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ABSTRACT

GRADES OR AGES: Grades 8-10. SUBJECT MATTER: Vocational home economics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one for each grade. Sections are further subdivided into units, each of which is laid out in three columns. Column headings are goals and concepts, activities and resources and notes. The guide is printed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Skill, behavioral, and attitudinal objectives are listed in each unit. One or more activities are correlated with each objective. Activities cover a variety of home economics topics, including child care, cooking, sewing, grooming, family relations, home nursing, and consumer education. The guide emphasizes individual or group student projects. INSTRUCTIONAL MATERIALS: Print and audiovisual materials are coordinated with activities in each unit. In addition there is a list of books, pamphlets, films, and filmstrips at the end of each section. STUDENT ASSESSMENT: No mention. (RT)



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HOME ECONOMICS EDUCATION

COURSE OF STUDY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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for

OCCUPATIONALLY ORIENTED CLASSES

Grade 8 - Intermediate Pre-vocational

Grade 9 - Home Arts

Grade 10 - Home Economics Survey

Department of Curriculum & Instruction Fairfax County Public Schools Fairfax, Virginia August 1968 Fairfax County Public Schools
Fairfax, Virginia
1968

SUPERINTENDENT OF SCHOOLS

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<u>FOREWORD</u>

The scope of the home economics curriculum includes two making, and (b) education for gainful employment or occupational conthere is a balanced blending of the two aspects.

The course is flexible in order to meet the needs and intellectual capacities who have a strong interest in home economics in occupations that utilize home economics knowledge and skills. Social development, food preparation and service, clothing constructions care and development, and basic nursing techniques. Attention characteristics essential to employment and gaining basic informational employment policies.

Intermediate home economics is a one-year pre-occupations secutive periods for eighth-grade pupils. Unique features of the pattern stressing correlation between home economics and other subject area to gainful employment.

This curriculum guide was developed by the Fairfax County room tested by them prior to publication. The material developed as she plans with her students. It is requested that teachers make anticipation of the units being refined into a more permanent guide of this guide is to meet the homemaking and occupational needs of

E. C. Funder Superintender



FOREWORD

conomics curriculum includes two dimensions: (a) education for home-inful employment or occupational education. In this specific course, the two aspects.

in order to meet the needs and interests of pupils of varying instrong interest in home economics and may wish to seek early employment economics knowledge and skills. The units consist of personal and ion and service, clothing construction, textile care and grooming, asic nursing techniques. Attention is given to developing personal loyment and gaining basic information on occupational opportunities

bmics is a one-year pre-occupational course, consisting of two cone pupils. Unique features of the program are: learning by doing, ne economics and other subject areas, and relating homemaking skills

ras developed by the Fairfax County home economics teachers and class-Lication. The material developed should prove useful for the teacher It is requested that teachers make notes on the materials with the refined into a more permanent guide for the future. The main purpose making and occupational needs of the early teen-age girl.

E. C. Funderburk

Superintendent of Schools



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OBJECTIVES

The following objectives are specifically directed to occupations using the know-ledge and skills of homemaking. It should be recognized that any one class may not achieve all the following objectives, but, indeed, others may be added. The content for each class will be adapted to the special interests and needs of the pupils concerned.

General Objectives

- 1. To prepare pupils for employment in occupations requiring home economics knowledge and skill
- 2. To cultivate qualities recognized as important for successful employment
- 3. To learn how to plan the sequence of a task and of the work to be accomplished each day
- 4. To follow sanitary and time-saving procedures
- 5. To gain knowledge of employment policies
- 6. To guide the pupils to use wisely the money earned
- 7. To develop appreciation and understanding of the relationship between formal education and job success
- 8. To learn the joy of achievement through gaining homemaking skills according to one's potential

Specific Objectives

Personal appearance

- To dress appropriately for the world of work
- To be well groomed at all times
- To realize the relationship of personal health to success on the job



Personality development

- To recognize the value of developing a mature personality and its relation to successful employment
- To accept and discharge one's assigned tasks cheerfully and efficiently
- To have pride in one's work
- To be aware of the benefits derived from cooperation, unity and loyalty to employer and other employees
- To have fun in socially acceptable situations
- To acquire some skill in independent thinking and in making own decisions rather than be swayed by the group
- To adapt to changes in plans and circumstances without complaining
- To assume one's role effectively when working in groups
- To consider the values of education and the wise use of leisure time in developing a mature personality
- To understand the important relationship between the proper use and control of emotions and successful employment
- To realize that employment will affect both the social and economic life of a person

Consumer education

- To help pupils become acquainted with practices which are important to each person as a consumer and as a producer of goods and services
- To appreciate the importance of making wise choices when spending
- To understand the place of needs and wants in deciding how to spend one's money
- To recognize the importance of practicing economy in personal living and on the job
- To learn how the consumer can get the most for the money spent
- To understand that the upkeep as well as initial cost of a product is to be considered before purchasing
- To gain basic knowledge of financing procedures

Job interview

- To learn how to contact a prospective employer
- To be aware of qualities the employer is looking for in a prospective employee
- To develop the ability to complete an application blank, prepare for and participate in the job interview



Jobs that Require the Knowledge & Skill of Home Economics

Food preparation and service

- To prepare and serve food under the direction of the food service supervisor or head cook
- To prepare food using the basic skills required in the preparation of standard recipes for foods commonly cooked
- To set the table properly, according to the type of service required by the employer
- To serve food correctly, according to the form of service preferred by the employer
- To follow hygienic practices in handling, preparing, serving and storing food
- To use sanitary methods in washing dishes and in cleaning the kitchen afterwards
- To be able to recognize causes of accidents and to practice safety at all times
- To develop the unique techniques or skills required of a special job

Day care centers & baby-sitting

- To take telephone messages and meet people calling at the center or home
- To learn how to keep simple records
- To supervise the play and rest of children
- To supervise the mealtime of little children
- To recognize factors which affect growth and development in order to understand children
- To recognize acceptable behavior in young children and manner of achieving it
- To be able to handle simple discipline problems in an acceptable manner
- To understand the importance of giving security and the feeling of being wanted to young children

Hospital aid

- To learn to serve food on trays for patients
- To learn the proper method of feeding a patient
- To develop useful skills important to the care of the sick



GRADE 8

INTERMEDIATE PRE-VOCATIONAL



CHARTING THE COURSE

During the initial pupil-teacher planning period, the following units can be useful resource material as participants strive to communicat Each student's unique needs and desires should be freely expressed, sympat respectfully considered. Development of group insight is basic to a truly successful program.

As the planning progresses, it is suggested that correlation bets subject areas be considered and incorporated into the program. Though the activities pursued by the class will naturally vary from school to school basic program as presented by this guide will be constant throughout the can important factor, the Scope and Sequence Chart is offered as a guide and in the order given.

Integration of instruction is encouraged, such as: meal planning child, and families with young children, during the child care unit, feeding home nursing and entertaining during the holiday unit. Consumer education practices are an integral part of every unit.



CHARTING THE COURSE

il-teacher planning period, the following ten occupationally oriented erial as participants strive to communicate in a meaningful manner. Resires should be freely expressed, sympathetically understood and be pounded in basic to a truly workable, meaningful and

sses, it is suggested that correlation between home economics and other incorporated into the program. Though the knowledge gained and will naturally vary from school to school and from year to year, the is guide will be constant throughout the county. As flexibility is and Sequence Chart is offered as a guide and therefore need not be used

tion is encouraged, such as: meal planning and preparation for the young ildren, during the child care unit, feeding the sick person as a part of ring the holiday unit. Consumer education, management and safety fevery unit.



SCOPE & SEQUENCE CHART

September	·It's A Te am Affair The World of Work - Part I Heredity, Environment & You
October - November	Fall Sewing Project
December	. Holiday Foods, Gifts & Decorations
January	.Child Care & Baby-sitting
February	Food for Modern Living
March	·Home Nursing A Prettier You
April - May	Spring Sewing Project
June	.Food Conservation The World of Work - Part II

IT'S A TEAM AFFAIR (Pupil-teacher Planning)

- I. Personalizing the coarse
 - What are your interests?
 - What are your needs?What plans to make?
- II. Planning the course
 - Preparing the scope and sequence chart

 - Learning by doing (projects and activities)
 Community resources (persons and places)
 Hurdles to cross (labor laws, academic requirements, financial needs, etc.)



THE WORLD OF WORK

THE WORLD OF WORK

Training in home economics broadens the rang employment for the young person. In this un dent explores those occupations that utilize ledge and skills of homemaking.

Goals & Concepts

<u>Activities</u>

PART I:

To become acquainted with the variety of home economics related occupations available to young people

> There are a number of home economics related occupations open to girls in their early teens.

Training in home economics aids one in obtaining an entry job in certain occupations.

Skill plus related factors influence employment opportunities.

eligible for employment. Example: work; selling; hospital or beauty baby-sitting, etc.

List the various home economics re

occupations in which young people

Research to determine the basic kn and skills essential for obtaining ment in the occupations listed.

Discuss: How does studying home e help prepare one for the jobs list

Discuss the related pre-requisites employment. Example: labor laws; opportunities in the neighborhood, community; personal attributes, et



THE WORLD OF WORK

Training in home economics broadens the range of possible employment for the young person. In this unit, the student explores those occupations that utilize the knowledge and skills of homemaking.

<u> Activities</u>

Resources & Notes

th the cs

ome ecoions open teens. List the various home economics related occupations in which young people are eligible for employment. Example: stock work; selling; hospital or beauty shop aide, baby-sitting, etc.

Excerpts of Virginia Labor Laws Employment Regulations Affecting Minors and Women (1964)

nics aids try job in Research to determine the basic knowledge and skills essential for obtaining employment in the occupations listed. Booklets from the Virginia Employment Commission

Discuss: How does studying home economics help **pr**epare one for the jobs listed?

cors inor**t**unities.

Discuss the related pre-requisites to employment. Example: labor laws; job opportunities in the neighborhood, in the community; personal attributes, etc.

Filmstrips:
Personal Relationships

Personal Appearance



Activities

II. To recognize the relationship between personality and employment

There is an important relationship between the proper use and control of emotions and successful employment. View films which show the wise a use of emotions. Example: anged love and hate.

Follow-up discussion: The value emotions and ways of controlling

Cite examples of how the wise or use of emotions effect employment

Complete an employee personality to determine one's strength and

Discuss what an employer expects employee in addition to being abl form the job for which he is hire

Have the owner of a small (community ness speak to the class on what a for when he is interviewing an ag

A successful employee is:

- cooperative and loyal to employer
- able to adapt to change
- able to think independently and make own decisions

III. To realize that employment will affect both the social and economic life of a person

Employment influences one's way of life.

Discuss the relation of ability education to the type of employments able to seek.



nt

ip cl View films which show the wise and unwise use of emotions. Example: anger, fear, love and hate.

Follow-up discussion: The value of emotions and ways of controlling emotions.

Cite examples of how the wise or unwise use of emotions effect employment.

Complete an employee personality checklist to determine one's strength and weakness.

Discuss what an employer expects from an employee in addition to being able to perform the job for which he is hired to do.

Have the owner of a small (community) business speak to the class on what he looks for when he is interviewing an applicant.

Tomorrow's Homemaker, Part I, pp. 3-23

Experiences in Homemaking, pp. 71-98

Community business people: variety store, beauty shop, specialty shop, drug store, etc.

Turner & Livingston Series (booklets):
The Money You Spend
The Friends You Make
The Jobs You Get
The Family You Belong To
The Person You Are

Discuss the relation of ability and education to the type of employment one is able to seek.



Goals & Concepts A successful employee: - makes wise use of leisure time activities adheres to health habits in order to "stay on-the-job" develops a sound spendingsaving plan

Activities

List the ways that employment effects c way of living. Examples:

- Working hours determine leisure ho
- Wages determine purchasing power.
- Job classification effects status the peer community. (example: li guard, sales clerk, model, typist, busboy, etc.)

Invite a guidance person to speak to the class on the broad effect education and job experience has on one's adult life

Discuss early evening leisure time acti

- social
- educational
- budget-stretching

Review health habits, such as: suffici sleep, adequate meals, minimum of frust etc.

Develop an evening schedule to insure rising" and "being on time."

Discuss the benefits of a spending-savi

- wants vs. needs
- present and future desires



Resources & Notes

Activities

List the ways that employment effects one's way of living. Examples:

- Working hours determine leisure hours.
- Wages determine purchasing power.
- Job classification effects status in the peer community. (example: life guard, sales clerk, model, typist, busboy, etc.)

Invite a guidance person to speak to the class on the broad effect education and job experience has on one's adult life.

Discuss early evening leisure time activities:

- social
- educational
- budget-stretching

Review health habits, such as: sufficient Filmstrips: sleep, adequate meals, minimum of frustrations, The Essentials of Diet etc

Develop an evening schedule to insure "early rising" and "being on time."

Eat Well - Live Well

Discuss the benefits of a spending-saving plan:

- wants vs. needs
- present and future desires

Money Management

Teen Guide to Homemaking, chp. 19

Consumers All, 1965 Yearbook of Department of Agriculture

Filmstrips: Earning Your Money

Spending Your Money

Making Money Work for You



Goals & Concepts

Activitie<u>s</u>

PART II:

IV. To increase one's knowledge of present and future vocational opportunities in home economics

Training in home economics broadens the range of possible employment for high school graduates. Begin a "never-ending" list of and non-professional careers in economics.

Committee work: Explore specifications to determine the work inclined and its influence upon the Select both professional and not occupations.

Resource person: "Training in a leads to the development of skill terests which are useful in both and wage earning."

Panel: How does training in hor sonally aid the wage earner?

Investigate to determine the plant home economist in the world of

Develop a list of colleges and in the area that offer degrees economics.

There are many opportunities in the business world open to the college graduate trained in the field of home economics.



Activities

Resources & Notes

Begin a "never-ending" list of professional and non-professional careers in home economics.

Committee work: Explore specific occupations to determine the work included in the field and its influence upon the home. Select both professional and non-professional occupations.

Resource person: "Training in home economics leads to the development of skills and interests which are useful in both homemaking and wage earning."

Panel: How does training in homemaking personally aid the wage earner?

Investigate to determine the place of the home economist in the world of tomorrow.

Develop a list of colleges and universities in the area that offer degrees in home economics.

"Job: Available" list, Fair ax County Home Economics Curriculum Guide, p. 189



V. To become acquainted with the content of the high school home economics program

The areas studied in each year of high school home economics varies in units and subject matter.

Read "course description" to familiar the class members with the home econcy offerings in high school.

Discuss the value of such training.

available course descriptions for pup to give their parents.

Invite FHA members or a home economic

The home economics subject-matter studied in the high school is a continuation, not a repeat, of the facts learned in the homemaking program of the intermediate school.

Invite FHA members or a home economic teacher from the high school to tell class about the high school home econoprogram.

The feeder school pupils visit the horeconomics department of their high se (when feasible).

Each year of homemaking offers many new learnings.

Explore the scheduling possibility of home economics in various types of his school schedules.



Activities

Resources & Notes

ead "course description" to familiarize he class members with the home economics afferings in high school.

iscuss the value of such training. Make vailable course descriptions for pupils o give their parents.

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The feeder school pupils visit the home conomics department of their high school (when feasible).

Explore the scheduling possibility of come economics in various types of high chool schedules.

Fairfax County Home Economics Curriculum Guide; Unit: Dual Careers; pp. 133-135



HEREDITY, ENVIRONMENT & YOU



HEREDITY, ENVIRONMENT & YOU

Special attention is given to the uniqueness and the teen-age girl's changing role in her influence of heredity and environment in the and physical development of a person is explo-

Goals & Concepts

Activities

I. To recognize and accept the differences in families

Each family has certain customs, values and routines.

Define the words: customs, valu

Differences in family customs and habits are normal.

Cite examples of common and uniquestoms, values and routines fou American families.

List the factors which influence and habits of families in your scommunity.

- occupation of father (go military, professional, unskilled)
- occupation of mother (ho employed)
- number of members in the (children, parents, granetc.)
- region of birth of differ bers of the family
- places where the family and/or traveled



HEREDITY, ENVIRONMENT & YOU

attention is given to the uniqueness of families teen-age girl's changing role in her family. The se of heredity and environment in the personality ical development of a person is explored.

Activities

Resources & Notes

<u>er-</u>

Define the words: customs, values, routine.

Parents, relatives and neighbors may be a source from which to learn of family customs that have become traditional.

Cite examples of common and unique family customs, values and routines found in American families.

List the factors which influence the customs and habits of families in your school community.

- occupation of father (government, military, professional, skilled, unskilled)
- occupation of mother (housewife, employed)
- number of members in the household (children, parents, grandparents, etc.)
- region of birth of different members of the family
- places where the family has lived and/or traveled



Goals & Concepts

Activities

II. To identify the influence of heredity and environment on growth and development

Heredity and environment determine the individual's potential.

Each person has a different environment.

Define heredity and environment examples of each.

Each girl prepares a personal (narrative or outline) answer following questions:

- Who are you?
- Where have you been?
- Where are you going?
- Who is important to yes
- To whom are you imports

As the pupils sit informally room, each girl presents her to the group.

Pupil-teacher discussion of war "family tree" and how it is constant.

Home project (optional): Purgram his family tree, including parents and grandparents.



Define heredity and environment; give examples of each.

Each girl prepares a personal sketch (narrative or outline) answering the following questions:

- Who are you?
- Where have you been?
- Where are you going?
- Who is important to you?
- To whom are you important? Why?

As the pupils sit informally in the living room, each girl presents her sketch orally to the group.

Pupil-teacher discussion of what is a "family tree" and how it is charted.

Home project (optional): Pupil may diagram his family tree, including siblings, parents and grandparents.

A personal sketch helps the classmates to become acquainted with each other and illustrates environmental differences.

This activity gives the teacher an opportunity to learn the name of each student and also gain some general knowledge of her background and family life.

Request the aid of older family member (grandparents, great-aunt, etc.).

Family history book, albums and photographs

The family tree may point out a family heredity characteristic, such as: red hair, nearsightedness, stocky build, musical talent, left-handedness, etc.



Goals & Concepts

Activities

III. To identify the varying influence of family living on the individual

The character of a person is influenced by her environment.

Class lists those factors are a part of a person's customs, morals, ethics, etc. Through research ar pupils prove or disprove

Pupil-teacher discussion environment vs. heredity; mature person; mental, so emotional and social growfamily values.

Debate: The best "posit; the family - youngest, of only child.

Construct a class family board. Select the fruit; the branches. Discuss per and types to determine what times described as a fruit a peach." "She turned our "Here comes pumpkin." "She turned our "Here comes pumpkin."

IV. To realize the effect a person can have on her own development

A person can improve her own environment through choice of friends and activities. "Buzz" sessions and/or sh

- meeting newcomers
- differences between friendships
- relationship between ance and friendship

(cont.)



