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ABSTRACT

The evaluation of Phase 3 consists of quantitative ratings and qualitative comments collected and presented in the same manner as the data in the evaluation of Phase 2 (SO 000 157). In this case, however, only 100 Evaluation Booklets were returned. SO 000 138, SO 000 139, SO 000 140, SO 000 141, and SO 000 156 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

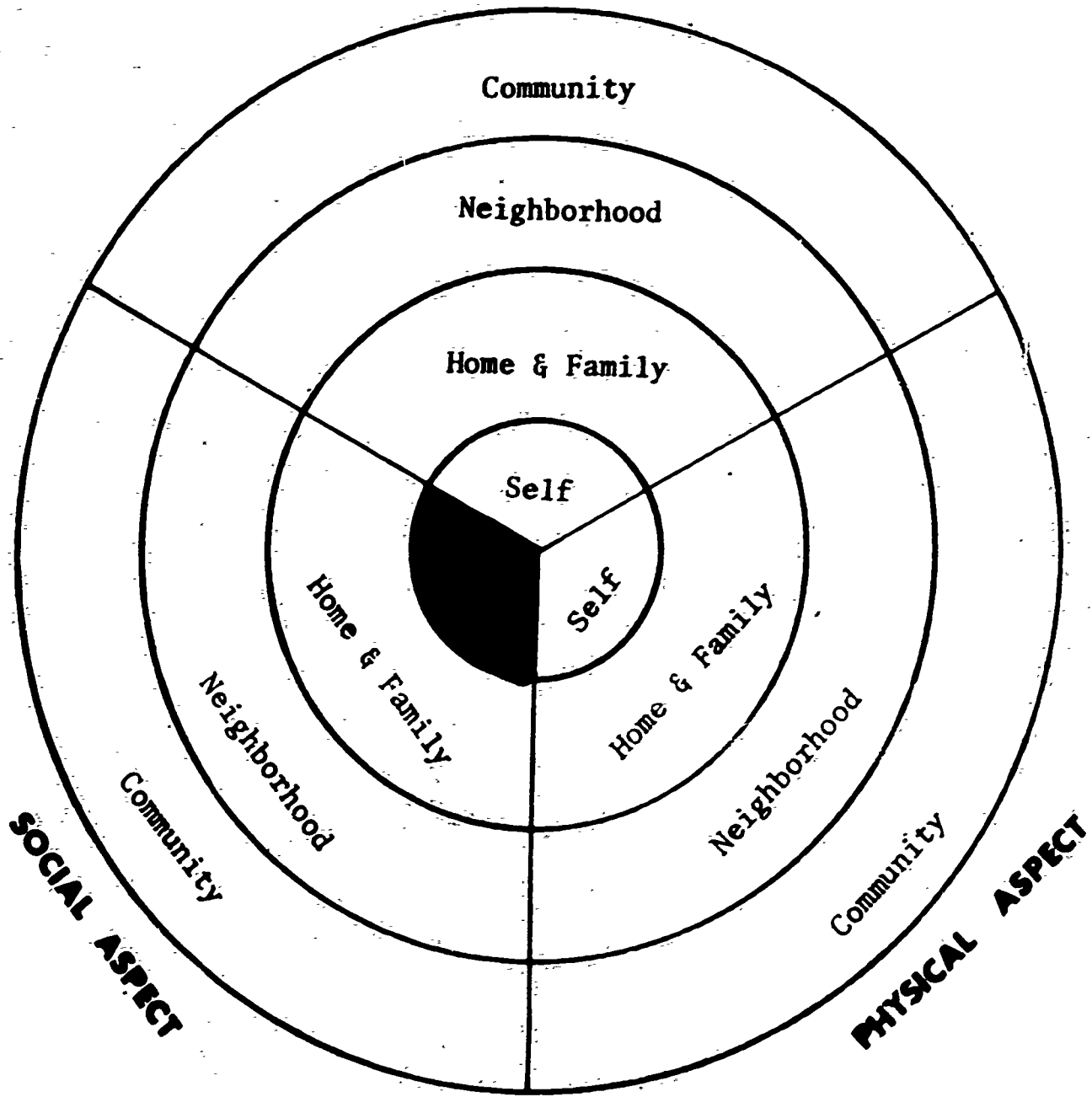
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EVALUATION SUMMARY OF PHASE 3:
RECOGNIZING DEPENDENCE

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SO 000 158

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I. INTRODUCTION

Phase 3: Recognizing Dependence was distributed to field-test teachers in February 1969. The suggested date for closing the evaluation was June 23, 1969. Since June is the end of the school year, teachers were asked to return their evaluations regardless of whether they had completed teaching the Phase.

Table 1 indicates the number of returned evaluations from each field-test site for the first three Phases. Of the 96 evaluation booklets returned for Phase 3, three contained no evaluation at all. Seven additional evaluations from field-test sites following a different evaluation schedule from the sites listed in Table 1 were added to the present summary. (Two from Kansas, two from Idaho, two from Michigan, and one from Florida.) Therefore, the summary is based upon an n of 100 evaluations.

TABLE 1

NUMBER OF EVALUATION BOOKLETS RETURNED

| TEST SITE | PHASE A | PHASE B | PHASE 3 |
|--------------------|---------|---------|------------|
| NEW JERSEY | 7 | 3 | 1 |
| NEW YORK CITY | 9 | 8 | 14 |
| BUFFALO, N. Y. | 16 | 11 | 8 |
| SPENCERPORT, N. Y. | 12 | 5 | 4 |
| SYRACUSE, N. Y. | 19 | 17 | 10 |
| BINGHAMTON, N. Y. | 13 | 10 | 6 |
| ALBANY, N. Y. | 20 | 14 | 11 |
| MT. VERNON, N. Y. | 17 | 10 | 4 |
| CONNECTICUT | 9 | 6 | 3 |
| RHODE ISLAND | 7 | 5 | 5 |
| MASSACHUSETTS | 3 | 3 | 2 |
| PENNSYLVANNIA | 8 | 8 | 8 |
| KANSAS | | | 2 |
| IOWA | | | 10 |
| UTAH | | | 7 |
| ALASKA | | | |
| TAMPA, FLORIDA | | | 1 |
| IDAHO | | | 2 |
| MICHIGAN | | | 2 |
| TOTAL | | | 100 |

Table 1 indicates a sequential effect on the number of evaluations returned. This type of sequential effect is to be expected. Teachers who did not use, or evaluate earlier Phases probably had little motivation to proceed with the curriculum and were not likely to participate in field testing additional Phases. Also, the number of teachers who cannot finish the evaluation in time to return it before the expiration of the evaluation period would be expected to increase from Phase to Phase (since teachers who were originally slow would fall further and further behind on each succeeding Phase).

Several teachers wrote to the Center indicating that they were unable to complete the Phase 3 evaluation either because of the amount of time necessary to teach Phase 3, or because they started Phase 3 too late. It is evident that some teachers had difficulty arranging their instructional periods. The pace at which Phases were taught differed substantially among the field-test teachers. This may be due to the variability of the children, or the lack of guidelines for teachers to follow.

The evaluation sheets for Phase 3 were distributed in a separate Evaluation Booklet which was distributed along with the Phase. This booklet provided evaluation sheets referring to specific sections of the Phase. Each evaluation sheet was divided into two parts. The top part of the page was for the purpose of rating whether the teacher had strong positive, or strong negative feelings about the various aspects of the Phase. Teachers were asked to indicate these feelings along the dimensions: Helpful, Appropriate, Useable, Clear, Manageable and Complete. A rating of (+) was used to indicate strong agreement, a rating of (-) was used to indicate strong disagreement and (0) or blank to indicate no strong feeling in either direction. The remainder of the page was for the purpose of commenting on each (+) or (-) rating, or any other comments or suggestions the teachers wished to make. Teachers were advised that they need not comment on every section, but only those sections which they thought ought to be improved or revised. Teachers were also asked to keep a record of the amount of class time and the number of weeks spent teaching the Phase.

The teacher ratings are summarized in the Quantitative Rating Scores. These scores were derived by assigning each (+) rating a value of 1, each (0) or blank rating a value of 0 and each (-) rating a value of -1. The minus scores were then subtracted from the plus scores to yield the Quantitative Rating Score. The rating scores will not always equal the sum of the positive and negative comments since teachers sometimes gave quantitative ratings without qualitative comments and sometimes gave qualitative comments without quantitative ratings.

The scores can be used in two ways. First, they provide an estimation of the degree of positive or negative feelings along the various dimensions studied. Sections with negative scores should be carefully studied in respect to the qualitative data. Second, the rating scores can be used to study the correlation between the teachers' reaction to the curriculum and demographic characteristics of the teachers and their students. Due to limitations of time and space, further analysis using the rating scores will be carried out in response to specific requests by the curriculum developers.

Some caution must be exercised in interpreting scores from the latter sections of the evaluation. Since teachers were asked to return their evaluations regardless of whether they had completed teaching the Phase, there may be a decline in the number of ratings in the latter half of the report due to fewer teachers having taught these sections of the Phase.

The treatment and presentation of the qualitative comments follows the pattern of the previous evaluation summaries. The teachers' comments are tabulated and presented for each section of the Phase. These comments are grouped into three categories: Positive, Negative and Suggestions. The comments may be used to further define the meaning of the quantitative scores, or they may be scanned for ideas which are relatively unique but have important implications for the application of the Phase. At the end of the Evaluation Summary, some of the general trends which appear in the evaluation are discussed.

II. INTRODUCTION TO PHASE 3

INTRODUCTORY STATEMENT AND RATIONALE FOR CONTENT (p. 2)

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. This section is accurate and helpful. | 9 |
| 2. The goals are important, challenging and appropriate. | 4 |
| 3. I agree with the rationale. | 2 |
| <u>NEGATIVE</u> | |
| 1. I disagree with the rationale, e.g. Paragraph 1. | 1 |
| 2. The children are too dependent-rather than independent. | 1 |
| 3. Many of the children from poverty homes are extremely independent. | 1 |

SUGGESTIONS

None.

BACKGROUND INFORMATION (p. 3)

COMMENTS

| <u>POSITIVE</u> | |
|---|---|
| 1. The background information is helpful and relevant. | 7 |
| <u>NEGATIVE</u> | |
| 1. There is not sufficient evidence to prove your point. In fact, there are studies giving counterevidence. | 1 |
| 2. This is repetitious. | 1 |

SUGGESTIONS

None.

EXPECTATIONS (p. 4)

COMMENTS

POSITIVE

1. The expectations are applicable, clear and complete.

No. of Teachers

10

NEGATIVE

1. The goals are too high. They need years of repetition before they can be realized.

3

SUGGESTIONS

None.

ASSESSMENT OF READINESS KNOWLEDGE (p. 7)

COMMENTS

POSITIVE

None.

NEGATIVE

1. This is unnecessary.

1

SUGGESTIONS

None.

ASSESSMENT OF READINESS KNOWLEDGE RECORD CHART (p. 8)

COMMENTS

POSITIVE

1. The chart is diagnostically helpful.

3

NEGATIVE

1. The fourth and fifth pair of questions are too general.

1

2. The last item under "Questions" is hard to rate.

1

3. This is unnecessary for experienced teachers.

1

4. In the fifth box, the class interprets "time" to mean time of day because we do not have street or house numbers.

1

| | <u>No. of Teachers</u> |
|---|------------------------|
| 5. Some of the questions are not appropriate. | 1 |
| 6. Fights are not disapproved of outside of school in Alaska. | 1 |
| 7. The children will not tell strangers their Eskimo names. | 1 |
| 8. Telephones are rare in Alaska. | 1 |
| 9. This is too time consuming. | 1 |
| 10. The scoring is difficult and unclear. | 1 |
| 11. The class is very heterogeneous. | 1 |
| 12. There is no transfer of these skills to situations outside the classroom. | 1 |
| 13. The meaning of "verbal interaction" is not clear. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Question the children privately. | 2 |
| 2. Reword the first question so the child does not think that the teacher does not know his name. | 1 |
| 3. Each question should be in a separate block. | 1 |
| 4. The ratings should be: Usually, Sometimes and Never. | 1 |
| 5. The record charts should be easy to tear out and duplicate. | 1 |
| 6. Add the observation: Asks for help. | 1 |

PRE-EVALUATION OF SOCIAL KNOWLEDGE (pp. 9-11)

COMMENTS

POSITIVE

| | |
|--|---|
| 1. The questions are understandable and good for evaluation. | 6 |
|--|---|

NEGATIVE

| | |
|---|---|
| 1. This is time consuming. | 2 |
| 2. In question 5, it is unclear whether "feel bad" means sick or unhappy. | 1 |
| 3. Question 7 is already used in the Readiness Knowledge Record chart. | 1 |

No. of Teachers

- | | |
|--|---|
| 4. In question 8, it is unclear what answer is expected. | 1 |
| 5. The children do not know what a rule is. | 1 |
| 6. Question 12 is too general. | 1 |
| 7. Question 9 is too general. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Use a tape recorder to tape the answers to these twelve questions. | 1 |
|---|---|

PRE-EVALUATION OF SOCIAL KNOWLEDGE (pp. 12-13)

COMMENTSPOSITIVE

None.

NEGATIVE

- | | |
|--|---|
| 1. The scoring is difficult to handle. | 2 |
| 2. No conclusions can be drawn after just one Phase. | 1 |
| 3. This is unnecessary for experienced teachers. | 1 |
| 4. This is too easy for my class. | 1 |
| 5. The behavior being rated is often inconsistent. | 1 |
| 6. This is very lengthy. | 1 |

SUGGESTIONS

- | | |
|-----------------------------------|---|
| 1. Question each child privately. | 1 |
|-----------------------------------|---|

GENERAL TEACHING PRINCIPLES AND STRATEGIES (pp. 14-17)

COMMENTSPOSITIVE

- | | |
|---|----|
| 1. This section is helpful. | 11 |
| 2. The use of inductive teaching is productive. | 2 |

No. of Teachers

- 3. The references are good. 1
- 4. I agree with the use of role-playing. 1

NEGATIVE

- 1. This is unnecessary. 2
- 2. Deductive teaching would work better than inductive. 1

SUGGESTIONS

None.

