children may be using and strive to substitute a correct vocabulary.

### B. Profitable Activities

1. Rather than planning separate activities through which children will learn the proper names, this learning better and more naturally can be accomplished if the teacher uses and explains the correct terminology in connection with other pupil activities, where appropriate, and when answering student questions.
2. Children should be encouraged to substitute correct terminology for "baby" terms or slang whenever such words are used in their ordinary conversation with each other or with the teacher.

- C. The following partial vocabulary list includes words which both teacher and student should be using freely and easily by the end of the school year. They should be introduced as the need arises, or substituted for slang terms the children may be using:

mother's breast	uterus
urine	anus
sperm (father's cell)	mate
penis	urinate
contractions	vagina
cell (egg)	umbilical cord
bowel movement	pregnant
reproduction	



Teaching of the existing social studies unit, "Living In Our Schools," begins the first hour of the first day each fall. This unit includes the following expectancies. The pupil should:

1. Explore his new school.
2. Become acquainted with the room.
3. Become acquainted with the building.
4. Become acquainted with the school playground.
5. Become acquainted with the school routine.
6. Know the helpers in our school.
7. Know how to care for himself in school.
8. Discuss how to have fun together. Activities and resources are outlined in the basic guide. Each teacher should also include the following material which, for the purposes of this manual, is the second unit.

## UNIT II RESPECTING THE RIGHTS & PRIVACY OF OTHERS

### A. Teachable Material

1. Boys and girls go to the bathroom separately in school, and children should be helped to understand the wish for privacy as a normal desire, not as an expression of shame. Too often, in trying to develop the attitude of respect for privacy, the impression is given that this is due to shame for the parts of the body that will be exposed. There should be ample opportunity to foster the concept that the private parts of the body are private, but not shameful. Students will exhibit normal curiosity concerning sex differences.
2. Children will need to learn what actions constitute acceptable behavior in the washroom or bathroom. They need help in making the transition between going to the bathroom alone at home and going in groups when they are at school.
3. The habit of washing one's hands after going to the toilet and before eating should be developed or reinforced.

### B. Profitable Activities

1. As a part of their orientation to school, boys and girls usually tour the buildings and visit such places as the library, art room, auditorium, health office, main office and gymnasium. A trip to both the girls and boys bathrooms should be included for all students. Most boys have not been inside a men's room and are not familiar with a urinal or its use. Most girls will not have the opportunity to visit a boys bathroom at any other time or place, and this tour will serve to satisfy their curiosity. This visit also lends itself naturally to the discussion of anatomical differences and to learning the correct names of body parts. While in the bathroom children may demonstrate the best way to wash and dry their hands. They also may be encouraged to note reasons why it is dangerous to run or "fool around" in the bathroom. Acceptable behavior in the washroom or bathroom then could be discussed either while there are there or after they return to the classroom, and the class may wish to develop a list of behavior standards.

This detailed sample lesson has been included to help you get started in an easy, natural way. It should be employed early in the school year.

Aims:

- (1) Know there are only two kinds of children—boys and girls.
- (2) Give direction to sex role in life and establish positive concept of own eventual maturity as desirable goal.
- (3) Learn correct terms for elimination and associated body parts—review toilet habits.
- (4) Discuss safety habits on way to and from school.

A-V aid is a picture chart similar to illustration on p. 23 of "A Baby Is Born", Levine & Seligman, N.Y., Golden Book Press, 1949.

**Introduction  
In  
Classroom**

Compliment class on how much taller and more grown up you seem to be now than when you came for pre-school visitation last spring. Some of you might even have started to think about what you might like to be when you are grown up. (Ask boys for their ideas first.)

I'm glad you are thinking about becoming ----- . I'm sure you will be a very good ----- . It's important to everybody living in town that we have a fine ----- in our neighborhood store, etc.

**Establish  
Sex Role**

I know it's pretty early to be asking you to make up your mind about the future, but one thing is certain: each boy will become a bigger boy, then a young man, then a grown-up man, maybe some day find a young lady he loves very much, get married to her and maybe become the father of a little baby boy or a little baby girl. (Duplicate same routine with girls.)

**Positive  
Concept  
Of  
Eventual  
Marriage  
and  
Parenthood**

I know some of you still haven't decided about what you might like to become when you're grown up, but that's all right. There is still lots of time for thinking about that because it takes many years to grow up and you are growing up a little every day.

When your teacher thought you had grown up enough to walk nicely in a line through the hall, she took the class to visit many interesting places in the school building. Can you name one thing you have noticed at school that is the same as something you have at home? (Go through this same procedure with something different from anything you have at home.)

Today, we are all going to go down the hall to see something different from anything you have at home. We are going to visit both the boys and girls lavatories (bathrooms). To form lines, ladies first, all children who are going to grow up to be young ladies, please form a line here. (Repeat for 'gentlemen'.)

**Reading  
Readiness  
Concept,  
Same vs.  
Different**

Are there any children still sitting in their chairs? How many lines do we have? see one line of boys and one line of girls—two lines—two different kinds of children. Down the hall, we have two different kinds of bathrooms, one for boys and one for girls. First, we will visit the boys bathroom.

**Only Two  
Kinds of  
Children**

In boys bathroom, teacher stays at door to keep out other children.

**Science  
Concept—  
liquid vs.  
solid**

The toilets get rid of whatever is left over after your body uses all that it needs from the food you eat. The liquid waste is called urine and the solid waste is called a bowel movement. Many of you use other words at home to tell mother about going to the bathroom.

**Correct  
Terms for  
Elimination**

We want you to hear and understand the grown-up words at school. When you go to the bathroom to pass the liquid waste called "urine" you say you urinate. When you go to the bathroom to pass the solid waste called a "bowel movement" you say your bowels move.

Display picture chart of two children standing in bathtub being bathed by mother. What do you see in this picture? You all seem to agree that one of the children in the picture is a boy and the other a girl. When I look at the picture I can see that each child has two arms. How many eyes does the boy have? The girl have? (Repeat with mouths, legs, etc.)

**Correct  
Names For  
Body Parts,  
Body  
Differences**

Their bodies are made mostly alike but some parts are different. Boys bodies are made so they can become fathers after they are grown up and married. Girls bodies are made so they can become mothers after they have grown up and gotten married. Boys and girls bodies are also different in the parts used to urinate. You can see in the picture that the boy has a penis hanging down on the outside of his body that he uses to urinate. Because all boys bodies are made that way, it is easy for them to urinate standing up. In the boys bathroom, we have these special urinals that the boys can stand in front of to urinate. You won't find urinals like these in the girls bathroom. They wouldn't be of any use there because a girl never has a penis. There is nothing missing from her body; it's just that a girl's body never has a penis. Instead, a girl has a special opening between her legs for the urine to come out of her body. For that reason, a girl urinates when sitting down on the toilet seat.

You'll find that these sitdown toilets are needed in both the girls and boys bathrooms. All the girls and boys eat solid food and the part of the food that their bodies can't use will become their bowel movement. Both boys and girls have the same kind of opening between their legs toward the back of their bodies from which their bowels move. It is called the anus.

**Health  
Habits**

Ask children to tell you good health habits to remember when using the bathroom. (Use toilet paper, flush toilet, wash hands, dispose of towel in container, etc.) Demonstrate flushing of urinal. Take class for a quick visit to the girls bathroom and then back to the classroom.

**Signs of  
Love in  
Family**

In room, show pictures. Some of you who have a baby sister or brother at home already knew about how boys and girls bodies were different from watching when mother changed the baby's diaper. Others don't have a baby at home so I knew you would be interested in seeing this picture. The only way you can tell the boy from the girl is because he has a penis and scrotum on the outside of his body. I know you don't remember the way you were born, but Mommy and Daddy were very anxious to know whether you were a boy or girl. The doctor at the hospital where you were born was a very smart man but how do you suppose he knew whether you were a boy or a girl so he could tell the good news to your parents? That good news made your parents very happy. Another reason I brought along this picture was because I wanted to be sure you knew how a boy's body looked different from a girl's body and I did not want to ask any of you to take off your clothes

**Safety  
To and  
From  
School**

I know many of your mothers have told you not to take off your clothes or let anyone undress you, except for your doctor's checkup or a special time when mommy asks the baby sitter to put your pajamas on and get you ready for bed. I'm sure your mother has told you many other safety rules to remember about coming to school and going home from school. Can you think of a good safety rule your mother has told you about strangers?

**Assignment**

When you get home today, you can tell mother all about the safety rules you remembered to practice on the walk home from school. I know she will be very proud to hear about how your behavior is becoming quite grown up. If mother drives you home in the car, you can tell her about the safety rules you will remember to follow on some day when you do have a chance to walk home. Safety rules are very important. All of us at school love our girls and boys very much and want you to stay safe and well. We look forward to seeing your smiling faces each morning.

Everybody likes to play guessing games. You can have a lot of fun at home this evening by playing a game of "Guess". First say, "Guess where I went in school today." If nobody guesses the right answer, say "I'll give you a hint. We don't have a room like that one in our house." If they still don't guess the right answer, will they be surprised when you tell them your whole class was inside the boys bathroom. You might even find out that your mother and sisters have never been inside a boys bathroom. You are getting so smart—you can tell them all about it.

**Suggest  
Next  
Lesson**

We will be talking about more of these things in school. How many of you have a cat for a pet at home? In a few days, we will see a film about a mother cat and her six kittens. Do you think she can teach us some things about families?

**A-V materials from which other lessons are developed:**

**Film: "Tabby's Kittens"**

- a) First showing, as science film; by classroom teacher.
- b) Second showing, 1 week later, by Nurse-Teacher.

Beforehand, ask children to watch how mother cat takes care of baby kittens and compare with way your mother took care of you or another baby at home. Include in follow-up discussion: carrying baby, bathing baby, playing with toys, nursing and feeding, use of litter box; review terms for elimination, manners, etc. Note variations in family forms in animal and human life.

**Book: "We Are Six"**

Picture story of family of 5, with mother going through another pregnancy. Photographs show mother's body getting bigger as baby gets bigger, family preparations for new baby, happiness of family when baby is born, mother nursing baby, family learning to love and help care for baby, etc.

**Book: "What Is a Chicken?"**

Use in conjunction with incubation project. Discuss continuity of living things, mark off incubation period on calendar, make posters showing chicks hatching, plan for disposal of chicks (or eggs that don't hatch) to farm. This becomes a building project—older children visit and read or tell about what's going on inside incubating eggs, according to material assigned to their grade level. The children develop verbal ability, telling visitors about the project. Plan to study other animal families.

Each teacher can make a significant contribution to a revised Family-Life Education manual. Please use this page to note problems you have encountered; also, activities, filmstrips, resource people, etc. which have been helpful in teaching in the material in this and the following units.



4/7

The second unit of the first grade social studies program deals almost exclusively with the area of family life education. Following is the general outline.

- (1) Learn about living with your family.
- (2) Understand and appreciate what a home is.
- (3) Realize the importance of cheerful cooperation.
- (4) Recognize that attitudes and values are important to happy family living.
- (5) Accept the worth and dignity of all people regardless of race or belief.
- (6) Discover how to work with your family.
  - (a) Appreciate the enjoyment found in living together.  
Activities and resources are included in the basic guide.  
In presenting this material, the teacher should also introduce the following unit.

### UNIT III THE ARRIVAL OF A NEW BABY

#### A. Teachable Material

Young children are fascinated by babies, and the anticipation and arrival of a new baby in his family, or even in a neighbor's family, is an important event in a child's life. The teacher can capitalize upon children's natural interest in babies to foster the attitudes of happy anticipation of an addition to the family, and of acceptance of the new baby when it does arrive. Such attitudes may be fostered by emphasizing the miracle of a new life and by easing a child's fear that a new baby will afford him competition for the love and attention of his parents. A child who understands and feels secure in his own role as a member of his family will be better able to accept and to appreciate a new brother or sister and to adapt himself to a changing family situation.

#### B. Profitable Activities

1. Male and female guinea pigs or hamsters may be kept in the classroom. The pregnancy of the female will offer ample opportunity to discuss the miracle of the creation of new life and those aspects of pregnancy and birth and the care of the young which are of interest to children in kindergarten and the first grade.
2. Discuss ways in which human parents differ from and are similar to animal parents in planning for and taking care of their young.
3. The teacher can observe attitudes toward family life and family members as these are revealed through play situations in the "playhouse center". These then can be discussed with the children.
4. Desirable attitudes and practices related to family living can be fostered through role-playing and skits. Some of these might pertain to family roles of mothers and fathers, simple courtesies or "manners" displayed by family members toward one another and by boys and girls toward each other in the classroom, cafeteria, etc., getting along with older or younger brothers and sisters, helping to care for a new baby, ways in which young children can help with family activities. Other possibilities will occur to the teacher as she observes the children in her own class.

### RESOURCES FOR STUDENTS AND TEACHERS

#### Films:

- "Human and Animal Beginnings. C. Brown Trust-Distributors: Hank Newenhouse, 1017 Longaker Blvd., Northbrook, Ill. Color 22 minutes.  
Young children express their beliefs about origin of human life in drawings. Preview before showing. Kindergarten, Gr. 1 & 2; Excellent.
- "Mother Hen's Family"  
The wonders of birth. 10 minutes. Shows how eggs are hatched by hens. Depicts a small boy with the help of his father following the process from the laying of the eggs to the hatching of chicks. Shows the boy recording on a calendar the time of setting to the day of the hatching of the young chicks.



**Film Slides:**

"How Babies Are Made"

**Books and Pamphlets:**

Bauer, W.W., M.D., et al. "Just Like Me". Chicago: Scott, Foresman & Co. (Pupil)  
Child Study Association of America, Inc. "What To Tell Your Children About Sex"

New York: Permabooks, 1958. (Teacher)

Gruenberg, Sidonie M. "Wonderful Story of How You Were Born". NY, Doubleday & Co.

1952. (Pupil)

"How Your Child Learns About Sex". Columbus, Ohio: Ross Laboratories (Teacher)

Irwin, Leslie, Ph.D., et al. "All About You". Chicago, Lyons & Carnahan, 1965. (Pupil)

Schneider, Herman & Nina Schneider. "Science for Work and Play".

Boston: D.C. Heath & Co., 1955 (Teacher)

Family Life Education includes many areas covered in the handbook, "Health Education in Oregon Elementary Schools", pages 9-16 include the following units for first grade:

1. Personal Hygiene
2. Nutrition
3. Wholesome Activity and Rest
4. Prevention and Control of Disease
5. Community Health Services and Agencies
6. Mental Health
7. Home Safety
8. School Safety
9. Community Safety

The following sample lesson may be helpful in planning these units:

**First Year Sample Lesson:**

**Aim:** To interest child in wonder of body and help child realize he himself is responsible for building his body each day by practicing good health habits.

**A-V Aids:**

Haynes, Olive. "The True Book of Health"

Introduction: How many of you have ever watched workmen build a house? (Discuss) Without even realizing it, you are building a house for yourself—your body. It is not being built out of wood or bricks but from living building blocks called cells that your body makes out of the food you eat.

**Responsibility For Own Body**

Read "The True Book of Health". Compares body to house. Presents idea of how family can move to a new house if the present one needs too many repairs, but you can never move out of your body, your other house, so you must practice good health habits to help keep it in good condition.

**Wonder Of Body**

Follow up, discuss parts of house that remind you of parts of body, i.e., attic. Almost every house has an attic (check on understanding). In the attic, you keep things you only use once in a while. Your head is like the attic of your body and is used for storing the things you learn in your brain. If you want to remember something you learned last week, you start to think and, like magic, you can usually remember it right away. An attic of a house can't do anything but keep the things that are stored there, but you can think and use what you have stored in your brain in many interesting ways.

**Review  
Correct  
Terms For  
Elimination**

Every house must have a way to get rid of all the things the people do not want to need. Can you use that wonderful brain up in the attic of your body right now and think of what we said earlier in the year about how you get rid of the things you do not need to help build your body? Can you remember about our visits to the boys and girls lavatories? Discuss: what can you do to help make your body a comfortable house in which to live?

**Assignment**

- (1) Think of something you can tell your teacher tomorrow about a part of your body that you think is like a part of a house. Your teacher will tell you of things she has thought about, for example, the eyes are like windows, the hair like a roof, etc.
- (2) Think of something you can tell your teacher tomorrow about something you can do to help make your body a more comfortable house in which to live.

**Conversation  
Contact With  
Family**

It would be fun to talk about these things at dinner tonight. I am sure the whole family could give you some good ideas.

**Discussion Period**

First Year A-V materials from which other lessons are developed:

Film: "Mother Hen's Family"

Show at time of incubation project. Shows 4 and 10-day development of chick embryo.

Film: "What Do Fathers Do?"

Occupation film, to build up father image. Father's earnings buy things whole family wants and needs. Tells of importance of getting to places on time, how workers cooperate to get job done, how people who work together get to be good friends, how people are happy when they like their jobs and can do them well, etc.

Book: "We Are A Family", pp. 1-24.

Story of a chimpanzee family; parallels situations child might have experienced in own family, i.e., reaction of Mapa to unexpected arrival of baby brother, etc.

Book: "All About Eggs"

Begins with hen's egg and then shows many other eggs and animal babies that hatch from them. Adds to understanding—other animals have babies too, but you never see their eggs at all because they are hidden inside body of mother and grow into a baby in a special sac. When baby is ready to be born, it comes out into the world through a special tube that stretches to let it out. (Cross section of several animal babies in utero shown). You, too, grew from a tiny egg inside your mother's body, etc.

Book: "The House In the Hoo"

Story of chipmunk family—mother and 3 children, no father in home. Children in class recognize themselves in many of the adventures of the chipmunk family children: Doodle, Dawdle, and Dumpty. Mother chipmunk has to make up for their fooling around and not acting responsibly about getting their work done. The rabbit, the animal nobody believed could be of help to anyone, saves the day. Unit Three of the Social Studies curriculum (see Basic Guide) is entitled, "Enjoying the World About us". It also contains many areas of Family Life Education with opportunities to expand the concepts and attitudes which are the philosophy of this program.

### Supplementary Opportunities:

Many opportunities for "incidental" or supplementary teaching will arise in the course of any given study period or school day. The observant teacher will notice them and, depending upon their value, their relation to the subject at hand, and their feasibility, may wish to capitalize upon them for purposes of additional learning. For example, in first grade, such opportunities might present themselves in connection with a field trip to a farm or zoo, or with incidents related by children during "share time"

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives, will wish to consider the development of those attitudes and concepts so vital to the intelligent practice.

### Concepts:

As a product of their experiences in the areas of Family Life Education, it would be hoped that some such concepts as these would be formulated by children in the first grade:

- (1) All living things reproduce. Life comes from life.
- (2) The creation of new life is one of nature's greatest miracles.
- (3) Every child has a mother and a father in the beginning.
- (4) Every person needs to have a feeling of belonging.
- (5) Each member of a family is an important member. Children and parents working and playing together help to make a home a happy place to live. There are many ways in which children can help to make their homes happy ones.
- (6) Each member of a family is interested in the well-being of every other member.
- (7) Using good manners lets other people know that we like and respect them. Thoughtful boys and girls are courteous to each other, to their mothers and fathers, their brothers and sisters, and to everyone else.
- (8) Every person desires privacy at some times. Each person has a right to privacy, and each should respect the privacy of others.
- (9) Each part of the body is an important part of the whole person, and there is nothing shameful about any part of the body.
- (10) We should be cautious in dealing with strangers. Although some strangers who offer rides or candy to children are trying to be kind, others are not. We should always refuse such offers and should tell our parents and teachers about them.

Attitudes: As an outcome of these units, it is to be hoped that the student will form some such favorable attitudes as these toward himself, others, family living, and reproduction:

- (1) An appreciation for the role of each family member.
- (2) An appreciation for his own importance as a member of his family and a desire to contribute to his family's well-being.
- (3) A respect for the rights of others.
- (4) A sense of wonder in regard to reproduction.
- (5) A wholesome respect for all parts of the body, and a desire to learn and to use correct terminology in referring to them

### Movies:

Food From Grains  
 In Case of Fire  
 Let's Play Safe  
 Patty Learns to Stop, Look and Listen  
 Playground Safety

Soapy the Germ Fighter  
 Teeth Are to Keep  
 Where Does Food Come From?  
 Your Friend the Doctor  
 We Get Food From Plants & Animals

**Filmstrips:**

Avoiding Germs  
 Food for Good Health  
 Growing Up  
 Home Safety  
 Linda Learns About Courage  
 Loose Tooth  
 Our Health Department  
 Playing in the City Streets  
 Your Food and Digestion

Rest and Sleep  
 Safety at School  
 School Bus Safety  
 School Nurse  
 True Book of Health  
 Waste Disposal for the Community  
 We Make Some Safety Rules  
 Workers for Health

**Filmstrip Series:****Discovering Life About Us (5 filmstrips)**

A Visit To a Pond  
 A Visit to the Woods  
 A Visit to the Seashore  
 A Visit to a Farm

**Learning About Living Things (6 filmstrips)**

What is Alive  
 Finding Living Things  
 Finding Living Things  
 Living Things Hard to See  
 Food for Living Things  
 Living Things Need Each Other  
 How Life Continues

**Our Community (8 filmstrips)**

Living On a Farm  
 Living In a Town  
 Living In a Big City  
 Our Food and Clothing  
 The Home We Live In  
 The People In Our Community  
 Working In Our Community  
 Knowing Our Community Long Ago and Today

**Model**

Toothbrush and Teeth Set

**Prints**

Children and the Law  
 Foods and Nutrition  
 Health and Cleanliness  
 Health Helpers

**Introductory Comment**

Second and third grade children are interested in things around them and in how these things affect them personally. They are interested in the growth of all living things. They continue to show great interest in babies, in the differences between boys and girls, and in their interactions with one another.

Experiences and opportunities to arouse more curiosity should be provided. The teacher should take advantage of situations as they present themselves. Questions asked by pupils are signs of curiosities or problems which can become material for classroom discussion, projects, or reading. The teacher should encourage students to ask questions, in fact, should seek them out, and should be prepared to help the pupils find clear, simple, honest answers. The following content and related activities are suggested as being appropriate for students in the second and third grades. Additional information, suggestions, and activities may be found in "Health Education in Oregon Elementary Schools", K-8, p. 17-31.

**UNIT I UNDERSTANDING GROWTH****A. Teachable Material**

1. Growth is natural in all things.
2. The growth and family needs of human babies and children as compared to those of animal babies.
  - a. the need for a loving family. Comparisons among plants, animals and humans—similarities and differences.
    - (1) reproduction and nurture of plants
    - (2) reproduction and nurture of animals
      - (a) some animals reproduce from eggs outside the body, some from eggs within—study characteristics of mammals, birds, fish.
      - (b) different kinds of animals feed their young in different ways, e.g. birds bring food to their young; mammals breast-feed their young.
    - (3) reproduction and nurture of humans
      - (a) people reproduce from eggs within the body
      - (b) every child must have a mother and a father; explanation or discussion of love of mother for father, father for mother, both for child
      - (c) human families have a normal desire for babies and prepare for their care. Parents' responsibilities include: feeding, protecting and providing shelter; enjoying and teaching their young; helping their children grow up and become independent of their parents; planning size of family, according to religious beliefs.
      - (d) Mother's cell and father's cell unite to begin new life (mating).
      - (e) Mother carries baby in uterus.
      - (f) Babies born alive
        - 1) Discuss birth process
          - a) uterus contractions
          - b) door opening (cervix)
          - c) baby in birth canal (vagina)
          - d) baby is born
          - e) baby's first breath
          - f) mothers nurse and take care of babies
  - b. how long does it take to grow up?
    - (1) human babies grow and develop more slowly than animal babies. Their parents take care of them for a longer time—discuss reasons.
    - (2) relative differences in age, e.g., "grown up" and "old" for a person, for a bird, for a dog.



3. Understanding the ways in which we grow
- a. physical growth
    - (1) how foods help us grow
      - (a) we need many kinds of foods to keep us well and growing
      - (b) foods come from many sources, e.g., seeds, fruits, leaves, stems, roots, animals
      - (c) unwashed food may carry germs or retain chemicals used by the farmer. Vegetables and fruits should be washed before they are eaten or cooked.
      - (d) food must be digested so we can use it to help us grow (elementary study of the digestive process)
        - digestion starts in the mouth
        - how cells use food for growth and make waste products
      - (e) we get rid of waste products in several ways (free discussion of waste excretion through urination, bowel movements, respiration)
    - (2) how sleep helps us grow
    - (3) how activity helps us grow
  - b. growth in learning
    - (1) what are the ways in which we learn?
      - (a) from playing games (play and the use of energy in developing normally. The importance of exercise and playing games should be stressed.)
      - (b) from going to school
      - (c) from the things we do with our families
      - (d) from reading for fun
      - (e) other ways
    - (2) how sleep affects our growth in learning
  - c. growth in developing a sense of right and wrong
    - (1) develop judgment of what is right or wrong for ourselves and others
    - (2) understanding tattling—appropriate, unappropriate
  - d. growth in socialization—relationship with others
    - (1) placing worth on our own actions—respect for self and others
    - (2) consideration and respect for others' rights and feelings
    - (3) the warm feeling that comes with being cheerful and unselfish
    - (4) good manners and good grooming learned at home and in school increase respect for self, show our respect for others, and increase the respect that others have for us.
      - (a) taking turns and concern for others
      - (b) being clean and well-groomed
        - people who are clean and well-groomed are more pleasant to be with
        - keeping clean helps us to stay well and happy by avoiding disease and illness
        - ways of keeping clean at school and home, e.g., washing hands after toilet and before eating.

4. Suggested vocabulary:

breast  
 mother's cell (egg)  
 urine  
 bowel movement  
 respiration  
 urinate  
 father's cell (sperm)  
 reproduction  
 vagina  
 penis  
 placenta  
 uterus  
 umbilical cord  
 contractions  
 mate  
 pregnant

**B. Profitable Activities**

1. Plan a field trip to a farm or a zoo in the spring to observe animals with their young.
2. Children might collect cocoons, frogs, tadpoles, to be used in illustrating their young.
3. An aquarium, or a terrarium, or both might be begun and maintained in the classroom to demonstrate both the "web of life" and growth and reproduction.
4. Walking trips might be taken in the fall to note and record the places in which certain plants are growing. Then in the spring children can return to these places to see if new plants of the same varieties are coming up in the same locations where they grew in the fall.
5. Let children plant seeds either indoors or out. When the plants come up, have children purposely neglect some and take proper care of the others. They can observe that those plants which are well tended and cared for grow more beautifully or sturdily than those which are neglected. Keep record in diary or picture form.
6. Collect pictures to make bulletin board displays illustrating
  - (a) the way in which animals care for their young
  - (b) the ways in which human parents care for their children
7. Children in the second and third grades are old enough to understand the fundamentals involved in using the basic four food groups as a guide to eating. They will enjoy such related activities as planning meals for a day, evaluating their own personal diets for a day, and evaluating hypothetical menus proposed by the teacher in terms of the guidelines suggested by the basic four food groups.
8. A "grocery store" might be set up in a corner of the classroom. Children could plan meals for several days, "shop" for the food needed for these meals, and in the process learn something about food prices, budgets, and how to make change.
9. Children this age may be interested in determining the sources of the many foods they eat. They particularly may enjoy doing this with foods for which the source is not obvious, e.g., cheese, jelly, bacon, bread, ham, various kinds of cereal. They might also study about parts of the country where different kinds of food are grown, ways in which foods are processed, etc.
10. A "tasting party" might be held at which children taste some kinds of food with which they are not already familiar. The foods selected would depend upon the eating customs of children in each class.
11. The use of models and other visuals may be used in illustrating digestion, respiration, circulation, and excretion.
12. Record growth through weighing and measuring.
13. Write stories about "How I Feel About Being a Boy" or "How I Feel About Being a Girl".
14. Discuss things we inherit from parents, grandparents, even great-grandparents.
15. Bring own baby pictures and guess who is who.
16. Raise and care for classroom pets as guppies, hamsters, white rats, etc.
17. Care for female animal at gestation.
18. Use incubator to hatch fertilized chicken eggs.

Each teacher can make a real contribution to a revised Family-Life Education Manual. Please note problems, activities, filmstrips, resources, people, etc. you have found useful in teaching the material in this and the following units.

Teacher's Notes:

## UNIT II UNDERSTANDING FEELINGS—SELF AND OTHERS

### A. Teachable Material

1. How we think and where feelings come from (introductory study of the nervous system, especially the brain).
2. How feelings affect our thinking and thinking affects our feelings
  - a. our thoughts about ourselves influence the way we feel about ourselves
  - b. our feelings toward others influence what we think about them and vice-versa
  - c. if we "feel bad" (are emotionally upset) about something we have trouble thinking and learning
3. How feelings affect us and how our physical condition affects our feelings
  - a. discussion of simple stomach upsets and headaches sometimes caused by our "feelings" (emotions)
  - b. the effect of illness or of being tired on irritability and one's ability to control his feelings
4. Understanding feelings related to achievement, success, acceptance, winning, losing, anger, etc.
  - a. learning to make decisions and choices
  - b. using mistakes as stepping stones to growth
  - c. learning to deal with authority
  - d. how to express feelings so unpleasant situations can be altered
5. Understanding the feelings of others and how we affect them
  - a. affection in the family and its effect on the well-being of individual family members
    - (1) loving care and tenderness in families influence all aspects of growth and development
    - (2) ways in which family members show their love for each other
- b. affect of friends, teachers and other friendly adults and its effect on the well-being of individuals
  - c. developing and showing respect for members of one's own and the opposite sex
  - d. learning how to follow and lead in a group situation without fear of failure
  - e. learning that happiness comes from trying our best and being unselfish
  - f. understanding and learning responsibilities to self and others

### B. Profitable Activities

1. Discuss such questions as
  - What can I do to help my friends be happy?
  - What can I do to help a friend who is sad?
2. Draw pictures to illustrate ways in which families have good times together.
3. Have each child keep track of "good deeds" he notices others doing at home or in school for one day and report on these to the rest of the class without mentioning names.
4. The simple social courtesies might be discussed and then dramatized through skits or role-playing situations.
  - a. mother and father discussing important decisions
  - b. family planning a vacation
  - c. mother and father and children deciding on chores each family member is responsible for
  - d. children doing chores
  - e. children taking care of younger brother and sister
  - f. older child sharing with younger child and vice versa
  - g. children introducing themselves to new classmates.
  - h. children discussing ways to include unaccepted children in play
  - i. children deciding on games to play during a party
  - j. children demonstrating fair play
  - k. children telling another child why he should play fair

**UNIT III UNDERSTANDING HOW FAMILIES & COMMUNITY HELP EACH OTHER****A. Teachable Material**

1. Fathers do many different kinds of work in the community
2. Mothers sometimes work in the community
  - a. employment outside the home
  - b. community service activities
3. Ways that boys and girls can help their communities
4. Families live in different kinds of homes
5. How the community helps the family

**B. Profitable Activities**

1. Compile a list of the different vocations represented by the occupations of children's parents or guardians. Have each child draw a picture to illustrate the occupation of his father, guardian, or near male relative (uncle or grandfather) and then use the picture in telling the rest of the class "How my daddy (or uncle, etc.) helps our community".
2. Have children find out and report to the class about ways in which their mothers, or female guardians or close female relatives, help the community whether it be through homemaking, community service activities, church activities, PTA, or through employment outside the home.
3. Have children discuss and compile class lists of
  - a. ways in which the community helps the family
  - b. ways in which boys and girls their age can help their community

This unit on how families and community helps each other ties in with Taba Social Studies, Grade 2. Within Grade 3, study of cultural differences, etc. can be related back to this same unit

Teacher's Notes:

## CONCEPTS AND ATTITUDES

The importance of the development of concepts and attitudes has been discussed in the Introduction. As a part of the learning process which takes place at each level of instruction, teachers should assist students to form impressions, arrive at conclusions, develop attitudes and form concepts or generalizations. Mere acquisition of knowledge or a fund of factual information is not enough. The ultimate aim is the initiation or reinforcement of intelligent actions or practices, and the student's development of basic concepts and favorable attitudes influences greatly the extent to which he adopts or continues the desired practices.

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in the second and third grades will be reinforced and developed further through learning experiences occurring at more advanced levels of instruction.

### A. Concepts

As a product of their experiences in the study of this unit, it would be hoped that some such concepts as these would be formulated by children in the second and third grades:

1. All living things grow and reproduce.
2. Every child has a mother and a father in the beginning.
3. Parents or guardians take care of their children in many ways until children grow up and are able to take care of themselves.
4. Human babies and children live with their parents or guardians for many years because it takes a long time for them to grow up and to learn how to do for themselves all the things that parents do for them while they are young.
5. Human beings grow in many ways — physically, intellectually, emotionally, socially, spiritually.
6. All living things have basic needs which must be fulfilled for optimal growth.
7. We need many different kinds of food to help us grow.
8. The food we eat is changed and used by our bodies to help us grow.
9. Optimal growth depends in part upon how well we utilize the food we eat.
10. Babies need special foods for optimal growth.
11. Everything we do helps us to learn more about ourselves, other people and the world we live in.
12. We can do our best work and have the most fun when we are happy.
13. Being neat and clean helps to make us feel good about ourselves.
14. Boys and girls enjoy playing and working with other boys and girls who are neat and clean.
15. There are many ways that mothers and fathers and children can show they love each other.
16. Using good manners is one way we can let members of our families, other grown-ups, and other boys and girls know that we like them.
17. Fathers do many kinds of work in the community, and all of them can help to make the community a better place in which to live.
18. Mothers help the community in many ways—by making the home a healthy and happy place to live, by working at jobs outside the home, or by participating in community activities which they enjoy.



**B. Attitudes**

As an outcome of this unit, it is to be hoped that the student will form favorable attitudes toward himself, others, family living, and reproduction:

1. An appreciation for the roles of each member of the family as an individual and as a contributing member of the family unit.
2. A desire for optimal nutrition.
3. A desire to develop or to continue personal practices which lead to cleanliness and good grooming.
4. An appreciation for clothing that is clean and functional, regardless of his "fashionableness".
5. A respect for other persons as individuals and a desire to show respect for others by treating them courteously.
6. A growing regard for masculine and feminine roles in our society.
7. An appreciation for the ways in which adult men and women contribute to the community and the desire to become future contributing adult members of the community.
8. A sense of wonder concerning the complex nature of the human personality and its development.
9. An appreciation for the effect that a pleasant manner has upon one's relationships with others.
10. An appreciation of teachers and other friendly adults.

**A-V AIDS**

These materials were taken from fall 67-68 A-V Aids list. The listed materials have been ordered but have not necessarily been received.

Bean Sprouts - film loop, P-I  
 Black Widow Spider - film loop (prey capture and reproduction), P-I  
 Black Widow Spider - egg to adult, film loop, P-I  
 Bones - film loop, x-ray hand, P-I  
 Children and the Law - 8 charts, P-I  
 Discovering Life About Us - filmstrips, P  
     A Visit to a Pond  
     A Visit to The Woods  
     A Visit to A Farm  
     A Visit to The Seashore  
 Food From Grains - film, P  
 Frogs, Pairing and Egg Laying - film loop

Elementary Science Starter Set - Super 8mm loop  
 Learning About Living Things, Series - P 6 filmstrips  
     What Is Alive?  
     Finding Living Things  
     Living Things Hard to See  
     Food for Living Things  
     Living Things Need Each Other  
     How Life Continues  
 Little Things That Count, Series 8 filmstrips  
     The Busy Bees  
     Lucy Learns to Share  
     Jerry Has a Surprise  
     Try, Try Again  
     One Rainy Day  
     Jim Learns Responsibility  
     Tony's Summer Vacation  
     Please Is a Good Word

**Patterns of Behavior, Series 9 filmstrips**

Billy the Bully  
 Freddy Forgot  
 Sarah Is Shy  
 All of Us Together  
 Different May Be Nice  
 The Red and Blue Top  
 Greedy Grace  
 Andy Walks the Dog  
 Penny and Mary

**Plants Around Us, Series 6 filmstrips**

Where Green Plants Grow  
 What Do Green Plants Need for Growth?  
 How Green Plants Grow  
 New Plants from Seeds  
 New Plants from Older Plants  
 Green Plants Are Important to Us

**Pleasure Is Mutual, Film - P-I****Primary Social Studies, Series 6 filmstrips**

Families Have Fun  
 Family Members Work  
 School Friends and Activities  
 Coal Mine Field Trip  
 How German Families Live  
 How a Navajo Indian Family Lives

**School Bus Safety, 9 prints, colored P-I**

Walt Disney

**United Nations Day and Brotherhood Week, 12 prints w/manual P-I**

Silver Burdett Co.