Activities

Resources & Notes

u<u>ence</u> vidual

in-

Class lists those factors which they believe Teen Grare a part of a person's environment: family chp. I customs, morals, ethics, traditions, leisure, etc. Through research and discussion, pupils prove or disprove their beliefs.

Teen Guide to Homemaking, chp. I

Pupil-teacher discussion on related topics: environment vs. heredity; the marks of a mature person; mental, social, physical, emotional and social growth; personal and family values.

Teen Guide to Homemaking,

- Matching quiz - p. 17
- Emotional Growth Check

Debate: The best "position" to hold in the family - youngest, oldest, middle, only child. - Emotional Growth Check List - p. 12

Construct a class family tree bulletin board. Select the fruits to be placed on the branches. Discuss personality traits and types to determine why people are sometimes described as a fruit. Example: "She's a peach." "She turned out to be a lemon." "Here comes pumpkin." "She's a nut."

Suggested material to construct a class family tree:

- Evergreens for branches
- Artificial fruits or colorful pictures to represent different types of students: peach, lemon, prune, etc. Caption underneath the tree: 'Which are You?"

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"Buzz" sessions and/or skits on friendship:

- meeting newcomers
- differences between crushes and friendships
- relationship between personal appearance and friendship

(cont.)

Teen Guide to Homemaking, chp. 9

Guidance Associates filmstrips:

- "Values for Teen-agers"
- "The Choice is Yours"



Goals & Concepts

Activities

A person affects her own personality development through:

- choice of friends
- ability to control emotions
- enhancing her abilities
- practicing good health habits

- getting along with others at hom in school
- undesirable traits that ruin friships
- good behavior in public

List the most important personal charistics you desire a friend to posses.

Debate the importance of applying goo judgment when developing friendships.

Research to discover those qualities have been proven essential in relatio ships with people.

Review health habits and relate them everyday living:

- reaching one's potential
- receiving maximum enjoyment from

Prepare nutritious snacks for enterta

V. To realize the need to understand self in order to lead a satisfying and useful life

One's social behavior strongly influences the impression one makes on others.

Students give an account of an impression they received when they met a person the first time. Tell how true or falfirst impression may be. Explain.



Activities

Resources & Notes

- getting along with others at home and in school
- undesirable traits that ruin friend-ships
- good behavior in public

List the most important personal characteristics you desire a friend to possess.

Debate the importance of applying good judgment when developing friendships.

Research to discover those qualities which have been proven essential in relationships with people.

Review health habits and relate them to everyday living:

- reaching one's potential
- receiving maximum enjoyment from life

Prepare nutritious snacks for entertaining friends.

Teen Guide to Homemaking, chp. 10

Exploring Home & Family Living, chp. 12

Ways to Improve Your Personality, chp. 4

Teen Guide to Homemaking, chp. 10

Exploring Home & Family Living, chp. 12

Campbell's Cookbook

Students give an account of an impression they received when they met a person for the first time. Tell how true or false a first impression may be. Explain.

Goals & Concepts

Activities

Social and emotional growth develop traits that helps one to make friends and keep them.

Personal and social needs include:

- the need to be loved and wanted
- the need for self-confidence and self-respect
- the need for approval
- the need to be liked by others

Have students make a personality check and rate themselves and others in the

Students make a list of the qualities they think make a person popular. Puppercord their own strengths and weakness

Discuss a popular girl or boy and decide what makes them popular.

Discuss several famous people and compatheir personalities.

Use the tape recorder to record voices students. Discuss what constitutes a pleasing voice.

Have students portray good and bad man in a variety of situations.

VI. To understand acceptable and unacceptable behavior in society

Conformity to standards set by the society in which we live shows signs of a mature personality.

Discuss social standards and the value of same.

List community clubs (teen centers) an service activities available to teen-a Discuss each.



Activities

Resources & Notes

Have students make a personality check list and rate themselves and others in the class.

Tomorrow's Homemaker, part 2

Students make a list of the qualities which they think make a person popular. Pupils record their own strengths and weaknesses.

Discuss a popular girl or boy and decide what makes them popular.

Discuss several famous people and compare their personalities.

Use the tape recorder to record voices of students. Discuss what constitutes a pleasing voice.

Have students portray good and bad manners in a variety of situations.

Teen Guide to Homemaking, chp. 9

Teen Guide to Homemaking, chp. 2

Are You in the Know? (booklet)

My Reflections (booklet)

Books on etiquette

Discuss social standards and the value of same.

List community clubs (teen centers) and service activities available to teen-agers. Discuss each.

Speaker: local civic club

person



Goals & Concepts

Pare

Friendships with boys as well as girls increase one's ability to get along with people.

Parent-student panel to discuss home and community standards for behavior.

Activities

Invite a local minister to discussibilities of the teen-ager both in the community.

Question box for depositing quesgirls would like further discuss

- etiquette at teen centers
 - going steady
 - how to be popular at school
 - getting along with adults
- getting and holding a job

VII. To recognize and appreciate responsibilities of other family members

Each person in the family has something to contribute to family life.

The relationships developed in the

home will form the basis of all the other relationships in one's

life.

List the responsibilities of each ber.

Present a skit showing what might one member of the family shirks Suggestions:

- sharing a bedroom
- division of duties

Have the girls set up a code of would be satisfactory to them are parents. Cover:

- social occasions
- relationship with friends
- relationship with parents
- relationship with brothers
- home responsibilities



Resources & Notes

Parent-student panel to discuss acceptable home and community standards for teen-age behavior.

Invite a local minister to discuss responsibilities of the teen-ager both at home and in the community.

Question box for depositing questions on which girls would like further discussions. Examples:

- etiquette at teen centers
- going steady
- how to be popular at school
- getting along with adults
- getting and holding a job

У

omeife. List the responsibilities of each family member.

Present a skit showing what might happen if one member of the family shirks his duties. Suggestions:

- sharing a bedroom
- division of duties

the l 's Have the girls set up a code of conduct that would be satisfactory to them and their parents. Cover:

Teen Guide to Homemaking, chp. 9

- social occasions
- relationship with friends
- relationship with parents
- relationship with brothers and sisters
- home responsibilities



Activities

VIII. To understand the teen-agers changing role in the family

Adolescence is a period for growing up physically, socially and emotionally.

Define the term: adolescent period.

View films, read short stories and cite experiences to illustrate how a girl (begrows up physically, socially, emotional during the adolescent period.

Family privileges and responsibilities change with age.

Girls have a buzz session on their fami responsibilities 10 years ago, 5 years and now.

Compare the responsibilities of girls relarge families vs. girls from small fam

IX. To realize the value of cooperation in the solving of family problems

Differences in opinion and disposition are natural between members of families.

Have girls ask three of their friends h they settle differences of opinion in t families. Report these to class. Deciwhich were the best solutions and why.

Home project: The pupil selects a real fictitious family problem and attempts solve it.



Resources & Notes

ng Define the term: adolescent period.

View films, read short stories and cite actual experiences to illustrate how a girl (boy) grows up physically, socially, emotionally during the adolescent period.

Girls have a buzz session on their family responsibilities 10 years ago, 5 years ago and now.

Compare the responsibilities of girls from large families vs. girls from small families.

oblems

si- Have girls ask three of their friends how of they settle differences of opinion in their families. Report these to class. Decide which were the best solutions and why.

Home project: The pupil selects a real or fictitious family problem and attempts to solve it.

Teen Guide to Homemaking, pp. 182-83



FALL SEWING PROJECT

Emphasis is placed on developing basic sewing skills an a commercial pattern and recognizing best buys in fabric and ready-to-wear garments.

Goals & Concepts

Activities

I. To develop an appreciation of and desire for learning to sew

The ability to sew has many advantages.

Discuss how the ability to sew may one's appearance.

List the possible consumer values reto one's sewing ability.

II. To select a project (s) in which the student will be successful and thus experience the joys of achievement

Various factors are considered when selecting a sewing project.

List the factors related to the sel of a sewing project: pupil's skill allotment, need for item, money ava suitability of fabric, equipment re-

Select a project by using the above as guidelines

Project suggestions: a torn project reinforce basic learnings, such as: torn apron for kitchen wear (embroi



FALL SEWING PROJECT

on developing basic sewing skills and techniques, using rn and recognizing best buys in fabrics, sewing equipment garments.

Activities ______

Resources & Notes

Discuss how the ability to sew may enhance one's appearance.

List the possible consumer values related to one's sewing ability.

List the factors related to the selection of a sewing project: pupil's skill, time allotment, need for item, money available, suitability of fabric, equipment required.

Select a project by using the above factors as guidelines

Project suggestions: a torn project to reinforce basic learnings, such as: skirt, torn apron for kitchen wear (embroider or

McCall'sand Simplicity Pattern catalogues



Activities

paint name on apron), curtains for department, simple accessories; or pattern project, such as: shifts, sleeveless blouse.

Determine sewing equipment needs.

Prepare a bulletin board exhibit of needed by a person and/or list equipavailable in the department that the class members will share.

III. To know how to select and purchase a suitable pattern

Wise selection of a pattern style is the first step to a satisfying and attractive garment.

Demonstrate flattering lines and col to the pupils

Analyze own figure and determine sty best suited to self.

IV. To determine pattern size and figure type

The correct pattern size is as important as selecting the most flattering style.

Discuss the effects of improperly figarments to appearance and comfort.

List ways to insure proper fit.



Resources & Notes

paint name on apron), curtains for the department, simple accessories; or a pattern project, such as: shifts, skirt, sleeveless blouse.

Singer Home Decoration Book

Determine sewing equipment needs.

Prepare a bulletin board exhibit of notions needed by a person and/or list equipment available in the department that the class members will share.

Teen Guide to Homemaking, pp. 259-271

Demonstrate flattering lines and colors to the pupils

Analyze own figure and determine styles best suited to self.

McCalls school representative: demonstration of line and color in clothing

Teen Guide to Homemaking, pp. 70-71 Steps in Home Living, p. 147, p. 150

Discuss the effects of improperly fitted garments to appearance and comfort.

List ways to insure proper fit.

Simplicity and/or McCall's charts



Patterns come in different sizes and figure types.

The measurements given in the size chart are body measurements, not garment measurements.

There is a proper method for taking body measurements for pattern purchase.

Activities

Study pattern size and figure chart.

Compare pattern sizes to ready-made dress sizes.

Teacher-pupil demonstration of proper measuring techniques.

Pupils measure each other (partner system).

Pupils determine their proper pattern size and figure type. (Teacher checks each pupil individually.)

Pupils try on bodice shells to assure that pattern size and type selected is correct for each girl.

Pupils record the information they need to purchase the correct pattern for their school project.

V. To become acquainted with a pattern

Patterns are made of tissue paper.

Pupils study pattern envelope and inspect its contents.

Discuss possible reasons for pattern being made of tissue paper.

Pose problems to solve concerning tissue paper, pattern envelope and sewing guide.



Resources & Notes

Study pattern size and figure chart.

Simplicity and/or McCall's charts

Compare pattern sizes to ready-made dress sizes.

Teacher-pupil demonstration of proper measuring techniques.

Pupils measure each other (partner system).

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Pupils try on bodice shells to assure that pattern size and type selected is correct for each girl.

Pupils record the information they need to purchase the correct pattern for their school project.

"Understand Your Pattern"

McCall's basic bodice shells

Pupils study pattern envelope and inspect its contents.

Discuss possible reasons for pattern being made of tissue paper.

Pose problems to solve concerning tissue paper, pattern envelope and sewing guide. Teen Guide to Homemaking, pp. 124-132

Pattern companies educational material



Activities

Pattern envelopes have printed information on them.

Check pattern envelope for needed

VI. To select an "easy to handle" fabric

For a beginning sewing project, a firmly woven, medium weight cotton fabric is a wise choice.

Discuss items to consider in sele

Examine desirable and undesirable for the sewing project: quality, finishes.

Point out one-direction print, "b provincial print, yard-dyed and w

Examine fabrics to understand term composition: grain, selvage, rawlengthwise, crosswise, bias, nappeloseness of weave for degree of

Pupils learn to read from labels as width of fabric, colorfast, sh control (Sanforized), fiber conte

VII. To gain ability in recognizing quality and types of cotton fabrics

The ability to recognize different types of cotton fabrics and their characteristics helps to insure a satisfactory purchase. Students examine an assortment of swatches (12" x 12" or larger) in to learn to recognize the difference weaves and textures.

Learn trade names of the most por



Resources & Notes

Activities

have printed

Check pattern envelope for needed information.

to handle" fabric

wing project, dium weight wise choice. Discuss items to consider in selecting fabric. Tomorrow's Homemaker, chp. 5

Examine desirable and undesirable fabrics for the sewing project: quality, weaves, finishes.

Teen Guide to Homemaking, chp. 7

Point out one-direction print, "busy" print, provincial print, yard-dyed and woven design.

Examine fabrics to understand terms of fabric composition: grain, selvage, raw edge, lengthwise, crosswise, bias, napped fabrics, closeness of weave for degree of raveling.

Teen Guide to Homemaking, chp. 13

Pupils learn to read from labels terms such as width of fabric, colorfast, shrinkage control (Sanforized), fiber content, blends.

It's So, Sew Easy

recognizing of cotton

cognize difptton fabrics eristics helps factory purchase. Students examine an assortment of cotton swatches (12" x 12" or larger) in order to learn to recognize the differences in weaves and textures.

22

Learn trade names of the most popular fabrics.

Department's collection of cotton swatches

Garments students are wearing



<u>Activities</u>

· VIII. To make wise fabric purchase

all factors involved are considered.

Fabric should be selected only after Discuss department store etiquette and procedures: location of merchandise, chasing procedure, customer-sales pers relationship.

> Take a field trip to a local yard good or department store to purchase patter fabric and notions.

To improve sewing skill at the <u>machine</u>

The proper use and care of sewing equipment is vital.

Good work habits - safety, cleanliness, orderliness - are sewing musts.

Demonstrate proper use and care of several equipment.

Use stitching charts to indicate corre stitch formation.

To straighten the fabric in preparing for layout

Always prepare a fabric before using it.

Demonstrate the following methods for paring the fabric:

- preshrink
- straighten (tear, draw thread a

Pupils press in direction of grain; pr own fabric.



Resources & Notes

ly after sidered.

Discuss department store etiquette and procedures: location of merchandise, purchasing procedure, customer-sales personnel relationship.

Neighborhood fabric shop or department store

Take a field trip to a local yard goods shop or department store to purchase pattern, fabric and notions.

Supervisor of a yard goods center

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ewing

Demonstrate proper use and care of sewing equipment.

Singer Sewing Manual

:leanwing

Use stitching charts to indicate correct stitch formation.

Stitch charts by Singer, Viking

pre-

bre

Demonstrate the following methods for preparing the fabric:

Teen Guide to Homemaking, chp. 7

- preshrink
- straighten (tear, draw thread and cut) Tips and Tricks for Sewing

Pupils press in direction of grain; prepare own fabric.



Activities

pattern.

allotted.

XI. To use the pattern properly

Pattern symbols are the pattern makers way of giving directions for proper layout of pattern pieces on a fabric and assembling of the fabric pieces to obtain the desired results.

Learn the meaning of each symbol through the study of the pattern guide and sewing

Diagram the types of symbols found on a

Using a flip chart, review the symbols in order to ascertain student's knowledge.

Study chart showing measurements and ease

Mark and press pattern pieces.

Pupil-teacher demonstration showing placing of pattern on fabric.

Pupils select and circle correct layout for their project.

Alter pattern only if necessary, such as changing the hemline.

Press the needed pattern pieces in order that they will lay flat on the fabric.

XII. To construct the sewing project

Certain techniques must be learned and used in order to construct a well-made, attractive garment.

Demonstrate the following techniques:

- cutting and marking techniques
 - interpreting & using pattern markings
 - . layout of pattern pieces on grain
 - pinning
 - . proper cutting methods
 - . transferring markings
- sewing techniques
 - stay-stitching
 - . clean finish or edge-stitching
 - pinning
 - seam plain

(cont.)

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Resources & Notes

Diagram the types of symbols found on a pattern.

Learn the meaning of each symbol through the study of the pattern guide and sewing

Using a flip chart, review the symbols in order to ascertain student's knowledge.

Study chart showing measurements and ease allotted.

Mark and press pattern pieces.

Pupil-teacher demonstration showing placing of pattern on fabric.

Pupils select and circle correct layout for their project.

Pattern information sheet

Teen Guide to Homemaking, pp. 124-134

McCall's & Simplicity charts

Tips and Tricks for Sewing

It's So, Sew Easy, unit 5

Demonstrate the following techniques:

- cutting and marking techniques
 - interpreting & using pattern markings
 - . layout of pattern pieces on grain
 - . pinning
 - . proper cutting methods
 - transferring markings
- sewing techniques
 - . stay-stitching
 - . clean finish or edge-stitching
 - . pinning
 - . seam plain

(cont.)

It's So, Sew Easy

Teen Guide to Homemaking, chp. 8

McCall's "Step by Step" Sewing Book



Activities

- . hem; hand hemming stitch
- . stitching directionally
- understitching
 - . darts
- . facings
- . trimming and clipping seams
- zipper application; single flag
- . machine basting
- waistband
- pressing techniques
 - . grain perfect
 - under-pressing

Introduce dressmaker's chalk, tracing whe and tracing paper.

Prepare a display of needed pressing equiment.

Pupil-teacher demonstration showing the puse of each piece of equipment.

Good pressing is as important to fashion-right appearance of a garment as accurate cutting and sewing.

XIII. To evaluate the sewing project

The ability to plan and construct attractive, suitable, well-made clothing is a real asset.

Sewing is a creative art.

Compare garments made at home with readywear clothing cost: quality of fabric, beauty, individuality, workmanship, satisfaction, time, cost.

Pupil and teacher evaluate garment pupil has made.



Resources & Notes

Tips and Tricks for Sewing

. hem; hand hemming stitch

. stitching directionally

. understitching

- . darts
- . facings
- . trimming and clipping seams
- . zipper application; single flap
- . machine basting
- . waistband
- pressing techniques
 - . grain perfect
 - under-pressing

Introduce dressmaker's chalk, tracing wheel and tracing paper.

Prepare a display of needed pressing equipment.

Tips and Tricks for Sewing

Pupil-teacher demonstration showing the proper use of each piece of equipment.

ject

ant c of ing and

nstruct -made Compare garments made at home with ready-to-wear clothing cost: quality of fabric, beauty, individuality, workmanship, satisfaction, time, cost.

Fashion Your Own

Pupil and teacher evaluate garment pupil has made.



HOLIDAY FOODS,
GIFTS & DECORATIONS



HOLIDAY FOODS, GIFTS & DECORATION

The festivities enjoyed during the Chricomprise an important part of homemaking togetherness. To the teen-ager, the petionship implied, the appropriateness of and ways of celebrating are all important seasonal part-time occupational opportuning highlighted.

