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ABSTRACT

Helping students take a look at what the traditional family provides--necessities, protection, affection, security, transmission of values and culture, and a setting for socialization--is relevant in today's curriculum. Developed to be used at the senior high school level, the curriculum guide offers a course outline emphasizing 11 major concepts: (1) the individual in the family, (2) the role of the family, (3) the family as managers, (4) the family as consumers, (5) preparation for marriage, (6) children in the family, (7) food for the family, (8) clothing for the family, (9) housing for the family, (10) family transportation, and (11) job and career opportunities related to family living. Supporting concepts and performance objectives are stated. The material is organized according to content and generalizations, teaching strategies, learning, evaluating experiences, and corresponding resources. Classroom materials in the appendix include personal evaluation forms and checklists, a forced choice values test, charts, fact sheets, sample forms and questionnaires, a play script, puzzles, games, and transparency masters. Concluding the guide is a list of related books, booklets and pamphlets, films, filmstrips, charts, kits, periodicals, programmed learning materials, tapes, and transparencies. Sources are listed for all items cited.
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FAMILY LIVING CURRICULUM GUIDE

for

CONSUMER HOMEMAKING EDUCATION

Developed by

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Under the direction of

Mrs. Joyce C. Threlkeld

1974

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Prepared by

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FOREWORD

This guide was developed to be used as a resource guide in planning and teaching a family living course at the senior high level. It may be taught for junior and senior students on either a yearly or a semester basis.

Traditionally American society has been built around the family, and the concern for the preservation of the family has been expressed by educators, sociologists, etc. Helping students take a look at what the traditional family provides--necessities, protection, affection, security, transmission of values and culture, and a setting for socialization is extremely relevant in today's curriculum.

This course also provides opportunities for students to better understand themselves, to learn to live harmoniously with family members and acquaintances, and to develop a sense of community responsibility.

The guide was edited by Pat Schrader.

The cover was designed by Raymond L. Gilmore, artist, Curriculum Development Center, University of Kentucky. The transparencies were also prepared by Mr. Gilmore.

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FAMILY LIVING COURSE
CONCEPTUAL OUTLINE

CONCEPTS	SUGGESTED TIME ALLOTMENT
I. The Individual In The Family	15 days
A. Self Appreciation and Role Identification	
1. Basic Needs	
2. Self Concept	
3. Peer Group Acceptance	
4. Evaluation of Peer Relationships	
5. Responsibilities of Role	
B. Personality Growth and Development	
1. Definition of Personality	
2. Factors That Influence Personality	
3. Retraining Personality Traits	
C. Maturity	
1. Types of Maturity	
2. Aids to Maturity	
3. Problem Solving	
4. Parent and Teen Relationships	
5. Personal Philosophy of Life	
D. Character Development	
1. Character Definition	
2. Values and Goals	
3. Code of Behavior	
II. The Role Of The Family	10 days
A. The Family as a Unit	
1. Definition of Family	
2. Effect of Culture on the Family	
3. Effect of Society on the Family	
4. Family Structures and Patterns	

CONCEPT

SUGGESTED TIME
ALLOTMENT

B. Functions of the Family

1. Reproduction
2. Care of Family Members
3. Affection
4. Physical Maturation
5. Allocation of Resources
6. Maintenance of Order
7. Maintenance of Morals
8. Motivation
9. Placement of Members in a Larger Society

C. Life Cycles in the Family

1. Beginning Family
2. Childbearing Family
3. Family with Preschool Children
4. Family with School Children
5. Family with Teenagers
6. Launching Family
7. Family in the Middle Years
8. Aging Family

D. Role Identification of Family Members

1. Definition of Role
2. Role of the Husband/Father
3. Role of the Wife/Mother
4. Role of the Children
5. Changes in the Roles of Family Members
6. Implications of Older Persons in the Home

E. Roles of the Family of the Future

F. Family Members in the Community

1. Neighbors and Friends
2. Community Services
3. Responsibilities to Self and Others

III. The Family As Managers

10 days

A. Management

1. Elements of Management
2. Management Process
3. Resources for Management

CONCEPT	SUGGESTED TIME ALLOTMENT
B. Decision Making	
C. Management of Time and Energy	
D. Use of Leisure Time	
IV. The Family As Consumers	30 days
A. The Consumer	
1. Who Is The Consumer?	
2. Importance of The Consumer In the Marketplace	
B. Income	
1. Sources	
2. Types of Family Income	
3. Ways of Increasing the Income	
4. Variations During the Family Life Cycles	
C. Money Management	
1. Division of Family Income	
2. Factors Which Influence the Division of Family Income	
a. Values and Goals	
b. Needs and Wants	
c. Standard and Level of Living	
d. Family Communication	
e. Self Discipline	
D. Family Financial Records	
E. Banks and Banking Services	
F. Savings	
G. Consumer Credit	
1. Definition of Credit	
2. Role of the Consumer in Credit	
3. Consumer Pressures	
4. Types and Sources of Credit	
5. Credit Qualifications	
6. Costs of Credit	
7. Dangers of Credit	
8. Consumer Protection	

CONCEPTS

SUGGESTED TIME
ALLOTMENT

H. Family Security

1. Savings
2. Investments
3. Insurance
4. Benefits Provided Through Taxes
5. Wills and Estates

I. Consumer Buying

1. Motivation to Buy
2. Principles of Buymanship
3. Shopping Ethics

J. Consumer Citizenship

1. Consumer Protection
2. Fraud, Deception, and Quackery
3. Rights and Responsibilities
4. Sources of Information and Consumer Assistance

V. Preparation For Marriage

40 days

A. Dating Experiences

1. Purpose of Dating
2. Dating Practices
3. Dating Manners and Etiquette
4. Sexual Behavior and Morality
5. Venereal Disease
6. Alcohol and Drug Use
7. Concepts of Love

B. Selection of a Marriage Partner

1. Mature love
2. Factors Which Affect Marriage Success
 - a. Concept of Ideal Mate
 - b. Interest and Background
 - c. Parental Approval
 - d. Health
 - e. Financial Responsibility
 - f. Age Difference and Maturity Level
 - g. Emotional Independence of Individuals
 - h. Young Marriages
 - i. Mixed Marriages

CONCEPTS

**SUGGESTED TIME
ALLOTMENT**

C. Marriage Laws and Customs

1. The Engagement Period
2. Legal Aspects of Marriage
3. Social and Religious Marriage Customs
4. Planning the Wedding
5. Premarital Counseling
6. Planning the Honeymoon

D. Marriage Adjustments

1. Common Marital Adjustments
2. Characteristics of a Successful Marriage
3. Solving Marital Problems

VI. Children In The Family

20 days

A. Factors Which May Influence the Decision to Become Parents

1. Attitudes Toward Children
2. Parental Responsibilities and Adjustments
3. Family Influences
 - a. Cultural Factors
 - b. Religious Factors
4. Hereditary Factors
 - a. Influence of Heredity
 - b. Multiple Births
 - c. Abnormalities
5. Personal Factors

B. Planning for Parenthood

1. Cost of Having a Baby
2. Human Reproduction
3. Contraception
4. Symptoms of Pregnancy
5. Prenatal Development
6. Prenatal Care
7. Labor and Delivery
8. Postnatal Concerns and Care

CONCEPTS

**SUGGESTED TIME
ALLOTMENT**

C. Growth and Development of the Infant

1. Infant Care
2. Physical Development of the Infant
3. Emotional, Mental, and Social Development of the Infant

D. Growth and Development of the Toddler

1. Physical Development of the Toddler
2. Emotional, Mental, and Social Development of the Toddler

E. The Preschool Child

1. Physical Development
2. Social Development
3. Mental Development
4. Emotional Development
5. Guidance of the Pre-School Child

F. The Playschool

VII. Food For The Family

20 days

A. Social and Psychological Aspects of Food

1. Significance of Food to Individuals
2. Eating Habits
3. Family Relationships
4. Food, An Asset to Entertainment

B. Nutritional Needs

1. Basic Four Food Groups
2. Food Nutrients

C. Meal Planning

D. Food Shopping

1. Factors Affecting Shopping Decisions
2. Food Costs
3. Types of Markets
4. Shopping Courtesies

E. Table Setting, Service and Etiquette

CONCEPT	SUGGESTED TIME ALLOTMENT
F. Meal Preparation	
1. Understanding Recipes	
2. Identification, Use and Location of Equipment in Unit Kitchens	
3. Safety and Sanitation in the Kitchen	
4. Organization for Foods Laboratory Work	
5. Group Work Responsibilities	
6. Meals for Two	
G. Use of Convenience Foods	
H. Eating Away From Home	
VIII. Clothing For The Family	10 days
A. Social and Psychological Aspects of Clothing	
1. Basic Need Gratification	
2. Self Expression	
3. Self concept	
4. First Impressions	
5. Role	
6. Personality and Individuality	
7. Emotions	
8. Values	
B. Physical Aspects	
1. Elements of Design	
2. Fashion Trends	
C. Management and Consumer Aspects	
1. Factors Influencing Clothing Decisions	
2. A Well Planned Wardrobe	
3. Shopping for Clothing	
D. Care and Maintenance	
IX. Housing For The Family	10 days
A. Influence of Housing on Family Members	
1. Physiological Benefits	
2. Psychological Benefits	
3. Sociological Benefits	

CONCEPTS

**SUGGESTED TIME
ALLOTMENT**

B. Factors Which Influence Housing

1. Human Factors
2. Environmental Factors
3. Technological Factors

C. Housing Decisions

1. Types of Housing
2. Evaluation of Housing
 - a. Space
 - b. Building Codes
 - c. Storage
 - d. Safety
3. Financial and Legal Decisions
 - a. Renting
 - b. Buying
 - c. Insuring
 - d. Operating and Maintaining
 - e. Furnishing and Equipping

D. Future Housing

X. Family Transportation

5 days

- A. Analysis of Transportation Needs
- B. Purchase of an Automobile
 1. Purchasing a Used Automobile
 2. Purchasing a New Automobile
- C. Warranties
- D. Costs of Ownership
 1. Maintenance and Operation
 2. Insurance

**XI. Job And Career Opportunities Related To
Family Living**

5 days

- A. Job and Career Opportunities
 1. Entry-Level Occupation
 2. Semiprofessional and Skilled Occupations
 3. Professional and Technical Occupations
 4. Sources of Employment

CONCEPT

**SUGGESTED TIME
ALLOTMENT**

B. Personal Requirements

1. Personal Qualities
2. Skills

C. Educational Preparation

1. High School Training
2. Post High School Training

**D. Interrelationship of Employment and Home
Life**

MAJOR CONCEPT: I. The Individual in the Family

SUPPORTING CONCEPTS: A. Self Appreciation and Role Identification

B. Personality Growth and Development

C. Maturity

D. Character Development

UNIT OBJECTIVE: Upon completion of the activities of this unit the student will be able to analyze individual family roles, individual personality, individual characteristics of maturity, and how these lead to responsible behavior.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze individual family roles and the responsibilities these roles involve.

