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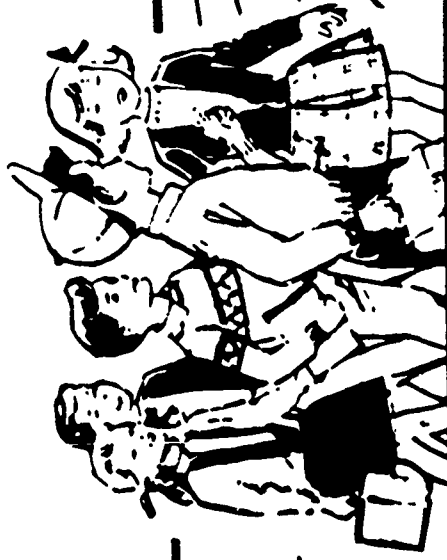
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ABSTRACT

This publication contains curriculum suggestions for teaching Mental Health for grades seven, eight, and nine. The content and activities of this guide are intended to help teachers give the adolescent some understanding of the factors which have influenced his development and which will continue to influence him as a functional and responsible human being. More specific objectives include: 1) develop a realistic understanding of self-potential; 2) achieve a better adjustment in their interpersonal relationships; and 3) realize that normal individuals differ in patterns of physical growth and development. The publication format is intended to provide teachers with basic content in the first column; a listing of the major understandings and fundamental concepts which children may achieve, in the second column; and information specifically designed for classroom teachers which should provide them with resource materials, teaching aids, and supplementary information in the third and fourth columns. (KJ)

ED037737

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES



HEALTH

STRAND III MENTAL HEALTH

Mental Health for
Grades 7, 8, and 9

Special edition for
evaluation and discussion

RG005029

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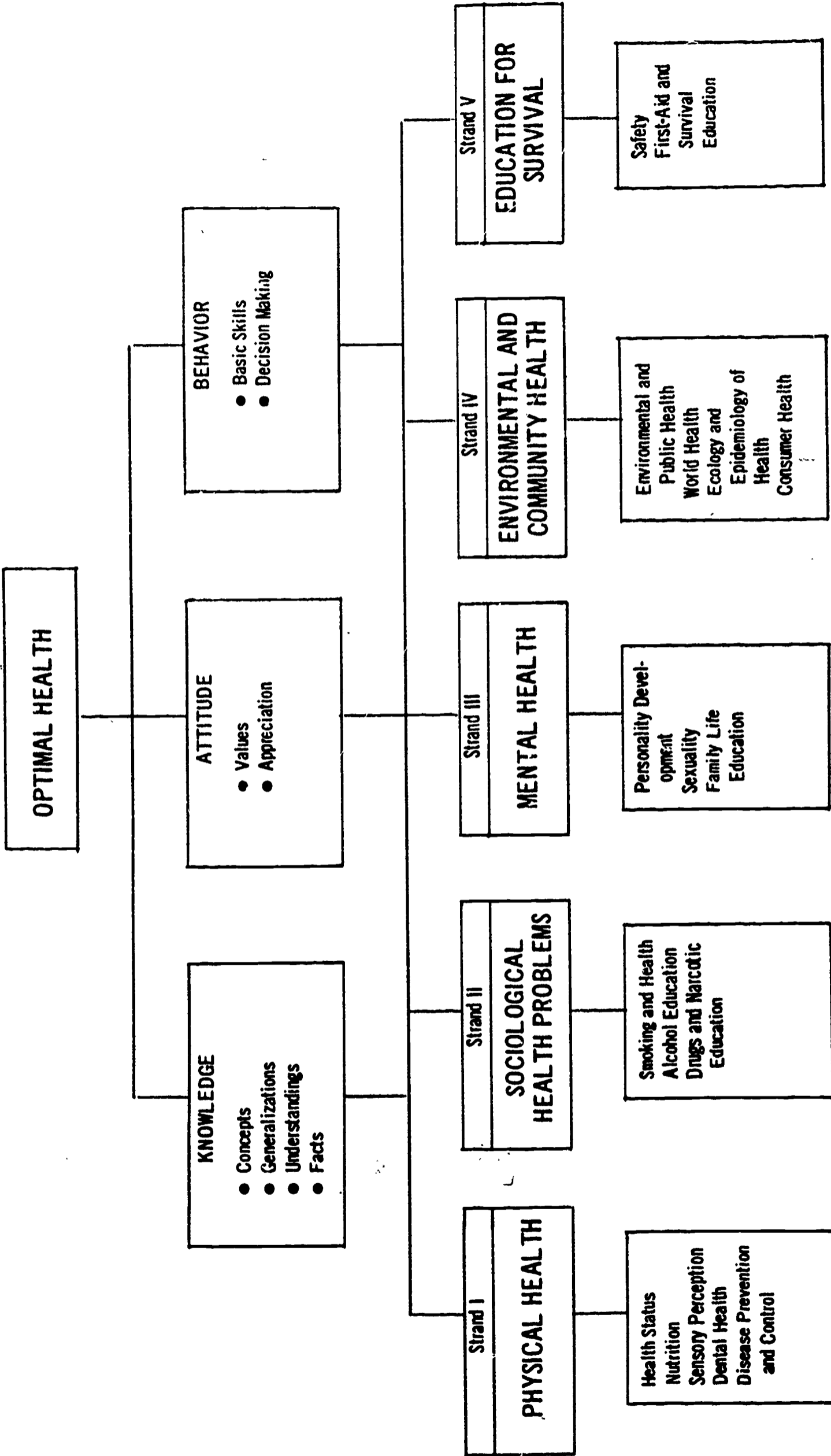
HEALTH CURRICULUM MATERIALS
Grades 7, 8, 9

STRAND III, MENTAL HEALTH

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FOREWORD

This publication contains curriculum suggestions for teaching Strand III - Mental Health, for grades 7, 8, and 9.