III. MASS ABSTRACTION

PURPOSE: AWARENESS OF DEPENDENCY UPON OTHERS (pp. 19-22)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | 2 | 10 | 5 | 6 |
| Appropriate | | 0 | 4 | 4 | 5 |
| Useable | | 0 | 0 | 2 | 4 |
| Clear | | 0 | 2 | 4 | 4 |
| Manageable | | 0 | 1 | -1 | 1 |
| Complete | | 0 | 2 | -1 | 2 |

COMMENTS

POSITIVE

No. of Teachers

- | | |
|--|----|
| 1. The lesson is helpful and interesting. | 32 |
| 2. The children learn that no one can do everything. | 7 |
| 3. The Teacher Information is appropriate. | 6 |
| 4. The discussion circle holds the children's attention. | 4 |
| 5. The Purpose is appropriate. | 4 |
| 6. The Mass Abstraction is good. | 2 |
| 7. The children do not know their limitations. | 2 |

NEGATIVE

- | | |
|---|---|
| 1. The idea of offering keys is inappropriate. | 9 |
| 2. The lesson is inappropriate and unmotivating. | 5 |
| 3. Some of the vocabulary is too difficult, e.g. "mar." | 2 |
| 4. One child hurt his back trying to move the desk. | 1 |
| 5. It would take several weeks to teach this concept. | 1 |
| 6. There is no child who feels he can do everything. | 1 |

No. of Teachers

- | | |
|---|---|
| 7. The discussion circle is poor, unmanageable and inappropriate. | 1 |
| 8. Some children can pick up their desk unassisted. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. Review rules for a discussion. | 1 |
| 2. Begin with a discussion of how pets are dependent upon people. | 1 |
| 3. Include home experiences to illustrate the need for dependence. | 1 |
| 4. Use a sociogram to find out which classmates the pupils want to help them. | 1 |
| 5. There should be a box drawn around the Materials and the Preparation columns. | 1 |
| 6. Spread out the discussion circle. | 1 |
| 7. Enlarge the Purpose to show that everyone is dependent upon others. | 1 |

IV. DIFFERENTIATING ABSTRACTION 1: PEOPLE PROVIDE MANY THINGS WE NEED

1A: AID IS PROVIDED BY OTHERS

PURPOSE: TO ESTABLISH THE NEED FOR ASSISTANCE WHEN HURT (pp. 23-24)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | 2 | 2 | -1 | 0 |
| Appropriate | 3 | 0 | 0 | 0 | 0 |
| Useable | 6 | 0 | 0 | 0 | 3 |
| Clear | 1 | 0 | -1 | 1 | 1 |
| Manageable | 0 | 00 | 0 | 0 | -1 |
| Complete | 0 | 0 | -1 | 0 | 1 |

COMMENTS

POSITIVE

No. of Teachers

- | | |
|---|----|
| 1. The picture is appropriate and stimulating. | 14 |
| 2. The lesson is complete, enjoyable and stimulating. | 9 |
| 3. The Purpose is precise and interesting. | 4 |
| 4. The Materials and Worksheets are good. | 3 |
| 5. Having one picture for each child is good. | 2 |
| 6. The discussion circle is good. | 2 |

NEGATIVE

- | | |
|--|---|
| 1. The teeth and right hand are missing in the picture. | 7 |
| 2. The questions are difficult and too detailed. | 3 |
| 3. Roller skating is uncommon here. | 3 |
| 4. We do not have a facsimile master-making machine. | 3 |
| 5. The question about the skates is confusing. | 1 |
| 6. It is unclear what is on the boy's knee in the picture. | 1 |
| 7. The lesson is repetitive. | 1 |

SUGGESTIONSNo. of Teachers

- | | |
|---|---|
| 1. Use additional magazine pictures and photographs. | 2 |
| 2. Use colored pictures to maintain interest. | 2 |
| 3. Make masters available to those teachers who do not have facsimile master-making machines. | 2 |
| 4. Have the children ask and answer their own questions. | 1 |
| 5. The worksheets should be multi-racial. | 1 |
| 6. Basic first aid should be included. | 1 |
| 7. A discussion of dependency on ourselves should be included. | 1 |
| 8. Develop a set of health rules. | 1 |
| 9. Make a safety chart. | 1 |
| 10. Label the picture: "Other People Help Us." | 1 |
| 11. Have the pictures in a large stand up spiral binding. | 1 |

PURPOSE: PROVIDE NONVERBAL CONTENT REINFORCEMENT (pp. 25-26)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 2 | 0 | 1 | 3 | 7 |
| Appropriate | 0 | -1 | 1 | 4 | 1 |
| Useable | 1 | -2 | 1 | 2 | 4 |
| Clear | 0 | 0 | 2 | 2 | 3 |
| Manageable | -1 | -1 | 0 | 0 | 3 |
| Complete | -1 | -1 | 1 | 0 | 0 |

COMMENTS

POSITIVE

1. This is an appropriate and enjoyable lesson.
2. The Teacher Information is appropriate.
3. The class performs well on the art activities.
4. The lesson is conducive to inductive teaching.
5. The picture is good.

No. of Teachers

7
5
5
2
1

NEGATIVE

1. The art is difficult and frustrating.
2. This activity is redundant and too easy.
3. The children cannot dictate a story.
4. Illustrating accidents is an unnecessary, negative approach.
5. Having each child discuss his experience is too time consuming.
6. There are too many concepts in one picture.
7. The picture is unclear.
8. Children with figure-ground problems have difficulty coloring the picture.

11
3
3
1
1
1
1
1

SUGGESTIONS

| | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Additional materials utilized: | 3 |
| a. filmstrip, "I'm No Fool With a Bicycle," | 1 |
| b. <u>Bicycle Songs of Safety</u> by Jill and Laurence Grossman, | 1 |
| c. Peabody Language Kit pictures. | 1 |
| 2. Teach the children to beware of strangers even in time of need. | 1 |
| 3. Include these questions: "How can you tell that the boy needs only the help the man can give?"; "How do we find out about first aid?"; "How do we know when to call the doctor?" | 1 |
| 4. Have each child describe his drawing with a sentence. | 1 |
| 5. Have a puppet show to dramatize the actions. | 1 |
| 6. The children can obtain pictures of people needing help from magazines. | 1 |
| 7. Do an experience chart on the picture. | 1 |
| 8. Have the children describe various experiences before they draw pictures. | 1 |
| 9. Have more art and music activities. | 1 |
| 10. Have the children draw their own pictures before distributing the stimulus pictures. | 1 |

PURPOSE: TO REINFORCE CONTENT (pp. 27-28)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | | 2 | 0 | 8 |
| Appropriate | 4 | | 1 | 4 | 6 |
| Useable | 2 | | 2 | 2 | 4 |
| Clear | 1 | | 2 | 1 | 5 |
| Manageable | 1 | | 1 | 0 | 5 |
| Complete | 0 | | 1 | 1 | 0 |

COMMENTS

POSITIVE

1. The children enjoy reciting the poem.
2. The lesson is a good reinforcement.
3. The art is enjoyable.
4. The L. Arts, List., Spkg. purpose is important.

No. of Teachers

4
3
2
1

NEGATIVE

1. The poem is inappropriate and uninteresting (for 12-13 year olds).
2. "Jack and Jill" is not a song.
3. Many children do not know the poem.
4. The questions are unstimulating and vague.
5. "Jack and Jill" is a poor example of a boy hurt. "Crown" is out of date.
6. The poem is too general to answer these specific questions about it.
7. It is unclear to which song the Teacher Information refers.
8. The piano is unnecessary.

3
2
2
2
1
1
1
1

SUGGESTIONS

| | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Additional materials utilized: | 7 |
| a. "Humpty Dumpty," | 4 |
| b. "Jack and Jill" record. | 3 |
| 2. A picture illustrating the poem would be helpful. | 3 |
| 3. A review of Phase A about the self is important. | 1 |
| 4. Have the class dramatize "Jack and Jill." | 1 |
| 5. Have each child show and explain his picture to the class. | 1 |
| 6. The game, "Guess What Happened to Me," can be used. | 1 |
| 7. Have the music teacher teach the songs. | 1 |

PURPOSE: NEED FOR AID WHEN CHILDREN GET LOST (pp. 29-30)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PRUPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | 0 | 0 | 1 | 1 |
| Appropriate | | 0 | 0 | 0 | 1 |
| Useable | | 0 | 0 | 0 | -1 |
| Clear | | 0 | 0 | 0 | 0 |
| Manageable | | 0 | -1 | 0 | 0 |
| Complete | | 0 | -1 | 0 | 2 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The story is enjoyable, appropriate and thought provoking. | 23 |
| 2. The lesson is helpful and enjoyable. | 7 |

NEGATIVENo. of Teachers

- | | |
|--|---|
| 1. The story is uninteresting and inappropriate. | 2 |
| 2. Getting lost is uncommon in Alaska. | 1 |
| 3. The children do not know what Mike can do about being lost. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. Dramatize the story. | 5 |
| 2. Teach caution with strangers. | 3 |
| 3. Tell the story rather than read it. | 2 |
| 4. Have the children illustrate the story. | 1 |
| 5. More stories about being lost should be read. | 1 |
| 6. Have the children write their names and addresses on oaktag sheets for bulletin board displays. | 1 |
| 7. The story can be projected on a screen with an opaque projector. | 1 |
| 8. The class can adapt this story to fields and back country woods. | 1 |
| 9. A story with pictures can be used. | 1 |
| 10. The children can role-play what Mike could do about being lost. | 1 |
| 11. Tell the children what to listen for before reading the story. | 1 |

PURPOSE: FINISH THE STORY ACCORDING TO INDIVIDUAL INTERPRETATION (pp. 31--32)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 10 | 3 | 1 | 3 | 3 |
| Appropriate | 7 | 4 | 2 | 8 | 6 |
| Useable | 6 | 3 | 1 | 3 | 6 |
| Clear | 4 | 3 | 2 | 3 | 4 |
| Manageable | 3 | 3 | 1 | 2 | 2 |
| Complete | 2 | 3 | 2 | 3 | 0 |

COMMENTS

POSITIVE

No. of Teachers

- | | |
|--|----|
| 1. The Worksheet is enjoyable and stimulating. | 16 |
| 2. The lesson is stimulating, provides good reinforcement and makes good use of inductive reasoning. | 10 |
| 3. The information is good. | 1 |

NEGATIVE

- | | |
|--|---|
| 1. The lesson is difficult. Solving Mike's problem is incomprehensible for the younger children. | 4 |
| 2. The Teacher Information is incomplete. | 2 |
| 3. The Worksheet is unclear and too elementary. | 2 |
| 4. Some children are fearful that Mike will not be found. | 1 |
| 5. The children do not understand how one can get lost in ones own village. | 1 |
| 6. Most children cannot spell their street names. | 1 |
| 7. The children cannot fill in the Worksheet. | 1 |
| 8. The drawing is meaningless. | 1 |

SUGGESTIONS

| | <u>No. of Teachers</u> |
|--|------------------------|
| 1. Teach the children caution with strangers. | 2 |
| 2. The child should be sitting on the swing in the Worksheet. | 2 |
| 3. To prepare the children for the Worksheet, have them orally review the facts. | 1 |
| 4. A game that can be used is "Who Are You?" | 1 |
| 5. Have the children draw pictures of helpers, e.g. fireman, policeman. | 1 |
| 6. Use pictures of community helpers. | 1 |
| 7. Use David Cook pictures for the flannel board. | 1 |
| 8. Teach the children stick figure drawing. | 1 |
| 9. Reward the children for each correct letter or number in their address which they remember. | 1 |

PURPOSE: PRACTICE IN GIVING SAFETY INFORMATION (pp. 33-34)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 13 | 2 | 7 | 5 | 4 |
| Appropriate | 10 | -1 | 1 | 5 | 4 |
| Useable | 8 | 1 | 2 | 3 | 4 |
| Clear | 4 | 0 | 3 | 2 | 4 |
| Manageable | 4 | 0 | 1 | 2 | 3 |
| Complete | 4 | 0 | 0 | 1 | -1 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The role-playing is a good, enjoyable review. | 11 |
| 2. The lesson is good, reinforcing and vital. | 9 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| 3. The worksheet is enjoyable, necessary and reinforcing. | 5 |
| 4. The lesson helps prepare the class for an excursion. | 1 |
| 5. The L. Arts Spkg. is good. | 1 |
| 6. The Teacher Information is good. | 1 |

NEGATIVE

| | |
|---|---|
| 1. The lesson is too difficult and uninteresting. | 4 |
| 2. It is too difficult for the children to memorize their addresses. | 3 |
| 3. Some children are unable to copy or trace. | 2 |
| 4. The Teacher Information is unclear. | 2 |
| 5. There is not enough preparation to enable the children to write their addresses. | 1 |
| 6. The print on the worksheet is too small. | 1 |
| 7. The worksheet is unrealistic and inappropriate. | 1 |
| 8. Some children do not speak clearly enough to be understood by a policeman. | 1 |
| 9. It is difficult to find a policeman in the suburbs. | 1 |

SUGGESTIONS

| | |
|--|---|
| 1. Use a toy telephone or the Teletrainer from the Telephone Co. | 3 |
| 2. The children can use their names and addresses to send valentines to their mothers. | 2 |
| 3. A review of the school building and the layout is helpful. | 1 |
| 4. Include parents' full names here. | 1 |
| 5. A discussion of doctors, nurses and hospitals is helpful. | 1 |
| 6. The worksheet should have room to practice writing names and addresses. | 1 |
| 7. Reinforce the idea that the policeman is the child's friend. | 1 |

PURPOSE: ESTABLISH NEED FOR AID IN TIME OF ILLNESS (pp. 33-36)

PURPOSE: REINFORCE NEED FOR AID WHEN SICK (pp. 35-36)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 4 | 4 | 4 |
| Appropriate | | | -1 | -1 | 0 |
| Useable | | | 2 | 0 | 0 |
| Clear | | | 0 | 0 | 0 |
| Manageable | | | 0 | 0 | 0 |
| Complete | | | 0 | 0 | 3 |

COMMENTS

POSITIVE

1. The poem is enjoyable.
2. The lesson is clear, motivating and stimulating to discussion.
3. The Teacher Information is usable and helpful.

No. of Teachers

18
11
4

NEGATIVE

1. The poem does not correlate with the experience of some children, e.g. inner city, Alaskan, motherless.
2. "Taking care of" should be explained.
3. The children cannot answer the first group of questions.

2
1
1

SUGGESTIONS

1. Have children read the poem as in choral speaking.
2. Have children illustrate the poem.
3. Have children copy the poem.
4. Use poem words in a bingo game.

3
1
1
1

PURPOSE: HOW TO ASK FOR ASSISTANCE WHEN SICK (pp. 37-38)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 1 | | 0 | 0 | 7 |
| Appropriate | 1 | | 0 | 3 | 2 |
| Useable | 0 | | 0 | 0 | 2 |
| Clear | 0 | | 0 | 0 | 0 |
| Manageable | 0 | | 0 | 0 | 2 |
| Complete | -2 | | 0 | 0 | 2 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|---|----|
| 1. The role-playing is enjoyable and reinforcing. | 17 |
| 2. The lesson is appropriate and clear. | 17 |
| 3. The Teacher Information is helpful. | 3 |
| 4. The lesson helps build vocabulary. | 2 |

NEGATIVE

- | | |
|--|---|
| 1. The role-playing is repetitious and difficult. | 3 |
| 2. The priority list is incorrect. | 1 |
| 3. The L. Arts. is redundant. | 1 |
| 4. The children have difficulty answering the questions. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Additional materials utilized: | 6 |
| a. props (puppets) for role-playing, | 4 |
| b. filmstrip # 713, "I'm No Fool as a Pedestrian," by Walt Disney, | 1 |
| c. doctor and nurse kits. | 1 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| 2. Have the children practice role-playing before presenting the scene to the entire group. | 1 |
| 3. Have the children list everyone who helps them. | 1 |
| 4. The term "sick" should be defined. | 1 |
| 5. Discuss body temperature and thermometers. | 1 |
| 6. Include a lesson on taking care of a cold. | 1 |

PURPOSE: DEVELOP A CLASS STORY ABOUT THE NEED FOR AID (pp. 39-40)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|---------------------|---------|-----------------|
| Helpful | 0 | | 1 | 0 | 3 |
| Appropriate | 0 | | 0 | -1 | 2 |
| Useable | 0 | | 0 | 0 | 0 |
| Clear | 0 | | 0 | 0 | 1 |
| Manageable | 0 | | 0 | 0 | 2 |
| Complete | 0 | | 0 | 0 | -1 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. This lesson is good as a review and is stimulating. | 8 |
| 2. The chart is good for oral expression. | 5 |
| 3. The Teacher Information is helpful. | 2 |
| <u>NEGATIVE</u> | |
| 1. The chart activities are too time consuming. | 2 |
| 2. The exercises just depend on rote memory. | 1 |
| 3. The children lack the vocabulary to describe their feelings. | 1 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| 4. Many of the children have the problem of overprotective mothers. | 8 |

SUGGESTIONS

| | |
|--|---|
| 1. Use pictures from the "Scholastic Monthly" to illustrate people helping each other. | 1 |
| 2. Play "Lotto" using illustrations of the poem. | 1 |
| 3. Show pictures of people who could help us. | 1 |
| 4. The sentences can be used as a song. | 1 |

PURPOSE: REINFORCE SOCIAL LEARNING CONTENT (pp. 41-42)

QUANTITATIVE RATING SCORES

| MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-------------|------------------------|---------|--------------------|
| Helpful | | | 0 | 2 |
| Appropriate | | | 2 | 1 |
| Useable | | | 1 | 1 |
| Clear | | | 2 | 1 |
| Manageable | | | -1 | 0 |
| Complete | | | 0 | 2 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The Teacher Information is helpful and informative. | 7 |
| 2. The lesson is clear and evocative. | 6 |
| 3. The experience chart is meaningful and successful. | 4 |
| <u>NEGATIVE</u> | |
| 1. The lesson is unmotivating and inapplicable. | 6 |
| 2. The experience chart is unmotivating and repetitious. | 2 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| 3. The preparation is too time consuming. | 1 |