Goals & Concepts

Activities

I. To develop an appreciation of various family customs

Family celebration of holidays helps to strengthen family bonds.

Students suggest ways a family a holiday - Thanksgiving, Chr. Fourth of July:

- family gathering
- traditional foods
- gift-giving
- decorations

Discuss how the celebration of helps to strengthen family time - coming together of all mo

- a family (strengthens famous a family (strengthens famous a family (strengthens famous famous
- working together to prepare holiday (forming family to
- making gifts for family mof affection)

An understanding of the American traditions adds to one's appreciation of the Christmas season.

Discuss some of the American are of special interest to the

- Christmas tree
- holiday cookies and cand:
- · gift-giving
- mistletoe
- greeting cards
- parties



HOLIDAY FOODS, GIFTS & DECORATIONS

e festivities enjoyed during the Christmas season emprise an important part of homemaking and family egetherness. To the teen-ager, the personal relationship implied, the appropriateness of decoration and ways of celebrating are all important. The easonal part-time occupational opportunities are appliabled.

Activities

Resources & Notes

nds.

Students suggest ways a family may celebrate a holiday - Thanksgiving, Christmas, Easter, Fourth of July:

- family gathering
- traditional foods
- gift-giving
- decorations

Discuss how the celebration of holidays helps to strengthen family ties:

- coming together of all members of a family (strengthens family unity)
- working together to prepare for a holiday (forming family traditions)
- making gifts for family members (sign of affection)

lcan reciaDiscuss some of the American traditions that are of special interest to the class:

- Christmas tree
- holiday cookies and candies
- gift-giving
- mistletoe
- greeting cards
- parties

Resource person (s) to tell of Christmas customs in a different country



Activities

View Christmas slides.

II. To provide opportunity for creativity

Creation of original and practical decorations and gifts for the Christmas season can be achieved by all family members.

Have a day of "show and tell" for sharing of holiday decorations and ideas.

Create original and practical deceand gifts:

- centerpiece
- tree ornament
- door decoration
- wall hanging
- personal gifts
- greeting cards
 - party favors and place cards

Group activities:

- Make a Christmas tablecloth department.
- String popcorn and cranberrie the department or school Christree.
- Make cookies; gift-wrap and principals, custodian, offic sonnel and students' teacher:

Have a demonstration of creative wrapping by a resource person, are or home economics teacher.

Students gift-wrap packages.



Resources & Notes

View Christmas slides.

Christmas slide program presented by the Washington Gas Light Company

races ean memHave a day of "show and tell" for the sharing of holiday decorations and gift ideas.

Create original and practical decorations and gifts:

- centerpiece
- tree ornament
- door decoration
- wall hanging
- personal gifts
- greeting cards
- party favors and place cards

Group activities:

- Make a Christmas tablecloth for the department.
- String popcorn and cranberries for the department or school Christmas tree.
- Make cookies; gift-wrap and give to principals, custodian, office personnel and students' teachers.

Have a demonstration of creative giftwrapping by a resource person, art teacher, or home economics teacher.

Students gift-wrap packages.



Goals & Concepts

III. To explore job opportunities in the community

Many part-time seasonal jobs are available prior to Christmas.

Discuss the labor laws in Virginia relate to young girls.

List possible job opportunities in department stores, small variety stores at drug stores, etc.

List possible job opportunities in homes:

- baby-sitting
- helping serve at an open hous luncheon
- cleaning-up a kitchen after a party
- general house-cleaning

For the young person, the obtaining of experience is as important as the wages paid.

Discuss the following:

- the importance of obtaining a work experience background or
- the difference in the wage sca between inexperienced youth an experienced adult
- the need to plan for the future as meeting immediate needs

IV. To develop skills and creative ability in the preparation of traditional foods

The making of traditional foods for the family and guests to enjoy and for gift-giving contributes to the festivities of the holidays. Demonstrate foods for family enjoymentertaining of guests, and for gift

Pupil preparation of holiday foods breads, candies, cookies, seasonal



Discuss the labor laws in Virginia as they relate to young girls.

List possible job opportunities in large department stores, small variety stores, drug stores, etc.

List possible job opportunities in private homes:

- baby-sitting
- helping serve at an open house or luncheon
- cleaning-up a kitchen after a dinner party
- general house-cleaning

Discuss the following:

- the importance of obtaining a reliable work experience background or record
- the difference in the wage scale between inexperienced youth and experienced adult
- the need to plan for the future as well as meeting immediate needs

bility

for and the Demonstrate foods for family enjoyment and entertaining of guests, and for gift-giving.

Pupil preparation of holiday foods: quick breads, candies, cookies, seasonal dishes.

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Activities

V. To share the learnings of the unit with others

The sharing of learnings contributes to the enjoyment of others as well as self.

Select and execute an activitiy, such as

- Prepare a showcase exhibiting studen decorations and gifts made during thunit.
- Invite parents and friends to a Chrimas open house. Have on display the gifts and decorations made. Serve refreshments.
- Serve a buffet for parents and facult Theme: Christmas around the world

VI. To recognize the importance of safety practices during the holidays

Safety practices are essential to insure a happy holiday.

List the home safety precautions that are essential at Christmastime:

- fire-proofing of indoor Christmas tree, greens and paper decorations
- use of candles
- keeping decorations out of the reach of small children
- avoiding use of worn extension cord and overloading of extension cords



Resources & Notes

Select and execute an activitiy, such as:

- Prepare a showcase exhibiting students' decorations and gifts made during the unit.
- Invite parents and friends to a Christmas open house. Have on display the gifts and decorations made. Serve refreshments.
- Serve a buffet for parents and faculty. Theme: Christmas around the world

List the home safety precautions that are essential at Christmastime:

- fire-proofing of indoor Christmas tree, greens and paper decorations
- use of candles
- keeping decorations out of the reach of small children
- avoiding use of worn extension cords and overloading of extension cords

Fire marshall, Fairfax County

Red Cross



CHILD CARE & BABY-SITTING

CHILD CARE & BABY-SITTING

The pupil learns the basic factors which contribut the physical, social and mental development of chil and develops skills which will help her to become qualified baby-sitter or nursery school aide.

Goals & Concepts

Activities

I. To gain the necessary knowledge to become a qualified and accomplished "sitter"

A successful baby-sitter loves and understands small children.

Baby-sitting affords an opportunity for developing high standards of service and is a money-making proposition.

Child care is an excellent preparation for parenthood.

Discuss the basic needs of children and what the sitter needs to know about child care.

Read and discuss Gerber's pamphlet, Sitting Safety.

Observe pre-school children at play for at least 30 minutes and write down every thing they say and do. Report observations to class.

Discuss the characteristics of children at different ages and degrees of development.

Bring in magazine pictures of children in various activities and identify as to assign groups and development characteristics.

Make bulletin board of baby pictures brought in by class members. Try to gue who's who.

"Accentuate the Positive" contest, spell bee type of do vs. don't for children. Example: Don't run in the street; play the yard.



CHILD CARE & BABY-SITTING

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Activities

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Make bulletin board of baby pictures brought in by class members. Try to guess who's who.

"Accentuate the Positive" contest, spellingbee type of do vs. don't for children. Example: Don't run in the street; play in the yard. Following books are to be used with entire unit:

Teen Guide to Homemaking

Exploring Home and Family Living

Homemaking for Teen-agers, Book I

Following pamphlets are to be used with entire unit:

Sitting Safety (Gerber Products)

Sitting Safety (Metropolitan Life Insurance Company)

Panic or Plan

Accidents and Children

Infant Care

Your Child from 1 to 3

Your Child from 1 to 6

When Teen-agers Take Care of Children

ERIC

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Activities

II. To understand and accept changes in the family due to a new baby

The arrival of a baby necessitates changes in the family routine and finances.

Pre-planning aids successful adjustment.

Discuss the changes and adjustments involved with the arrival of a new baby.

Discuss ways in which family can prepare in advance for a baby so that family life will run smoothly when child is born. Example: clothing and equipment purchase or made in advance and in its proper place; family budget to accommodate adder food, medical expenses, etc.

III. To learn how to care for an infant

Students gain confidence in feeding, bathing and dressing the infant. Following a teacher demonstration, practi the techniques of infant

- holding
- feeding
- dressing
- diapering
- bathing

View filmstrips, "Feeding the Baby" and "Bathing the Baby." Have girls practice techniques observed.

NOTE: Use a three-month unsexed education type doll for all demonstrations and practice.



Resources & Notes

The Why and How of Discipline

Discuss the changes and adjustments involved with the arrival of a new baby.

Discuss ways in which family can prepare in advance for a baby so that family life will run smoothly when child is born. Example: clothing and equipment purchased or made in advance and in its proper place; family budget to accommodate added food, medical expenses, etc.

Enjoy Your Child

Understand Your Child

Baby-sitter Safety Packet

Baby Care

The Phelomenon of Early Development

Happy Mealtimes for Your Baby

Following a teacher demonstration, practice the techniques of infant

- holding
- feeding
- dressing
- diapering
- bathing

View filmstrips, "Feeding the Baby" and "Bathing the Baby." Have girls practice techniques observed.

NOTE: Use a three-month unsexed educational type doll for all demonstrations and practice.

Following filmstrips are to be used with entire unit:

Keeping Children Happy

Keeping Children Safe

Getting Acquainted

Special Daytime Problems

Selecting Children's Clothing

Selecting Children's Toys



Activities

IV. To learn the contributions of play to the development of the child

Play contributes to the physical, mental and social development of a child.

Make-up a good story and tell it as onwould to a pre-schooler.

Plan a child's party-theme, refreshment favors, games and prizes.

- Suggestion: Valentine Party

Portray story on flannel board or with puppets.

Educational toys aid in the development of a child's coordination, use of senses and language development.

Explain and give examples of the use o music, TV, books and reading in child development.

V. To discover reasons for differences in play activities and toys of children

Children like simple household articles made into toys.

Demonstrate how to make and use play do from flour and salt.

Demonstrate use of fingerpaint made fro starch and food coloring.

Make samples of toys from household art

Make lists and examples of play material games and toys suitable for various age

List rules and show examples of good to for various ages.

Make stuffed toys; make a baby-sitter k from an old purse (include games, crayo books, etc.)

The suitability of a toy varies according to the motor and mental development of the child.

Resources & Notes

Make-up a good story and tell it as one

would to a pre-schooler.

Plan a child's party-theme, refreshments, favors, games and prizes.

- Suggestion: Valentine Party

Portray story on flannel board or with puppets.

Explain and give examples of the use of music, TV, books and reading in child development.

Feeding the Baby

Teaching Desirable Habits

Preparing the Formula

Bathing the Baby

Movies to be used with entire
unit:

Bathing the Baby

Babies Like to Eat

Food as Children See It

Art:

Make puppets with help of art teacher; home economics students make the clothes. Give puppet show for little ones.

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Demonstrate how to make and use play dough from flour and salt.

Demonstrate use of fingerpaint made from starch and food coloring.

Make samples of toys from household articles.

Make lists and examples of play materials,

List rules and show examples of good toys for various ages.

games and toys suitable for various ages.

Make stuffed toys; make a baby-sitter kit from an old purse (include games, crayons, books, etc.)

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Activities

VI. To provide for the safety of small children and the control of disease

Baby-sitters assume responsibilities relating to the care, safety and happiness of their charges.

View filmstrip, "Keeping Children Safe" 1 McGraw-Hill series on child care.

Review Gerber's pamphlet, "Sitting Safety

Work up Baby-sitter's Information Check List for parent-employer (phone numbers. location of supplies, etc.) Duplicate enough for all families who are patrons of girls.

Discuss hazards which may exist in child ren's play and how to make play safe for children.

Have school nurse and/or policeman talk to girls on sitting safety and how to cope with emergencies.

Demonstrate simple first aid techniques to use in case an emergency situation should occur.

To recognize ways a child may develop through activities related to dressing

Self-help clothing aids a young child Construct a self-help clothbook with in learning to dress himself.

zippers, buttons, bows, snaps, etc. in story form.

Show examples of good and poor clothing children and infants.



<u>Activities</u>

Resources & Notes

of small

ety and

nsibilities View filmstrip, "Keeping Children Safe" from McGraw-Hill series on child care.

Review Gerber's pamphlet, "Sitting Safety."

Work up Baby-sitter's Information Check <u>List</u> for parent-employer (phone numbers, location of supplies, etc.) Duplicate enough for all families who are patrons of girls.

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d may develop ed to dress-

ι young child Construct a self-help clothbook with self. zippers, buttons, bows, snaps, etc. in story form.

> Show examples of good and poor clothing for children and infants.



Activities

View filmstrip, "Selecting Children's Clothing" from the University of Kansas.

VIII. To learn the food needs of young children

Diet affects future as well as present health of children.

Young children have special food needs.

Mealtime is a happy time with:

- small servings
- only one new food introduced at a meal
- bright colors and appealing textures
- pleasant surroundings and companions

Review basic nutrition principles and diacuss suitable foods for small children.

Plan menus that might be prepared and served to children. Prepare selected men

Plan and serve a picnic lunch for a familicomposed of three children (four-year-old ten-year-old and 16-year-old), mother an father.

Prepare a luncheon for pre-schoolers and serve to younger brothers and sisters of class members while their mothers enjoy coffee and cookies in the living room. Evaluate luncheon.

IX. To recognize the many facets of babysitting and how it can be a moneymaking proposition

Certain responsibilities are assumed by the sitter and her own parents.

Review State film, "The Bary-sitter," and t SVE Child and Infant Care film series on baby-sitting.



Resources & Notes

View filmstrip, "Selecting Children's Clothing" from the University of Kansas.

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Plan menus that might be prepared and served to children. Prepare selected menus.

Plan and serve a picnic lunch for a family composed of three children (four-year-old, ten-year-old and 16-year-old), mother and father.

Prepare a luncheon for pre-schoolers and serve to younger brothers and sisters of class members while their mothers enjoy coffee and cookies in the living room. Evaluate luncheon.

aby-

ned Review State film, "The Baby-sitter," and the SVE Child and Infant Care film series on baby-sitting.

Fire marshall: request illustrative material and examples plus film



Activities

It is important for the babysitter to be knowledgeable of the parent-employer responsibilities to the sitter. Discuss the duties and responsibilities of the sitter, parents and employers. (Care of employer's furniture; use of TV, telephone, etc.)

Arrange a panel of parents and pupils to discuss problems in baby-sitting:

- prices, policies, transportation
- extra duties such as "doing the dishe
- emergencies

Share baby-sitting experiences with the cl

Report on home experience projects in baby sitting.

View filmstrips, "Getting Acquainted" and "Special Daytime Problems."

Discuss how jobs are obtained.

Prepare "hand-outs" for neighbors with smachildren.

There are acceptable techniques to follow in obtaining "sitting" jobs.

Discuss the duties and responsibilities of the sitter, parents and employers. (Care of employer's furniture; use of TV, telephone, etc.)

Arrange a panel of parents and pupils to discuss problems in baby-sitting:

- prices, policies, transportation extra duties such as "doing the dishes"
- emergencies

Share baby-sitting experiences with the class.

Report on home experience projects in babysitting.

View filmstrips, "Getting Acquainted" and "Special Daytime Problems."

Discuss how jobs are obtained.

Prepare "hand-outs" for neighbors with small children.





FOODS FOR MODERN LIVING

Emphasis is placed on food as a prime factor for attainment optimum potential and on preparing nutritious and appealing for special occasions. The student learns of those entry are available to persons in the food service field.

Goals & Concepts

Activities

I. To compare the physical facilities of a school kitchen unit to that of a family-type kitchen

Certain principles are essential in all types of kitchens:

- organization
- sanitation
- cooperation
- quality equipment
- principles of design
- safety

Search through magazines for pictures and layouts of attractive, well-planned kitchen

Set up guidelines to help in the selection of the best planned kitchens from those the class had chosen. Consider such points as organization, design, safety. Using same guidelines, evaluate the school kitchen.

Inspect the school equipment to determine quality and form generalizations as to value of what makes a "best buy."

Demonstrate proper cleaning of different types of small equipment. Pupils clean equipment as necessary.

Determine the "best" organization and placement for equipment in the kitchen.

Label shelves, etc. to aid in continued organization and identification.

Use the "basic four" pattern to plan healthful meals. Point out the relationship of various foods to body health.

The selection and arrangement of equipment in a kitchen affects the working conditions.

Food is essential to maintaining one's health.



FOODS FOR MODERN LIVING

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Activities

Resources & Notes

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Search through magazines for pictures and layouts of attractive, well-planned kitchens. Filmstrip: Save 30 Minutes A Day

Set up guidelines to help in the selection of the best planned kitchens from those the class had chosen. Consider such points as organization, design, safety. Using same guidelines, evaluate the school kitchen.

Filmstrip: Your Space Age Kitchen

Inspect the school equipment to determine quality and form generalizations as to value of what makes a "best buy."

Demonstrate proper cleaning of different types of small equipment. Pupils clean equipment as necessary.

Determine the "best" organization and placement for equipment in the kitchen.

Label shelves, etc. to aid in continued organization and identification.

Use the "basic four" pattern to plan healthful meals. Point out the relationship Four Food Group" of various foods to body health.

Dairy Council Chart of "Basic



Activities

Create a desire to select and eat a wide variety of foods.

Prepare a snack tray using a wide variety of fresh fruits and raw vegetables. Servbuffet style to "show, tell, taste."

II. To learn proper use and care of kitchen equipment, utensils and supplies

Proper care of equipment lengthens the life of the equipment and gives better service.

Discuss and demonstrate proper care of equipment. Cite results of uncared for equipment, such as:

- dirty electric can opener will not function
- prying open cans with paring knife may break off point
- soiled iron shoe might stain garmentflame too high melts plastic handle
- on pan

lo a time-and-work study on different met

Proper use and care leads to greater utilization of time, money and energy.

of accomplishing the same goal. Example: washing dishes, setting a table. Relate learning with activities in other areas.

Visit the kitchen of a commercial restaur to see techniques employed to conserve ti and energy.

III. To learn the basic principles involved in food preparation

Well-planned meals require sound knowledge of the principles of food preparation.

Demonstrate the principles involved in me suring. Explain cooking terms that are found in recipes through discussion and demonstration.



Resources & Notes

eat

Prepare a snack tray using a wide variety of fresh fruits and raw vegetables. Serve buffet style to "show, tell, taste."

Filmstrip: All About Garnishes

Better Homes & Gardens Salad Book

ng or

thens

Discuss and demonstrate proper care of equipment. Cite results of uncared for equipment, such as:

- dirty electric can opener will not function
- prying open cans with paring knife may break off point
- soiled iron shoe might stain garment
- flame too high melts plastic handles on pan

Demonstration by gas company on care and use of range

Demonstration by electric company on care and use of range, refrigerator and small appliances

Do a time-and-work study on different methods of accomplishing the same goal. Example: washing dishes, setting a table. Relate learning with activities in other areas.