The publication format of four columns is intended to provide teachers with a basic content in the first column; a listing of the major understandings and fundamental concepts which children may achieve, in the second column; and information specifically designed for classroom teachers which should provide them with resource materials, teaching aids, and supplementary information in the third and fourth columns. The comprehensive nature of the health program makes it imperative that teachers gain familiarity with all of the strands presently in print. In this way, important teaching-learning experiences may be developed by cross referring from one strand to another. As a case in point, mental health teachings may include supplementary materials from physical health, sociological health problems, environmental and community health, and education for survival.

It is recommended that the health coordinator in each school system review these materials carefully and consult with teachers, administrators, and leaders of interested parent groups in order to determine the most appropriate manner in which to utilize this strand as an integral part of a locally adapted, broad, and comprehensive program in health education.

The curriculum materials presented here are in tentative form and are subject to modification in content and sequence. Critiques of the format, content, and sequence are welcomed.

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INTRODUCTION: The Family

The family is the recognized basic unit of our society within which members can relate most intimately to each other and within which children are born and raised. The physical and emotional development of children are influenced most strongly by interactions between members of the family and the general physical and emotional atmosphere present. The family is dynamic and is affected by environment, by income, by births, by deaths, and by the personal feelings and desires of each family member. It is within this social structure that the most basic physical requirements are met, and within which the child satisfies his emotional needs and desires.

In our society, a family unit may proceed through what is commonly referred to as the family life cycle. This cycle includes the following stages:

1. The beginning family (here the family is being established and the first child is born).
2. The preschool stage
3. The school-age family
4. Families with teen-agers
5. Family as a launching center for the grown child or children
6. The "empty-nest" stage
7. The aging family

Families may vary greatly in structure and function. Some, for example, may be matriarchal or patriarchal, authoritarian or democratic, child-centered, or some combination or variation of these. The family functions to satisfy the needs of individual members. The extent to which different families satisfy the needs of individual members varies.

Within a family each person's need pattern may be met in different ways. Family members tend to share the same basic value patterns but some issues involve diverse value orientations, especially where teen-agers are involved.

Important as the family is in the emotional, sexual, physical, and intellectual development of the child, other factors in the total environment, as well as the individual's hereditary potentials, should be considered. As the child grows and develops, he becomes more independent and his environmental contacts become more diversified, and, in some instances, more important than those of the family. The kinds of influence these will have on his personality development are extremely complex. The content and activities of this guide are intended to help teachers give the adolescent some understanding of the factors which have influenced his development and which will continue to influence him as a functional and responsible human being.

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SIRAND I.II - MENTAL HEALTH

OUTCOMES

Grades 7,8,9

Teachers of grades 7, 8, and 9 are aware of the vast physiological, psychological, and maturation differences of youngsters in their classes. The teacher should be able to help students grow toward responsible adulthood by helping them to achieve the following objectives:

- . Develop a realistic understanding of self-potential.
- . Encourage open and frank discussion which may lead to responsible standards of human behavior.
- . Recognize that each person must accept himself and others as individuals with unique capacities and abilities for living and working together.
- . Utilize the problem-solving approach as a help to finding realistic, socially acceptable solutions to personal problems.
- . Understand that people need successful social relationships with others in order to develop their human potential.
- . Achieve a better adjustment in their interpersonal relationships.
- . Obtain objective, factual, scientific information in the areas of mental and emotional health.
- . Realize that normal individuals differ in patterns of physical growth and development.

OUTLINE OF CONTENT

I. Why We Do the Things We Do

A. Basic needs

1. Physical needs

a. Food and water

b. Shelter

c. Protection from elements

2. Emotional needs

a. Love

b. Security

c. Recognition - the feeling of personal worth and achievement

d. Competence - the feeling of personal achievement and success

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

A person's behavior is motivated by his needs and desires and channeled by his social and natural environment toward certain goals.

Life is dependent upon meeting our physical needs.

Mental and emotional health are functions of our self-concepts.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Have students formulate and discuss their definitions of success in the following areas:

- . work
- . play
- . home life
- . friendship

Have students do library research or guided reading to determine the nature and relationship of physical needs, and emotional needs, and how each one depends on and influences the other.

SUPPLEMENTARY INFORMATION FOR TEACHERS

All people have certain basic needs. (Sometimes these are divided into categories such as physical and emotional needs.)