B. Identify individual strengths and weaknesses of personality and how the weaknesses may be improved.

C. Identify the characteristics of mature adult behavior.

D. Determine how values and goals affect one's character development.

I. The Individual in the Family

Some Supporting Content and Generalizations

Teaching Strategies Learning - Evaluating Experiences

Resources

A. Self Appreciation and Role Identification

1. Basic Needs

- a. Every person is born with the same basic needs and a knowledge of these basic needs will increase one's understanding of behavior, both of one's self and of others.
- b. Basic physical needs include the following:
 - (1) Satisfaction of hunger and thirst
 - (2) Self-preservation
 - (3) Satisfaction or sublimation of sexual drives
 - (4) Growth
 - (5) Activity

Interest Approach: Bulletin board, "Who Am I?"

Note to teacher: Ask the students to bring two pictures to class. You may choose to have them bring a current picture and a baby picture of themselves or a current picture and a picture of what they hope to be in the future. Have the class compare the two sets of pictures and draw conclusions as to how the pictures differ and what factors have brought about the change.

Brainstorm to determine what the class members consider to be their basic needs.

Read references to discover the basic physical needs of each individual.

Books:
 No. 45, Personal Adjustment Marriage and Family Living, Ch. 2.
 No. 47, Relationships: A Study In Human Behavior, Ch. 1.
 No. 38, Living with Your Family, Ch. 1.
 No. 66, Tomorrow's Home-maker, Ch. 1, pp. 5-14 and Chs. 4-5.

- c. Basic psychological needs include the following:
- (1) To be valued by others
 - (2) To experience success
 - (3) Security and safety
 - (4) Variety and new experiences
 - (5) Freedom and independence
 - (6) Religion and a philosophy of life
 - (7) To care for and conform to others
- d. Satisfaction of the basic needs is a primary factor in the development of a healthy and mature self-image.
- e. Certain needs have priority, thus creating a hierarchy of needs.
- f. Adjustive behavior indicates a solution to the problem has been found. Maladjustive behavior indicates only the treatment of a symptom. When basic needs are not fulfilled, maladjustments in the personality may result.

Read references to discover the basic psychological needs of each individual.

Books:
No. 52, Teen Guide to Homemaking, Ch. 3, pp. No. 41, Married Life, Ch. 1.

Discuss the basic needs of all individuals.

Collect and display advertisements which appeal to each of these basic needs.

Current newspapers and magazines.

Note to teacher: Construct a bulletin board or prepare a handout to acquaint the students with the hierarchy of needs.

Appendix: No. 1-A, p. 243, "Hierarchy of Needs."

Invite a resource person to discuss basic needs and circumstances which may arise if these needs are not met.

Suggested resource persons: psychologist, sociologist, psychiatrist, minister, guidance counselor.

and/or

Group work: Write case histories which reveal maladjustments which an individual may experience if his basic needs are not met.

Exchange case histories and give alternative solutions which would indicate adjustive behavior.

Resources	
<p>I. The Individual in the Family</p> <p>Some Supporting Content and Generalizations</p>	<p>Teaching Strategies</p> <p>Learning - Evaluating Experiences</p> <p><u>Evaluation:</u> <u>Answer</u> the following questions:</p> <p>--How does one fulfill one's needs? --How do advertisers appeal to one's needs in order to sell products?</p> <p>Complete a personal evaluation checklist, checking items which describe you.</p> <p>Read references to gain knowledge of one's self-concept.</p> <p>Complete personal evaluation checklist a second time, checking the items you would like to describe you.</p> <p><u>Compare</u> the two checklists and <u>make a plan</u> for improvement.</p> <p><u>Analyze</u> one's own self concept as related to the following:</p> <p>--Personal self-concept</p> <p>--Social self-concept</p>
<p>2. Self Concept</p> <p>a. Self-analysis involves critical evaluation and recognition of those qualities that the individual may be able to develop or improve and those qualities which he may be unable to change. One's self-concept will include a personal, a social, and an ideal self-concept.</p> <p>b. One's personal self-concept involves the image one possesses of himself as a physical and social entity.</p> <p>c. One's social self-concept includes perceptions, attitudes and feelings about himself in relation to other persons.</p>	<p>Appendix: No. I-B, pp. 244-245, "Personal Evaluation."</p> <p>Books:</p> <p>No. 52, Teen Guide to Homemaking, pp. 41, 48, 57, 59, and 63.</p> <p>No. 49, Relationships: A Study in Human Behavior, Ch. 2.</p> <p>No. 4, Between Parent and Teenager, Ch. 5.</p> <p>Appendix: No. I-B, pp. 244-245, "Personal Evaluation."</p>

d. One's ideal self-concept is that image which one has of what he wishes to become.

--Ideal self-concept

Evaluation: Write a paper regarding the above analysis. The paper shall include the following:

- How one feels toward one's self
- How one fits into peer groups
- What one wishes to become

3. Peer Group Acceptance

- a. A peer is someone who is in one's own age group.
- b. Acceptance is a basic need of all individuals. Peer group acceptance takes on additional importance in certain stages of development.
- c. Peer group acceptance in many cases becomes more important than parental approval.
- d. The amount of affection and understanding within the family may determine if the peer group will have more influence than the family.

Note to teacher: It may be helpful to borrow psychology and sociology books from another department.

Read and discuss references to find a definition of the term peer and to gain knowledge concerning peer groups.

Recall experiences in which you have been rejected by your peers. Indicate your feelings at that time.

Discuss peer influence relating to such topics as fads in dress, attitudes toward school work, participation in extracurricular activities, and acceptance of family values.

Share incidences in which peers have had more influence upon your behavior than your parents.

Relate how the attitude of your parents toward your friends affects your feeling either in a positive way or a negative way.

Books:
No. 49, Relationships: A Study in Human Behavior, p. 31.
No. 52, Teen Guide to Home-making, Ch. 5, pp. 83-86.
No. 1, Teenage Living, Ch. 5.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>4. Evaluation of Peer Relationships</p> <p>a. Peer relationships may be either beneficial or harmful.</p> <p>b. Beneficial peer relationships are often found in clubs sponsored by the schools or churches in the community.</p> <p>c. One may find that membership in certain organizations is not beneficial. These organizations would include those which</p> <p>(1) lack adult supervision, (2) have secret initiations, (3) have illegal requirements for membership.</p>	<p><u>Evaluation:</u> Role play situations that demonstrate the importance of peer group acceptance. <u>Example:</u> A group is criticizing a friend who is not present. Show one or two ways the absent person's best friend might handle the situation.</p> <p><u>Cite</u> experiences in which your friends have had a positive or negative influence on your development.</p> <p><u>List</u> community activities and organizations in which teenagers participate.</p> <p><u>Choose</u> those community activities and organizations which promote proper growth and development through membership or participation and those you feel would have a harmful influence on teenagers who participated.</p> <p><u>List</u> certain procedures which indicate that one needs to avoid certain types of clubs and organizations. This may include certain types of initiations and requirements.</p>	
	<p><u>Recall</u> experiences in which you have been tempted by pressure from peer groups.</p>	<p>Book No. 4, <u>Between Parent and Teenager</u>, Ch. 11, pp. 177-212.</p>

Include all the arguments which would be used to interest one in such activities and dramatize situations in which students are being pressured by peers to experiment with the following:

- Tobacco
- Alcohol
- Drugs

Predict the outcomes.

Note to teacher: For an evaluation give the students a list of situations and ask them to decide whether parents or peers would most influence their decisions. Include the following:

- Attending church
- Skipping school
- Selecting clothes
- Other situations

Define the word role.

Point out the role expectations of the following:

- Being a teenager
- Being feminine or masculine
- Being a daughter or a son
- Being a friend
- Other roles

Decide the responsibilities and privileges of each of the above roles.

5. Responsibilities of Role

- a. A role is a function assumed by an individual or a group in a particular situation.
- b. Each role which one accepts will have certain expectations.

Books:
No. 52, Teen Guide to Homemaking, Ch. 1, pp. 20-23.
No. 38, Living with Your Family, Ch. 15.

	Resources
<p data-bbox="313 1774 385 2192">Some Supporting Content and Generalizations</p> <p data-bbox="448 1601 734 2205">c. What makes a good leader seem to vary with the following: --The kind of group to be led --The task of the group --The conditions under which the group operates</p>	<p data-bbox="313 837 385 1429">Teaching Strategies Learning - Evaluating Experiences</p> <p data-bbox="439 677 510 1564"><u>List</u> characteristics which are evident in leaders in the school, community, state, and nation.</p> <p data-bbox="546 714 618 1564"><u>List</u> characteristics which are evident in those who follow the leadership of others.</p> <p data-bbox="761 726 904 1564"><u>Cite</u> examples of persons being a leader in one situation and a follower in another. <u>Decide</u> why they assumed different roles at different times.</p> <p data-bbox="940 726 1084 1564"><u>Evaluation:</u> Write an analysis of your present role within the family, the school, and the community. <u>Include</u> the responsibilities these roles involve.</p> <p data-bbox="1120 1145 1146 1182">or</p> <p data-bbox="1173 751 1281 1564"><u>Dramatize</u> situations which depict the role of teenagers in the family, the school, and the community.</p>

B. Personality Growth and Development

1. Definition of Personality

- a. Personality is the unique way in which individuals behave. This includes the following:

- (1) The way one walks
- (2) The way one dresses
- (3) The way one talks
- (4) The way one thinks
- (5) One's feelings
- (6) One's hopes and dreams

- b. Personality traits have been classified as extrovert, introvert, and ambivert.

- c. It is seldom that a person's behavior is such that it fits perfectly into one of the classifications mentioned above.

- d. One's personality develops as the individual grows and develops.

Brainstorm to develop a definition of personality.

View and discuss a transparency made from the personality diagram in the appendix.

Reassess your definition of personality in light of this diagram.

Consult references to discover the different classifications of personalities and the characteristics of each type.

Draw conclusions as to whether any person is likely to fit into any one of these above classifications.

Complete and discuss the checklists on personality and personal characteristics.

Invite a qualified resource person to talk about desirable personality traits.

or

Appendix: No. I-C, p. 246, "Personality Diagram."

Books:

No. 45, Personal Adjustment Marriage and Family Living.

No. 52, Teen Guide to Homemaking, Ch. 3.

No. 64, Thresholds to Adult Living, Ch. 2.

Appendix: Nos. I-D and I-E, pp. 247-248. "Personal Checklist," and "Personal Characteristics."

Suggested resource persons: psychologist, physician, guidance counselor, minister.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>e. Certain personality traits may be either desirable or undesirable, depending upon how they affect one's relationships with others.</p> <p>f. One seldom sees himself as others see him.</p> <p>g. An understanding of one's self is a first step in understanding others.</p> <p>h. Self improvement projects require the following preliminary steps:</p> <ol style="list-style-type: none"> (1) Identifying personal strengths and weaknesses (2) Accepting the need for improvement 	<p><u>Group work:</u> List the personality traits which you like and those which you dislike in others.</p> <p><u>Describe yourself</u> as you would like to appear to others.</p> <p>List traits which you feel are a part of your own personality.</p> <p><u>View and discuss</u> a film which describes how to improve your personality.</p> <p><u>Evaluation:</u> Refer to the personality checklist previously completed and being very analytical <u>describe</u> yourself as you see yourself.</p>	<p>Books: No. 64, <u>Thresholds to Adult Living</u>, Ch. 2. No. 27, <u>Homemaking for Teenagers</u>, Book 1, Ch. 1.</p> <p>Film: No. 17, "Improve Your Personality."</p>

Choose areas you plan to improve and make a plan for accomplishing this improvement. Plan only what you can successfully accomplish.