The Dishwashing Book

Visit the kitchen of a commercial restaurant to see techniques employed to conserve time and energy.

Cafeteria or restaurant in the community

<u>in-</u>

ound of Demonstrate the principles involved in measuring. Explain cooking terms that are found in recipes through discussion and demonstration.

So You Are Ready to Cook

Washington Flour demonstration of quick breads, measurements



IV. To learn to plan and prepare basic menus which meet daily food requirements

Good health depends on nutritionally planned and prepared meals. Pupils plan, prepare and serve simple breakfast, brunch, lunch, supper and d

Prepare sandwiches that form a nutrition meal. Example: breakfast - scrambled and bacon sandwich (toasted bread).

Nutritionally planned meals provide pleasing combinations in variety, texture, color, shape, flavor and temperature. Evaluate by group discussion and the dopment of a score card.



Resources & Notes

Film: You Be the Judge

Betty Crocker's New Picture Cookbook

Pupils plan, prepare and serve simple breakfast, brunch, lunch, supper and dinner.

Prepare sandwiches that form a nutritious meal. Example: breakfast - scrambled eggs and bacon sandwich (toasted bread).

Evaluate by group discussion and the development of a score card.

Dairy Council Chart of "Basic Four Food Groups"

Filmstrip: Secrets of Sand-witchery

So You are Ready to Cook

Teen Guide to Homemaking

Party Planning

Boys and Girls Cookbook (Better Homes & Gardens)

Meals in Minutes

Dinner in a Dish

Lunches & Brunches

Good & Easy Cookbook (Betty Crocker)

Family Fare (U.S. Dept. of Agriculture)



Activities

V. To gain abilities in making wise choices when buying foods

Well-planned market orders depend on well-planned menus and the supplies on hand.

Make the wisest selection depending on the use to be made of the food.

Awareness of the cost of various items of food leads to wise choices when buying.

Pupils participate by making a well-planned market order for the menu they will use.

If feasible, pupils do the shopping in the grocery store with the teacher.

Using newspaper ads, do comparative shopping.

If possible, do actual comparative shopping in the community stores.

VI. To apply good grooming and sanitary practices in the kitchen

Appropriate grooming for the kitchen and clean food preparation habits are desirable sanitary practices.

Do regular spot-check on the practices of those doing food preparation.

Discuss: Health Department requirements for those working in public foods service.

VII. To learn proper methods of storing foods

Proper storage aids in the saving of time, energy and money as well as the nutritional value of the food.

Pupil-teacher demonstration of the appropriate methods of storing different types of foods:

- plastic & foil wrap
- double-duty dishes
- refrigerated or dry storage



Resources & Notes

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in the community stores.

market order for the menu they will use.

Discuss: Health Department requirements for those working in public foods service.

Fairfax County Guide for Cafeteria Managers

Pupil-teacher demonstration of the appropriate Check on information contained methods of storing different types of foods: in government food pamphlets

- plastic & foil wrap
- double-duty dishes
- refrigerated or dry storage



Activities

Require regular practice of foods prepared; leftovers. Call attention to food care during preparation, care of unused portions from containers opened.

VIII. To make mealtime an enjoyable occasion

Physical and social factors influence the enjoyment of mealtime.

Discuss and practice:

- setting the table attractively and properly
- serving techniques
- table manners and etiquette

Role-play situations to show the importance of using good manners and etiquette at the table.

IX. To plan, prepare and serve foods in quantity

Many family-size recipes can be converted to serve larger groups.

Practice the technique of enlarging recipes. Compare converted recipes to quantity recipes to observe if proportions of certain ingredients change.

Serving meals gives waitress experience.

Plan, prepare and serve a simple buffet luncheon to a group of faculty members.

Pupil observation in the school cafeteria of the preparation of quantity foods.



Require regular practice of foods prepared; leftovers. Call attention to food care during preparation, care of unused portions from containers opened.

Resources & Notes

Tour the school cafeteria kitchen with the manager as she explains the necessity of efficient practices and sanitary methods.

Discuss and practice:

- setting the table attractively and properly
- serving techniques
- table manners and etiquette

Role-play situations to show the importance of using good manners and etiquette at the table.

So You Are Ready to Cook

Etiquette Book (Amy Vanderbilt or Emily Post)

Teen Guide to Homemaking

Filmstrip: Fashion in Dining

Table manners film, if one is available

Practice the technique of enlarging recipes. Compare converted recipes to quantity recipes to observe if proportions of certain ingredients change.

Plan, prepare and serve a simple buffet luncheon to a group of faculty members.

Pupil observation in the school cafeteria of the preparation of quantity foods.

School cafeteria



X. To prepare foods that are appropriate to serve when entertaining

Social poise is necessary for graceful, efficient entertaining.

Proper planning, preparation and serving result in refreshments that are tasty, appealing and nutritious.

Plan a get-acquainted party and invite the boys from the Vocational Industrial Arts Class.

Pl

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Prepare foods appropriate to serve as refreshments for the party.

XI. To become aware of the vocational opportunities available in foods service

Home economics courses are good training for vocations in foods service.

View various films on the topic.

Discuss state laws regarding age requirements.

Tour the school cafeteria, having the manager explain the operation and the duties of different personnel.

Pupils list those entry jobs for which they are equipped to apply.

Discuss how promotions are obtained.

Resources & Notes

an a get-acquainted party and invite the Better Hoys from the Vocational Industrial Arts Class. Cookbook

Better Homes & Gardens Holiday

epare foods appropriate to serve as reeshments for the party.

Party Planner

Fun Food Album

You're Entertaining

Come to a Party RSVP

New Hostess at Home

Coffee Please (explains different coffeemakers)

Plan a field trip to visit a

restaurant, bakery

iew various films on the topic.

iscuss state laws regarding age requireents.

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Pupils list those entry jobs for which they are equipped to apply.

piscuss how promotions are obtained.

ERIC

Full Text Provided by ERIC

HOME NURSING



HOME NURSING

In this unit, stress is placed on the home nursing responsible a girl may assume during the illness of a family member. The techniques learned are related to occupational skills.

Goals & Concepts

Activities

I. To become familiar with the teenager's role when there is illness in the home

Certain illnesses are common to all homes.

A special type of cleanliness becomes important when there is illness in the home.

Cheerfulness, kindness. and thoughtfulness are especially important when there is sickness in the home.

Discuss and chart out the most common ill-

nesses as to transfer, duration and cure.

List the places in the home where germs are most commonly four.d.

Demonstrate the procedure for washing dishe and utensils used by a sick person with a communicable disease.

Discuss and practice ways of keeping the sickroom clean.

Prepare a list of the ways the pupil can show kindness, thoughtfulness and cheerfulness when someone in the home is ill.

Discuss points to consider when visiting in the sickroom.

Give skits demonstrating good sickroom behavior.



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Resources & Notes

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Discuss points to consider when visiting in the sickroom.

Give skits demonstrating good sickroom behavior.

Young Living, chp. 10

Exploring Home & Family Living, chp. 20

Common Sens About Common Diseases

Home Nursing Handbook

Cherry Ames Book of First Aid and Home Nursing

Junior Homeraking, chp. 8

ABC's of Childhood Diseases

ERIC

Full Text Provided by ERIC

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Activities

The instructions given by a doctor are to be followed exactly as he gave them.

Prepare a simplified patient's chart; tice recordkeeping.

Cite examples to prove the point, "Doct orders are to be followed."

II. To be able to perform routine tasks in caring for the patient

The home nurse needs to be skill-ful in bedmaking, pillow fluffing and room care for the sick.

A patient is more at ease if his needed possessions are near him.

It is important to know how to properly prepare and use the thermometer, ice bag, hot water bottle and bed pan.

Certain items for use by a sick person can be made by a family member.

Demonstrate bedmaking and pillow fluff practice by pupils.

Make a list of articles a sick person probably like near him.

Have the school nurse give a talk and stration on the use of sickroom equipm

Discuss types of equipment that can mathe patient comfortable - commercial a homemade.

Construct a piece of equipment such as backrest, footrest, bed table, etc.



Resources & Notes

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Red Cross Home Nursing

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now how to use the , hot water Make a list of articles a sick person would probably like near him.

Have the school nurse give a talk and demonstration on the use of sickroom equipment.

e by a sick y a family Discuss types of equipment that can make the patient comfortable - commercial and homemade.

Construct a piece of equipment such as a backrest, footrest, bed table, etc.



Activities

III. To be able to prepare nutritional and attractive food for the sick

Organization of kitchen equipment aids in the conservation of time.

Ready the department kitchen for food preparation activities.

Review to ascertain pupils' knowledge of

When permissible, include the basic four food groups when planning meals for the sick.

equipment and procedures.

List foods in the basic four food groups that would be good for a sick person and

the appropriate type of preparation.

Decorating a sick tray conveys cheer.

Collect pictures of garnishes that would make food look more attractive on the sick tray.

Make attractive items that could be used to decorate a sick tray for a child; a teen; an adult.

Make a study of table settings that could be used on the sick tray.

An ill person is easily influenced by his senses - seeing, tasting, smelling. Prepare a simple meal for a sick person that is attractive, appealing, easy to eat and nourishing.

IV. To devise forms of entertainment for convalescent family members

Entertaining the convalescent makes the recovery time seem shorter to the patient.

Discuss ways the pupil likes to be enter tained when she is sick.



Resources & Notes

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So You Are Ready to Cook

Food for the Sick

ment ers

t makes er to Discuss ways the pupil likes to be entertained when she is sick.



Activities

Each girl will demonstrate a game she thinks would be appropriate for a child when convalescing.

Each girl will construct a toy for a child who is sick.

Discuss the ways of entertaining a teen-ager when recovering from an illness or accident.

Make a display of books, games and magazines that could be used by a convalescent indicating age group.

Visit the school clinic for a bedmaking demonstration and observation of equipment.

Practice bedmaking by placing the roll-a-way bed mattress on top of a table. This height makes the task easier.

V. To relate the home nursing techniques to hospital and nursing home procedures

Techniques learned for home care of the sick are applicable to hospital care of patients.

List the work opportunities for the 14-to 16-year-olds in hospitals, nursing homes and homes for the aged.

Using a hospital bed (school clinic), ready the bed for a hospital patient.

Review learnings on tray service and feeding a sick person.

Compare the cleaning procedures of a home sickroom to a hospital room; to a nursing home room. Cite similarities and differences

ERIC

Resources & Notes

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Diversions for the Sick

School nurse and clinic facilities

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a hospital or nursing home

A PRETTIER YOU



A PRETTIER YOU

The pupil relates the principles, techniques a skills learned to the development, enhancement preservation of natural teen-age attractivenes. The relationship is shown between proper groom social acceptance and job opportunities.

Goals & Concepts .

Activities

I. To preserve and enhance natural attractiveness

Health habits effect natural beauty.

Personal attractiveness is obtainable by everyone.

A regular beauty routine is a must for good grooming.

Discuss the need for an adequate die ficient sleep, all-over cleanliness of teeth, grooming and exercise.

Discuss the difference between cultiattractiveness and natural beauty.

Cite examples of how one's appearance hinder or increase one's popularity ability to obtain a job.

Review different types of beauty rou and develop one in chart form for comembers to use.

Prepare posters to illustrate factor create attractiveness.



A PRETTIER YOU

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Resources & Notes

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Discuss the need for an adequate diet, sufficient sleep, all-over cleanliness, care of teeth, grooming and exercise.

Discuss the difference between cultivated attractiveness and natural beauty.

Cite examples of how one's appearance may hinder or increase one's popularity; one's ability to obtain a job.

Review different types of beauty routines and develop one in chart form for class members to use.

Prepare posters to illustrate factors that create attractiveness.

Filmstrips: I Wish, I Wish To Beauty or Not to Beauty

Five Magic Mirrors

School cafeteria manager to tell the grooming requirements for a food service employee

Grooming and Beauty Portfolio

Through the Looking Glass

Where Beauty Begins

Basic Beauty Begins Underneath It All

Off to a Beautiful Start

Wardrobe Magic

My Reflections: A Girl and Her Figure



Activities

Pupils learn techniques of beauty care:

- do's and don't's of applying make-up by taking part in a lecturedemonstration program
- manicuring nails by viewing a filmstrip and applying techniques learned to personal nail care
- hair care by participating in a field trip to a cosmetology lab and doing hairstyling in a classroom
- posture by practicing and applying techniques learned from a modeling school representative

Prepare a bulletin board showing suitable hair styles for young people and appropriate dress for school.

Through pictures or cartoons, show proper and improper grooming: school, active sports, party, on-the-job

A natural beauty may become unattractive through improper grooming.

II. To recognize and apply art principles to dress

A well-dressed girl is appropriately dressed at all times.

List factors to consider in selecting clothes: figure type, color, style, clothes on hand, accessories, personality and the different activities in which one will be involved.

Prepare a bulletin board listing activities and showing appropriate dress for each activity.



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Through pictures or cartoons, show proper and improper grooming: school, active sports, party, on-the-job

Community resource person to show proper make-up and skin care for the teen-age girl Filmstrip to illustrate the step-by-step technique of manicuring the nails Cosmetology lab of the area vocational school for hair care and styling Representative from a modeling school in regard to walking, sitting, standing, etc.

McCall's Guide to Teen-age Beauty and Glamour

Filmstrip: A Teen's ABC's of Beauty

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Prepare a bulletin board listing activities and showing appropriate dress for each activity.

Here's to You, Miss Teen
Put Your Best Foot Forward

The Polly Bergen Book of Beauty



Teacher leads students in a study of figure types, line and design in clothing, and figure problems.

Using the textbook, carry out the following activities:

- Worl out a study sheet. (page 66)
- List points to consider in selecting clothes.
- Discuss selection of becoming colors. (Use swatches; review color wheel; review harmonies.) (charts and pictures between pp. 76 and 77)
- Show clothing care techniques. (page 90)
- Determine effect of color in creating illusions.
- Evaluate effect of dress on a person.

Prepare & chart that illustrates suitable dress for activities in a teen-ager's week. (school, home, social, on-the-job)

Make a charm and beauty guide scrap book or slip thart including such topics as:

- how to manicure or nail care
- how to set hair
- skir care
- your figure type
- clotaes for you
- perilect posture
- new words learned



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- Evaluate effect of dress on a person.

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Make a charm and beauty guide scrap book or slip chart including such topics as:

- how to manicure or nail care
- how to set hair
- skin care
- your figure type
- clothes for you
- perfect posture
- new words learned

Resources & Notes

3-M transparencies: Home Economics Part II, packet 24

Charts furnished by pattern company

McCall's representative: demonstration on Line and Color

Teen Guide to Homemaking, chp. 5

Fabric swatches

Color wheel

Line charts



III. To recognize the values gained from a planned wardrobe

A satisfying wardrobe is the result of logical analysis and creative ability.

List clothes in own wardrobe that are we able. You have \$100 to spend; using mag zines for pictures, plan a wardrobe.

Evaluation of unit:

- matching quiz
- vocabulary drills; word games
- unit test
- home project: Each student plans in wardrobe of 20 school outfits from: 2 skirts, 1 jumper, 1 dress, 1 sweat 2 blouses and unlimited accessories
- home practice: Organize and carry a beauty routine for five consecutidays and report on the success of yeffort.
- improvement in at least one health
- an understanding of how to dress for occasion (school, church, sports, son-the-job)



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Evaluation of unit:

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- home project: Each student plans a wardrobe of 20 school outfits from:
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- home practice: Organize and carry out a beauty routine for five consecutive days and report on the success of your effort.
- improvement in at least one health habit
- an understanding of how to dress for the occasion (school, church, sports, social, on-the-job)

Teen Guide to Homemaking, page 47



SPRING SEWING PROJECT



SPRING SEWING PROJECT

Emphasis is placed on learning additional basic sew skills and techniques, on wardrobe planning in relation to high school and on-the-job clothes, and on sewing as a creative art.

Goals & Concepts

Activities

I. To select a pattern that requires at least one new construction process

Multiple factors are involved when selecting a sewing project.

Certain techniques are basic to all sewing projects.

List factors essential to a sewing project

Review basic knowledge and skills related to fabric, pattern, cutting, sewing, etc.

II. To recognize the values gained from a planned wardrobe

Each garment made should fit the needs of the individual's wardrobe.

Set up guidelines for the selection and coordination of a wardrobe.

Research ways to "stretch" a wardrobe.

Select pattern, fabric and notions for the project.



SPRING SEWING PROJECT

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Activities	Resources & Notes
List factors essential to & sewing project.	Fairfax County Home Economics Curriculum Guide, p. 99
Review basic knowledge and skills related to fabric, pattern, cutting, sewing, etc.	Fairfax County Home Economics Curriculum Guide, p. 103



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he robe.

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Set up guidelines for the selection and

Research ways to "stretch" a wardrobe.

Select pattern, fabric and notions for

coordination of a wardrobe.

the project.

Suggestions for project:

pajamascoullettes - jump suit - party shift

Goals & Concepts

Activities

III. To improve and expand sewing skills

New knowledge and skills are based on past learnings and abilities.

Review construction processes by studenteacher demonstration.

Display the construction samples as a guide to "perfection stitching."

View filmstrip on construction techniqu and/or study charts from pattern companies on construction techniques.

Demonstrate new techniques as required garment construction.

IV. To evaluate the sewing project

Evaluation helps to develop and improve construction standards, wardrobe selection and creativity.

Pupil-teacher evaluation of garment dur an individual conference:

- construction
- selection
- individuality

V. To plan for the future

Advance planning may insure an adequate wardrobe.

Review present wardrobe to ascertain future needs.

Make a workable plan to serve as a guid for future acquisitions.

Discuss the factors involved for deciding when to buy and when to make clothes an accessories.

Debate: A clever girl can be well dres with a minimum wardrobe.



Activities

Resources & Notes

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Review construction processes by studentteacher demonstration.

Display the construction samples as a guide to "perfection stitching."

View filmstrip on construction techniques and/or study charts from pattern companies on construction techniques.

Demonstrate new techniques as required in garment construction.

McGraw-Hill filmstrip

Pupil-teacher evaluation of garment during an individual conference:

- construction
- selection
- individuality

Review present wardrobe to ascertain future needs.

Make a workable plan to serve as a guide for future acquisitions.

Discuss the factors involved for deciding when to buy and when to make clothes and accessories.

Debate: A clever girl can be well dressed with a minimum wardrobe.



Goals & Concepts

Activities

VI. To relate learnings to job skills

Basic textile and clothing construction knowledge is useful in certain sales jobs. List entry jobs related to ready-to-wear and fabrics, such as: stock girl, sales person, etc.

Check the labor law for the legal minimum age of the jobs listed.

Discuss how the knowledge learned would be helpful on the job.



Activities

Resources & Notes

lls

List entry jobs related to ready-to-wear and fabrics, such as: stock girl, sales person, etc.

Check the labor law for the legal minimum age of the jobs listed.

Discuss how the knowledge learned would be helpful on the job.