A need is a lack of something essential to the individual, and its existence motivates the seeking of that which is needed. When this effort is blocked, frustration results in the form of tension or stress. (Anxiety, anger, and grief are examples of stress.) Tension and stress are essential to normal human functioning, although at times they may interfere with one's effectiveness.

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MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

- e. Independence
- f. Self-actualization
- B. Success in getting what we need

Whether or not one succeeds in getting what is needed depends on his learnings, social influences, and personal qualities.

Have students recall stories about outstanding personalities in many fields:

Discuss how strengths or weaknesses affected their success.

Discuss some of the failures these men had. (How many times did they fail before they attained success?)

How did they learn from their failures?

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

Social interaction: As we work toward our goals, doubts concerning our abilities may interfere with our efforts. We may question whether the goal is worth the expenditure of effort required for its attainment. During such periods of questioning, the encouragement and support of friends, parents, and relatives may be crucial in convincing us that our goal-directed efforts are worthwhile. Friends and family members may also discourage an individual's efforts to reach a goal.

Learning: The behavioral responses that lead to need-satisfaction should be as varied as those objects or activities which will help to satisfy these needs. The process of learning responses that are need-satisfying is further complicated as one develops experience. It would be appropriate, at this point,

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
C. Frustration	Frustration is characterized by tension and results from the failure to satisfy a need, solve a problem, or reach a goal because of some personal or environmental obstacle.	Have students write a paragraph concerning an episode in their life when a need was met. Give your reaction.	to explore the differences between purposive learning and trial-and-error learning as they relate to the establishment of one's goals and the efforts to attain these goals. <i>Personal factors</i> which determine one's persistence in goal attainment are (1) interests, (2) aptitudes, (3) abilities, and (4) emotional maturity.
D. Reactions to frustration	Though each individual experiences frustration in his life, all people do not react to frustrating conditions in the same manner. The perception of frustration, as well as the ability to cope with it, is dependent on one's personality, and therefore varies from one person to the next. An emotional state results when one	Have students write a paragraph concerning an episode in their life when a need was not met. Give your reaction. Ask students to make a collection of clippings from newspapers and magazines about problems which may occur during the teen years. Have them write a paper on possible solutions to some of these problems. It is sometimes said that people benefit from the need to overcome difficulties. Ask pupils what they think about this statement. Is this true	The obstacles leading to frustration may be environmental or personal. People's reactions to frustration differ according to (1) their dispositions, (2) the persistence with which they deal with the frustrating conditions, (3) the flexibility of their total personality, and (4) the degree to which they remain objective. The anatomical and physiological changes that are characteristic of the early adolescent can be

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

fails to satisfy a need, solve a problem, or attain a goal.

Frustration may lead to disruption and further frustration or to continued growth and development, depending upon the individual's ability. When one overcomes a frustrating situation, his confidence in overcoming future frustrations may be increased.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

for everyone? Ask for reasons for their answers.

Have students list effective approaches in solving emotional problems.

SUPPLEMENTARY INFORMATION FOR TEACHERS

frustrating. An understanding of these changes is basic to frustration reduction. In some cases it is extremely difficult to help an adolescent to understand, appreciate, and accept his physical being. It is not enough to tell him that many of the physical conditions cause frustration for others.

Individual reactions to frustration may be classified as disruptive or constructive.

1. Disruptive effects

Among adolescents, frustrating situations may develop within the individual as a result of perception of himself, his family, school, and peer relationships.

Ask students to recall events in which tension resulted in undesirable consequences, for example, "choking-up" in athletic events.

The disruptive effects of frustration include (1) hostility, (2) aggression, (3) reduced aspirations, (4) apathy, and (5) escape. It is difficult to classify aggression as a disruptive reaction in all cases of frustration. The expression of hostility may in some cases reduce pent-up feelings and reduce aggressive behavior.

2. Constructive effects

Frustration may cause an individual to seek new solutions to his needs.

Assign students the task of writing about a specific event in which tension preceded creative effort. This may be illustrated by one or two students

Constructive effects of frustration are those that encourage the individual to learn more effective approaches, and the development of new skills

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

solving a puzzle or problem, and reporting their feelings to the class.

could be discussed as examples of constructive effects of frustration.

II. Learning More About Ourselves

A. Growing and developing

1. Nature of development

Development may be viewed as the process of completing tasks that enable the individual to cope with subsequent tasks.

Have students prepare a short essay on "What is most important to me." Include reasons why this is important. Have them react to several papers to elicit broad discussion on developmental tasks.

Have students list some of the problems they face. Then have them list several problems solved previously which aided in arriving at a solution for subsequent problems.

Have students read about a fictional or biographical character illustrating the concept "developmental tasks." (e.g., Huck Finn, Tom Sawyer).

Robert Havighurst has developed a useful model for the study and understanding of man's development. This approach may be termed the concept of "developmental tasks." According to Havighurst, beginning at birth and continuing throughout the individual's life, a variety of tasks must be successfully completed so that the individual may be able to continue his development and face new tasks. For example, the young child must learn to stand before he can walk; walk before he can run, etc.