SUGGESTIONS

| | |
|--|---|
| 1. Use sentence strips when writing the story instead of cutting up the chart. | 1 |
| 2. Encourage children to use words within their reading vocabulary. | 1 |
| 3. Use chart paper instead of oaktag. | 1 |

PURPOSE: LEARN WORDS IMPORTANT TO CONTENT (pp. 43-44)

COMMENTS

| MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-------------|------------------------|---------|--------------------|
| Helpful | | 5 | 2 | 5 |
| Appropriate | | 5 | 2 | 4 |
| Useable | | 4 | 1 | 4 |
| Clear | | 2 | 1 | 3 |
| Manageable | | 2 | 0 | 3 |
| Complete | | 0 | 1 | 4 |

COMMENTS

POSITIVE

| | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is good as a review and is manageable. | 11 |
| 2. The word cards are useful and enjoyable. | 4 |
| 3. The Teacher Information is necessary. | 1 |

NEGATIVE

| | |
|--|---|
| 1. The lesson is too easy for some and too difficult for others. | 4 |
|--|---|

| | <u>No. of Teachers</u> |
|--|------------------------|
| 2. The word cards are not useable and are uninteresting. | 2 |
| 3. Some children do not know the alphabet. | 1 |
| 4. The instructions are too detailed. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. The children can make up simple games using word cards. | 1 |
| 2. Use initial sounds to match words. | 1 |
| 3. Have the children draw pictures on the blackboard. | 1 |
| 4. The words "sick" and "hurt" should be defined. | 1 |
| 5. Each child puts the word cards in an envelope labeled "Words I Know" or "Words I Have to Learn." | 1 |

PURPOSE: ESTABLISH THE MEANING OF THE WORD PEOPLE. (pp. 45-46)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | 3 | 1 | 1 | 0 |
| Appropriate | -1 | 1 | 0 | 0 | 0 |
| Useable | 1 | 1 | 0 | 1 | -1 |
| Clear | 0 | 1 | 0 | 0 | -1 |
| Manageable | 0 | 0 | 0 | -1 | -1 |
| Complete | 2 | 0 | 0 | 0 | -2 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. This activity is clear, necessary and successful. | 10 |
| 2. The worksheets are stimulating and easy. | 7 |

No. of Teachers

- | | |
|---|---|
| 3. Worksheet 3 is easy and stimulating. | 2 |
| 4. The Teacher Information is good. | 1 |
| 5. The Preparation is good. | 1 |

NEGATIVE

- | | |
|---|---|
| 1. The lesson is too easy for some and too difficult for others. | 5 |
| 2. The differences between animals and people are hard to verbalize. | 3 |
| 3. Older children think this activity is silly. | 1 |
| 4. "People" is used incorrectly. | 1 |
| 5. The Teacher Information is not explicit enough. | 1 |
| 6. The children have difficulty with the differentiation between "people" and "person." | 1 |
| 7. Worksheet 3 is too small and has too many items. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Use the Peabody Kit for this lesson. | 1 |
| 2. Have more than one person in some of the cells on the worksheet. | 1 |
| 3. A discussion of differences between people is good. | 1 |
| 4. In worksheet 3, the people should have happier faces. | 1 |
| 5. In worksheet 3, have a descriptive word under each picture. | 1 |
| 6. The pictures should be larger so they can be colored. | 1 |
| 7. The words "things," "people," and "animals" should be defined. | 1 |
| 8. Have children cut out pictures of people from magazines. | 1 |
| 9. The children can name the jobs of various people at home. | 1 |
| 10. A transparency can be made and used as a demonstration worksheet. | 1 |

| | <u>No. of Teachers</u> |
|--|------------------------|
| 11. A chart about the importance of people can be developed. | 1 |
| 12. The child can do this lesson independently. | 1 |

PURPOSE: HANDWRITING AND LETTER FORMATION PRACTICE WITH CONTENT (pp. 45-48)

QUANTITATIVE RATING SCORES

* Included in following purpose.

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Worksheet 4 is useable. | 2 |
| <u>NEGATIVE</u> | |
| 1. Worksheet 4 is inappropriate and confusing. | 7 |
| 2. The children have difficulty with the writing and copying. | 3 |
| 3. The L. Arts Writ. Purpose is too simple. | 1 |

SUGGESTIONS

| | |
|--|---|
| 1. Use pupil elicited words for the writing practice. | 1 |
| 2. Have the children write the sentences on the blackboard. | 1 |
| 3. The writing should be done on primary lined paper rather than on worksheet 4. | 1 |
| 4. In worksheet 4 have dots formed in the shape of the letters to be learned. | 1 |

PURPOSE: LEARNING TO SPELL WORDS MEANINGFUL TO THEM (pp. 47-48)

QUANTITATIVE RATING SCORES

* Included in following Purpose.

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The lesson is helpful. | 2 |
| 2. The spelling and spelling books are good. | 2 |
| <u>NEGATIVE</u> | |
| 1. The spelling is difficult for the children. | 16 |
| 2. The children are not able to be responsible for notebooks. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Spelling games like the Milton Bradley, "Lind Letters," can be used. | 2 |
|---|---|

PURPOSE: UNDERSTANDING HOW TO GET AID WHEN IT IS NEEDED (pp. 47-48)

* QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 1 | 0 | 1 | 1 | 3 |
| Appropriate | 1 | 0 | -1 | 1 | 1 |
| Useable | 0 | 1 | -1 | -1 | 2 |
| Clear | 2 | 1 | 1 | 1 | 3 |
| Manageable | 1 | 1 | -1 | -1 | 0 |
| Complete | 2 | 0 | -1 | 0 | 1 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|--|---|
| 1. The role-playing is a good idea and is necessary. | 5 |
| 2. The Teacher Information is good. | 1 |

NEGATIVE

- | | |
|--|---|
| 1. It is hard for the children to understand how to get aid. | 2 |
| 2. The role-playing is too immature. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. Combine pages 45-48 into one lesson. | 1 |
| 2. Devise a variety of situations to be role-played. | 1 |

PURPOSE: WAYS TO MINIMIZE GETTING HURT AND NEEDING AID (pp. 49-50)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 3 | 1 | 0 | 5 | 5 |
| Appropriate | 3 | 3 | 1 | 4 | 4 |
| Useable | 0 | 2 | 0 | 1 | 4 |
| Clear | 2 | 1 | 0 | 2 | 4 |
| Manageable | 1 | 0 | 0 | 2 | 1 |
| Complete | 0 | 0 | 0 | 2 | -1 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|---|----|
| 1. The Physical Education section is enjoyable and necessary. | 16 |
| 2. The lesson is a good idea and is helpful. | 9 |

| | <u>No. of Teachers</u> |
|--|------------------------|
| 3. The role-playing is enjoyable and successful. | 5 |
| 4. The game, "Zap," is helpful and enjoyable. | 4 |
| 5. The materials are useful and appropriate. | 1 |
| 6. I agree with the Teacher Information. | 1 |

NEGATIVE

| | |
|---|---|
| 1. We do not have mats for the physical education activity. | 5 |
| 2. The lesson is foolish, unfeasible and unnecessary. | 5 |
| 3. Some children cannot do the physical education. | 2 |
| 4. The physical education results in much fooling around. | 1 |
| 5. This is already done in physical education class. | 1 |

SUGGESTIONS

| | |
|--|---|
| 1. Discuss the ways in which athletes take precautions against getting hurt. | 1 |
| 2. Review safety rules on the playground. | 1 |
| 3. Use props in the role-playing. | 1 |
| 4. Use the film from the "Be Kind Series," by Eyegate House. | 1 |
| 5. Literature discussing tumbling and rolling should be suggested. | 1 |
| 6. "Duck, Duck, Goose" can be played by the class. | 1 |
| 7. Give more details to implement the physical education activity. | 1 |

1B: PROTECTION IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH THAT THE CHILD IS TAKEN CARE OF EVEN WITHOUT HIS ASKING (pp. 51-52)

QUANTITATIVE RATING SCORES

| MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-------------|---------------------|---------|-----------------|
| Helpful | | 0 | -1 | -1 |
| Appropriate | | 0 | -1 | -1 |
| Useable | | 0 | 0 | -1 |
| Clear | | 0 | -1 | 0 |
| Manageable | | 0 | 0 | 0 |
| Complete | | 0 | 0 | -1 |

COMMENTS

POSITIVE

No. of Teachers

- 1. This lesson is necessary, interesting and successful. 8
- 2. The Teacher Information is good. 1

NEGATIVE

- 1. The lesson is unmotivating and unclear. 4
- 2. The Teacher Information is impractical. 1
- 3. The children still believe they are omnipotent. 1
- 4. The children instinctively know someone will help them. 1
- 5. This lesson is not applicable to poor families where children do much of the work. 1
- 6. This lesson needs much repetition. 1

SUGGESTIONS

- 1. A discussion of the different people who help us can be included. 1
- 2. Read stories and make booklets about helpers. 1

PURPOSE: REINFORCE CONTENT THROUGH VISUAL INTERPRETATION (pp. 53-54)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | | 5 | 5 | 11 |
| Appropriate | 5 | | 4 | 4 | 6 |
| Useable | -9 | | 2 | 3 | 5 |
| Clear | 3 | | 3 | 2 | 5 |
| Manageable | 2 | | 2 | 1 | 3 |
| Complete | 1 | | 3 | 1 | 4 |

COMMENTS

POSITIVE

1. The lesson is a good idea. Also helpful diagnostically.
2. The artwork is stimulating and successful.

No. of Teachers

7

7

NEGATIVE

1. The artwork is difficult, frustrating and uninteresting.
2. The lesson is difficult to communicate.
3. Some children need help in creative thinking.
4. Many of the children do not have fathers.

7

3

1

1

SUGGESTIONS

1. The class guesses what each child has drawn.
2. Role-playing can be used.
3. Have each child describe his picture to the class.
4. Write a phrase describing each child's picture.
5. Have children draw on transparencies to be shown to the class on an overhead projector.

2

1

1

1

1

| | <u>No. of Teachers</u> |
|--|------------------------|
| 6. Have each child write a sentence describing another's picture. | 1 |
| 7. Fishing, picking berries, cutting fish, trapping and sewing are all more appropriate suggestions for art. | 1 |
| 8. Pages 51-54 can be combined into one lesson. | 1 |
| 9. The children can discuss what they are going to draw. | 1 |
| 10. Take the class on a trip to stores where their parents shop. | 1 |
| 11. The children can use pictures from magazines. | 1 |
| 12. Use picture cards from the "People" section of the Peabody Language Development Kit. | 1 |
| 13. A penmanship lesson can be included. | 1 |
| 14. Add the question: "What do we do to help others?" | 1 |

PRUPOSE: DEVELOP A GROUP READING CHART (pp. 55-56)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|---------------------|---------|-----------------|
| Helpful | 5 | 1 | 6 | 2 | 4 |
| Appropriate | 3 | 2 | 2 | 3 | 4 |
| Useable | 3 | 0 | 1 | 0 | 4 |
| Clear | 1 | 1 | 1 | 1 | 2 |
| Manageable | 1 | 0 | 1 | 0 | 1 |
| Complete | 0 | 0 | 1 | 0 | 1 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is a good idea and is motivating. | 4 |
| 2. The use of pictures is good as a review and is helpful. | 3 |

| | <u>No. of Teachers</u> |
|--|------------------------|
| 3. The Teacher Information is helpful. | 2 |
| 4. The chart is good as a review and is enjoyable. | 2 |
| 5. The Purpose is manageable. | 1 |

NEGATIVE

| | |
|--|---|
| 1. The chart is uninteresting and is too simple. | 2 |
| 2. The children are uncreative in their drawings. | 2 |
| 3. The Purpose is difficult to communicate. | 1 |
| 4. The lesson is too easy for some and too difficult for others. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Have each child read the story to the class. | 1 |
| 2. Magazine pictures can also be used. | 1 |
| 3. Pages 53-56 can be combined into one lesson. | 1 |

PURPOSE: VOCABULARY TO REINFORCE CONTENT (pp. 57-58)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|---------------------|---------|-----------------|
| Helpful | 0 | | 0 | 2 | 2 |
| Appropriate | 0 | | 1 | 0 | 3 |
| Useable | -1 | | 0 | 0 | 5 |
| Clear | 0 | | -1 | 0 | 0 |
| Manageable | 0 | | 0 | 0 | 0 |
| Complete | 0 | | 0 | 0 | -1 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|--|---|
| 1. The lesson is a good idea and is motivating. | 7 |
| 2. The Science section is good as a review and is interesting. | 3 |
| 3. The L. Arts is reinforcing and appropriate. | 2 |
| 4. The class enjoys copying the chart. | 1 |
| 5. The chart is a good summary. | 1 |

NEGATIVE

- | | |
|--|---|
| 1. The science is too difficult, ambiguous and redundant. | 3 |
| 2. The children are not interested in how their necessities are secured. | 2 |
| 3. The L. Arts is redundant. | 2 |
| 4. Oaktag is unavailable. | 1 |
| 5. The questions are too easy. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. Additional materials utilized: | 2 |
| a. book: <u>Stanley</u> , by Syd Hoff, Harper & Row, | 1 |
| b. book: <u>Miss Suzy</u> , by Miriam Young, Parents Magazine Press. | 1 |
| 2. Use different color oaktag for different parts of speech. | 1 |
| 3. Give each child a dittoed copy of the story. | 1 |

PURPOSE: IDENTIFY APPROPRIATE CLOTHING FOR DIFFERENT WEATHER CONDITIONS
(pp. 59-60)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | -1 | 2 | 1 | 1 |
| Appropriate | 2 | 1 | 1 | 1 | 1 |
| Useable | 3 | 0 | -1 | 0 | 1 |
| Clear | 1 | 0 | 1 | 0 | -1 |
| Manageable | -1 | 0 | 0 | 0 | -1 |
| Complete | -1 | 0 | 0 | 0 | 2 |

COMMENTS

POSITIVE

- | | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The worksheet is good as a follow-up and for the youngest groups. | 9 |
| 2. The Science section is flexible, enjoyable and appropriate. | 4 |
| 3. The lesson is enjoyable. | 1 |

NEGATIVE

- | | |
|---|---|
| 1. The worksheet is confusing, incomplete and the pictures are too small. | 9 |
| 2. The lesson is unstimulating and confusing. | 3 |

SUGGESTIONS

- | | |
|--|---|
| 1. Discuss the seasons (weather, temperature and appropriate clothing). | 3 |
| 2. The pictures of articles of clothing and fabrics can be shown during a discussion. | 2 |
| 3. The worksheet should involve one of these: cut and paste, matching, fill in, or find and paste. | 1 |

| | <u>No. of Teachers</u> |
|--|------------------------|
| 4. Sing a song about the weather and illustrate it on a flannel board. | 1 |
| 5. Use pictures from the Peabody Language Development Kit. | 1 |
| 6. Discuss the types of houses used in different countries. | 1 |

PURPOSE: PEOPLE HELP BY PROVIDING PROTECTION AND SUPERVISION (pp. 61-62)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 3 | 1 | | 2 | 4 |
| Appropriate | 5 | 4 | | 3 | 4 |
| Useable | 4 | 1 | | 0 | 4 |
| Clear | 3 | 1 | | 1 | 4 |
| Manageable | 2 | 1 | | 0 | 3 |
| Complete | 0 | 0 | | 0 | 0 |

COMMENTS

POSITIVE

1. The lesson is motivating, practical and leads to a good discussion.

No. of Teachers

1 11

2. The picture is well done and clear.

5

NEGATIVE

1. The lesson is redundant, incomplete and uninteresting.

2

2. At night, some parents leave their children home alone.

1

SUGGESTIONS

1. Additional materials used:

4

a. pictures of people in authority,

2

| | <u>No. of Teachers</u> |
|---|------------------------|
| b. photographs instead of drawings, | 1 |
| c. flannel board figures to illustrate discussion situations. | 1 |
| 2. Have a policeman speak to the class. | 3 |
| 3. Include other community helpers in this unit. | 2 |
| 4. A traffic light song can be taught. | 1 |
| 5. Emphasize the need for rules. | 1 |
| 6. The word "babysitter" should be defined. | 1 |

PURPOSE: MUSICAL EXPERIENCE RELATED TO SOCIAL LEARNING CONTENT (pp. 63-64)

QUANTITATIVE RATING SCORES

Quantitative ratings are included with those of the following Purpose.