The following resources may also be applicable to the units:

Courtesy for Beginners  
 Don't Get Angry  
 Eat Well, Grow Well  
 Food Store  
 How Billy Keeps Clean  
 Human Machine  
 Judy's Smile  
 Posture Habits  
 Growing Up

Checking Your Health  
 Cooperating With Others  
 Finding Out About Your Body  
 Finding Out How Foods are Used in Your Body  
 Finding Out How You Grow  
 Good Health Ahead  
 Linda Learns About Courage  
 Manners at School  
 Proper Clothes and Their Care  
 Sanitation Department Crew  
 True Book of Health  
 True Book of Your Body and You  
 Waste Disposal for the Community  
 Water for the Community  
 Your Bones & Muscles

Defense Against Invasion  
 Eat for Health  
 Exercise for Happy Living  
 Growing Girls  
 How to Catch a Cold  
 Judy Learns About Milk  
 Living and Growing  
 Sleep for Health  
 Where Does Our Food Come From

Manners at Home  
 Manners at Parties  
 Manners When Visiting

Manners at Play  
 Growing Up  
 Manners in Public

We Grow  
 Your Food & Digestion

### Introductory Comment

This age group is fascinated by the human body and how it functions. This is a year when health instruction should be quite extensive, capitalizing upon students' normal inquisitiveness. They begin to show great interest in the sexual changes that will become evident in the next few years. These units must contribute to the student's ability to comprehend more specific details concerning growth changes, embryonic development, and the roles of both the male and the female in reproduction within the framework of the family unit.

### Typical Student Questions

Questions asked by pupils are signs of curiosities or problems which can become material for classroom discussion, projects, or reading. The teacher should encourage students to ask questions, in fact, should seek them out, and should be prepared to help the pupils find clear, simple, honest answers. The following are some typical questions, chosen from hundreds asked by students in the fourth grade:

1. How are cells formed?
2. What work do cells do?
3. How are the cells organized in the human body?
4. Why do some people have blue eyes and some brown?
5. What are freckles?
6. What makes a person color blind?
7. Why don't all children look like their parents?
8. Do bones have anything to do with size?
9. Do you lose, gain, or keep the same amount of bones when we get older?
10. Why are girls sometimes bigger than boys?
11. How are babies born?
12. Where does the baby come out?
13. How does it get through such a small space?
14. Is the skeleton in our classroom male or female?
15. Why do babies have soft heads?
16. Why do you need your kidney?
17. About how long is a child and adult intestine?
18. What are some of the reasons blood is called the "stream of life"?
19. What makes the heart beat?
20. How do the lungs purify the blood?
21. Why are the lips red?
22. If my blood is another color inside why is it red when it comes out?
23. How does food get into the blood?
24. What causes upset stomach?
25. What are habits?

### Teachable Material and Profitable Activities

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research, individually or as groups. Discussion of their normal activities and the educational or behavioral implications of these activities is highly desirable. The material taught in this unit should be related to the age, interests and needs of the children being taught. Suggestions here can be and should be adapted to the particular classroom, school and community in which the teaching is done. The following content and related activities are suggested as being appropriate for students in the fourth grade.

## UNIT I BODY STRUCTURES AND FUNCTIONS (cont.from Gr.3)

### A. Teachable Material

1. Structure and functions of cells
  - a. structures of different kinds of cells
    - (1) plant cells
    - (2) simple animal cells, e.g., protozoa, paramecia
  - b. cell functions
    - (1) how cells use water, food, oxygen
    - (2) how cells produce and dispose of wastes
2. Body processes—structure and functions of systems
  - a. excretion in plants, animals, humans
    - (1) how plants excrete wastes
    - (2) how animals excrete wastes
    - (3) how people excrete wastes
      - (a) the urinary system
      - (b) large and small intestines
  - b. circulation and the blood; elementary study of
    - (1) the circulatory system
    - (2) the blood

### B. Profitable Activities

1. Look at cells of an onion skin through the microscope or bioscope.
2. Have children scrape cells from the inside of their mouths and prepare slides to be looked at under the microscope.
3. Beginning at the fourth grade level, the torso with male and female parts should be used frequently when studying the human body. Plastic models could be used, but if those used are "sexless" this fact should not deter discussions about male and female differences.
4. Obtain a copy of the "Heart Puzzle" (available from local chapter of the American Heart Association) for each student. This puzzle illustrates the way in which the heart works and has red and blue gummed arrows which are perforated and that students may detach and paste on a diagram of the heart to illustrate the paths of venous and arterial blood through the heart and to all parts of the body.

## UNIT II HEREDITY

### A. Teachable Material

1. Many physical characteristics are determined by heredity, e.g., potential height, body build, coloring of skin, hair, eyes, blood type, whether hair is curly or straight.
2. Determinants of characteristics
  - a. chromosomes in cell nucleus
    - (1) 23 in ovum; 23 in sperm
    - (2) XX (female) and XY (male) are the sex-determining chromosomes
  - b. genes
    - (1) determinants of traits
    - (2) dominant and recessive genes
  - c. multiple birth or reproduction in plants, animals and humans
3. Heredity affects growth patterns and rates
  - a. differences in growth rates among plants, animals and humans
  - b. differences in growth rates between boys and girls (to relieve worry about these differences)

**B. Profitable Activities**

1. The study of heredity can be enhanced by having each student make a list of his inherited characteristics such as eye and hair color, whether hair is curly or straight, etc. and then trace his characteristics as far back through his family as he can. This activity will afford the teacher an opportunity to help students distinguish between the characteristics which are inherited and those which are acquired.
2. Study cross breeding of corn.
3. Have an aquarium with live-bearing fish (mollies, swordtails, guppies).
4. Discuss differences in growth rates between boys and girls to lay foundation for more detailed study of these differences in the fifth grade.

**UNIT III BEING A BETTER FAMILY MEMBER****A. Teachable Material**

1. How a family contributes to health and happiness of its members
  - a. good manners are related to good health habits, e.g., covering mouth when coughing or sneezing, using own drinking glass, toothbrush, towels, comb.
  - b. how simple communicable diseases are spread
2. Home duties and responsibilities of the student to his family
3. Family fun—hobbies

**UNIT IV BEING A BETTER FRIEND****A. Teachable Material**

1. Qualities of a good friend
2. How to welcome newcomers at school and in the neighborhood
3. How to introduce people
4. Table manners
5. Courtesies in answering the phone, taking a message, calling a friend.

**B. Profitable Activities**

1. Conduct buzz groups on
  - a. how to be a good friend
  - b. qualities (personality traits) we admire in our friends
  - c. how we can let people know that we would like to be friends
2. Dramatize the following situations through role-playing or skits
  - a. welcoming newcomers at school
  - b. introducing people to one another (use a variety of situations)
  - c. visiting in a friend's home
  - d. how to answer the phone
  - e. how to make a telephone call to a friend
  - f. how to take a telephone message
  - g. table manners (at school and at home)
  - h. eating in a restaurant
  - i. eating in a friend's home



## UNIT V GROWING UP EMOTIONALLY

### A. Teachable Material

1. What makes you happy?
2. What do you do when you're angry? (Acceptable ways of getting rid of "angry" feelings)
3. What things bother you or make you feel bad?

### B. Profitable Activities

1. Have students write brief compositions on such topics as
  - "The Happiest Day I Ever Had"
  - "The Things That Make Me Happy"
  - "The Things That Make Me Sad"
  - "What I did Last Time I Was Angry"
  - "Things I Like to Do by Myself When There's No One to Play With"
2. Dramatize through skits or role-playing:
  - a. unacceptable ways of getting rid of angry feelings
  - b. constructive ways of getting rid of angry feelings

### Concepts and Attitudes

As a part of the learning process which takes place at each level of instruction, teachers should assist students to form impressions, arrive at conclusions, develop attitudes and form concepts or generalizations. Mere acquisition of knowledge or a fund of factual information is not enough. The ultimate aim is the initiation or reinforcement of intelligent actions or practices, and the student's development of basic concepts and favorable attitudes influences greatly the extent to which he adopts or continues the desired practices.

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in the fourth grade will be reinforced and developed further through learning experiences occurring at more advanced levels of instruction.

### Concepts

As a product of their experiences in the study of this unit, concepts such as these should be formulated by children:

1. We are made of many cells which have important tasks to do in making it possible for us to live and grow.
2. Blood carries food to the cells and waste products away from the cells to places where they can be collected and excreted.
3. A person's heredity refers to those personal characteristics that have been passed down to him from his parents through genes and chromosomes.
4. Each person receives half of his inherited characteristics from his mother and the other half from his father.
5. Each person's inherited characteristics are determined at the moment of conception when his father's sperm fertilizes his mother's ovum.
6. A person's heredity influences the way he grows, what he will look like, and how tall he can grow to be.

7. What a person becomes is determined by his heredity, his environment and, to some extent, what he wants to be.
8. Each member of a family contributes to the well-being of the whole family and each of its other members.
9. The health of each family member affects the well-being of all family members.
10. There are many activities that all members of a family can participate in and enjoy together. Playing together and working together helps mothers and fathers and children know each other better and strengthens the family as a unit.
11. Having a hobby is one way a person can use his leisure time constructively. Hobbies add enjoyment to living. Sometimes the members of a family enjoy sharing the same hobby.
12. A friend is someone who like you and whom you like. A person can have many different kinds of friends among people of all ages.
13. One of the best ways to make new friends is to be friendly to other people. Being friendly lets others know that we would like to have them as our friends.

### Attitudes

As an outcome of this unit, it is to be hoped that the student will form favorable attitudes toward himself, others, family living and reproduction:

1. An appreciation for one's family heritage, both hereditary and environmental.
2. An appreciation for the influences that heredity and environment have upon growth and development.
3. An appreciation for the ability one has to control the direction of his own development and a desire to exercise this control to the greatest possible extent.
4. A regard for the effect that the health of each family member has upon that of all other family members and upon the family as a unit.
5. A desire to have one's own health status and practices contribute to rather than detract from family well-being.
6. A willingness to understand and adjust to the health problems of all members of the family.
7. An appreciation for the contribution that children this age can make to the leisure-time activities and fellowship of the family, and a desire to help plan and participate in such activities with other members of the family.
8. An appreciation for the values and enjoyment that can be gained from constructive solitary activities.
9. A desire to select and pursue some activities that one can do on his own.
10. A respect for the desire others have to engage in solitary activities and a regard for their right to do so.
11. An appreciation for the different kinds of friendships one can develop with many different persons of various ages.
12. A desire to be a friend to others.

Teacher's Notes:

### Introductory Comments

The following outlines have been prepared for mixed classes. There is considerable disagreement over the advisability of separating boys and girls for some of this detailed, very personal study of themselves. Some schools may wish to use either more or less of the suggested material, with sex-segregated classes, depending upon the many variables existing in each local situation. However, many experienced elementary school educators have found that students during certain stages of their development are more comfortable and will ask more questions if members of the opposite sex are not present.

For example, it is unnecessary and unwise for boys to be present for girls' discussions of matters of feminine hygiene, e.g., how often to change sanitary napkins, how to dispose of soiled napkins, how to make a temporary sanitary belt when you "start" at school, exactly how to tell when you start a "period" and so on. Nor is it necessary for girls this age to sit in on boys' discussions concerning proper bathing procedures, the use of a supporter, what to do about the boy who is always "peeking in the john" or "grabbing at you," and so on.

Most pubescent girls resent having boys know "everything about us". The reaction is normal and is part of the delicately balanced feminine "protective system" which girls need during adolescence. Boys are not quite as sensitive. However, they, too, have reservations concerning some elements of their masculinity. We need to respect and to cultivate this dignity that is present in nearly all persons. They also easily can understand that there is something wonderful, even miraculous, about human beings developing from one fertilized cell, and can come to regard any act associated with this phenomenon as something equally as wonderful and special. This latter element is a vital part of sex education.

If the full purpose of this study of pubescent development is to be realized, one must be realistic. Instruction should be geared to the ages, interests and socio-economic levels of the students being taught.

In keeping with the above, discussion concerning masturbation has been omitted from the fifth grade unit. At this age, the practice of masturbation is not a driving force in the majority of children and therefore is not as common a problem as it may be several years later. General discussion of masturbation at this level might possibly introduce a negative element and therefore hinder the attainment of the primary goal which in this instance is the development of wholesome attitudes. For this reason, it is suggested that any problems which might arise concerning masturbation be dealt with on an individual basis and NOT as a part of group discussion.

The teacher may wish to have the help of an experienced resource person. This person should be a member of the school staff with whom the children are acquainted and a person who has a fairly extensive background in psychology, physiology, anatomy and the birth process. In addition to teaching experience, anyone serving as a resource person must have that very special ability to create a reciprocal, comfortable, permissive environment for all concerned and under any conditions. Many school nurses meet these requirements and when this is the case, they should be used wherever possible. On the other hand, there also are classroom teachers, school physicians and health educators who have the ability to establish the necessary climate of rapport and need only to acquire the informational background in order to use their special talents in the sex education program.

Boys prefer having parts of this unit presented to them from a masculine point of view just as girls appreciate having certain sections presented with a feminine point of view. This contributes to the acceptance of their changing physiological appearance and function. Being comfortable with one's own self encourages the development of healthy attitudes. There is no reason why a well qualified woman (or man) could not teach successfully in either segregated or mixed sections. It must be said, however, that the section on menstruation is better handled by a woman, because girls will be more comfortable with her, and she is in a better position to teach about femininity. Both boys and girls need appropriate models of their own respective sex with whom to identify.

The "Snickerer", "Rib-Poker", or "Grinner" are symptoms of discomfort, and whenever they are noticed the teacher should stop immediately and very matter-of-factly say something to this effect, "Now I notice there are several people who feel there is a need to act silly about the things we are discussing. Do you know why?" Paus, and if no one volunteers an answer, continue. "When people do not understand completely about something, they feel uncomfortable about it. And because no one likes to feel uncomfortable they feel compelled to DO something. So they gige or do some other thing which disturbs other people who would like to listen. Now that all of you understand that this kind of behavior is not very grown-up, I believe there won't be any more of it. If there is something you don't understand, don't hesitate to ask about it and that way each of you will help everyone to clear up questions they have in mind.

### Typical Student Questions

Questions asked by pupils are signs of curiosities or problems which can become material for classroom discussion, projects, or reading. The teacher should encourage students to ask questions, in fact, should seek them out, and should be prepared to help the pupils find clear, simple, honest answers. The following are some typical questions, chosen from hundreds asked by students in the fifth grade.

#### Growth Patterns and Rates of Development

1. Why are men taller than women when sometimes girls are taller than boys?
2. Do boys grow the same way girls do?
3. Why is the male stronger than the female?

#### Endocrine Glands

1. Do our glands grow while we grow?
2. What pumps the liquid from your glands?
3. What does the adrenalin do to the body to give us the extra push?
4. What gland affects fright?
5. Are hormones the things that make you feel the way you do bout girls?

#### Heredity

1. What makes some people fat and others skinny, some people tall and others small?
2. Why do some people have curly hair and some have straight?
3. Why do some people have freckles and others not?
4. Why do we have different colors of eyes?
5. Why doesn't my brother look like me?
6. How can genes be taken out of a cell?

#### Menstruation

1. Will every girl menstruate?
2. Do you menstruate when you are pregnant?
3. How do you know when you are going to start?
4. What do you do if you start in school?
5. Do you menstruate all your life?
6. What should you or should you not do when you menstruate?
7. Can you go swimming when you menstruate?
8. Do you have to start to menstruate before you have a baby?
9. Do boys do anything like a girl's menstruation?

#### Living With Others

1. What makes people act so crazy in school?
2. Why do boys insult girls?
3. What makes a girl tick? What makes a boy tick?
4. Why does a girl changer her mind about liking a boy?
5. How can a girl have pride?

#### Becoming Parents

1. Why can some teenagers have babies when they are not married?
2. Why do some mothers have to adopt babies instead of having them?



3. Can men and women decide how many babies they have?
4. How do we have babies?
5. What if a woman has a baby before she is married?
6. How does a woman keep from having a baby before she is married?
7. Should you have a baby if you are not married?
8. Should a divorced woman have a baby?

#### Conception

1. Does the husband have to help have the baby?
2. How does the father help the mother?
3. How can animals have so many babies at a time?
4. If a girl is not developed until 18 years, can she have a baby?
5. Is it possible to have a hundred children if she has a hundred eggs in her ovaries?
6. Can a sperm ever get into a woman if she isn't married?
7. How is the egg fertilized?
8. What happens to the sperm not used to fertilize in the woman's body?
9. What happens to the sperm tails?
10. What decides whether a baby is a boy or a girl?
11. Does a sperm have to come from the man? How does this happen?

#### Cell Division and Differentiation

1. Are any of our cells smaller than a pinprick?
2. What are tissues made of?
3. How can one cell turn into so many?

#### Pregnancy

1. If a mother dies does the baby die too?
2. Will a mother lose a baby if upset?
3. Can a pregnant woman go swimming?
4. How do you know when the baby is due?
5. Does it matter if a pregnant woman lies on her stomach?
6. What is a miscarriage?

#### Fetal Development

1. What do they mean when they say the cord gets wrapped around the baby's neck?
2. How long is the baby's cord? How big around?
3. What is afterbirth?
4. Will the baby die if the mother doesn't eat?
5. How do cigarettes affect the baby?
6. How does alcohol affect the baby?
7. Why should you have the measles before you have a baby?
8. Can the baby see inside the mother?
9. How does the baby breathe before it is born?
10. What keeps the baby from drowning?
11. Does the baby kick inside the mother? Does it hurt?

#### Birth

1. Does it hurt the mother when the baby is born?
2. Does it hurt if the sac breaks before the baby is born?
3. Does the process of birth harm the baby?
4. What's a caesarian?
5. Can mothers have another baby after a caesarian?
6. Why hot water when delivering a baby?
7. How do triplets come out when they are born? All at once? In a line?
8. Why are you put to sleep when the baby is born?
9. Why doesn't the baby stay inside the mother long enough?
10. Can a baby live if it is born early?
11. Why does the baby come feet first?
12. What is an Rh baby? Positive and negative blood?
13. Could hypnotism be used for childbirth?



### The Baby

1. Why does the baby die sometimes?
2. Why are some babies put into incubators?
3. Why do babies lose weight at first?
4. Why are some babies born dead?
5. Why does a baby have a large stomach?
6. Are the baby's eyes open when it is born?

### Multiple Births

1. How can triplets form? Quads? Twins? Are they born at the same time?
2. Why do twins sometimes look alike?
3. How does it happen that we have twins that do not separate?
4. If one Siamese twin dies, would the other die too?
5. Why do animals have so many babies at a time and people usually only have one?
6. Why do some women have more than one baby and others only one?
7. When a cell splits, after one sperm and one egg combine, how can a boy and girl develop?

### Abnormalities

1. What causes a baby to be mentally retarded?
2. What causes a baby's head to be big? (hydrocephalus)
3. What happens to make a baby grow without arms or legs, etc?
4. What is a "blue" baby?
5. What happens when the baby dies before it is born?

### Breast Feeding

1. Why does a woman have breasts?
2. How does the milk get in the breasts?
3. Does the mother feel it when the baby is getting milk?
4. How long do mothers nurse their babies?

### Teachable Material and Profitable Activities

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research individually or as groups. Discussion of their normal activities and the educational or behavioral implications of these activities is highly desirable. The material taught in this unit, as in every unit, should be related to the age, interests and needs of the children being taught. Suggestions here can be and should be adapted to the particular classroom, school and community in which you are teaching. The following content and related activities are suggested as being appropriate for children in the fifth grade. More specifically for this grade, the teacher might introduce the unit by developing this thought: "Within the next few years you will grow and change in many ways. It is perfectly natural for you to be interested in and curious about this wonderful process of 'growing up'—boys into young men, girls into young women. This is what we are going to talk about, and we will try to answer all of the questions you have turned in. If you have other questions as we go along, don't hesitate to ask them."

### Teacher's Notes:

## UNIT I GROWTH PATTERNS AND RATES OF DEVELOPMENT

### A. Teachable Material

1. The normal pattern of growth and development
2. Individual differences
  - a. early growers
  - b. late growers
  - c. differences between boys and girls
3. The influence of heredity in determining growth potential
  - a. genes and chromosomes—Mendel's law
  - b. pride and interest in individual and family development
  - c. heredity and disease
  - d. hereditary potential and environmental influences
4. The influence of endocrine glands and hormones
  - a. the glands and their secretions (hormones)
    - (1) pituitary
    - (2) thyroid and parathyroids
    - (3) pancreas
    - (4) adrenal
    - (5) gonads
      - (a) testes
      - (b) ovaries
  - b. how hormones affect physical growth and development
    - (1) the growth "spurt"—growing taller and changing shape
    - (2) visible body changes (secondary sex characteristics)
      - (a) pubic hair
      - (b) underarm hair
      - (c) male chest and body hair
      - (d) male whiskers and shaving
      - (e) female breast and the benefits of breast feeding (Boys are curious about the visible changes in girls. An open discussion about the breast and breast feeding might help to counteract at this age some of the unhealthy sex symbolism of the breast and help to develop a respect for an important human purpose of the breast.)
  - c. the effect of hormones on emotions
    - (1) understanding happiness, depression, hate, love, fear, anger, loneliness, as normal human emotions
    - (2) understanding behavior related to emotions
      - (a) getting easily upset
      - (b) shyness
      - (c) the "show-off"
    - (3) developing emotional control
      - (a) overcoming fear
      - (b) expressing emotions in constructive ways

### B. Profitable Activities

1. Have buzz groups or class discussion on the topic, "What it means to grow up".
2. Children this age are intensely interested in their own growth. Have each student weighed and measured at the beginning of the year and again each month. Each student can keep an individual chart on which he records his height and weight each month and constructs a graph showing changes from month to month. A "How Tall" chart, available from The Travelers Insurance Co., Hartford, Connecticut, could be given to

to each student to use in measuring himself and recording his height at home.

3. During the time when this unit is being studied, each student may refer to his height record for the month and then draw a simple figure to scale representing his own height. A scale of 3 inches to 1 foot would be suitable. These could then be displayed on a bulletin board, if desired.
4. Collect magazine pictures of boys and girls of approximately the ages of fifth graders to use in making a bulletin board display illustrating differences in size and body build among children of the same age.
5. Magazine pictures also can be collected for a bulletinboard display illustrating differences in size and physique among adults.
6. Students who are smaller than most others their age and whose parents are of shorter than average stature often are very concerned about their height. These students might benefit greatly by doing individual research projects about currently famous people who are short or about famous people in history who were shorter than average.
7. Have male and female guinea pigs in the classroom. If possible breed a black guinea pig with a white one to observe heredity characteristics in offspring.
8. Ask students to bring to class individual snapshots of themselves taken when they were two to five years of age in which their facial features are clearly visible. The teacher then could take small group pictures of students. Make a bulletin board display with the current pictures in the center and the childhood snapshots around the edge and let students see if they can identify childhood snapshots with those in the current pictures.
9. Students might do individual research on the respective roles of the various endocrine glands and their hormones in growth and development and then report their findings orally to the rest of the class.
10. Obtain, from the local chapter of the National Dairy Council, copies of "A Boy and His Physique" and "A Girl and Her Figure" to distribute to each student.
11. Have students do artwork to illustrate constructive and destructive ways of controlling or expressing anger and then use these illustrations to construct a bulletin board display.
12. Children this age need opportunity to discuss and to work out solutions to the problems they have in relation to emotions and the development of emotional control. Through class discussion they can be helped to identify such problems as "hurt feelings," "shyness," "showing off," "being a bully," etc., and to understand the reasons behind these feelings and behaviors. They then can be guided in the development of constructive ways of handling these problems through dramatization, either role-playing, skits, or hand puppet shows.
13. Have students write brief essays on such topics as the following:
  - a. "What Things Hurt My Feelings"
  - b. "What I Do When My Feelings Are Hurt"
14. Especially for boys
  - a. Suggested films:
    - (1) Boy to Man
    - (2) Human Growth
    - (3) Your Body During Adolescence
  - b. Suggested booklets for student use:
    - (1) A Story About You
    - (2) A Boy Today, A Man Tomorrow
    - (3) Growing Into Manhood
15. Especially for girls:
  - A. Suggested films:
    - (1) The Story of Menstruation
    - (2) Girl to Woman
    - (3) Confidence Because
    - (4) Human Growth
    - (5) Boy to Man
  - b. Suggested booklets for student use:
    - (1) Growing Up and Liking It
    - (2) Very Personally Yours
    - (3) World of a Girl
    - (4) Accent On You
    - (5) It's Wonderful Being a Girl
    - (6) On Becoming a Woman
    - (7) A Story About You

## UNIT II CHANGES IN THE MALE & FEMALE REPRODUCTIVE ORGANS

### A. Teachable Material

1. Male reproductive organs, their growth, functions and care (could be for boys only)
  - a. penis
  - b. testes (testicles)
  - c. scrotum
  - d. sperm
    - (1) purpose
    - (2) characteristics (X and Y chromosomes)
  - e. urethra
  - f. descent of testes into scrotum and the undescended testicle
  - g. mechanism of erection
  - h. path of the sperm from production to ejaculation
  - i. seminal emission (nocturnal emission or "wet dream")
    - (1) a normal occurrence
    - (2) frequency
2. Female reproductive organs, their growth, functions and care
  - a. ovaries
  - b. uterus
  - c. vagina (birth canal)
  - d. Fallopian tubes
3. Ovulation and menstruation. (The study of menstruation may be omitted from the boys discussion in the fifth grade. Many fifth grade boys are not yet mature enough to accept this process. Understanding ovulation meets their needs for understanding conception. However, if the instructor feels that the boys are receptive, if the parents wish it, or if a question arises about it, there is no reason to omit the discussion of menstruation.)

### B. Profitable Activities

1. For the girls program, the teacher may show the film, "The Story of Menstruation." Near the end of the discussion following the film distribute any one or several of the following booklets:
  - "You're a Young Lady Now"
  - "Growing Up and Liking It"
  - "World of a Girl"
  - "Accent on You"
2. Obtain several copies of "A Story About You" for student use. This booklet may be obtained from the American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, NW, Washington, D.C., for fifty cents a copy. This excellent booklet is designed for students in grades four through six and may be used in many ways.
3. Unhurried question and answer periods should be permitted throughout this unit to alleviate embarrassment and to eradicate misconceptions.
4. Models and other visuals are highly useful in this unit.

Teacher's Notes:

**UNIT III THE BABY****A. Teachable Material**

1. Parenthood (becoming a mother or father) is the greatest gift in life, and reproduction is the privilege of a man and his wife.
2. Fertilization and implantation (conception)
3. Cell division and differentiation. (Here is the ideal place to emphasize the miracle of life and the ability of one fertilized cell to multiply and the cell's differentiation, i.e., the wonder of individual cells' ability to take on their different tasks of producing the complex parts of the human body. Bring out the importance of respecting the human body and giving it the care it deserves and needs.
4. Multiple births
  - a. twinning
    - (1) fraternal
    - (2) identical
  - b. triplets, quadruplets and other multiple births
5. Embryonic development
6. Fetal development
  - a. umbilical cord
  - b. the placenta and its function
  - c. amniotic sac
  - d. amniotic fluid ("water") and its purpose
7. The birth of the baby after about nine months
  - a. the miracle of birth
  - b. labor (muscular contractions of the uterus "push" the baby out through the birth canal)
  - c. tying and cutting the umbilical cord—the origin of the navel
  - d. birth of the placenta

**B. Profitable Activities**

1. The Dickinson Birth Atlas or slides are excellent materials for use in illustrating embryonic and fetal development and the birth process. Many larger cities have displays of the Dickinson Models housed in science or health museums. If this is the case, students could take a field trip to observe these models and hear lectures about the reproductive process.
2. Unhurried question and answer periods should be permitted throughout this unit to eliminate tensions, to eradicate misconceptions and to help the teacher evaluate attitudes.

Teacher's Notes:



## UNIT IV REVIEW OF CARE FOR THE BODY TO ASSURE ITS MIRACULOUS FUNCTION

### A. Teachable Material

1. Cleanliness and the use of deodorants
2. Dietary habits
3. Adequate sleep
4. Activity and exercise
5. Dressing for the weather
6. Developing happy attitudes towards oneself and others

### B. Profitable Activities

1. At this age students needs with respect to personal health practices change corresponding to the physical changes they are undergoing. They should have the opportunity to discuss these changing needs with respect to cleanliness, prevention of body odor, need for sleep, the desirability of regular physical activity through participation in games and sports, and other activities.
2. Both boys and girls should discuss the role of deodorants in preventing unpleasant odors. This should be related to increased perspiration and the different character of perspiration occurring with physical and emotional maturation. Discussion should include both the selection and use of an appropriate deodorant.
3. Unhurried question and discussion periods should be arranged for informal probing of student problems.

## UNIT V LIVING WITH PARENTS & FRIENDS WHILE GROWING UP

### A. Teachable Material

1. Understanding family living
2. Growing in responsibility
3. Reasons for having friends among both boys and girls
4. Understanding crushes and the advantages and disadvantages of crush relationships
5. Popularity
6. Habits and their formation
7. The importance of having love and respect for others

### B. Profitable Activities

1. Keep a "Problem Box" in the classroom during this unit into which students might deposit brief descriptions of problems they have in getting along with people their own age and in getting along as members of their families. The teacher then could use these appropriately as a basis for class discussion or role-playing situations designed to help students improve their inter-personal relationships.
2. Have students write brief essays on topics such as the following:
  - "Qualities I Like in Other Boys and Girls My Age"
  - "The Personality of My Best Friend"
  - "How I Handle (or would handle) a tag-along Brother or Sister"
3. Discuss "ways of showing my family that I am growing in responsibility".
4. Have students do individual or group projects on the subject of "Ways in Which I can Help to Make My Home a Safe Place to Live." This project can be initiated by having the class develop a home safety checklist. Then each student could use the checklist in noting hazards in his home. Finally, students individually and then as a class could develop a list of ways in which they, as fifth graders, can assume responsibility for home safety.

5. Have students write brief compositions on some such topic as "The Kind Of Person I Would Like to Be When I Am an Adult."
6. Students this age often have older persons whom they admire and use as models. This natural admiration can be capitalized on by having students write compositions describing the qualities or characteristics they admire in a particular older person.
7. Have class or buzz group discussions on topics such as the following:
  - a. What does it mean to be a good sport?
  - b. What does it mean to be popular?
  - c. Ways of being popular with friends. Emphasize personality characteristics and de-emphasize such external factors as clothing style, etc.
8. Discuss
  - a. How habits help us
  - b. How to form and break habits
9. Have buzz groups on:
  - a. Ways of showing love and respect for friends
  - b. Ways of showing love and respect for members of my family. Following each buzz group, compile a class list of the suggestions made.

### Concepts and Attitudes

As a part of the learning process which takes place at each level of instruction, teachers should assist students to form impressions, arrive at conclusions, develop attitudes and form concepts or generalizations. Mere acquisition of knowledge or a fund of factual information is not enough. The ultimate aim is the initiation or reinforcement of intelligent actions or practices, and the student's development of basic concepts and favorable attitudes influences greatly the extent to which he adopts or continues the desired practices.

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in the fifth grade will be reinforced and developed further through learning experiences occurring at more advanced levels of instruction.

### Concepts

As a product of their experiences in the study of this unit, it would be hoped that some such concepts as these should be formulated by children:

1. Although the general pattern of growth and development is the same for everyone, each person follows this pattern at his own individual rate.
2. At some times in their lives, girls are taller than boys, but boys catch up later and usually become taller than girls.
3. A person's growth and development are determined by hereditary potential for growth and development and by the influence of the many kinds of experiences he has in his environment.
4. Hormones are responsible for the changes in appearance that occur as boys develop into men and girls develop into women.
5. Hormones influence not only a person's growth and physical development, but also the way he feels and behaves.
6. As boys and girls become men and women, their feelings and actions toward themselves and others change.
7. As people grow older, they are able to assume more responsibility for their own care and for the well-being of others.

8. Although most habits are helpful to us, some of the habits people form can interfere with their well-being and ability to get along with others.
9. Seminal emissions are nature's way of releasing stored-up sperm.
10. Menstruation is a normal, healthful function which indicates that a girl is becoming a woman who will be able to conceive and have children.
11. The creation of a new life is one of the most wonderful acts of Nature.
12. Parenthood is a privilege and a responsibility.
13. Each new life begins with the union of a single sperm from the father and a single ovum from the mother.
14. The fertilized ovum divides into many cells which have different structures in order to assume different tasks. Cell division and differentiation begins at the time of conception and continues in order to form a fully developed human being.
15. As a baby lives and grows and develops inside the mother, the placenta and umbilical cord bring it food and oxygen from the mother and carry its waste products to the mother for elimination.
16. The blood of a developing baby is formed in its own body. Its circulatory system is separate from the mother's. Food and oxygen and waste products are exchanged between mother and baby through the process of osmosis.
17. The amniotic sac and fluid create an environment which protects the fetus until it is ready to be born.
18. The best way to assure that one's body will continue to function efficiently and well is to give it the normal care and attention it requires.
19. As a person grows and develops from a child into an adult, his changing body requires additional kinds of care in order to keep functioning at its best.

#### Attitudes

As an outcome of this unit, it is to be hoped that the student will form favorable attitudes toward himself, others, family living and reproduction.

1. An appreciation for normal individual differences in rates of growth and development and an acceptance of one's own rate.
2. A desire to seek information pertaining to sex and sexuality from reliable sources as replacement for unscientific information and hearsay.
3. A persistent regard for medical services and health consultation from scientific sources.
4. An appreciation for the uniqueness of each individual and for the ways in which all individuals are similar.
5. An appreciation for the contributions that families make to the total development of each person.
6. A desire to contribute to wholesome family living by participating in family activities.
7. An appreciation for the constructive expression of one's sexuality through the reproductive processes and within the framework of the family unit.
8. A desire to respond to increased privilege by displaying a growing sense of responsibility for self and others.
9. A desire to form habits which will contribute to one's well-being and to eliminate or avoid developing habits that may be destructive to optimal growth and development.
10. An appreciation of one's sexuality as a healthful expression of his personality.
11. A wholesome acceptance of oneself as a sexual being and of those physiological processes (e.g., menstruation and seminal emissions) related to this aspect of one's being.
12. A regard for both the privileges and responsibilities attendant upon parenthood.
13. An increasing appreciation for the complexity of the human personality.
14. A persistent regard for the nature of the phenomena involved in the creation of a new life.
15. A respect for one's body as a tool for creative self-expression and the desire to give it the care it requires and deserves as such.

(Student and teacher resources for grade five will be found at the end of grade six.)

### Introductory Comment

In the sixth grade, students will continue their study of growth and development, emotions, the family, sex and sexuality and human reproduction. This material follows in sequence the development in the first five grades. The specific content and activities selected by the teacher in relation to the general topics suggested should serve both to reinforce and to expand upon students' previous learning experiences in these areas, thus continuing the learning spiral.

Because of the mobility of our population, and the lack of uniformity among sex education programs in our schools, the teacher should be sure that all new students either have had or be given the opportunity to cover all aspects of these units.

In view of the possibility that teachers may wish to separate boys and girls for the study of either parts or all of the unit on the family, separate but parallel programs for this unit have been developed for boys and for girls. The teacher will note that many parts of this unit might well be taught to boys and girls together instead of separately. Whether or not this is done and, if so, the extent to which it is done, should be determined on the basis of local circumstances and conditions. In this respect, the primary consideration should be the differences or similarities in the needs, interests, problems and level of maturity of boys compared to those of girls in the same classroom. Such similarities and differences will be reflected in the kinds of questions students ask when they are given the opportunity to submit their questions before the unit is begun.

### Typical Student Questions

Questions asked by pupils are signs of curiosities or problems which can become material for classroom discussion, projects, or reading. The teacher should encourage students to ask questions, in fact, should seek them out, and should be prepared to help the pupils find clear, simple, honest answers. The following are some typical questions, chosen from hundreds asked by boys and girls in the sixth grade.