Other developmental tasks are a result of one's emotional growth as an individual or as a socialized being. (Acceptance of one's sexuality would be an example of such a task.) There is no hard and fast separation between these

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

2. Adolescent development

Developmental tasks
during adolescence
influence growth and
development.

a. Achieving
new and
more mature
relations
with peers
of both
sexes

As the individual
develops, it becomes
necessary to establish
more mature relationships
with others.

b. Achieving a
masculine
or feminine
social role

There are many over-
lapping roles of women
and men.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Show and discuss film-
strips, Popularity Problems
of Young Teens --

- . "Smoking problems"
- . "How to make and keep
friends"
- . "Learning about popu-
larity"
- . "Making the most of
yourself"

(produced by Family Film-
strips - distributed by
Society for Visual
Education).

Discuss physical,
psychological, social, and
emotional differences and
the changing roles of male
and female in our society.

SUPPLEMENTARY INFORMATION FOR TEACHERS

general categories of
tasks. Each is closely
related to other tasks.

You might emphasize that
tasks facing individuals
in other periods of
development are as
perplexing and difficult
as those of the adolescent
period.

A new intimacy develops
involving the ability to be
confided in and to confide
in others, depending on
friends and, in turn,
permitting them to depend
on you, etc. As teen-agers
develop, individual differ-
ences become more pronounced.
Tolerating differences in
interests, abilities,
activities, likes, and
dislikes among others is
an important task of this
period.

As one's body takes on
definite adult characteris-
tics, he is expected to
assume a social role
appropriate for adults of
his sex. This psycho-
social task is related
closely to a biological
task. A new sense of
sexuality is developing.

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

c. Accepting one's physical appearance and using the body effectively

Adolescent growth changes may have an important impact on one's self concept.

(1) Sexual changes

Many sexual and reproductive changes take place which prepare adolescents for their future roles as adults.

(2) Effect of these changes on sexual roles

Sexual awareness increases as physiologic maturation progresses.

d. Achieving emotional independence of parents and adults

The freedom to make decisions carries inherent responsibilities.

e. Achieving assurance of economic independence

Self-esteem is related to one's perceptions of his vocational, social, and intellectual capacity.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

Body size, shape, and characteristics can pose serious barriers to self-acceptance. This task has many important implications that should be explored in class.

Sexual changes which should be discussed include: physical - physiological - emotional - social.

Have the students read and evaluate the New York State Youth Commission's charts on "rights" and "responsibilities." Have the students develop a "Declaration of Rights and Responsibilities." This may be the outcome of the class members meeting with and working with a group of parents. Or it may be the result of class-work plus a series of planned student interviews of parents. Develop two

Adolescents continue to receive emotional support from peers, parents, and other adults. However, for one to achieve emotional independence, he must learn to make decisions for himself, and, more importantly, to accept responsibility for these decisions.

During adolescence the individual must gain a certain measure of confidence in his ability to become economically

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

lists --

1. Teen-age Declaration of Rights (what we have a right to expect from our parents)
2. Parents' Declaration of Rights (what parents have a right to expect from their teen-age sons and daughters)

As a summary experience, the class can compare the two lists, identify the similarities, locate possible sources of conflict, and suggest ways of resolving these conflicts.

- f. Selecting and preparing for an occupation
The school guidance counselor is trained to help students in understanding themselves and in planning their future life.

- g. Preparing for marriage and family life

SUPPLEMENTARY INFORMATION FOR TEACHERS

independent. He must be assured that, given his abilities, interests, etc., he is capable of making a living in the adult world. For many young people, this task is prolonged and may not be completed until extensive education or training has been acquired. The essential point is that the young person "feels" less dependent on parents and other adults for economic support. This task has important implications for allowances, part-time employment, purchasing one's own clothes, etc.

The school guidance counselor is in an excellent position to discuss his role in helping to prepare young people to approach this task. Within the health sciences, for example, dozens of occupations may be explored to inform students of the vocational potential of this broad field.

One of the purposes of this health area is to help teenagers with this task. The pupil's experiences in the

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

family and in his heterosexual relationships are of extreme importance in preparing him for marriage and family life.

h. Developing civic competence
Societal accomplishments form a base level for personal growth.
Have students discuss how a feeling of accomplishment can contribute to emotional well-being.

i. Desiring and achieving socially responsible behavior
"Rights" exist only because of the "duties" assumed by ourselves and others. One cannot exist without the other.

j. Acquiring a set of values and an ethical system as a guide to behavior
Personal responsibility for our own actions is the key to an ethical system of values.

III. Dimensions of Maturity

A. Physical maturity
Each person has his own unique growth pattern within the normal range of development and growth.

Have students make a list of the ways in which their brothers and sisters are different from them in appearance, personality, and reactions. What similarities exist?

Even though all humans share a common developmental pattern, it is most important to emphasize that individual differences in growth rate, sex, body type, and other characteristics influence the unique patterns of each of us.

1. Maturation of the
Human behavior is strongly influenced by hormones

Show and discuss a film such as "Human Growth";

Technically, maturation of the reproductive system

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

reproductive
system

produced by the maturing
reproductive system.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

"Boy to Man"; "Girl to
Woman" (Produced by Church
Churchill Wexler Films);
and/or "Becoming a Man";
"Maturation and Growth"--
two filmstrips with record
(produced by Guidance
Associates); "Human Repro-
duction" (McGraw-Hill).