COMMENTS

POSITIVE

1. The song is appropriate and enjoyable.

9

NEGATIVE

1. I could not teach the song because I cannot carry a tune and there is no music teacher or piano available.
2. The song is irrelevant and unclear.

4

2

SUGGESTIONS

1. Have the children sing the song with gestures and role-playing.
2. Give each child a dittoed copy of the song.
3. If there is no piano in the room use a tape of the music.

3

1

1

PURPOSE: TO GIVE PRACTICE IN RECOGNIZING KEY WORDS FROM READING CHARTS IN AN INTERESTING WAY (pp. 63-64)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|---------------------|---------|-----------------|
| Helpful | 5 | 3 | 3 | 2 | 7 |
| Appropriate | 5 | 1 | 0 | 3 | 5 |
| Useable | 0 | -2 | -1 | -1 | 5 |
| Clear | 0 | 0 | 0 | 1 | 6 |
| Manageable | 0 | 0 | 0 | 0 | 1 |
| Complete | -1 | 0 | 0 | 0 | 3 |

COMMENTS

POSITIVE

No. of Teachers

- | | |
|---|----|
| 1. The bingo is motivating, successful and adaptable. | 20 |
| 2. The lesson is stimulating. | 2 |
| 3. The Preparation is explicit. | 1 |

NEGATIVE

- | | |
|---|---|
| 1. This lesson is too time consuming. | 3 |
| 2. The class does not read well enough to play bingo. | 2 |
| 3. The Preparation is lengthy. | 1 |
| 4. The game is unfair because it takes four down to win, but only three across. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Suggestions for bingo cards: | 8 |
| a. use 4 x 4 bingo cards, | 2 |
| b. use pictures on the cards instead of words, | 2 |
| c. put the words into the slots on the bingo cards rather than pasting, | 1 |
| d. include words from previous charts on the bingo cards, | 1 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| e. alphabet or number bingo is appropriate for children who cannot read, | 1 |
| f. write the words on the cards with a magic marker rather than pasting them. | 1 |
| 2. Show the flash card of the word being called. | 1 |

1C: COMFORT IS PROVIDED BY OTHERS

PURPOSE: INTRODUCE A COMMON EXPERIENCE FOR THE ABSTRACTION
(pp. 65-66)

QUANTITATIVE RATING SCORES

| MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-------------|---------------------|---------|-----------------|
| Helpful | | 0 | -1 | 1 |
| Appropriate | | 0 | 0 | 0 |
| Useable | | 0 | 0 | 2 |
| Clear | | 0 | 0 | 0 |
| Manageable | | 0 | 0 | 0 |
| Complete | | 0 | 0 | 0 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The poem is appropriate and stimulating. | 17 |
| 2. The lesson is a good transition and is interesting. | 4 |
| <u>NEGATIVE</u> | |
| 1. The poem is ineffective. | 2 |
| 2. The situations in the poem are inappropriate to suggest to mentally retarded children. | 1 |
| 3. The children have basements but not cellars. | 1 |

SUGGESTIONS

| | <u>No. of Teachers</u> |
|--|------------------------|
| 1. Additional suggestions for the use of the poem, "If," | 6 |
| a. use "If" for a writing lesson, | 2 |
| b. have each child illustrate a verse of "If," | 2 |
| c. omit words in "If" to be filled in by the class, | 1 |
| d. use "If" for choral reading, | 1 |
| e. use "If" for individual reading, | 1 |
| f. use the poem as the subject for role-playing, | 1 |
| g. use the poem as the subject for drawing. | 1 |
| 2. Add the word "comfort" to the basic vocabulary list. | 1 |

PURPOSE: PEOPLE PROVIDE COMFORT BY KEEPING US FROM GETTING HURT
(pp. 67-68)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 5 | 0 | 2 |
| Appropriate | | | 0 | 0 | 1 |
| Useable | | | 2 | 1 | 1 |
| Clear | | | 2 | 2 | 2 |
| Manageable | | | 2 | 0 | 1 |
| Complete | | | 0 | 0 | 0 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The lesson is evocative, necessary and successful. | 6 |
| 2. The Teacher Information is enjoyable and helpful. | 1 |
| <u>NEGATIVE</u> | |
| 1. The lesson is too difficult. | 1 |

| | |
|--|------------------------|
| | <u>No. of Teachers</u> |
| 2. The 9-to 12-year-olds get bored with the questions. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Include a discussion of body parts. | 1 |
| 2. Include a discussion of helpers. | 1 |
| 3. Use the poem as the subject for role-playing. | 1 |
| 4. Use the poem as the subject for drawing. | 1 |
| 5. Have the class write their own verses to the poem. | 1 |

PURPOSE: EXPERIENCE IN VISUAL INTERPRETATION OF ABSTRACTIONS (pp. 69-70)

PURPOSE: AN OPPORTUNITY TO SPEAK BEFORE OTHERS (pp. 69-70)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 3 | | 1 | 2 | 3 |
| Appropriate | 2 | | 1 | 3 | 2 |
| Useable | -1 | | 0 | 0 | 2 |
| Clear | 0 | | 0 | 1 | 0 |
| Manageable | 0 | | 0 | 0 | 0 |
| Complete | 0 | | 0 | 0 | -2 |

COMMENTS

POSITIVE

| | |
|--|------------------------|
| | <u>No. of Teachers</u> |
| 1. The lesson is good conceptually and is stimulating. | 5 |
| 2. The artwork is enjoyable. | 4 |
| 3. The L. Arts Spkg. is helpful. | 2 |

| | |
|-------------------------------------|------------------------|
| | <u>No. of Teachers</u> |
| 4. The Teacher Information is good. | 1 |

NEGATIVE

| | |
|--|---|
| 1. The artwork is ineffective and too difficult. | 4 |
| 2. The lesson is not meaningful. | 1 |
| 3. Some children speak aimlessly about their drawings. | 1 |
| 4. The children are reluctant to discuss their drawings. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Have the class guess what each child has drawn. | 1 |
| 2. Make an experience chart from one child's story. | 1 |
| 3. Put the pictures on the bulletin board. | 1 |

PURPOSE: ESTABLISH NEED FOR THINGS AND PEOPLE TO PROVIDE PHYSICAL COMFORT
(pp. 71-72)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | -1 | | 1 | 0 | 3 |
| Appropriate | 1 | | 0 | 1 | 2 |
| Useable | 0 | | 0 | 2 | 1 |
| Clear | 0 | | -1 | 3 | 2 |
| Manageable | 0 | | -1 | 1 | 2 |
| Complete | 1 | | 0 | 1 | 3 |

COMMENTS

| | |
|--|------------------------|
| | <u>No. of Teachers</u> |
| 1. The lesson is enjoyable, evocative and stimulating. | 14 |

No. of TeachersNEGATIVE

- | | |
|--|---|
| 1. The children like sitting on the floor. | 5 |
| 2. The lesson is too abstract. | 3 |
| 3. Some children act silly during the Teacher Actions. | 1 |

SUGGESTIONS

- | | |
|------------------------------|---|
| 1. Role-playing can be used. | 1 |
|------------------------------|---|

PURPOSE: REINFORCE SOCIAL LEARNING CONTENT (pp. 73-74)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 1 | 0 | 4 | 1 | 4 |
| Appropriate | 2 | 4 | 3 | 1 | 3 |
| Useable | -1 | 1 | 0 | 0 | 2 |
| Clear | 0 | 0 | 2 | 1 | 3 |
| Manageable | 0 | 0 | 1 | 0 | 2 |
| Complete | 0 | 0 | 0 | 0 | 0 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|--|----|
| 1. The lesson is clear, appropriate and interesting. | 12 |
| 2. The worksheet practice is good. | 3 |
| 3. The children like making the stick drawings. | 1 |
| 4. The Teacher Information is good. | 1 |

NEGATIVENo. of Teachers

1. The lesson is a repetition from Phase B. It is too easy for some and too difficult for others.

5

SUGGESTIONS

1. "Musical Chairs" is good to play.

1

PURPOSE: EXPAND SOCIAL LEARNING CONTENT TO OBJECTS OUTSIDE
THE CLASSROOM (pp. 75-76)

QUANTITATIVE RATING SCORES

Quantitative ratings are included with those of the following purpose.

COMMENTSPOSITIVENo. of Teachers

1. Worksheet 6 is easy, interesting and helpful.

16

NEGATIVE

1. Worksheet 6 is unclear.

4

SUGGESTIONS

None.

PURPOSE: REINFORCE CONCEPT OF COMFORT (pp. 75-76)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | 0 | 1 | 0 | 1 |
| Appropriate | 4 | 0 | 0 | 0 | 0 |
| Useable | 1 | 0 | 0 | 0 | 0 |
| Clear | -2 | 0 | -1 | 0 | 2 |
| Manageable | 1 | 0 | 0 | 0 | 0 |
| Complete | 0 | 0 | 0 | 0 | 0 |

COMMENTS

POSITIVE

1. Worksheet 7 is easy, meaningful and enjoyable.
2. The lesson is good conceptually and is interesting.

No. of Teachers

18
6

NEGATIVE

1. Worksheet 6 is unclear.
2. The lesson is uninteresting.
3. It is unclear whether "comfort" refers to physical or psychological.
4. Some children have difficulty in following directions.

4
1
1
1

SUGGESTIONS

1. The children can color the worksheets.

1

PURPOSE: ENLARGE CONCEPT OF COMFORT TO INCLUDE THAT PROVIDED BY INTERACTION WITH OTHERS (pp. 77-78)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|---------------------|---------|-----------------|
| Helpful | | | 3 | 0 | 2 |
| Appropriate | | | 0 | 3 | 4 |
| Useable | | | 0 | 2 | 1 |
| Clear | | | 1 | 1 | 0 |
| Manageable | | | 0 | 0 | -1 |
| Complete | | | 0 | 0 | 0 |

COMMENTS

POSITIVE

1. The lesson is interesting and effective.
2. The Teacher Information is appropriate.

No. of Teachers

10
1

NEGATIVE

1. Most of the children never receive an expression of comfort from their parents.
2. The children cannot verbalize this need area.
3. It is unclear whether "comfort" refers to physical or psychological.
4. Many children do not know how to respond to comfort from others.
5. The children feel uncomfortable during this discussion.

2
2
1
1
1

SUGGESTIONS

1. This lesson needs constant repetition and use.
2. Use stimulus pictures from Welcome Child by Pearl S. Buck, New York: John Day Company, 1963, pp. 14, 18, 41, 62, 72.

1
1

| | <u>No. of Teachers</u> |
|---|------------------------|
| 3. Discuss kindness at this time. | 1 |
| 4. Have the children express the emotions facially. | 1 |
| 5. This lesson should be taught at the beginning of the term. | 1 |

PURPOSE: EXPAND THE ABSTRACTION TO THE SCHOOL ENVIRONMENT (pp. 79-80)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 4 | 3 | 7 |
| Appropriate | | | 3 | 4 | 6 |
| Useable | | | 2 | 1 | 4 |
| Clear | | | 2 | 2 | 6 |
| Manageable | | | 2 | 2 | 2 |
| Complete | | | 2 | 1 | 1 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is good conceptually and is appropriate. | 9 |
| 2. The poem is reinforcing, enjoyable and accurate. | 9 |
| <u>NEGATIVE</u> | |
| 1. The lesson is silly and unstimulating. | 2 |
| 2. The children do not remember being afraid. | 2 |
| 3. This is the wrong time of the year for this lesson. | 2 |
| 4. The poem is too juvenile. | 1 |
| 5. The poem can promote a feeling of being afraid. | 1 |

SUGGESTIONS

| | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Additional materials utilized: | 3 |
| a. filmstrip: "The New Pupil," #772, Encyclopedia Britanica, | 1 |
| b. book: <u>Johnny and Maria</u> by Dorothy Haas, Whitman Publishing Company: Racine, Wisconsin, | 1 |
| c. book: <u>The Two Friends</u> , by Grete Mannheim, New York: Alfred A. Knopf, 1968. | 1 |
| 2. The children can paint the picture. | 1 |
| 3. Add these questions: | 3 |
| a. "Would a new child feel afraid coming to our room?" "Why?" | 1 |
| b. "What could you do?" "Would the child feel better?" "How?" | 1 |
| c. "Would you feel happy?" "Why?" | 1 |
| 4. The children can write a story about their first day in school. | 1 |

1D: AUTHORITY IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH AUTHORITY PERSONS WHO HELP PEOPLE COEXIST
PEACEFULLY (pp. 81-82)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 1 | | 0 | 0 | 0 |
| Appropriate | 5 | | 0 | 1 | 2 |
| Useable | 2 | | 0 | 0 | 1 |
| Clear | 0 | | 0 | 0 | 0 |
| Manageable | 0 | | 0 | 0 | 0 |
| Complete | 0 | | 0 | 0 | 3 |

COMMENTSPOSITIVE

1. The pictures are interesting, helpful and evocative.
2. The lesson is appropriate, stimulating and successful.
3. Picture 3 is appropriate.
4. Picture 4 is realistic.

No. of Teachers

10
10
2
1

NEGATIVE

1. The lesson is unclear and difficult to teach.
2. The children regard authority figures as "punishers."
3. The pictures were not used because the children are exposed to too much fighting as it is.
4. A policeman directing traffic is unknown in Alaska.

2
2
1
1

SUGGESTIONS

| | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Additional materials utilized: | 2 |
| a. <u>The Ways Mothers Are</u> , Miriam Schlein, Albert Whitman & Co., Chicago, 1963, | 1 |
| b. Pictures from David Cook Co. | 1 |
| 2. The process of compromising can be taught. | 1 |
| 3. The term "authority" can be added to their vocabulary. | 1 |
| 4. Have the children make up stories about the pictures. | 1 |
| 5. The pictures should have more background. | 1 |
| 6. The principal can discuss his duties with the class. | 1 |
| 7. Add the question: "How could the boys prevent the fighting?" | 1 |
| 8. Use disagree instead of "fight." | 1 |

PURPOSE: UNDERSTANDING WHEN AUTHORITY IS NECESSARY (pp. 83-86)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 3 | | 3 | 3 | 9 |
| Appropriate | 1 | | 1 | 1 | 6 |
| Useable | 2 | | 0 | 0 | 4 |
| Clear | 1 | | 0 | 0 | 3 |
| Manageable | 1 | | 0 | 0 | 3 |
| Complete | 0 | | 1 | 0 | 2 |

COMMENTSPOSITIVE

1. The stories are realistic, evocative and clear.
2. The lesson is stimulating.
3. The lesson is good conceptually.
4. The role-playing is successful.

No. of Teachers

13
8
7
1

NEGATIVE

1. The lesson is too difficult.
2. The children are uncreative in finishing the stories.
3. The children have not been to the movies.

2
1
1

SUGGESTIONS

1. Additional materials utilized:
 - a. puppets,
 - b. filmstrips: "Leaders and Followers" - Encyclopedia Britannica; "Consideration" - Encyclopedia Britannica; "Freddie the Frog" - Long Filmside Service,
2. The concept of compromise should be stressed.
3. Have the children role-play their own original stories.
4. Have the children illustrate their endings to the stories.