FOOD CONSERVATION



FOOD CONSERVATION

The pupil studies the various methods of food conservative realizes the variety of out-of-season foods that may be to the family menu and investigates the possible budget stretching factor as a result of food conservation.

Goals & Concepts

<u>Activities</u>

I. To learn the many ways that food conservation may contribute to the variety in family meals

Conserved foods may add interest and variety to family meals.

Display attractive jars of food such as tomatoes, jellies, relishes, fruits. Di cuss ways in which conserved products ma contribute to family meals.

Examine several products and describe the qualities that are desirable (color, texture, etc.).

View films and filmstrips on food consertion.

View demonstration of freezing fruits, v tables, meats. Emphasize points related food conservation by this method.

II. To develop skills in conserving food

There are various methods by which foods are conserved: canning, freezing, drying, etc.

Investigate the methods and procedures f conserving food in the home.



FOOD CONSERVATION

tudies the various methods of food conservation, e variety of out-of-season foods that may be added by menu and investigates the possible budget-factor as a result of food conservation.

Activities

Resources & Notes

Display attractive jars of food such as tomatoes, jellies, relishes, fruits. Discuss ways in which conserved products may contribute to family meals.

Examine several products and describe the qualities that are desirable (color, texture, etc.).

View films and filmstrips on food conservation.

View demonstration of freezing fruits, vegetables, meats. Emphasize points related to food conservation by this method.

Following booklets and pamphlets to be used with entire unit:

10 Short Lessons in Canning and Freezing

Home Canning and Freezing Sketch Book

The Science of Food Preservation

Successful Home Canning

Some Aspects of Food Preservation

Ball Blue Book

Kerr Home Canning Book

Home Canning of Meat

Investigate the methods and procedures for conserving food in the home.

Home Canning of Fruits and Vegetables



Goals & Concepts

Activities

If possible, visit community cannery and observe equipment in use.

Examine home canning equipment and consider the proper use of the pressure canner.

Give demonstrations on canning fruits and vegetables using different methods.

Have each pupil plan and carry out experiences in canning foods available in the community using two different methods.

View filmstrip and consider making preserves, jelly and conserves.

Give demonstrations on making jelly with and without a commercial pectin. Have class compare quality, quantity and cost.

Pupils plan and carry out experiences in making jelly or preserves (using two methods).

View film on "Pickles."

If possible, pickle some food available in community. (Peaches, crabapples, watermelon rind)

III. To realize the economic and nutritious values behind conserving foods

The food dollar may often be stretched through the use of conserved foods.

Compare advantages, cost and time of using cannery with home canning.



Activities

If possible, visit community cannery and observe equipment in use.

Examine home canning equipment and consider the proper use of the pressure canner.

Give demonstrations on canning fruits and vegetables using different methods.

Have each rupil plan and carry out experiences in canning foods available in the community using two different methods.

View filmstrip and consider making preserves, jelly and conserves.

Give demonstrations on making jelly with and without a commercial pectin. Have class compare quality, quantity and cost.

Pupils plan and carry out experiences in making jelly or preserves (using two methods).

View film on "Pickles."

If possible, pickle some food available in community. (Peaches, crabapples, watermelon rind)

Compare advantages, cost and time of using cannery with home canning.

Resources & Notes

Home Freezing of Fruits and Vegetables

Pressure Canners, Use and Care

How to Make Jellies, Jams and Preserves at Home

Freezing Meat and Fish in the Home

Following books are to be used with entire unit:

Better Homes and Gardens Vegetable Cookbook

Joy of Cooking

Following films and filmstrips to be used with entire unit:

Home Canning (State Film Library)

Home Canning (Ball Brothers)

Home Canning: Green Beans

Home Canning: Jams & Jellies

Home Canning: Pickles

Home Canning: Tomatoes



Goals & Concepts

Activities

Nutrients can be preserved through proper canning methods.

Plan, prepare and freeze foods for futureclass use.

Plan and prepare menus using the foods conserved. Compare quality, time, cost, flaw and appearance of the foods conserved and used.

Improper methods of conserving foods result in food spoilage.

Consult pamphlets and books to find out the causes of food spoilage.

IV. To recognize that food conservation is a means of providing foods for balanced family meals

Foods produced by the family provide variety and balance throughout the entire year.

Conserved foods aid in providing the daily food requirements.

Over-produced foods may be conserved for future use.

Plan family meals in which home preserved foods result in forming well-balanced meal

- review basic four food group
- discuss the nutrients in various food

See previous activity.

Give a class party using canned and frozer foods.

Discuss advantages of preserving an overabundant crop of vegetables or fruit rathe than the excess produce having to be desti because of spoilage.



Activities

Resources & Notes

Plan, prepare and freeze foods for future class use.

Jam Session

Plan and prepare menus using the foods conserved. Compare quality, time, cost, flavor and appearance of the foods conserved and used.

Consult pamphlets and books to find out the causes of food spoilage.

Plan family meals in which home preserved foods result in forming well-balanced meals.

- review basic four food groupdiscuss the nutrients in various foods

See previous activity.

Give a class party using canned and frozen foods.

Discuss advantages of preserving an overabundant crop of vegetables or fruit rather than the excess produce having to be destroyed because of spoilage.



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Books

New York: McGraw-Hill B Bailard, Virginia & Strong, Ruth, Ways to Improve Your Personality, Minneapolis, Minnesota: Burgess Publishing Comp Bancroft, Vivian Starck, It's So, Sew Easy. Barclay, Marion S. & Champion, Frances, Teen Guide to Homemaking. New York: McGraw-Hill Book Bergen, Polly, The Polly Bergen Book of Beauty, Freshness and Charm. Englewood Cliffs, New Je Better Homes & Gardens Boys and Girls Cookbook. Des Moines, Iowa: Meredith Publishing Company Des Moines, Iowa: Meredith Publishing Company. Better Homes & Gardens Holiday Cookbook. Better Homes & Gardens Salad Cookbook. Des Moines, Iowa: Meredith Publishing Company. Des Moines, Iowa: Meredith Publishing Company. Better Homes & Gardens Vegetable Cookbook. Betty Crocker's Good & Easy Cookbook. New York: Golden Press, Inc. Betty Crocker's New Picture Cookbook. New York: McGraw-Hill Book Company. Clayton, Nanalee, Young Living. Peoria, Illinois: Chas. A. Bennett Company, Inc., 1963. Duffie, Mary, So You Are Ready to Cook. Minneapolis, Minnesota: Burgess Publishing Company.

Fleming, Mary & Benson, Marion, Home Nursing Handbook. Boston: D. C. Heath & Company, 1961. Hiller, Glynne, Put Your Best Foot Forward. Garden City, New York: Doubleday & Company, Inc.

Fleck, Henrietta, Fernandez, Louise & Munves, Elizabeth, Exploring Home and Family Living.

East, Marjorie & Wines, Mary, Fashion Your Own. Atlanta, Georgia: Houghton-Miiflin Company,

Jones, Evelyn & Burnham, Helen, Junior Homemaking. New York: J. B. Lippincott Company, 196



63

Fairfax, Virginia: Fairfax County Public Sc

Fairfax County Home Economics Curriculum Guide.

New Jersey: Prentice-Hall, Inc., 1959.

Books

s to Improve Your Personality, New York: McGraw-Hill Book Company, 1951.

Easy. Minneapolis, Minnesota: Burgess Publishing Company, 1962.

s, Teen Guide to Homemaking. New York: McGraw-Hill Book Company, 1961.

of Beauty, Freshness and Charm. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Cookbook. Des Moines, Iowa: Meredith Publishing Company.

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book. Des Moines, Iowa: Meredith Publishing Company.

New York: Golden Press, Inc.

New York: McGraw-Hill Book Company.

ia, Illinois: Chas. A. Bennett Company, Inc., 1963.

k. Minneapolis, Minnesota: Burgess Publishing Company.

<u>Your Own</u>. Atlanta, Georgia: Houghton-Mifflin Company, 1964.

llum Guide. Fairfax, Virginia: Fairfax County Public Schools.

Munves, Elizabeth, Exploring Home and Family Living. Englewood Cliffs, , 1959.

Nursing Handbook. Boston: D. C. Heath & Company, 1961.

rward. Garden City, New York: Doubleday & Company, Inc.

or Homemaking. New York: J. B. Lippincott Company, 1963.



Books

Keiffer, Betsy, McCall's Guide to Teen-age Beauty & Glamour. Englewood Cliffs,

Lewis, Dora S., Banks, Anna K., Banks, Marie, Columbia, Adele G., Tomorrow's Home Company, 1960.

McDermott, Irene E., Homemaking for Teen-agers. Peoria, Illinois: Chas. A. Ber

Rombauer & Becker, Joy of Cooking. Indianapolis, Indiana: Bobbs-Merrill Company

Singer Home Decoration Book. (Singer Sewing Machine Company, New York - New con Singer store.)

Wells, Helen, Cherry Ames Book of First Aid & Home Nursing. New York: Grosset

Laitem, Helen H. & Miller, Frances S., Experiences in Homemaking. Boston: Gin



<u>Books</u>

to Teen-age Beauty & Glamour. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Banks, Marie, Columbia, Adele G., Tomorrow's Homemaker. New York: The Macmillan

for Teen-agers. Peoria, Illinois: Chas. A. Bennett Company, Inc., 1962.

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(Singer Sewing Machine Company, New York - New copies no longer available per

of First Aid & Home Mursing. New York: Grosset & Dunlap, 1959.

mces S., Experiences in Homemaking. Boston: Ginn and Company, 1954.



Pamphlets

ABC's of Childhood Diseases, Metropolitan Life Insurance Company, New Accidents & Children (Dept. of Health, Education & Welfare), Supt. of Dare You in the Know?, Dairy Council of Metropolitan Washington, D. C.

Baby Care, Johnson & Johnson Instructional Materials Lab, Inc., 18 East Baby-sitter Safety Packet, National Safety Council, 425 North Michigan Ball Blue Book, Ball Brothers, Department of Education, Muncie, Indiana Campbell's Cookbook, The Campbell Soup Company, Camden, New Jersey

Common Sense About Common Diseases (Health Education Leaflet #8), The Education Sense About Common Diseases (Health Education Leaflet #8), The Education New York, New York

Consumers All, U. S. Department of Agriculture

<u>Dishwashing Book (The)</u>, Calgon Corporation, Calgon Center, Pittsburgh,

<u>Dinner in a Dish</u>

<u>Diversions for the Sick</u>, Health Education Service, John Hancock Mutual Family Fare, U. S. Department of Agriculture

Family You Belong To (The), Turner & Livingston Series, Follett Publism

Food for the Sick, Red Cross Home Nursing Book

Friends You Make (The), Turner & Livingston Series, Follett Publishing

Freezing Meat & Fish in the Home, Supt. of Documents, Government Printing

Grooming & Beauty Portfolio, Babs Lee, Personal Products Corporation, M

Enjoy Your Child, Public Affairs Pamphlets, 22 East 38th Street, New Yor



Pamphlets

Metropolitan Life Insurance Company, New York, New York

Health, Education & Welfare), Supt. of Documents, Washington, D. C.

Ancil of Metropolitan Washington, D. C.

Instructional Materials Lab, Inc., 18 East 41st Street, New York, New York

ional Safety Council, 425 North Michigan Avenue, Chicago, Illinois

Department of Education, Muncie, Indiana

cell Soup Company, Camden, New Jersey

uses (Health Education Leaflet #8), The Equitable Life Insurance Society of the U. S.,

Corporation, Calgon Center, Pittsburgh, Pennxylvania

n Education Service, John Hancock Mutual Life Insurance Company, Boston, Massachusetts

urner & Livingston Series, Follett Publishing Company

fome Nursing Book

t of Agriculture

me, Supt. of Documents, Government Printing Office, Washington, D. C.

r & Livingston Series, Follett Publishing Company

Babs Lee, Personal Products Corporation, Milltown, New Jersey

rs Pamphlets, 22 East 38th Street, New York, New York



Pamphlets

Happy Mealtimes for Your Baby, Beech-nut Baby Foods, Canophane, New York Home Canning & Freezing Sketch Book, Ball Brothers, Department of Educat Home Canning of Fruits & Vegetables, Supt. of Documents, Government Prin Home Canning of Meat, Supt. of Documents, Government Printing Office, Wa Home Freezing of Fruits & Vegetables, Supt. of Documents, Government Pri How to Make Jellies, Jams & Preserves at Home, Supt. of Documents, Govern Infant Care, (Dept. of Health, Education & Welfare), Supt. of Documents, Jobs You Get (The), Turner & Livingston Series, Follett Publishing Compa Kerr Home Canning Book, Kerr Glass Manufacturing Corporation, Dept. 872, Lunches & Brunches

Meals in Minutes

Money You Spend (The), Turner & Livingston Series, Follett Publishing Co My Reflections, Dairy Council of Metropolitan Washington, D. C. (order the Panic or Plan, Metropolitan Life Insurance Company, One Madison Avenue, Person You Are (The), Turner & Livingston Series, Follett Publishing Com Phenomenon of Early Development (The), Ross Laboratories Pressure Canners, Use & Care, Supt. of Documents, Government Printing Off Red Cross Home Nursing, American National Red Cross, Washington, D. C. Science of Food Preservation, Ball Brothers, Department of Education, Mur

McCall's Step-by-Step Sewing Series (set of 4), McCall Corporation, Dept



Pamphlets []

- , Beech-nut Baby Foods, Canophane, New York
- h Book, Ball Brothers, Department of Education, Muncie, Indiana
- tables, Supt. of Documents, Government Printing Office, Washington, D. C.
- f Documents, Government Printing Office, Washington, D. C.
- etables, Supt. of Documents, Government Printing Office, Washington, D. C.
- reserves at Home, Supt. of Documents, Government Printing Office, Washington, D. C.
- , Education & Welfare), Supt. of Documents, Government Printing Office, Washington, D. C.
- Livingston Series, Follett Publishing Company
- Glass Manufacturing Corporation, Dept. 872, Sand Springs, Oklahoma
- r & Livingston Series, Follett Publishing Company
- of Metropolitan Washington, D. C. (order through school library)
- ife Insurance Company, One Madison Avenue, New York, New York
- & Livingston Series, Follett Publishing Company
- ent (The), Ross Laboratories
- Supt. of Documents, Government Printing Office, Washington, D. C.
- ican National Red Cross, Washington, D. C.
- Ball Brothers, Department of Education, Muncie, Indiana
- Series (set of 4), McCall Corporation, Dept. S.S., Dayton, Ohio



Pamphlets

Sitting Safety, Gerber Baby Products, Dept. 601-7, Fremont, Michigan

Sitting Safety, Metropolitan Life Insurance Company, One Madison Avenue,

Some Aspects of Food Preservation, Ball Brothers, Department of Education,

Successful Home Canning, Ball Brothers, Department of Education, Muncie,

10 Short Lessons in Canning & Freezing, Kerr Glass Manufacturing Corporat

Tips & Tricks for Sewing

Through the Looking Glass, Proctor & Gamble, Cincinnati, Ohio

Understand Your Child, Public Affairs Pamphlets, 38 Park Avenue, New York

Understanding Your Pattern, Simplicity Educational Division, 200 Madison

Virginia Labor Laws Employment Regulations Affecting Minors & Women (1961)

Office Building, Richmond, Virginia

When Teen-agers Take Care of Children, (Dept. of Health, Education & Welf Printing Office, Washington, D. C.

Why and How of Discipline (The), Child Study Association of America, 9 Ea Your Child from 1 to 3, Supt. of Documents, Government Printing Office, W Your Child from 1 to 6, Supt. of Documents, Government Printing Office, W



Pamphlets

y Products, Dept. 601-7, Fremont, Michigan

an Life Insurance Company, One Madison Avenue, New York, New York

rvation, Ball Brothers, Department of Education, Muncie, Indiana

all Brothers, Department of Education, Muncie, Indiana

g & Freezing, Kerr Glass Manufacturing Corporation, Dept. 872, Sand Springs, Oklahoma

Proctor & Gamble, Cincinnati, Ohio

lic Affairs Pamphlets, 38 Park Avenue, New York, New York

, Simplicity Educational Division, 200 Madison Avenue, New York, New York

ment Regulations Affecting Minors & Women (1964), Dept. of Labor and Industry, State mond, Virginia

of Children, (Dept. of Health, Education & Welfare), Supt. of Documents, Government ington, D. C.

(The), Child Study Association of America, 9 East 89 Street, New York, New York

pt. of Documents, Government Printing Office, Washington, D. C.

pt. of Documents, Government Printing Office, Washington, D. C.



Filmstrips

A Teen's ABC's of Beauty, Avon Products, Inc., 30 Rockefeller Plaza, New York, New All About Garnishes, Ekco Housewares Company, Franklin Park, Illinois And Everything Nice, Dairy Council of Metropolitan Washington, D. C., Washington, Basic Beauty Begins Underneath It All, Hollywood Vassarette, 718 Glenwood Avenue, Bathing the Baby, Child Care Series, McGraw-Hill Book Company, New York, New York Choice is Yours (The), Guidance Associates, Pleasantville, New York Coffee Please, Pan American Coffee Association, 250 North Street, White Plains, Ne Come to a Party, RSVP, Pineapple Growers Association, 215 Market Street, San Franc Earning Your Money, McGraw-Hill Book Company, New York, New York Eat Well - Live Well, McGraw-Hill Book Company, New York, New York Essentials of Diet (The), McGraw-Hill Book Company, New York, New York Fashion in Dining, Sears, Roebuck and Company, Consumer Information Services, 740 Feeding the Baby, Child Care Series, McGraw-Hill Book Company, New York, New York Five Magic Mirrors, Bonnie Bell, Five Magic Mirrors, 18 East 41st Street, New York Food Fun Album, Carnation Company, Dept. FM-97, Los Angeles, California Getting Acquainted, Child Care Series, McGraw-Hil' Book Company, New York, New York Home Canning, Ball Brothers, Department of Education, Muncie, Indiana



Filmstrips

ucts, Inc., 30 Rockefeller Plaza, New York, New York

of Metropolitan Washington, D. C., Washington, D. C.