Students may be assigned
topics to report on in
class using literature
references in the bibli-
ography.

SUPPLEMENTARY INFORMATION FOR TEACHERS

occurs when viable sex cells
are produced. In girls
this generally does not
occur until at least one
year following menarche.

The basic reproductive
process should be discussed
at this time. This may
include a review of the
reproductive system as it
relates to the new roles
of the adolescent. (See
page 13).

2. Skeletal growth

Body proportions are
strongly influenced by
skeletal development.

Have class discuss physical
appearance at the different
developmental stages in the
life span - the baby; the
older child; the youth;
young, middle-aged, and
elderly adult.

There is a higher correla-
tion between skeletal age
and onset of puberty (as
indicated by menarche in
the female) than between
the onset of puberty and
chronological age. Onset
of puberty can be
estimated more accurately
from knowledge of a girl's
skeletal age than on the
basis of height and weight
measurements. It appears
that in the early school
years girls are generally
one year in advance of
boys in skeletal develop-
ment. This advantage
increases to nearly two
years by the time of high
school entrance.

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

3. Uniqueness of individual growth patterns

We are unique because each human being has his own personalized set of physical and mental capabilities.

- B. Relationships to other maturities

Total maturity is a resultant of physical, mental, and emotional development and cannot be determined in terms of one's physical appearance.

1. Adult appearance and immature behavior

- a. *Looking*

- "grown up" is not *being* "grown up"

As one becomes more mature physically, others expect him to show similar development in his mental and emotional activities.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Illustrate that it is possible for one to be "16 physically" and "10 or 12 emotionally."

Develop a graph or chart comparing the growth patterns of boys and girls.

SUPPLEMENTARY INFORMATION FOR TEACHERS

Maturation of the skeleton tends to occur at approximately the same time that one's adult height is attained.

The uniqueness of individual patterns of growth development has been incorporated in much of the subject matter; it is well to devote specific attention to it at this point.

Since one's level of total maturation is most often judged by observing his physical size and shape, it is not unusual for the physically mature adolescent to consider himself an adult when he achieves adult size.

Emphasis should be placed on the fact that being "grown up" is much more complex than looking "grown up." The adolescent may insist that he should be granted all the privileges of an adult when his body stature has reached that of an adult. The most effective way to be treated like an adult is to behave in a mature manner. This involves accepting the responsibilities that

The inability of some adolescents who *look mature to act responsibly* is a common source of tension between the adolescent, his peers, and adults.

accompany new privileges. The more responsible the individual becomes, the more he demonstrates his ability to handle more adult privileges.

Sometimes teachers and parents expect adult behavior from adolescents who are only adults in the physical sense. When one's emotional development has lagged or simply not kept pace with his physical development, such unreasonable demands can cause anxiety and frustration.

b. Conflicts within the family

Problem-solving techniques learned within the family unit become part of one's personality.

Ask the question: If you were a parent, in what ways would you be similar to, or different from, your parents?

Physical maturity, in the absence of other maturities, is a common source of tension between teen-agers and parents. The following list is suggestive of some of the areas where tension may arise:

(1) Parent and child

Effective communication between family members can help to minimize friction and conflict.

Have a student committee develop a questionnaire and conduct a survey of teen-parent relationships.

(2) Sibling relationships

Have members of the class play the roles of siblings in conflict.

1. desire to use make-up and, in general, to dress in adult attire
2. decisions relative to friendship choices, "hours," "hangouts," etc.
3. parents' insistence that the adolescent not try to "grow up" too fast

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

c. Privileges
of maturity
mean in-
creased
responsi-
bility

Individuals who expect to
be granted new privileges
should be willing to
accept the responsibilities
that accompany the
privileges.

Demonstrating that one is
capable of accepting new
responsibilities is an
effective way to convince
others that he is ready
for new privileges.

Need for external control
is minimized when the
individual exercises
responsible self-control
and is accountable for
his own behavior.

C. Emotional
maturity

At each stage of develop-
ment, the individual is
expected to be more
emotionally mature than
he was at an earlier point
in his life.

"Emotional maturity" is an
ideal quality. It is more
accurate and useful to
speak of growth *toward*
emotional maturity than
emotional maturity per se.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

and, paradoxically, that
he stop being a baby and
act "grown up"

Adolescents frequently fail
to comprehend the impact of
some of their behavior on
parents' attitudes. They
need to explore different
techniques of demonstrating
to parents and adults that
they are becoming more
responsible.

The term "maturity" is a
term that is used to
characterize mental and
emotional health or develop-
ment. Its use is based on
the fact that humans
ordinarily experience an
increase in their ability
to behave effectively as
they pass through each
stage of development. Thus,
at each succeeding stage of
development, one's
behavior is expected

Have class members select
from supplementary reading
some descriptions of emo-
tions people have felt and
the ways in which they
expressed them. Do any of
these descriptions help
the students understand
their own emotions better?
Do any of these descrip-
tions describe how students
may have felt in similar
situations?