2
1
1
1
1

LE: ASSISTANCE IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH THE NEED FOR HELP IN DOING THINGS (pp. 87-88)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 4 | 0 | 7 |
| Appropriate | | | 0 | 0 | 3 |
| Useable | | | 1 | 0 | 3 |
| Clear | | | 1 | 0 | 1 |
| Manageable | | | 0 | 0 | 1 |
| Complete | | | 0 | 0 | 0 |

COMMENTS

POSITIVE

1. The lesson is necessary, stimulating and successful.
2. The Teacher Information is usable.

No. of Teachers

9
1

NEGATIVE

1. The lesson is unsuccessful.
2. Some children refuse to admit their dependence.

1
1

SUGGESTIONS

1. The term "assistance" can be added to their vocabulary.

1

DOCUMENT RESUME

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ABSTRACT

The evaluation of Phase 3 consists of quantitative ratings and qualitative comments collected and presented in the same manner as the data in the evaluation of Phase 2 (SO 000 157). In this case, however, only 100 Evaluation Booklets were returned. SO 000 138, SO 000 139, SO 000 140, SO 000 141, and SO 000 156 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

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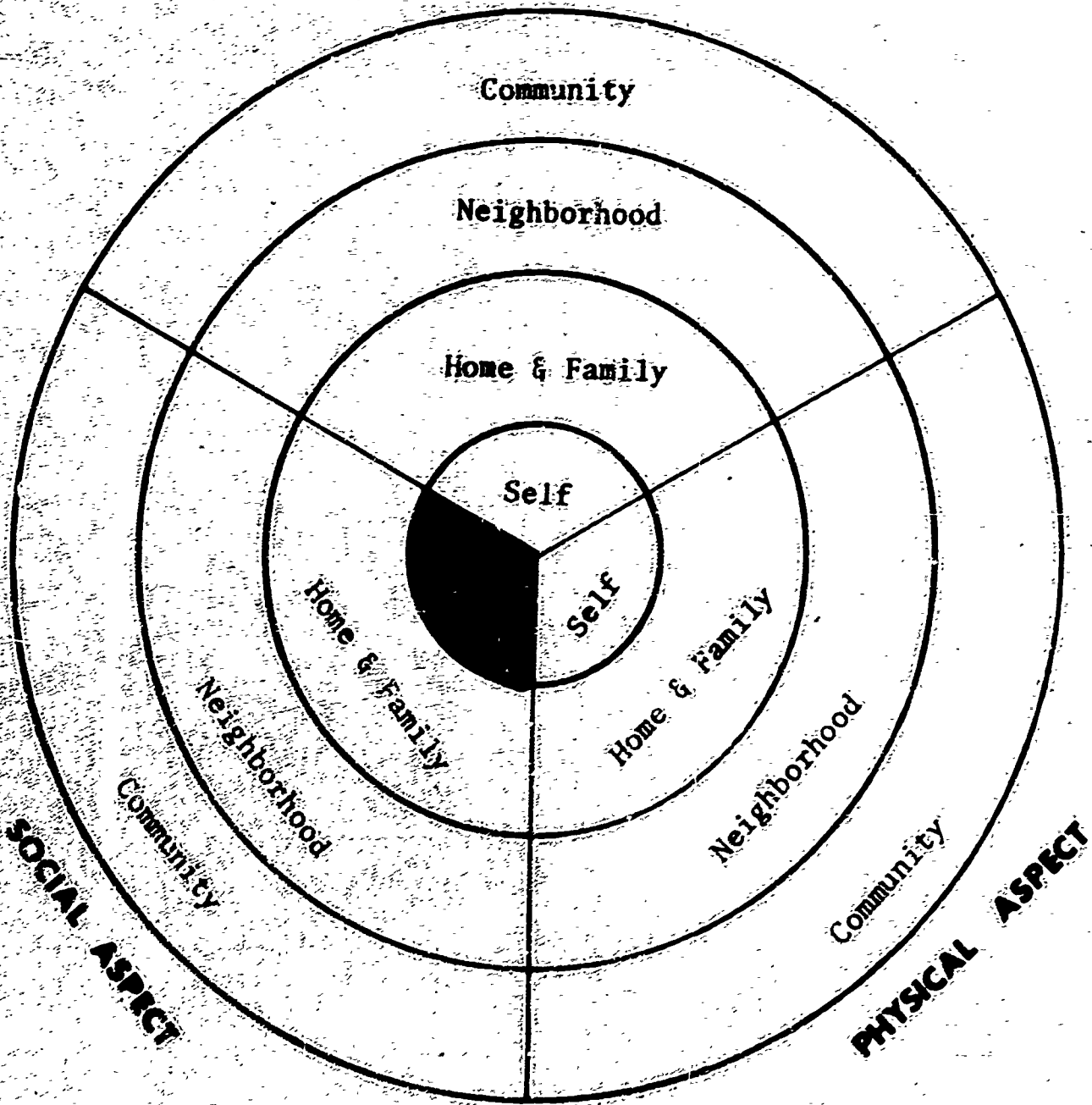
EVALUATION SUMMARY OF PHASE 3:

RECOGNIZING DEPENDENCE

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE

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I. INTRODUCTION

Phase 3: Recognizing Dependence was distributed to field-test teachers in February 1969. The suggested date for closing the evaluation was June 23, 1969. Since June is the end of the school year, teachers were asked to return their evaluations regardless of whether they had completed teaching the Phase.

Table 1 indicates the number of returned evaluations from each field-test site for the first three Phases. Of the 96 evaluation booklets returned for Phase 3, three contained no evaluation at all. Seven additional evaluations from field-test sites following a different evaluation schedule from the sites listed in Table 1 were added to the present summary. (Two from Kansas, two from Idaho, two from Michigan, and one from Florida.) Therefore, the summary is based upon an n of 100 evaluations.

TABLE 1
NUMBER OF EVALUATION BOOKLETS RETURNED

| TEST SITE | PHASE A | PHASE B | PHASE 3 |
|--------------------|---------|---------|---------|
| NEW JERSEY | 7 | 3 | 1 |
| NEW YORK CITY | 9 | 8 | 14 |
| BUFFALO, N. Y. | 16 | 11 | 8 |
| SPENCERPORT, N. Y. | 12 | 5 | 4 |
| SYRACUSE, N. Y. | 19 | 17 | 10 |
| BINGHAMTON, N. Y. | 13 | 10 | 6 |
| ALBANY, N. Y. | 20 | 14 | 11 |
| MT. VERNON, N. Y. | 17 | 10 | 4 |
| CONNECTICUT | 9 | 6 | 3 |
| RHODE ISLAND | 7 | 5 | 5 |
| MASSACHUSETTS | 3 | 3 | 2 |
| PENNSYLVANIA | 8 | 8 | 8 |
| KANSAS | | | 2 |
| IOWA | | | 10 |
| UTAH | | | 7 |
| ALASKA | | | |
| TAMPA, FLORIDA | | | 1 |
| IDAHO | | | 2 |
| MICHIGAN | | | 2 |
| TOTAL | | | 100 |

Table 1 indicates a sequential effect on the number of evaluations returned. This type of sequential effect is to be expected. Teachers who did not use, or evaluate earlier Phases probably had little motivation to proceed with the curriculum and were not likely to participate in field testing additional Phases. Also, the number of teachers who cannot finish the evaluation in time to return it before the expiration of the evaluation period would be expected to increase from Phase to Phase (since teachers who were originally slow would fall further and further behind on each succeeding Phase).

Several teachers wrote to the Center indicating that they were unable to complete the Phase 3 evaluation either because of the amount of time necessary to teach Phase 3, or because they started Phase 3 too late. It is evident that some teachers had difficulty arranging their instructional periods. The pace at which Phases were taught differed substantially among the field-test teachers. This may be due to the variability of the children, or the lack of guidelines for teachers to follow.

The evaluation sheets for Phase 3 were distributed in a separate Evaluation Booklet which was distributed along with the Phase. This booklet provided evaluation sheets referring to specific sections of the Phase. Each evaluation sheet was divided into two parts. The top part of the page was for the purpose of rating whether the teacher had strong positive, or strong negative feelings about the various aspects of the Phase. Teachers were asked to indicate these feelings along the dimensions: Helpful, Appropriate, Useable, Clear, Manageable and Complete. A rating of (+) was used to indicate strong agreement, a rating of (-) was used to indicate strong disagreement and (0) or blank to indicate no strong feeling in either direction. The remainder of the page was for the purpose of commenting on each (+) or (-) rating, or any other comments or suggestions the teachers wished to make. Teachers were advised that they need not comment on every section, but only those sections which they thought ought to be improved or revised. Teachers were also asked to keep a record of the amount of class time and the number of weeks spent teaching the Phase.

The teacher ratings are summarized in the Quantitative Rating Scores. These scores were derived by assigning each (+) rating a value of 1, each (0) or blank rating a value of 0 and each (-) rating a value of -1. The minus scores were then subtracted from the plus scores to yield the Quantitative Rating Score. The rating scores will not always equal the sum of the positive and negative comments since teachers sometimes gave quantitative ratings without qualitative comments and sometimes gave qualitative comments without quantitative ratings.

The scores can be used in two ways. First, they provide an estimation of the degree of positive or negative feelings along the various dimensions studied. Sections with negative scores should be carefully studied in respect to the qualitative data. Second, the rating scores can be used to study the correlation between the teachers' reaction to the curriculum and demographic characteristics of the teachers and their students. Due to limitations of time and space, further analysis using the rating scores will be carried out in response to specific requests by the curriculum developers.

Some caution must be exercised in interpreting scores from the latter sections of the evaluation. Since teachers were asked to return their evaluations regardless of whether they had completed teaching the Phase, there may be a decline in the number of ratings in the latter half of the report due to fewer teachers having taught these sections of the Phase.

The treatment and presentation of the qualitative comments follows the pattern of the previous evaluation summaries. The teachers' comments are tabulated and presented for each section of the Phase. These comments are grouped into three categories: Positive, Negative and Suggestions. The comments may be used to further define the meaning of the quantitative scores, or they may be scanned for ideas which are relatively unique but have important implications for the application of the Phase. At the end of the Evaluation Summary, some of the general trends which appear in the evaluation are discussed.

II. INTRODUCTION TO PHASE 3

INTRODUCTORY STATEMENT AND RATIONALE FOR CONTENT (p. 2)

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. This section is accurate and helpful. | 9 |
| 2. The goals are important, challenging and appropriate. | 4 |
| 3. I agree with the rationale. | 2 |
| <u>NEGATIVE</u> | |
| 1. I disagree with the rationale, e.g. Paragraph 1. | 1 |
| 2. The children are too dependent-rather than independent. | 1 |
| 3. Many of the children from poverty homes are extremely independent. | 1 |

SUGGESTIONS

None.

BACKGROUND INFORMATION (p. 3)

COMMENTS

| <u>POSITIVE</u> | |
|---|---|
| 1. The background information is helpful and relevant. | 7 |
| <u>NEGATIVE</u> | |
| 1. There is not sufficient evidence to prove your point. In fact, there are studies giving counterevidence. | 1 |
| 2. This is repetitious. | 1 |

SUGGESTIONS

None.

EXPECTATIONS (p. 4)

COMMENTS

POSITIVE

No. of Teachers

1. The expectations are applicable, clear and complete. 10

NEGATIVE

1. The goals are too high. They need years of repetition before they can be realized. 3

SUGGESTIONS

None.

ASSESSMENT OF READINESS KNOWLEDGE (p. 7)

COMMENTS

POSITIVE

None.

NEGATIVE

1. This is unnecessary. 1

SUGGESTIONS

None.

ASSESSMENT OF READINESS KNOWLEDGE RECORD CHART (p. 8)

COMMENTS

POSITIVE

1. The chart is diagnostically helpful. 3

NEGATIVE

1. The fourth and fifth pair of questions are too general. 1

2. The last item under "Questions" is hard to rate. 1

3. This is unnecessary for experienced teachers. 1

4. In the fifth box, the class interprets "time" to mean time of day because we do not have street or house numbers. 1

No. of Teachers

- | | |
|---|---|
| 5. Some of the questions are not appropriate. | 1 |
| 6. Fights are not disapproved of outside of school in Alaska. | 1 |
| 7. The children will not tell strangers their Eskimo names. | 1 |
| 8. Telephones are rare in Alaska. | 1 |
| 9. This is too time consuming. | 1 |
| 10. The scoring is difficult and unclear. | 1 |
| 11. The class is very heterogeneous. | 1 |
| 12. There is no transfer of these skills to situations outside the classroom. | 1 |
| 13. The meaning of "verbal interaction" is not clear. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Question the children privately. | 2 |
| 2. Rework the first question so the child does not think that the teacher does not know his name. | 1 |
| 3. Each question should be in a separate block. | 1 |
| 4. The ratings should be: Usually, Sometimes and Never. | 1 |
| 5. The record charts should be easy to tear out and duplicate. | 1 |
| 6. Add the observation: Asks for help. | 1 |

PRE-EVALUATION OF SOCIAL KNOWLEDGE (pp. 9-11)

COMMENTSPOSITIVE

- | | |
|--|---|
| 1. The questions are understandable and good for evaluation. | 6 |
|--|---|

NEGATIVE

- | | |
|---|---|
| 1. This is time consuming. | 2 |
| 2. In question 5, it is unclear whether "feel bad" means sick or unhappy. | 1 |
| 3. Question 7 is already used in the Readiness Knowledge Record Chart. | 1 |

No. of Teachers

- 4. In question 8, it is unclear what answer is expected. 1
- 5. The children do not know what a rule is. 1
- 6. Question 12 is too general. 1
- 7. Question 9 is too general. 1

SUGGESTIONS

- 1. Use a tape recorder to tape the answers to these twelve questions. 1

PRE-EVALUATION OF SOCIAL KNOWLEDGE (pp. 12-13)

COMMENTS

POSITIVE

None.

NEGATIVE

- 1. The scoring is difficult to handle. 2
- 2. No conclusions can be drawn after just one Phase. 1
- 3. This is unnecessary for experienced teachers. 1
- 4. This is too easy for my class. 1
- 5. The behavior being rated is often inconsistent. 1
- 6. This is very lengthy. 1

SUGGESTIONS

- 1. Question each child privately. 1

GENERAL TEACHING PRINCIPLES AND STRATEGIES (pp. 14-17)

COMMENTS

POSITIVE

- 1. This section is helpful. 11
- 2. The use of inductive teaching is productive. 2

| | <u>No. of Teachers</u> |
|--|------------------------|
| 3. The references are good. | 1 |
| 4. I agree with the use of role-playing. | 1 |

NEGATIVE

| | |
|---|---|
| 1. This is unnecessary. | 2 |
| 2. Deductive teaching would work better than inductive. | 1 |

SUGGESTIONS

None.

III. MASS ABSTRACTION

PURPOSE: AWARENESS OF DEPENDENCY UPON OTHERS (pp. 19-22)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | 2 | 10 | 5 | 6 |
| Appropriate | | 0 | 4 | 4 | 5 |
| Useable | | 0 | 0 | 2 | 4 |
| Clear | | 0 | 2 | 4 | 4 |
| Manageable | | 0 | 1 | -1 | 1 |
| Complete | | 0 | 2 | -1 | 2 |

COMMENTS

POSITIVE

| | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is helpful and interesting. | 32 |
| 2. The children learn that no one can do everything. | 7 |
| 3. The Teacher Information is appropriate. | 6 |
| 4. The discussion circle holds the children's attention. | 4 |
| 5. The Purpose is appropriate. | 4 |
| 6. The Mass Abstraction is good. | 2 |
| 7. The children do not know their limitations. | 2 |

NEGATIVE

| | |
|---|---|
| 1. The idea of offering keys is inappropriate. | 9 |
| 2. The lesson is inappropriate and unmotivating. | 5 |
| 3. Some of the vocabulary is too difficult, e.g. "mar." | 2 |
| 4. One child hurt his back trying to move the desk. | 1 |
| 5. It would take several weeks to teach this concept. | 1 |
| 6. There is no child who feels he can do everything. | 1 |

No. of Teachers

- | | |
|---|---|
| 7. The discussion circle is poor, unmanageable and inappropriate. | 1 |
| 8. Some children can pick up their desk unassisted. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. Review rules for a discussion. | 1 |
| 2. Begin with a discussion of how pets are dependent upon people. | 1 |
| 3. Include home experiences to illustrate the need for dependence. | 1 |
| 4. Use a sociogram to find out which classmates the pupils want to help them. | 1 |
| 5. There should be a box drawn around the Materials and the Preparation columns. | 1 |
| 6. Spread out the discussion circle. | 1 |
| 7. Enlarge the Purpose to show that everyone is dependent upon others. | 1 |

IV. DIFFERENTIATING ABSTRACTION 1: PEOPLE PROVIDE MANY THINGS WE NEED

1A: AID IS PROVIDED BY OTHERS

PURPOSE: TO ESTABLISH THE NEED FOR ASSISTANCE WHEN HURT (pp. 23-24)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | 2 | 2 | -1 | 0 |
| Appropriate | 3 | 0 | 0 | 0 | 0 |
| Useable | 6 | 0 | 0 | 0 | 3 |
| Clear | 1 | 0 | -1 | 1 | 1 |
| Manageable | 0 | 00 | 0 | 0 | -1 |
| Complete | 0 | 0 | -1 | 0 | 1 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|---|----|
| 1. The picture is appropriate and stimulating. | 14 |
| 2. The lesson is complete, enjoyable and stimulating. | 9 |
| 3. The Purpose is precise and interesting. | 4 |
| 4. The Materials and Worksheets are good. | 3 |
| 5. Having one picture for each child is good. | 2 |
| 6. The discussion circle is good. | 2 |