11, Hollywood Vassarette, 718 Glenwood Avenue, Minneapolis, Minnesota

s, McGraw-Hill Book Company, New York, New York

ociates, Pleasantville, New York

Association, 250 North Street, White Plains, New York

owers Association, 215 Market Street, San Francisco, California

ok Company, New York, New York

300k Company, New York, New York

11 Book Company, New York, New York

and Company, Consumer Information Services, 740l Skokie Boulevard, Skokie, Illinois

, McGraw-Hill Book Company, New York, New York

we Magic Mirrors, 18 East 41st Street, New York, New York

Dept. FM-97, Los Angeles, California

es, McGraw-Hill Book Company, New York, New York



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ment of Education, Muncie, Indiana

Filmstrips

Home Canning - Green Beans, American Can Company, 100 Paul Avenue, New York, New York Home Canning - Jams & Jellies, American Can Company, 100 Paul Avenue, New York, New York Home Canning - Pickles, American Can Company, 100 Paul Avenue, New York, New York Home Canning - Tomatoes, American Can Company, 100 Paul Avenue, New York, New York I Wish, I Wish, Calgon Corporation, Calgon Center, Pittsburgh, Pennsylvania Jam Session, General Foods Keeping Children Happy, Child Care Series, McGraw-Hill Book Company, New York, New York Keeping Children Safe, Child Care Series, McGraw-Hill Book Company, New York, New York Making Money Work for You, McGraw-Hill Book Company, New York, New York New Hostess at Home, Pan American Coffee Association, 250 North Street, White Plains, New Off to a Beautiful Start, Home Service Center, Scott Paper Company, International Airport, Party Planner, Reynolds Metals Company, Home Economics Department, Richmond, Virginia Personal Appearance, McGraw-Hill Book Company, New York, New York Personal Relationships, McGraw-Hill Book Company, New York, New York Preparing the Formula, Child Care Series, McGraw-Hill Book Company, New York, New York Save 30 Minutes a Day, Rubbermaid, Inc., Wooster, Ohio Secrets of Sandwitchery, Best Foods Division Corn Products Company, 1437 West Morris Stre

Selecting Children's Clothing, Child Care Series, McGraw-Hill Book Company, New York, New

Selecting Children's Toys, Child Care Series, McGraw-Hill Book Company, New York, New York



Filmstrips

erican Can Company, 100 Paul Avenue, New York, New York
American Can Company, 100 Paul Avenue, New York, New York
an Can Company, 100 Paul Avenue, New York, New York
can Can Company, 100 Paul Avenue, New York, New York
tion, Calgon Center, Pittsburgh, Pennsylvania

Care Series, McGraw-Hill Book Company, New York, New York

are Series, McGraw-Hill Book Company, New York, New York

raw-Hill Book Company, New York, New York

can Coffee Association, 250 North Street, White Plains, New York

Service Center, Scott Paper Company, International Airport, Philadelphia, Pennsylvania

Company, Home Economics Department, Richmond, Virginia

ll Book Company, New York, New York

-Hill Book Company, New York, New York

are Series, McGraw-Hill Book Company, New York, New York

aid, Inc., Wooster, Ohio

Foods Division Corn Products Company, 1437 West Morris Street, Indianapolis, Indiana, Child Care Series, McGraw-Hill Book Company, New York, New York

ld Care Series, McGraw-Hill Book Company, New York, New York



<u>Filmstrips</u>

Special Daytime Problems, Child Care Series, McGraw-Hill Book Company, Spending Your Money, McGraw-Hill Book Company, New York, New York

Teaching Desirable Habits, Child Care Series, McGraw-Hill Book Company

Through the Looking Glass, Proctor & Gamble, Cincinnati, Ohio

Values for Teen-Agers, Guidance Associates, Pleasantville, New York

Where Beauty Begins, The Stillman Company, Aurora, Illinois

Your Space-Age Kitchen, Sears, Roebuck and Company

You're Entertaining, Home Service Center, Scott Paper Company, International Company, Internatio

* To Beauty Or Not to Beauty, Coty Division of Charles Pfizer Company, C

Films

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Babies Like to Eat, Dairy Council of Metropolitan Washington, D. C.

Bathing the Baby, Johnson & Johnson Instructional Materials Lab, Inc., (Obtain on free loan; return postage only cost)

Food As Children See It, Dairy Council of Metropolitan Washington, D.

Home Canning, State Film Library

You Be The Judge, Modern Talking Ficture Service, 927 - 19th Street,



Filmstrips

- , Child Care Series, McGraw-Hill Book Company, New York, New York
- raw-Hill Book Company, New York, New York
- <u>s</u>, Child Care Series, McGraw-Hill Book Company, New York, New York
- 🗈, Proctor & Gamble, Cincinnati, Ohio
- Juidance Associates, Pleasantville, New York
- Stillman Company, Aurora, Illinois
- Sears, Roebuck and Company
- he Service Center, Scott Paper Company, International Airport, Philadelphia, Pennsylvania
- tty, Coty Division of Charles Pfizer Company, Clifton, New Jersey

Films

- ry Council of Metropolitan Washington, D. C.
- on & Johnson Instructional Materials Lab, Inc., 18 East 41st Street, New York, New York in; return postage only cost)
- , Dairy Council of Metropolitan Washington, D. C.
- n Library
- n Talking Ficture Service, 927 19th Street, N. W., Washington, D. C.

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CORRELATION OF HOME ECONOMICS VOCABULARY WITH LANGUAGE ARTS

General

Homemaking Vocation

Consumer

Family Living

Environment Heredity Development Adolescent Sibling Peers Occupation Morals Ethics Values Emotions Social Community Family Personality Trait Quality Quantity Standards Society Mature Conformity Friendship Steady

Dating

Etiquette

Family Living (cont.)

Manners Principles

Finance

World of Work

Credit Budget Interest Laboratory Income Inventory Salary Opportunity Evaluation Goal Concept Management Resources Leisure Employment Employee Employer Customs Tradition Education Interaction Responsibility Generation (gal) Corporation Opinion Disposition



ION OF HOME ECONOMICS VOCABULARY WITH LANGUAGE ARTS

Family Living (cont.)

Manners Principles

World of Work

Finance CreditBudget Interest Laboratory Income Inventory Salary Opp rtunity Evaluation Goal Concept Management Resources Leisure Employment Employee Employer

Education
Interaction
Responsibility
Generation (gap)
Corporation
Opinion
Disposition

Customs

Tradition

World of Work (cont.)

Demonstration Technique Role Play Cosmetology Emphases Cultivate Routine Schedule Appropriate Transparent Suitable Initiative Academic Achievement Welfare Publicity

Privileges

Clothing

Design
Shape
Harmony
Scheme
Illusion
Create
Wardrobe
Accessories
Blend
Enhance
Reinforce
Basic



Clothing (cont.) Clothing (cont.) Equipment Workmanship Allotment Size Project Sizing Notions Bleach Fiber Ravel Grain Stitch Seam Sew Bias Hem Weaves Facing Selvage Transfer Nap Duplicate Pile Grain Perfect Shrinkage Angle Sanforized Colorfast Understitch Home Nursing Baste Stay-stitching Illness Fold Bacteria Raw Edge Contagious Directional stitching Infection Pressing Convalescent Ironing Notch Dart Foods Gather Ease Stir Width Measure Length Beat Yard Blend Bodice Cream Clip Fold Alter Digestion



Clothing (cont.)

Workmanship Size

Sizing Bleach

Ravel Stitch

Sew Hem

Facing Transfer Duplicate

Grain Perfect

Angle

Home Nursing

Illness
Bacteria
Contagious
Infection
Convalescent

Foods

Stir Measure Beat Blend Cream Fold Digestion

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Foods (cont.)

Advertisement
Nutrition
Nutrients
Vitamins
Minerals
Protein
Carbohydrate
Calcium
Phosphorus

Iron
Iodine
Appetite
Hunger
Diet
Recipe
Ingredients

Dange -

Range

Refrigerator

Cover
Flatware
Holloware
China
Comparative
Spoilage

Incorporate
Variety
Texture
Flavor
Toast
Fry
Broil

Boil Bake Buffet



Food Preservation

Paraffin Sterilize Freeze Pectin Freeze-dry Smoke Pickle Conservation Seal Processing Pressure cooker Salting Jam Jelly Marmalado Butters Preserves Mold Blanch

Child Care

Chow-chow

Formula
Toddler
Infant
Pre-schooler
Development
Coordination
Fear
Discipline
Emergency

Child Care (cont.)

Motor development Fetus Kindergarten Nursery Acceptance Sharing Authority First aid Adaptability



A FIVE-WEEK PILOT COURSE IN HOMEMAKING FOR EIGHTH-GRAD

When wives and mothers assume the dual role of homemaker of the male members of the family to share in the domestic role. Manerican families, the need has arisen for home economics education

At William Cullen Bryant Intermediate School, a five-week the ten boys in the pre-vocational class took homemaking for two 45-girls in this class took industrial arts. This pre-vocational class average eighth-grader, who had found very little success in school and the majority came from broken homes in which little value was placed low income families; some had an income of their own from part-time

In planning the subject-matter for this course, a survey we formed by the boys and the areas of homemaking which were particular revealed that three of the ten washed dishes regularly, all ten help cooked frequently, and three had baby-sitting jobs. The primary integration. Four of the boys stated that they had to prepare their

Because of the overwhelming interest in food preparation, around this area of homemaking. Consumer education, sanitation, etimere all related to the actual planning, preparation and service of sewing machine were learned through the construction of chefs' aproximation.

As the pupils' needs became evident, goals were developed

- to become aware of the various careers related to men excel
- to learn to work in a group situation, sharing res family would share them
- to recognize acceptable table manners and develop
- to learn how to plan a low-cost meal using the prinutrition
- to learn to use convenience foods creatively
- to develop the basic skills of meal preparation and the terminology of recipes
- to realize the importance of sanitation in food pr
- to learn how to operate and care for home equipmen



EK PILOT COURSE IN HOMEMAKING FOR EIGHTH-GRADE PRE-VOCATIONAL BOYS

nd mothers assume the dual role of homemaker and wage earner, it becomes necessary f the family to share in the domestic role. With this changing of roles in need has arisen for home economics education courses for boys as well as girls.

cullen Bryant Intermediate School, a five-week pilot course was conducted in which e-vocational class took homemaking for two 45-minute periods a day while the 13 ok industrial arts. This pre-vocational class consisted of pupils, older than the who had found very little success in school and were considered potential dropouts. broken homes in which little value was placed on education. They were mostly from some had an income of their own from part-time employment.

the subject-matter for this course, a survey was taken of the household tasks perithe areas of homemaking which were particularly interesting to them. This survey the ten washed dishes regularly, all ten helped with the house-cleaning, six three had baby-sitting jobs. The primary interest of the entire group was meal the boys stated that they had to prepare their own breakfast or go without eating.

the overwhelming interest in food preparation, all subject-matter taught revolved pmemaking. Consumer education, sanitation, etiquette, nutrition, and home equipment he actual planning, preparation and service of meals. The care and use of the earned through the construction of chefs' aprons.

ls' needs became evident, goals were developed as follows:

ecome aware of the various careers related to home economics in which excel

learn to work in a group situation, sharing responsibilities as a ily would share them

recognize acceptable table manners and develop social confidence learn how to plan a low-cost meal using the principles of good rition

learn to use convenience foods creatively

develop the basic skills of meal preparation and to understand terminology of recipes

realize the importance of sanitation in food preparation learn how to operate and care for home equipment



- to become wise consumers, aware of information found advertising
- to learn how to operate and care for a sewing machin

Because of the low academic achievement of the majority of tactivities were omitted. All learning and evaluating occurred either through class discussions. The boys were divided arbitrarily into two rotated duties which consisted of chef, assistant chef, manager (who wand supervision), waiter and dishwasher (the last two being in charge and the cleaning of the kitchens). After the first two meals, the boy shopping lists with a minimum of assistance from their teacher. One cand served was a luncheon for ten guests from the faculty and administ session, the preparation and service of the previous meal was discussed.

Resources for this course were varied. The boys were encountered from home. The major source of menu ideas came from the Better Homes recipes from these cookbooks were not too complex or time-consuming, a motivated the boys and encouraged the attractive service of foods. Or gourmet chef, contributed to the class in several ways. He demonstrate foods; he explained career opportunities in the field of food services prepare and serve a luncheon for several members of the school staff and serve as the service of the school staff and serve as the service of the school staff and serve as the service of the school staff and serve as the service of the school staff and serve as the service of the school staff and serve as the service of the school staff and service of the school service of the sch

All objectives of this course were met to a degree; some were The results of a survey given at the end of the course showed each boy homemaking class and all felt that the actual experience of preparing

In conclusion, the major areas in which the pupils showed the

- They became very competent in the care and use of he
- They gained a basic knowledge of meal preparation as well-balanced meals.
- They became more aware of labels on food products ar
- They realized the career opportunities for men relation food service.
- They learned and practiced acceptable table manners
- They achieved a sense of pride and accomplishment for especially from the two luncheons they served to the



ome wise consumers, aware of information found on labels and in ising

rn how to operate and care for a sewing machine

low academic achievement of the majority of the pupils, text reading and essay All learning and evaluating occurred either in laboratory situations or Is. The boys were divided arbitrarily into two teams of five, and each day they sisted of chef, assistant chef, manager (who was responsible for all planning and dishwasher (the last two being in charge of table setting, meal service kitchens). After the first two meals, the boys lanned all of their menus and nimum of assistance from their teacher. One of the meals they planned, prepared in for ten guests from the faculty and administration. During each planning and service of the previous meal was discussed.

this course were varied. The boys were encouraged to bring in "favorite recipes" curce of menu ideas came from the <u>Better Homes and Gardens</u> cookbook series. The books were not too complex or time-consuming, and the impressive photographs encouraged the attractive service of foods. Chef Alber', the Giant Food Company's ed to the class in several ways. He demonstrated the use of various convenience eer opportunities in the field of food service; and he helped the class plan, theon for several members of the school staff and the county administration.

of this course were met to a degree; some were emphasized more than others. given at the end of the course showed each boy enjoyed his experience in the L felt that the actual experience of preparing and planning meals was most helpful.

, the major areas in which the pupils showed the most development were as follows:

became very competent in the care and use of household equipment. gained a basic knowledge of meal preparation and the ability to plan balanced meals.

pecame more aware of labels on food products and food prices. realized the career opportunities for men related to home economics, especially od service.

earned and practiced acceptable table manners.

chieved a sense of pride and accomplishment from the class activities, ially from the two luncheons they served to their teachers.



GRADE 9

HOME ARTS



HOME ARTS

Course Description

Home Arts, a two-hour course for ninth-and tenth-grade girls, is designed to create an interest in all aspects of being a homemaker. The major areas of home economics are explored according to the interests and abilities of the students enrolled. Skill development in the areas of sewing, cooking and consumer buying is emphasized. Other areas of study include family and peer relationship, elementary arts of home furnishings, home care of the sick, personal enhancement and social amenities.

Each of these units will have some occupational application.

Course Development

The following program of work is an excellent example of pupil-teacher planning. The Fairfax County Home Economics Curriculum Guide and the State of Virginia Home Economics publications served only as guides. The unique needs of the class members determined the depth and scope of the course, the types of activities included and the materials used.



HOME ARTS - PERSONAL DEVELOPME

Goals & Concepts

Activities

I. To gain an understanding of a new school, a new home economics department and our role in relation to each

A new school creates the need for getting acquainted and making adjustments.

Complete a personal data sheet.

Discussion of units of study for and the desired learning of the

Set up group dynamics discussion guidance to help students relate larger school.

Look at organizations and activito new students; services availal students.

List everything in the department to be cleaned and compile a duty

Demonstration: "How are these be for?"

Place contact or shelf paper on a and organize units.

Go over the names of equipment.

Plan arrangement of greenery for units: color, type of arrangement tainer. Make arrangement.

A kitchen to organize and decorate gives opportunity for getting acquainted with the units and laundry.

Being able to work congenially with others contributes to personality development.



HOME ARTS - PERSONAL DEVELOPMENT

Activities

Resources & Notes

Complete a personal data sheet.

Discussion of units of study for the year and the desired learning of the students.

Set up group dynamics discussions with guidance to help students relate to larger school.

Look at organizations and activities open to new students; services available to students.

List everything in the department (or room) to be cleaned and compile a duty chart.

Demonstration: "How are these best cared for?"

Place contact or shelf paper on shelves and organize units.

Go over the names of equipment.

Plan arrangement of greenery for kitchen units: color, type of arrangement, container. Make arrangement.

Fairfax County Home Economics
Curriculum Guide - Home Economics I

School Student Handbook

New Room in Your Kitchen

How to Save 30 Minutes a Day

Cleaning supplies

Housecleaning Handbook for Young Homemakers

Household Helpers

The Road to Responsibility



Activities

Organize, straighten and label shell laundry room or area.

II. To gain deeper insight into one's feelings and actions

Many factors contribute to individual growth.

Read and discuss the chapter, About

Define personality.

Discuss values and goals, and relate to class experience.

Read the story of "Laura" and discusterm and short term goals.

Select a present goal you are strive toward and discuss in class. How do about building toward this goal?

Write an autobiography - two pages. reread and write what factors have to make you the way you are.

Think of the best friend you have. a list of the personality traits she that you like most. Study this list think about yourself.

Recall a situation in which you fail Did you learn from the failure?

Think of five limitations in yoursel How can you overcome them?



Resources & Notes

Organize, straighten and label shelves in laundry room or area.

Homemaking for Teen-agers, Book II, chp. 4

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to in-

Read and discuss the chapter, About You.

Define personality.

Discuss values and goals, and relate them to class experience.

Read the story of "Laura" and discuss long term and short term goals.

Select a present goal you are striving toward and discuss in class. How do you go about building toward this goal?

Write an autobiography - two pages. Then reread and write what factors have helped to make you the way you are.

Think of the best friend you have. Make a list of the personality traits she has that you like most. Study this list and think about yourself.

Recall a situation in which you failed. Did you learn from the failure?

Think of five limitations in yourself. How can you overcome them?

Building Your Life, chp. 1 - 5



HOME ARTS - HOME FURNISHINGS WITH SEWII

Goals & Concepts

Activities

I. To improve sewing skill at the machine

The proper use and care of sewing equipment is vital.

New knowledge and skills are based on past learnings and abilities.

Proper pressing techniques are essential to professional sewing.

Demonstrate proper use and care of equipment - sewing machine and small equipment.

Use stitching charts to practice of machine.

Make an apron (torn project):

- processing material
- clean finishing
- understitching
- reinforced corners
- pressing
- band

Evaluation of construction skills work habits.

II. To select a project to enhance the department and to provide successful learning experience for the students

Well chosen curtains can enhance the appearance and personality of a room. Look at various fabrics used in cutheir weaves and finishes.

Analyze fabrics according to use a behavior.

Study color and types of window to and how the mood of the room is a



HOME ARTS - HOME FURNISHINGS WITH SEWING SKILLS

<u>Activities</u> Resources & Notes the ewing Demonstrate proper use and care of sewing Sewing Manual (Viking or Singer) equipment - sewing machine and smaller equipment. Use stitching charts to practice on sewing Stitching charts (Viking or Singer) e based ties. machine. Make an apron (torn project): The Bishop Method of Clothing pproxe ewing. - processing material Construction - clean finishing - understitching - reinforced corners pressing - band Evaluation of construction skills and work habits. ince the uccessthe the hance Look at various fabrics used in curtains -Homes With Character Lity of their weaves and finishes. Analyze fabrics according to use and behavior.



Study color and types of window treatment

and how the mood of the room is affected.