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	<p>We speak of development <i>toward</i> emotional maturity, since this implies that one may not attain this ideal state.</p> <p>The individual who is developing emotional maturity is characterized by growth in --</p> <ul style="list-style-type: none"> . understanding of self and others . tolerance of self and others . acceptance of self and others . respect for self and others 	<p>Have the class write a composition or essay on "How may our lives be improved" - "What is the key to emotional maturity?"</p> <p>Have the class cooperate in developing a rating scale for the measurement of emotional maturity. This may be compared with a standardized scale obtained from the school guidance office. Discuss possible differences and similarities.</p>	<p>to be more emotionally mature than behavior at preceding stages.</p> <p>It is essential that emotional maturity be viewed as an "ideal" achieved by no one person. Well-adjusted persons may vary considerably in their emotional development.</p>
1. Growth in understanding	<p>By understanding our own actions and feelings, we are better able to understand other people.</p>		<p>The ability to increase our understanding of human behavior is essential to growth toward emotional maturity. Through understanding our own actions and feelings, we are better able to understand other people.</p> <p>As understanding of others increases, ability to understand oneself likewise is enhanced. The concurrent development of these two dimensions of understanding is necessary for emotional growth and one's ability to interact effectively with others.</p>

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Individuals who have developed emotional maturity are likely to have a good understanding of life's realities. Understanding requires flexibility, another characteristic of emotional growth. This quality implies that an individual is able to view an object or event from a variety of perspectives.

2. Growth in tolerance

The tolerant person is able to view human behavior from many different viewpoints, and is able to reject or modify previously fixed concepts and attitudes.

The class might compare those standards of behavior which they believe are primarily determined by society with those which are largely determined by the individual.

Becoming a more tolerant human being is an outgrowth of increased understanding of oneself and others. Since tolerance requires that one suspend judgments rather than react in a hostile or defensive manner, tolerance may involve more risk (emotional) to the individual. In order for one to suspend judgment, he must possess a degree of self-discipline, another characteristic of growth toward emotional maturity.

3. Growth in acceptance

The accepting person is able to discriminate between a person and his behavior, even when that behavior is intolerable.

Tolerance represents a neutral state, whereas the accepting person is willing to go beyond the "live-and-let-live" position of tolerance, and move toward other people. To be an

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4. Growth in respect

After the emotionally developing person comes to understand, tolerate, and accept himself, his respect for others can be developed.

The respecting individual has developed a sensitivity that makes him aware that all people possess positive traits.

In addition to the foregoing evidences of emotional growth, one may begin to describe the emotionally mature person as one who is --

- . capable of self-expression
- . adept at problem solving
- . skillful in interpersonal relations
- . capable of expressing emotions in a functional

accepting person does not mean that one is uncritical of others or that he accepts every person equally.

Understanding of others and tolerance toward them are essential before one can be truly considered an accepting person.

The development of sensitivity toward self and others is a difficult task.

and socially acceptable manner

- . accepting of self
- . interested in an ever-widening circle from self to family, friends, community, etc.
- . developing an active, thinking, inquiring mind

The extent to which one has developed socially is evident in the quality of his interpersonal relationships.

5. Growth of the social self

6. Acceptance or rejection of others

a. Prejudging others

A common failure of the socially immature person is that his judgments regarding others are based on haphazard or superficial observations or interpretations of their behavior.

b. "Halo effect" and reactions to others

First favorable impressions from a limited contact may lead to a positive "halo effect" which may be misleading. The reverse, of course, is equally true.

Students may be asked to recall instances in which they have been "wrong about somebody." Explain reasons for the change in attitude.

Have students collect photographs or drawings that express emotions and attitudes. What effect might a particular facial expression have on different people in a variety of situations? Using these pictures, show

Growth toward social maturity is dependent upon one's emotional development.

Frequently, one's judgment of others is generalized on the basis of some limited observation or initial contact with that person. For example, a first meeting with a person who is well-groomed and sharply dressed may cause an

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how posture reveals attitudes and feelings.

observer to generalize positively about the total personality of that person. This phenomenon is referred to as the "halo effect." This effect obscures the accurate assessment of the total personality.

c. Prejudice and non-acceptance

One's judgments of others should not be based on limited observation or initial contact with a person or group.

Discuss "scapegoating." How does it help increase the stature of insecure personalities?

7. Relationships with others

a. Concern for the welfare and dignity of others

The attitudes and behavior of individuals and groups may differ as a result of affiliations with different --

As we grow toward social maturity, we show concern for the welfare and dignity of others.

- . racial groups
- . religious groups
- . ethnic groups
- . political groups

b. The nature of friendship

What is meant by the phrase, "No man is an island"?

Adolescents are able to identify the qualities they enjoy in their friends.

Have a panel discussion on the qualities needed to be a good friend.

Ordinarily a friendship involves similarity of interests, willingness to confide in the other person, trust, and depth of

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understanding of both parties. Most adolescents who have progressed in their social development will have formed a few close friendships and numerous relationships of a more superficial nature.