#### Menstruation

1. Can you go swimming at all during menstruation?
2. Why are some women irregular? Are they healthy?
3. Why are they called "periods"?
4. What do you do about boys teasing you about menstruation?

#### Conception

1. How long between babies?
2. How does the sperm get from the father to the mother?
3. Why can't some women have babies?
4. How does the doctor know whether it will be a boy or a girl?
5. What does the pill do?

#### Pregnancy

1. How does the baby breathe inside the mother?
2. If the mother has a disease can it affect the baby?

#### Birth

1. Why does the doctor want the new baby to cry?
2. What if the lungs do not fill out when the baby is born?
3. Why do some women have miscarriages?
4. How can an infection start in the mother when the baby is born?
5. How do you know when the baby is ready to come on a certain day?
6. What makes a baby come early?

#### Abnormalities

1. Why are some babies born without parts?



**Miscellaneous**

1. How long before the mother gets back in shape after the baby is born?
2. What happens when mothers cannot nurse their babies?

The following questions are typical of those asked by sixth grade boys:

**Conception**

1. How does a baby get to be a boy or a girl?
2. How do you know which a baby will be?
3. Isn't it true that after a war more boys are born than girls?
4. Doesn't the male give the female the sperm?
5. How do triplets form?
6. Would two sperm ever fertilize the same egg?
7. How does the sperm get into the mother?
8. Is it possible to have babies without fertilization?
9. Is artificial insemination ever used in humans?
10. What happens if the sperm does not meet an egg?

**Pregnancy**

1. Does the mother have to eat more when she is pregnant?
2. Do measles during pregnancy hurt the baby?

**Birth**

1. What if the doctor isn't around when a baby is going to be born?
2. Doesn't the doctor operate to get the baby out?
3. How do babies start to breathe?
4. Why are some babies born before they are fully developed?
5. Are babies ever born feet first?
6. Why do some babies die before birth?
7. Why are caesarians done?
8. Why isn't the mother put to sleep when the baby is born?
9. Why does a mother sometimes die when she has a baby?
10. What is an abortion?

**The Baby**

1. What is an incubator for?
2. Are babies germ-free when they are born?

**Abnormalities**

1. How are Siamese separated?
2. What happens to babies when they are abnormal?
3. What happens if a baby is not formed right?

**Miscellaneous**

1. Are the hormones responsible for the way you feel about girls?
2. Is breast milk better than cow's milk?

**Teachable Material and Profitable Activities**

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research individually or as groups. Discussion of their normal activities and the education or behavioral implications of these activities is highly desirable. The material taught in this unit should be related to the age, interests and needs of the children being taught. Suggestions here can be and should be adapted to the particular classroom, school, and community in which the teaching is done. The following content and related activities are suggested as being appropriate for students in the sixth grade.



## UNIT I CONTINUED STUDY OF CELLS

### A. Teachable Material

1. Cell function
  - a. to carry on life and maintain growth
  - b. to produce energy
    - (1) cells store food as energy. They produce CO<sub>2</sub> and waste products. They are capable of repairing themselves
  - c. cells function similarly but differ in their responsibilities, cells cluster to make tissues, tissues make organs, organs with similar functions make body systems, body systems make you
  - d. cells have 46 chromosomes
    - (1) chromosomes have genes
      - (a) dominant and recessive traits of Mendel's law
  - e. cells have a nucleus and cytoplasm
  - f. cells have DNA and RNA, produce carbon dioxide and waste products
2. Cell differentiation
  - a. the body is made up of trillions of cells of many different kinds. Among them are
    - (1) muscle cells
    - (2) bone cells
    - (3) skin cells
    - (4) blood cells
    - (5) nerve and brain cells
    - (6) reproductive cells
      - (a) have only 23 chromosomes
      - (b) have the sex chromosome XX or XY
      - (c) life begins as a single cell (Embryology study)
  - b. cells can grow larger
  - c. cells multiply (reproduce) by dividing
3. Review of circulation and blood
  - a. circulatory system includes: heart, lungs, veins, arteries, capillaries, lymphatic system
    - (1) purposes of each of the above
    - (2) blood carries food (simple sugars and protein) and oxygen to the cells (by the arteries and capillaries) where it is stored as energy. When used, it produces carbon dioxide and waste products which are carried away by the capillaries and veins.

### B. Profitable Activities

1. View the film, "Circulation—Why and How", or the film, "Hemo The Magnificent". The latter was produced by the Bell Telephone System and usually is available on loan from the local telephone company.
2. Students can prepare slides of blood samples and view them under the microscope or bioscope, identifying the various components of the blood.
3. Students might view various kinds of human cells through the microscope or bioscope and afterwards draw diagrams of these cells, or create replicas from construction paper, or develop clay models to illustrate cell structures and then write brief descriptions of these cells' respective functions. These materials might then be put on display.
4. Individual students might read and report to the class on such articles as the following:
  - "Building Blocks of Life". Today's Health, Vol. XLI, No. 11 (Nov. 1963)
  - "The Cell: Chemical Core of Life". Cooley, Donald G. Today's Health, Vol. XXXIX, No. 11 (Nov. 1961)
  - "Cells That Communicate". Today's Health, Vol. XLI, No. 5 (May 1963)  
Part I: The Brain and Its Pathways
  - "Cells That Communicate". Today's Health, Vol. XLI, No. 6 (June 1963)  
Part II, How Nerve Cells Work

5. View and discuss the film, "Exploring Growth".
6. After students are well-acquainted with the fundamental facts concerning cell function, formation, division and differentiation, have them write imaginative stories, skits, or humorous poems about the work of cells, the way cells differentiate to assume various functions within the body, etc. Simple dramatizations might be prepared for presentation to children in the lower grades who are just beginning to study cellular structure and functions.
7. Have students read and discuss Chapters Two and Three in the booklet, "A Story About You".
8. Models and other visuals should be carefully studied in connection with this unit.

## UNIT II EMOTIONS

### A. Teachable Material

1. Forces that affect emotions
  - a. hormones—review endocrine glands and their relation to growth and behavior.
  - b. influence of environment
    - (1) family
    - (2) friends
    - (3) teachers
    - (4) other environmental influences
  - c. heredity
2. How emotions affect various functions of the body, e.g.,
  - a. digestive system
  - b. nervous system
  - c. heart and circulation
  - d. lungs and breathing
  - e. muscles
  - f. skin and sweat glands
3. Developing emotional control
  - a. developing self-control
  - b. boys and girls share the responsibility of emotional control and respect for each other
  - c. expressing emotions; controlled expression contrasted with uncontrolled expression and selfish expression
4. Respect for self and others

An appreciation of maleness and masculinity and of femaleness and femininity as the most important aspects of becoming an adult can be stressed with students in the sixth grade. Emphasis should be placed on recognizing, understanding, accepting, and appreciating the sensitivity among members of one's own sex to characteristics which, in our culture, are more typical of the opposite sex.

The use of the terms "sissy" or "tomboy" to refer to children of one sex who exhibit behaviors or enjoy activities more commonly regarded as being characteristics of children of the opposite sex, has a connotation which may be very traumatic to children. It is both reasonable and desirable to help children in this age group understand that there is some degree of maleness and femaleness in each of us, and that masculine and feminine characteristics are not clearly distinct or differentiated.

For example, when a situation arises which causes a boy or a grown man to cry from pain or frustration or in sympathy, he is not acting like a girl, but is only exhibiting a sensitivity common to all persons. In the same way, a girl who participates or even excels in active sports or athletics, is not behaving unlike a girl, but is only displaying her personal enjoyment of these activities.

It is believed that open discussion of masculine and feminine roles helps to develop early an understanding and acceptance of such behaviors in oneself and in others as being behaviors characteristic of and acceptable in all persons, regardless of sex. This serves as a great deterrent to later self doubts and anxieties concerning homosexuality.

#### B. Profitable Activities

1. View and discuss the film, "Human Heredity".
2. If the endocrine glands and the normal effects of their hormones on growth patterns and emotions have been studied in the fifth grade, students might do individual or small group research on the effects of occasional malfunctions of glands such as the thyroid gland. Follow this with a discussion of possible ways of preventing such malfunctions and the importance of seeking medical attention for any deviations which might be noticed.
3. The integrated relationship between the physical and emotional aspects of self should be discussed. This might be illustrated specifically through discussing the relationships among the amount of thyroxin secreted by the thyroid gland, one's physical development and his degree of emotional sensitivity and irritability. The relationships among fear, increased secretion of adrenalin and increased heartbeat, respiration, etc., in preparation for fight or flight might also be used to illustrate this concept.
4. Individual students might read and report to the class on such articles as the following:
  - Cooley, Donald G. "Hormones: Your Body's Chemical Rousers". Part I, Today's Health, Vol. XL, No. 11 (Nov. 1962).
  - , "Hormones: Your Body's Chemical Rousers". Part II, Today's Health, Vol. XL, No. 12 (Dec. 1962).
5. To learn how the effects of emotions on the digestive system were discovered, one or two students might read and report to the class on the following articles:
  - Dunlop, Richard "Dr. Beaumont's Strange Partner". Today's Health, Vol. XL, No. 2 (Feb. 1962)
  - "A Window to the Human Stomach". Today's Health, Vol. XLIII, No. 1 (Jan. 1965).
6. The teacher might develop and read to the class open-ended stories pertaining to realistic situations in which emotions such as fear, anger, jealousy, "hurt feelings" are generated and several behavior alternatives are possible for the individuals involved. Then, each student might write an appropriate ending to the story, indicating what the person or persons in the story did and why. Endings may be shared with the class and discussed with particular emphasis on the appropriateness of the behavior which resulted from emotional upset.
7. Discuss the implications of the admonition to boys in our culture that "boys don't cry" and "men don't cry". Help both boys and girls to develop an appreciation for crying as a natural and constructive way of relieving the emotional tension created by physical pain and the physical tension created by emotions such as grief or sadness, regardless of one's sex.
8. The desirability of having both boys and girls (and men and women) participate in vigorous physical activities such as games and sports should be discussed to help avoid the future attachment of a stigma to the girls or young women who enjoy and excel in games and sports. Students might collect magazine and newspaper articles and pictures of famous sports personalities of both sexes.

### UNIT III CONTINUED STUDY OF THE FAMILY AS THE BASIS OF STABILITY IN OUR SOCIETY

#### A. Teachable Material

##### 1. Boys program

- a. differences in growth patterns and characteristics
  - (1) endocrine glands which influence growth and development
  - (2) effect of hormones on emotions
  - (3) appearance of secondary sex characteristics
  - (4) maleness and femaleness
- b. male reproductive organs
  - (1) growth and development
  - (2) personal care
  - (3) mechanism of erection
  - (4) the sperm
    - (a) its path through the reproductive organs
    - (b) its purpose
    - (c) characteristics
  - (5) seminal emission (nocturnal emission or "wet dream")
    - (a) a natural, normal occurrence
    - (b) frequency
- c. female reproductive organs
  - (1) ovulation
  - (2) menstruation (not included in fifth grade)
- d. development of the female breast
- e. conception and pregnancy
  - (1) ovulation
  - (2) fertilization and implantation
  - (3) cell division and differentiation
  - (4) twinning
  - (5) embryonic development
- f. full term baby and birth
- g. review care of the body

##### 2. Girls program

- a. differences in growth patterns, and characteristics
  - (1) endocrine glands which influence growth and development
  - (2) appearance of secondary sex characteristics
  - (3) maleness and femaleness
- b. the female breast
- b. the female breast
  - (1) purpose
  - (2) development
  - (3) buying and wearing brassieres
- c. female reproductive organs
  - (1) ovulation
  - (2) menstruation
- d. conception and pregnancy
  - (1) fertilization
  - (2) implantation
  - (3) cell division and differentiation
  - (4) twinning
  - (5) embryonic development
  - (6) fetal development
- e. full term baby and childbirth

3. The separate units may be culminated by having the boys and girls view and discuss together a film such as "The Thread of Life," or some other film on DNA, RNA and heredity.



## CONCEPTS AND ATTITUDES

As a part of the learning process which takes place at each level of instruction, teachers should assist students to form impressions, arrive at conclusions, develop attitudes and form concepts or generalizations. Mere acquisition of knowledge or a fund of factual information is not enough. The ultimate aim is the initiation or reinforcement of intelligent actions or practices, and the student's development of basic concepts and favorable attitudes influences greatly the extent to which he adopts or continues the desired practices.

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in the sixth grade will be reinforced and developed further through learning experiences occurring at more advanced levels of instruction.

### Concepts

In the study of this unit, concepts as these listed can be formulated by children:

1. Cells have different kinds of structures which enable each kind to perform its specialized function.
2. A person's emotions affect the way his body functions.
3. The hormones secreted by the endocrine glands regulate many physiological functions. They prepare the body for action during periods of emotional stress.
4. Emotions are natural human feelings existing in all persons. They are aroused in response to other people and to situations in one's environment.
5. Emotions need to be expressed in some way. There are constructive and destructive ways of expressing emotions.
6. Emotions can be expressed in the most constructive way when their expression is controlled by the use of one's ability to reason.
7. One of the tasks involved in becoming a mature person is that of learning to control the emotions in such a way that their expression helps, rather than hurts.
8. Maleness and femaleness refer to biological characteristics unique for each individual.
9. Although boys are mostly male and girls are mostly female, no person is all male or all female. There is some degree of femaleness in all boys and some degree of maleness in all girls.
10. Masculinity and femininity refer to patterns of behavior that are characteristic of males or of females in a particular culture. These patterns of behavior are not present at birth, but are learned through the experiences one has in his family, his school, and his community. As boys and girls grow up, they learn how to be masculine or feminine by observing and behaving like the men or women they know and admire.
11. The process of growing and developing from children into adults is very complex and involves many physical, emotional and social changes and adjustments.
12. The growth and development of a baby from one fertilized cell into a complex human being is one of nature's greatest and most miraculous achievements.
13. An appreciation of "maleness" and "femaleness" is an important aspect of becoming an adult.
14. There are such normal variations in physiological activity in each individual that it is important to recognize, understand and accept the many characteristics which may be common to both sexes.

### Attitudes

As an outcome of this unit, it is to be hoped that the student will form favorable attitudes toward himself, others, family living and reproduction:

1. An appreciation for the integrated nature of man.



2. An acceptance and appreciation of the emotional dimension of being and of the human quality that emotional expression gives to personality.
3. A desire to express one's emotions in constructive ways.
4. A willingness to explore a variety of alternatives in the attempt to learn how to channel one's emotions into constructive outlets.
6. A desire to adopt the behaviors natural to and characteristic of one's assigned sex role in our culture.
7. A sensitivity to, acceptance of, and appreciation for behavioral characteristics which may be exhibited by members of both sexes, which are natural to both sexes, but which may be culturally expected of one sex rather than of the other.
8. An acceptance of, and appreciation for, the complex physical, emotional, and social changes that one undergoes in the process of growing and developing into an adult.

**Films:**

- "Growing Up (Preadolescence). McGraw-Hill Book Co., Inc. Text Film Preview Library, Distribution Center, Highstown, N.J. 08520. 10 minutes. Color.  
Uses silhouette and animated photography to observe the complicated growth of twins, Nicky and Peggy. Discusses such factors as irregular growth, rate of growth, glands involved in growth, and the faster growth of girls than boys at a certain age. Emphasizes proper diet, relaxation, recreation, and sleep. Points out that boys will catch up with girls and continue to grow larger and heavier.
- "Story of Menstruation". Kimberly-Clark Corp., Neenah, Wisc. 10 minutes. Color.  
Animated drawings and diagrams tell in a pleasant, direct and scientific way the story of this natural phenomenon.
- "Everyday Courtesy". Churchill Films, 6671 Sunset Blvd., Hollywood, Calif.  
When a group of pupils arrange and present an exhibit on courtesy, they write invitations to their parents, entertain their guests, and display materials which they have assembled. Includes courtesy in connection with invitations, telephone conversations, introductions, and entertaining guests.
- "Exploring Growth". Churchill Films, 6671 Sunset Blvd., Hollywood, Calif.  
Shows the relationship of cells to growth, and how food is digested and distributed to the cells.
- "Circulation—Why and How". Churchill Films, 6671 Sunset Blvd, Hollywood, Calif.  
Stresses the cell as the building unit of the human body and the role of the various parts of the circulatory system in meeting the needs of the cell for food, oxygen, and removal of waste materials.
- "Boy To Man". Churchill Films, 6671 Sunset Blvd, Hollywood, Calif. 16 min. Color.  
Shows the physical changes of the adolescent as well as complete glandular development. For boys from 11-14 but may also be used very successfully with girls. Good health is stressed throughout. (Excellent—6 or 7)
- "Miracle of Reproduction". Sid Davis Productions, 1418 N. Highland Ave., Hollywood, Calif. 15 minutes. Color. Presents similarities in growth and development of fish, chickens, cows, and human beings. Includes sequence showing growth of human baby within mother's body and birth of child. It is important for parent and teacher groups to preview this film. Jr. High through adult. (Excellent—6th)
- "The Day Life Begins". Carousel Films, 1501 Broadway, NY 10036. 23 minutes.
- "It's Wonderful Being A Girl". Personal Products, Milltown, N.J. 10 minutes. Color.  
This fine film tells the story of menstruation. It presents a fine philosophy of being a girl.
- "Human Heredity". E.C. Brown Trust, 220 SW Alder St., Portland, Oregon. 20 minutes.  
Uses live-action photography and animation with touches of humor to present basic facts and principles concerning human heredity and the influence of culture and environment on behavior and attitudes. Shows identical twins and explains through animation how physical characteristics can be determined through the laws of heredity. Shows a class as they discuss the influence of heredity on human form. Jr. High through adult. (Excellent)

## Sound Filmstrips:

"Especially for Boys". Sy Wexler Film Production, 801 Seward Ave., Los Angeles 90028. 1966.

Animated drawings describe the pubescent growth and development of boys and girls.

"Reproduction in Flowers". Eye Gate House, Inc. 146-01 Archer Avenue, Jamaica, N.Y. 11435.

Correlated charts for intermediate grades include: binary fission in the amoeba, budding in the hydra, regeneration in the planarian, spore formation in bread mold, flowering plants, insects, egg-laying mammals, humans—male, humans—female, and Mendel's law of heredity.

"Human Reproduction". Eye Gate House, Inc. 146-01 Archer Ave., Jamaica, N.Y. 11435.

Correlated charts for intermediate grades include: binary fission in the amoeba, budding in the hydra, regeneration in the planarian, spore formation in bread mold, flowering plants, insects, egg-laying mammals, humans—male, humans—female, and Mendel's law of heredity.

## Books and Pamphlets:

"The Adolescent in Your Family". Children's Bureau Publication 347.

Washington, D.C., U.S. Govt. Printing Office (Teacher)

Dickerson, Roy E. "Into Manhood". New York: Association Press, 1954. (Pupil)

Gesell, A. and F.E. Ilg. "The Child From Five to Ten". New York: Harper & Bros., 1946. (Teacher)

"Growing Up and Liking It". Milltown, N.J. Personal Products Corp. (Pupil)

Hayes, M.V., M.P.H. "A Boy Today—A Man Tomorrow". St. Louis: Optimist International, 1961. (Pupil)

Hofstein, Sadie. "The Human Story: Facts On Birth, Growth and Reproduction".

Glenview, Illinois: Scott, Foresman & Co. (Pupil)

Ingelman-Sundberg, Axel and Claes Wirsén. "A Child Is Born, The Drama of Life Before Birth". A Seymour Lawrence Book. NY: Delacorte Press, 1965. (Pupil and Teacher)

Irwin, Leslie, Ph.D., et al. "Choosing Your Goals". Chicago: Lyons & Carnahan, 1965. (Pupil)

----- "Finding Your Way". Chicago: Lyons & Carnahan, 1965. (Pupil)

----- "Understanding Your Needs". Chicago: Lyons & Carnahan, 1965. (Pupil)

Lerner, Marguerite, "Who Do You Think You Are?" Englewood Cliffs, N.J. Prentice-Hall, Inc. 1963.

(Pupil)

Lerrigo, Marion and Michael Cassidy. "A Doctor Talks to 9-12 Year Olds". Chicago, Budlong Press, 1964. (Pupil)

----- and Helen Southard, "A Story About You". Chicago: American Medical Association, 1964.

(Pupil)

Randal, Judith. "All About Heredity". NY: Random House, 1963. (Pupil)

Scott Paper Company. Home Service Center "World of A Girl". International Airport, Philadelphia, Pa.

Strain, Frances B. "New Patterns In Sex Teaching". NY: Appleton-Century-Crofts, Inc. 1951.

(Teacher)

"Accent On You". NY: Tampax, Inc., Education Dept. (Pupil)

"You're a Young Lady Now". Neenah, Wisc. Kimberly-Clark Corp. (Pupil)

Wilson, Charles & Elizabeth Wilson "Growing Up". Indianapolis, Ind. Bobbs-Merrill Co., Inc.

1966. (Pupil)

H E A L T H

G R A D E S 7--12

**GRADE SEVEN****Introductory Comment**

It is recommended that health education be taught as a subject separate from science in all upper grades. However, if there is no alternative, sex education and family living units should be included in the science curriculum. As in the fifth and sixth grades, most of the material can be discussed in mixed classes. Hearing the point of view of the opposite sex is very helpful to teenagers. However, to get to the depth of the student's personal problems it is recommended that the opportunity for separated sessions be offered. Pubescent changes make boys and girls emotionally aware of the opposite sex, and discussions of a very personal nature in co-educational classes can be painful to some because of a strong tendency to self-identify with the general discussion. This sensitivity is found far more frequently in girls than boys because of the very nature of their sexuality. (See discussion of "To Separate or Not to Separate," found in Chapters One and Five). Complete disregard for their feelings is not conducive to their best adjustment. An explanation of the fundamental psychological differences between male and female frequently will ease the tension enough so that the majority of students will participate freely in the class discussions. If this does not prove to be the case, students should have the right to choose how the class will be conducted.

Parts of this unit, specifically the review of the female and male reproductive processes, should be held with boys and girls separated to allow ample opportunity for discussion of questions of a personal nature and for clarification of any misunderstandings. Each should understand the physical and emotional characteristics of the opposite sex as well as those of his own. A successful method of approach is that of permitting written, anonymous questions to be turned in before the beginning of these units, as has been suggested for previous units. This will give the instructor a valuable insight into the present level of students' comprehension of the subject matter and into the nature of their current interests and problems.

In the seventh and eighth grades there should be some greater "in-depth" study of masculine and feminine roles in our society to foster an appreciation of these roles in those who are becoming adults. In grades seven through twelve some reference should be made of Robert J. Havighurst's "Developmental Tasks of Adolescence."

There is no reason why in the seventh and eighth grade, illegitimate pregnancy cannot be discussed at the time that reproductive information is given and in the context of family living. Stress should be given to the unfortunate circumstances that surround the infant who has a set of parents unable to provide him with the love and care which are his birthright. A couple who wants a child, is better able to provide this care within the framework of the married family pattern because of the mores and customs of our society.

(Throughout this unit for the seventh grade, teachers should be alert to students' prior sex education program experiences. For example, for some students the suggested material might duplicate or be too repetitious of material taught in the first six grades, either in this school or elsewhere. On the other hand, transfer students either may have had no opportunity to participate in a sex education program, or, in fact, they already may have studied either this suggested material or perhaps even more advanced material. Thus, it is entirely possible that within any given grade, there may be a group of students for whom the suggested material in this unit will be appropriate as is. Another group may need opportunity to study some of the material suggested for earlier grades before they will be ready for the material as outlined. A third group may be ready for more advanced material than that which is suggested. The teacher confronted with such a situation as this might wish to use the major topics suggested in this chapter as a general framework and then according to the varying needs of her students, select specific content related to these topics from the preceding units and from the units suggested for high school students.)



### Typical Student Questions

Seventh and eighth grade students have many characteristics in common, and these characteristics are revealed in the following sampling of actual questions (see also questions beginning at the bottom of p. 67). Therefore, health education curriculum planning for these grades should concentrate on these needs. Personality problems and personal appearance take priority over specific boy-girl relationship problems in the seventh grade. Interest in boy-girl relationship problems in the seventh grade. Interest in boy-girl relationship increases at the eighth grade level, and there are some very significant questions asked concerning dating, kissing, marriage, and reproduction.

Questions asked by pupils are signs of curiosities or problems which can become material for classroom discussion, projects, or reading. The teacher should encourage students to ask questions, in fact, should seek them out, and should be prepared to help the pupils find clear, simple, honest answers.

#### Self and Personality Development

1. Why do I always build up fear in my mind when I know I am going to have to do something I am scared to do?
2. How can I have a better personality?
3. Why do I sometimes feel resentment toward everyone?
4. How can I overcome shyness?
5. What is a "good" personality?
6. Does clean appearance help to have a good personality?

#### Family Living

1. How can you stop from fighting your brothers when they tease you?
2. What can I do with a younger brother who is nice sometimes but is horrible other times and teases and hits?
3. Should girls 12 or 13 be allowed to have a clothes allowance? If so, how much a month?

#### Getting Along With Others

1. How do you get along with someone who sticks his nose into your business?
2. How do you get along with someone who tries to be mean in awful ways?
3. How can I like someone without others getting in the way?
4. How can you make people like you?
5. How can you be nice to other people?
6. What is being popular?
7. How do you get to be popular?
8. How come some people are popular and others are not?
9. How do you get rid of a "tag along" without hurting his or her feelings?

#### Relationships with Members of the Opposite Sex

##### General:

1. What do you do when girls call you and start acting silly?
2. How do you get along with girls?
3. Why do girls grow up socially faster than boys?
4. Why do boys and girls like each other?
5. Is it OK to have a boy to your house to play cards and have cokes even if you don't like him?
6. Do boys want girls to play baseball, football, and other sports with them?
7. What if you like a girl and she doesn't like you? How can you get to like each other?
8. If a boy tells a dirty joke and a girl is around, how do you change the subject? Or should you just laugh and pretend you don't care?
9. Why do all teenagers get puppy love?
10. What should you do if puppy love goes a little bit too far?



**Dating:**

1. What are some fun party activities?
2. What do a boy and girl do on a date if it gets boring? Go home or what?
3. How old should you be before you start paying a girl's way on dates?
4. How old should a person be before they have dates?
5. How old should you be when you should go steady?
6. Should you go steady?
7. If a boy asks you for a date and you don't like him should you accept it?
8. What time should a 12 or 13 year old girl or boy come home from a date?

**Kissing**

1. When a boy tries to kiss you and you don't want him to, what do you say? What do you do?
2. When you are on a date, if the boy asked you for a kiss, should you accept it?
3. Should a boy kiss a girl at the end of a date?
4. How old should you be when you get your first kiss?
5. If a boy kisses you should you tell your mother?
6. When going to a part at the age of 12 or 13 should you play kissing games?
7. If you are at a party and everyone is playing spin the bottle should you go into it? If your Mom doesn't know what you do? If your Mom doesn't want you to? If you don't want to, what should you say?

**Menstruation**

1. What is menstruation and what is done for it?
2. Do animals menstruate?
3. Does the female still menstruate when she is expecting?
4. Did you tell boys about pads girls wear?

**Ovulation, Intercourse, Conception**

1. How is the egg produced?
2. How does the female reproduce children?
3. How does reproduction start in the baby?
4. What is the youngest time a woman produces eggs?
5. What are the basic fundamentals of reproduction?
6. Why can't men reproduce?
7. At what age does the male produce sperms? When does the male let them out?
8. How does the male know when to send the sperm to the ovaries?
9. What is intercourse?
10. Is it alright to have intercourse the day after a boy has gotten rid of the sperm?
11. Is there any special time you are going to do this—night or day?
12. Do parents have to mate everytime to have a baby?
13. How does the sperm get in the girls body?
14. What is a rubber?
15. Where did the sperm come from?
16. Is there any special time when the sperm has to fertilize the egg?
17. When does the mother know when to fertilize the egg?
18. If a male doesn't develop sperm until 14-16 how could a girl have a baby at the age of 10?
19. Do sperm die when they come in contact with air?
20. Does fertilization take place during the menstrual period?
21. Is there any limit on how many children you can have?
22. How many children can you have at one time?

### **Pregnancy and Birth**

1. Where is the birth canal?
2. Where does the baby come out and how?
3. When a baby is born, why does the doctor slap him?
4. Discuss abortion and miscarriage.
5. What does a baby drink inside its mother?

### **Teachable Material and Profitable Activities**

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research individually or as groups. Discussion of their normal activities and the educational or behavioral implications of these activities is highly desirable. The material taught in this unit, as in every unit, should be related to the age, interests, and needs of the children being taught. Suggestions here can be and should be adapted to the particular classroom, school, and community in which the teaching is done. The following content and related activities are suggested as being appropriate for students in the seventh grade.

## **UNIT I UNDERSTANDING OURSELVES**

### **A. Teachable Material**

1. The mind and influences on its development
  - a. the influence of heredity
  - b. the influence of environment
    - (1) childhood experiences
    - (2) family
    - (3) friends
  - c. the nervous system and its relationship to the mind and to behavior
    - (1) sensory nerves and perception of our environment
    - (2) motor nerves and response to our environment
    - (3) levels of behavior
      - (a) instinctive
      - (b) reflexive
      - (c) conditioned response
      - (d) emotional
      - (e) intelligent
    - (4) higher brain centers are involved in receiving sensory perceptions, interpreting their meaning and in determining the behavioral response
      - (a) unconscious behavior—emotions and the autonomic nervous system
      - (b) conscious control—using reason or intelligence to control responses
    - (5) ability to adjust
      - (a) problem solving
      - (b) getting along in school
      - (c) getting along at home
2. Personality
  - a. what is personality?
  - b. factors influencing the development of personality
    - (1) heredity
    - (2) childhood experiences
    - (3) family
    - (4) friends
    - (5) one's own wishes or desires

- c. one's personality is expressed through his behavior
- d. what constitutes a desirable personality?
- e. what personality characteristics do you like, and which ones do you dislike in members of your own sex and in members of the opposite sex?
- f. what characteristics of your own personality do you like, and which of your own personality characteristics do you dislike? (self-evaluation)
- g. improving your personality
  - (1) how to enhance your personality assets or favorable characteristics
  - (2) how to eliminate or to compensate for personality characteristics which either you or others may think are undesirable or unfavorable
- h. personal appearance contributes to the total personality

### 3. Emotions

- a. emotions are a part of personality
- b. emotions are a means of communication
- c. emotions are expressed in a variety of ways
  - (1) by vocal expression such as grunts, squeals, tone of voice
  - (2) by body activity or movement such as posture, gestures, facial expressions
  - (3) by spontaneous (autonomic) physiological body responses such as blushing, perspiring, breathing rapidly, increased heart beat
- d. emotional messages are understood through different means or combinations of means
  - (1) through the eyes
  - (2) through the ears
  - (3) through body contact
- e. emotional responses can be controlled and changed
- f. emotional responses are sometimes influenced by the endocrine glands

### 4. Purposes of the peer group and its activities

- a. fulfills adolescents' need to belong
- b. bolsters self-confidence
- c. provides opportunity to learn social graces in heterosexual settings
- d. influences attitudes
- e. fulfills girls' precocious interest in dating
- f. helps to establish natural heterosexual relationships

### Profitable Activities

1. Students may study the structure and functions of the nervous system through the use of such materials as the human torso, textbooks, anatomical charts. The instructor or a student might be able to obtain the brain of a large animal from a supermarket or butcher for use in demonstrating what real, though dead, brain tissue looks like.
2. Students should have opportunity to discuss all levels of behavior as being characteristic of humans and to relate specific levels of behavior to particular areas of the nervous system. They might compare the brains of lower forms of animal life with the human brain in order to observe the greater size and development of the part of the human brain that is involved in conscious or intelligent control of behavior.
3. The teacher might locate and bring to class some of the common "perception puzzles" related to visual perception and have students note what they see. This could be followed by discussion of sensory perception and then by discussion of one's "emotional" perception of situations and other people.

4. Assist students in developing logical and "intelligent" approaches to problem solving by discussing and listing helpful procedures. Each student might write out for his own use a brief description of some personal problem and then attempt to apply the guidelines suggested to aid him in working out an acceptable solution.
5. Panel discussions about student problems in getting along at home might be held, using either all students or a combination of students and parents as members of the panel. Such topics as conflicts between student expectations concerning privileges and parent perceptions of students' ability to accept responsibility might be included among those discussed. Careful guidance should be given by the teacher in helping students prepare for this experience. Topics should be selected ahead of time.
6. View and discuss the film, "Understanding Your Emotions".
7. Distribute the booklet, "Finding Yourself", to students to be read and used as the basis for class discussions about the development, awareness and acceptance of sexuality as a healthful aspect of the total personality and for the study of appropriate ways to develop meaningful interpersonal relationships.
8. Discuss the meaning of the term, "personality", and the factors that influence the development of personality.
9. Have buzz groups on the topic, "What are the characteristics or qualities of a pleasant personality?" Afterwards, compile a class list of desirable personality characteristics, duplicate it and distribute it to students as one tool which they might use in self-evaluation.
10. Have a student panel discussion about personality characteristics liked and disliked in members of the opposite sex. The panel should be composed of students of both sexes. Four topics which might be discussed include:
  - What personality characteristics do girls like in boys?
  - What personality characteristics do boys like in girls?
  - What personality characteristics do girls dislike in boys?
  - What personality characteristics do boys dislike in girls?
 Such discussions will serve as motivation to self-evaluation by students this age.
11. Discuss appropriate ways of enhancing personality assets and compensating for or eliminating personality characteristics considered unfavorable or undesirable.
12. Teacher may use a resource person to discuss grooming. The home economics teacher might be asked to do this. Discuss the use of deodorants at this time.
13. The teacher may find the use of models (e.g., the torso) and other visuals helpful in furthering class discussion.
14. Discuss what it means to be "popular". Compile a list of those factors which students think are responsible for a person's popularity. Analyze them critically during an open discussion.
15. Create a role playing situation in which a number of students demonstrate various responses to emotional situations.
16. Have students discuss areas which are likely to present special difficulty or produce emotional stress for seventh graders as they enter the more complicated world of junior high school.
17. Discuss our reaction to strong emotions and list some of the physiological responses brought about by the autonomic nervous system.
18. Have students discuss how they feel physically when overwhelmed by emotions.
19. Role play a situation in which a seventh grade girl wants to start dating and her mother insists that she is too young.



## UNIT II REVIEW OF MALE & FEMALE REPRODUCTIVE PROCESSES

### A. Teachable Material

1. Male reproductive organs
2. Female reproductive organs
3. Maturation of the spermatazoa
4. Ovulation
5. Menstruation
6. Intercourse
  - a. the privilege of married people in our society
  - b. the ultimate expression of mature love
7. Fertilization
  - a. factors influencing its completion
  - b. ova must be present for conception
8. Pregnancy
9. Birth of the baby
10. Miscarriage

### B. Profitable Activities

1. Preview, show, and discuss such films as
  - a. "Human Reproduction"
  - b. "Human Growth"
  - c. "Human Body: Reproductive System"
2. A frank, open discussion should be held concerning the misuse of sexual relations outside marriage and its possible consequences.
3. Distribute and study the book, "Finding Yourself". Discuss its various chapter materials.
4. Use the opaque projector to share with the class the pictures found in the book, "A Child Is Born", "The Drama of Life Before Birth".
5. Review the study of cell function and cell differentiation found in the sixth grade (Chapter Six). The teacher should capitalize on the opportunity to motivate children to have respect for the cells' ability to perpetuate life.

### Concepts and Attitudes

The importance of the development of concepts and attitudes has been discussed in the Introduction. As a part of the learning process which takes place at each level of instruction, teachers should assist students to form impressions, arrive at conclusions, develop attitudes and form concepts or generalizations. Mere acquisition of knowledge or a fund of factual information is not enough. The ultimate aim is the initiation or reinforcement of intelligent actions or practices, and the student's development of basic concepts and favorable attitudes influences greatly the extent to which he adopts or continues the desired practices.

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in the seventh grade will be reinforced and developed further through learning experiences occurring at more advanced levels of instruction.