Appendix: No. I-F, p. 249, "Personal Plan for Self Improvement."

2. Factors That Influence Personality

a. Hereditary factors may effect one's personality.

Consult references to determine some hereditary factors which may effect personality and describe what role each plays in the development of personality. Include the following:

- Some birth defects
- Susceptibility to disease
- Bone structure
- Color of skin, hair, and eyes
- Texture of hair
- Other factors

Books:
No. 64, Thresholds to Adult Living, Ch. 2, pp. 50-52.
No. 45, Personal Adjustment Marriage and Family Living, Ch. 1, pp. 6-11.
No. 34, Lessons in Living, Unit 3, Lesson 1.
No. 57, The Developing Child, Ch. 16, pp. 421-427.

Periodical: No. 2, Seventeen, "Why You Are The Way You Are," 2/1973.

b. Environmental factors have a great influence on one's personality.

Determine some environmental factors which affect personality. Include the following:

- Occupation of one's parents
- Education and interests of one's parents
- Talents of one's family members
- One's hobbies
- One's church
- One's school
- One's acquaintances
- One's activities
- One's experiences
- One's position in the family such as, only child, first born, last born, and middle child.
- Other factors

Books:
No. 65, Today's Home Living, Ch. 2, pp. 21-26.
No. 38, Living With Your Family, Ch.1, pp. 7-8.
No. 64, Thresholds to Adult Living, Ch. 2, pp. 53-56.
No. 8, Child Care and Development, Ch. 17.

Current periodicals such as Seventeen and Parent.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>c. One's personality during the teen years is influenced by the attitude one takes toward the physical changes of the body and the concepts one forms of individual physical abilities and limitations.</p>	<p><u>Grab Bag:</u> Draw one of the above environmental factors from a grab bag and <u>explain</u> how this factor may affect one's personality. <u>Support</u> your conclusions.</p> <p><u>Research</u> to determine how one's personality during the teen years is influenced by one's physical self-concept and physical limitations. <u>Discuss</u> the findings and <u>defend</u> your conclusions.</p>	<p>Book: No. 65, <u>Today's Home Living</u>, Ch. 2, pp. 15-18.</p>
<p>d. One's emotions are more intense during teenage years than at any other time. Strong emotions need to be released in ways that are not harmful to the individual or his acquaintances.</p>	<p><u>Study</u> references to indicate the degree to which one's emotions influence one's personality development.</p> <p><u>List</u> some ways of controlling unpleasant emotions, such as the following:</p> <ul style="list-style-type: none"> --Jealousy --Anger --Belligerence --Envy --Fear --Other Emotions 	<p>Books: No. 52, <u>Teen Guide to Homemaking</u>, Ch. 3, pp. 52. No. 6, <u>Building Your Home Life</u>, pp. 490-495.</p> <p>Book: No. 65, <u>Today's Home Living</u>, Ch. 2, pp. 19-21.</p>
<p>e. Prejudice is a preconceived judgment or opinion formed without sufficient knowledge of the subject.</p>	<p><u>Read</u> and <u>discuss</u> references to discover the meaning of prejudice and how prejudices develop.</p>	<p>Book: No. 57, <u>The Developing Child</u>, Ch. 16.</p>

- (1) Prejudices are not natural occurrences but are learned from the culture, from the society, and from the family in which one lives.
- (2) Prejudicial attitudes may be overcome through learning about other cultures and other races.

Recall some common prejudices that you have observed in the community.

Determine the factors responsible for the development of such prejudices.

Invite a resource person to describe the culture of other people.

or

View a film showing the various ways culture is transmitted.

Evaluation: List the factors that you feel have most influenced your personality.

3. Retraining Personality Traits

- a. Personality development is a life-long process. Unlearning a trait or habit is difficult and will require a strong desire; however, it is possible to change personality traits.

Read and discuss references to determine how personality traits may be changed.

Note to teacher: Give the name of each person in the class to a selected number of students. Ask each student to write a personality description for each of the names he/she is given. Collect the description, make a compilation for each student and destroy the original student papers. Give each student the compilation of his personality description.

Suggested resource persons: foreign student, person who has visited another country, naturalized citizen.

Film: No. 21, "Man and His Culture."

Books:

No. 65, Today's Home Living, Ch. 2, pp. 27-34.
No. 49, Relationships: A Study in Human Behavior, Ch. 2, pp. 23-24.
No. 34, Lessons In Living, Unit 3, Lesson 1, p. 276.
No. 6, Building Your Home Life, Ch. 2, pp. 41-50.
No. 66, Tomorrow's Homemaker, Ch. 1, pp. 14-22.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Youth has some responsibility for its own personality traits.</p>	<p><u>Evaluation:</u> Study your personality description and use it as a basis to write a paper describing how you might improve your own personality. If you disagree with the description made by your class members <u>give</u> the reasons why you disagree.</p> <p><u>Complete a</u> checksheet, "How Mature Am I?"</p>	<p>Appendix: No. I-G, p. 250, "How Mature Am I?"</p>
<p>C. Maturity</p>	<p><u>Note to teacher:</u> Help the students rate their maturity according to the following:</p> <p>---13 or more yes responses---"You Have What It Takes." ---10 or 12 yes responses---"You're In The Safety Zone." ---Below 10 yes responses---"Get Busy On Improvements."</p>	<p>Books: No. 49, <u>Relationships: A Study In Human Behavior</u>, Ch. 4. No. 21, <u>Family Living</u>, Ch. 1. No. 45, <u>Personal Adjustment Marriage and Family Living</u>, pp. 19-22 and 148-149.</p>
<p>1. Types of maturity</p> <p>a. Maturity is revealed in an individual's use of available resources to develop his potentialities.</p> <p>b. Chronological maturity identifies the number of years a person has lived, but does</p>	<p><u>Group Work:</u> Read references and report to the class on the different types of maturity. In the report describe each type of maturity, give examples of this maturity, and tell when it is likely to occur. Include the following:</p> <p>---Chronological maturity</p>	

not necessarily indicate any other type of maturity.

- c. Physical maturity is orderly and sequential, but irregular. There is great variation among individuals in the growth toward physical maturity.
- d. Intellectual maturity is dependent upon inherited mental potential, environmental experiences, and motivation.
- e. Emotional maturity results when one understands his feelings and can control his actions. This is essential to the development of a favorable personality.
- f. One develops toward maturity by wisely forming his own code of social behavior. Socialization means an individual learns the ways of a given group so that he can function within it.
- g. Becoming philosophically mature involves understanding of one's self and choosing individual values and goals.

2. Aids to Maturity

- a. Defense mechanisms
(cont.)

--Physical maturity

--Intellectual maturity

--Emotional maturity

--Social maturity

--Philosophical maturity

Evaluation: Complete the following sentence.
"My maturity is revealed by..."

Read references to discover some different types of defense mechanisms. Include the following:

Books: Personal Adjustment
No. 45,

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(1) Aid in the maintenance of a healthy self-concept.</p> <p>(2) Allow one to cope with frustrations.</p> <p>(3) Are healthy outlets if used sparingly.</p> <p>(4) Are harmful outlets if used excessively.</p> <p>(5) Are self-deceiving if over used.</p>	<p>--Daydreaming or fantasizing</p> <p>--Compensation</p> <p>--Direct attack</p> <p>--Rationalization</p> <p>--Identification</p> <p>--Projection</p> <p>--Regression</p> <p>--Repression</p> <p>--Suppression</p> <p>--Withdrawal</p> <p>--Displacement</p> <p><u>Role play</u> both acceptable and unacceptable uses of a variety of defense mechanisms.</p> <p>or</p> <p><u>Present</u> short skits to show how emotions affect the behavior of teenagers.</p> <p><u>View</u> a film on emotional maturity.</p> <p><u>Read</u> references to discover signs which point to a healthy emotional state.</p>	<p><u>Marriage and Family Living</u>, Ch. 3.</p> <p>No. 49, <u>Relationships: A Study In Human Behavior</u>, Ch. 7.</p> <p>Films: "Emotional Maturity." No. 12, "Control Your Emotions." No. 8.</p> <p>Books: No. 27, <u>Homemaking for Teenagers</u>, Book I, Ch. X, pp. 21-24.</p> <p>No. 49, <u>Relationships: A Study In Human Behavior</u>, Ch. 5.</p> <p>No. 6, <u>Building Your Home Life</u>, Ch. 2, pp. 53-55.</p>
<p>b. The practice of self-control is evidence of several types of maturity.</p>		

Describe two actual experiences, one in which there was evidence of a lack of self-control, and one in which self-control was used.

Evaluation: Summarize the characteristics and behavior of a mature individual.

or

Role play situations calling for mature judgments and behavior. Show what happens when immature judgment and behavior are used and contrast with the results of using mature judgment and behavior.

3. Problem Solving

a. Problem solving follows a sequence of steps. These steps may include the following:

- (1) State the problem.
- (2) Determine when a final decision must be made.
- (3) Secure all available information.
- (4) Examine alternatives.
- (5) Make the decision.
- (6) Try out your solution.
- (7) Check to see if it worked and make necessary adjustments.

b. One may cultivate both mental and physical health by facing problems honestly and mastering them.

Read references to analyze the steps in problem solving.

- Books:
- No. 66, Tomorrow's Home-maker, Unit I, part I, pp. 20-22.
 - No. 45, Personal Adjustment Marriage and Family Living, Ch. 3, pp. 38-42.
 - No. 65, Today's Home Living, Ch. 1, pp. 2-7.
 - No. 38, Living With Your Family, Ch. 2, pp. 19-21.

Group work: Present a short skit showing a difficult decision a teenaged person must make. The skit may be on one of the following subjects:

- Part-time employment
- Future vocational plans
- Early marriage
- Other subjects

Evaluation: Using the problem-solving technique, reach a solution for all the groups other than your own. Report solutions to the class.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>4. Parent and Teen Relationships</p>	<p><u>Compare</u> solutions.</p> <p><u>Choose</u> the best solution.</p> <p><u>Read</u> and <u>discuss</u> references for a better understanding of parent and teen relationships.</p>	<p>Books:</p> <p>No. 49, <u>Relationships: A Study In Human Behavior</u>, Ch. 12, pp. 130-131.</p> <p>No. 2, <u>Being Married</u>, Ch. 20, p. 407.</p> <p>No. 21, <u>Family Living</u>, Ch. 4, pp. 84-94.</p> <p>No. 4, <u>Between Parent and Teenager</u>, Ch. 2, p. 21.</p> <p>Booklet: No. 36, "The Adolescent in Your Family."</p>
<p>a. Parent-teen relationships are often turbulent during the period of adolescence. It is important for parents to learn to guide their children adequately.</p>	<p>Participate in a buzz session in which a teenager's problems with his/her parents are identified. <u>Include</u> how the parents often handle the problems and <u>describe</u> what you feel would be a better solution. The parents solution may be one of the following:</p> <p>---Do it because I say so. ---When I was your age... ---Other solutions</p>	
<p>b. Adolescence is the teenaged years, the period from thirteen to twenty.</p>	<p><u>Define</u> adolescence.</p>	

c. The adolescent is striving to perform certain tasks. These include the following:

- (1) Achieving physical competency
- (2) Getting along with one's family
- (3) Getting along with peers of both sexes
- (4) Achieving scholastic success
- (5) Making advanced educational plans
- (6) Developing a set of values, goals, morals, religious beliefs, etc.
- (7) Developing socially responsible behavior
- (8) Discovering and developing an acceptable self
- (9) Becoming economically independent
- (10) Preparing for marriage and family life

d. Adolescents need to find their own identity as well as to maintain their interdependent relationship with their family.