The ability to lead and the ability to be led are characteristics of the socially mature person. Individuals who are reluctant to assume leadership roles may be lacking in social development. Similarly, those who always insist on leadership roles may likewise be lacking in social sensitivity and development.

Have students develop a list of basic personality traits. Select one positive and one negative characteristic and try to determine how it developed and how each affects personal relationships in different areas.

Have the class discuss the part good leaders play in producing good followers. Ask them to consider these questions:

- . What does being a good follower have to do with becoming a good leader?
- . What school situations provide you with the opportunities to learn good leadership? To learn good followership?

c. Leadership and followership requires good leadership and good followership.

IV. Boy-Girl Relationship During Adolescence

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A. The emerging
self

During adolescence, there
is an emergence of a new
sense of identity.

1. Discovering
physical
changes

Rapid changes in height
and weight, and the
modification of the
reproductive organs are
among the most obvious
signs of adolescence.

a. External
changes

Enlargement of breasts and
hips in girls and modifi-
cation of the penis in
boys are external indica-
tors of sexual develop-
ment.

b. Internal
changes

Changes in endocrine
balance and commencement
of the ovarian cycle are
internal manifestations of
sexual development.

2. Discovering
emotional
changes

a. New urges
and feelings

Physical growth, feelings,
urges, and moods change

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Have each student write an
autobiographical sketch
including events and
experience which will give
him greater insight into
his emerging self.

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Erik Erikson characterizes
adolescence as a "period
fraught with the danger
of role diffusion as youth
seeks identity."

One is able to predict with
reasonable accuracy the
sequence of changes that
will occur.

The onset of the pubertal
growth period in boys
occurs between the ages of
10 and 16. Physical
maturation appears a year
earlier in girls than in
boys.

For those who wish to
explore in detail the
physical changes accompa-
nying adolescence, it would
be well to consult
references dealing with
adolescent psychology and
human growth and develop-
ment.

The references below are
suggested by the New York

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(moods)

and affect the emotional self.

b. Emotional responses

Peer relationships will change as a result of endocrine changes and boy-boy and girl-girl friendships will expand to include girl-boy friendships.

Emotional conflicts

related to sexual development might occur because of differences in boy-girl maturation ages, sexual fantasies, and differences in dating patterns of boys and girls.

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State Department of Mental Hygiene:

Ausubel, D.P. *Theory and Problems of Adolescent Development*. Grunn & Stratton. New York. 1954.

Jersild, A.T. *The Psychology of Adolescence*. 2nd ed. Macmillan Company. 1963.

Seidman, J.M. ed. *The Adolescent: A Book of Readings*. Holt-Dryden. New York. Rev. 1960.

Wattenberg, W.W. *The Adolescent Years*. Harcourt-Brace & World. 1955.

The factors related to the new feelings and urges common to adolescents are --

1. an increased capacity for self-help.
2. a new independence involving the acceptance of increased responsibilities.
3. an increasing ability to relate the past to the present, and to project into the future.
4. shifting social interests -- change from an essentially family-centered life to a peer-centered life, an

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increasing capacity to become involved in a larger social experience, and to relate on an emotional level within this sphere.

5. a realization of the self as a human being with a need for sexually oriented love and affection.

The adolescent's moods may flare up and subside for no apparent reason.

Generally, these periods are short-lived and may be partly attributed to the effects of changing body hormones. Doubts, anxieties, and setbacks, as well as elation, personal satisfaction, and enthusiasm are common during this period.

3. Changing values and interests

One's values and value judgments during adolescence reflect social, peer, and family influences.

As the individual develops his own interests, values, and attitudes, he may discover that they differ from the interests, values, and attitudes of

Have class members discuss several TV "family situation comedies." What roles were played by the father, mother, children? How were recognition, security, and affection shown? When were there times of need for parental guidance?

Have students list or

Younger adolescents are becoming increasingly involved in making value judgments. Usually, recognition of social norms has developed but decisions to adhere to social norms are frequently influenced by the urgings and actions of one's peers. There appears to be an increasing individuality of judgment

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those he respects and loves.

Our individual values and interests are modified by dynamic social change and the influences of other cultures.

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"role play" their values regarding appropriate areas, for example:

- . attire and grooming
- . parent-teen relationships or family relationships
- . relationships with people outside the family

As a follow-up activity compare inter- and intracultural value systems.

Have a class discussion about when and to what extent a person should be willing to resist the demands of his group, or of his society. How would "progress" come about if no individuals were willing to resist social customs?

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during this period, which may, at times, place the adolescent at odds with other family members.

Differences between adolescent and adult values often appear to lie in the interpretation he makes of a particular adult value.

Interest patterns may undergo pronounced changes during early adolescence. These may be expressed in choice of reading material, choice of clubs and organizations, curriculum choice, vocational interests, etc.

Many interests are transitory during this period, but their value in helping the adolescent is quite significant.

4. Awareness of personal uniqueness

Each individual is unique in many respects and yet has the same basic needs as other humans.

5. Accepting the self with pride and responsibility

Sound mental and emotional health depends on self-acceptance.

a. Physical changes

Discuss how teen-age boys and girls of the same chronological age differ in physical, emotional, and social development.