1,001 Decorating Ideas

Activities Activities

to choice of curtains.

Certain construction techniques are unique to curtain and drapery-making.

Demonstrate the step-by-step procedure curtain construction as pupils make c

Discuss the function of the room and .

Demonstrate the final pressing of cur

Investigate types of curtain rods.

Demonstrate the hanging of curtains.

Antique curtain rod and rings, pictur frame, jewelry box, etc.

Demonstrate the decaupage procedure.

Examine the flower containers, holder in the department.

Plan and shop for flowers, container: Flemish ingredients as necessary.

Class prepare the mixture and process Flemish flowers.

Have a demonstration of flower arrang

Students arrange flowers for home or department use. (Resource person may supervise this.)

Plan a party: guests, decorations, r freshments, service.

Prepare refreshments.

Keep a notebook of party plans and pitures for catering or repeats.

The process used in antiquing curtain rods can be used on furniture and accessories at home.

Flower arrangements should be planned and selected in relation to color of room and its function.

A successfully completed project merits admiration by others.



Resources & Notes

Discuss the function of the room and relate to choice of curtains.

Home Furnishings

Demonstrate the step-by-step procedure of curtain construction as pupils make curtains.

Demonstrate the final pressing of curtains.

Investigate types of curtain rods.

Demonstrate the hanging of curtains.

Antique curtain rod and rings, picture frame, jewelry box, etc.

Demonstrate the decaupage procedure.

Examine the flower containers, holders, etc. in the department.

Plan and shop for flowers, containers and Flemish ingredients as necessary.

Class prepare the mixture and process Flemish flowers.

Have a demonstration of flower arranging.

Community Resource Person

Students arrange flowers for home or department use. (Resource person may supervise this.)

Plan a party: guests, decorations, refreshments, service.

Betty Crocker's Hostess Cookbook

Prepare refreshments.

Keep a notebook of party plans and pictures for catering or repeats.



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HOME ARTS - FOODS

Goals & Concepts

Activities

I. To learn to plan basic family meals which meet daily food requirements

The health of each family member depends on nutritionally planned meals.

Read and discuss eating habits and their effect on health, using the folder, "Guid to Good Eating." Also view films and filmstrips.

Use food models and pattern planning to plan a day's meals. Students cite instances of food combinations (good and bad) on school tray.

Check our own meals for three days and see if a food group is missing.

What could be the effect if dietary deficiency is not corrected?

Display pictures showing variety in meal planning.

Study food fads and relate to basic 4.

II. To learn to make mealtime an enjoyable occasion

Joys and satisfactions result from sharing tasks and responsibilities.

Review and discuss management of time during preparation.



HOME ARTS - FOODS

Activities

Resources & Notes

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ember anned Read and discuss eating habits and their effect on health, using the folder, "Guide to Good Eating." Also view films and filmstrips.

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Study food fads and relate to basic 4.

Guide to Good Eating

Filmstrip: Mealtime Can Be Magic

Films from State Department or Madison College

Food and Nutrition

Fundamentals of Diet

Understanding Vitamins

Experiences with Foods, chp. 1

<u>n</u>

山t ponReview and discuss management of time during preparation.

Film: Cooking - Planning and Organization



Activities

Physical and social factors influence enjoyment of mealtime, such as:

- attractive table settings
- use of correct techniques in serving
- practice of good table manners and pleasant conversation

Plan a luncheon menu and prepare a time plan for that meal.

Plan a snack to serve in class, sharing the responsibilities.

Using opaque projector, look at picture of various table appointments, setting and flower arrangements.

Using equipment in the department, show various setting combinations to illustr formal setting, less formal, etc.

Have students set table for different services and go through mock service.

III. To learn proper use and care of kitchen equipment and safety in the kitchen

Proper use and care of kitchen equipment and utensils will lead to greater utilization of time, money, energy and safety.

View demonstration of proper use and care of gas or electric equipment.

List the requirements of the health department for cafeteria workers.

In groups, divide equipment and have the students name and describe use of the equipment.



Resources & Notes

Plan a luncheon menu and prepare a time plan for that meal.

Plan a snack to serve in class, sharing the responsibilities.

Using opaque projector, look at pictures of various table appointments, settings and flower arrangements.

Using equipment in the department, show various setting combinations to illustrate formal setting, less formal, etc.

Have students set table for different services and go through mock service.

Experiences with Foods, chp. 2

Experiences with Foods, chp. 25

View demonstration of proper use and care of gas or electric equipment.

List the requirements of the health department for cafeteria workers.

In groups, divide equipment and have the students name and describe use of the equipment. Virginia Electric Power Company Washington Gas Light Company

Film: Cooking--Kitchen Safety

Experiences with Foods, chp. 8

Filmstrips by Rubbermaid



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Activities

IV. To learn the value of planned spending with the food dollar

A wise shopper learns to compare quantity and quality of products used in family meals.

Compare prices of certain items in various stores.

With actual items or cartons, compare cost/ounce.

A well planned grocery list is based on planned menus and supplies on hand.

Review and discuss how to buy produce.

Take a trip to a supermarket to illustrate comparison shopping and determine available services.

Study the labels on canned foods that come into the home. Classify according to price and quality.

V. To learn the basic principles of food preparation and the joys and satisfaction of preparing and serving family meals

Nutritionally adequate family meals require sound knowledge of food preparation principles.

Correct scheduling of meal preparation insures that all foods are ready for serving at the desired time. Pupils plan and prepare simple meals: (may invite guests)

- for breakfast: fruit cup, quick bread, beverage
- for brunch: fruit juice, eggs, breakfast meat, English muffins
- for lunch: (Christmas lunch with guests) juice, casserole, molded salad, quick bread, Christmas cake

ERIC

Resources & Notes

Compare prices of certain items in various stores.

With actual items or cartons, compare cost/ounce.

Review and discuss how to buy produce.

Take a trip to a supermarket to illustrate comparison shopping and determine avail-able services.

Study the labels on canned foods that come into the home. Classify according to price and quality.

Experiences with Foods, chp. 9

Filmstrip: Label

Films: Home Management - Buying

Food

Home Management - Why Budget

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Pupils plan and prepare simple meals: (may invite guests)

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Experiences with Foods, chps. 3, 4, 6

Experiences with Foods, chps. 7 & 5

Experiences with Foods, chp. 14 & 24

Filmstrip:

Cakes & Frostings (Betty Crocker)

ERIC

Full Text Provided by ERIC

Joys and satisfaction result from sharing tasks and responsibilities in meal preparation.

Activities

- for luncheon: homemade soup, sandwich, garnish, beverage
- for luncheon: macaroni and cheese, vegetables, corn bread, instant pudding
 - . Demonstrate white sauce.
 - . Prepare various vegetables; serve buffet style. (Freeze part of each for future use.)
- for dinner: meat pie, salad, popover beverage, pie
 - . Demonstrate baking a ham.
- for dinner: chicken, potato salad, relish tray, dessert
 - . Demonstrate sectioning chicken.
- for dinner: lasagne, vegetable, combination salad with French dressing, bread sticks, fruit plate
 - . Each student makes a dressing.
- Evaluate time, plans and resulting meals.



	Activities	Resources & Notes
result from - onsibilities -	 for luncheon: homemade soup, sand-wich, garnish, beverage for luncheon: macaroni and cheese, vegetables, corn bread, instant pudding 	Experiences with Foods, chp. 12 and 13
	Demonstrate white sauce. Prepare various vegetables; serve buffet style. (Freeze part of each for future use.)	Experiences with Foods, chp. 10, 11 and 14
	for dinner: meat pie, salad, popover, beverage, pie Demonstrate baking a ham.	Experiences with Foods, chp. 16 and 20
-	for dinner: chicken, potato salad, relish tray, dessert Demonstrate sectioning chicken.	Experiences with Foods, chp. 17 and 19
	for dinner: lasagne, vegetable, combination salad with French dressing, bread sticks, fruit plate Each student makes a dressing. Evaluate time, plans and resulting meals.	Experiences with Foods, chp. 18



Activities

VI. To learn correct methods of food storage and recognize the ways food conservation may contribute to family meals

Proper methods of storage will aid the homemaker in saving time, money and energy.

Food conservation provides greater variety in family meals.

Demonstrate different methods for different types of foods. Freeze part of the food prepared during the demonstration.

Plan a meal around leftovers for each family group.

Pupils conserve food by freezing and making jellies.

Prepare jars of jellies and jams for gifts.

NOTE: Christmas ideas prior to the holidays candles; wreaths (candy, dellarobia): Santa candy jars; doorknob covers.

Some items were demonstrated and some were class activities. Each student made at least two decorations. Two students made and sold wreaths.



Resources & Notes

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Demonstrate different methods for different types of foods. Freeze part of the food prepared during the demonstration.

Experiences with Foods, chp. 24

Plan a meal around leftovers for each family group.

Pupils conserve food by freezing and making jellies.

Blender recipe book

Prepare jars of jellies and jams for gifts.

NOTE: Christmas ideas prior to the holidays: candles; wreaths (candy, dellarobia); Santa candy jars; doorknob covers.

> Some items were demonstrated and some were class activities. Each student made at least two decorations. Two students made and sold wreaths.



HOME ARTS - LAUNDRY

Goals & Concepts

Activities

To learn factors which influence water reaction in the laundry process

Mineral content of water creates problems in laundering.

Introduce unit with films, "Washing Day Wonders" and "Focus on Family Wash."

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App.

Have discussions and demonstrations to explain differences and effect each has on fabrics:

- water hardness
- detergents
- softeners
- bleaches

II. To become aware of different appliances on the market today and the care of these appliances

> In purchasing a washer, the following factors should be considered: the capacity, amount of water needed, controls, motor size, grounding and installation, guarantee, tub drain and overall performance.

Dryers represent a saving of time, energy and fibers. Different dryers have different merits, and gas differs from electric.

Have discussion and demonstration using equipment in the department.

Demonstrate cleaning and care of appliances.

Field trip: Visit appliance store and study different makes and features.

Have a file or folder of appliance booklets and class researches the important information they contain.

HOME ARTS - LAUNDRY

Activities

Resources & Notes

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tes

Introduce unit with films, "Washing Day Won- Wash Day Wonders ders" and "Focus on Family Wash."

Focus on Family Wash

Have discussions and demonstrations to explain differences and effect each has on fabrics:

- water hardness
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- softeners
- bleaches

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ollowered: r needed, ing and

Have discussion and demonstration using equipment in the department.

Appliance handbooks

Demonstrate cleaning and care of appliances.

Field trip: Visit appliance store and study different makes and features.

time,

, and

drain

Have a file or folder of appliance booklets and class researches the important information they contain.



III. To learn the techniques and methods of laundering in order to take the best care of the clothing and yet eliminate drudgery

Before laundering, search clothing and mending.

Clothing should be sorted as to color and fabric.

The bleach to use, either chlorine or peroxide, depends on the material but should be used with discretion.

The method of "spot removal" depends on the stain and the fiber.

Time management is important in laundering and ironing.

Determine the best methods for handling for articles in pockets; do spotting laundry including saving time and efformation of the same of the

> Using school equipment, students demon strate the following:

- washer
- dryer
- ironing
- stain removal

Demonstrations which show the results proper and improper bleaching.

Each student spots a sample fabric wit stain, using various types of fabrics stains. Research and demonstrate the method to remove stain.

Field trip: Visit a drug store to ass a stain removal kit.

Begin or add to a file folder, collect of hang-tags from garments requiring s care. Relate information to time mana ment and fabric care.

Using sweaters of various fibers and a of soil, demonstrate the hand wash met the machine wash method.

Define terms such as colorfast, synthe blends, combination and sanforized.



Resources & Notes

methods ake the nd yet

Lothing

Determine the best methods for handling spotting laundry including saving time and effort. All About Laundering

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Using school equipment, students demonstrate the following:

- washer
- dryer
- ironing
- stain removal

chlorine e material scretion.

Demonstrations which show the results of proper and improper bleaching.

ī" defiber.

Each student spots a sample fabric with stain, using various types of fabrics and stains. Research and demonstrate the best method to remove stain.

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Field trip: Visit a drug store to assemble a stain removal kit.

Begin or add to a file folder, collections of hang-tags from garments requiring special care. Relate information to time management and fabric care.

Using sweaters of various fibers and stages of soil, demonstrate the hand wash method; the machine wash method.

Define terms such as colorfast, synthetics, blends, combination and sanforized.



HOME ARTS - GROOMING

Goals & Concepts

Activities

I. To understand some major factors
that are essential to good grooming and job success

Cleanliness, hair care, make-up and general good grooming are important to self-confidence.

Discuss and review to ascertain areas that students feel need emphasis.

Field trip: Visit a school of cosmethology.

Discuss hair styles and hair care.

Invite a resource person to give lecture and demonstrations on make-up.

Prepare a manicure kit for the department.

Students practice giving each other a manicure.

II. To relate the knowledge of line, color and texture to desired effects in clothing design

Selecting clothing most flattering to one's figure and coloring increases one's self-confidence. Read and discuss line and color in relation to clothing.

Use pictures obtained from magazines, optical illusion folders and supplementary textbooks to study effect of line. (opaque projector)

Using swatches of material, class determines several becoming colors and textures for each member.



HOME ARTS - GROOMING

Activities

Resources & Notes

m-

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ABC's of Teen Beauty (Filmstrip)

ABC's of Beauty (bulletin by Avon)

Homemaking for Teen-agers, Book II, chp. 6

Good Grooming for Girls (Filmstrip)

Good Grooming: Make-up (Filmstrip)

Good Grooming: Posture (Filmstrip)

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Use pictures obtained from magazines, optical illusion folders and supplementary textbooks to study effect of line. (opaque projector)

Using swatches of material, class determines several becoming colors and textures for each member.

Homemaking for Teen-agers, chp. 6

Clothes & You: Line and Proportion (film)

Color wheel

Large fabric samples

How to Wear Colors



ring

Activities

III. To plan a wardrobe and develop some understanding of one's individual clothing needs in relation to getting a job

Selection and coordination of a ward- Invite a representative from a pattern robe is important in wardrobe planning.

company to demonstrate wardrobe selection.

Read and discuss the factors involved in a wardrobe plan.

Work on a bulletin board of clothes for a specific occasion. Have discussion as students select pictures to be posted.

Personal attractiveness is determined by controllable factors.

Show the effect of accessories on a basic dress. Discuss accessories:

- how many
- color
- occasion

Relate the planning of a clothing budget to wise buying practices.

Study Ship 'n Shore shirt bulletin. Picture-association of psychological effects of clothing: Students tell what effect an outfit has upon them.

A knowledge of fabrics, fiber content, cost and use will aid in making better clothing selections.

Read and discuss "The Fabrics of Your Life.'

Together in class, make a collection of fabric swatches identifying the:

- cost
- weave
- fiber
- fabric commercial name



Resources & Notes

Area school representative of

Homemaking for Teen-agers,

McCall's

Book II, chp. 8

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ward- Invite a representative from a pattern lan- company to demonstrate wardrobe selection.

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Study Ship 'n Shore shirt bulletin. Picture-association of psychological effects of clothing: Students tell what effect an outfit has upon them.

Bulletin from Ship 'n Shore on purchasing a shirt

Read and discuss "The Fabrics of Your Life."

ons. Together in class, make a collection of fabric swatches identifying the:

- cost
- weave
- fiber
- fabric commercial name
- use

Homemaking for Teen-agers, chp. 7



HOME ARTS - FAMILY RELATIONS

NOTE: This unit was interspersed in part with the Grooming Unit to give students time to get-together the money for their sewing. I found the students more responsive when they we something with their hands. During this unit, they planns jects to be done for the department such as reorganizing troom and antiquing a stool and wastebasket for the bathroom also planned to wallpaper in the laundry room, but didn't of class time.

Goals & Concepts

<u>Activities</u>

I. To value interaction within the family and understand the changing roles of the family members

Families are alike in many ways; they are also different in many ways.

Read and discuss "Values of the Family Uni

List and discuss how your family is like others. How does this effect your personality?

List and discuss ways in which families ar different. Is this good? bad?

Families are influenced by many different factors.

Class divides into four groups. Each discusses a selected topic and then shows generalizations developed with class.

- Traits and talents come from parents.
- Basic physical needs are met in families.
- Mental and emotional needs are met in families.
- · Personality grows through family livi

In order to meet the needs of all members, families sometimes seek satisfaction for the adult members and at other times for the children.

Each student writes (and/or shares) a onepage story about the most important thing my family has done for me.



HOME ARTS - FAMILY RELATIONS

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Activities

Resources & Notes

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r ways; n many ways.

Read and discuss "Values of the Family Unit." Living in Families

List and discuss how your family is like others. How does this effect your personality?

List and discuss ways in which families are different. Is this good? bad?

v many

Class divides into four groups. Each discusses a selected topic and then shows generalizations developed with class.

- Traits and talents come from parents.
- Basic physical needs are met in families.
- Mental and emotional needs are met in families.
- Personality grows through family living.

The Family (film)

Friendship Begins at Home (film)

Sharing Work at Home (film)

You and Your Family (film)

s of all es seek t members e children.

Each student writes (and/or shares) a onepage story about the most important thing my family has done for me.



Activities

Read and discuss the value in sister relationships.

Discuss: How should an oldewhen a young child says to him "I hate you"?

What is your status in your i

- advantages
- special problems

Sometimes brothers and sister of each others manners. Have received or given help?

Some of the problems related to growing up are the same for each generation.

Bring to class or describe a your parents' teen years. Wh can you find that your parent agers were much as you are to differences?

List the things you do that b faction to your parents. List you do that hurt them. Can t compromise?

II. To broaden our friendships and understand and learn to value boy-girl relationships

Growing up is getting ready.

Read and discuss a good age fand why.

Share some phrase we know or about dating in other countri



Resources & Notes

Read and discuss the value in brother and sister relationships.

Discuss: How should an older person act when a young child says to his brother, "I hate you"?

What is your status in your family?

- advantages
- special problems

Sometimes brothers and sisters are ashamed of each others manners. Have you ever received or given help?

Bring to class or describe a souvenir of your parents' teen years. What evidence can you find that your parents as teenagers were much as you are today? What differences?

List the things you do that bring satisfaction to your parents. List the things you do that hurt them. Can there be a compromise?

Building Your Life

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each

Read and discuss a good age for dating and why.

Share some phrase we know or have heard about dating in other countries.

Are You Popular (film) Beginning to Date (film)

Date Etiquette (film)



<u>Activities</u>

Having a good experience with the opposite sex during your teens will help in a mature marriage

relationship.

Social poise does not just come naturally; it comes from learning the proper thing to do and practicing same.

Assignment: Read at least part of a book on dating from the library.

Prepare a display of dating books that are available from the school library.

Share information obtained from research (the books students read and discussions they had with friends).

- topics boys like to discuss
- how to be popular
- things to do on a date
- hour to get in
- steady dating
- use of the family car

Role playing of etiquette practices.