Recall from above reading assignment the developmental goals or tasks of the adolescent period.

View a filmstrip or listen to a tape concerning parent and adolescent compatibility.

Filmstrip: No. 15
"How To Get Along With Parents."

Tapes:
No. 2, "Be Good Parents."
No. 3, "Be Understanding Parents."

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>e. It is not unusual for teens to feel their parents do not understand them. In some cases, parents are reluctant to allow the independence which the teenager is seeking.</p>	<p><u>Analyze</u> some common conflicts which occur between the parent and the teenager. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Inability to communicate --Grades in school --Jobs and careers --Drugs and alcohol --Housing, clothing and standards of cleanliness --Quarreling or divorced parents --Mobility of family <p><u>Note to teacher:</u> <u>Ask</u> the students to develop a case study for each of the problems they listed.</p> <p><u>Evaluation:</u> <u>Analyze</u> one of the case studies developed.</p> <p style="text-align: center;">or</p> <p><u>Defend</u> the statement "The transition from childhood to adulthood is facilitated by parental understanding."</p> <p style="text-align: center;">or</p> <p><u>Give</u> twenty responses to the statement "When I become a parent of a teenager I will . . ."</p>	<p>Books: No. 4, <u>Between Parents and Teenagers</u>, Ch. 1 and 2. No. 72, <u>Your Marriage and Family Living</u>, Ch. 2.</p> <p>Booklets: No. 32, "Parent-Teenager Communication." No. 23, "Health Care of the Adolescent." No. 46, "To Know and to Care." No. 38, "The Early Adolescent: A Guide for Parents."</p>

5. Personal Philosophy of Life

a. One's philosophy of life will consist of the beliefs, the attitudes, and the concepts which one has developed.

b. During the adolescent period one is involved in the development of a personal philosophy of life.

c. One's personal philosophy affects the way one relates to others.

Discuss ways in which your philosophy is influenced by your values, goals and environment.

Think of people who may have influenced your philosophy of life. Decide in what ways they influenced you.

Identify conflicts which are present in our society and the kinds of behavior which may accompany each conflict. The conflicts identified may include the following:

- family vs. career
- religion vs. science
- Equality vs. segregation
- Honesty vs. don't get caught
- Brotherhood vs. war
- Other conflicts

Discuss how one might react to situations such as the following:

- Sharing a limited amount of food
- Aiding an injured stranger
- Revealing secrets of one friend to another
- Other situations

Books:
No. 42, Relationships:
A Study In Human Behavior,
Chs. 10 and 11.
No. 50, Steps in Home
Living, pp. 22-26.

I. The Individual in the Family

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>d. One's philosophy will reveal what one considers important.</p>	<p><u>Evaluation:</u> Write a paper entitled "My Philosophy of Life." <u>Include the following:</u></p> <ul style="list-style-type: none"> ---What do I want from life? ---What can I contribute to my life? ---What can I contribute to the lives of others? 	
<p>D. Character Development</p> <p>1. Character refers to one's habitual patterns of behavior that develops in stages similar to other development.</p>	<p><u>Define character.</u></p> <p><u>Discuss the statement, "Character is what you are, not what you appear to be."</u></p> <p><u>Role play situations in which one's character is tested.</u> Situations may include the following:</p> <ul style="list-style-type: none"> ---Smoking ---Drinking ---Petting ---Shop-lifting ---Other situations 	<p>Dictionary</p> <p>Book: No. 49, <u>Relationship: A Study In Human Behavior</u>, Ch. 3.</p>
	<p><u>Evaluation:</u> In small groups, <u>discuss</u> one or more of the following questions:</p> <ul style="list-style-type: none"> ---When and how is character developed? ---Is the formation of character always a conscious process? ---How does family environment affect character development? <p><u>Report conclusions to class.</u></p>	

2. Values and Goals

- a. Values are those things which you consider very important.
- b. Values are products of our experiences and are learned from parents, peers, friends, church and community.
- c. A goal is an ambition one wishes to attain.
- d. Goals are classified as being long-term or short-term.

Read references to secure definitions of values and goals.

Complete the statement "Values are . . ." Compare your answer with those of other students. Discuss implications.

Compile a list of ten personal values. Ask parents to list ten personal values in order of importance to them. Compare your list with your parent's list.

State values that you would choose for your life. Decide what you do daily which reveals these values.

Recall the definition of a goal.

Differentiate between short-term and long-term goals.

Group work: Study a list of items given to you by the teacher and decide which would be short-term and which would be long-term goals.

Books:

No. 52, Teen Guide to Home-making, Ch. 3, pp. 55-56.
No. 41, Married Life, Ch. 11, pp. 386-387.
No. 49, Relationships: A Study In Human Behavior, Ch. 11, pp. 116-120.

Kit: No. 5, "Value Clarification."

I. The Individual in the Family

	Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
		<p><u>Note to teacher:</u> Below is a list of goals you may wish to include for the students to use for their group work:</p> <ul style="list-style-type: none">--A new car--A colored TV--A college degree--A promotion on the job--A new dress or suit--Completion of apprenticeship--An A in algebra--Other goals <p><u>Read and discuss</u> references to determine how goals and values are related.</p> <p><u>Group work:</u> <u>Write and dramatize</u> a skit entitled "If I Had Three Wishes."</p> <p><u>Discuss</u> how values and goals influenced the decisions dramatized in these skits.</p> <p><u>Complete</u> a forced answer test on values, goals, and standards.</p> <p><u>Score</u> the above test.</p> <p><u>Draw conclusions</u> as to what values are important to you.</p>	<p>Book: No. 39, <u>Management for Better Living</u>, Ch. 1, pp. 5-12.</p> <p>Appendix: No. I-H, pp. 251-254, "Values, Goals and Standards."</p> <p>Appendix: No. I-I, pp. 255-256, "Directions For Scoring Values Test."</p>

Evaluation: Complete the following statements:

- If your primary goal is a new car, your values are _____.
- If your primary goal is a new house, your values are _____.
- If your primary goal is a college degree, your values are _____.
- If your primary goal is having many friends, your values are _____.
- If your primary goal is a good job, your values are _____.

or

Using the list of values you have previously listed as a guide, develop a list of immediate and long-term goals.

Select a goal that seems most important to you now and complete a plan for reaching it.

3. Code of Behavior

- a. One's code of behavior will reflect one's values, goals, and standards.

Appendix: No. I-J, p. 257,
"Charting My Goals."

Appendix: No. I-K, p. 258,
"Plan for Selecting My
Goal."

Books:
No. 52, Teen Guide to
Homemaking, pp. 62-63 and
90-91.
No. 49, Relationships:
A Study In Human Behavior,
pp. 3, 5, and 194-196.

I. The Individual in the Family

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. A code of behavior has been developed when one is able to</p> <ol style="list-style-type: none">(1) rely on his own convictions,(2) choose his own friends,(3) make his own decisions.	<p>Consider why behavior patterns differ in individuals. The reasons may include the following:</p> <ul style="list-style-type: none">--Family values--Peer groups--Discipline--Maturity level--Other reasons <p>Discuss conflicting situations which may arise and require decisions as to which behavior is followed. <u>Include the following:</u></p> <ul style="list-style-type: none">--Tobacco--Alcohol--Drugs--Sexual behavior <p><u>Evaluation:</u> Write a short paper to explain how your present values and goals will influence your future behavior.</p>	

MAJOR CONCEPT: II. The Role of the Family

SUPPORTING CONCEPTS: A. The Family as a Unit

- B. Functions of the Family
- C. Life Cycles in the Family
- D. Role Identification of Family Members
- E. Roles of the Family of the Future
- F. Family Members in the Community

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the family as it affects the individual and the community.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Analyze the effects of the culture and society on the family, its patterns, and its structures.
- B. Analyze the different functions which are the responsibilities of the family and its members.
- C. Analyze the different cycles which the family undergoes and the problems and changes which occur in each cycle.
- D. Determine the role of each family member and how these roles are changing along with the changing society.
- E. Identify factors which emphasize that the family is changing and may undergo further changes in the future.
- F. Describe the relationship of the family to its community agencies.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>A. The Family as a Unit</p> <p>1. Definition of Family</p> <p>a. The family is a basic unit in our society.</p>	<p><u>Note to teacher:</u> As an interest approach collect pictures of families from various cultures and arrange a bulletin board entitled "Families Around The World."</p> <p>Read references to discover the meaning of the family as a group.</p> <p>Discuss the family and what it means to members of the class. <u>Include</u> the following:</p> <ul style="list-style-type: none"> ---Security ---Protection ---Affection ---Physical care ---Other things the family means 	<p>Books:</p> <p>No. 45, <u>Personal Adjustment Marriage and Family Living</u>, Chs. 1 and 19.</p> <p>No. 21, <u>Family Living</u>, Ch. 9, pp. 339-352.</p> <p>No. 33, <u>Learning About Children</u>, Ch. 4.</p> <p>No. 67, <u>Understanding and Guiding Young Children</u>, Ch. 11.</p>

b. The average family will consist of a wife/mother, a husband/father, and children.

Choose some characteristics which most families have in common. Include the following:

- Ties of blood
- Common residence
- Ties of marriage
- Ties of adoption
- Economic cooperation
- Common consent
- Other characteristics

2. Effect of Culture on the Family

a. The culture in which one is reared will have an effect on how one views the family.

Read references to discover cultural variations.

Books:
No. 33, Learning About Children, Ch. 20.
No. 57, The Developing Child, Ch. 16 and Ch. 3, pp. 71-77.

Note to teacher: Do not use the following strategies if they were used in Concept I.

View a film or a filmstrip which illustrates various cultures and their practices.

Film: No. 21, "Man and His Culture."

Filmstrip: No. 23, "My Family and Other Families--Alike and Different."

or

Share current magazine stories, newspaper articles and/or TV programs which depict the different cultures.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Through cultural traditions the family pattern is passed from one generation to the next generation.</p> <p>3. Effect of Society on the Family</p> <p>a. Small differences within a culture may be evident in the various societies.</p> <p>b. Middle class families react more severely to family crises than do low-income families, but they recover from such crises more readily.</p>	<p>or</p> <p><u>Listen</u> to a resource person give a talk concerning the different family patterns and structures in other cultures.</p> <p><u>Recall</u> and <u>describe</u> families you know in which traditions <u>differ</u> from those of your own family.</p> <p><u>Discuss</u> examples of television programs which identify different family constellations within our own culture. <u>Include</u> the following:</p> <p>---One parent families (either male or female) ---Families which include the grand- parents ---Other examples</p> <p>or</p> <p><u>Consult</u> references and <u>determine</u> some different social conditions which exist in America and the ways different families react to these conditions. <u>Include</u> the following:</p> <p>---Divorced parents</p>	<p>Suggested resource persons: foreign student, persons who have visited foreign countries, naturalized citizens.</p> <p>Current magazines: <u>Seventeen</u>, <u>Reader's Digest</u>, <u>Co-Ed</u>.</p>

- Unwed mothers
- Ghetto areas
- Middle class
- Upper class
- Other conditions

View a filmstrip which describes various families.