NEGATIVE

- | | |
|--|---|
| 1. The teeth and right hand are missing in the picture. | 7 |
| 2. The questions are difficult and too detailed. | 3 |
| 3. Roller skating is uncommon here. | 3 |
| 4. We do not have a facsimile master-making machine. | 3 |
| 5. The question about the skates is confusing. | 1 |
| 6. It is unclear what is on the boy's knee in the picture. | 1 |
| 7. The lesson is repetitive. | 1 |

SUGGESTIONS

| | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Use additional magazine pictures and photographs. | 2 |
| 2. Use colored pictures to maintain interest. | 2 |
| 3. Make masters available to those teachers who do not have facsimile master-making machines. | 2 |
| 4. Have the children ask and answer their own questions. | 1 |
| 5. The worksheets should be multi-racial. | 1 |
| 6. Basic first aid should be included. | 1 |
| 7. A discussion of dependency on ourselves should be included. | 1 |
| 8. Develop a set of health rules. | 1 |
| 9. Make a safety chart. | 1 |
| 10. Label the picture: "Other People Help Us." | 1 |
| 11. Have the pictures in a large stand up spiral binding. | 1 |

PURPOSE: PROVIDE NONVERBAL CONTENT REINFORCEMENT (pp. 25-26)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 2 | 0 | 1 | 3 | 7 |
| Appropriate | 0 | -1 | 1 | 4 | 1 |
| Useable | 1 | -2 | 1 | 2 | 4 |
| Clear | 0 | 0 | 2 | 2 | 3 |
| Manageable | -1 | -1 | 0 | 0 | 3 |
| Complete | -1 | -1 | 1 | 0 | 0 |

COMMENTS

POSITIVE

No. of Teachers

- | | |
|---|---|
| 1. This is an appropriate and enjoyable lesson. | 7 |
| 2. The Teacher Information is appropriate. | 5 |
| 3. The class performs well on the art activities. | 5 |
| 4. The lesson is conducive to inductive teaching. | 2 |
| 5. The picture is good. | 1 |

NEGATIVE

- | | |
|---|----|
| 1. The art is difficult and frustrating. | 11 |
| 2. This activity is redundant and too easy. | 3 |
| 3. The children cannot dictate a story. | 3 |
| 4. Illustrating accidents is an unnecessary, negative approach. | 1 |
| 5. Having each child discuss his experience is too time consuming. | 1 |
| 6. There are too many concepts in one picture. | 1 |
| 7. The picture is unclear. | 1 |
| 8. Children with figure-ground problems have difficulty coloring the picture. | 1 |

SUGGESTIONS

| | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Additional materials utilized: | 3 |
| a. filmstrip, "I'm No Fool With a Bicycle," | 1 |
| b. <u>Bicycle Songs of Safety</u> by Jill and Laurence Grossman, | 1 |
| c. Peabody Language Kit pictures. | 1 |
| 2. Teach the children to beware of strangers even in time of need. | 1 |
| 3. Include these questions: "How can you tell that the boy needs only the help the man can give?"; "How do we find out about first aid?"; "How do we know when to call the doctor?" | 1 |
| 4. Have each child describe his drawing with a sentence. | 1 |
| 5. Have a puppet show to dramatize the actions. | 1 |
| 6. The children can obtain pictures of people needing help from magazines. | 1 |
| 7. Do an experience chart on the picture. | 1 |
| 8. Have the children describe various experiences before they draw pictures. | 1 |
| 9. Have more art and music activities. | 1 |
| 10. Have the children draw their own pictures before distributing the stimulus pictures. | 1 |

PURPOSE: TO REINFORCE CONTENT (pp. 27-28)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | | 2 | 0 | 8 |
| Appropriate | 4 | | 1 | 4 | 6 |
| Useable | 2 | | 2 | 2 | 4 |
| Clear | 1 | | 2 | 1 | 5 |
| Manageable | 1 | | 1 | 0 | 5 |
| Complete | 0 | | 1 | 1 | 0 |

COMMENTS

POSITIVE

1. The children enjoy reciting the poem.
2. The lesson is a good reinforcement.
3. The art is enjoyable.
4. The L. Arts, List., Spkg. purpose is important.

No. of Teachers

4

3

2

1

NEGATIVE

1. The poem is inappropriate and uninteresting (for 12-13 year olds).
2. "Jack and Jill" is not a song.
3. Many children do not know the poem.
4. The questions are unstimulating and vague.
5. "Jack and Jill" is a poor example of a boy hurt. "Crown" is out of date.
6. The poem is too general to answer these specific questions about it.
7. It is unclear to which song the Teacher Information refers.
8. The piano is unnecessary.

3

2

2

2

1

1

1

1

SUGGESTIONS

| | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Additional materials utilized: | 7 |
| a. "Humpty Dumpty," | 4 |
| b. "Jack and Jill" record. | 3 |
| 2. A picture illustrating the poem would be helpful. | 3 |
| 3. A review of Phase A about the self is important. | 1 |
| 4. Have the class dramatize "Jack and Jill." | 1 |
| 5. Have each child show and explain his picture to the class. | 1 |
| 6. The game, "Guess What Happened to Me," can be used. | 1 |
| 7. Have the music teacher teach the songs. | 1 |

PURPOSE: NEED FOR AID WHEN CHILDREN GET LOST (pp. 29-30)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PRUPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | 0 | 0 | 1 | 1 |
| Appropriate | | 0 | 0 | 0 | 1 |
| Useable | | 0 | 0 | 0 | -1 |
| Clear | | 0 | 0 | 0 | 0 |
| Manageable | | 0 | -1 | 0 | 0 |
| Complete | | 0 | -1 | 0 | 2 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The story is enjoyable, appropriate and thought provoking. | 23 |
| 2. The lesson is helpful and enjoyable. | 7 |

NEGATIVENo. of Teachers

- | | |
|--|---|
| 1. The story is uninteresting and inappropriate. | 2 |
| 2. Getting lost is uncommon in Alaska. | 1 |
| 3. The children do not know what Mike can do about being lost. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. Dramatize the story. | 5 |
| 2. Teach caution with strangers. | 3 |
| 3. Tell the story rather than read it. | 2 |
| 4. Have the children illustrate the story. | 1 |
| 5. More stories about being lost should be read. | 1 |
| 6. Have the children write their names and addresses on oaktag sheets for bulletin board displays. | 1 |
| 7. The story can be projected on a screen with an opaque projector. | 1 |
| 8. The class can adapt this story to fields and back country woods. | 1 |
| 9. A story with pictures can be used. | 1 |
| 10. The children can role-play what Mike could do about being lost. | 1 |
| 11. Tell the children what to listen for before reading the story. | 1 |

PURPOSE: FINISH THE STORY ACCORDING TO INDIVIDUAL INTERPRETATION (pp. 31--32)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 10 | 3 | 1 | 3 | 3 |
| Appropriate | 7 | 4 | 2 | 8 | 6 |
| Useable | 6 | 3 | 1 | 3 | 6 |
| Clear | 4 | 3 | 2 | 3 | 4 |
| Manageable | 3 | 3 | 1 | 2 | 2 |
| Complete | 2 | 3 | 2 | 3 | 0 |

COMMENTS

POSITIVE

No. of Teachers

- | | |
|--|----|
| 1. The Worksheet is enjoyable and stimulating. | 16 |
| 2. The lesson is stimulating, provides good reinforcement and makes good use of inductive reasoning. | 10 |
| 3. The information is good. | 1 |

NEGATIVE

- | | |
|--|---|
| 1. The lesson is difficult. Solving Mike's problem is incomprehensible for the younger children. | 4 |
| 2. The Teacher Information is incomplete. | 2 |
| 3. The Worksheet is unclear and too elementary. | 2 |
| 4. Some children are fearful that Mike will not be found. | 1 |
| 5. The children do not understand how one can get lost in ones own village. | 1 |
| 6. Most children cannot spell their street names. | 1 |
| 7. The children cannot fill in the Worksheet. | 1 |
| 8. The drawing is meaningless. | 1 |

SUGGESTIONS

| | <u>No. of Teachers</u> |
|--|------------------------|
| 1. Teach the children caution with strangers. | 2 |
| 2. The child should be sitting on the swing in the Worksheet. | 2 |
| 3. To prepare the children for the Worksheet, have them orally review the facts. | 1 |
| 4. A game that can be used is "Who Are You?" | 1 |
| 5. Have the children draw pictures of helpers, e.g. fireman, policeman. | 1 |
| 6. Use pictures of community helpers. | 1 |
| 7. Use David Cook pictures for the flannel board. | 1 |
| 8. Teach the children stick figure drawing. | 1 |
| 9. Reward the children for each correct letter or number in their address which they remember. | 1 |

PURPOSE: PRACTICE IN GIVING SAFETY INFORMATION (pp. 33-34)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 13 | 2 | 7 | 5 | 4 |
| Appropriate | 10 | -1 | 1 | 5 | 4 |
| Useable | 8 | 1 | 2 | 3 | 4 |
| Clear | 4 | 0 | 3 | 2 | 4 |
| Manageable | 4 | 0 | 1 | 2 | 3 |
| Complete | 4 | 0 | 0 | 1 | -1 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The role-playing is a good, enjoyable review. | 11 |
| 2. The lesson is good reinforcing and vital. | 9 |

No. of Teachers

- | | |
|---|---|
| 3. The worksheet is enjoyable, necessary and reinforcing. | 5 |
| 4. The lesson helps prepare the class for an excursion. | 1 |
| 5. The L. Arts Spkg. is good. | 1 |
| 6. The Teacher Information is good. | 1 |

NEGATIVE

- | | |
|---|---|
| 1. The lesson is too difficult and uninteresting. | 4 |
| 2. It is too difficult for the children to memorize their addresses. | 3 |
| 3. Some children are unable to copy or trace. | 2 |
| 4. The Teacher Information is unclear. | 2 |
| 5. There is not enough preparation to enable the children to write their addresses. | 1 |
| 6. The print on the worksheet is too small. | 1 |
| 7. The worksheet is unrealistic and inappropriate. | 1 |
| 8. Some children do not speak clearly enough to be understood by a policeman. | 1 |
| 9. It is difficult to find a policeman in the suburbs. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. Use a toy telephone or the Teletrainer from the Telephone Co. | 3 |
| 2. The children can use their names and addresses to send valentines to their mothers. | 2 |
| 3. A review of the school building and the layout is helpful. | 1 |
| 4. Include parents' full names here. | 1 |
| 5. A discussion of doctors, nurses and hospitals is helpful. | 1 |
| 6. The worksheet should have room to practice writing names and addresses. | 1 |
| 7. Reinforce the idea that the policeman is the child's friend. | 1 |

PURPOSE: ESTABLISH NEED FOR AID IN TIME OF ILLNESS (pp. 33-36)

PURPOSE: REINFORCE NEED FOR AID WHEN SICK (pp. 35-36)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 4 | 4 | 4 |
| Appropriate | | | -1 | -1 | 0 |
| Useable | | | 2 | 0 | 0 |
| Clear | | | 0 | 0 | 0 |
| Manageable | | | 0 | 0 | 0 |
| Complete | | | 0 | 0 | 3 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The poem is enjoyable. | 18 |
| 2. The lesson is clear, motivating and stimulating to discussion. | 11 |
| 3. The Teacher Information is usable and helpful. | 4 |
| <u>NEGATIVE</u> | |
| 1. The poem does not correlate with the experience of some children, e.g. inner city, Alaskan, motherless. | 2 |
| 2. "Taking care of" should be explained. | 1 |
| 3. The children cannot answer the first group of questions. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Have children read the poem as in choral speaking. | 3 |
| 2. Have children illustrate the poem. | 1 |
| 3. Have children copy the poem. | 1 |
| 4. Use poem words in a bingo game. | 1 |

PURPOSE: HOW TO ASK FOR ASSISTANCE WHEN SICK (pp. 37-38)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 1 | | 0 | 0 | 7 |
| Appropriate | 1 | | 0 | 3 | 2 |
| Useable | 0 | | 0 | 0 | 2 |
| Clear | 0 | | 0 | 0 | 0 |
| Manageable | 0 | | 0 | 0 | 2 |
| Complete | -2 | | 0 | 0 | 2 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|---|----|
| 1. The role-playing is enjoyable and reinforcing. | 17 |
| 2. The lesson is appropriate and clear. | 17 |
| 3. The Teacher Information is helpful. | 3 |
| 4. The lesson helps build vocabulary. | 2 |

NEGATIVE

- | | |
|--|---|
| 1. The role-playing is repetitious and difficult. | 3 |
| 2. The priority list is incorrect. | 1 |
| 3. The L. Arts. is redundant. | 1 |
| 4. The children have difficulty answering the questions. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Additional materials utilized: | 6 |
| a. props (puppets) for role-playing, | 4 |
| b. filmstrip # 713, "I'm No Fool as a Pedestrian," by Walt Disney, | 1 |
| c. doctor and nurse kits. | 1 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| 2. Have the children practice role-playing before presenting the scene to the entire group. | 1 |
| 3. Have the children list everyone who helps them. | 1 |
| 4. The term "sick" should be defined. | 1 |
| 5. Discuss body temperature and thermometers. | 1 |
| 6. Include a lesson on taking care of a cold. | 1 |

PURPOSE: DEVELOP A CLASS STORY ABOUT THE NEED FOR AID (pp. 39-40)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|---------------------|---------|-----------------|
| Helpful | 0 | | 1 | 0 | 3 |
| Appropriate | 0 | | 0 | -1 | 2 |
| Useable | 0 | | 0 | 0 | 0 |
| Clear | 0 | | 0 | 0 | 1 |
| Manageable | 0 | | 0 | 0 | 2 |
| Complete | 0 | | 0 | 0 | -1 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. This lesson is good as a review and is stimulating. | 8 |
| 2. The chart is good for oral expression. | 5 |
| 3. The Teacher Information is helpful. | 2 |
| <u>NEGATIVE</u> | |
| 1. The chart activities are too time consuming. | 2 |
| 2. The exercises just depend on rote memory. | 1 |
| 3. The children lack the vocabulary to describe their feelings. | 1 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| 4. Many of the children have the problem of overprotective mothers. | 8 |

SUGGESTIONS

| | |
|--|---|
| 1. Use pictures from the "Scholastic Monthly" to illustrate people helping each other. | 1 |
| 2. Play "Lotto" using illustrations of the poem. | 1 |
| 3. Show pictures of people who could help us. | 1 |
| 4. The sentences can be used as a song. | 1 |

PURPOSE: REINFORCE SOCIAL LEARNING CONTENT (pp. 41-42)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | | 0 | 2 |
| Appropriate | | | | 2 | 1 |
| Useable | | | | 1 | 1 |
| Clear | | | | 2 | 1 |
| Manageable | | | | -1 | 0 |
| Complete | | | | 0 | 2 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The Teacher Information is helpful and informative. | 7 |
| 2. The lesson is clear and evocative. | 6 |
| 3. The experience chart is meaningful and successful. | 4 |
| <u>NEGATIVE</u> | |
| 1. The lesson is un motivating and inapplicable. | 6 |
| 2. The experience chart is un motivating and repetitious. | 2 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| 3. The preparation is too time consuming. | 1 |

SUGGESTIONS

| | |
|--|---|
| 1. Use sentence strips when writing the story instead of cutting up the chart. | 1 |
| 2. Encourage children to use words within their reading vocabulary. | 1 |
| 3. Use chart paper instead of oaktag. | 1 |

PURPOSE: LEARN WORDS IMPORTANT TO CONTENT (pp. 43-44)

COMMENTS

| MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-------------|------------------------|---------|--------------------|
| Helpful | | 5 | 2 | 5 |
| Appropriate | | 5 | 2 | 4 |
| Useable | | 4 | 1 | 4 |
| Clear | | 2 | 1 | 3 |
| Manageable | | 2 | 0 | 3 |
| Complete | | 0 | 1 | 4 |