NOTE: I had hoped to have a panel of boys and girls, but decided discussion with just the class was best for this year's group.



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- hour to get in
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- use of the family car

Role playing of etiquette practices.

NOTE: I had hoped to have a panel of boys and girls, but decided discussion with just the class was best for this year's group.

Resources & Notes

Dating Do's and Don't's (for boys) (film)

What to Do on a Date (for boys)

How to Say No (film)

How Do You Know It's Love (film)

Building Your Life

Living in Families

When You Marry

Thresholds to Adult Living

ERIC

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HOME ARTS - CLOTHING

Goals & Concepts

Activities

I. To recall the sewing skills based on past learnings in order to select and construct a suitable garment

A correctly selected project will add to the enjoyment of sewing.

Select patterns together remembers cussion on line and figure analysis

Study and measure for pattern size

Field trip to fabric store to pure fabric and notions.

New knowledge and skills are based on past learnings and abilities.

Demonstrations and displays:

- processing material
- measuring and altering patter
- cutting
- marking (different kinds)
- stay-stitching
- darts and pressing
- interfacing: neck and collar
- zipper: center and lapped
- collar
- facing grading and understi
- sleeves
- handstitching
- hem: hand and machine
- buttonholes
- other fastenings
- measuring for hem
- attaching a hem
- pockets: mitered corners; re corners
- one-piece facing
- applying trim



HOME ARTS - CLOTHING

Activities

Resources & Notes

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- processing material
- measuring and altering pattern

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- facing grading and understitching
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- handstitching
- hem: hand and machine
- buttonholes
- other fastenings
- measuring for hem
- attaching a hem
- pockets: mitered corners; reinforced corners
- one-piece facing
- applying trim

Pattern books

Fairfax County Home Economics Curriculum Guide, pp. 146-146

McCall's aids

Fairfax County Home Economics Curriculum Guide, pp. 146-149



Activi<u>t</u>ies

Proper pressing techniques are essential to garment construction.

Demonstrate pressing techniques at appropriate times during construction of garment.

Take part in a fashion show or have a mother-daughter tea at which students model garments made.

NOTE: This class was a part of the ninth-grade Home Economics I fashion show.

Activities involved:

- how to model
- planning refreshments
- baking cookies



Activities

Resources & Notes

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- planning refreshmentsbaking cookies



Books

Betty Crocker's Hostess Cookbook. New York: Golden Press, Inc.

Craig, Hazel T., Thresholds to Adult Living. Peoria, Illinois: Chas. A. Bennett

Craig, Hazel T. & Rush, Ola, <u>Homes With Character</u>. Boston: D. C. Heath & Compo

Landis, Judson T. & Landis, Mary G., Building Your Life. Englewood Cliffs, New Ja

McDermott, Irene & Nicholas, Florence W., <u>Homemaking for Teen-agers</u>. Peoria, Illi 1962.

Pollard, L. Belle, Experiences With Foods. Boston: Ginn and Company, 1961.

Rutt, Anna Hong, Home Furnishings. New York: John Wiley & Sons, Inc., 1961

Smart, Mollie & Smart, Russell, Living in Families. Boston: Houghton-Mifflin Com

Duvall, Evelyn M., Hill, Reuben, Duvall, Sylvanus, When You Marry. Boston: D. C.

Pamphlets

A Teen's ABC's of Beauty, Avon Products, Inc., 30 Rockefeller Plaza, New York, New Yor

Housecleaning Handbook for Young Homemakers, Bulletin 300, Virginia Polytechnic In 1,001 Decorating Ideas



<u>Books</u>

ork: Golden Press, Inc.

ing. Peoria, Illinois: Chas. A. Bennett Company, Inc., 1962.

Character. Boston: D. C. Heath & Company, 1966.

Lding Your Life. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

, Homemaking for Teen-agers. Peoria, Illinois: Chas. A. Bennett Company, Inc.,

 \underline{s} . Boston: Ginn and Company, 1961.

York: John Wiley & Sons, Inc., 1961

n Families. Boston: Houghton-Mifflin Company, 1965.

Sylvanus, When You Marry. Boston: D. C. Heath & Company, 1965.

Pamphlets

o, Inc., 30 Rockefeller Plaza, New York, New York

kers, Bulletin 300, Virginia Polytechnic Institute, Blacksburg, Virginia



Films

Are You Popular (order through Library)

Beginning to Date (crder through Library)

Clothes & You - Line and Proportion (order through Library)

Cooking - Kitchen Safety

Cooking - Planning & Organization

Date Etiquette (order through Library)

Dating Do's and Don't's (for boys) (order through Library)

Food & Nutrition, State Film Library

Friendship Begins at Home (order through Library)

Fundamentals of Diet, State Film Library

Good Grooming for Girls (order through Library)

Good Grooming Makeup (order through Library)

Good Grooming Posture (order through Library)

Home Management - Buying Food

<u> Pome Management - Why Budget?</u>

How Do You Know It's Love? (order through Library)

How To Say No (order through Library)

Koratron Story, Sterling Movies

Sharing Work at Home (order through Library)

Family (The) (order through Library)



Films

<u>Understanding Vitamins</u>, State Film Library

<u>What To Do On A Date</u> (for boys) (order through Library)

<u>You & Your Family</u> (order through Library)

Filmstrips

Cakes & Frostings (Betty Crocker), General Mills, Minneapolis, Minnesota

Focus on Family Wash, Proctor & Gamble, Cincinnati, Ohio

Household Helpers, Proctor & Gamble, Cincinnati, Ohio

How to Save 30 Minutes a Day, Rubbermaid, Inc., Wooster, Ohio

Labels

Mealtime Can Be Magic

New Room in Your Kitchen, Rubbermaid, Inc., Wooster, Ohio
Road to Responsibility (The), Proctor & Gamble, Cincinnati, Ohio
Wash Day Wonders, Proctor & Gamble, Cincinnati, Ohio



HOME ECONOMICS SURVEY

Course Description

In this class, the student surveys the opportunities for gainful employment in jobs involving home economics knowledge and skills. Attention is given to obtaining information on employment laws and policies, and the development of skills necessary for initial employment. Study is given to the relationship between personal life, formal education and job success.

Home Economics Survey covers the major relater areas in the world of work and helps the student to realistically ascertain her saleable abilities. Emphasis is placed on self-preparation for the dual role of future homemaker and wage earner.

In the eleventh grade, the student may desire to continue in a vocational program by specializing in one particular area: namely, Food Service, Commercial Sewing and Related Textiles, Institutional Management, Distributive Education, Cosmetology, Vocational Office Training, etc.

Program of Work

As teacher and students plan together to develop the program of work, the unique needs of the students are discovered and provision made to meet these needs. Therefore, the depth study and time spent in each unit depends upon the needs, abilities and interests of the class members.

The areas of activities include:

- Social and psychological aspects of clothing Clothing construction and simple alterations Wardrobe maintenance
- Advanced meal preparation, service and etiquette Significance of food
- Employment policies and labor laws
- Preparation for adulthood
- Consumer education
- Job success factors
- Job possibilities: direct and related Home Economics aids the office employee



Program of Work (cont.)

The units of instruction for Home Economics Survey are being developed. Two of the units are included in this guide: Consumer Education and Home Economics Aids the Office Employee. Resource material for the unit, Preparation for Adulthood, may be found in the Fairfax County Home Economics Curriculum Guide (pp. 269-289) under the titles, Looking Toward Marriage in the Future and Housing and Interior Design.



HOME ECONOMICS SURVEY - CONSUMER EDUCATIO

Goals & Concepts

Activities

I. To ascertain the sources of money usually available to the high-school-age girl

Sources of income vary according to age, education and experience.

List the high school girl's usual sour income: allowance, wages, bank intergovernment bonds, "stretching the doll

Explore the possible jobs available to high school girl in the community. Of the labor laws.

II. To recognize that money earned, plus spending habits, determine income

Income is determined by the amount of money received and how that money is used.

Explore what is meant by "planning for spending."

Satisfactions are derived from wise income management.

Prepare a money management chart suitable for a high school student.

Make a personal budget for a short per of time using a money management char

Decide which expenditures gave most personal satisfactions and why.

Flexibility is important in the spending plan if it is to be workable and satisfying.

Discuss why a spending plan should be flexible.



OME ECONOMICS SURVEY - CONSUMER EDUCATION

Activities

Resources & Notes

List the high school girl's usual sources of income: allowance, wages, bank interest, government bonds, "stretching the dollar."

Explore the possible jobs available to the high school girl in the community. Check the labor laws.

Excerpts of Virginia Labor Laws Employment Regulations Affecting Minors & Women (1964)

Explore what is meant by "planning for spending."

Building Your Life

Prepare a money management chart suitable for a high school student.

Make a personal budget for a short period of time using a money management chart.

Decide which expenditures gave most personal satisfactions and why.

Discuss why a spending plan should be flexible.



Activities

Personal patterns of spending and saving effect the financial plan.

Discuss fixed expenses, running exelastic expenses.

III. To learn and practice sound habits of spending and saving money

Values determine how a person's income will be handled.

List the factors which determine a use of his income.

Explore the effect that one's value on decisions to spend and save.

There are basic consumer principles that can be applied to all pur-chases.

Search for suggestions or "tips" tice when spending money that can applied to any purchase.

Discuss shopping etiquette.

Before purchasing, consider the upkeep of the product as well as the initial cost. Check different types of merchandi evaluate the upkeep as well as the cost of the products.

IV. To become acquainted with practices which are important to each individual as a consumer

Information given on manufacturer's labels are often good buying guides.

Check labels on clothing, food pacetc. to determine the value to the sumer of the information given.

Manufacturer's brand name helps to identify a product and acts as a guide to future purchases if the item is liked by the consumer.

Identify brand names of various it evaluate the quality of the produc



Activities

Resources & Notes

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Discuss fixed expenses, running expenses, elastic expenses.

<u>habits</u> У

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Check labels on clothing, food packaging, etc. to determine the value to the consumer of the information given.

helps to s as a if the mer.

Identify brand names of various items and evaluate the quality of the product.

Enjoying Family Living

You Are A Consumer of Clothing

Activities

Reliable manufacturers adhere to certain standards.

Compare information gained from the manufacturer, retailer and consumer. (advertisements in newspapers magazines, commercials on radio and twision)

Evaluate commercials on TV and radio displays in stores as to their value use.

Collect guarantees and seals of approdetermine their value to the consumer

V. To recognize the importance of wise choices in spending

Government bulletins are about the most reliable sources of consumer information.

Booklets and leaflets prepared by manufacturers are sources of information about their products.

Protective agencies provide consumer information and services.

Discuss sources of government bulleting

Become acquainted with pertinent government bulletins.

Evaluate information gained from mater prepared by manufacturers.

List agencies which provide protection the consumer.

Cite the types of protection the consumight receive from these agencies.



<u>Activities</u>

Resources & Notes

Compare information gained from the most commonly used channels of communication between manufacturer, retailer and consumer. (advertisements in newspapers, magazines, commercials on radio and television)

Evaluate commercials on TV and radio and displays in stores as to their value and use.

Collect guarantees and seals of approval; determine their value to the consumer.

Discuss sources of government bulletins.

Become acquainted with pertinent government bulletins.

Evaluate information gained from materials prepared by manufacturers.

List agencies which provide protection for the consumer.

Cite the types of protection the consumer might receive from these agencies.

Government bulletins

Manufacturers' booklets and leaflets

Better Business Bureau



item she needs.

Activities

VI. To recognize the importance of wise choices in spending

An alert shopper recognizes the best buy for the occasion.

A good shopper knows the specific department in which to look for the

while sales.

A wise shopper recognizes the difference between wants and needs.

A wise shopper reads information given on labels.

Merchandise may be purchased by cash or by charge.

Discuss factors which determine the best buy.

Identify departments by name and items carried. Example: notions, kitchenware

An informed shopper recognizes worth- Discuss the pros and cons of sales and comparative shopping.

> List the factors that determine one's wants and needs.

Develop a file of care labels, buying guides and guarantees similar to one a consumer would keep at home.

Determine the value gained by cash purchasing; by credit buying.

VII. To recognize the overall cost of a product

The initial cost, the general upkeep and the deterioration of the product should be considered before purchasing.

Determine the maintenance required of various articles of clothing.

Explore the service rendered by the coin cleaning machines vs. drycleaning estab lishments.

Examine various items to determine dura such as method of construction, materia used, design, etc.



Activities

Resources & Notes

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chasing; by credit buying.

Dollar Sense

of a

ıpkeep roduct rchasDetermine the maintenance required of various articles of clothing.

Explore the service rendered by the coin cleaning machines vs. drycleaning establishments.

Examine various items to determine durability, such as method of construction, material used, design, etc.



Activities

VIII. To consider the advantages of practicing economy in personal living

Satisfactions are derived from wise income management.

Prepare a one-month money musuitable for a high school

Develop a record of one's a spending habits.

Flexibility is important in the spending plan if it is to be workable and satisfying.

Make a personal budget for of time using money managem

Personal patterns of spending and saving effect the financial plan.

Discuss basic needs of all clothing, shelter, etc.

Have students estimate what son spends; a couple spends four spends per month. Use mail order catalogues for o

IX. To apply business methods to personal and family living

Proper business practices are an integral part of personal finance.

Ability to handle business transactions is an important skill to develop. List ways of economizing. ing detergents, care of cla

Fill out order blanks for order catalogues.

Develop a household file arkeeping system. Cite value

Study blanks used for open account.



Activities

Resources & Notes

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d from

Prepare a one-month money management chart suitable for a high school student.

Develop a record of one's own personal spending habits.

t in the to be workMake a personal budget for a short period of time using money management chart.

Better Buymanship Series

Dollar Sense

ending and bial plan.

Discuss basic needs of all persons - food, clothing, shelter, etc.

Have students estimate what the average person spends; a couple spends; a family for four spends per month. Use newspapers and mail order catalogues for current prices.

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es are an al finance. List ways of economizing. Example: measuring detergents, care of clothing.

Clothing (Better Buymanship Series)

dess transskill to Fill out order blanks for ordering from mail order catalogues.

Develop a household file and a simple bookkeeping system. Cite values derived.

Study blanks used for opening a charge account.



Activities

Practice check writing, filling out moorders and endorsing a check.

Discuss value gained from membership in record class and book clubs. Cite respirities assumed with enrollment and has terminate such membership.



Activities

Resources & Notes

Practice check writing, filling out money orders and endorsing a check.

Discuss value gained from membership in record clubs and book clubs. Cite responsibilities assumed with enrollment and how to terminate such membership.



GRADE 10

HOME ECONOMICS SURVEY



HOME ECONOMICS SURVEY - HOME ECONOMICS AIDS THE OFFIC

Goals & Concepts

Activities

I. To ascertain the skills required of office workers

The business skills needed to do office work vary according to the job.

List the type of jobs required in an Examples: filing, answering the phontyping, taking dictation, making morn coffee, etc.

Chart the skills necessary for each j listed.

The ability to get along with other employees and employer is another type of essential skill.

Discuss business etiquette and relati

II. To relate classroom activities to office procedures

Certain classroom activities are office-related.

Cite examples of record-keeping required in the classroom, such as: recording grades, filing, materials, personal of gress files, monthly attendance record grocery orders, drawing account required.

Discuss how these activities can be dized into an office situation.

By using office procedures, certain responsibilities can be performed more efficiently.

Set up an office plan to discharge to "business" of the class.

Prepare job descriptions.



OME ECONOMICS SURVEY - HOME ECONOMICS AIDS THE OFFICE EMPLOYEE

Activities

Resources & Notes

s required of

eded to do ding to the

List the type of jobs required in an office. Examples: filing, answering the phone, typing, taking dictation, making morning coffee, etc. Betty and Her Typewriter

Chart the skills necessary for each job listed.

ong with mployer is tial skill. Discuss business etiquette and relationships.

ctivities to

ivities are

Cite examples of record-keeping required in the classroom, such as: recording grades, filing, materials, personal progress files, monthly attendance records, grocery orders, drawing account requisitions.

Phil the File Clerk

Discuss how these activities can be organized into an office situation.

dures, certain be performed

Set up an office plan to discharge the "business" of the class.

Prepare job descriptions.



Activities

III. To obtain an understanding of wage differences

Certain personal factors determine the wages paid an employee. List the personal factors whithe wages a job carries. Example ence, type of skill required, involved, hours on the job, of service, etc.

Location and size of the organization influence the salary scale.

IV. To understand the meaning of fringe benefits

The prospective employee should inquire into fringe benefits as well as wages.

Explain the meaning of fring

Check help-wanted ads of largfind the type of fringe benefit

Explain each benefit listed.

Cite other possible benefits. lunch, transportation, tips, etc.

Fringe benefits have a monetary value.

Cite examples of the value of

Determine how wages are actual fringe benefits.

Explore the short- and long-t these benefits.



Activities

Resources & Notes

g of wage

determine ce. List the personal factors which enter into the wages a job carries. Examples: experience, type of skill required, responsibilities involved, hours on the job, education, length of service, etc.

organizay scale. List factors involved, such as: large city vs. small town, large organization vs. small company, regional influences.

g of fringe

should ints as well Explain the meaning of fringe benefits.

Check help-wanted ads of large companies to find the type of fringe benefits offered.

Explain each benefit listed.

Cite other possible benefits. Example: free lunch, transportation, tips, uniform furnished,

eto

Cite examples of the value of fringe benefits.

Determine how wages are actually increased by fringe benefits.

Explore the short- and long-term value of these benefits.



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Activities

V. To understand the difference between salary received and take-home pay

The salary and take-home pay is not the same amount of money.

Income tax influences yearly income.

All persons whose income exceeds a certain amount of money are subject to income tax.

List the factors which determine take-home pa

Using a basic ir come, fill out State and Federal income tax forms.

Relate learnings to personal income.

VI. To realize that how a person conducts his personal affairs influences his efficiency on the job

Freedom from excess worry or irritations improves one's efficiency on the job.

Discuss how one' ability to control one's personal life effects one's happiness and efficiency on the job. Examples: lives within one's income, health habits, home environment, family relations, social life, etc.

A person can improve his environment.

Cite examples of how environment can be improved by choice of friends and activities ability to control emotions, enhancement of one's abilities, etc.



Activitie<u>s</u>

Resources & Notes

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Relate learnings to personal income. abject

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Cross, Aleene A., Enjoying Family Living. Philadelphia: J. B. Lippinco

<u>Pamphlets</u>

Clothing, (Better Buymanship Series, Editors of Co-Ed Magazine). New You Dollar Sense, (Better Buymanship Series, Editors of Co-Ed Magazine). New Garrett, Pauline G. & Metzen, Edward J., You Are A Consumer of Clothing.

Lawson, Tom, Betty and Her Typewriter. New York: McGraw-Hill Book Comp. Wright, Phil the File Clerk. New York: McGraw-Hill Book Company.



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