**A. Concepts**

As a product of their experiences in the study of this unit, it would be hoped that some such concepts as these would be formulated by students in the seventh grade:

1. Contingent upon several rather deep underlying physiological and psychological qualities individual behavior can be controlled.
2. Man, because of his highly developed nervous system, is able to exercise conscious control over much of his behavior, i.e., he is capable of self-directed behavior through the use of his reason or intelligence.
3. A person can increase his chances of working out successful solutions to his problems by learning to use his intelligence, i.e., his ability to think through his problems, in finding out what causes them and what the most promising solutions might be in each instance, and then acting or behaving on the basis of what he has discovered.
4. Fluctuation of moods and energy is characteristic of adolescence.
5. Personality is the sum of all of an individual's characteristics.
6. One's personality is expressed through his behavior.
7. Many factors and forces influence the quality of an individual's personality.
8. During adolescence, one of the most important factors that continues to shape an individual's personality is his own idea of what he would like his personality to become. He is capable of modifying many of the aspects of his personality which influence his ability to get along with other people.
9. The ways in which one expresses his emotions can either enhance or hinder his ability to get along with others.
10. There are many constructive ways of expressing emotions. The emotionally mature individual tries to channel his emotional expressions into these constructive outlets.
11. The custom of dating is one of the means by which men and women learn to know and to understand each other as sexual beings.
12. Both men and women are responsible for the quality of inter-personal relationships developed through dating.
13. In boys, awareness of and responsiveness to the sex drive develops before or concurrently with the maturation of spermatazoa. Sex stimulation is genital in origin.
14. The increased strength and awareness of the sex drive finds natural expression in an increased interest in relationships with members of the opposite sex.
15. Young men and women in our culture are biologically capable of mating and reproducing several years before they are emotionally and socially mature enough to fulfill the responsibilities of being parents.
16. Because the designed purpose of the sex drive in humans is to assure the perpetuation of the human species through eventual mating and reproduction, ways of expressing this drive should be intelligently controlled in such a way that any children which result from mating will be provided at birth with a home and family in which they can grow and develop to their fullest physical, mental and social potential.
17. Inappropriate means of expressing the sex drive create problems for individuals and for society.
18. The family is the basic community unit of any society.
19. In our culture, the typical family consists of a mother, a father, and their children.
20. There are many different kinds of families in our society.

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21. Parents and children who live in atypical families have special adjustments to make in family living, but are capable of making these adjustments so that healthful, happy family living can result.
22. Many factors and forces influence the nature of family living for a particular culture, a particular community, a particular family and a particular individual family member.
23. The family is necessary to provide love, security, and identity for its individual members.
24. Each person is an important, contributing member of the total family, and each influences the quality of family living for all family members.
25. The family provides the environment in which children are nurtured until they are able to become independent of their families and to marry and establish families of their own.

#### **B. Attitudes**

As an outcome of this unit, it is to be hoped that the student will form favorable attitudes toward himself, others, family living and reproduction:

1. An appreciation for man's ability to exercise conscious control over much of his behavior and a desire to continue to develop this ability throughout life.
2. A willingness to utilize a systematic, logical approach to finding solutions to one's problems.
3. A desire to control one's emotions so that the expression of them fosters personal development and wholesome interpersonal relationships.
4. An appreciation for the necessity of understanding oneself and members of the opposite sex as sexual beings in order to prevent and to solve problems which are likely to arise in dating relationships.
5. A willingness to establish limits for one's behavior and to accept responsibility for adhering to one's own limits.
6. A desire to establish meaningful interpersonal relationships with members of both sexes.
7. An appreciation for the desirability of attaining emotional and social maturity prior to marriage.
8. An appreciation for the enrichment that appropriate means of expressing one's sexuality can add to life and the desire to channel these expressions of self in ways that will lead to constructive ends for self, others and society.

### **Introductory Comments**

Throughout this unit for the eighth grade, teachers should be alert to students' prior sex education program experiences. For example, for some students the suggested material might duplicate or be too repetitious of material taught in the first seven grades, either in this school or elsewhere. On the other hand, transfer students either may have had no opportunity to participate in a sex education program, or, in fact, already may have studied either this suggested material or perhaps even more advanced material. Another group may need opportunity to study some of the material suggested for earlier grades before they will be ready for the material as outlined. A third group may be ready for more advanced material than that which is suggested. The teacher confronted with such a situation as this might wish to use the major topics suggested in this chapter as a general framework and then, according to the varying needs of her students, select specific content related to these topics from needs of her students, select specific content related to these topics from the preceding units and from the units suggested for high school students.

It is recommended that before organizing a unit for grade eight the teacher should become thoroughly familiar with the preceding materials for grades five, six, and seven. This should prove valuable in relating the materials suggested for eighth graders to those of the other grades and in understanding the spiral learning process which is meant to take place.

A study of the introductory comments for grade seven would be helpful in deciding how to proceed with the teachable materials found in this chapter which are closely related to and a continuation of the teachable materials for grade seven.

As mentioned, pupils in the seventh and eighth grade share many common characteristics. It is, therefore, not always feasible to develop teaching outlines unique to each grade. Teachers should make the effort, therefore, to arrange the material and seek to develop the concepts and attitudes appropriate to the age and maturation levels of the group they are teaching. Generally speaking personality problems and personal appearance take priority over specific boy-girl relationship problems in the seventh grade. Interest in boy-girl relationships increases at the eighth grade level, and there are some very significant questions asked concerning dating, kissing, marriage, and reproduction.

### **Typical Student Questions**

Students should be encouraged to ask questions and teachers should be prepared to help students find clear, simple, honest answers. These questions can become excellent material for classroom discussion, projects, or reading.

### **Self-Awareness and Self-Understanding**

1. Is it true that crying and hysteria send off poisons into your body which shorten your life?
2. What makes your brain work? What is it made of?
3. Sometimes I get the queerest ideas and notions, day dreams, and nightmares. Why?
4. Why is it you don't think right when you don't feel well?
5. Why should you feel out of place and how can you overcome it?

6. How does your feeling affect your normal life?
7. Why does your stomach feel so funny when you are in a recital or give a big report?
8. How would you try to get out of a bad habit that you do not like to do but you want to get away from?
9. Do you really feel things or is it your brain telling you that you feel it?
10. What makes a person cry?
11. Why are some people smarter than others?
12. Do dreams mean anything?
13. How can you keep from getting mad at little things? Is it normal to lose your temper?
14. How do you keep from getting bored?
15. How do you meet unexpected problems or sudden changes without getting made or disgusted?
16. How do you make a decision?
17. What makes people nervous doing daily tasks?
18. How do you plan a day?
19. Sometimes I lose sleep worrying about things that never could happen. I am beginning to think I enjoy it. What should I do?
20. How do you develop a good personality?
21. Why do your emotions seem to "get the best of you" during adolescence?

#### Adolescent Growth and Development

1. What happens to boys during adolescence besides their voice change?
2. Are girls actually two years ahead of boys and at what age are they fully matured?
3. When will I get a "good" figure?
4. What problems do boys have that are similar to menstruation?

#### Menstruation

1. At what age should a girl wear tampons?
2. Can a girl go swimming during the last days of her period?
3. When should a girl start menstruating? What if the period isn't regular?
4. What does the pituitary gland do in relation to menstruation?
5. Does menstruation cause pimples?
6. When should your menstrual cycle start being regular?
7. What causes cramps? How do I relieve them?
8. What foods should I eat during my period?
9. Can a boy tell when a girl is menstruating?
10. Should a girl tell her mother of the irregularity of her periods?
11. Why do women stop menstruating at a certain age?

#### Solving Problems in Social Relationships

1. When someone has hurt your feelings how should you react?
2. What makes a person's feelings hurt when someone says something about them? When two people are having an argument I always seem to want to enter into it. How can I overcome this?
3. Some girls are very rude. How can you stop from telling them off besides counting to ten.
4. If you are handicapped in some way how can you overcome it and feel that you are wanted in a group with other people?
5. Why do some people not care if they hurt others feelings?

6. What should you do when someone makes fun of you?
7. What is a popular person? How do you become popular?
8. How do you win friends with some people who just can't seem to be friendly? They put themselves in a higher class (and it beats me how to be friends with them).
9. How can you overcome being an old grump?
10. How can you overcome being silly—actually acting stupid? How can you be quiet if the ones around you are silly?
11. Why do I fight with my parents?
12. How can you make yourself well liked without having the most clothes and being the richest.
13. What to do when a teacher keeps on embarrassing you in front of the class even when you ask him nicely to stop?
14. How do you get along with your teachers and your fellow students?
15. How can I make Mom understand the gang?
16. What do you do or say to someone you do not want around?
17. What should you do about jealousy?
18. What should you do for shyness in class and around other people?
19. How can you pass off embarrassing moments?
20. How does one get to know many people? Go about meeting new boys or girls in the community?

#### Understanding Boy-Girl Relationships

1. How can I change my personality to be appealing to a certain member of the opposite sex?
2. How can you overcome flirting?
3. How can you be nice and friendly to members of the opposite sex without everyone thinking you're flirting?
4. Can a girl 13 be in love with a boy 17 or 18?
5. What should boy and girl relationships be kept to?
6. Why are boys and girls attracted to each other?
7. Why do boys look you up and down and tell you every little detail wrong with you?
8. What age should you be to get serious (steady)?
9. Why does your heart jump when you talk to a boy?
10. Is it normal to want to neck all the time?
11. Should a girl like a boy younger than she is?
12. How do you know if you are in love?

#### :Dating and Dating Problems

1. How old should you be before starting to date?
2. How old should you be to be able to stay out till 2 or 2:30?
3. Is it wrong to kiss?
4. Is it all right to date a boy younger than you are?
5. Is it OK to date a boy who is not your boy friend?
6. How do you act on your first date?
7. Is it right for a girl to call a boy?
8. Should you go to private or public places on a date?
9. Define "making-out" and "necking".
10. How do you "stop" a boy from going too far?



11. Why don't parents like going steady?
12. Should you kiss goodnight on the first date?
13. How do I refuse a date?
14. How do you tell a boy you like him?
15. If you love a boy should you let him pet you?
16. When you are on a date, and your boy friend decides to do something you believe is wrong, what would be the polite way to insist that this not be done?
17. Is it right to pet on a date?
18. Should you go out with a boy during your period?
19. What can you say to a boy who asks you to go swimming and you are menstruating?
20. How can you control your emotions when you are with a boy?

#### Sexual Intercourse

1. When man and wife are married legally do they automatically feel a sexual attraction. If so, when should this be carried out and what mood should they be in?
2. When is intercourse performed?
3. How close of contact must the boy and girl have before sexual intercourse occurs?

#### Reproduction

1. Do people with the same background make better parents?
2. I would like to know why, when well, if you came home and told your husband you were going to have a baby, why does he usually act surprised when he knows you and he had tried to have a child the month before or so?
3. Can you have a baby without a man's help? (Can it be done?)
4. How does the sperm get into the mother's womb?
5. Do women get pregnant just before their period? Explain the "cycle" and its relationship to pregnancy.
6. What time during the month (if any specific time) is it best to have sexual intercourse? to be able to fertilize the egg?
7. How does a woman become pregnant? How does she know she's pregnant?
8. What causes identical and unidentical twins?
9. Does a man have to go through any procedure when his wife is going to have a baby? If so, what does he go through?
10. Can you witness your child's birth awake without too much pain?

#### Abnormalities

1. What causes babies to be deformed when born?
2. What causes stillborn children?

#### Family Planning and Birth Control

1. Is it good for your health to have babies each year?
2. How do you prevent fertilization?
3. How do young wives keep themselves from getting pregnant?
4. What is birth control?

#### Venereal Diseases

1. What are social diseases?
2. What is V.D.? What causes it?

## Miscellaneous

1. How can a teenager who is pregnant not have the child?
2. I've heard something about men who developed breasts or something like that. What about this? Are there people who are part male and part female? I've also heard about a man who wanted to be a woman. They operated on him to make him look like a female. Can this person play any part in child-bearing?
3. What does sterile mean?
4. Why are mumps dangerous when a man has them?
5. Exactly how much should we know about sex?
6. What do we mean by saying that someone is "raped"?

**Teachable Material and Profitable Activities**

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research individually or as groups. Discussion of their normal activities and the educational or behavioral implications of these activities is highly desirable. The material taught in this unit, as in every unit, should be related to the age, interests, and needs of the children being taught. Suggestions here can be and should be adapted to the particular classroom, school, and community in which the teaching is done. The following content and related activities are suggested as being appropriate for students in the eighth grades.

**UNIT I EMOTIONS AND BEHAVIOR****A. Teachable Material**

1. Understanding emotions
  - a. what are emotions?
  - b. what different kinds of emotions do people have?
  - c. what roles do emotions play in our lives?
    - (1) how are they expressed?
    - (2) how do they influence the way we behave?
    - (3) in what ways do our emotions enhance our relationships with other people?
    - (4) in what ways can they sometimes hurt us and hinder our ability to get along with other people?
  - d. how can we control our emotions so that they will help us instead of hurting us?
    - (1) the importance of control
    - (2) constructive emotional outlets—e.g., talking things over, playing tennis, etc., vs. destructive ones, e.g., fighting, upset stomachs, etc.
2. Developing emotional maturity
  - a. characteristics
    - (1) self discipline; ability to control one's emotions himself instead of relying upon others for controls
  - b. independence
  - c. acceptance of reality
  - d. acceptance of responsibility—for self and to others
3. Growing normally toward mature heterosexual associations and relationships
  - a. development of the sex drive
    - (1) physical maturation and awareness of the sex drive
    - (2) awareness of and interest in differences among people
    - (3) girls develop an awareness and interest in members of the opposite sex at an earlier age than boys do, but boys soon "catch up".

- b. accepting the sex drive as a healthy aspect of the total personality
  - (1) its purpose
  - (2) its relationship to other aspects of personality
  - (3) its role in interpersonal relationships with members of both sexes
- c. recognizing the need to control this drive
  - (1) appropriate expression enhances one's total personality and his relationships with members of both sexes
  - (2) lack of control or misuse causes it to become a negative factor in personality development and hinders the development of good interpersonal relationships
- d. developing social, intellectual and moral maturity in heterosexual relationships

#### B. Profitable Activities

1. Discuss ways in which various means of expressing one's emotions through behavior can serve either to foster the development of good interpersonal relationships or to hinder their development.
2. Discuss what it means to be "emotionally mature" in terms of the way one behaves or acts.
3. Have a question box and invite students to submit questions or problems they have about things they fear. Use these student questions as the basis for class discussion of constructive and destructive fears and ways of overcoming the fears common among early adolescents.
4. Students might read and report to the class on either fiction or nonfiction books about adolescents. Direct them to describe the personalities of the adolescent characters in the books they read and to be alert to ways in which the individuals about whom they read give evidence of developing emotional maturity.
5. View the film, "Farewell to Childhood"
6. Distribute the booklet, "Finding Yourself" to students to be read and used as the basis for class discussions about the development, awareness and acceptance of the sex drive as a healthful aspect of the total personality and for the study of appropriate ways to control and express this drive in meaningful interpersonal relationships.

### UNIT II DATING

#### A. Teachable Material

1. What is meant by the term "dating"?
2. What are the purposes of dating?
3. What responsibilities are involved in dating?
  - a. the responsibilities of boys
  - b. the responsibilities of girls
4. How old should one be before starting to date?
5. Are junior high school students physically, socially, economically, or emotionally ready for dating? (By discussing the real purposes of dating and the responsibilities involved for both the male and the female, it is hoped eighth graders will be helped to realize that dating should be postponed until both boys and girls are mature enough to accept and cope with the responsibilities of dating.)
6. Appropriate dating behavior
7. Necking and petting
  - a. effects on the boy
  - b. effects on the girl
  - c. establishing limits
8. Problems related to dating. (These will vary greatly from one group of students to another and even among students in the same class, depending upon their different levels of maturity and corresponding interests, their dating experience, and upon their family and socio-economic backgrounds. The teacher can determine some of the problems typically experienced by eighth grade students by referring to the

student questions at the beginning of this unit. However, the best way to determine the problems of any given group would be to find out from them what their particular problems are. This could be done in a variety of ways, e.g., by having them submit written questions; by having them write brief descriptions of their problems, both those problems which they already have encountered and have not been able to handle to their satisfaction, and ones which they are anticipating. In addition, the teacher can discover much material suitable for class consideration by remaining alert to problems revealed by students through their conversations and behaviors both in and outside of class.)

### **B. Profitable Activities**

1. Role-play a situation in which an eighth grade girl wants to start dating and her mother insists that she is too young.
2. A person can increase his chances of working out successful solutions to his problems, to find out what causes them, what the most promising solutions might be, and then acting or behaving on the basis of what he has discovered.
3. The sex drive is a natural, healthy force which is designed to assure the continuation of the species, and which finds its most appropriate expression in mating and reproduction.
4. In boys, awareness of the sex drive develops before or concurrently with the maturation of spermatazoa.
5. The increased strength and awareness of the sex drive finds natural expression in an increased interest in relationships with members of the opposite sex.
6. Young men and women in our culture are biologically capable of mating and reproducing several years before they are emotionally and socially mature enough to fulfill the responsibilities of being parents.
7. The designed purpose of the sex drive in humans is to assure the perpetuation of the human species through eventual mating and reproduction. Expression of this drive should be intelligently controlled in such a way that any children which result from mating will be provided at birth with a home and family in which they can grow and develop to their fullest physical, mental and social potential.
8. Inappropriate means of expressing the sex drive create problems for individuals and for society.
9. Appropriate expression of the sex drive through heterosexual relationships during adolescence creates the firm foundation of mutual respect between men and women upon which a happy marriage and family life are built.
10. During adolescence, one of the most important factors that continues to shape an individual's personality is his own idea of what he would like his personality to become. He is capable of modifying many of the aspects of his personality which influence his ability to get along with other people.
11. The ways in which one expresses his emotions can either enhance or hinder his ability to get along with others.
12. There are many constructive ways of expressing emotions. The emotionally mature individual tries to channel his emotional expressions into these constructive outlets.
13. The custom of dating is one of the means by which men and women learn to know and to understand each other as sexual beings.
14. Both boys and girls are responsible for the quality of inter-personal relationships developed through dating.
15. Problems related to control of the sex drive naturally arise in dating. A person can handle such problems most constructively if he understands himself and his dating partner as sexual beings, knows what circumstances are likely to create problems, anticipates such problems beforehand and establishes limits for his own behavior. When dating, one accepts responsibility for his own welfare and that of his dating partner.
16. The family is the basic community unit of any society.
17. In our culture, the typical family consists of a mother, a father, and their children.



18. There are many different kinds of families in our society.
19. Parents and children who live in atypical families have special adjustments to make in family living, but are capable of making these adjustments so that healthful, happy family living can result.
20. Many factors and forces influence the nature of family living for a particular culture, a particular community, a particular family, and a particular individual family member.
21. The family is necessary to provide love, security, and identity for its individual members.
22. Each person is an important, contributing member of the total family, and each influences the quality of family living for all family members.
23. The family provides the environment in which children are nurtured until they are able to become independent of their families and to marry and establish families of their own.
24. The selection of one's husband or wife is a fundamental factor in determining the quality of family living that will develop after marriage.
25. Masturbation is the process of self stimulation of the genital organs to the point of orgasm. Many authorities agree that, under some circumstances, it may serve as a constructive temporary outlet for physical tensions related to the sex drive.

### C. Attitudes

As an outcome of this unit, it is to be hoped that the student will form favorable attitudes toward himself, others, family living and reproduction:

1. An appreciation for man's ability to exercise conscious control over much of his behavior and a desire to continue to develop this ability throughout life.
2. A willingness to utilize a systematic, logical approach to finding solutions to one's problems.
3. An acceptance of the sex drive as a natural, healthful force, and an appreciation of its purposes.
4. A desire to establish meaningful interpersonal relationships with members of both sexes.
5. An appreciation for the desirability of attaining emotional and social maturity prior to marriage.
6. An appreciation for the enrichment that appropriate means of expressing one's sexuality can add to life and the desire to channel these expressions of self in ways that will lead to constructive ends for self, others and society.
7. A desire to control one's emotions so that the expression of them fosters personal development and interpersonal relationships.
8. An appreciation for the purposes of dating, and a desire to achieve these purposes through constructive dating experiences appropriate to one's level of development.
9. An appreciation for the need to assume responsibility for self control in dating relationships.
10. A willingness to accept the responsibility for controlling one's own behavior in dating situations and to assist one's dating partner in controlling his or her behavior.
11. An appreciation for the necessity of understanding oneself and members of the opposite sex as sexual beings in order to prevent and to solve problems which are likely to arise in dating relationships.
12. A willingness to establish limits for one's behavior and to accept responsibility for adhering to one's own limits.



**UNIT III REVIEW OF THE FEMALE REPRODUCTIVE PROCESS****A. Teachable Material**

1. Differences in physical and emotional growth patterns
  - a. role of the endocrine glands
  - b. developing emotional control
2. The female breast
  - a. its care
  - b. breast feeding
3. Female reproductive organs
  - a. vulva
    - (1) clitoris
    - (2) labia (majora and minora)
    - (3) vaginal opening
  - b. hymen
  - c. vagina
  - d. cervix
  - e. uterus
  - f. Fallopian tubes
  - g. ovaries
4. Ovulation
5. Menstruation
6. Conception and pregnancy
  - a. fertilization
  - b. implantation—conception
  - c. cell division and differentiation
  - d. twinning
  - e. embryonic development
  - f. fetal development
7. Birth
  - a. contractions (labor)
  - b. amniotic fluid
  - c. dilation of cervix
  - d. delivery
  - e. tying of the umbilical cord
  - f. the miracle of the breath of life
  - g. delivery of the afterbirth
    - (1) placenta
    - (2) amniotic sac
8. Care of the baby
  - a. physical needs
  - b. emotional needs
9. Discussion of abnormalities
  - a. congenital defects and disorders
  - b. hereditary
  - c. those due to unknown causes
  - d. miscarriages (spontaneous abortion)
  - e. induced abortion

**B. Profitable Activities**

1. Suggested films or filmstrips
  - "Human Heredity"
  - "Human Reproduction"
  - "Human Growth"
  - "From Generation to Generation"
  - "Our Body During Adolescence"
  - "Confidence Because"

2. Discuss the benefits derived by both the mother and the baby from the practice of breast feeding.
3. Have a student present a report to the class on the development of identical and fraternal twins. Discuss the ways in which fertilization and cell development of these kinds of twins differ.
4. In connection with the study of congenital abnormalities and miscarriages emphasize the fact that many can be prevented through adequate care during the prenatal period. Discuss the importance of beginning sound nutritional habits during the teen years in order to avoid many hazards to later pregnancies.

## UNIT IV REVIEW OF THE MALE REPRODUCTIVE PROCESS

### A. Teachable Material

- I. Differences in physical and emotional growth patterns
  - a. role of the endocrine glands
  - b. developing emotional controls
  - c. physical changes
    - (1) expected changes
    - (2) occasional unusual changes such as temporary enlargement and tenderness of the male nipple
2. Male reproductive organs
  - a. penis
  - b. glands penis and prepuce
  - c. testes
  - d. scrotum
  - e. epididymis
  - f. seminal vesicles
  - g. vas deferens
  - h. prostate gland
  - i. urethra (dual function)
3. Erection
  - a. the mechanism involved
  - b. causes
4. The sperm
  - a. function
  - b. characteristics
  - c. seminal emissions
5. Understanding masturbation
  - a. desire to masturbate results from strong new emotions
  - b. coping with these emotions

### B. Profitable Activities

1. Suggested films or filmstrips
  - "Human Heredity"
  - "Human Reproduction"
  - "Human Growth"
  - "From Generation to Generation"
  - "Our Body During Adolescence"
  - "Confidence Because"
2. The occasional temporary conditions such as enlargement of the male breast which may occur during early adolescence should be discussed openly in order to allay or to alleviate the fears about one's masculinity which accompany such temporary changes. Discuss the reasons for these changes so that understanding may replace fear.
3. The discussion of masturbation should be approached openly, frankly and with a positive attitude on the part of the teacher. The majority of both men and women

will at some time during their lives practice masturbation as a temporary outlet for sexual tension. A negative approach by the teacher at this age will only serve to increase feelings of guilt and anxiety associated with the practice.

### Concepts and Attitudes

The importance of the development of concepts and attitudes has been discussed in the Introduction. As a part of the learning process which takes place at each level of instruction, teachers should assist students to form impressions, arrive at conclusions, develop attitudes, and form concepts or generalizations. Mere acquisition of knowledge or a fund of factual information is not enough. The ultimate aim is the initiation or reinforcement of intelligent actions or practices, and the student's development of basic concepts and favorable attitudes influences greatly the extent to which he adopts or continues the desired practices.

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations including those experiences with his family, with friends, and in the community. These same experiences influences his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in seventh and eighth grades will be reinforced and developed further through learning experiences occurring at more advanced levels of instruction.

### Concepts

As a product of their experiences in the study of this unit, it would be hoped that some such concepts as these would be formulated by students in the eighth grade:

Man, because of his highly developed nervous system, is able to exercise conscious control over much of his behavior, i.e., he is capable of self-directed behavior through the use of his reason or intelligence.

### Resources for Students & Teachers (Grades 7 and 8)

#### Films:

- "Human Heredity". E.C. Brown Trust, 220 SW Alder St., Portland, Oregon, 20 min. Uses live-action photography and animation with touches of humor to present basic facts and principles concerning human heredity and the influence of culture and environment on behavior and attitudes. Shows identical twins and explains through animation how physical characteristics can be determined through the laws of heredity. Shows a class as they discuss the influence of heredity on human form. Jr. High through adults. (Excellent)
- "The Thread of Life". American Telephone & Telegraph Co., 195 Broadway, N.Y.
- "Human Body: Reproductive System. Coronet Films, 65 East Southwater St., Chicago, Ill. 60601. 13 minutes. Color, 1965.
- "Reproductive system through animation and enlarged photographs of microscopic objects. Jr. and Sr. High (Excellent)
- "Human Growth". E.C. Brown Trust, 220 SW Alder, Portland. 19 min. Color. A classroom teaching film. Creates an atmosphere in which sex can be discussed without embarrassment. Elementary through adult. (Excellent-8th)
- "Girl to Woman". Churchill Films, 6671 Sunset Blvd., Hollywood, Calif. 90028. 16 minutes. Deals with human growth and development during turbulent change from girlhood to womanhood. Describes male reproductive system as well as that of female.
- "Human Reproduction". McGraw Hill, Inc., Text-Film Division, 330 W. 42nd St., N.Y. 21 minutes. Color. New Revised Edition, 1965. Models and animated drawings

illustrate the structure and functions of the male and female reproductive organs, fertilization, development of the fetus, the birth process, and the responsibility involved in the act of human reproduction. Also discussed are the processes of ejaculation, ovulation, menstruation, and the actual birth process. Live actors show a doctor presenting the newborn to the mother. The responsibility involved in the act of human reproduction is stressed.

"Going Steady". Coronet Films, 65 East Southwater St., Chicago, Ill. 60601. 11 minutes. The film raises for discussion important questions concerned with the problems and disadvantages of "going steady".

"How to Say No (Moral Maturity)". Coronet Films, 65 East Southwater St., Chicago, Ill. 60601. 13 minutes. How to say "no" with good taste—and keep your friends—when asked to become involved in undesirable activities.

"Understanding Your Emotions". Coronet Films, 65 East Southwater St., Chicago Ill. 60601. 13 minutes. Explains the process of conditioning by showing different emotional responses to the same stimulus.

"Family Life". Coronet Films, 65 East Southwater St., Chicago, Ill. 60601. 11 minutes. Creates an awareness of the happiness to be gained from a well-managed home, and outlines a program for achieving it.

"Farewell to Childhood". International Film Bureau, 332 S. Michigan Ave., Chicago, Ill. 22 min. A normal adolescent girl's various moods and apparent inconsistencies bewilder and confuse her parents. A better relationship results when the parents begin to understand her point of view and the girl realizes that parents, too, need to be understood.

#### Books and Pamphlets:

- Baruch, Dorothy. "New Ways in Sex Education". N.Y. Bantam Books, 1962. (Teacher)
- Bauer, W.W. "Moving Into Manhood". N.Y. Doubleday & Co., Inc. 1964. (Pupil)
- Corner, George. "Attaining Manhood". Eighth Edition. NY, Harper & Row (Teacher and pupil)
- "Attaining Womanhood". Eighth Edition. NY, Harper & Row (Teacher & Pupil)
- Davis, Maxine. "Sex and the Adolescent". NY, Permabooks, 1960 (Pupil)
- "Drama of Life Before Birth." Life. April 30, 1965. Teacher and Pupil)
- Eckert, Ralph G. "Sex Attitudes in the Home". NY, Association Press (Teacher)
- Havighurst, Robert J. "Developmental Tasks and Education. London: Longmans, Green & Co., Ltd. (Distributed by David McKay, Inc.) (Teacher)
- Ingelman-Sundberg, Axel and Claes Wirsen. "A Child Is Born, The Drama of Life Before Birth". A Seymour Lawrence Book, NY, Delacorte Press, 1965. (Teacher & Pupil)
- Irwin, Leslie, Ph.D., et al. "Foundations for Fitness". Chicago: Lyons and Carnahan, 1965. (Pupil)
- "Patterns for Living". Chicago: Lyons & Carnahan, 1965. (Pupil)
- Johnson, Eric W. "Love and Sex in Plain Language". Philadelphia: J. B. Lippincott Co. 1965. (Pupil)
- Kirkendall, Lester A. "Understanding Sex". Chicago: SRA, 1957. (Teacher)
- Lerrigo, Marion and Helen Southard "Finding Yourself". Chicago: American Medical Association, 1961. (Pupil)
- Levinsohn, Florence and G. Lombard Kelly. "What Teenagers Want to Know". Chicago: Budlong Press, 1965. (Teacher)
- "Your Teen Years". NY Metropolitan Life Ins. Co. (Teacher & Pupil)
- Williams, Mary McGee and Irene Kane. "On Becoming A Woman". NY: Dell Publishing Co. 1958. (Pupil)
- Wilson, Charles and Elizabeth Wilson. "Human Growth and Reproduction". Indianapolis Bobbs-Merrill Co., Inc. 1966. (Pupil)

#### Teacher's Notes:



### **Introduction**

Before planning to teach at the upper levels, as represented by the following materials for grades 9 through 12, teachers would be well advised to review for their own enlightenment the materials and many of the resources suggested for grades K through 8.

Sex education programs in secondary schools usually are conducted either through direct teaching in a specific course or through the correlation of sex education with appropriate units in other subject matter areas.

A correlated program may be developed by incorporating related material pertaining to sex and sexuality into courses in any or all of the following subject matter areas: biology, science, English, home economics, social studies, and physical education. It must be recognized, however, that sex education confined to a correlated program is destined to reach only limited groups of students. Furthermore, when sex education is correlated with the teaching of the sciences, the subject matter tends to consist largely of the anatomical and physiological aspects of growth and development, whereas students in a separate health class can approach the problem from the attitudinal and behavioral point of view.

Ideally, the sex education program should be a part of a separate health course required of all students. The setting should be coeducational. The team teaching approach could be used, involving participation by the school health educator, school nurse, guidance personnel, school physician, and school psychologist. It is important that students be exposed to both men and women teachers. This will strengthen their understanding of the differences between male and female emotional needs. For example, girls need to understand the honest, aggressive nature of the male, and boys should understand that a female usually needs a deep emotional involvement and commitment in order to give fully of herself.

The placement of teachable material in units for the various grade levels was not intended to be dogmatic. It is hoped that appropriate adjustments will be made in the selection of content for each grade level in order that the material taught will be suitable for the backgrounds and needs of students in their specific communities.

### **Use of the Pre-Test**

At the secondary level as well as in the upper grades of elementary school, the use of a pre-test at the beginning of appropriate units may serve several valuable purposes. Such tests may be used to evaluate the current status of student knowledges, attitudes, and practices in order to determine which aspects of the unit should be particularly emphasized. They also provide students with a means of self-evaluation, enabling them to identify their specific personal needs and limitations. Finally, they often stimulate questions which reveal additional student needs, interests, and problems.

### **Written Questions**

The technique of having students submit written questions prior to and during each unit is as important and valuable during their high school years as it is when they are in elementary school. Adolescents frequently are reluctant to ask questions of a personal nature in class. The submitting of written questions by students aids the teacher in developing insight into the nature of student problems and enables the reticent student to bring his questions to the attention of the teacher in a manner which he finds comfortable.

Before beginning the following units suggested for the ninth grade, it may be necessary to review and to emphasize many of the major topics studied in the seventh and eighth grade units. This should be done for the benefit of any students new to the school who may not have participated either in any sex education program or in a comparable one. The time spent on review should not be regarded as time wasted because it will enable all students to begin their study of the material suggested below with more nearly equal levels of understanding.



### Typical Student Questions

Questions asked by pupils are signs of curiosities or problems which can become material for classroom discussion, projects, or reading. The teacher should encourage students to ask questions, in fact, should seek them out, and should be prepared to help the pupils find clear, simple, honest answers. The following are some typical questions, chosen from hundreds asked by students in the ninth grade:

1. How far should you go with the opposite sex?
2. Is it common for a boy to kiss a girl goodnight?
3. Should people of our age go steady?
4. How can girls attract boys and if you succeed, what do you do after you have the boy?
5. How should one act on a date?
6. How should girls act with older boys?
7. How do you know if you are going with the right person?
8. When should you start dating?
9. Should parking be allowed?
10. Is petting beyond reason?
11. Why do some people hate people of the opposite sex while others seem crazy about them?
12. How long should you go with a boy before you let him kiss you?
13. Should you date boys more than two grades ahead of you?
14. If your parents want to meet the boy you are going out with, what is the best way to introduce them?
15. Why do boys or girls, when they are going with you, think they own you?
16. Is it normal to think about sex relationships at this age?
17. How can I overcome shyness with girls?
18. Why do people who disagree go together?

### Teachable Material and Profitable Activities

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research individually or as groups. Discussion of their normal activities and the educational or behavioral implications of these activities is highly desirable. The material taught in this unit, as in every unit, should be related to the age, interests, and the needs of the students being taught. Suggestions here can be and should be adapted to the particular classroom, school, and community in which the teaching is done. The following content and related activities are suggested as being appropriate for students in the ninth grade.

## UNIT I MENTAL AND EMOTIONAL HEALTH

### A. Teachable Material

1. Characteristics of mental and emotional health
  - a. the basic emotions are love, fear, and anger
  - b. other emotions are a result of combinations of these three
  - c. response to emotion needs direction and modification
  - d. everyone needs to develop self-acceptance and a recognition of self-worth
  - e. friendliness is important
  - f. acceptance of responsibilities is necessary to the development of emotional maturity
2. Influences upon mental and emotional health
  - a. heredity
  - b. intellect
  - c. family
  - d. peer group
  - e. community

3. Normal variations in mental and emotional health
  - a. anxieties and tensions
    - (1) worries
    - (2) regrets
    - (3) dislikes
  - b. frustrations and unhappiness
  - c. jealousy, envy and resentment
4. Variations in mental and emotional health which indicate illness
  - a. guilt
  - b. excessive anxiety (anxiety neurosis)
  - c. phobias
  - d. hysteria
  - e. compulsions
  - f. obsessions
  - g. delusions
  - h. hallucinations
  - i. hypochondria

#### **B. Profitable Activities**

1. Discuss what can be considered normal variations in mental and emotional health.
2. Have students choose or develop an example of an hypothetical emotional crisis. Then ask various students to give monologues on how they would meet and deal with this situation.
3. Have students list ways in which they deceive (or "kid") themselves in order to meet some uncomfortable situation.
4. Give an attitude test. This may be developed by the teacher, or commercial ones may be purchased.
5. Have students list and analyze their own fears. Collect them and make a composite of the kinds of fears found within the class. These should be disguised in such a way that no student could be identified by the class. The list can then be used as the basis for class discussions about coping with fears.
6. Write essays on the ways in which emotions can be either beneficial or detrimental to effective living.
7. Discuss ways adolescents have of showing their need to be accepted by or belong to their peer group.
8. Discuss how the mental attitudes such as a feeling of self-worth, a sense of responsibility, and friendliness can be helpful to one's total adjustment.
9. Have students write an essay about the meaning of the phrase "mind over matter".
10. Role-play emotional situations that arise between students and their parents, students and their friends.
11. Develop an unfinished story or "critical incident" centered around a student who has failed a required course for the semester. Have students write endings to the story, indicating how they would handle the situation. Then have students read and discuss the endings.