Filmstrip: No. 16,
"Is There a Typical Family?"

Summarize the ways culture is transmitted.

or

Write a summary describing the origin of one's own culture.

Family Structures and Patterns

a. Family patterns and structures vary according to different cultures.

Research to discover the different family patterns and structures.

b. The nuclear family pattern includes only the immediate family members.

Cite examples of the nuclear family pattern and how the roles of the family members are designated and carried out.

c. The extended family pattern will include the immediate family members and other close relatives.

Cite examples of cultures in which the extended family pattern is present.

d. The family structure may be autocratic or democratic.

Role play how similar situations may be handled in both autocratic and democratic families.

Discuss differences in handling of family problems in the two family patterns. Decide who makes major decisions in each?

Books:
No. 52, Teen Guide to Homemaking, Ch. 2, pp. 25-31.
No. 49, Relationships, A Study in Human Behavior, pp. 162-164.

Some Supporting Content and Generalizations

Teaching Strategies Learning - Evaluating Experiences

Resources

B. Functions of the Family

Evaluation: Write an analysis of the effects culture and society have had on the patterns and structure of your family.

Note to teacher: As an interest approach prepare a bulletin board entitled "What Does Your Family Provide?"

Explore various references to gain an understanding of the functions of the family. Include the following:

- Reproduction
- Care of family members
- Affection
- Physical maturation
- Allocation of resources
- Maintenance of order
- Maintenance of morals
- Motivation
- Placement of members in a larger society
- Other functions

1. Reproduction is a recognized function within the family unit.

Debate: "It is the responsibility of married couples to produce offsprings."

Note to teacher: Help the class summarize the points on which they agree.

Discuss the following questions:

Bulletin Board Idea: Appendix: No. II-A, p. 259, "What Does Your Family Provide?"

Books: No. 21, Family Living, Ch. 19. No. 45, Personal Adjustment Marriage and Family Living, Ch. 23, pp. 309-322.

---Why is it more advantageous for children to have two parents living within a family unit?
---What adverse affects may a mother, father, and/or child suffer if the child is born outside a family unit?

2. It is the responsibility of the parents to care for the child.

Note to teacher: Ask a student to read and report to the class on a book which describes the effects of the lack of mothering.

or

Invite a resource person to discuss what may occur when proper care is not provided for children.

Suggested resource person:
Child Welfare Department
representative, pediatrician.

3. It is the responsibility of the family to show and to teach affection to its members.

Discuss how affection is displayed in the different families by family members.

4. It is the responsibility of the family to provide the needs of the children so that they may develop and mature as strong and healthy individuals.

Review physical needs and how they are provided through the family unit. Include the following:

- Food
- Clothing
- Shelter
- Medical care
- Dental care
- Recreation
- Other physical needs

Note to teacher: Briefly discuss the family expenses. Management of resources will be discussed in detail in concepts III and IV.

5. The allocation of resources to and for the family members is also a function of the family. Parents, through their spending habits, teach children the management of financial resources.

Determine ways in which your parents have influenced your spending habits. Cite examples.

Book: No. 45, Personal Adjustment, Marriage and Family Living, Ch. 25.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>6. It is the responsibility of the family to maintain order in the family, and in turn foster order in the community and in society. The respect for rules, discipline, and law and order begin in the home.</p>	<p><u>Debate:</u> "Parents are responsible for the behavior of the child." View and <u>discuss</u> a film which describes the importance of discipline in the life of the child.</p>	<p>Film: No. 9, "Discipline and Self-Control." Suggested resource persons: child development specialist, family relationship specialist, minister, family counselor.</p>
<p>7. It is a function of the family to provide a basis for moral standards.</p>	<p><u>Listen</u> to a resource person discuss the importance of developing sound moral standards.</p>	
<p>8. Parents need to motivate their offspring to contribute to the society of which they are members</p>	<p><u>List opportunities</u> available for contributing to community service.</p>	
<p>9. If offsprings are to become contributing members of a larger society and culture, they require the guidance and support of their parents.</p>	<p><u>Group work:</u> <u>Determine</u> the following: ---Are group members ready to assume a functioning role in society? ---What has contributed to this readiness or lack of readiness? ---What additional preparation do group members need?</p>	
<p>C. Life Cycles in the Family</p>	<p><u>Evaluation:</u> Summarize the functions of the family by completing an open-ended story or a true-false quiz. <u>Note to teacher:</u> As an interest approach prepare a bulletin board entitled "Family Life Cycles." Find pictures to indicate the various stages.</p>	<p>Book: No. 20, <u>Family Development</u>, 4th ed., Ch. 5.</p>

Read references to gain knowledge of the family life cycles.

Note to teacher: The different textbooks will present from four to eight stages in the family life cycle.

Study a handout sheet which depicts the life cycle of a family.

View transparencies which depict the family life cycles.

Discuss the characteristics of the beginning cycle. Include the following:

- Apartment living
- Purchase of furniture
- Becoming adjusted to each other

Discuss the characteristics of the second cycle. Include the following:

- Larger dwelling place
- Financial adjustments
- Increased responsibilities

Discuss the characteristics of the third cycle. Include the following:

- Preschool age child
- More children in the home
- The purchase of a home

Discuss the characteristics of the fourth cycle. Include the following:

- Father settled in occupation
- Income stable

1. The beginning cycle will consist of the newly married couple (2 years).

2. The second cycle will begin when the couple begins to have children (2.5 years).

3. The third cycle is a family with preschool children (3.5 years)

4. The fourth cycle begins when the older child becomes of school age. This stage will end when that child becomes a teenager (7 years).

Books:
No. 21, Family Living,
Ch. 20.
No. 20, Family Development, 4th ed., Ch., 5.
No. 45, Personal Adjustment Marriage and Family Living, Ch. 27.

Appendix: No. 11-B, p. 260,
"Life Cycles Within the Family."

Transparency: No. 8,
"Life Cycles Within the Family."

Book: No. 52, Teen Guide to Homemaking, Ch. 2.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>5. The fifth cycle will begin with the period of adolescence. It will terminate when the offspring leave home (7 years).</p>	<p><u>Discuss</u> the characteristics of the fifth cycle. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Need for space for friends of children --Time of turbulence in the home --Many activities going on 	
<p>6. The sixth cycle will be the time when the parents are assisting the young adults in finding vocations and lives of their own (8 years).</p>	<p><u>Discuss</u> the characteristics of the sixth cycle. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Offspring may be attending college or business school. --Offspring may be engaged or planning for marriage. 	
<p>7. The seventh cycle begins when the two parents are again left alone. This is referred to as the time of the empty nest (approximately 15 years).</p>	<p><u>Discuss</u> the characteristics of the seventh cycle. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Financial stress is diminishing. --Home is paid for. --Wife may return to outside employment. --Husband and wife again are alone. 	
<p>8. The eighth cycle is the period from retirement to death of the couple (10-15 years).</p>	<p><u>Discuss</u> the characteristics of the eighth cycle <u>Include</u> the following:</p> <ul style="list-style-type: none"> --The couple may return to apartment living. --One of the partners may be left alone. <p><u>Listen</u> to a panel of married couples in different family life cycles point out changes each couple experienced in the various cycles. Ask them to bring out how problems were solved and how situations may have been handled differently.</p>	

Divide into buzz groups and summarize the characteristics of the family during each life cycle. Include the following:

- Problems
- Major expenses
- Housing needs
- Financial adjustments
- Responsibilities
- Developmental tasks
- Other characteristics

Explore the possibility of the family being in more than one cycle at a given time. Determine in which stage or stages your own family is involved at this time.

Evaluation: Cite examples of various ways in which knowledge of the family life cycles can help families prepare for situations before they occur.

D. Role Identification of Family Members

1. A role is a function or a part that one accepts and carries out in life.

a. Each family member has a role which is to be carried out by that member.

- Father
- Mother
- Teenager
- Grandparent
- Adolescent
- Preschool child
- School age child

Teaching Guide: No. 6,
"Preparation for the Dual
Role."

Books:
No. 21, Family Living,
Ch. 5.
No. 49, Relationships,
A Study in Human Behavior,
Ch. 22.
No. 53, Teen Horizons, Ch. 3.

Book: No. 41, Married
Life, pp. 33-39.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Deviations from expected roles are often considered unacceptable.</p>	<p><u>Discuss</u> role deviations which have not traditionally been acceptable in society.</p>	
<p>2. The role of the husband/father has been that of disciplinarian, provider, and authoritarian.</p>	<p><u>Consult</u> references to determine how the masculine and feminine roles are changing.</p>	
<p>3. The role of the wife/mother has been that of companion and manager of the home and children.</p>	<p><u>Draw</u> from personal family situations in which the father has assumed a task which was traditionally feminine and state your acceptance or disapproval of these situations.</p> <p><u>Debate:</u> "A woman's place is in the home."</p> <p><u>Summarize</u> points brought out in the above debate.</p>	
<p>4. The role of the children in the family has been that of submissive helper.</p>	<p><u>Discuss</u> conflicts which may arise in the home when the woman accepts more than the traditional role.</p> <p><u>Suggest</u> solutions for each. This may include the following:</p> <ul style="list-style-type: none"> ---Handling of extra income ---Child care ---Division of house work ---Less time with the family ---Other conflicts 	<p>Book No. 49, Relationships: A Study In Human Behavior, pp. 247-253.</p>

a. The child in the family of the past was an asset as a worker and helper.

b. The child in today's family has little chance to help in providing for the family and is therefore, primarily dependent.

5. Roles of all family members are currently changing in today's society.

a. As authority patterns and family structures change, the concept of male and female roles change.

b. The masculine role is undergoing changes as the society changes.

c. The traditional feminine role is changing to meet the changing needs in the family and in society.

In small groups discuss why children of past generations were considered assets. Share findings with class.

Brainstorm ways which children of all ages may assume responsibilities in the home.

In small groups create cartoons, posters, or stories to illustrate the following:

- The role of children two decades ago
- The role of children in today's family

Explore and discuss references concerning the roles which are changing.

View a filmstrip which describes masculine and feminine roles.

List what you consider masculine tasks. Decide which of the tasks may be done by other family members. Include the following:

- Lawn care
- Auto care
- Employment
- Discipline
- Other tasks

List what you consider to be the feminine tasks. Decide which of the tasks may be done by other family members. Include the following:

Books:
No. 49, Relationships, A Study in Human Behavior, pp. 242-244
No. 41, Married Life, Ch. 2, pp. 33-40.

Filmstrip: No. 20, "Masculine-Feminine."