Adolescents may view family and societal expectations of themselves with considerable ambiguity. For example, parents may urge them to "grow up," but resist certain adolescent

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- b. Mental and emotional changes
- c. Social changes

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behavior (tight clothes, make-up, dating, etc.) by reminding the teen-ager that he or she shouldn't try to "grow up" too fast. Further evidence of sources of ambiguity are evident in society's varying criteria of adulthood --

1. Is one to be considered an adult when he must buy an adult ticket at a theater (age 12), or --
2. Is one an adult when he becomes legally responsible for criminal acts (age 16), or --
3. Is one an adult when he is registered for selective service (age 18), or --
4. Is one an adult when he is eligible to vote in a local, State, or National election (age 18 or 21)?

In our society there is no clearcut distinction between childhood and adulthood.

B. Dating patterns

The adolescent's decisions regarding dating are influenced by his family, peers,

Project and discuss one or more of the following filmstrips -- Dating - Topics for Young Teens:

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societal norms, and his own personal attributes.

1. Factors influencing dating behavior

a. Family influence

b. Peer pressure

c. Mass media

d. Stage of mental and physical development

2. Types of dates

a. Single

b. Double

c. Group

d. Blind

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- . "Ready for dating"
- . "Getting a date"
- . "What to do on a date"
- . "How do you know it's love"

(produced by Family Film-strips).

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Junior high school pupils may or may not date. Many different conditions determine their behavior in this regard. Parental attitudes toward early dating is probably the most significant of these. Anatomical and physiological changes occurring at this age are other factors which should be considered.

Discussion of formal and informal dates, double dates, "Dutch treat dates," etc., should be included.

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3. Disadvantages of early dating

Dating may serve to limit one's emotional growth and development and his relationships with others.

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Organize a panel of boys and girls to discuss the disadvantages of early dating --

- . the tendency to limit friendships and personal contacts because of selective dating
- . the possibility of forming serious relationships before one is mature enough to handle the responsibilities of these relationships
- . premature termination of parental and sibling relationships that may be essential to one's development
- . involvement in situations and decisions that may require a more mature outlook on life

4. Skills developed by dating

Dating practices are frequently influenced by one's personal standards, and, conversely, dating influences the develop-

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Since many pupils either have no desire to date, or are not permitted to date by their parents, it is important to emphasize that early dating may have serious disadvantages.

The teacher should be aware that the class members in this discussion probably are *not* dating each other. The boys may not be interested in dating at this age level; the girls may be dating senior high school boys.

Dating will not automatically develop desirable skills. Dating may help the individual in the following ways:

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ment of the individual's value system.

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- . how to ask for a date
- . how to accept or reject a date
- . what to do before, during, and after a date
- . boy's role as a dating partner
- . girl's role as a dating partner
- . parent's role regarding their adolescent's dating
- . going steady
- . purposes
- . values
- . handicaps

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1. develop conversational abilities in a one-to-one or small group relationship
2. reinforce one's self-confidence in meeting another person's parents
3. understand that he or she enjoys the company of some people more than others
4. formulate his own self-system (through the positive and negative feedback of the dating partner)
5. develop common courtesies that are expected by other people.

5. Dating considerations

- a. Choosing, asking for, accepting, or refusing a date

- b. Dating activities and

There are certain responsibilities associated with dating such as:

- . parental understanding and approval
- . dating behavior
- . consideration for the dating partner
- . where to go
- . what to do

Dating provides the opportunity for individuals to understand, appreciate,

Have students list or discuss how dating customs have changed. What are the dating customs in England, France, Russia, etc.?

When individuals choose to date each other, mutual admiration, respect, and a desire to become better acquainted often exist.

Perhaps the most effective way to explore the question of dating etiquette is

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etiquette

and contribute to another person's need to be appreciated.

Dating provides the opportunity to share experiences.

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to determine how people like to be treated when in the company of others. Pupils, whether they have dated or not, will be able to contribute to this topic. Areas that might be included in this discussion could include:

1. appropriate dress for different occasions
2. basic dating etiquette
3. suitable activities for early daters
4. responsibility for self and date

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6. Dating issues, problems, and special concerns

Dating during early adolescence may provide the social growth needed for later dating, engagement, and the selection of a life partner.

Have a class discussion on dating and other kinds of interactions with the opposite sex. Discuss how these experiences contribute to growth and development during early adolescence.

Necking among young adoles-

cents is commonly an attempt to emulate what they believe to be an essential ingredient of the date. The fact that this may limit a true expression of affection should be stressed. Individuals may overlook the deeper, more meaningful methods of expressing affection toward the partner. Necking should not be categorically criticized by the teacher. Rather, the reasons for necking, its possible outcomes, and the effect that it has on both persons should serve as topics for

7. Intimate behavior

Dating is a socially acceptable practice but necking, petting, and sexual intercourse may lead to physical, emotional, and social problems.

NOTE: (The negative consequences of intimate behavior, such as venereal disease and unwed pregnancies should not be used as a threat or deterrent to dating. A discussion at this point might be misunderstood as an

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attempt to deter
healthful boy-girl
relationships.)

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discussion.