Teacher's Notes:

**UNIT II FAMILY RELATIONSHIPS****A. Teachable Material**

1. Problems in family relationships
  - a. kinds of problems commonly experienced by adolescents
  - b. the need for making appropriate adjustments to problems in family relationships
  - c. finding acceptable solutions to such problems
2. Understanding the nature and purpose of discipline
3. Growing in respect towards authority
4. The development of independence and sound judgment
5. Developing standards of belief and behavior
  - a. understanding early influences upon one's beliefs and standards of behavior
  - b. beliefs and standards of behavior are sometimes modified by maturity
  - c. considering alternatives and different points of view
  - d. making decisions
6. Developing meaningful friendships
  - a. the extent to which friendships substitute for or complement family relationships
  - b. resolving conflicts between one's family and one's friends

**B. Profitable Activities**

1. Collect newspaper and magazine articles that might have influence upon behavior. Bring them to class for review and discussion.
2. Encourage students to analyze selected family TV programs for their emotional appeal and ways in which they might influence one's attitudes.
3. Likewise, students might analyze TV and magazine advertisements for their "sex pitch" and discuss their mode of appeal.
4. Create a role-playing situation in which a mother and father refuse their teenager permission to have a date or go out with the gang. Compare the different reactions of a boy in the part of the teenager to those of a girl playing the same part.
5. Have students list those behavior problems which they feel would be legitimate cause for being "grounded" by parents. Discuss feelings about being "grounded".
6. List those pressures which are placed upon students by adults and which they resent. Collect the lists and use them as the basis for an open forum.
7. Show the films, "Farewell to Childhood" and "Human Heredity".
8. Have each student list the things he likes and dislikes about himself. Then have the student use his list as the basis for developing a plan of action for eliminating or compensating for his undesirable characteristics and enhancing or making the most of his desirable characteristics.
9. Have students list those characteristics they like best and least about their parents. Collect and use as the basis for class discussion.

**Teacher's Notes:**

### UNIT III BOY-GIRL RELATIONSHIPS

#### A. Teachable Material

1. Dating
  - a. the purposes of dating
  - b. kinds of dating experiences appropriate at various stages in one's development
    - (1) double dating
    - (2) single dating
  - c. how to choose a date
  - d. how to arrange a date (emphasize the point that dates should be planned)
  - e. what to do on a date
  - f. dating courtesies
2. Going steady
  - a. purposes of going steady
  - b. advantages and disadvantages of going steady
3. Parental reactions and attitudes towards dating and going steady
4. Setting limits in boy-girl relationships
  - a. necking
    - (1) its purposes
      - (a) a means of expressing affection physically
      - (b) a means of knowing and being known (communication)
    - (2) its effect on the boy
    - (3) its effect on the girl
  - b. petting
    - (1) its purposes
      - (a) a more intimate way of expressing affection physically
      - (b) a means of knowing and being known, of communicating physically on a deeper level.
      - (c) the natural prelude to sexual intercourse
    - (2) its effect on the boy
    - (3) its effect on the girl
5. Developing and adhering to valid standards of conduct
  - a. resolving value conflicts
  - b. finding acceptable means of sexual expression
  - c. reasons why premarital sexual relations are not regarded as acceptable behavior by the majority of persons in our society
6. Ninth grade students should understand the meanings of the following terms:
  - a. sexual intercourse
  - b. sexual relations
  - c. pre-marital relations
  - d. pre-marital intercourse

#### B. Profitable Activities

1. View and discuss any or all of the following films:
  - a. "Date Etiquette"
  - b. "Going Steady"
  - c. "How to Say No"
  - d. "What to Do on a Date"
2. Develop and present a skit in which a group of girls at a slumber party discuss their reactions to various boys and their conduct on a date. Follow this with another skit about a group of boys, perhaps in a locker room setting, discussing their dates with various girls. Follow this with a general class discussion about the expectations that both boys and girls have of their dates' behaviors.
3. Write answers to the questions, "Why do the parents of teenagers object to necking and petting?" and "What are parents attitudes toward going steady?"



4. **Setting limits in boy-girl relationships**
  - a. **necking**
    - (1) **its purposes**
      - (a) **a means of expressing affection physically**
      - (b) **a means of knowing and being known (communication)**
    - (2) **its effect on the boy**
    - (3) **its effect on the girl**
  - b. **petting**
    - (1) **its purposes**
      - (a) **a more intimate way of expressing affection physically**
      - (b) **a means of knowing and being known, of communicating physically on a deeper level.**
      - (c) **the natural prelude to sexual intercourse**
    - (2) **its effect on the boy**
    - (3) **its effect on the girl**
5. **Developing and adhering to valid standards of conduct**
  - a. **resolving value conflicts**
  - b. **finding acceptable means of sexual expression**
  - c. **reasons why premarital sexual relations are not regarded as acceptable behavior by the majority of persons in our society**
6. **Ninth grade students should understand the meanings of the following terms:**
  - a. **sexual intercourse**
  - b. **sexual relations**
  - c. **pre-marital relations**
  - d. **pre-marital intercourse**

#### **B. Profitable Activities**

1. **View and discuss any or all of the following films:**
  - a. **"Date Etiquette"**
  - b. **"Going Steady"**
  - c. **"How to Say No"**
  - d. **"What to Do on a Date"**
2. **Develop and present a skit in which a group of girls at a slumber party discuss their reactions to various boys and their conduct on a date. Follow this with another skit about a group of boys, perhaps in a locker room setting, discussing their dates with various girls. Follow this with a general class discussion about the expectations that both boys and girls have of their dates' behaviors.**
3. **Write answers to the questions, "Why do the parents of teenagers object to necking and petting?" and "What are parents attitudes toward going steady?"**
4. **Have students list and discuss the advantages and disadvantages of going steady.**
5. **Interview parents and adult friends concerning the behavior of teenagers in their generation and what they did on dates and parties to learn if attitudes and activities were vastly different a generation ago.**
6. **Develop a panel discussion about dating. The following are a few of the topics that might be discussed:**
  - What do boys like to do on a date?**
  - Who should decide what is to be done on a date?**
  - What kind of behavior is expected of a date?**
  - What should be the limits established for behavior on dates, and how does one set and stick to these limits?**
7. **Discuss the topic of "setting limits" including such questions as:**
  - Where would you like parents to set the limits?**
  - How much should you be able to influence the establishment of these limits?**
  - Whose responsibility is it to keep you within those limits?**

### Concepts and Attitudes

The importance of the development of concepts and attitudes has been discussed in the Introduction. As a part of the learning process which takes place at each level of instruction, teachers should assist students to form impressions, arrive at conclusions, develop attitudes and form concepts or generalizations. Mere acquisition of knowledge or a fund of factual information is not enough. The ultimate aim is the initiation or reinforcement of intelligent actions or practices. The student's development of basic concepts and favorable attitudes influences greatly the extent to which he adopts or continues the desired practices.

A student acquires his knowledge about sex and sexuality from his experience in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in the ninth grade will be reinforced and developed further through learning experiences occurring at more advanced levels of instruction.

#### Concepts

As a product of their experiences in the study of this unit, it would be hoped that some such concepts as these would be formulated by students in the ninth grade:

1. There is a reciprocal relationship between the quality of one's emotional health and the quality of his total functions.
2. The normal range of emotional health encompasses a wide variety of qualitative emotional responses.
3. The behavior of the mentally ill person differs from that of the mentally healthy person more in degree than in kind.
4. Family living results in interactions among individuals with unique personalities, unique goals, unique needs. Therefore, problems naturally may be expected to develop within family units as a normal consequence of this interaction among unique individuals.
5. One's own standards of belief and behavior as he grows toward maturity are influenced by what he is as a unique individual, what he wishes to become, and his interactions with the myriad factors and forces in his environment.
6. Dating customs vary from one community to another, and from one culture to another.
7. There are both advantages and disadvantages to the practice of going steady.
8. The quality of the dating experience will be influenced by the dating readiness, expectations and behaviors of both dating partners.
9. Parents' attitudes toward dating customs and behaviors arise from their natural concern for and interest in the total welfare of their offspring.

#### Attitudes

As an outcome of instruction it is to be hoped that some such attitudes as these may be developed by students in the ninth grade:

1. An acceptance of self as a person worthy of respect.
2. An acceptance of other persons as individuals worthy of respect and a desire to treat others with the respect they are due.
3. A respect for authority appropriately exercised.
4. A desire to develop or to improve one's ability to solve personal problems.
5. An appreciation for the meaning of friendship and for the important roles friends play in the lives of one another.
6. A respect for one's parents' attitudes toward dating customs and behavior, and a willingness to consider parental points of view when deciding upon dating practices.
7. An appreciation of and respect for the purposes of necking and petting and for the effects of each on members of both sexes.
8. An appreciation for the importance of having appropriate limits set for one's behavior and a desire to assume greater responsibility for establishing and adhering to one's own limits.

## RESOURCE MATERIALS FOR STUDENTS & TEACHERS (9-12)

### Films:

- "Biography of the Unborn"**. Encyclopaedia Britannica Films, 1150 Wilmette Ave. Wilmette, Illinois 60091. 17 minutes.  
Development of egg, embryo, and fetus by means of diagrams and premature human specimens. Expectant parent classes and nursing education. High school and parent classes.
- "Human Body: Reproductive System"**. Coronet Films, 65 E. Southwater St., Chicago, Illinois 60601. 1965. 13 minutes. Color.  
Reproductive system through animation and enlarged photographs of microscopic objects. Jr. and Sr. High (excellent)
- "From Generation to Generation"**. McGraw-Hill, Inc. Text-Film Division, 330 West 42nd St. NY. 27 minutes. Color.  
Illustrates the basic facts of human reproduction, showing childbirth as an emotional and spiritual experience, as well as a physical one. The case history of a young couple and the wife's pregnancy. Animated and live action shows functioning of reproductive organs, fetal development, and birth process.
- "When Should I Marry?"** McGraw-Hill, Inc. 330 W. 41nd St., NY 19 minutes. Black and white.  
A young couple, eager to marry but urged by their parents to delay, ask a minister's advice. He describes the experiences of two other couples who married at an early age. From this description, he is able to summarize some practical points that should be of help to all young people in answering the question of when to marry.
- "Are You Ready for Marriage?"** Coronet Films, 65 East Southwater St. Chicago, Ill. 60601, 16 minutes.  
Two young people who want to get married investigate their own relationship with the help of a marriage counselor.
- "Choosing Your Marriage Partner"**. Coronet Films, 13 minutes.  
A young man is advised to consider emotional maturity and philosophy of life in deciding on a partner.
- "Dating: Do's and Don'ts"**. Coronet Films, 15 minutes.  
Shows the progress of an idealized date—from the idea, the asking and the accepting, to the date itself.
- "Date Etiquette"**  
Encourages young people to use good dating etiquette and, in turn, gain poise and a greater sense of personal security.
- "Going Steady"**. Coronet Films, 11 minutes  
The film raises for discussion important questions concerned with the problems and disadvantages of "going steady".
- "How Do You Know It's Love?"**. Coronet Films, 13 minutes.  
Provides a basis for thinking clearly about love, showing that the mere belief of love is not enough to insure lasting happiness.
- "How To Say No (Moral Maturity)"**. Coronet Films, Chicago 60601, 13 minutes.  
How to say "no" with good taste—and keep your friends—when asked to become involved in undesirable activities.
- "Marriage Is A Partnership"**. Coronet Films, 16 minutes.  
Arguments, responsibilities, decisions, loyalties, and other marital questions are raised and discussed.
- "The Meaning of Engagement"**. Coronet Films, 13 minutes.  
Discusses the importance of the engagement in preparing for marriage and the problem of breaking an engagement.
- "Understanding Your Emotions"**. 13 minutes.  
Explains the process of conditioning by showing different emotional responses to the same stimulus.
- "Family Life"**. Coronet Films, 11 minutes.  
Creates an awareness of the happiness to be gained from a well-managed home and outlines a program for achieving it.



**"What To Do On A Date"**. Coronet Films, 11 minutes.

How to find activities, and how to plan dates that satisfy both the boy and the girl, and make the date an entertaining and constructive custom.

**"Farewell to Childhood"**. International Film Bureau, 332 South Michigan Ave., Chicago, Ill. 60601. 22 minutes.

A normal adolescent girl's various moods and apparent inconsistencies bewilder and confuse her parents. A better relationship results when the parents begin to understand her point of view and the girl realizes that parents, too, need to be understood.

**"Early Marriage"**. E.C. Brown Trust, 220 W. Alder, Portland, Oregon. 26 minutes. Color.

The film advances ideas about marriage in general, including marriage of teenagers. It may well be used as a springboard for discussion.

**"Human Heredity"**. E.C. Brown Trust, Portland. 20 minutes.

Uses live-action photography and animation with touches of humor to present basic facts and principles concerning human heredity and the influence of culture and environment on behavior and attitudes. Shows identical twins and explains through animation how physical characteristics can be determined through the laws of heredity. Explains that clothes, customs, and beliefs may change but the imprint of heredity remains. Shows a class as they discuss the influence of heredity on human form. Jr. High through adult. (excellent)

**"Human Reproduction"**. McGraw-Hill, Inc. Text-Film Div., 330 West 42nd St., NY. 21 minutes. Color. New Revised Edition, 1965.

Models and animated drawings describe the structure and function of the male and female reproductive organs, fertilization, development of the fetus, and the birth process, the responsibility involved in the act of human reproduction. Also discussed are the processes of ejaculation, ovulation, menstruation, and the actual birth process. Life actors show a doctor presenting the newborn to the mother. The responsibility involved in the act of human reproduction is stressed.

**"Endocrine Glands—How They Affect You"**. McGraw-Hill, Text-Films, 330 W. 42nd St.,

NY 10036. 15 minutes. In this film, all the endocrine glands are explained with the help of animation. Each endocrine gland is located and the function of its important hormones is clearly shown. Experiments, varying the amount secreted of some important hormones, are made, and the effects on the body and personality are studied.

**"Emotional Health"**. McGraw-Hill Text-Films, NY 10036. 21 minutes.

This film has three primary objectives: 1) to assure people of college age that emotional upsets are common; 2) to show that if a disturbance of this kind is prolonged, the need for professional counsel and care is just as important and normal as with any physical illness; and 3) to explain in simplified language some of the basic techniques of psychiatric treatment and thereby allay the stigma attached to the necessity for this treatment.

**"Heredity and Prenatal Development"**. McGraw-Hill Text Films. 21 minutes.

A description of the growth, subdivision and union of male and female sex cells, of the fertilization of the ovum by the sperm cell, and the prenatal development of an offspring is found in this film. The development of the basic physiological actions in a new-born and the connection between physical and emotional sensitivity in very young children are considered. Correlated with the textbook by Hurlock, "Child Development".

#### Filmstrips:

**"It's A Date, Seeing Double With This Ring"**. McGraw-Hill, NY. Each 28 frames.

Part of five filmstrips designed to help young people understand and solve the problems of dating, courtship and family living.



## Tapes:

"Worth Waiting For". Mrs. Rose Dyck and Abram Dyck, M'D., Audio Arts, 2828 SW Front Ave.,

Portland, Oregon 97201. Mrs. Dyck speaks to both boys and girls, helps them to establish the same sense of direction and to talk the same language. "If communication has been down between the generations, it has been down so much more between the sexes."

"About Men (for girls)". Rose Dyck and Abram Dyck, M.D.

Answering questions received from their own poll of 3,000 high school and college students, Dr. Dyck tells girls what they want to know about male biology and psychology. Direction "From curiosity to responsibility".

"About Girls (for boys)". Rose Dyck and Abram Dyck, M.D.

Mrs. Dyck tells boys what they want to know about female biology and psychology. A report is included in both these tapes on the sex attitudes and behavior of American students. It clearly reveals that "everyone is NOT doing it," that there is much more idealism on our campuses than sensational magazine articles would lead us to believe.

## Books and Pamphlets

Bauer, W.W., M.D. "Moving Into Manhood". NY Doubleday & Co., Inc. 1963. (Teacher and pupil).

----- and Florence M. Bauer. "Ways to Womanhood". NY Doubleday & Co., Inc. 1965.

(Pupil).

Benner, Ralph and S. Benner. "Sex and the Teenager". NY MacFadden Bartell Corp. 1964. (Pupil).

Bowman, Henry. "Marriage for Moderns". Highstown, N.J., McGraw-Hill Book Co. Inc. 1965. (Teacher and Pupil).

Call, Alice L. "Toward Adulthood". Philadelphia, J.B. Lippincott Co., 1964. (Pupil).

Crawley, Lawrence, et al. "Reproduction, Sex, and Preparation for Marriage". Englewood Cliffs, N.J. Prentice-Hall, Inc. 1964. (Teacher and Pupil).

Duvall, Evelyn Millis. "Love and the Facts of Life". NY, Association Press, 1967. (Pupil).

----- and Ruben Hill. "When You Marry". NY Association Press, 1962. (Pupil)

----- "Why Wait Until Marriage?". NY Association Press, 1965. (Teacher and Pupil).

Duvall, Sylvanus. "Before You Marry". NY Association Press (Pupil).

Fishbein, Morris "Birth Defects". Philadelphia, J.B. Lippincott Co., 1963. (Pupil).

Gessell, A., F. Ilg and L.B. Ames. "Youth, The Years From Ten to Sixteen". NY: Harper & Row, 1956. (Teacher).

Gittlesohn, Rabbi Roland. "Consecrated Unto Me". NY: Union of American Hebrew Congregation, 1965. (Pupil).

Ingelman-Sundberg, Axel and Claes Wirsén. "A Child Is Born, The Drama of Life Before Birth". NY: Delacorte Press, 1967. (Teacher and Pupil).

Johnson, Warren. "Human Sex and Sex Education". Philadelphia: Lea & Febiger, 1963. (Teacher and Pupil).

Kirkendall, Lester. "Understanding Sex". Chicago: Science Research Associates, 1957. (Pupil).

----- "Too Young To Marry". Public Affairs Pamphlet 236. Chicago: Public Affairs Committee, 1956. (Pupil).

Lerrigo, Marion and Helen Southard. "Approaching Adulthood". Chicago, American Medical Assn. 1963. (Pupil).

----- "Facts Aren't Enough". Chicago: American Medical Assn, 1962. (Pupil).

Maury, M. "Birth Rate and Birthright". NY McFadden, Bartell Corp. 1963. (Teacher).

Pike, James A. "Teen-Agers and Sex". Englewood Cliffs, NJ:Prentice-Hall, inc., 1965. (Teacher).

Schofield, Michael. "The Sexual Behavior of Young People". London: Longmans, Green & Co., Ltd., 1965. (Distributed by Little, Brown & Co., Boston, Mass.) (Teacher).

**TEACHER'S NOTES:**

### **Introductory Comment**

Most tenth and eleventh graders characteristically are more concerned about their psycho-social development than about either the mechanics of body functions, choosing a life partner, or the responsibilities of marriage. Therefore, it is necessary to teach the following units from the standpoint of their major concerns, being ever-mindful of the basic characteristics of the adolescent and his subculture. the mechanics of body function, choosing a life partner, or the responsibilities of marriage. Therefore, it is necessary to teach the following units from the standpoint of their major concerns, being ever-mindful of the basic characteristics of the adolescent and his subculture.

Teenagers appreciate and respond to the teacher who has the ability to accept them as they are and to treat them with respect as individuals. They equally appreciate and respond to the teacher who is a constructive example to them and who never underestimates the influence he has upon them. A chance remark or unwarranted ridicule on the part of the teacher could destroy the students budding positive attitudes.

It is reasonable to expect that in any situations the team teaching approach could be used. The school health educator might act as team leader, using the school nurse, guidance counselor, or school physician for those units or subunits of study in which these persons are capable of contributing most to the learning experience. However, all participating personnel should reach mutual accord concerning instructional goals and the kinds of desirable attitudes they are trying to help students develop.

It is important to remember that although there will be little variation in the chronological ages of tenth and eleventh graders, the variations in their levels of physical and emotional maturity usually will be great, spanning a range of as much as six or seven years in some instances. Therefore, it is necessary to continue in-depth discussions concerning sexuality and personality development and the adolescent's role as a contributing member of his family and of his peer group, and to correct any misconceptions that students may have about genital growth and development and reproductive functioning.

Boys this age need to understand that most adolescent girls have a relatively limited or moderate genital response to necking and petting, that they rarely build up pressures which demand coital relief, and that these indulgences produce, primarily, only a physically generalized, pleasurable sensation. Girls, on the other hand, need to know that sexual pressures do build up which frequently are overpowering in their demand for relief through sexual intercourse and ejaculation. The psychological commitment found in girls following sexual intercourse is rarely, if ever, found in adolescent boys. Hopefully, this knowledge will help them to make wiser judgments regarding their conduct with each other.

Although this material may seem highly sophisticated to some adults, it is wholesomely accepted by teenagers. It should also be borne in mind that in many schools this may be the last chance the students will have to discuss these important topics in controlled group settings with the guidance of a mature individual.

It is desirable that tenth and eleventh graders understand before they assume adult responsibilities that sexuality is inextricably interwoven into one's personality and that it contributes to creative drives and abilities and thus helps to distinguish the person as an individual.

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in the tenth and eleventh grades will be reinforced and developed further through learning experiences occurring at more advanced levels of instruction.

### Typical Student Questions

Questions asked by pupils are signs of curiosities or problems which can become material for classroom discussion, projects, or reading. The teacher should encourage students to ask questions, in fact, should seek them out, and should be prepared to help the pupils find clear, simple, honest answers. The following are some typical questions, chosen from hundreds asked by students in the tenth and eleventh grades.

#### Questions asked by girls:

1. What is so wrong with petting if you have been going with the boy a long time and like only him?
2. If you love him and have been going with him a long time, and if you're sure you are going to marry, why can't you go further—but with precautions? What if you can't help but be a little curious and sort of like to want to just get close to him without actually doing anything?
3. How do we control our emotions when with a boy?
4. If you know a boy and become real good friends in about 4 days, is necking all right to do, if you don't overdo it?
5. What do you do when a boy becomes too fresh and it may lead to pregnancy?
6. How far should a girl let a boy go on a first date if she already knows him well?
7. When a couple is "making out", when is the time to stop?
8. How can you get a boy to do what he's supposed to concerning control?
9. What is really right in the opinion of other girls and boys about petting and kissing on a date?
10. Do boys appreciate a girl who lets him kiss her on their first date?
11. How can necking be prevented?
12. Is petting wrong?
13. What should a girl do if her date parks somewhere before taking her home?
14. Does every girl during her dating days meet a man who wants her to go the limit? If so, how should she handle him?
15. Why do boys occasionally act the way they do on a date without any particular reason?
16. Do boys like the kind of a girl that is fast? The boys always seem to pick that kind to go out with.
17. Do you think girls should have sex relations before marriage?

#### Dating Customs:

1. Should we be allowed dates on school nights?
2. Is it proper to meet a boy over the phone and accept a date with him?
3. Why do some parents fail to understand that girls are supposed to date?
4. Where could you draw the line on age difference between boys and girls in dating? By emotional age or chronological age?
5. Why do we have to go steady to have a date?
6. Do parents object to necking?

#### Sexual Attraction and Stimulation:

1. Why are boys more sexually interested in girls than they are in personality or looks?
2. Why do some boys like to go out with girls who are exceptionally big-busted?
3. Why do boys become emotionally excited faster than girls?

#### Questions asked by boys:

##### Dating Customs:

1. Considering all arguments, both for and against, what is the advisability of going steady?
2. Should teenagers go steady? If so, what age?
3. Is interracial dating acceptable?



**Dating Behavior:**

1. How far should you go with a girl on a date? 1st date? 2nd date?
2. How do you find out if a girl wants to get involved in sex without real involvement?
3. Why do girls sometimes let a boy go to a certain point one time and then other times she doesn't?
4. When you go on a date should you always expect to neck or should you get better acquainted with a girl first?
5. What are the basic things that a girl expects of a boy in dating?
6. What is wrong with kissing?

**Understanding Girls:**

1. Why are girls emotions so different from those of boys?
2. Why are girls more emotional than boys, but not so fast to want sex?
3. What is the basic female anatomy structure?
4. They say girls mature before boys. Why is it that they seem so immature when it comes to the problem of sex?
5. Why do girls have a maternal instinct? Or do they?
6. Why don't some girls want to make out?
7. Why do girls wear falsies? How attractive are girls with all their false eyelashes, false hair, dyed hair, etc.
8. Why do girls act sexy, but when you take them on a date they are slow as dogs?
9. Why are girls so fickle?
10. What kinds of boys do girls respect and what kinds do they disrespect?

**Adults Attitudes Toward Sex and Dating:**

1. Why do people (the older set) think sex for the younger set is a stupid thing to do, thus giving the younger people a bad outlook on it?
2. Why is anything pertaining to sex noted by the word "dirty" or "filthy" in the minds of most parents?
3. Why don't adults think petting is sinful or wrong?
4. Why are parents so nosy?
5. Why do most adults think petting is sinful or wrong?
6. Why don't parents like their child to make out, especially in the dark? What is the matter with a simple kiss?
7. What is an adult's view of necking, and how far do they think sex should go?
8. Why do the cops break up and arrest a couple who are parking?

**UNIT I PSYCHO-SOCIAL DEVELOPMENT****A. Teachable Material**

1. The developing personality
  - a. behavior acceptable to self and society
    - (1) personal factors and forces influencing behavior
      - (a) the endocrine glands, chemical regulators of behavior
      - (b) emotions
      - (c) values
      - (d) retentional controls
  - b. controlling emotions and getting along with others
  - c. the relationship of personal appearance to personality
    - (1) appearance is one of the ways in which one's personality is revealed to others
    - (2) a pleasant appearance helps to make one more attractive to others
    - (3) first impressions of personality are formed on the basis of appearance.

2. The personality in trouble
  - a. the influence of stimulants and depressants on personality development and expression
  - b. the use of stimulants and depressants as an attempt to solve personality problems
  - c. ways in which the use or abuse of stimulants and depressants may affect the quality of dating experiences and marriage relationships
3. Developing a philosophy of life
  - a. understanding self; developing a realistic self-concept
  - b. identifying loyalties
  - c. developing standards of belief and values
  - d. the need for developing a moral code of ethics consistent with one's philosophy of life

#### **B. Profitable Activities**

1. Develop a personality chart which includes desirable and undesirable characteristics found in people. Point out how perceptions gained via the various senses (sight, hearing, smell, and touch) contribute to one's impression of the total personality of others.
2. Encourage students to analyze their own shortcomings and list ways in which they might improve the personal impressions they make on others.
3. Have student baby sitters report on common emotional responses they have found in babies and children. Compare these to the common emotional responses of adolescents when they are frustrated. Have the class look for signs of maturity or immaturity in these episodes.
4. Discuss ways in which adolescents compensate for their frustrations and determine which ones are constructive and which are destructive ways of compensating.
5. Discuss the difference between worry and healthy concern.
6. Have students describe or list on paper their own current problems and then formulate plans for solving them in a constructive manner.
7. Have students list their worries and categorize them according to whether they concern past events, possible future occurrences, or the immediate present situation. Discuss the fallacy of worrying about what has happened because it cannot be changed, the waste of effort involved in worrying about future situations that may never arise, and the opportunity one has for controlling the immediate present by taking constructive action instead of worrying.
8. Discuss the annoying habits people have and what actions might be taken to remedy these habits.
9. Ask several students to prepare and present to the class reports about various kinds of psychosomatic illnesses and the causes and cures of these illnesses.
10. Interview the school nurse to determine the kinds of complaints reported by students when they come to the health office or clinic for care. Have students try to determine the frequency of complaints which might reflect psychosomatic illnesses. Then discuss some of the possible causes of psychosomatic illnesses in students and ways in which such illnesses might be prevented.
11. Appoint a committee to conduct a survey of class members to determine their practices and attitudes related to the drinking of alcoholic beverages. Have students try to determine what factors and forces might have influenced both drinking practices and attitudes toward drinking.
12. Appoint two or more committees to conduct surveys on smoking practices. One or more committees could survey adolescents to determine:
  - a. reasons for starting to smoke
  - b. reasons for not starting to smoke
 Other committees could survey adults to determine:
  - a. why smoking adults continue to smoke
  - b. why former smokers among adults stopped smoking, and,
  - c. why adults who have never smoked decided not to smoke.
 Compare and discuss survey findings, and draw conclusions related to the practices under investigation.

13. Discuss what influence recent publicity about drugs, such as the publicity about LSD and marijuana in the middle 1960's, has on student attitudes about the use of drugs.
14. Write essays on the criteria that should be used in making decisions involving moral judgments, and in determining right from wrong.
15. Develop several hypothetical situations based on problems adolescents commonly experience in their relationships with siblings and have each of several students present a monologue on how he or she would deal with one of these situations.
16. Develop a panel discussion on topics pertaining to family activities. Some of the topics included for discussion might include the following:
  - a. whether or not teenagers want to participate in family activities, and why they either do or do not want to do so
  - b. whether or not teenagers should be expected to participate in family activities, and why they either should or should not be expected to do so
  - c. whether or not teenagers expect members of their families to show interest in and to participate in family activities
  - d. kinds of activities that members of families with teenagers and preadolescents might enjoy doing together.  
The panel might consist of students either appointed by the teacher or selected by members of the class, or it might be composed of both teenagers and parents.
17. Provided that the specific students involved are willing to do so, have students from divorced or one-parent homes write anonymous reports on ways in which they think their particular home situations have affected them, and ways in which they could compensate for the absence of one parent in the home. Without revealing the identity of the author (in some instances it may be necessary for the teacher actually to disguise portions of what the student has written in order to maintain anonymity) guide students in forming some conclusions about the effects of the one-parent home on the development and total welfare of children.
18. Discuss the problem of conflict between the adolescent's desire to make his own decisions and his parents' belief that he frequently needs their guidance in making decisions. Help students to identify those areas of living in which they might reasonably expect to be permitted to make decisions without parental guidance, and those in which parental guidance still may be desirable and helpful.
19. View and discuss any or all of the following films:
  - "Understanding Your Emotions"
  - "Family Life"
  - "Farewell to Childhood"
  - "Human Heredity"
  - "Endocrine Glands---How They Affect You"
  - "Emotional Health"

## UNIT II BOY--GIRL RELATIONSHIPS

### A. Teachable Material

1. Dating
  - a. types of dates
  - b. deciding where to go on a date
  - c. deciding how much time to spend on a date
  - d. dating etiquette
2. Pros and cons of going steady
3. Developing personal standards for controlling emotional behavior
  - a. the importance of knowing one's limitations
  - b. reasons for avoiding intense necking and petting
  - c. responsibility for controlling behavior is shared by both partners; a girl "holds reins on a spirited horse", but a boy has no right to make demands

- d. the concept of mutual respect
- e. considering the total situation and the future instead of only the temporary pleasure of the immediate episode
  - (1) marriage and monogamy contrasted with promiscuity, illegitimacy, forced marriage, or disease
  - (2) the potential consequences of premarital sexual intercourse
  - (3) ways in which being married enhanced the sex act and total relationship between man and woman
- 4. Engagement
  - a. its meaning
  - b. purposes
  - c. appropriate behavior
  - d. opportunities and responsibility
- 5. Marriage
  - a. choosing a life partner
    - (2) the role of environment in influencing choice
    - (3) distinguishing between love and infatuation
    - (4) developing realistic expectations of marriage (e.g., marriage will not result in personality changes)
  - b. responsibilities in marriage
    - (1) financial
    - (2) social
    - (3) sexual
    - (4) psychological
    - (5) religious
    - (6) physical

#### B. Profitable Activities

1. Develop and administer a pre-test over material found in this unit and use the results to determine students present levels of understanding and the nature of their attitudes. Results then can be used to plan learning experiences and content emphasis. Best results are obtained if the student is permitted to designate his or her paper as "boy" or "girl" without using names.
2. Discuss what kinds of behavior students expect of their partners and why they have these particular expectations.
3. Have a debate on the advantages and disadvantages of going steady. Compare the reasons girls go steady with the reasons boys go steady.
4. Discuss the subject of parental objection to having teenagers engage in the practices of necking and petting. Assist students in determining why their parents object to these practices and whether or not their objections are based on valid reasons related to concern for the adolescent's welfare.
5. Ask students to list the reasons why boys either do or don't "make out" and the reasons why girls either do or don't "make out". Use the reasons offered as a basis for class discussions on topics such as:
  - a. handling conflicts between one's own wishes and the expectations of his date concerning this practice
  - b. the principle of mutual respect as a guide to dating behavior and the expression of affection
  - c. the effect on one's emotions of behaving in a manner contrary to his personal standards of behavior
  - d. the purposes of "making out" and whether or not the reasons consciously expressed actually are related to the attainment of these purposes
6. Ask students to think as adults would think and from an adult point of view to identify the characteristics of mature love. List these characteristics on the board and then list beside them students' verbalized characteristics of teenage love.
7. Discuss whether the sex drive is as strong in adolescent girls as it is in adolescent boys.
8. Direct a student discussion toward the reasons why people marry, helping them to view sex and sexual expression in proper perspective.



9. Develop a panel discussion about the advantages of a comparatively long courtship and a short engagement.
10. Arrange a debate about the desirability of a long engagement versus the desirability of a short engagement.
11. Have student committees investigate the following problems and report their findings to the class:
  - a. illegitimacy in the United States
  - b. illegal abortions
  - c. marriages entered into because of premarital pregnancySome of the information to look for might include the immediate and long-range effects these problems might have on the persons involved, the impact of these problems upon the community and upon society at large, etc. Discuss the pros and cons of the changing code of sexual behavior among teenagers and young adults in the context of information presented in the reports.
12. View and discuss any or all of the following films:

"What To Do on a Date"  
"Dating, Do's and Don'ts"  
"Going Steady"  
"How Do You Know It's Love"  
"Marriage is a Partnership"  
"Choosing a Marriage Partner"  
"The Meaning of Engagement"  
"Are You Ready for Marriage?"  
"When Should I Marry"

13. Play and discuss the audiotapes entitled:

"Worth Waiting For"  
"About Men"  
"About Girls"

14. View and discuss the following film strips:

"It's a Date"  
"Seeing Double"  
"With This Ring"

**Teacher's Notes:**

### Introductory Comments

Eleventh grade health emphasizes prevention and control of disease, first aid, and disaster and civil defense. Within this structure the units on family life and sex education fall quite naturally. To the healthy student many diseases seem remote and of little interest, particularly the degenerative diseases of later adult life. Concern for the communicable diseases is often lacking.

An approach to this topic might reflect that communicable diseases be considered in terms of student experiences with diseases, steps required to reduce the hazards of disease for the individual, and health responsibilities involved in marriage and family relationships. Chronic and degenerative diseases can be made meaningful if considered, in part, as possible problems which students encounter with parents and older relatives.

Most eleventh graders characteristically are more concerned about their psycho-social development than about either the mechanics of body functions, choosing a life partner, or the responsibilities of marriage. Teenagers appreciate and respond to the teacher who has the ability to accept them as they are and to treat them with respect as individuals. They equally respect, appreciate, and respond to the teacher who is constructive and an example to them and who never underestimates the influence he has upon them. A chance remark or unwarranted ridicule on the part of the teacher can destroy students' budding positive attitudes.

It is important to remember that although there will be little variation in the chronological ages of tenth and eleventh graders, the variations in their levels of physical and emotional maturity usually will be great, spanning a range of as much as six or seven years. It is necessary, therefore, to stress continued in-depth discussions concerning sexuality and personality development and the adolescent's roles as a contributing member of his family and of his peer group.

The concepts presented in the tenth grade which emphasize the differences in boys and girls in genital excitation and psychological commitment must be reviewed and pursued at a more sophisticated level. It is most desirable the eleventh graders understand before they assume adult responsibilities that sexuality is inextricably interwoven into one's personality and that it contributes to creative drives and abilities and thus helps to distinguish the person as an individual. In an integrated analysis, the health of each individual, communicable and social diseases, are the concern both of the individual, the family group, and society.

### Typical Student Questions

The questions given for the tenth grade are equally applicable to the eleventh. The teacher should encourage the student to ask questions. Students may feel that the earlier answer was unsatisfactory, not treated at all, or not recognizable at the tenth grade due to lack of maturity. Many of the same questions will be raised, frequently at a more refined or matured level. Not many questions come voluntarily about venereal disease. They do arise within the discussion of diseases, and honest, straightforward answers are imperative.