COMMENTS

POSITIVE

| | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is good as a review and is manageable. | 11 |
| 2. The word cards are useful and enjoyable. | 4 |
| 3. The Teacher Information is necessary. | 1 |

NEGATIVE

| | |
|--|---|
| 1. The lesson is too easy for some and too difficult for others. | 4 |
|--|---|

| | <u>No. of Teachers</u> |
|--|------------------------|
| 2. The word cards are not useable and are uninteresting. | 2 |
| 3. Some children do not know the alphabet. | 1 |
| 4. The instructions are too detailed. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. The children can make up simple games using word cards. | 1 |
| 2. Use initial sounds to match words. | 1 |
| 3. Have the children draw pictures on the blackboard. | 1 |
| 4. The words "sick" and "hurt" should be defined. | 1 |
| 5. Each child puts the word cards in an envelope labeled "Words I Know" or "Words I Have to Learn." | 1 |

PURPOSE: ESTABLISH THE MEANING OF THE WORD PEOPLE. (pp. 45-46)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | 3 | 1 | 1 | 0 |
| Appropriate | -1 | 1 | 0 | 0 | 0 |
| Useable | 1 | 1 | 0 | 1 | -1 |
| Clear | 0 | 1 | 0 | 0 | -1 |
| Manageable | 0 | 0 | 0 | -1 | -1 |
| Complete | 2 | 0 | 0 | 0 | -2 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. This activity is clear, necessary and successful. | 10 |
| 2. The worksheets are stimulating and easy. | 7 |

No. of Teachers

- | | |
|---|---|
| 3. Worksheet 3 is easy and stimulating. | 2 |
| 4. The Teacher Information is good. | 1 |
| 5. The Preparation is good. | 1 |

NEGATIVE

- | | |
|---|---|
| 1. The lesson is too easy for some and too difficult for others. | 5 |
| 2. The differences between animals and people are hard to verbalize. | 3 |
| 3. Older children think this activity is silly. | 1 |
| 4. "People" is used incorrectly. | 1 |
| 5. The Teacher Information is not explicit enough. | 1 |
| 6. The children have difficulty with the differentiation between "people" and "person." | 1 |
| 7. Worksheet 3 is too small and has too many items. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Use the Peabody Kit for this lesson. | 1 |
| 2. Have more than one person in some of the cells on the worksheet. | 1 |
| 3. A discussion of differences between people is good. | 1 |
| 4. In worksheet 3, the people should have happier faces. | 1 |
| 5. In worksheet 3, have a descriptive word under each picture. | 1 |
| 6. The pictures should be larger so they can be colored. | 1 |
| 7. The words "things," "people," and "animals" should be defined. | 1 |
| 8. Have children cut out pictures of people from magazines. | 1 |
| 9. The children can name the jobs of various people at home. | 1 |
| 10. A transparency can be made and used as a demonstration worksheet. | 1 |

| | <u>No. of Teachers</u> |
|--|------------------------|
| 11. A chart about the importance of people can be developed. | 1 |
| 12. The child can do this lesson independently. | 1 |

PURPOSE: HANDWRITING AND LETTER FORMATION PRACTICE WITH CONTENT (pp. 45-48)

QUANTITATIVE RATING SCORES

* Included in following purpose.

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Worksheet 4 is useable. | 2 |
| <u>NEGATIVE</u> | |
| 1. Worksheet 4 is inappropriate and confusing. | 7 |
| 2. The children have difficulty with the writing and copying. | 3 |
| 3. The L. Arts Writ. Purpose is too simple. | 1 |

SUGGESTIONS

| | |
|--|---|
| 1. Use pupil elicited words for the writing practice. | 1 |
| 2. Have the children write the sentences on the blackboard. | 1 |
| 3. The writing should be done on primary lined paper rather than on worksheet 4. | 1 |
| 4. In worksheet 4 have dots formed in the shape of the letters to be learned. | 1 |

PURPOSE: LEARNING TO SPELL WORDS MEANINGFUL TO THEM (pp. 47-48)

QUANTITATIVE RATING SCORES

* Included in following Purpose.

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The lesson is helpful. | 2 |
| 2. The spelling and spelling books are good. | 2 |
| <u>NEGATIVE</u> | |
| 1. The spelling is difficult for the children. | 16 |
| 2. The children are not able to be responsible for notebooks. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Spelling games like the Milton Bradley, "Lind Letters," can be used. | 2 |
|---|---|

PURPOSE: UNDERSTANDING HOW TO GET AID WHEN IT IS NEEDED (pp. 47-48)

* QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 1 | 0 | 1 | 1 | 3 |
| Appropriate | 1 | 0 | -1 | 1 | 1 |
| Useable | 0 | 1 | -1 | -1 | 2 |
| Clear | 2 | 1 | 1 | 1 | 3 |
| Manageable | 1 | 1 | -1 | -1 | 0 |
| Complete | 2 | 0 | -1 | 0 | 1 |

COMMENTSPOSITIVENo. of Teachers

1. The role-playing is a good idea and is necessary.
2. The Teacher Information is good.

5
1

NEGATIVE

1. It is hard for the children to understand how to get aid.
2. The role-playing is too immature.

2
1

SUGGESTIONS

1. Combine pages 45-48 into one lesson.
2. Devise a variety of situations to be role-played.

1
1

PURPOSE: WAYS TO MINIMIZE GETTING HURT AND NEEDING AID (pp. 49-50)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 3 | 1 | 0 | 5 | 5 |
| Appropriate | 3 | 3 | 1 | 4 | 4 |
| Useable | 0 | 2 | 0 | 1 | 4 |
| Clear | 2 | 1 | 0 | 2 | 4 |
| Manageable | 1 | 0 | 0 | 2 | 1 |
| Complete | 0 | 0 | 0 | 2 | -1 |

COMMENTSPOSITIVENo. of Teachers

1. The Physical Education section is enjoyable and necessary.
2. The lesson is a good idea and is helpful.

16
9

| | <u>No. of Teachers</u> |
|--|------------------------|
| 3. The role-playing is enjoyable and successful. | 5 |
| 4. The game, "Zap," is helpful and enjoyable. | 4 |
| 5. The materials are useful and appropriate. | 1 |
| 6. I agree with the Teacher Information. | 1 |

NEGATIVE

| | |
|---|---|
| 1. We do not have mats for the physical education activity. | 5 |
| 2. The lesson is foolish, unfeasible and unnecessary. | 5 |
| 3. Some children cannot do the physical education. | 2 |
| 4. The physical education results in much fooling around. | 1 |
| 5. This is already done in physical education class. | 1 |

SUGGESTIONS

| | |
|--|---|
| 1. Discuss the ways in which athletes take precautions against getting hurt. | 1 |
| 2. Review safety rules on the playground. | 1 |
| 3. Use props in the role-playing. | 1 |
| 4. Use the film from the "Be Kind Series," by Eyegate House. | 1 |
| 5. Literature discussing tumbling and rolling should be suggested. | 1 |
| 6. "Duck, Duck, Goose" can be played by the class. | 1 |
| 7. Give more details to implement the physical education activity. | 1 |

1B: PROTECTION IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH THAT THE CHILD IS TAKEN CARE OF EVEN WITHOUT HIS ASKING (pp. 51-52)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 0 | -1 | -1 |
| Appropriate | | | 0 | -1 | -1 |
| Useable | | | 0 | 0 | -1 |
| Clear | | | 0 | -1 | 0 |
| Manageable | | | 0 | 0 | 0 |
| Complete | | | 0 | 0 | -1 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|--|---|
| 1. This lesson is necessary, interesting and successful. | 8 |
| 2. The Teacher Information is good. | 1 |

NEGATIVE

- | | |
|---|---|
| 1. The lesson is unmotivating and unclear. | 4 |
| 2. The Teacher Information is impractical. | 1 |
| 3. The children still believe they are omnipotent. | 1 |
| 4. The children instinctively know someone will help them. | 1 |
| 5. This lesson is not applicable to poor families where children do much of the work. | 1 |
| 6. This lesson needs much repetition. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. A discussion of the different people who help us can be included. | 1 |
| 2. Read stories and make booklets about helpers. | 1 |

PURPOSE: REINFORCE CONTENT THROUGH VISUAL INTERPRETATION (pp. 53-54)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | | 5 | 5 | 11 |
| Appropriate | 5 | | 4 | 4 | 6 |
| Useable | -9 | | 2 | 3 | 5 |
| Clear | 3 | | 3 | 2 | 5 |
| Manageable | 2 | | 2 | 1 | 3 |
| Complete | 1 | | 3 | 1 | 4 |

COMMENTS

POSITIVE

No. of Teachers

1. The lesson is a good idea. Also helpful diagnostically.
2. The artwork is stimulating and successful.

7

7

NEGATIVE

1. The artwork is difficult, frustrating and uninteresting.
2. The lesson is difficult to communicate.
3. Some children need help in creative thinking.
4. Many of the children do not have fathers.

7

3

1

1

SUGGESTIONS

1. The class guesses what each child has drawn.
2. Role-playing can be used.
3. Have each child describe his picture to the class.
4. Write a phrase describing each child's picture.
5. Have children draw on transparencies to be shown to the class on an overhead projector.

2

1

1

1

1

| | <u>No. of Teachers</u> |
|--|------------------------|
| 6. Have each child write a sentence describing another's picture. | 1 |
| 7. Fishing, picking berries, cutting fish, trapping and sewing are all more appropriate suggestions for art. | 1 |
| 8. Pages 51-54 can be combined into one lesson. | 1 |
| 9. The children can discuss what they are going to draw. | 1 |
| 10. Take the class on a trip to stores where their parents shop. | 1 |
| 11. The children can use pictures from magazines. | 1 |
| 12. Use picture cards from the "People" section of the Peabody Language Development Kit. | 1 |
| 13. A penmanship lesson can be included. | 1 |
| 14. Add the question: "What do we do to help others?" | 1 |

PURPOSE: DEVELOP A GROUP READING CHART (pp. 55-56)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|---------------------|---------|-----------------|
| Helpful | 5 | 1 | 6 | 2 | 4 |
| Appropriate | 3 | 2 | 2 | 3 | 4 |
| Useable | 3 | 0 | 1 | 0 | 4 |
| Clear | 1 | 1 | 1 | 1 | 2 |
| Manageable | 1 | 0 | 1 | 0 | 1 |
| Complete | 0 | 0 | 1 | 0 | 1 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is a good idea and is motivating. | 4 |
| 2. The use of pictures is good as a review and is helpful. | 3 |

| | <u>No. of Teachers</u> |
|--|------------------------|
| 3. The Teacher Information is helpful. | 2 |
| 4. The chart is good as a review and is enjoyable. | 2 |
| 5. The Purpose is manageable. | 1 |

NEGATIVE

| | |
|--|---|
| 1. The chart is uninteresting and is too simple. | 2 |
| 2. The children are uncreative in their drawings. | 2 |
| 3. The Purpose is difficult to communicate. | 1 |
| 4. The lesson is too easy for some and too difficult for others. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Have each child read the story to the class. | 1 |
| 2. Magazine pictures can also be used. | 1 |
| 3. Pages 53-56 can be combined into one lesson. | 1 |

PURPOSE: VOCABULARY TO REINFORCE CONTENT (pp. 57-58)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 0 | | 0 | 2 | 2 |
| Appropriate | 0 | | 1 | 0 | 3 |
| Useable | -1 | | 0 | 0 | 5 |
| Clear | 0 | | -1 | 0 | 0 |
| Manageable | 0 | | 0 | 0 | 0 |
| Complete | 0 | | 0 | 0 | -1 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|--|---|
| 1. The lesson is a good idea and is motivating. | 7 |
| 2. The Science section is good as a review and is interesting. | 3 |
| 3. The L. Arts is reinforcing and appropriate. | 2 |
| 4. The class enjoys copying the chart. | 1 |
| 5. The chart is a good summary. | 1 |

NEGATIVE

- | | |
|--|---|
| 1. The science is too difficult, ambiguous and redundant. | 3 |
| 2. The children are not interested in how their necessities are secured. | 2 |
| 3. The L. Arts is redundant. | 2 |
| 4. Oaktag is unavailable. | 1 |
| 5. The questions are too easy. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. Additional materials utilized: | 2 |
| a. book: <u>Stanley</u> , by Syd Hoff, Harper & Row, | 1 |
| b. book: <u>Miss Suzy</u> , by Miriam Young, Parents Magazine Press. | 1 |
| 2. Use different color oaktag for different parts of speech. | 1 |
| 3. Give each child a dittoed copy of the story. | 1 |

PURPOSE: IDENTIFY APPROPRIATE CLOTHING FOR DIFFERENT WEATHER CONDITIONS
(pp. 59-60)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | -1 | 2 | 1 | 1 |
| Appropriate | 2 | 1 | 1 | 1 | 1 |
| Useable | 3 | 0 | -1 | 0 | 1 |
| Clear | 1 | 0 | 1 | 0 | -1 |
| Manageable | -1 | 0 | 0 | 0 | -1 |
| Complete | -1 | 0 | 0 | 0 | 2 |

COMMENTS

POSITIVE

No. of Teachers

1. The worksheet is good as a follow-up and for the youngest groups. 9
2. The Science section is flexible, enjoyable and appropriate. 4
3. The lesson is enjoyable. 1

NEGATIVE

1. The worksheet is confusing, incomplete and the pictures are too small. 9
2. The lesson is unstimulating and confusing. 3

SUGGESTIONS

1. Discuss the seasons (weather, temperature and appropriate clothing). 3
2. The pictures of articles of clothing and fabrics can be shown during a discussion. 2
3. The worksheet should involve one of these: cut and paste, matching, fill in, or find and paste. 1

| | <u>No. of Teachers</u> |
|--|------------------------|
| 4. Sing a song about the weather and illustrate it on a flannel board. | 1 |
| 5. Use pictures from the Peabody Language Development Kit. | 1 |
| 6. Discuss the types of houses used in different countries. | 1 |

PURPOSE: PEOPLE HELP BY PROVIDING PROTECTION AND SUPERVISION (pp. 61-62)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 3 | 1 | | 2 | 4 |
| Appropriate | 5 | 4 | | 3 | 4 |
| Useable | 4 | 1 | | 0 | 4 |
| Clear | 3 | 1 | | 1 | 4 |
| Manageable | 2 | 1 | | 0 | 3 |
| Complete | 0 | 0 | | 0 | 0 |

COMMENTS

POSITIVE

No. of Teachers

- | | | |
|--|---|----|
| 1. The lesson is motivating, practical and leads to a good discussion. | 1 | 11 |
| 2. The picture is well done and clear. | | 5 |

NEGATIVE

- | | | |
|--|--|---|
| 1. The lesson is redundant, incomplete and uninteresting. | | 2 |
| 2. At night, some parents leave their children home alone. | | 1 |

SUGGESTIONS

- | | | |
|-------------------------------------|--|---|
| 1. Additional materials used: | | 4 |
| a. pictures of people in authority, | | 2 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| b. photographs instead of drawings, | 1 |
| c. flannel board figures to illustrate discussion situations. | 1 |
| 2. Have a policeman speak to the class. | 3 |
| 3. Include other community helpers in this unit. | 2 |
| 4. A traffic light song can be taught. | 1 |
| 5. Emphasize the need for rules. | 1 |
| 6. The word "babysitter" should be defined. | 1 |

PURPOSE: MUSICAL EXPERIENCE RELATED TO SOCIAL LEARNING CONTENT (pp. 63-64)

QUANTITATIVE RATING SCORES

Quantitative ratings are included with those of the following Purpose.