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>6. Roles may vary and responsibilities may be allocated differently if there are older persons such as grandparents in the home. The mental health of a senior citizen is often dependent upon how much he is needed and loved.</p> <p>E. Roles of the Family of the Future</p> <p>1. The role and the responsibilities of the family and its members are changing as society changes.</p>	<p>--House care --Child care --Laundry --Grocery shopping --Other tasks</p> <p>Study a handout concerning women's dual roles. Analyze the effect the following situations may have on a marriage relationship:</p> <p>--Husband is student; female is breadwinner. --Wife is needed at home; male does grocery shopping, laundry, etc. --Other situations</p> <p>Share changes in the family pattern which occur when older persons come to visit or to live with the family.</p> <p>Discuss the needs and problems of older people and how they may be made to feel a part of the family.</p> <p><u>Evaluation:</u> Complete an objective quiz on the roles of the family members.</p> <p>Read and discuss references which explain the changing family and the crises which the family may face in the future.</p>	<p>Appendix: No. II-C, "Dual Role Fact Sheet," pp. 261-262.</p> <p>Books: No. 49, <u>Relationships, A Study In Human Behavior</u>, pp. 165-170. No. 65, <u>Today's Home Living</u>, pp. 58-60.</p> <p>Book: No. 20, <u>Family Development</u>, Ch. 3.</p> <p>Current Magazines: <u>Seventeen</u>, <u>Reader's Digest</u>, <u>McCall's</u>, <u>Journal of Home Economics</u>.</p>

2. The family of the future may not have the same responsibilities and functions as the family of today.

Discuss family functions in the 19th century. These may include:

- Growing and preserving food
- Making clothing
- Family education
- Moral standards
- Other functions

Group work: Discover how the above functions have been assumed by the community and by government agencies.

Evaluation: Identify factors which indicate that the family is changing and may undergo further changes in the future.

or

Debate "The roles of men and women will be the same in years to come."

F. Family Members in the Community

1. As one becomes an active member of a community, friendships are developed.

Analyze the acceptance of the newcomers by the community.

Read and discuss references which describe the community and the benefits it offers.

Books:
No. 64, Thresholds to Adult Living, Ch. 14.
No. 33, Learning About Children, Ch. 5, p. 54
No. 53, Teen Horizons, pp. 63-64.



Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>2. Membership within a community provides one with certain community services.</p> <p>3. As a member of a community one has a responsibility to oneself and to others in the community.</p>	<p><u>List</u> the community service one would consider necessary when planning to move into a new community. <u>Include</u> some or all of the following:</p> <ul style="list-style-type: none"> --Schools --Parks --Churches --Shopping facilities --Libraries --A fire department --Planned parenthood organizations --Scouting agencies --Welfare agencies --Child care centers --Group organizations such as the P.T.A. --Other services <p><u>Interview</u> a panel of community officials to determine the purpose of a variety of community organizations.</p> <p style="text-align: center;">or</p> <p><u>Listen</u> to a resource person describe and evaluate community services and community responsibilities.</p> <p><u>Identify</u> annoying infringements on the rights of others. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Littering --Trespassing --Pets --Noise <p><u>Evaluation:</u> Describe the benefits offered in your community by various agencies.</p>	<p>Suggested resource persons: fireman, policeman, librarian, day care official, planned parenthood representative.</p> <p>Suggested resource persons: community leader, law enforcement officer, health official.</p>

MAJOR CONCEPT: III. The Family As Managers

SUPPORTING CONCEPTS: A. Management

B. Decision Making

C. Management of Time and Energy

D. Use of Leisure Time

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the elements of management and how these elements aid the family in utilizing its resources.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Identify the management process and the elements which are involved in management.**
- B. Determine the factors involved in making and implementing decisions through the use of the decision-making process.**
- C. Follow an individual time schedule for one week.**
- D. Develop standards for the use of leisure time.**

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>A. Management</p> <p>1. Elements of Management</p> <p>a. Management is the process whereby one uses the resources which are available to achieve the goals and objectives which are to be accomplished.</p> <p>b. A resource is something you have, or have access to, which will satisfy a need or want.</p> <p>c. A value is an ideal or principle which is important to a person.</p> <p>d. Goals are specific aims, objectives, or wishes to be accomplished.</p> <p>e. A standard is an accepted model.</p>	<p><u>Bulletin Board</u>: "Let's Grow Good Management Practices."</p> <p><u>Brainstorm</u> for individual concepts of management.</p> <p><u>Consult</u> references to discover the meaning of management and the definition of the following elements of management:</p> <p>---Resources</p> <p>---Values</p> <p>---Goals</p> <p>---Standards</p>	<p>Appendix III-A, "Let's Grow Good Management Practices," p. 263.</p> <p>Books: No. 40, <u>Management For You</u>, Ch. 1. No. 29, <u>Home Management Is . . .</u>, Chs. 5 and 6. No. 41, <u>Married Life</u>, pp. 492-498.</p>

f. All elements of management are interrelated.

g. Management, whether effective or ineffective, goes on at all times; however, the ability to manage well can be acquired through observation, practice, and analysis.

Discuss how the elements of management are interrelated and how they influence the choices made by individuals.

Debate: "Good managers are born, not made."

Evaluation: Write a paragraph describing how resources, values, goals and standards will influence one's management tactics.

or

Determine personal ability to become an effective manager.

2. Management Process

a. The steps in the management process are planning, controlling, and evaluation.

--The steps in the management process

Read references to discover and define the following:

Books:
No. 39, Management for Better Living, pp. 14-20.
No. 29, Home Management Is . . ., Ch. 9.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Planning includes the following elements:</p> <ul style="list-style-type: none"> (1) Determine goals. (2) Set standards. (3) Choose tentative sequence of action. (4) Assign resources. (5) Finalize sequence of action. 	<p>--The elements included in planning</p>	
<p>c. Controlling includes the following elements:</p>	<p>--How control is used in the management process</p>	
<ul style="list-style-type: none"> (1) Check to determine if the plan is working. (2) Make necessary adjustments. 	<p>--How evaluation is used in the management process</p>	
<p>d. Evaluating allows one to judge the value of the plan and will aid in future plans of action.</p> <p>e. For management to be successful both the plans and the control need to remain flexible.</p>	<p><u>Discuss</u> the statement, "Control may make or break the plan."</p>	

f. Needs generally refer to those items we must have in order to survive. Wants generally refer to those things beyond the basic necessities of life.

Determine the following:

- The difference between needs and wants
- How needs and wants influence planning
- Which needs and wants have priority
- How needs and wants may vary with each individual
- How one's values, goals and standards will influence one's needs and wants
- How wants are influenced by others

View the filmstrip which describes how wants are often created.

Recall how friends, relatives or acquaintances have influenced one to want something.

Evaluation: React to a word association game in which the steps in the management process and the elements involved in management are used.

3. Resources for Management

a. Resources are those tools which one has at his disposal to use to obtain his goal or to satisfy a want or need. Resources may be classified as either human or nonhuman.

Recall the meaning of resources and determine the types of resources available.

Brainstorm to discover ideas of human and nonhuman resources.

Filmstrip: No. 17,
"Johnny Has One."

Books:
No. 40, Management For You, Ch. 3.
No. 29, Home Management Is . . ., Ch. 6.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Human resources are those which are present in the individual. These include time, energy, skills, knowledge, mental abilities and other abilities. Nonhuman resources are resources such as material possessions, money, and community resources.</p> <p>c. Community resources are of no benefit to the individual unless they are used by him. These resources include libraries, schools, churches, streets, parks, fire and police departments, stores, goods and services.</p> <p>d. Community resources are paid for primarily through taxes collected by the local government.</p>	<p><u>Make a list of resources and decide which ones are classified as human and which ones as nonhuman resources.</u></p> <p><u>Brainstorm</u> to discover the various resources available in the local community.</p> <p><u>List</u> the resources named.</p> <p><u>Form</u> buzz groups in which the participants list the benefits offered by each community resource listed.</p> <p><u>Discuss</u> the following questions:</p> <p>--- Are community resources free? --- Is your money wasted if you do not use the community resources?</p> <p><u>Evaluation:</u> <u>Make</u> two lists, one of family resources and one of school resources. <u>Analyze</u> ways which you contribute to these resources. If you do not contribute to them, <u>determine</u> how you might make a contribution.</p>	

B. Decision-Making

1. Although they may be stated in varying terms, rational decision making occurs in a series of logical steps. The following is an example of how these steps may be stated.
 - a. Recognize the need for making a decision.
 - b. Seek all possible alternatives.
 - c. Gain information and knowledge concerning all alternatives.
 - d. Choose the best alternative.
 - e. Accept the responsibility for the decision.
2. Making decisions concerning the use of resources is the essence of management and is necessary when more than one alternative is available.

Note to teacher: As an interest approach, prepare several bags containing articles. Ask students to choose an article quickly. Ask: "Why did you choose that?" Define this as a snap judgment or irrational decision.

Research references to identify the steps involved in decision-making.

Books:
No. 39, Management for Better Living, Ch. 1.
No. 29, Home Management Is . . ., pp. 165-173.

View and discuss transparencies on decision-making.

Transparency: No. 4,
"Decision-Making."

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>3. Irrational decisions involve very little management.</p> <p>4. The ability to make rational decisions can be acquired.</p> <p>5. Routine is the performance of acts in an established procedure while habit is a behavior pattern which, once acquired through repetition, becomes involuntary.</p> <p>6. Habit and routine may either facilitate or hinder the decision-making process.</p>	<p><u>Brainstorm</u> to gain student's ideas of activities which occur without utilizing the decision making process. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Grooming --Eating --Sleeping --Attending school --Other appropriate activities <p><u>Group work:</u> Choose a problem which teenagers may have and <u>reach</u> a solution by using the steps in decision-making.</p> <p><u>Determine</u> the difference between routine and habit.</p> <p><u>List</u> through class discussion the advantages and disadvantages of routine and habit.</p> <p><u>List</u> habits which are observed in students. <u>Determine</u> which are beneficial or detrimental.</p> <p><u>Evaluation:</u> <u>Observe</u> and <u>record</u> two instances in which rational decisions were made, and two instances in which irrational decisions were made. <u>Discriminate</u> between the two types and their outcomes.</p>	

C. Managing Time and Energy

1. Time is the one resource which is equal for everyone.
2. The wise use of time determines whether one will be able to complete necessary tasks as well as have time for leisure.
3. Poor managers of time find themselves
 - a. Unable to complete assigned tasks.
 - b. With limited time for recreation.
 - c. Frustrated because they do not have the satisfaction of doing things well.
4. The amount of energy available will vary with each individual and its wise use will prevent excessive fatigue.

Read references to discover the importance of using time wisely.

View transparencies concerning the limitation and management of time.

Keep a record of all daily activities for one school day plus Saturday and Sunday. Indicate how much time was spent on each activity.

View transparencies concerning energy management.

Read references concerning the interrelationship of time and energy and peak energy periods.

Books:
No. 39, Management for Better Living, Unit II, Ch. 1.
No. 29, Home Management Is . . . , Ch. 13.

Transparencies:
No. 10, "Planning Your Time."
No. 13, "Time - Ability."
Appendix III-B, "Time Record," p. 264.