## UNIT I

### A. Teachable Material

1. History of sex education
2. What can be gained from sex education
3. Why is understanding sex a problem?
4. Reading sexual maturity in boys and girls
  - a. puberty-age
  - b. what physical and emotional changes occur and how
5. Review of male reproductive organs
  - a. penis
  - b. testes
  - c. scrotum
  - d. spermatic duct and vas deferens
  - e. urethra

- f. prostate gland
- g. seminal vesicles
- h. Cowper's gland
- 6. The mechanism of erection
  - a. purpose
  - b. control
- 7. Orgasm and masturbation in the male
- 8. Sperm and seminal emissions
- 9. Sex and sexuality problems of the male
  - a. homosexuality
  - b. promiscuity
  - c. the "double standard"
- 10. Review of the female reproductive organs
  - a. labia
  - b. clitoris
  - c. hymen
  - d. vagina
  - e. cervix
  - f. uterus
  - g. Fallopian tubes (oviducts)
  - h. ovaries
- 11. Orgasm and masturbation in the female
- 12. Ovulation
- 13. Menstruation, menopause
- 14. Fertilization, conception, and implantation
- 15. Pregnancy
  - a. body's adjustment to pregnancy
    - (1) early symptoms of pregnancy
    - (2) medical care and supervision during pregnancy
    - (3) mother's physiological and emotional adjustments to pregnancy
  - b. cell division of zygote
  - c. the embryonic stage of development
  - d. fetal development
  - e. function of the placenta and umbilical cord
  - f. the absence of nerve connection and blood circulation connection between mother and fetus
  - g. role of the expectant father
  - h. the need for mutual support and understanding between the prospective parents
- 16. Childbirth
  - a. labor---natural and induced
  - b. rupture of amniotic sac
  - c. natural childbirth vs. Caesarean birth
  - d. expelling afterbirth---tying umbilical cord
  - e. multiple births
  - f. miscarriages
  - g. abortions (legal and illegal)
  - h. birth defects
  - i. sterility

Teacher's Notes:

**B. Profitable Activities**

1. View and discuss such films as:
  - "Biography of the Unborn"
  - "Human Body: Reproductive System"
  - "Human Reproduction"
  - "Heredity and Pre-Natal Development"
2. Read appropriate selections in such references as:
  - "A Child Is Born, The Drama of Life Before Birth"
  - "Approaching Adulthood"
  - "Sex and the Teenager"
 and provide opportunity based on these readings for question and answer periods and class discussion.
3. Have students submit anonymous questions or descriptions of problems that they would like to have discussed.
4. Discuss frankly with students the differences between the male's and female's psychological, physical and emotional responses to sexual stimulation. This may be done in such a way that it contributes positively toward their decisions concerning premarital sexual experimentation.
5. Take a field trip to a science center or health museum if there is one in the community. Follow the visit by discussion appropriate to the particular nature of the visitation experience.
6. Ask the school nurse or the school physician to serve as a resource person in the study of various aspects of this unit.
7. Have a student report on the nature of "natural childbirth" as compared to childbirth with anesthesia.
8. As questions arise, discuss freely (or call upon a specialist to help in discussing) such topics as miscarriage, therapeutic abortion, illegal abortion, congenital and hereditary malformations, and variations in the birth process (e.g., breech birth, forceps delivery, Cesarean delivery).

**Resources & Materials:**

Use the list found at the end of the ninth grade.



**GRADE TWELVE****Introductory Comment**

Twelfth grade health deals primarily with personal hygiene. In addition, there is a study of health services and health practices in the community. This is followed by an introduction to family living.

High school seniors are ready for and often seek knowledge that will help them to prepare for a successful marriage and to build a happy home in the future. Students need to anticipate, recognize and understand family problems. Opportunities for role playing and simulation for decision making are advisable to strengthen and make meaningful the previous eleven years school experiences. This should be an opportunity to apply learnings from school, home, church and personal experiences.

Since it is recognized that no family can be entirely responsible for its own destiny and that marriage is a joint career requiring preparation to achieve success, family life courses must emphasize the child bearing role of the mother and the importance of inter-personal relationships as well as guidance in the sex roles of the partners.

**Typical Student Questions**

1. How can I learn to get along with my brothers and sisters?
2. Is there anything I can do to keep my mother and father from quarrelling?
3. How do you really know if a boy is going to turn out like you expect him to after you're married?
4. What does it cost to raise a child?
5. How long should a young married couple wait before they have children?
6. How do I know I was wanted?
7. How much money should you have before you start to have babies?
8. What can a teenager do when the mother is an alcoholic?
9. What should parents do when their daughter gets pregnant? How should they act? Should they make her get rid of the baby—have it adopted that is?
10. How does another teenager in the family face his friends when his sister gets pregnant?
11. What can a wife do about a husband who abuses her?
12. How do we know monogamy is the best plan?
13. Why do parents object to "free love"?
14. Why is the father the "head of the family"?
15. What is an "oedipus complex"?
16. Can homosexuality be the product of certain kinds of family relationships?
17. Is sex appeal an inherited thing or is it something one learns in the family?
18. Can one learn to be sexually attractive from one's brothers?
19. Why is the family called the unit of society?

**Teachable Material and Profitable Activities**

Valuable learning takes place when students at any age are actively engaged in some project, investigation, or research individually or as groups. Discussion of their normal activities and the educational or behavioral implications of these activities is highly desirable. The material taught in this unit, as in every unit, should be related to the ages, interests and needs of the students being taught. Suggestions here can be and should be adapted to the particular classroom, school and community in which the teaching is done. The following content and related activities are suggested as being both appropriate and interesting in terms of objectives stated for this level.

## UNIT I THE FAMILY IS A BASIC SOCIAL UNIT

### A. Teachable Material

1. Points of view regarding sex and sexual behavior—the "major competing value systems"
  - a. "traditional repressive asceticism"—sex is for procreation and proscribes any kind of sexual activity outside of marriage
  - b. "enlightened asceticism"—not a negative, dogmatic attitude but one of self control, discipline and self mastery
  - c. "humanistic liberalism"—opposes inflexible absolutes and is primarily concerned with the consequences of the act upon interpersonal relationships; depends upon "internalized controls"
  - d. "humanistic radicalism"—through the creation of certain preconditions "society should make it possible for young people to have relatively complete sex freedom"
  - e. "fun morality"—premarital intercourse should be permitted for well-informed and reasonably well adjusted persons
  - f. "sexual anarchy"—no sexual restriction except "the general social principle that no one may injure or do violence to his fellows"
2. The moral implications of these value systems
  - a. for the individual
  - b. for the family and its preservation as a basic sociological unit in our culture
  - c. for our democratic structure
3. Factors influencing changes in attitudes toward sex and sexual behavior
  - a. metamorphosis of the American family influenced by
    - (1) affluence growing out of industrialization
    - (2) high divorce rates and desertions
    - (3) urbanization
    - (4) the female oriented family and inadequate father image
    - (5) relation of parental controls and attitudes
    - (6) family mobility
    - (7) automation
  - b. mass communications media
  - c. the impersonality of the mass society
  - d. the threat of annihilation through wars
  - e. the quality of education
  - f. the socio-economic environment
4. Understanding deviations from the accepted pattern of sexual development and adjustment
  - a. homosexuality
  - b. frigidity
  - c. perversion
5. Guidelines for evaluating one's own standards of sexual behavior
  - a. principles guiding the development of moral interpersonal relationships also apply to the development of heterosexual relationships and should include
    - (1) the attribute of self-respect
    - (2) a sense of responsibility to others
    - (3) mutual respect
    - (4) unselfishness
    - (5) a sense of faith and trust
    - (6) a respect for and sensitivity to others feelings
  - b. are standards of sexual behavior consistent with one's values about other aspects of living?
  - c. is the physiologic appetite for relief of body tensions motivated by lust or controlled by the intellect or both?
  - d. what are the potential consequences of one's sexual behavior?
    - (1) immediate and long-range consequences
    - (2) consequences for the individual, for his sexual partner, for society

## UNIT II PREPARATION FOR MARRIAGE

1. The premarital examination
  - a. the examination required by law
  - b. other desirable aspects of a thorough premarital examination
    - (1) the premarital medical examination
      - (a) personal health history (including female's menstrual history)
      - (b) family health history
      - (c) general physical examination
      - (d) examination of the reproductive organs
      - (e) examination of the female breast
      - (f) pap smear for the female
    - (2) counseling concerning marital adjustments
    - (3) counseling concerning family planning
2. Reasons for seeking correction of any existing defects or disorders prior to marriage

## UNIT III FAMILY PLANNING

1. Acceptance of responsibility for contributing to efforts to control the population explosion
  - a. the problem of population explosion
  - b. socio-economic impact of the population explosion in various parts of the world
  - c. projected impact of continued population increase at present rate upon family living and socio-economic development in the United States
  - d. ways of controlling the population explosion
    - (1) acceptance of individual responsibility
    - (2) religious influences upon selection and practice of control measures
    - (3) specific methods and techniques should be discussed with physician at the time of the premarital examination.
2. Reasons for spacing children within each family
  - a. health of the mother
  - b. financial considerations
    - (1) finances involved in prenatal care and childbirth
    - (2) impact of a large family upon individual members
    - (3) relationship of financial stability to optimal family health
  - c. long-range health and welfare of each child and of all children
4. Problems occasionally related to planning for parenthood
  - a. The couple who are physically unable to have children
    - (1) impact of inability to have children upon the emotional well-being of both husband and wife
    - (2) the importance of understanding and accepting this incapacity for childbearing, rather than fixing blame and becoming bitter
    - (3) considering adoption as an alternative to having one's own children
  - b. The birth of a handicapped child
  - c. The unexpected death of a child
5. The role of the family physician in planning the family
  - a. the development and availability of contraceptives
6. The beginning of a new life
  - a. the importance of a preconceptual medical examination if a child is being planned
  - b. signs and symptoms of pregnancy
  - c. the first prenatal medical examination
    - (1) positive diagnosis of pregnancy

- (2) general physical examination
- (3) establishment of recommended prenatal routine
- d. a sound program of prenatal care for the prospective mother
  - (1) regular visits to physician
  - (2) optimal nutrition and weight control
  - (3) regular, moderate exercise
  - (4) rest and relaxation
  - (5) moderation or discontinuation in drinking alcoholic beverages
  - (6) moderation or discontinuation of smoking
  - (7) no taking of any drugs (even aspirin) unless recommended by physician
  - (8) avoiding exposure to communicable diseases
  - (9) circumstances under which physician should be consulted apart from regularly scheduled visitations
  - (10) proper clothing and shoes
- e. the role of the prospective father
- 7. The birth of the baby
  - a. the birth process (labor and delivery)
  - b. the baby's first hours of life in the "outside world"
    - (1) physical care
    - (2) identification affixed
    - (3) PKU testing in some states
    - (4) relationship to mother
    - (5) birth registration
- 8. Care of the infant
  - a. need for medical supervision
  - b. recommended immunizations
  - c. diet and the advantages of breast feeding
  - d. clothing
  - e. the role of the father
  - f. the need for love from both parents

#### Profitable Activities

1. Have students read "A Child is Born—The Drama of Life Before Birth" by Drs. A. Ingelman-Sundberg and C. Wirsén, and illustrated with photographs by Lennart Nilsson.
2. Have a student report on birth defects and follow it with a class discussion of ways parents meet such problems.
3. Review, show and discuss such films as "Biography of the Unborn," "Human Heredity," "Heredity and Prenatal Development".
4. Arrange a discussion on the pros and cons of the "planned parenthood" movement.
5. Research and report on the highlights of the population explosion problem.
6. Develop a list of essential equipment a household should have in expectation of a baby.
7. Develop a committee to find out what community agencies or organizations are available to help families with their family problems. Report findings to the class.
8. Survey the community by using a questionnaire distributed through the PTA to learn the attitudes of parents toward the sexual behavior of adults and adolescents in your community.
9. Organize a panel discussion about possible means of "turning the tide" of those forces influencing the breakdown of the American family.
10. Choose one of the mass communications media, follow it for a week and report on all of the events, ads, articles, or programs which contributed in a favorable manner to the development of personal sexual behavior values and also on those which might have had an unfavorable influence.
11. Develop a list of fears students have about assuming the responsibilities of marriage. Compile these and have a class discussion about the reasons behind these fears and ways of resolving them.
12. Discuss ways in which this student generation might help to resolve the conflicting philosophies surrounding sexual behavior and values.



13. Have each student write a critical analysis of his own sex knowledge and attitudes as they existed before the beginning of this unit on sex and sexual behavior and to what extent they may have been changed or reinforced.
14. Prepare a panel discussion on what behaviors students, as prospective parents, would like to see in their own teenagers someday.
15. Develop a role-playing situation in which some students take the part of parents and others take the part of children. Create various family situations and possible problems arising from them such as: the female dominated home, the vacillation of parental controls and attitudes, or the race to "keep up with the Jones".

### **Concepts and Attitudes**

The importance of the development of concepts and attitudes has been discussed in the Introduction. As a part of the learning process which takes place at each level of instruction, teachers should assist students to form impressions, arrive at conclusions, develop attitudes and form concepts or generalizations. Mere acquisition of knowledge, or a fund of factual information, is not enough. The ultimate aim is the initiation or reinforcement of intelligent actions or practices. The student's development of basic concepts and favorable attitudes influences greatly the extent to which he adopts or continues the desired practices.

A student acquires his knowledge about sex and sexuality from his experiences in a variety of situations, including those experiences with his family, with friends, and in the community. These same experiences influence his developing attitudes, values, concepts, and, therefore, his practices. However, the teacher who has accepted responsibility for organizing and directing a portion of a student's total learning experience toward the attainment of specified instructional objectives will wish to consider the development of those attitudes and concepts so vital to the intelligent practice. It is to be expected that the basic attitudes and concepts formed as a result of instruction in the twelfth grade will be reinforced and developed further through learning experiences occurring after leaving high school.

### **Concepts**

As a product of their experiences in the study of this unit, it would be hoped that some such concepts as these would be formulated by the students in the twelfth grade:

1. The family is the basic unit of society and as such is the major influence on the socialization of its members and upon their development in other important ways.
2. The most common type of family unit in our culture consists of a mother, a father, and one or more children living together in the same household.
3. Although many family units in our culture do not conform structurally to the typical family unit, such families still may be able to fulfill the societal purposes and functions of family living.
4. Although there are greater risks involved in marriage for couples of vastly differing socio-economic, religious, ethnic or educational backgrounds than for couples whose backgrounds are similar, such marriages can succeed if the marriage partners recognize and accept these differences and are able to solve the problems resulting from such differences.
5. A marriage is more likely to succeed if both partners are mature.
6. State laws governing marriage are designed to safeguard both marriage partners and to increase the chances for success in marriage.
7. The premarital medical examination consists of a number of specific aspects designed to enable a couple to begin married life in a state of optimal health.
8. A thorough premarital medical examination is as important for the man as for the woman.
9. Compatible living as married persons requires many adjustments on the part of both the husband and the wife.
10. In the normal course of any marriage, a couple may expect conflicts to arise.
11. Marital conflicts are best resolved if they are frankly recognized by both partners and if husband and wife work together in seeking solutions to such conflicts.

12. A personal and mutual reserve of strength and the ability to seek help when such help is needed are of major importance in being able to meet family crises successfully.
13. Any serious problem within a family affects all members of the family.
14. Adolescents experience many problems in family living that are related to the normal process of growing and developing from childhood into adulthood.
15. Effective communication between individuals is of primary importance in preventing serious problems in family living and in successfully resolving those which may arise.
16. The decision to become parents should imply that a husband and wife are willing and able to accept the responsibilities attendant upon parenthood.
17. Family planning and child spacing protect and enhance the total well-being of all persons concerned.
18. The birth of a couple's first child requires major adjustments in the total family living roles of husband and wife.
19. Our society currently is experiencing a transition in sex values as manifested in a number of major competing values systems relative to standards of sexual behavior.
20. The problem of determining one's personal standard of sexual behavior is complicated by the recognition of a number of alternatives, each of which is valued and considered acceptable by some segment of the society.
21. A number of environmental factors have influenced changing attitudes toward sex and sexual behavior.

### Attitudes

As an outcome of instruction it is to be hoped that such attitudes as these may be developed by students in the twelfth grade:

1. An appreciation for family living as the primary force influencing the total development of the individual.
2. An appreciation for the importance of selecting one's marriage partner after considering the many personal and social factors that influence the quality of marriage.
3. A regard for the maturity of both partners as a critical influence on the success of their marriage.
4. An appreciation for the purpose of the premarital medical examination and of its values for both prospective marriage partners and for their potential offspring.
5. A desire to secure a premarital medical examination prior to marriage.
6. An appreciation for the necessity of making individual and mutual adjustments in marriage and a willingness to make the necessary adjustments in that manner which will contribute most to the quality of the marriage relationship.
7. A desire as much to BE the "right" marriage partner as to FIND the "right" marriage partner.
8. A desire to prevent the development of avoidable conflicts in marriage.
9. An appreciation for the importance of maintaining effective, two-way communication between husband and wife and between parents and children.
10. A willingness to postpone parenthood until one is willing and able to accept the responsibilities attendant upon parenthood.
11. An appreciation for the vital role played by individual couples in the general effort to control the population explosion.
12. A desire to equip oneself to be a parent whose influence on his children will foster their optimal development.

## RESOURCE MATERIALS FOR STUDENTS AND TEACHERS

### Films:

"Biography of the Unborn". Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill. 60091. 17 minutes.

Development of egg, embryo, and fetus by means of diagrams and premature human specimens. Expectant parent classes and nursing education. High school and parent classes.

"Human Body: Reproductive System". Coronet Films, 65 East Southwater St., Chicago, Ill. 60601. 1965,

13 minutes. Color

Reproductive system through animation and enlarged photographs of microscopic objects. Jr. and Sr. High. (excellent)

"From Generation to Generation". McGraw-Hill, Inc., Text-Film Division, 330 West 42nd St., NY. 27 minutes.

Color.

Illustrates the basic facts of human reproduction, showing childbirth as an emotional and spiritual experience as well as a physical one. The case history of a young couple and the wife's pregnancy. Animated and live action shows functioning of reproductive organs, fetal development, and birth process.

"When Should I Marry?". McGraw-Hill, Inc. 330 West 42nd St., NY. 19 minutes. Black and white.

A young couple, eager to marry but urged by their parents to delay, ask a minister's advice. He describes the experiences of two other couples who married at an early age. From this description, he is able to summarize some practical points that should be of help to all young people in answering the question of when to marry.

"Are You Ready for Marriage?". Coronet Films, 65 East Southwater St., Chicago 60601. 16 minutes.

Two young people who want to get married investigate their own relationship with the help of a marriage counselor.

"Choosing Your Marriage Partner". Coronet Films, 65 East Southwater St., Chicago 60601. 13 minutes.

A young man is advised to consider emotional maturity and philosophy of life in deciding on a partner.

"Dating: Do's and Don'ts". Coronet Films, 15 minutes.

Shows the progress of an idealized date—from the idea, the asking and the accepting, to the date itself.

"Date Etiquette".

Encourages young people to use good dating etiquette and, in turn, gain poise and a greater sense of personal security.

"Going Steady". Coronet Films, 11 minutes.

The film raises for discussion important questions concerned with the problems and disadvantages of "going steady".

"How Do You Know It's Love?". Coronet Films, 13 minutes

Provides a basis for thinking clearly about love, showing that the mere belief of love is not enough to insure lasting happiness.

"How To Say No (Moral Maturity)". Coronet Films, 11 minutes.

How to say "no" with good taste—and keep your friends—when asked to become involved in undesirable activities.

"Marriage Is A Partnership". Coronet Films, Chicago. 16 minutes.

Arguments, responsibilities, decisions, loyalties, and other marital questions are raised and discussed.

"The Meaning of Engagement". Coronet Films, 13 minutes.

Discusses the importance of the engagement in preparing for marriage, and the problem of breaking an engagement.

**"Understanding Your Emotions"**. Coronet Films, 13 minutes.

Explains the process of conditioning by showing different emotional responses to the same stimulus.

**"Family Life"**. Coronet Films, 11 minutes.

Creates an awareness of the happiness to be gained from a well-managed home, and outlines a program for achieving it.

**"What To Do On A Date"**. Coronet Films, 11 minutes.

How to find activities, and how to plan dates that satisfy both the boy and the girl and make the date an entertaining and constructive custom.

**"Farewell to Childhood"**. International Film Bureau, 332 South Michigan Ave., Chicago. 22 minutes.

A normal adolescent girl's various moods and apparent inconsistencies bewilder and confuse her parents. A better relationship results when the parents begin to understand her point of view and the girl realizes that parents, too, need to be understood.

**"Early Marriage"**. E. C. Brown Trust, 220 SW Alder, Portland, Oregon. 26 minutes. Color.

The film advances ideas about marriage in genera, including marriage of teenagers. It may well be used as a springboard for discussion.

**Books and Pamphlets:**

- Bauer, W.W., M.D. **"Moving Into Manhood"**. NY: Doubleday & Co., Inc. 1963 (Teacher and Pupil)
- and Florence M. Bauer. **"Way to Womanhood"**. NY: Doubleday & Co., Inc., 1965 (Pupil)
- Banner, Ralph and S. Benner. **"Sex and the Teenager"**. NY: Macfadden Bartell Corporation, 1964 (Pupil)
- Bowman, Henry. **"Marriage for Moderns"**. Highstown, N.J: McGraw-Hill Book Co. Inc., 1965 (Teacher and Pupil)
- Call, Alice L. **"Toward Adulthood"**. Philadelphia: J.B. Lippincott Co., 1964. (Pupil)
- Crawley, Lawrence, et al. **"Reproduction, Sex, and Preparation for Marriage"**. Englewood Cliffs, N.J.-Prentice-Hall, Inc. 1964 (Teacher and Pupil)
- Duvall, Evelyn Millis. **"Love and the Facts of Life"**. NY: Association Press, 1967. (Pupil)
- and Ruben Hill. **"When You Marry"**. NY: Association Press, 1962 (Pupil)
- **"Why Wait Till Marriage?"** NY: Association Press, 1965. (Teacher and Pupil)
- Duvall, Sylvanus. **"Before You Marry"**. NY: Association Press (Pupil)
- Fishbein, Morris. **"Birth Defects"**. Philadelphia: J.B. Lippincott Co., 1963. (Pupil)
- Gesell, A.F. Ilg and L.B. Ames. **"Youth, The Years From Ten to Sixteen"**. NY: Harper & Row, 1956 (Teacher)
- Gittelsohn, Rabbi Roland. **"Consecrated Unto Me"**. NY: Union of American Hebrew Congregation, 1965. (Pupil)
- Ingelman-Sundberg, Axel and Claes Wirsén. **"A Child Is Born, The Drama of Life Before Birth"**. NY: Delacorte Press, 1967 (Teacher and Pupil)
- Johnson, Warren. **"Human Sex and Sex Education"**. Philadelphia: Lea and Febiger, 1963. (Teacher and Pupil)
- Kirkendall, Lester. **"Understanding Sex"**. Chicago: Science Research Associates, 1957. (Pupil)
- **"Too Young To Marry"**. Public Affairs Pamphlet 236. Chicago: Public Affairs Committee, 1956. (Pupil)
- Lerrigo, Marion and Helen Southard. **"Approaching Adulthood"**. Chicago: American Medical Association, 1963. (Pupil)
- **"Facts Aren't Enough"**. Chicago: American Medical Association, 1962. (Pupil)
- Maury, M. **"Birth Rate and Birthright"**. NY: Macfadden, Bartell Corp. 1963. (Teacher)
- Pike, James A. **"Teen-Agers and Sex"**. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1965 (Teacher)
- Schofield, Michael. **"The Sexual Behavior of Young People"**. London: Longmans, Green & Co., Ltd. 1965. (Distributed by Little, Brown & Co., Boston, Mass. (Teacher)



## 7TH AND 8TH GRADE SOCIAL STUDIES

### Introductory Comments

The social studies combines many specific disciplines into a integrated treatment of man: his relationships with himself and with others and his actions and reactions at given times and places.

Within this study, analysis of men at different times and places stresses these interrelationships to include types of families, of marriages, of customs, of partner roles, of sexual behavior, and of attitudes and pressures. The seventh and eighth grades analyze many areas of the world providing opportunities for data collection, making comparisons, understanding others, and evaluation. Through these activities students can learn to respect others, to recognize differences, to tolerate variation, and to discriminate both among alternatives and within socially acceptable patterns.

### UNIT I,

#### Different families in the world have different approaches to family living

- A. Roles of members
  - 1. husband—father
  - 2. wife—mother
  - 3. children
- B. Discipline
- C. Love and concern
- D. Religious attitudes and customs

### UNIT II

#### Selection of husband or wife in other countries

- A. Methods
- B. Customs
- C. Historical backgrounds
- D. Comparisons

### UNIT III

#### Divorce in various countries

- A. Historical precedent
- B. Government regulation
- C. Attendant problems

### UNIT IV

#### Suggested Activities:

1. Ask a committee to investigate and to report on the nature of family life (concerning countries being studied) during the past 20 years. Discuss the factors and forces influencing these changes and the problems that change has produced.
2. Compare the family structure in the countries studied. Compare with the United States.
3. Study divorce laws. Analyze differences in countries. Evaluate from data the effectiveness in each country studied.
4. Analyze the varying roles of men and women in each society, roles of father and mother, the roles of children, roles of children in relationship to parents.

**Bibliography: Social Studies, Grade 7**

1. Mace, David, and Mace, Vera. "Marriage---East and West". Garden City., N.Y., Doubleday 1960.  
359 p. (Study of Oriental family life)
2. Mace, David, and Mace, Vera. "The Soviet Family". Garden City, NY: Doubleday 1963.  
367 p.

**Bibliography: Social Studies, Grade 8**

1. Linner, Birgitta. "Sex and Society in Sweden". NY: Pantheon, 1967.  
204 p.
2. Mace, David, and Mace, Vera. "The Soviet Family". Garden City, NY: Doubleday, 1963. 367 p.

**Teacher's Notes:**

## U.S. HISTORY

### Introductory Comments

Sex education is to be distinguished from sex information and can best be described as character education. It consists of instruction to develop understanding of the physical, mental, emotional, social, economic, and psychological phases of human relations as they are affected by male and female relationships. It includes more than anatomical and reproductive information and emphasizes attitude development and guidance related to associations between the sexes. It implies that man's sexuality is integrated into his total life development as a health entity and a source of creative energy.(1)

With this definition as the point of view, the study of the American family structure (its historical development and antecedents, changes over the years, and present status) is most appropriate as a part of United States History. Marriage, family, divorce have played an important part in the American image of a President and in the selection of candidates. Other less high level incidents are a living part of the total American heritage.

The teacher of U.S. History may weld the discussion of family life into the total program in such a manner that the discrete approach to a specific unit on family life is unnecessary. Yet, in the overall picture, the student will be aware in depth of the effect of the family unit on American History, of the changes and trends in family development, of the growth of new structures in family organization and the changing roles of its members.

(1) Joseph S. Darden, "The Placement of Sex Education in the Curricula of Selected High Schools in Georgia". (Unpublished doctoral dissertation, New York University, 1963), p.7)

### UNIT I FAMILY STRUCTURE

#### A. Teachable Material

1. Typical family in U.S.
  - a. monogamous marriage
  - b. household consists of only mother, father, and children
2. Other kinds of families in our culture, e.g.,
  - a. one-parent
  - b. extended—families in which persons of several generations live as a single family unit within the same household
  - c. nuclear—families in which children live with someone other than either one or both of their parents
  - d. no children
3. Why did family develop?
  - a. influence of ancient civilization
  - b. current environmental influence
4. How have families in the U.S. developed and changed over the years?
  - a. ways
    - (1) from colonial days to present, the shift from strong patriarchal family unit to present weak dual-controlled or matriarchal family units
  - b. forces which influenced the change
    - (1) economic conditions
    - (2) move from rural to urban society
    - (3) lessening of church control
    - (4) immigration

**B. Suggested Activities**

1. Discuss the different kinds of families in our culture
2. Have students do individual research and report to the class on such topics as the following:
  - a. "Family Life in Other Cultures" (select specific cultures to be studied)
  - b. "The Purpose of the Family"
  - c. "How Family Life in the United States Today Compares with Family Living In This Country in the Early 1900's" (or the 1800's, the 1700's, or family life among the early settlers of this country, etc.)
3. Have a committee investigate the changing role of women in American homes during the past 200 years. Direct them to try to determine the nature of the changes, social forces that have influenced the transition, and the effects of the changes on the family.

**Resources for Students and Teachers**

Ravan, Ruth S. "American Family". NY: Thomas Y. Croweel, 1963, 658 p.  
(Sociology—advanced readers)

Ravan, Ruth S. "Marriage and Family In the Modern World, A Book of Readings". NY: Thomas

J. Crowell, 1965. 609 p.

Ogburn, W.F., and NimKoff, M.F. "Technology and the Changing Family". NY: Houghton-Mifflin, 1955, 329 p.

**Teacher's Notes:**



**BIOLOGY****Introductory Comments**

Biology is one of four subject areas in the secondary schools which will contain family life education supporting units. A part of biology, the study of life, is the treatment of human physiology. Therefore, emphasis is placed upon reproduction of cells and reproduction in animals and subsequent development as well as patterns in heredity. These areas bring a scientific treatment to the total knowledge about family life and sex being acquired by the student.

**UNIT I REPRODUCTION OF CELLS**

- A. Objectives
  - 1. to distinguish asexual and sexual reproduction
  - 2. to demonstrate presence of chromosomes
  - 3. to see what takes place in mitosis and meiosis
- B. Activities
  - 1. Preparation of onion root tip smears to show chromosomes. Exercise 7-1 Yellow version lab manual, Exercise 12.7 Green version, pages 187-189 "Patterns and Processes".
  - 2. Read Programs in "Patterns and Processes" and "Mitosis and Meiosis" from EMI Series.
- C. Books
  - 1. Yellow version BSCS, p. 140-153
  - 2. Green version BSCS, p. 401-405
  - 3. "Mitosis and Meiosis", EMI Series
- D. Films
  - 1. "Mitosis" - EBF
  - 2. "Meiosis: Sex Cell Formation" - EBF
  - 3. "Mitosis" - 8mm film loop

**UNIT II REPRODUCTION IN ANIMALS**

- A. Objectives
  - 1. To develop an understanding of the structure of the reproductive systems of animals and human beings.
  - 2. To develop an understanding of the function of the reproductive organs of animals and human beings.
- B. Activities
  - 1. Effects of reproductive hormones, Ex. 17-1, Yellow version lab manual
  - 2. Read program in "Patterns and Processes", p. 166-186.
  - 3. Include in discussion the structure and function of each of the following:
    - a. male reproductive organs
      - (1) penis
      - (2) testes
      - (3) scrotum
      - (4) spermatic duct and vas deferens
      - (5) urethra

- (5) urethra
- (6) prostate gland
- (7) seminal vesicles
- (8) Cowper's gland
- b. female reproductive organs
  - (1) clitoris
  - (2) labia majora and minora
  - (3) hymen
  - (4) perineum
  - (5) vagina
  - (6) cervix
  - (7) uterus
  - (8) Fallopian tubes (oviducts)
  - (9) ovaries
  - (10) ovulation
  - (11) menstruation
  - (12) fertilization
  - (13) conception and implantation
  - (14) pregnancy
    - (a) cell division and differentiation
    - (b) the embryonic stage of development
    - (c) fetal development
    - (d) function of the placenta
    - (e) the absence of nerve connection between mother and fetus
  - (15) childbirth (refer to units for grades six, seven and eight) passage of the baby through the cervix and the vagina
- c. have students submit anonymous questions or descriptions of problems they would like to have discussed
- d. discuss frankly with students the differences between the male's and female's psychological, physical and emotional responses to sexual stimulation. This may be done in such a way that it contributes positively toward their decisions concerning premarital sexual experimentation.
- e. ask the school nurse or the school physician to serve as a resource person in the study of various aspects of this unit.

**C. Books**

1. Yellow version BSCS, p. 462-480
2. "Patterns and Processes", p. 166-186
3. Green version BSCS, p. 511-530

**D. Films**

1. "Endocrine Glands" - EBF
2. "Human Reproduction" - YAF

**UNIT III DEVELOPMENT IN ANIMALS**

- A. Objectives - to develop an understanding of the events that take place in the development of an embryo.
- B. Activities
  1. hatch eggs and examine daily for changes in development. Exercise 18-2, Yellow version lab manual, Exercise 15.3 Green version
- C. Books
  1. Yellow version, p. 462-480
  2. "Patterns and Processes", p. 156-165
- D. Film
 

"From One Cell" - American Cancer Society

**UNIT IV PATTERNS IN HEREDITY**

- A. Objective - to develop an understanding of the laws of heredity as they apply to the human family.
- B. Activities
  - 1. inheritance of one-factor differences. Exercises 30-3, 30-4, 30-5 Yellow version. Exercises 16.1, 16.2, 16.3, 16.4 Green version
- C. Books
  - 1. Yellow version, p. 507-526
  - 2. Green version
  - 3. "Patterns and Processes"
- D. Films
  - 1. "Human Heredity" - Churchill
  - 2. "Laws of Heredity" - EBF
  - 3. "Thread of Life" - Bell Telephone Co.

**Introductory Comments**

In order to stimulate, or motivate, interest in the materials of this unit, the following techniques are suggested:

1. Show the filmstrip and play record, "And They Lived Happily Ever After?"
2. Give some significant family facts of the U.S. - and/or Oregon - then Salem - regarding:
  - a. number of divorces per marriage
  - b. ages at marriage
  - c. number of illegitimate births
  - d. number of women on ADC
  - e. amount of money spent on these children
  - f. number of annulments
  - g. etc...
3. Continue to point out that the future need not look so black for them IF they investigate the institution of the family and marriage critically so that they might enter into each intelligently, with some idea of the responsibilities as well as the rights and privileges of each.

Although focus seems to have been on subject matter throughout the previous grades, the center of concentration must be on the creation of wholesome attitudes, of a foundation of a strong moral character, and of a well-balanced responsible citizen. It is anticipated that the well-adjusted student of today will be the adequate parent of tomorrow.

**UNIT I MARRIAGE****A. Teachable Material**

1. Definitions
  - a. legal
  - b. religious
2. Types of marriage patterns in the world
  - a. monogamy
  - b. polyogamy
3. Different ways of choosing a mate (world-wide)
  - a. parents choose
  - b. capture
  - c. purchase
  - d. free choice (love)
    - (1) advantages and disadvantages of this method
4. American courtship
  - a. dating—purposes
  - b. steady
    - (1) purposes
    - (2) deciding whether its love, infatuation, or sex
  - c. the engagement period
    - (1) reasons for marriage
      - (a) escape
      - (b) security—emotional or financial
      - (c) companionship
      - (d) money
      - (e) love
      - (f) pregnancy
      - (g) etc...



- (2) selecting a marriage partner
    - (a) major factors to be considered in the selection of a marriage partner
      - (1) similar interests
      - (2) similar goals and values
      - (3) similar educational background
      - (4) similar family or cultural background
      - (5) etc...
    - (b) considering the problem of mixed marriages
      - (1) kinds of mixed marriages
      - (2) understanding the hazards involved
      - (3) conditions under which a mixed marriage is most likely to succeed
      - (4) circumstances under which a mixed marriage would not be advisable
    - (c) age as a criterion of maturity; the desirable age for marriage
  - (3) purposes
  - (4) desirable length of the engagement period
  - (5) customs of the engagement period
  - (6) behavior problems of engaged couples
  - (7) problems an engaged couple should discuss
    - (a) financial matters
    - (b) religion
    - (c) mutual responsibilities in marriage
    - (d) premarital sexual relations
    - (e) children
    - (f) individual and mutual goals
    - (g) in-laws
5. State laws governing marriage
- a. legal requirements
  - b. variations in laws among different states

#### B. Suggested Activities

1. Give some "fun" quizzes on "Is it Love?".
2. Have students compile their own lists of qualities they consider important in a date and in a marriage partner. Have a committee compile a list of the most often-mentioned quality. Then have the classes rate the qualities for a consensus. Discuss the results.
3. Go over the requirements for marriage in the various 50 states.
4. Read about some of the customs of selecting a marriage partner in the other parts of the world. Also the different types of wedding celebrations.