COMMENTS

POSITIVE

- | | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The song is appropriate and enjoyable. | 9 |

NEGATIVE

- | | |
|---|---|
| 1. I could not teach the song because I cannot carry a tune and there is no music teacher or piano available. | 4 |
| 2. The song is irrelevant and unclear. | 2 |

SUGGESTIONS

- | | |
|--|---|
| 1. Have the children sing the song with gestures and role-playing. | 3 |
| 2. Give each child a dittoed copy of the song. | 1 |
| 3. If there is no piano in the room use a tape of the music. | 1 |

PURPOSE: TO GIVE PRACTICE IN RECOGNIZING KEY WORDS FROM READING CHARTS IN AN INTERESTING WAY (pp. 63-64)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|---------------------|---------|-----------------|
| Helpful | 5 | 3 | 3 | 2 | 7 |
| Appropriate | 5 | 1 | 0 | 3 | 5 |
| Useable | 0 | -2 | -1 | -1 | 5 |
| Clear | 0 | 0 | 0 | 1 | 6 |
| Manageable | 0 | 0 | 0 | 0 | 1 |
| Complete | -1 | 0 | 0 | 0 | 3 |

COMMENTS

POSITIVE

No. of Teachers

- | | |
|---|----|
| 1. The bingo is motivating, successful and adaptable. | 20 |
| 2. The lesson is stimulating. | 2 |
| 3. The Preparation is explicit. | 1 |

NEGATIVE

- | | |
|---|---|
| 1. This lesson is too time consuming. | 3 |
| 2. The class does not read well enough to play bingo. | 2 |
| 3. The Preparation is lengthy. | 1 |
| 4. The game is unfair because it takes four down to win, but only three across. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Suggestions for bingo cards: | 8 |
| a. use 4 x 4 bingo cards, | 2 |
| b. use pictures on the cards instead of words, | 2 |
| c. put the words into the slots on the bingo cards rather than pasting, | 1 |
| d. include words from previous charts on the bingo cards, | 1 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| e. alphabet or number bingo is appropriate for children who cannot read, | 1 |
| f. write the words on the cards with a magic marker rather than pasting them. | 1 |
| 2. Show the flash card of the word being called. | 1 |

1C: COMFORT IS PROVIDED BY OTHERS

PURPOSE: INTRODUCE A COMMON EXPERIENCE FOR THE ABSTRACTION
(pp. 65-66)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 0 | -1 | 1 |
| Appropriate | | | 0 | 0 | 0 |
| Useable | | | 0 | 0 | 2 |
| Clear | | | 0 | 0 | 0 |
| Manageable | | | 0 | 0 | 0 |
| Complete | | | 0 | 0 | 0 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The poem is appropriate and stimulating. | 17 |
| 2. The lesson is a good transition and is interesting. | 4 |
| <u>NEGATIVE</u> | |
| 1. The poem is ineffective. | 2 |
| 2. The situations in the poem are inappropriate to suggest to mentally retarded children. | 1 |
| 3. The children have basements but not cellars. | 1 |

SUGGESTIONS

| | <u>No. of Teachers</u> |
|--|------------------------|
| 1. Additional suggestions for the use of the poem, "If," | 6 |
| a. use "If" for a writing lesson, | 2 |
| b. have each child illustrate a verse of "If," | 2 |
| c. omit words in "If" to be filled in by the class, | 1 |
| d. use "If" for choral reading, | 1 |
| e. use "If" for individual reading, | 1 |
| f. use the poem as the subject for role-playing, | 1 |
| g. use the poem as the subject for drawing. | 1 |
| 2. Add the word "comfort" to the basic vocabulary list. | 1 |

PURPOSE: PEOPLE PROVIDE COMFORT BY KEEPING US FROM GETTING HURT
(pp. 67-68)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 5 | 0 | 2 |
| Appropriate | | | 0 | 0 | 1 |
| Useable | | | 2 | 1 | 1 |
| Clear | | | 2 | 2 | 2 |
| Manageable | | | 2 | 0 | 1 |
| Complete | | | 0 | 0 | 0 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|---|------------------------|
| 1. The lesson is evocative, necessary and successful. | 6 |
| 2. The Teacher Information is enjoyable and helpful. | 1 |
| <u>NEGATIVE</u> | |
| 1. The lesson is too difficult. | 1 |

| | <u>No. of Teachers</u> |
|--|------------------------|
| 2. The 9-to 12-year-olds get bored with the questions. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Include a discussion of body parts. | 1 |
| 2. Include a discussion of helpers. | 1 |
| 3. Use the poem as the subject for role-playing. | 1 |
| 4. Use the poem as the subject for drawing. | 1 |
| 5. Have the class write their own verses to the poem. | 1 |

PURPOSE: EXPERIENCE IN VISUAL INTERPRETATION OF ABSTRACTIONS (pp. 69-70)

PURPOSE: AN OPPORTUNITY TO SPEAK BEFORE OTHERS (pp. 69-70)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 3 | | 1 | 2 | 3 |
| Appropriate | 2 | | 1 | 3 | 2 |
| Useable | -1 | | 0 | 0 | 2 |
| Clear | 0 | | 0 | 1 | 0 |
| Manageable | 0 | | 0 | 0 | 0 |
| Complete | 0 | | 0 | 0 | -2 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is good conceptually and is stimulating. | 5 |
| 2. The artwork is enjoyable. | 4 |
| 3. The L. Arts Spkg. is helpful. | 2 |

| | <u>No. of Teachers</u> |
|-------------------------------------|------------------------|
| 4. The Teacher Information is good. | 1 |

NEGATIVE

| | |
|--|---|
| 1. The artwork is ineffective and too difficult. | 4 |
| 2. The lesson is not meaningful. | 1 |
| 3. Some children speak aimlessly about their drawings. | 1 |
| 4. The children are reluctant to discuss their drawings. | 1 |

SUGGESTIONS

| | |
|---|---|
| 1. Have the class guess what each child has drawn. | 1 |
| 2. Make an experience chart from one child's story. | 1 |
| 3. Put the pictures on the bulletin board. | 1 |

PURPOSE: ESTABLISH NEED FOR THINGS AND PEOPLE TO PROVIDE PHYSICAL COMFORT
(pp. 71-72)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | -1 | | 1 | 0 | 3 |
| Appropriate | 1 | | 0 | 1 | 2 |
| Useable | 0 | | 0 | 2 | 1 |
| Clear | 0 | | -1 | 3 | 2 |
| Manageable | 0 | | -1 | 1 | 2 |
| Complete | 1 | | 0 | 1 | 3 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is enjoyable, evocative and stimulating. | 14 |

No. of TeachersNEGATIVE

- | | |
|--|---|
| 1. The children like sitting on the floor. | 5 |
| 2. The lesson is too abstract. | 3 |
| 3. Some children act silly during the Teacher Actions. | 1 |

SUGGESTIONS

- | | |
|------------------------------|---|
| 1. Role-playing can be used. | 1 |
|------------------------------|---|

PURPOSE: REINFORCE SOCIAL LEARNING CONTENT (pp. 73-74)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 1 | 0 | 4 | 1 | 4 |
| Appropriate | 2 | 4 | 3 | 1 | 3 |
| Useable | -1 | 1 | 0 | 0 | 2 |
| Clear | 0 | 0 | 2 | 1 | 3 |
| Manageable | 0 | 0 | 1 | 0 | 2 |
| Complete | 0 | 0 | 0 | 0 | 0 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|--|----|
| 1. The lesson is clear, appropriate and interesting. | 12 |
| 2. The worksheet practice is good. | 3 |
| 3. The children like making the stick drawings. | 1 |
| 4. The Teacher Information is good. | 1 |

NEGATIVENo. of Teachers

1. The lesson is a repetition from Phase B. It is too easy for some and too difficult for others.

5

SUGGESTIONS

1. "Musical Chairs" is good to play.

1

PURPOSE: EXPAND SOCIAL LEARNING CONTENT TO OBJECTS OUTSIDE
THE CLASSROOM (pp. 75-76)

QUANTITATIVE RATING SCORES

Quantitative ratings are included with those of the following purpose.

COMMENTSPOSITIVENo. of Teachers

1. Worksheet 6 is easy, interesting and helpful.

16

NEGATIVE

1. Worksheet 6 is unclear.

4

SUGGESTIONS

None.

PURPOSE: REINFORCE CONCEPT OF COMFORT (pp. 75-76)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 4 | 0 | 1 | 0 | 1 |
| Appropriate | 4 | 0 | 0 | 0 | 0 |
| Useable | 1 | 0 | 0 | 0 | 0 |
| Clear | -2 | 0 | -1 | 0 | 2 |
| Manageable | 1 | 0 | 0 | 0 | 0 |
| Complete | 0 | 0 | 0 | 0 | 0 |

COMMENTS

POSITIVE

1. Worksheet 7 is easy, meaningful and enjoyable.
2. The lesson is good conceptually and is interesting.

No. of Teachers

18

6

NEGATIVE

1. Worksheet 6 is unclear.
2. The lesson is uninteresting.
3. It is unclear whether "comfort" refers to physical or psychological.
4. Some children have difficulty in following directions.

4

1

1

1

SUGGESTIONS

1. The children can color the worksheets.

1

PURPOSE: ENLARGE CONCEPT OF COMFORT TO INCLUDE THAT PROVIDED BY INTERACTION WITH OTHERS (pp. 77-78)

QUANTITATIVE RATING SCORES

| MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-------------|---------------------|---------|-----------------|
| Helpful | | 3 | 0 | 2 |
| Appropriate | | 0 | 3 | 4 |
| Useable | | 0 | 2 | 1 |
| Clear | | 1 | 1 | 0 |
| Manageable | | 0 | 0 | -1 |
| Complete | | 0 | 0 | 0 |

COMMENTS

POSITIVE

No. of Teachers

- | | |
|---|----|
| 1. The lesson is interesting and effective. | 10 |
| 2. The Teacher Information is appropriate. | 1 |

NEGATIVE

- | | |
|--|---|
| 1. Most of the children never receive an expression of comfort from their parents. | 2 |
| 2. The children cannot verbalize this need area. | 2 |
| 3. It is unclear whether "comfort" refers to physical or psychological. | 1 |
| 4. Many children do not know how to respond to comfort from others. | 1 |
| 5. The children feel uncomfortable during this discussion. | 1 |

SUGGESTIONS

- | | |
|--|---|
| 1. This lesson needs constant repetition and use. | 1 |
| 2. Use stimulus pictures from <u>Welcome Child</u> by Pearl S. Buck, New York: John Day Company, 1963, pp. 14, 18, 41, 62, 72. | 1 |

| | <u>No. of Teachers</u> |
|---|------------------------|
| 3. Discuss kindness at this time. | 1 |
| 4. Have the children express the emotions facially. | 1 |
| 5. This lesson should be taught at the beginning of the term. | 1 |

PURPOSE: EXPAND THE ABSTRACTION TO THE SCHOOL ENVIRONMENT (pp. 79-80)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 4 | 3 | 7 |
| Appropriate | | | 3 | 4 | 6 |
| Useable | | | 2 | 1 | 4 |
| Clear | | | 2 | 2 | 6 |
| Manageable | | | 2 | 2 | 2 |
| Complete | | | 2 | 1 | 1 |

COMMENTS

| <u>POSITIVE</u> | <u>No. of Teachers</u> |
|--|------------------------|
| 1. The lesson is good conceptually and is appropriate. | 9 |
| 2. The poem is reinforcing, enjoyable and accurate. | 9 |
| <u>NEGATIVE</u> | |
| 1. The lesson is silly and unstimulating. | 2 |
| 2. The children do not remember being afraid. | 2 |
| 3. This is the wrong time of the year for this lesson. | 2 |
| 4. The poem is too juvenile. | 1 |
| 5. The poem can promote a feeling of being afraid. | 1 |

SUGGESTIONS

| | <u>No. of Teachers</u> |
|--|------------------------|
| 1. Additional materials utilized: | 3 |
| a. filmstrip: "The New Pupil," #772, Encyclopedia Britanica, | 1 |
| b. book: <u>Johnny and Maria</u> by Dorothy Haas, Whitman Publishing Company: Racine, Wisconsin, | 1 |
| c. book: <u>The Two Friends</u> , by Grete Mannheim, New York: Alfred A. Knopf, 1968. | 1 |
| 2. The children can paint the picture. | 1 |
| 3. Add these questions: | 3 |
| a. "Would a new child feel afraid coming to our room?" "Why?" | 1 |
| b. "What could you do?" "Would the child feel better?" "How?" | 1 |
| c. "Would you feel happy?" "Why?" | 1 |
| 4. The children can write a story about their first day in school. | 1 |

1D: AUTHORITY IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH AUTHORITY PERSONS WHO HELP PEOPLE COEXIST
PEACEFULLY (pp. 81-82)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 1 | | 0 | 0 | 0 |
| Appropriate | 5 | | 0 | 1 | 2 |
| Useable | 2 | | 0 | 0 | 1 |
| Clear | 0 | | 0 | 0 | 0 |
| Manageable | 0 | | 0 | 0 | 0 |
| Complete | 0 | | 0 | 0 | 3 |

COMMENTSPOSITIVE

1. The pictures are interesting, helpful and evocative.
2. The lesson is appropriate, stimulating and successful.
3. Picture 3 is appropriate.
4. Picture 4 is realistic.

No. of Teachers

10
10
2
1

NEGATIVE

1. The lesson is unclear and difficult to teach.
2. The children regard authority figures as "punishers."
3. The pictures were not used because the children are exposed to too much fighting as it is.
4. A policeman directing traffic is unknown in Alaska.

2
2
1
1

SUGGESTIONS

| | <u>No. of Teachers</u> |
|---|------------------------|
| 1. Additional materials utilized: | 2 |
| a. <u>The Ways Mothers Are</u> , Miriam Schlein, Albert Whitman & Co., Chicago, 1963, | 1 |
| b. Pictures from David Cook Co. | 1 |
| 2. The process of compromising can be taught. | 1 |
| 3. The term "authority" can be added to their vocabulary. | 1 |
| 4. Have the children make up stories about the pictures. | 1 |
| 5. The pictures should have more background. | 1 |
| 6. The principal can discuss his duties with the class. | 1 |
| 7. Add the question: "How could the boys prevent the fighting?" | 1 |
| 8. Use disagree instead of "fight." | 1 |

PURPOSE: UNDERSTANDING WHEN AUTHORITY IS NECESSARY (pp. 83-86)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | 3 | | 3 | 3 | 9 |
| Appropriate | 1 | | 1 | 1 | 6 |
| Useable | 2 | | 0 | 0 | 4 |
| Clear | 1 | | 0 | 0 | 3 |
| Manageable | 1 | | 0 | 0 | 3 |
| Complete | 0 | | 1 | 0 | 2 |

COMMENTSPOSITIVENo. of Teachers

- | | |
|--|----|
| 1. The stories are realistic, evocative and clear. | 13 |
| 2. The lesson is stimulating. | 8 |
| 3. The lesson is good conceptually. | 7 |
| 4. The role-playing is successful. | 1 |

NEGATIVE

- | | |
|--|---|
| 1. The lesson is too difficult. | 2 |
| 2. The children are uncreative in finishing the stories. | 1 |
| 3. The children have not been to the movies. | 1 |

SUGGESTIONS

- | | |
|---|---|
| 1. Additional materials utilized: | 2 |
| a. puppets, | 1 |
| b. filmstrips: "Leaders and Followers" - Encyclopedia Britannica; "Consideration" - Encyclopedia Britannica; "Freddie the Frog" - Long Filmside Service. | 1 |
| 2. The concept of compromise should be stressed. | 1 |
| 3. Have the children role-play their own original stories. | 1 |
| 4. Have the children illustrate their endings to the stories. | 1 |

1E: ASSISTANCE IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH THE NEED FOR HELP IN DOING THINGS (pp. 87-88)

QUANTITATIVE RATING SCORES

| | MATERIALS | PREPARATION | TEACHER INFORMATION | PURPOSE | TEACHER ACTIONS |
|-------------|-----------|-------------|------------------------|---------|--------------------|
| Helpful | | | 4 | 0 | 7 |
| Appropriate | | | 0 | 0 | 3 |
| Useable | | | 1 | 0 | 3 |
| Clear | | | 1 | 0 | 1 |
| Manageable | | | 0 | 0 | 1 |
| Complete | | | 0 | 0 | 0 |

COMMENTSPOSITIVE

1. The lesson is necessary, stimulating and successful.
2. The Teacher Information is usable.

No. of Teachers

9
1

NEGATIVE

1. The lesson is unsuccessful.
2. Some children refuse to admit their dependence.

1
1

SUGGESTIONS

1. The term "assistance" can be added to their vocabulary.

1