Transparency: No. 5, "Energy Management."
Books:
No. 39, Management for Better Living, Unit II, Ch. 2.
No. 29, Home Management Is . . . , Ch. 10.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>5. Fatigue is a feeling of tiredness and may be classified as psychological or physiological.</p> <p>6. Planned work loads and planned rest periods will prevent one from becoming excessively fatigued.</p> <p>7. Planning to save time requires one to</p> <ol style="list-style-type: none"> Look ahead. Allot a given amount of time to each activity. Limit unnecessary or unproductive activities. Simplify tasks. Establish routine. Be flexible enough to make adjustments to include the unexpected. 	<p><u>Discuss</u> how one determines his peak energy period.</p> <p><u>Note to teacher:</u> Write situations of fatigue on separate pieces of paper. Have students draw and decide the type of fatigue which is described.</p> <p><u>Define</u> work load.</p> <p><u>Discuss</u> work loads of wives who work outside the home. <u>Compare</u> with those who are not employed outside the home.</p> <p><u>Discuss</u> how both types of fatigue may be prevented.</p> <p><u>Evaluation:</u> <u>Plan and carry out</u> a time schedule by completing the following steps:</p> <ul style="list-style-type: none"> --List the activities which must be completed during the next week. --Number these activities in their order of importance. --Place the activities on time cards. --Use the first time card on Monday and carry over any incomplete task to Tuesday. --Use the second time card on Tuesday and carry over any incomplete tasks to Wednesday. --Continue using time cards during the week, adjusting and rescheduling each day in an effort to complete all the activities. 	<p>Appendix III-C "Time Cards," p. 265.</p>

8. Continue adapting the daily plan until it works for the individual.

D. Use of Leisure Time

1. Leisure time is that time in which one is free to choose what he wishes to do.

2. The freedom to choose what one will do with unassigned time is a privilege not to be abused.

--At the end of the week evaluate plans by answering the following questions:

- Were the plans realistic?
- Were you able to follow your plan?
- What changes would you make if you were doing this again?

Read references to discover the meaning of leisure time.

Listen to resource persons talk about leisure time activities available in the community.

Identify different kinds of leisure activities mentioned by resource persons and place them into the following categories:

- Physical
- Intellectual
- Solitary
- Social
- Creative
- Spectator

Books:
No. 13, Consumer Economics, pp. 480-494.
No. 40, Management for You, pp. 67-69.
No. 52, Teen Guide to Homemaking, pp. 202-203.

Suggested resource persons: representatives of various clubs, civic leaders, four-letter athletes, coaches, P.E. teachers, representatives of ministerial associations, local recreational officials, hobby enthusiasts.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>3. Leisure time may be used entirely for pleasure or may be used by one to earn extra income.</p>	<p>Calculate the money costs of each of the above activities.</p>	
<p>4. Most activities for leisure time need to be planned; otherwise there will be little, if anything, accomplished during this "free" time. However, some leisure time needs to be free or unplanned.</p>	<p>Critically <u>review</u> the leisure activities participated in when the time schedule was kept to decide how profitably the time was used.</p>	
<p>5. The choice of leisure pursuits may depend on age, sex, and personality.</p>	<p>Cite examples of how the choice of leisure activities may be dependent upon age, sex, or personality.</p>	
<p>6. Leisure time needs to be planned so that it is balanced between individual and group activities.</p>	<p>Evaluation: <u>Plan</u> a schedule for a week of leisure activities. <u>Emphasize</u> time allotted and energy required. <u>Analyze</u> the schedule to determine if it provides the following:</p> <ul style="list-style-type: none"> --Different kinds of recreation --Help for others --Use of community resources --Further development of the individual <p>or</p> <p><u>Organize</u> a hobby fair or create a display of hobbies.</p> <p>or</p> <p><u>Choose</u> one new leisure time activity and participate in this activity long enough to see a definite increase in satisfaction. <u>Report</u> results to the class.</p>	

MAJOR CONCEPT OF UNIT: IV. The Family As Consumers

SUPPORTING CONCEPT: A. The Consumer

- B. Income
- C. Money Management
- D. Family Financial Records
- E. Banks and Banking Services

- F. Savings
- G. Consumer Credit
- H. Family Security
- I. Consumer Buying
- J. Consumer Citizenship

UNIT OBJECTIVE: Upon completion of the activities in this unit the student will be able to analyze efficient consumer techniques.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Identify the roles of the consumer.
- B. Identify some sources and types of income, some methods of increasing the income, and anticipated income changes during the different life cycles.
- C. Analyze the division of family incomes and factors which will influence the spending of the family income.
- D. Determine the kinds of financial records which may be kept by the family and the importance of these records.
- E. Describe the different services offered by banks.
- F. Select savings plans for a variety of families.
- G. Enumerate the advantages, disadvantages, responsibilities, costs, and dangers involved in obtaining and using credit.
- H. Identify a variety of programs which are available to provide family security.
- I. Formulate guidelines to be followed by the consumer when considering a purchase.
- J. Generalize on consumer protection, the rights and responsibilities involved in being a consumer, and sources of consumer information.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>A. The Consumer</p> <p>1. Who Is the Consumer?</p> <p>a. Every person is a consumer in the sense that everyone uses or consumes economic goods and services.</p> <p>b. The consumer has multiple roles.</p> <p>2. Importance of the Consumer in the Marketplace</p> <p>a. The model economy functions for the sole purpose of satisfying the consumer.</p>	<p><u>Interest Approach:</u> Prepare a bulletin board, "Is The Consumer King?"</p> <p><u>Consult</u> references which explain the roles of the consumer.</p> <p><u>View</u> transparencies which identify the roles of the consumer.</p> <p><u>Dramatize</u> some roles of the consumer.</p> <p><u>Discuss</u> how we as purchasers influence the economy.</p>	<p>Teaching Guide No. 2, "Consumer Education," p. 12.</p> <p>Books: No. 39, <u>Management for Better Living</u>, pp. 411-416. No. 52, <u>Teen Guide to Homemaking</u>, Ch. 12. No. 13, <u>Consumer Economics</u>, Ch. 2.</p> <p>Transparencies: No. 14, "You Are a Consumer." No. 3, "Consumers: Who? Why? How?"</p>

b. A wise consumer is aware of his roles as a consumer and their importance in our economy.

B. Income

1. Sources

a. To many people the term income is synonymous with salary

b. There are sources of income other than the salaries of the family members.

Brainstorm to determine procedures recently used in the marketplace which affected goods and services.

Compile a glossary of consumer terms and their definitions as progress is made throughout the unit.

Evaluation: Write a paper describing the roles of the consumer and the influence a consumer may have on the marketplace and on the economy.

Discuss how income and salary differ.

List items which may compose the family income.
Include the following:

- Money
- Goods
- Services
- Satisfaction
- Other sources

Books:
No. 52, Teen Guide to Homemaking, pp. 219-234.
No. 39, Management for Better Living, pp. 411-416.

Books:
No. 29, Home Management Is . . ., pp. 307-310.
No. 40, Management for You, Ch. 13.
No. 39, Management for Better Living, pp. 344-348.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>2. Types of Family Income</p> <ul style="list-style-type: none"> a. Money income includes wages, salaries, bonuses, interest, profits, and gifts. b. Nonmonetary income includes goods and services produced by the family, services received from property or equipment, and public services. c. Real income refers to the total of financial benefits received in a given time. These benefits include money received, the purchasing power of the money, amount of income to be paid in taxes, and fringe benefits. d. Psychic income refers to the amount of satisfaction a family gets from the use of its income. e. The total wages earned is known as gross income. f. The amount of money one receives after deductions are made is referred to as net income. 	<p><u>Define and discuss</u> the following terms:</p> <ul style="list-style-type: none"> --Money income ---Nonmonetary income --Real income ---Psychic income ---Gross income ---Net income 	

3. Ways of Increasing the Income

- a. Skills of individual family members may contribute to the income of the family.
- b. Any ability or activity which eliminates the expenditure of money adds to the family income.

Brainstorm to find what class members feel that they might do to add to the family income.

List activities of family members which may be used in homes to add to the family income.
Include the following:

- Refinishing furniture
- Knitting
- Sewing
- Gardening
- Household repair
- Other activities

4. Variations During the Family Life Cycles

- a. Family income will vary during the different life cycles.
- b. An awareness of the expected income and expenses of each period of the family life cycle will aid a family in future planning.

Note to teacher: Review with the students the life cycles taught in Concept II.

Discuss the following topics:

- Periods in the family life cycle when income is likely to be the smallest
- Periods in the family life cycle when income is likely to be the greatest

Evaluation: Complete an objective type quiz on family income.

Appendix No. II-B, "Life Cycles Within The Family," p. 260.

Some Supporting Content and Generalizations

Teaching Strategies Learning - Evaluating Experiences

Resources

C. Money Management

1. Division of Family Income

Interest Approach: Complete a questionnaire which will help you discover your attitude toward money management.

Define and discuss budget.

a. A budget is the division of one's income and the planning for expenditures.

b. A well kept budget may promote wise spending.

Consult references and/or view a filmstrip to gain knowledge concerning money management and budgeting.

Listen to a tape which explains how to decide on expenditures and how to make a budget.

View transparencies which describe how to plan a budget.

Appendix No. IV-A, "Money Management Questionnaire," p. 266.

Books: Management For You, Ch. 13.
No. 39, Management For Better Living, pp. 386-421.
No. 29, Home Management Is . . ., pp. 78-84.
No. 52, Teen Guide to Homemaking, pp. 209-213.
Booklet No. 33, "Personal Budgeting."
Filmstrip No. 3, "A New Look at Budgeting."

Tape No. 7, "Plan a Budget and Save Money."

Transparency No. 1, "Basic Budgeting."

c. Most families experience peak periods when expenses are greater.

d. In order to plan spending it is necessary to calculate incomes and expenses for definite periods.

e. A record of past income and expenditures will aid in the wise budgeting of funds.

f. Fixed expenses are those which remain the same every month or at set periods.

g. Flexible expenses are those which vary from one month to another.

Determine peak periods of family expenditures. Include the following:

- When seasonal clothes are bought
- Vacation time
- Christmas
- Other peak periods

List the pros and cons of budgeting. Include the following:

- | <u>Pros</u> | <u>Cons</u> |
|--|---|
| --Aids one to live within one's income | --May become too inflexible |
| --Makes one aware of past and future needs | --Records become burdensome |
| --Necessitates record keeping | --May cause misunderstandings in the family |
| --Other advantages | --Other disadvantages |

Debate: "It is wise to keep a record of income and expenses before beginning to plan a budget."

Define and discuss fixed expenses.

Define and discuss flexible expenses.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources		
<p>h. All known expenses are to be included in the planned expenditures and will include both fixed and flexible expenses.</p>	<p><u>Brainstorm</u> for expenses which may be considered either fixed or flexible. <u>Include</u> the following:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Fixed</u></p> <ul style="list-style-type: none"> --Taxes --Savings --Housing --Utilities --Insurance --Payments --Other fixed expenses </td> <td style="width: 50%; vertical-align: top;"> <p><u>Flexible</u></p> <ul style="list-style-type: none"> --Clothing --Medical care --Transportation --Education --Recreation --Furnishings --Contributions --Other flexible expenses </td> </tr> </table>	<p><u>Fixed</u></p> <ul style="list-style-type: none"> --Taxes --Savings --Housing --Utilities --Insurance --Payments --Other fixed expenses 	<p><u>Flexible</u></p> <ul style="list-style-type: none"> --Clothing --Medical care --Transportation --Education --Recreation --Furnishings --Contributions --Other flexible expenses 	
<p><u>Fixed</u></p> <ul style="list-style-type: none"> --Taxes --Savings --Housing --Utilities --Insurance --Payments --Other fixed expenses 	<p><u>Flexible</u></p> <ul style="list-style-type: none"> --Clothing --Medical care --Transportation --Education --Recreation --Furnishings --Contributions --Other flexible expenses 			
<p>i. A percentage of the total income needs to be set aside for unexpected expenses.</p>	<p><u>List</u> expenses which may be termed unexpected expenses.</p>			
<p>j. Managing money is a learned process in which experiences with money will further develop one's ability to manage wisely.</p>	<p>Survey the class and/or school to determine the following:</p> <ul style="list-style-type: none"> --The number of students who are given a regular allowance --The number of students who earn all or part of the money they spend --How the students spend their money 	<p>Appendix No. IV-B, "Student Money Management Survey." pp. 267-268.</p>		
<p>k. Money management is unique for each individual or for each family because each will have different values, goals, resources, and standards of living.</p>	<p><u>Summarize</u> the steps to use in preparing a budget. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --List the amount of family income. --Identify goals. --Determine needs and wants to reach goals. 	<p>(cont.)</p>		

- Allocate money for fixed expenses.
- Allocate money for flexible expenses.
- Adjust plan to fit income.
- Try the plan for a period of time.
- Evaluate the plan according to satisfaction obtained.