**UNIT II ADJUSTMENTS IN MARRIAGE****A. Teachable Material**

1. Basic human needs of husband and wife
2. Major adjustments to be made within marriage
  - a. personality
  - b. social and cultural
  - c. economic—budgeting
  - d. intellectual
  - e. sexual
  - f. physical
  - g. religious
3. Major potential sources of conflict within marriage
  - a. the budget and money management
  - b. religion
  - c. accepting responsibilities
  - d. employment (one or both)
  - e. children
    - (1) how many to have
    - (2) when to have
    - (3) practices in rearing
  - f. in-laws
  - g. friends or social activities
4. Sources of help for marriage problems
  - a. pre-marriage counseling
  - b. marriage counseling agencies (see lists for communities)
  - c. religious advisor

**B. Suggested Activities**

1. Have class make a budget for a young married working couple, using average wages and prices in Salem. Have them consult newspapers for food prices, rentals, etc. Then make another budget for the same couple, wife no longer working, 1 child, about 1½ years later.
2. Have a speaker explain life insurance programs for young couples. Also other kinds of insurance—medical, hospital, etc.
3. Have speakers explain the different types of credit available, advantages and disadvantages.
4. Give quiz on "Whose job is it?". Discuss.

**UNIT III THE FAMILY****A. Teachable Material**

1. Definition
2. The role of the family in society
  - a. evolution of the family as a social unit
  - b. importance of the family as a social unit
3. Types of family patterns
  - a. extended
  - b. nuclear
4. Characteristics of family leadership
  - a. patriarchal
  - b. matriarchal
  - c. companionship

5. **Functions of the family**
  - a. **basic**
    - (1) biological
    - (2) socializing
    - (3) affectional
  - b. **secondary**
    - (1) education
    - (2) religion
    - (3) protection
    - (4) economic (produce---consumer)
    - (5) recreation
  - c. **how other groups in our society have taken over for the family**
6. **History of the family in the United States**
7. **Present day American family**
  - a. **role of the wife**
  - b. **role of the husband**
  - c. **role of the mother**
  - d. **role of the father**
  - e. **role of the children**
8. **Planning for parenthood**
  - a. **responsibilities and factors to be considered**
    - (1) ability to provide adequate child care as parents
    - (2) educational responsibilities
    - (3) provision of food, clothing, shelter
    - (4) ability to meet the emotional needs of the child
    - (5) mutually agreed upon number of children
      - (a) religious influences upon selection and practice of control methods
      - (b) specific methods should be discussed with physician
  - b. **adjustments in family living related to the birth of a child.**
    - (1) adjustments on the part of the mother
    - (2) adjustments on the part of the father
    - (3) the importance of mutual support and mutual expression by husband and wife of their continuing love and need for each other
    - (4) adjustments by the couple to social demands
  - c. **adjustments to later children**
    - (1) understanding sibling rivalry
    - (2) coping with sibling rivalry
    - (3) avoiding comparisons in developmental rates and abilities and characteristics of different children
9. **Family Living**
  - a. **each family's mode of living is related to its socio-economic, ethnic, religious, and academic backgrounds**
  - b. **the adolescent's need for family**
    - (1) need for identification with family as part of developing self-identity
    - (2) need for adult guidance while developing independence and autonomy
  - c. **problems of the family**
    - (1) **unhappy homes---reasons for**
    - (2) **the family with one parent due to**
      - (a) **desertion**
      - (b) **divorce**
        - (1) definition of
        - (2) reasons for
        - (3) grounds for
        - (4) attitudes toward
      - (c) **separation**
        - (1) definition of
        - (2) reasons for
        - (3) grounds for

- (d) annulment
  - (1) definition of
  - (2) reasons for
  - (3) grounds for
- (e) death
- (3) effects of such problems
  - (a) on remaining parent
  - (b) upon children
  - (c) upon absent parent
- (4) ways of preventing such problems
  - (a) education
  - (b) counseling
- (5) ways of solving such problems
  - (a) community help available
- (6) ways of handling or adjusting to situations which cannot be readily solved
- (7) economic problems
  - (a) unemployment
  - (b) debt (consumer credit)
  - (c) bankruptcy
- (8) aged parents or widowed parents
- (9) trend towards younger age at marriage

#### **Suggested Activities**

1. Have the students investigate how the family in America has changed due to forces in history
  - a. urbanization
  - b. immigration
  - c. pioneer women (changing role of women)
  - d. World War I
  - e. 1920's
  - f. Depression
  - g. World War II
  - h. post-war
2. Have students formulate their own consensus on what the role of the different members of the family should be.
3. Study the different grounds for divorce in the U.S.—attitude about divorce in other countries and U.S. today.

#### **Profitable Activities**

1. Study marriage rites and customs from other cultures and classify them roughly according to their dominant characteristics. Compare the findings to the dominant characteristics of marriage rites and customs in the United States and discuss possible reasons for the similarities and differences observed.
2. Have a committee investigate the changing role of women in American homes during the past 200 years. Direct them to try to determine the nature of the changes, social forces that have influenced the transition, and the effects of changes on family living.
3. Appoint a committee to determine and to state as specifically as possible the standards of courtship behavior regarded by the majority of parents in the community as being appropriate. Appoint another committee to prepare a similar report concerning standards considered to be appropriate by persons their own age. Compare the findings and discuss the possible reasons for both similarities and differences which may exist.
4. Appoint a committee to analyze the last ten movies or TV shows seen by any of the members in terms of the following:
  - (a) number of instances in which the hero or heroine fell in love at first sight

- (b) number of instances in which couples in love behaved in a manner in which they would consider appropriate
- (c) number of instances in which couples in love behaved in a manner in which their parents would consider appropriate
- (d) number of instances in which couples contemplating marriage would, in the committee's judgment, be likely to have a happy marriage.

Ask the committee to discuss the criteria they used in making the judgments involved in the analysis.

5. Ask a student to visit the local courthouse to determine local marriage laws and regulations. Ask several other students to find out what marriage laws and regulations exist in a number of other states. Compare the findings and discuss the possible (or probable) reasons upon which such laws are based.
6. Develop a panel discussion on why adolescents seek the advice of their peers rather than that of their parents.
7. Have the students do research projects on the effects of urbanization, industrialization and mobility upon home and family life in the United States. Determine how these forces might affect various members of the family as individuals—mother, father, and children.
8. Invite a priest, a rabbi and a Protestant minister to participate in a panel discussion of some of the problems commonly encountered by married couples who are of different religious faiths.
9. If there is a reputable marriage counseling agency in the community, invite a member of the staff to speak to the class about the nature and purpose of premarital counseling, some of the reliable sources of such counseling, and "danger signs" that might indicate counseling from an outside source is needed during marriage.

#### Resource Materials:

#### BOOKS

- Anderson, Wayne J. - "Design for Family Living"  
1964
- Bell, Robert R. - "Marriage and Family Interaction"  
Dorsey Press, 1967
- Blitsten, Dorothy R. - "The World of The Family"  
Random House, 1963
- Blood, Robert O. "Marriage"  
Free Press, 1952
- Blood, Robert O. and Wolfe, Donald - "Husbands and Wives"  
Free Press, 1960  
Life cycle adjustments of spouses
- Boalt, Gunnar - "Family and Marriage"  
1965
- Bowman, Henry A. - "Marriage for Moderns"  
McGraw-Hill, 1965
- Cavan, Ruth S. - "Marriage and Family in the Modern World: A Book of Readings"  
Crowell Press, 1965
- Glover - "How To Marry Someone You Can Live With All Your Life"  
1964
- World Almanac - The News  
Marriage Laws by States  
Divorce Laws by States
- Duvall & Hill - "When You Marry"  
Topics: Steady and dating experiences, plus crisis



- Mace & Mace - "Marriage, East and West"  
Doubleday, 1960  
Study of Oriental families
- Sakol - "What About Teen-Age Marriage?"  
1961
- Bossard & Ball - "Why Marriages Go Wrong"  
Ron Press, 1958  
Topics: Preparation for marriage, family as a group, marital problems
- Landis & Landis - "Building a Successful Marriage"  
Prentice-Hall, 4th edition, 1963  
Topics: Successful marriage, role concepts, dating, maturity, love, mixed marriages, adjustments in marriage, finances, bringing up children
- Burgess-Locke-Thomas - "The Family"  
American Book, 3rd Edition, 1963  
Part III Family Organization  
Part IV Changing American Family
- Petersen - "Guide to A Happy Marriage"  
1964  
Topics: Foundations of marriage, in-law problem, engagements, marriage difficulties, inter-faith marriages

#### Magazine Articles

- LIFE—Dec. 16, 1966, "The U.S. Family and How It's Changed"
- NEWSWEEK—Feb. 13, 1967, "The Divorced Woman"
- McCALLS—Aug. 1966, "The World of the Formerly Married"
- ATLANTIC—Nov. 1966, "Marriage and Divorce"
- LIFE—Nov. 15, 1966, "Family of Levi Smith" (example of extended family)

Check Reader's Guide under headings of FAMILY or PARENT-CHILD RELATIONSHIPS

#### Pamphlets

- "Laws for Youth", Salem Laws, printed by Exchange Club

#### Audio-Visual Aids

##### Movies

- "Is This Love?"  
"One Love—Conflicting Faith"  
"When Shall I Marry?"  
"Phebe"

##### Filmstrips

- "And They Lived Happily Ever After?" (with record)

##### Recording

- "Early Marriage"

## FAMILY LIVING

### CONCEPTUAL FRAMEWORK FOR FAMILY LIVING

- I Significance of Individuals and Families in Society
  - A. Effects of socio-economic and cultural influences on individuals and families
    - 1. Influence of cultural heritage and customs and more on individuals and families
    - 2. Effect of similarities and differences in functions of families on individual members
    - 3. Influence of the family life cycle on family members
    - 4. Effect of social environment on individuals and families
    - 5. Effect of economic environment on individuals and families
  - B. Influence of psychological and aesthetic factors on individuals and families
    - 1. Importance of meeting the basic needs of individuals
    - 2. Significance of the role of individuals in families and society
    - 3. Effect of family interaction on individual development and family unity
    - 4. Interrelationship of individuals and families in communities
  - C. Influence of physiological needs on individuals and families
    - 1. Importance of maintenance of health for individuals and families
    - 2. Influence of home safety practices on the well-being of family members
    - 3. Effect of home nursing practices on the well-being of family members
  - D. Responsibilities of families and society for the growth and development of children and youth
    - 1. Effect of heredity and environment on the growth and development of children
    - 2. Factors involved in meeting the emotional, mental, social and physical needs of children and youth
    - 3. Interaction of social agencies and families to meet the needs of children and youth
  
- II Significance of Shelter for Individuals and Families
  - A. Effect of social environment on family housing
    - 1. Influence of social patterns and customs on housing needs of families
    - 2. Reflection of social attitudes and values of family members through selection of housing and management techniques
  - B. Influence of psychological and aesthetic factors on family housing
    - 1. Relationship of housing to group identification and self-expression
    - 2. Application of art principles to structure, design, and decoration of family housing
    - 3. Relationship of housing to satisfaction of basic needs
  - C. Influence of physical environment on family housing
    - 1. Effect of environmental influences on housing
    - 2. Relationship of housing and furnishings to health and comfort of family members
    - 3. Effect of scientific and technological developments on construction and design of housing
  - D. Effect of economic factors on family housing
    - 1. Influence of economic conditions and resources on family selection of housing, furnishings, and equipment
    - 2. Procedures of financing and costs of housing
  
- III Significance of Management for Achievement of Individual and Family Goals
  - A. Factors affecting management of personal and family resources
    - 1. Effect of environmental and social influences on individual and family management practices

2. Influence of individual and family values, goals and standards on decisions regarding management
- B. Influence of management techniques to utilization of resources
1. Effect of organization of time, energy and abilities on personal and family satisfactions
  2. Applications of techniques of money management to purchasing of goods and services for family needs and satisfactions
  3. Relationship of marketing practices to consumer buying

**FAMILY LIVING**  
**GRADE 7 (12 weeks)**

**Introduction**

The girl in the seventh grade needs to know that she has a very special roll as a loved and worthy member in her family and that she has equal worth and responsibility with other members of her family. She should feel a valued member of her group. She should find a deep satisfaction in developing and sharing her talents and her efforts at creating beauty in her life and that of her family and peer group. The teacher needs to guide each girl towards a greater understanding of families and individual rolls within the family, of personal development and grooming, responsibilities to herself and to others, and the joy of being her best self.

**SCOPE AND SEQUENCE OF CONCEPTS**

- I Significance of individuals and families in societies
  - A. Effect of socio-economic and cultural influences on individuals and families
    1. comparison of similarities and differences in families
  - B. Influence of psychological and aesthetic factors on individuals and families
    1. importance of meeting the basic needs of individuals
      - a. effect of grooming on the individual
        - (1) factors involved in grooming
        - (2) influence of personal care, food habits, sleeping, and exercise on grooming
      - b. importance of meeting basic needs through aking something of aesthetic value
    2. significance of role of individuals in families and societies
      - a. effect of one's role within the family on family members
      - b. knowledge of role of family members in the community; knowledge of parental roles within the family
    3. effect of family interaction on individual development and family unity
      - a. importance of maintaining happiness of individuals within the family
      - b. effect of different points of view on family members
    4. relationship of experiences within the home and school
  - C. Influence of physiological needs on individuals and families
    1. relationship of health to personal grooming
    2. influence of home safety practices on individuals
  - D. Responsibilities of families for children
    1. effect of environment on children
    2. factors involved in meeting the needs of children
    3. effect of assuming responsibility for children's development on individual and family unity
- II Significance of shelter for individuals and families
  - A. Effect of environment on housing
    2. reflection of values of family on management techniques of housing
  - B. Influence of psychological factors on family housing
    3. relationship of own room to satisfaction of basic needs
  - C. Influence of physical environment on family housing
    2. relationship of housing and furniture to safety of individuals

## Teaching Toward Concepts—Level 1 (Grade 7)

CONCEPTS	EDUCATIONAL EXPERIENCES	GENERALIZATIONS
I-A-1	"A Happy Family" (2 weeks)	There is no typical family
Significance of individual family differences	Discuss universality of families and family customs	
I-B-4, 2b	Make a notebook to include pictures of own family or cut from magazines paragraphs about how one feels about being the oldest, youngest, or middle child in the family, the characteristics acquired from heredity and environment, the occupation of parents and what it is, the duties an adult assumes in the home, the activities that families do together, family pets and duties toward pets. Make plans for strengthening family ties together. Discuss basic needs of individuals.	Experiences in family living affect relationships outside the home
Effect of experiences in family living on relationships outside the home		
I-B-1,3a		Understanding contributes toward appreciation of family members
Influence of a better understanding and appreciation of family		
I-B-3b	Discuss in class some of the issues on which you and your parents or brothers and sisters disagree. Identify basic needs not being met which create problems	Experience and maturity affects viewpoints
Appraisal of parents and young persons viewpoints	Dramatize situations of sources of friction in the family. First, show how one type of behavior leads to anger, quarrelling, and hurt feelings. Then show how differences can be settled on a friendly basis. Include situations concerning sharing of time, money, and space.	Family relationships depend upon attitudes and actions of the individual members
I-B-2,3a		
Effect of satisfactory family relationships on all family members	Discuss value of family councils. Write playlets or character plays. List suggestions for respecting personal privileges in the family, including TV-radio schedules, making family members feel appreciated, including grandparents. Use "buzz" sessions, followed by reports to entire class. List and discuss the ways students do and can help other family members. Assume some duties at home. Plan for sharing leisure time with family. Discuss "Parents Guide" prepared by the Youth and Recreation Committee of the Salem Community Council, May 1961. Make a school courtesy guide to be mimeographed for home room discussion.	Each individual contributes to family happiness
I-B-2a,3a		
Importance of personal contributions to family happiness		
I-B-3; D-2,3		Family members are responsible for each other
Influence of parental concern regarding children's behavior		



## CONCEPTS

## EDUCATIONAL EXPERIENCES

## GENERALIZATIONS

I-B-1a (1)

Appraisal of grooming

Grooming (2 weeks)

Discuss what it means to be well groomed  
Read and discuss relationship of health habits to grooming. Discuss importance of health routine including elimination. Give committee reports or character plays on personal care of the body—hair care, bathing, deodorants, shampoo, care of nose, teeth, ears, hands and feet, skin, weight control and posture. Demonstrate care of clothing—nylons, undergarments, outer garments, sweaters.

Good grooming brings satisfaction

I-B-1a(2); C-1

Effect of personal health habits on grooming

I-B-1-a(2)

Importance of clothing care to grooming

Show and discuss film on menstruation

Grooming affects personal appearance, attractiveness

Care of clothing contributes to personal attractiveness. Proper care of clothing prolongs its beauty

I-C-1

Significance of physical maturing

Maturation affects health, grooming and emotions

II-A-2; B-3

Effect of sharing a room

"A Girl's Hide Out" (1-2 weeks)

List advantages and disadvantages of sharing a room with someone

There are advantages and disadvantages to sharing a room.

I-C-2; II-A-2

Influence of orderliness and cleanliness in the home

Factors involved in cleaning own room.

Significance of time and equipment in housecleaning tasks.

Importance of convenient storage to maintain an orderly room.

Factors involved in bed-making

Discuss importance of sharing in the care of the home by caring for and cleaning of own room. Give demonstration on cleaning own room.

Make and keep a room care chart.

Clean and arrange storage area.

Make drawer dividers.

Give demonstration on bed-making in school infirmary.

One can contribute to the care of the home by caring for and cleaning own room. Simple housecleaning tasks can be done by a girl

Convenient storage helps to maintain an orderly room

Making a bed involves special techniques.

II-B-3

Influence of bedroom arrangement on convenience of use

Discuss use of a bedroom for dressing, sleeping, and studying.

Read and discuss rules of bedroom furniture arrangement using cutouts. Include a study center.

Arrangement of activity areas influence convenience of use of a bedroom.

II-B-3; C-2

Importance of safety in the home

Review fire prevention. Discuss how to prevent accidents in the home.

Safety practices are important in the home.

I-B-1b

Significance of handicrafts that are well made for personal satisfaction

"Leisure Time-Handicrafts" (3 weeks)

Make a guest towel (Swedish weaving on huck toweling) for a gift for mother. Work henn by hand.

Importance of gaining skill in working with one's hands.

Importance of using leisure time for making something beautiful.

Other possible projects are embroidered wall hangings and stitchery. Practice wrapping gifts. Emphasize time and money management.

To create something beautiful brings satisfaction. Leisure time can be used to

## CONCEPTS

## EDUCATIONAL EXPERIENCES

## GENERALIZATIONS

<p>I-B-1b</p> <p>Effect of principles of flower arrangement Appraisal of color combination in flower arrangements. Application of things in nature for arrangements. Importance of making something beautiful</p>	<p>"Flower Arrangement" (1 week)</p> <p>Demonstrate good principles of flower arrangement. Make arrangements for holidays with large and small flowers, or dry weeds, pods and grasses. Evaluate arrangements. Study the appropriate use of various holders and containers. Make corsages. (To be related to areas in foods, relationships, and art principles)</p>	<p>Attractiveness of flower arrangements is related to application of art principles. Arrangements can be made of many materials and using a variety of holders and containers.</p>
<p>I-D-1,2</p> <p>Appraisal of children and their activities</p>	<p>"Babysitting and Enjoying Children" (2-3 wks)</p> <p>Discuss how one can contribute to younger children.</p>	<p>Anyone can contribute to the well-being of young children.</p>
<p>I-D-2</p> <p>Factors involved in babysitting—sitter and employer</p>	<p>Read and discuss responsibilities of sitter and employers.</p> <p>Discuss or give skits on what you would do in case of emergency such as fire, phone, doorbell, medicine, accident for safety of children.</p> <p>Practice caring for baby by using a doll.</p>	<p>Babysitters are responsible for the care and safety of the children.</p>
<p>I-D-2,3</p> <p>I-D-2</p> <p>Relationship of the interests of children to their ages Relationship of children's play materials to their well-being</p>	<p>Discuss interests of children. Learries or finger games to use when caring for children.</p> <p>Make a collection of ideas for use when babysitting.</p> <p>Make a kit of play materials for use when tot-tending.</p>	<p>Children of different ages have different interests. A child's play contributes to his well-being. Sitters can contribute toward children's play and activities</p>

**FAMILY LIVING****CONCEPTUAL FRAMEWORK FOR FAMILY LIVING**

- I Significance of Individuals and Families in Society**
  - A. Effects of socio-economic and cultural influences on individuals and families**
    - 1. Influence of cultural heritage and customs and more on individuals and families
    - 2. Effect of similarities and differences in functions of families on individual members
    - 3. Influence of the family life cycle on family members
    - 4. Effect of social environment on individuals and families
    - 5. Effect of economic environment on individuals and families
  - B. Influence of psychological and aesthetic factors on individuals and families**
    - 1. Importance of meeting the basic needs of individuals
    - 2. Significance of the role of individuals in families and society
    - 3. Effect of family interaction on individual development and family unity
    - 4. Interrelationship of individuals and families in communities
  - C. Influence of physiological needs on individuals and families**
    - 1. Importance of maintenance of health for individuals and families
    - 2. Influence of home safety practices on the well-being of family members
    - 3. Effect of home nursing practices on the well-being of family members
  - D. Responsibilities of families and society for the growth and development of children and youth**
    - 1. Effect of heredity and environment on the growth and development of children
    - 2. Factors involved in meeting the emotional, mental, social and physical needs of children and youth
    - 3. Interaction of social agencies and families to meet the needs of children and youth
- II Significance of Shelter for Individuals and Families**
  - A. Effect of social environment on family housing**
    - 1. Influence of social patterns and customs on housing needs of families
    - 2. Reflection of social attitudes and values of family members through selection of housing and management techniques
  - B. Influence of psychological and aesthetic factors on family housing**
    - 1. Relationship of housing to group identification and self-expression
    - 2. Application of art principles to structure, design, and decoration of family housing
    - 3. Relationship of housing to satisfaction of basic needs
  - C. Influence of physical environment on family housing**
    - 1. Effect of environmental influences on housing
    - 2. Relationship of housing and furnishings to health and comfort of family members
    - 3. Effect of scientific and technological developments on construction and design of housing
  - D. Effect of economic factors on family housing**
    - 1. Influence of economic conditions and resources on family selection of housing, furnishings, and equipment
    - 2. Procedures of financing and costs of housing
- III Significance of Management for Achievement of Individual and Family Goals**
  - A. Factors affecting management of personal and family resources**
    - 1. Effect of environmental and social influences on individual and family management practices

## Teaching Toward Concepts—Level II (Grade 8)

## CONCEPTS

## EDUCATIONAL EXPERIENCES

## GENERALIZATIONS

I-B-2

"Making and Being Friends" (2 weeks)

Importance of friends

Discuss basic physical and emotional social and mental needs. Charades: Things we do every day to keep feeling happy and physically fit.

Friends are important to personal social development. There is a relationship between mental and physical health

I-C-1,2

Relation between mental and physical health in human relationships

Discuss how we can make and keep friends.

I-A-4; B-4

Effect of manners based upon regard and consideration for others.

Discuss ways young people copy or imitate others. Are these helpful or harmful to the development of a likeable personality?

Good manners are based upon regard and consideration for others. Practicing good manners gives one a sense of freedom.

Effect of attitude and effort toward making and keeping friends.

Discuss what we mean by loyalty. Role-play: Experiences in which a sense of humor "saved the day", giving honest compliments. Keep a record of the number of times in one day you give an honest compliment. Shy person's assignment: Keep a record of "hellos and smiles" (3 times per class break). Discuss results.

Individual attitude and effort affects ability to make and keep friends.

I-B-3b

Effect of work and grooming on individual development and family unity.

Discuss friendship begins at home. Role-play family situations regarding girl's work and grooming habits

Friendship begins at home. Individual work and grooming habits affect personal development and family unity.

I-B-3a

Appraisal of ways to help others have a good time.

Discuss activities families enjoy sharing. Plan a pleasant surprise for some member of your family or a family fun night. Carry it out and report to class what you did and how they responded.

Individuals can help others have a good time.

I-A-4; B-1-a

Importance of giving love, confidence, approval, and a sense of belonging to meet the needs of friends

List, discuss and analyze annoying habits of behavior. Discuss qualities of friendship. Have each student list qualities she likes about each of her classmates. Make a summary of the lists. List only desirable traits. From magazines, prepare bulletin board on "What Kind of a Friend Are You?", using verses on friendship, pictures and cartoons—pictures to illustrate moods and feelings.

Individuals can contribute to needs of friends through love, confidence, approval, and sense of belonging.

I-B-1,4

Appraisal of personal qualities—good and poor

Read and discuss "Rate Yourself". Fill in questionnaire (Jr. Life Adjustment Booklet, "How To Get Along With Others", p. 9, "Think About You") Plan in what areas you will work and how you will go about improving own personality.

Self appraisal is important in personality improvement

I-A-4; B-1,4

Importance of courteous habits and positive thinking on personality

Review summary on qualities of classmates. How many of these qualities do you possess? Perform skits showing telephone etiquette, making introductions and social manners.

Courteous habits and positive attitudes affect personality and social poise.

## Teaching Toward Concepts—Level II (Grade 8)

## CONCEPTS

## EDUCATIONAL EXPERIENCES

## GENERALIZATIONS

Importance of need for planning, for spending and applying this knowledge

Make a personal income and expense budget. Share ideas concerning distinguishing wants and needs.

The wise consumer plans his spending and considers buying techniques.

III-B-3

Effect of advertising on consumer buying

Study and discuss advertising geared to the young consumer and buying practices of teenagers. Discuss wise spending techniques.

Advertising affects consumer purchases.

III-B-1

Effect of organization of time on personal satisfaction

Make a time schedule to discover how much time is available for leisure time activities.

Organization of time should include time for necessities and personal satisfaction.

I-B-1,3a

Importance of use of school-acquired skills in making appropriate seasonal gifts. Application of various skills learned in other situations.

"Use of Leisure Time—Handcrafts" (3 weeks)

Make seasonal gifts and accessories.

Skill in needlework and handcrafts contribute toward making gifts.

crocheting, knitting, or stitchery. Prepare and display seasonal decorations.

III-A-2; B-1

Importance of profitable use of time for the joy of giving.

Plan use of time for making gifts. Practice gift wrapping.

Time can be used profitably for the joy of Gifts can be wrapped attractively.

III-A-2

Factors affecting choice of careers of women. Appraisal of opportunities for careers in home economics.

"Careers in Home Economics" (½ week)

Discuss changing role of women in the world of work.

Many more careers are opening for women in the world of work including careers in home economics.

Report on career opportunities in home economics and related areas.

III-A-2; B-1

Relationship of requirements to careers in home economics

Study catalogs for requirements in home economics

Careers in home economics require special training.



CONCEPTS	EDUCATIONAL EXPERIENCES	GENERALIZATIONS
<p>I-C-1-b</p> <p>Relationship of health to grooming</p> <p>Importance of weight control and posture to health and appearance.</p>	<p>"Charm" (3 weeks)</p> <p>Discuss relationship of health and cleanliness to grooming. Read and discuss relationship of weight control, body build and posture to health.</p> <p>Practice posture—standing, walking, sitting. Have skits or panel discussions on hair care and styles, skin care (blemishes, acne), grooming aids</p>	<p>Health is important to good grooming</p> <p>Weight control and posture are important to health and appearance.</p> <p>Care of hair and skin are important to personal appearance</p>
<p>I-B-1; C-1</p> <p>Significance of hair care and styles, skin care and grooming aids to personal appearance</p>	<p>Read about and select appropriate hair styles and necklines for face shapes. Study and select becoming colors for individual coloring and figure. Select suitable lines and designs for individual figure.</p>	<p>Appearance is influenced by selection of hair style and neckline for face shape. Line, design and color selection affect appearance.</p>
<p>II</p> <p>Significance of housing for individuals</p>	<p>"A Girl and Her Room" (2 weeks)</p> <p>Study furniture arrangement for activity areas and balance</p>	<p>Furniture arranged for the comfort of the individual brings satisfaction.</p>
<p>II-C-2</p> <p>Relationship of furnishings to comfort and health of individual</p>	<p>Consider lighting for activities in the room</p>	<p>Proper lighting reduces strain</p>
<p>II-A-1</p> <p>Relationship of own room to satisfaction of basic needs</p>	<p>Make a floor plan of present bedroom.</p>	<p>Family patterns effect selection of housing.</p>
<p>II-B-1</p> <p>Relationship of own room to self-expression</p>	<p>Plan furnishing, decoration, and accessories for bedroom</p>	<p>Own room can be arranged and decorated for comfort and self-expression</p>
<p>II-B-1</p> <p>Application of art principles to decoration of room</p>	<p>Locate examples of various color schemes used in room decoration</p>	<p>Art principles can be applied to design of room.</p>
<p>II-D-1</p> <p>Effect of economic influence on individuals</p>	<p>Figure approximate cost of room.</p>	<p>Economics needs consideration in room decoration.</p>
<p>III-A-2</p> <p>Factors affecting use of family funds</p> <p>Importance of considering others in sharing</p>	<p>"Your Time and Money" (1-1½ weeks)</p> <p>Total cost of clothing worn to class. Empty contents of purse and total cost of contents. Study family budgets to determine percent of income used for clothes, food shelter, etc. Refer to statistics.</p>	<p>Many factors affect the use of family funds.</p> <p>Needs of all members of family should be considered in regard to use of family funds.</p>

**FAMILY LIVING  
GRADE 9 (12 weeks)**

**Introduction**

The girl in the ninth grade wants to belong and to be like her peer group. She wants to have both boy and girl friends. She wants help toward gaining understanding of others, developing social graces, and improving her own personality. The student needs to understand the special needs of children and how to care for children. Applying art principles, convenience, and economics to home furnishings becomes a challenging field for the student as she develops an awareness of her own home in comparison with other homes while looking into the future. The teacher needs to help the student become aware of wise consumer buying practices.

**SCOPE AND SEQUENCE OF CONCEPTS**

- I. Significance of individuals and families in societies
  - A. Effect of socio-economic and cultural influences on individuals
    1. effect of customs on young people
    4. significance of social environment on individual development
      - a. development of social customs and courtesies
    5. effect of similarities and differences of economic environment on individuals
  - B. Influence of psychological and aesthetic factors on individuals and families
    1. importance of meeting basic needs of individuals
    3. effect of family interaction on individual development and family unity
      - a. effect of parental attitude
      - b. importance of use of acquired skills for personal and family enjoyment
  - C. Influence of physiological needs on individuals
    1. effect of physical and general factors on individuals
    2. effect of home safety practices on individuals
  - D. Responsibilities of families and societies for children and youth
    1. effect of environment on the development of children
    2. factors involved in meeting needs of children
    3. interaction of social agencies and families to meet the needs of youth
- II Significance of shelter for individuals and families
  - A. Effect of social environment on family housing
    1. influence of social patterns and family patterns on housing needs
    2. reflection of social attitudes and values of family on selection of housing, furnishing, and equipment
  - B. Influence of psychological and aesthetic factors on family housing
    1. relationship of home to self-expression
    2. application of art principles to decoration of family housing
    3. relationship of home to basic needs
  - C. Influence of physical environment on family housing
    1. influence of family economics on housing, furniture and equipment
  - D. Effect of economic factors on family housing
    1. influence of cost on family selection of housing, furnishing and equipment
- III. Significance of management for achievement of individual and family goals
  - A. Factors affecting management of personal and family resources
    2. influence of individual and family goals and standards on management of money
  - B. Influence of management techniques to utilization of resources
    1. effect of organization of time on personal satisfaction
    3. effect of marketing practices on consumer buying

## Teaching Toward Concepts—Level III (Grade 9)

CONCEPTS	EDUCATIONAL EXPERIENCES	GENERALIZATIONS
I-B-3; A-D-1 Importance of child as a family member	"How Children Develop" (2-3 weeks) Discuss importance of child in the family and influence of family on the child. Read and discuss what to expect from the different ages of childhood.	Children play an important and influential role in the family. Children's activities vary at different age levels according to his age.
I-B-3; A-D-1 Importance of child as a family member.		
I-D-2 Appraisal of characteristics of activities of children at different ages.	Read and discuss needs of children at different ages. Study clothing for children (clothing for the season, different types of clothing); Make quick, simple inexpensive toys. Substitute toy—boxes. Study the equipment needed in the daily care of young children.	Toys are important equipment for
Significance of toys and equipment for children.		
I-C-2 Importance of safety in the home with small children	Review things to keep away from children for safety. Plan storage for toys. Study toys and equipment that are safe.	Safety in the home needs consideration in the care of children.
I-D-1,2 Effect of environment on development of and needs of children	Visit a nursery, kindergarten or first grade if possible. Plan a party for small children or plan a nursery in school. Observe children's motor activities, interests, and attention.	When caring for children, positive attitudes influence their development
I-A-4; B-1 Significance of friends: boys and girls	"Human Relationships" (3-4 weeks) Discuss need to have many girl and boy friends. Friends are important to the individual Discuss social graces and how we can get along with our associates. Skits: making introductions; correct and incorrect behavior on a school or public bus. bus; various types of telephone situations students are likely to encounter.	Social graces help develop social ease with adults and children.
I-B-3 Importance of feeling at ease with adults and children.	Discuss broadening our horizons: what is the value of 4-H, Campfire, Girl Scouts, Y-Teens? what are the meanings of their emblems? how do persons you know contribute toward the community?	Individuals and families can participate in the welfare of the community.
I-B-4 Importance of individual behavior and family participation in the welfare of the community.	I-A-4; B-4; D-3 Appraisal of the availability of community facilities of recreational, and spiritual development.	Many community facilities are for people in recreational, cultural, and spiritual development.

## CONCEPTS

## EDUCATIONAL EXPERIENCES

## GENERALIZATIONS

I-A-4

Effect of social customs to individual behavior as related to physical and emotional change of her age.

Engage in role-playing to see one thought to be unfriendly in a new light and try to anticipate the picture a new situation or a new interpretation of an old situation. Write out anonymously why their friends mean so much.

I-A-1

Effect of social customs to individual behavior as related to physical and emotional changes of her age.

Study about dating customs through the use of panel discussions, the development and use of a checklist to show the typical problems of girls in the group by committee study and reports, and by reading articles in current magazines.

Individual behavior is influenced by social customs and individual maturity.

I-A-4

Importance of evaluation of friendships

Discuss how moral values are developed, where you get them, how they affect you and your friends.

Individual behavior and character traits affect friendships.

I-B-1; A-4

Influence of personality changes and development of friendship.

Look at and become acquainted with the problems of boy-girl friendships, what girls enjoy in boy friendships and the changes that have taken place in these relationships in the past years. Evaluate and reappraise yourself and your friendships. Identify moral values and develop values with regard to yourself and others.

Social and school customs and courtesies are important in friendships.

Self-evaluation aids in self-appreciation

Read and discuss how to make decisions regarding what she will do on a date, considering such items as the activities in town, the use of her home, proper manners at home, at school, at parties, on the telephone—by use of role-playing and special reports and discussions.

Individuals develop moral values.

Personality changes and individual development affect friendships.

I-C-1? A-4

Appraisal of relationships with boys in preparation for a happy marriage.

Give panels or reports (personal selection in point of interest through newspapers, magazine articles, debate, etc.). Marriage Religion (as it affects marriage and children); Intermarriage, as it affects the family.

It is important to appraise friendships with others in preparation for a happy marriage.

I-B-1-2

Effect of holiday decorations on individuals and families

"Leisure Time Activities" (3 weeks) Discuss family holiday traditional decorations. Make holiday decorations; corsages, door trims, wall hangings, tree skirts, table decorations.

Holiday decorations express individual and family attitudes and values.

I-B-1-3b

Time and money management affect choice of leisure-time activities.



Teaching Toward Concepts—Grade 9 (Level III)

CONCEPTS	EDUCATIONAL EXPERIENCES	GENERALIZATIONS
<p>I-B-1-3 Application of skills in making holiday decorations</p>	<p>Make a gift using an acquired skill such as embroidery, crocheting, knitting, smocking, etc. with consideration for time management.</p>	<p>Personal resources and skills can be used for leisure time activities including handcrafts.</p>
<p>III-B-1 Application of time management</p>	<p>"Interior Decoration" (3-4 weeks)</p>	<p>Housing needs vary for different families Selection of housing furnishings, and equipment are influenced by family patterns and economics. Home decoration reflects self-expression of individuals and family</p>
<p>I-A-5; II-A-1; II-B-3; C-1 Influence of housing needs of different families</p>	<p>Read and discuss housing needs of beginning, expanding, and diminishing sizes of families. Discuss problems of house care and repair. Have committees select a house plan for for one room of a home using a scale model. Study storage, lighting, and accessories.</p>	<p>Art principles and aesthetic qualities influence home decoration.</p>
<p>II-B-2; D-1 Influence of family pattern and economics on furnishing and equipment, and house plans Influence of personal choice on selection of housing, furnishings</p>	<p>"Money Management" (1 week)</p>	<p>Family values and goals affect individual spending.</p>
<p>II-B-1,2 Relationship of home and self-expression</p>	<p>Keep a record of personal spending for a week.</p>	<p>"Buyer Beware" is key word when pressured to buy. The wise shopper knows he must pay for services and purchase. The wise shopper is courteous and honest.</p>
<p>III-A-2 Influence of family values and goals on decisions</p>	<p>Divide into groups and plan a family budget for average family—include taxes, withholdings, shelter, food, needs, insurance. Discuss pros and cons of credit. Practice filling out bank slips, checks</p>	<p>The wise shopper is courteous and honest.</p>
<p>II-D-1 Influence of economic conditions and resources on selection of housing and furnishings</p>	<p>Do comparative shopping on a teenage luxury item as to cost, financing, credit, interest, and repossession</p>	<p>The wise shopper is courteous and honest.</p>
<p>III-B-3 Effect of marketing practices on consumer buying</p>	<p>Discuss consumer fraud. Discuss shopping courtesies and shoplifting.</p>	<p>The wise shopper is courteous and honest.</p>
<p>III-A-2 Effect of government regulations and marketing procedures of goods.</p>	<p>Discuss consumer fraud. Discuss shopping courtesies and shoplifting.</p>	<p>The wise shopper is courteous and honest.</p>



**FAMILY LIVING**  
**GRADES 10,11,12 (18-36 weeks)**

**Introduction**

Family relations may be combined with "Management" or taught as two separate courses and is planned for juniors and seniors.

A high school girl appreciates the value of her contributions to others in friendship, love and marriage. She gains a perception of herself in relation to the type of mate with whom she will be compatible. She weighs the values of the role of an engagement period in preparation for marriage. She makes an appraisal of the responsibilities of parenthood. She evaluates the allocation of family income for greatest satisfactions.

The girl learns managing human and material resources to attain goals based on clearly defined values and contributes to a satisfying way of life.

Evaluations for problem solving becomes important and the perception of problems and issues are based on one's philosophies of life; hence, development of a good philosophy becomes uppermost in this course.

**SCOPE AND SEQUENCE OF CONCEPTS**

- I Significance of individuals and families in societies
  - A. Effect of socio-economic and cultural influences on individuals and families.
    - 1. influence of cultural heritage and customs and mores on individuals and families.
    - 2. effect of similarities and differences in functions of families on individual members.
    - 3. influence of the family life cycle on family members
    - 4. effect of social environment on individuals and families
    - 5. effect of economic environment on individuals and families
  - B. Influence of psychological and aesthetic factors on individuals and families
    - 1. importance of meeting the basic needs of individuals
    - 3. effect of family interaction on individual development and family unity
    - 4. interrelationship of individuals and families in communities
  - C. Influence of physiological needs on individuals and families
    - 1. importance of maintenance of health for individuals and families
    - 2. influence of home safety practices on the well-being of family members
    - 3. effect of home nursing practices on the well-being of family members
  - D. Responsibilities of families and society for the growth and development of children and youth
    - 1. effect of heredity and environment on the growth and development of children
    - 2. factors involved in meeting the emotional, mental, social and physical needs of children and youth
    - 3. interaction of social agencies and families to meet the needs of children and youth
- II Significance of shelter for individuals and families
  - A. Effect of social environment on family housing
    - 1. influence of social patterns and customs on housing needs of families

2. reflection of social attitudes and values of family members through selection of housing and management techniques
- B. Influence of psychological and aesthetic factors on family housing
  1. relationship of housing to group identification and self-expression
  2. application of art principles to structure, design, and decoration of family housing
- C. Influence of physical environment on family housing
  1. effect of environmental influences on housing
  2. relationship of housing and furnishings to health and comfort of family members
  3. effect of scientific and technological developments on construction and design of housing
- D. Effect of economic factors on family housing
  1. influence of economic conditions and resources on family selection of housing, furnishings, and equipment
  2. procedures for financing

### III Significance of management for achievement of individual and family goals

- A. Factors affecting management of personal and family resources
  1. effect of environmental and social influences on individual and family management practices
  2. influence of individual and family values, goals and standards on decisions regarding management
- B. Influence of management techniques to utilization of resources
  1. effect of organization of time, energy and abilities on personal and family satisfactions
  2. applications of techniques of money management to purchasing of goods and services for family needs and satisfaction
  3. relationship of marketing practices to consumer buying

## Teaching Toward Concepts—Level IV (Grades 10,11,12)

## CONCEPTS

I-A-1  
Influence of cultural heritage and customs and mores on individuals and families

I-A-2  
Effect of similarities and differences in functions of families on individual members

I-A-3  
Influence of the family life cycle on family members

## EDUCATIONAL EXPERIENCES

## "Careers"

Guest speaker—relate economic and social influences.

Show filmstrip on occupations. Have students discuss effects—economy and social aspects of employment. (What is a job?)

Discuss how these traits affect the occupational choice: (1) abilities; (2) personality traits; (3) economic environment

Take a field trip to local technical school during vocational open house. Evaluate field trip in terms of cost of training and students feelings of acceptance.

## "Family Life"

Bring family customs—origin, if possible

Invite an IFYE student to talk to the class.

Hold a discussion on differences of students living with grandparents vs. parents.

Consider the problems and advantages of living in a foster home.

Construct a bulletin board showing the stages of life:

the young married,  
the young family,  
the school age family  
mother and dad alone

Role-play these stages of life.

Discuss the patterns of your family life which you would like to carry over into your new home.

Role-play family customs and mannerisms

## GENERALIZATIONS

Everyone has individual needs and abilities that can be partially fulfilled through selection of employment which satisfies social and economic values.

Knowledge of occupations may lead to greater acceptance of the role of others in the world of work.

Realization of costs involved in training for specific occupations enables one to make selections which are more realistic.

All families are alike in some ways and unique in others

Each individual family member affects and is affected by his family

The different stages in the family life cycle help determine the family's needs, interests, and problems

Each newly established family is a composite of the family backgrounds and the individualities of the new marriage partners.

Teaching Toward Concepts—Level IV (Grades 10,11,12)

CONCEPTS

EDUCATIONAL EXPERIENCES

GENERALIZATIONS

I-A-5  
Effect of economic environment

Discuss: disadvantages of those jobs represented in class—e.g., "My Dad is an M.D., he's never home in time for dinner—"

A woman's decision to work outside the home is affected by many factors and will change as conditions change

Discuss how family values affect choice of career.

Refer to ICOA Career Leaflets on file with all teachers in Salem schools.

Invite the vocational adviser from school to come and discuss career possibilities and explain aptitude and ability tests.

Encourage girls to take the aptitude tests given State Employment Service and later interpreted by their personnel

Not all people are suited to the same occupation.

"Money Management"

III-A-1,2  
Influence of individual family values and goals on management

Introduce a personal money management unit with a film strip or movie

Planned spending brings more returns for your money

Make a usable budget for individual apartment college, or young marrieds.

III-B-2, II-D-2  
Application of management to purchasing of services

Invite a banker to talk to class about various uses of a bank

Banking methods change constantly

Invite a speaker to tell about how credit buying is varied and how credit ratings are established

You can't lose a bad credit rating

III-B-3  
Relationship of marketing practices to consumer buying

Estimate credit costs on various types of accounts.

Invite an insurance agent to talk about insurance plans for young people.

Introduce a unit on consumer buying.

"Family Relations"

I-B  
Influence of psychological and aesthetic factors on individuals and families

Buzz session: using the four basic needs. Each group take one, work out examples of each at different age levels.

Family participation and interaction meets basic needs

## Teaching Toward Concepts—Level IV (Grades 10,11,12)

## CONCEPTS

## EDUCATIONAL EXPERIENCES

## GENERALIZATIONS

I-B-1

Importance of meeting basic and psychological needs

Role-playing: How needs can be met or not met by family situations

I-B-3

Effect of family interaction on individual development and family unity

Discuss how people inadvertently stop one another from communicating by lack of understanding or inappropriate action. Review problem-solving methods

Invite a marriage counselor to speak to the class on communication in marriage

I-B-4

Interrelationship of individuals and families in communities

Review: Jans, Scouts, Candy Stripers, Horizon, Job's Daughters, Rainbows, YWCA, YMCA

Community participation enlarges one's knowledge of self as well as community

Discuss participation in community drives

Discuss cost to society of social-moral problems, e.g., cost of Hillcrest, McLaren

Family problems can tax the community

I-C

Influence of psychological needs of individuals and families

Have a compliment season: what is your outstanding feature or personality trait?

I-C-1

Importance of maintenance of health for individuals and families

Talk about how nutrition affects your personality and general feeling of well-being

Health habits affect one's general attitude to life.

Invite a dietitian to talk to class.

"Home Nursing"

I-C-3

Effect of home nursing practices on the well-being of family members

Use a Red Cross outline. Complete Red Cross Home Nursing Course.

I-D-1

Effect of heredity and environment on the growth and development of children

Invite school nurse to talk about prenatal care with emphasis on nutrition.

Good prenatal care affects the general well-being of the baby.

Complete Red Cross Mother and Baby Care Course

Encourage students to "sit-in" on Prenatal Care classes sponsored by Marion County Health Dept.



## Teaching Toward Concepts—Level IV (Grades 10,11,12)

CONCEPTS	EDUCATIONAL EXPERIENCES	GENERALIZATIONS
<p>I-D-2 Factors involved in meeting the emotional, social and physical needs of children and youth</p>	<p>Organize a play school. Have pre-school children come to school and/or visit a kindergarten or nursery school.</p> <p>Use buzz sessions to discuss:</p> <ul style="list-style-type: none"> <li>a. effect of the arrival of a baby on the relationship of husband and wife</li> <li>b. discipline agreement by parents</li> <li>c. sharing responsibilities for care of baby and children.</li> </ul> <p>Role-play discipline problems. Report on:</p> <ul style="list-style-type: none"> <li>a. qualities of good toys</li> <li>b. mentally retarded child</li> <li>c. physically retarded child</li> <li>d. children of divorced parents</li> <li>e. stealing by children</li> <li>f. nervous habits or tics</li> <li>g. adopted children</li> <li>h. toilet training, etc.</li> </ul>	<p>Children reflect the home environment in their play</p> <p>The way parents use their time with their children may be of more importance to the child than the amount of time.</p> <p>Personal fulfillment may be achieved by sharing with the marriage partner in providing parental guidance for children</p>
<p>I-D-3 Interaction of social agencies and families to meet the needs of children and youth</p>	<p>Students tell how youth group work contributed to their growth.</p> <p>Have youth leaders come to school to discuss their contributions to society.</p>	
<p>II-A-1 Influence of social patterns and customs on housing needs for individuals and families</p>	<p>"Management"</p> <p>Discuss the social trends of the family. "What will our house be used for?"</p>	<p>Not all families have the same housing needs.</p>
<p>III-A-1 Effect of environmental and social influences on family management practices</p>	<p>Plan a unit on "How to clean a house".</p> <p>Discuss time management in relation to upkeep of the home.</p>	<p>The home expresses values of family members.</p>
<p>III-A-2 Influence of values, goals and standards on management</p>	<p>Observe demonstration of types of vacuum cleaners. Discuss advantages and disadvantages of each type.</p>	
<p>III-B-1 Effect of organization of time, energy and abilities on personal and family satisfaction.</p>	<p>Show film or filmstrips on efficiently-planned kitchens.</p>	
<p>II-D Effect of economic factors on families</p>		
<p>II-D-1 Influence of economic conditions and resources on family selection of furnishings and equipment.</p>	<p>Learn to make scaled floor plan and furnishings.</p>	<p>More efficient use of space can be determined by use of floor plans. Step-saving plans evolve.</p>

## Teaching Toward Concepts—Level IV (Grades 10,11,12)

## CONCEPTS

## EDUCATIONAL EXPERIENCES

## GENERALIZATIONS

## II-B

Influence of psychological and aesthetic factors on family housing.

## II-B.2

Application of art principles to structure design, and decoration of family housing.

Take a field trip to a local furniture store for demonstration of interior decorating.

There are many inexpensive ways to make a home attractive.

## II-C

Influence of physical environment on family housing.

## II-C.1; D.1

Effect of environmental and economic influences on housing.

Invite a realtor to speak on points to consider in buying a house.

Invite a fireman to talk to class on home safety.

Some safety factors are sometimes overlooked.

## II-C.2

Relationship of housing and furnishings to health and comfort of family members.

Make a checklist for home safety.

## II-C.3

Importance of scientific and technological developments on construction and design of housing.

Make a bulletin board on "Home Hazards".

Discuss the house of the future.

## RESOURCES:

### Movies:

Phoebe, AV Div. of Continuing Education, OSU, charge  
The Game, OSU, charge  
The Merry-Go-Round, OSU, charge  
It Takes All Kinds, Oregon State Board of Health, OSBH  
Understanding Your Emotions, AVA— 14J  
Control Your Emotions, OSBH  
Psychological Differences Between the Sexes, OSBH  
Facing Reality, OSBH  
Roots of Happiness, OSBH  
Early Marriage, OSBH  
Preface to a Life, OSBH  
Bright Side, OSBH  
You and Your Baby Come Home, OSBH  
Life With Baby, OSBH  
Ladies in Waiting, OSBH  
Normal Birth, OSU, charge  
Mr. and Mrs. Maternity, OSBH  
Palmour Street, OSBH  
Worth Waiting For, OSBH  
Four Families, 2 reels, OSBH, charge  
He Acts His Age, OSBH  
Terrible Two's, Trusting Three's, OSBH  
Frustrating Fours, Fascinating Fives, OSBH  
Sociable Six to Noisy Nine, OSBH  
From Ten to Twelve, OSBH  
Have I Told You Lately That I Love You, Univ. So. Calif., charge  
How Honest Are You? AVA  
Why Vandalism? AVA (b & w)  
The Griper, AVA (b & w)  
Family of Free China, AVA

### Filmstrips:

I Never Looked At It That Way Before, AVA South, with record  
Think Of Others First, AVA South, with record  
Failure, A Step Toward Growth, AVA North, with record  
Sex—A Moral Dilemma for Teenagers, AVA, with record

### Filmstrips (Time Management):

Household Helpers, Proctor and Gamble  
Focus on Family Wash, Proctor and Gamble  
Our Modern Washday, Proctor and Gamble  
Road to Responsibility, Proctor and Gamble  
From A to Zepel  
Decorating Made Easy, Sears  
Teflon in the Kitchen, Dupont  
How to Save 30 Minutes a Day, Rubbermaid  
New Room In Your Kitchen, Rubbermaid  
Belville Kitchen, AVA, U.S. Dept. of Agriculture

## Resources (continued)

## Filmstrips (Money Management):

Marriage and Money, AVA, Institute of Life Insurance  
 The Dollar Series, Institute of Life Insurance  
     Directing Your Dollars  
     Dollars for Health  
     Dollars for Security  
 Your Money and You, Household Finance Corp.  
 Your World and Money, AVA, Household Finance Corp.  
 Your Money's Worth in Shopping, AVA, Household Finance Corp.  
 Managing Your Clothing Dollars, AVA, Household Finance Corp.  
 A New Look at Budgeting, AVA, Household Finance Corp.  
 97-30, How To Buy Sheets & Pillow Cases, J.C. Penney Co.  
 97-48, Understanding Today's Textiles, J.C. Penney Co.  
 97-67, The Consumer Decides, J.C. Penney Co.  
 Our Role as Consumers, Institute of Life Insurance Assn.  
 Consumers in the Market Place, Institute of Life Insurance Assn.  
 Consumer in Action, Institute of Life Insurance Assn.

## Movies:

Time and A Place to Grow, Institute of Life Insurance, Modern  
 Children Without, Modern  
 Revolution in Our Time, Modern  
 2095 - Lady and the Stock Exchange, Modern  
 1654 - Life Insurance, Modern  
 Trouble In Paradise, Institute of Life Insurance, Modern

## Movies (Careers):

Home Economist in the Peace Corps, Peace Corp. or Extension Service  
 This Land is Your Land (March of Dimes), Rarig  
 An Extra Measure (Medical Careers), Rarig  
 Search for Meaning (Dietetics), Rarig  
 Horizons Unlimited (Medicine), 3033, Rarig  
 Stewardess Story (United) 2480, Rarig  
 View From the Mountain, 1322, Rarig  
 A New Look at Home Economics Careers, American Home Economists Assn.  
 Facts About a Very Important Profession, American Home Economists Assn.

MP—Motion Pictures  
fs—Filmstrips  
TT—tapes for teaching  
R—records  
SL—indicates slides  
Kit—filmstrips—records and realia  
3M—originals to make transparencies  
Transp.—transparencies

**Audio-Visual Instruction**  
**Home Economics—Family Living**

**Guidance Set I (McGraw-Hill) (Jr. Hi)**  
How Can I Understand Other People  
Manners Mean More Fun  
Understanding Myself

**Guidance Set 2 (McGraw-Hill) (Jr. Hi)**  
Parents are People Too

**Guidance Set 3 (McGraw-Hill) (Jr. Hi)**  
Getting the Most Out of Your Day  
If It Isn't Yours  
What About Dates?

**Guidance Set 4 (McGraw-Hill) (Jr. Hi)**  
Are You Adaptable?  
Is There a Typical Family?

**Guidance Discussion (Jam Handy) (Jr. Hi)**  
Dating Daze  
Looking Ahead to High School  
Making Friends  
Using Your Time and Abilities  
You and Your Growth  
Your Family and You  
Your Feelings

**Family relationships and young teens fs—R (SVE) (Jr. Hi) 1961**  
Learning To Understand Parents(R)  
Living with Brothers and Sisters (R) Helping at Home—color, record  
Teenage Allowances (R)

**Family Portrait, black and white, fs (McGraw-Hill) (Need of happy home) 1953**

**Popularity Problems of Young Teens, fs (SVE) (Jr. Hi)**  
How To Make and Keep Friends  
Learning About Popularity  
Making the Most of Yourself  
Smoking Problems

**Control Your Emotions MP (Jr. Hi)**

**Family Life MP (Jr. Hi)**

**Getting Along With Others TT (Jr. Hi)**



**Etiquette (McGraw-Hill) (Jr. Hi) pre 1953**

As Others See You  
 Home Ground  
 School Spirit  
 Stepping Out  
 Table Talk

**Making Good in Changing World TT (Jr. Hi)**

How Do You Measure Up?  
 What Do You Know?

**Shy Guy MP (Jr. Hi) pre 1953****You and Your Friends MP (Jr. Hi) pre 1953****Teen Etiquette fs (McGraw-Hill) (Jr. Hi)**

At Home and In Public  
 At School  
 Clothes  
 Dating  
 Dining Out  
 Grooming and Posture  
 Parties  
 Table Manners

**Dating Topics for Young Teens (SVE) (Jr. Hi)**

Getting a Date R  
 Ready for Dating R  
 How Do You Know It's Love R  
 What To Do On a Date R

**Guidance Discussion fs (Jam Handy) (Jr. Hi)**

Dating Daze  
 Getting the Most Out of Your Day  
 Looking Ahead to High School  
 Using Your Time and Abilities

**Home Economics No. 10 — "Attributes of Character"**

3M transp. master (Jr. Hi) 1967

**Home Economics No. 22 — "Values and Goals"**

(Jr. Hi) 1967, 3M transp. master

Somebody's Cheating: A Moral Challenge for Teenagers, 2 fs, records,  
 guide, 205M (Guild Association) (Jr. Hi) 1967

**Innocent Years, movie, black and white (McGraw-Hill) (Sr. Hi) 1967**

Parts 1 and 2 28 minutes each

**Being Responsible About Sex and Love, 2fs, sound (SVE) (Sr. Hi)**

1967  
 Responsible Sexual Attitudes  
 Responsible Sexual Behavior

**Sex: A Moral Dilemma for Teenagers, 2fs (Guid Assoc.) (Sr. Hi) 1967****Health 4—"Marriage and the Family Responsibility and Privileges"**

Business Equipment Bureau, 3M transp. masters, (Sr. Hi) 1967

- Early Marriage, TT (Sr. Hi)  
 Your Body During Adolescence, MP (Jr. Hi)  
 It's Wonderful Being a Girl, MP, color (Assoc. Film) (Jr. Hi) 1967  
 World of a Girl, MP (Jr. Hi)  
 Grooming—Basic Figure Problems, transp. masters (Coed Forecast)  
 (Jr. Hi)  
 The Skin, Hair, Nails (intro physiology) (Mc-Graw-Hill) (Jr. Hi)  
 Your Posture—Good or Bad fs (Jr. Hi Home Ec, Health)  
 Teen-Aged—Have Acne? (Jr. Hi)  
 Face Facts (Tussy) (Jr. Hi)
- Grooming For Girls (Mc-Graw Hill) (Jr. Hi) (2 copies)**  
 You and Your Grooming  
 Your Face  
 Your Hair  
 Your Clothing  
 Your Figure  
 Your Hands and Feet
- How To Be Well Groomed, MP - 10 minutes (Jr. Hi)  
 Home Economics No. 19—"Fundamentals of Grooming", 1967 (Jr. Hi)  
 3M transp. master  
 Beauty for a Career, MP, 16mm., color, sound, 12 minutes (Teaching)  
 Films, Inc. (Jr. Hi)  
 Color (elements of art) fs
- Teenage Clothing Series (Mc-Graw-Hill) (Jr. Hi)**  
 Color In Your Clothes  
 Right Clothes For You
- Home Economics No. 23 "Line and Shape, I", 1967 (Jr. Hi)  
 Home Economics No. 24 "Line and Shape, II", 1967 (Jr. Hi)  
 Both of above 3M transp. master  
 Line In Design, transp. (Jr. Hi) in each building  
 Accessories in Clothing (transp. (Jr. Hi) in each building  
 Fabric Color, Texture and Design in Clothing, transp. (Jr. Hi) in each building  
 Home Economics No. 9 "Clothing: Interrelationships with Behavior Roles and Values"  
 3M transp. master (Business Equipment Bureau (Jr. Hi) 1967
- Visual Educational Consultants, Inc., 4 sets fs with guides (Jr. Hi) 1968**  
 Grain of Fabric, fs  
 Up and Down of Fabric, fs  
 Care Clues, 3 fs  
 Clothing Care Clues  
 Care-Vu-Fiber Care  
 Stain Removal  
 Fabric Keynotes, 5fs  
 Shoppers Hidden Treasure  
 Fiber Into Yarn  
 Color and Design  
 Fabric Construction  
 Fabric Fi
- Safety in the Home (You and Safety) Eyegate (Jr. Hi) (Home Ec. Health)  
 How To Have an Accident in the Home (Walt Disney's Safety Series) (EBF)  
 (Jr. Hi) (Health, Home Ec)

- ABC of Babysitting MP (Jr. Hi)  
 Home Economics No. 12 "Safety of Children", 1967 (Jr. Hi)  
     3M transp. master  
 To A Baby Sitter, MP, 14 minutes (Higgins Products) (Jr. Hi) 1967  
 The New Baby, MP, sound, color, 10 minutes (Jr. Hi) 1968
- Infant Care (McGraw-Hill) (Jr. Hi) 2 copies  
     Bathing the Baby  
     Feeding the Baby  
     Selecting Childrens Clothing  
     Preparing the Formula  
     Selecting Childrens Toys  
     Teaching Desirable Habits
- Home Economics No. 11 "Growth and Developmental Patterns"  
     3M transp. master 1967 (Jr. Hi)  
 Family Relationships—Growth Patterns in Children, 10 transp. masters  
     (Coed Forecast) (Jr. Hi) 1968  
 Home Economics No. 20 "Importance and Selection of Toys"  
     3M transp. master, 1967 (Jr. Hi)  
 Your Future in Nursing, fs, sound (Guid Assoc.) (Sr. Hi) 1967  
 Grooming—Face Shapes and Hair Styles, transp. masters (Coed Forecast)  
     (Jr. Hi) 1968  
 Vocational No. 13 "Cosmetology" (Basic Hair Styling—Part I) 3M transp. master  
     1967  
 Vocational No. 14 "Cosmetology" (Basic Hair Styling—Part II) 3M transp. master  
     1967  
 Bedroom Arrangement, transp. (Jr. Hi)
- Decorating Series (Mc—Graw Hill) (Jr. Hi) 2 copies, old, new  
     Accessories in the Girl's Room  
     Arranging Furniture in the Girl's Room  
     Color in a Girl's Room  
     Fabrics in the Girl's Room  
     Introduction to Color  
     Selecting Furniture for the Girl's Room
- Home Economics No. 2 "Period Furniture Designs"  
     Provides illustrations of historic and modern furniture design applicable to study units on  
     interior decorating, furniture arrangement, etc. 3M transp. master
- Home Economics No. 3 "Home Styles"  
     Illustrations of styles in different eras and areas. 3M transp. master  
 Home Economics No. 13 "Windows and Their Treatment", 1967  
     3M transp. master (Jr. Hi)  
 Home Furnishings and Equipment, 10 transp. masters (Coed Forecast) (Jr. Hi)  
     1968  
 Flowers and You, 2 fs (Soc. of American Florists) (Jr. Hi)  
     1967  
 Design for Life, MP  
 Money Management—Basic Budgeting, 10 transp. masters (Coed Forecast)  
     (Jr. Hi) 1968  
 McCall's Filmstrip Set (Jr. Hi)  
     Knitting Lessons for Beginners  
     Professional Blocking for Handknits

**Films and Filmstrips:**

Films and filmstrips from the following sources may be ordered. Write company for current listing:

American Home Economics Association (and OHEA)  
1600 Twentieth Street NW  
Washington, D.C. 10009  
    A New Look at Home Economics Career, 1964, \$14.95  
    Facts About a Very Important Profession, 1962, \$6

Anti-Defamation League of B'nai B'rith—catalog  
Northwest Regional Office  
Seymour H. Kaplan, Director  
1718 Smith Tower  
Seattle, Washington 98104

Association Films, Inc.  
799 Stevenson Street  
San Francisco, California 94105

E. C. Brown Trust  
3170 SW 87th Avenue  
Portland, Oregon 97225 (phone) 292-5434)

Cathedral Films, Inc.  
2921 W. Alameda  
Burbank, California 91501

Children's Bureau  
Federal Security Agency  
Washington, D.C. 20535

Coronet Films  
Coronet Building  
65 E. South Water  
Chicago, Illinois 60601

Household Finance Corporation  
Money Management Institute  
Prudential Plaza, 130 E. Randolph  
Chicago, Illinois 60601

Institute of Life Insurance  
Education Division  
488 Madison Avenue  
New York, NY 10022

**J.C. Penney Company—free loan filmstrips**  
**305 Liberty Street NE**  
**Salem, Oregon 97301**

**The Consumer Decides**  
**Color Concepts**  
**How To Buy Shoes**  
**How to Buy Sheets & Pillowcases**  
**How To Buy a Sweater**  
**The Importance of Clothing**  
**Selection**

**Homes Are For People**

**Color and You**  
**Color as You Wear It**  
**Line In Your Wardrobe**  
**Home Furnishing Kit (includes**  
**2 filmstrips on color in the**  
**home and furniture cutouts)**

**Take a Look At Color**

**Mental Health Film Board**  
**166 East 38th Street**  
**New York, NY 10016**

**Rarig—Modern Talking Pictures**  
**2100 N. 45th Street**  
**Seattle, Washington 98103**

**National Retail Furniture Association**  
**666 Lake Shore Drive**  
**Chicago, Illinois 62526**

**Oregon State Board of Health**  
**1400 SW 5th Avenue**  
**Portland, Oregon 97201**

**Oregon State University**  
**Audio-visual Instruction Library**  
**Division of Continuing Education**  
**Corvallis, Oregon 97331**

**Sears Learning Aids**  
**Association Films, Inc. (Dept. SCI)**  
**561 Hillgrove Avenue**  
**LaGrange, Illinois 60525**  
**No. 20 Decorating Made Easy—free loan from Sears**  
**Mary Cooper, Personnel Director, Salem**



**Listings:**

American Home Economics Association  
1600 Twentieth Street NW  
Washington, D.C. 10009

American Institute of Family Relations  
5287 Sunset Boulevard  
Los Angeles, California 90027

o American Toy Institute  
200 Fifth Avenue  
New York, NY 20005

American Vocational Association  
1010 Vermont Avenue NW  
Washington, D.C. 20025

Association for Family Living  
32 West Randolph Street, Suite 1818  
Chicago, Illinois 60601

E. C. Brown Trust  
3170 SW 87th Avenue  
Portland, Oregon 97225 (phone: 292-5434)

Children's Bureau  
Social Security Administration  
U.S. Dept. of Health, Education and Welfare  
330 Independence Avenue SW  
Washington, D. C. 20201

Child's Study Association of America  
6 East 89th Street  
New York, NY 10028

Consumer Credit Insurance Association  
307 North Michigan Avenue  
Chicago, Illinois 60602

Household Finance Corporation  
Money Management Institute  
Prudential Plaza, 130 E. Randolph  
Chicago, Illinois 60601

Institute of Life Insurance  
Education Division  
488 Madison Avenue  
New York, NY 10022

Marion County Health Nurse  
Each school health nurse has kit of contraceptives and booklet.

National Committee for Education in Family Finance  
488 Madison Avenue  
New York, NY 10022

National Council on Family Relations  
1219 University Avenue SE  
Minneapolis, Minnesota 55414

National Recreation Association  
8 West Eighth Street  
New York, NY 10011

OSU Extension Bulletins  
Ermina Fisher  
Marion County Extension Agency  
County Courthouse  
Salem, Oregon 97301

Play Schools Association  
120 West 57th Street  
New York, NY 10019

Mary Cooper, Personnel Office  
Sears, Roebuck & Co.  
Salem, Oregon 97301  
(Hidden Value, sample set pamphlets)

SIECUS—Sex Information and Education Council of the U.S.  
1855 Broadway, New York 10023

Toy Guidance Council  
One West 25th Street  
New York, NY 10010

U.S. Department of Agriculture  
Washington, D.C. 20250

- o White House Conference on Children and Youth  
330 Independence Avenue SW  
Washington, D.C. 20201

**SPEAKERS:**

The following people have volunteered to assist Salem teachers as resource people:

NAME	TOPIC OR SITUATION	PHONE
AuFranc, Richard E. CPA 3425 Dogwood Drive So.	Classroom teacher Economics inservice	362-7463
Beck, Jack House of Design South Liberty Road	Sr. High Field Trip (tour rooms transitionally designed)	581-1679
Brooks, Dean Director, State Hospital 2440 Greenway NE	Sr. High Teacher inservice	364-6851
Bunnell, Ruby TB Health Association 1890 State Street	Teacher inservice Junior High	364-0131
Canning, Jerry W., PhD Prof. Willamette Univ. Rt. 1, Box 324 Turner, Oregon	Sr. High Teacher inservice Religion or philosophy	364-6907
Crothers, Nell Executive Director YWCA 1517 Court Street NE	Sr. High Community services, Woman's role in the community, Social Problems (Jr.Hi)	363-4624
Derby, Donald C. Psychologist, Community Mental Health Clinic 515 Summer Street NE	Small group interchange Classroom Senior High	585-1988
Ferry, Rev. Daniel Minister, St. Paul's Episcopal 1505 High Street SE	Classroom, Elementary, Jr. and Sr. High	362-3334
Foreman, Robert First National Bank Salem Basketball Official 4302 Coloma Drive SE	Senior High Economics, Budgeting Sportsmanship	362-3278
Gangware, Bob Editor, Statesman 3294 Pioneer Drive SE	Classroom Teacher inservice	362-7033
Gaver, Kenneth, Dr. Psychiatrist 843—25th Street SE	Small group interchange (not as a speaker)	363-3428
Gene's Beauty Salon Gene Snook, Owner 433 Ferry Street SE	Junior High classroom	585-1448

NAME	TOPIC OR SITUATION	PHONE
Gilmour, Gayle Citizens Interested Agencies 740 Wildwind Drive SE	Senior High classroom Economics, Community Agencies	362-6320
Greider, Carlton Marriage Counselor, YMCA 685 Court Street NE		363-9117
Mrs. Heath Heath's Florist 456 Church Street NE	Jr. and Sr. High Classroom Floral arrangements	363-9179
Mrs. Hoffman Norris Paint Store 1675 Commercial NE	Field trip (Things you can and can't do with color and fabrics)	364-2270
Jackson, Robert C., Dr. Obstetrician, GYN 585 Winter Street SE	Senior High Medical	581-5611
Kraushaar, Otto F., Dr. Obstetrician, GYN 1234 Commercial Street SE	Senior High classroom Teacher inservice	581-1636
Lee, H. Eroy Insurance, Massachusetts Mutual 3617 Liberty Road SE	Senior High Insurance	585-5803
Mrs. Lewis Coiffeurs of Eastwood 3348 Market Street NE	Hair care and styling	363-2377
Mackey, Harold Professor, OCE 1080 Pali Drive NW	Religion, social science	585-8379
Marion County Health Office School Health Nurse or Head of Nurses 2455 Franzen NE	Junior and Senior High classroom	364-8427
Milbank, Chap Attorney 580 State Street	Legal, classroom Teacher inservice	585-2233
Mills, Mrs. Charles 685 Boice Street So.	Community services Junior and Senior High	363-3480
Myers, Ray Coordinator, Guidance Counseling Service 1445 State Street	Classroom Teacher inservice Human relations	363-2072
Najarian, John C., Rev. Minister, Westminster Pres- byterian Church 3737 Liberty Road SE	Senior High classroom Teacher inservice Religion, Human relations	364-9822

NAME	TOPIC OR SITUATION	PHONE
Merle Norman Cosmetics Mrs. Reba Hayward 466 Court Street NE	Classroom	362-8297
Qualls, Miss Lynda Portland General Electric 136 High Street SE	Junior and Senior High classroom Study lighting Home lighting	585-4410
Randall, Al United Flavor-Pak 665 Winding Way SE	Religion, social	363-4250
Ritter, Don Attorney 606 - 14th Street NE	Junior and Senior High classroom Psycho-social	581-3445
Ritter, Aramond Registered Nurse 606 - 14th Street NE	Junior and Senior High classroom Health	581-3445
Schumacher, G.F. Dr. Obstetrician, GYN 1234 Commercial Street SE	Junior and Senior High classroom Teacher inservice Health	581-1636
Snider, Edwin F., Dr. Obstetrician, GYN 871 Medical Center Drive	Junior and Senior High classroom Teacher inservice Health	364-0154
Schunk, George, Dr. Pediatrician 871 Medical Center Drive	Grade School, Jr. High Classroom	364-2481
Sessions, David, Dr. Pediatrician 115 Mission Street SE	Sr. High classroom Teacher inservice	362-2481
Stewart, John R., Rev. Minister, First Presbyterian 770 Chemeketa NE	Religion, any level	363-9234
Thorne, Mrs. Gaylord 3740 Cavalier Drive S.	Sr. High classroom Teacher inservice Intra-personal relations	581-1524
Vickery, Clem, Dr. Psychiatrist 3666 Camellia Drive So.	Classroom Teacher inservice Psychology, drugs, counseling	363-4304
Wold, Charles, Dr. Dentist 4289 Alderbrook SE	Senior High classroom	581-3143
Wold, Clariace Classroom, Jr., Sr., Elem. M.S. in Social Science 4289 Alderbrook SE	581-3142	
Yocom, Richard Registrar, Willamette Univ. 1315 Marshall SE	Classroom Teacher inservice  College entrance requirements	364-3638