1. Financial decisions require specific knowledge and information in choosing a course of action.

Group work: Prepare budgets for four different income levels. Report to class the results.

Evaluation: Devise a spending plan for a given income and family situation. Use the steps in money management as listed above.

or

Play "The Corner Store."

Appendix No. IV-C,
"The Corner Store." p. 269.

2. Factors Which Influence the Division of Family Income

a. Values and Goals

- (1) The values and goals of the family or the individual will influence spending.

Note to teacher: Refer to Concept I.

Review values, goals, resources, and standards of living.

Books:
No. 29, Home Management
Is . . . Ch. 7.
No. 40, Management For
You. Ch. 12.
No. 39, Management For
Better Living. Unit IV, Ch. 1.

View pictures which show people surrounded by possessions. Determine what their values must be.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(2) Values serve as guides for the development of goals, and goals are classified as either long-term or short-term goals.</p>	<p><u>List</u> some short-term and long-term goals.</p> <p><u>Identify</u> ways the short term goals may lead to the long term goals.</p>	<p>Books: No. 29, <u>Home Management</u> 18... Ch. 5. No. 39, <u>Management For Better Living</u>, pp. 341-344. No. 40, <u>Management For You</u>, Ch. 14. No. 52, <u>Teen Guide to Homemaking</u>. pp. 55-56, 191, 211.</p>
<p>b. Needs and Wants</p>	<p><u>Study</u> references to clarify the difference between needs and wants.</p>	
<p>(1) Needs and wants will influence how money is spent. In developing a spending plan, needs are to be considered before wants.</p>	<p><u>Discuss</u> why needs and wants will vary with each individual and with each family.</p>	
<p>(2) Needs of the family will include the following: ---Food ---Shelter ---Clothing ---Education ---Health</p>	<p><u>List</u> your own needs and wants under separate columns headed "Needs" and "Wants".</p>	
<p>(3) The family "wants" are influenced and often created by others.</p>	<p><u>Popcorn Session</u>: Relate how others have created wants within your family.</p>	

View a filmstrip which explains how wants are often created.

Filmstrip No. 17,
"Johnny Has One."

- (4) Priorities must be established by the family to determine how the family income is spent.

c. Standard and Level of Living

- (1) The way income is allocated in a family's budget will vary according to their

- Standard of living,
- level of living,
- Cost of living.

- (2) The standard of living is an accepted model which one expects to meet or is expected to meet.

- (3) The level of living is the way in which one actually lives.

d. Family Communication

- (1) In order for a budget to be successful, it must provide satisfaction for the family.

- (2) Each family member is to be a part of planning the budget.

Define priority. Decide how establishing priorities relate to meeting family needs and wants.

Consult references to determine the meaning of standard of living, level of living, and cost of living.

Books:
No. 40, Management For You. pp. 371-377.
No. 39, Management For Better Living. pp. 366-372.
No. 64, Thresholds to Adult Living. pp. 353-356.

Discuss factors which may influence one's standard of living.

Identify the primary factors which determine one's level of living.

Determine how a family council might facilitate the satisfactory spending of funds.

Book No. 21, Family Living
pp. 141 and 342.

Role play family financial situations which often cause conflict among members.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(3) The ways in which plans are communicated may affect their implementation.</p>	<p><u>Recall</u> family financial conflicts which were caused by a lack of communication.</p>	
<p>(4) The implementation of financial plans may involve reappraisal and adjustment to meet changing conditions.</p>	<p><u>Discuss</u> changing family situations which may require reappraisal and adjustments of the family budget. <u>Include</u> the following:</p> <ul style="list-style-type: none"> ---New baby in the family ---College-bound family member ---Illness in the family ---Other situations 	
<p>e. Self-discipline</p>	<p><u>Discuss</u> self-discipline and how it will affect the success of a budget.</p>	
<p>(1) Self-discipline comes with maturity and indicates that one is able to decide the correct procedure for reaching a goal and is then able to direct his actions toward this chosen objective.</p>	<p><u>Brainstorm</u> what happens to a family budget if the family members do not use self-discipline.</p>	
<p>(2) The role of self-discipline is important in controlling the budget after it is planned.</p>	<p><u>Evaluation:</u> <u>List and explain</u> the following:</p> <ul style="list-style-type: none"> ---Factors which influence the division of one's income. ---The money management process of spending one's income. 	

D. Family Financial Records

1. Financial records provide a picture of past expenditures.
2. The most common types of financial records are account books, cancelled checks and receipts.
3. Records of expenditures are an aid in planning how the family income will be used in the future.
4. Family records are important and need to be kept in a safe place.
5. Safe places for family records include a bank deposit box and a fireproof box at home.
6. Accurate records and receipts aid in preparing tax returns and offer proof of tax exemptions.

Interview parents to determine the value of keeping systematic financial records.

Report to the class the results of the interview.

Consult references to gain knowledge of the following:

--The kinds of records of expenditures which families need to keep

--How records of expenditures will aid in planning family spending

--Why it is important to keep family records in a safe place

--Some safe places to store family records

--How accurate financial records will aid in preparing tax returns

Evaluation: Write a summary statement concerning the essentials of keeping proper financial records.

Books:
No. 29, Home Management
Is . . . pp. 75-78 and
84-85.
No. 40, Management For
You. pp. 409-413.
No. 39, Management For
Better Living. pp. 350-
355.
No. 52, Teen Guide to
Homemaking. pp. 213 and
221-222.

IV. The Family As Consumers

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>E. Banks and Banking Services</p>	<p><u>More to teacher:</u> You may wish to use a teaching kit on banking service which is supplied by many local banks. The kit contains the following items:</p> <ul style="list-style-type: none"> --A leaflet, "Guidelines for Presenting How Your Bank Serves You" --A booklet, "Instructor's Guide" --A student booklet, "How Your Bank Serves You" --"Student Practice Checkbook" --35 mm filmstrip --Recorded narration --Twelve transparencies <p><u>Research to discover vocabulary information and to increase your knowledge of the following:</u></p> <ul style="list-style-type: none"> --Bank deposit --Checking account --Savings account 	<p>Kit No. 2, "How Your Bank Serves You."</p> <p>Books: No. 29, <u>Home Management Ia...</u> pp. 301-306. No. 39, <u>Management For Better Living</u>, pp. 408-409. No. 41, <u>Married Life</u>, p. 452.</p> <p>Booklets: No. 2, "A Place to Keep Your Money: A Unit on Banking". No. 24, "How Our Bank Helps Our City." No. 47, "Using Bank Services." No. 18, "Facts You Should Know About Savings."</p>
<p>1. In order to have a checking or a savings account one must place money in the bank by making a deposit.</p> <p>2. Checking accounts are those accounts which one has available for writing drafts or orders to pay.</p> <p>3. Savings accounts are those accounts in which the customers are paid interest by the bank for leaving money in the account for the bank to use.</p>		

4. A safe-deposit box is a drawer-like container within the bank vault which provides safe storage for valuable items.
5. An outstanding check is a check which has been written by the depositor but has not yet been sent through the bank account.
6. A post-dated check is one which is dated for a future date. It cannot be cashed until that date and is considered illegal.
7. An endorsement is the signature, on the back of a check, of the person to whom the check was written. Such an endorsement must be made before the check may be cashed.
8. The FDIC is an agency which provides insurance for the depositors. All banks who are members display a sign which tells the depositors of this service.
9. A certified check is one which guarantees that the amount stated is in the depositor's account and will be paid.
10. A cashier's check may be purchased from a bank much like a money order.

---Safe-deposit box

---Outstanding check

---Post-dated check

---Endorsement

---FDIC

---Certified check

---Cashier's check

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>11. Banks offer other services such as financial advice, loans, mortgages, etc. Bank services may be free of charge or may cost a small fee.</p>	<p><u>Field trip:</u> Visit a bank to discover what services it offers to its customers.</p> <p>or</p> <p><u>Listen</u> to a resource person explain the services of the bank.</p> <p><u>Evaluation:</u> Complete the following tasks:</p> <ul style="list-style-type: none"> --Write sample checks. --Keep a pass-book record. --Balance a check register. --Reconcile a bank statement with a check register. --Describe the various services offered by banks. 	<p>Suggested resource person: bank official</p>
<p>F. Savings</p> <ol style="list-style-type: none"> 1. Savings are an important part of planned spending or budgeting. 2. It is wise to set aside a planned percentage (at least 10%) of the income each pay period for savings. 	<p><u>Discuss</u> reasons families may or may not plan to save money.</p> <p><u>Consult</u> references to gain information concerning different types of savings accounts.</p>	<p>Books: No. 64, <u>Thresholds to Adult Living</u>, pp. 398-400. No. 13, <u>Consumer Economics</u>, Unit II, Ch. 5. No. 52, <u>Teen Guide to Homemaking</u>, pp. 211-213. No. 41, <u>Married Life</u>, p. 452.</p>

3. Savings plans vary in regulations and in interest earned and may be held in banks, savings and loan associations, credit unions, etc.

Listen to symposium members explain a variety of savings plans.

Suggested resource persons: bank official, credit union official, savings and loan association official.

Discuss the role of self-discipline in savings.

Note to teacher: Prepare case histories for the following evaluation.

Evaluation: Select and evaluate savings plans for a variety of families.

G. Consumer Credit

1. Definition of Credit

a. Consumer credit is the present use of future income.

Consult references to discover the definition of credit and terms often associated with credit.

b. The concepts of credit have greatly changed in the past half-century.

Discuss the trends in credit in the past, present, and future.

Interest Approach: Compose a bulletin board which depicts advertisements of a variety of credit sources.

Books:
No. 29, Home Management
pp. 68-75.
Is . . .
No. 40, Management For You, pp. 382-384.
No. 41, Married Life, pp. 439-449.
No. 13, Consumer Economics, Unit III.
No. 64, Thresholds to Adult Living, pp. 361-364.
No. 52, Teen Guide to Homemaking, pp. 221 and 231-234.
Booklet No. 6, "Buying On Time."

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>c. The purpose of credit is to obtain something of value in exchange for a promise to pay at a later time.</p>	<p><u>Determine the advantages and disadvantages of having easy access to credit. Include the following:</u></p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> --Items may be bought when needed. --One may purchase items for which he is unable to save. --Purchases may be used while the item is being paid for. --Credit may help one save money. <p>Examples: Use credit to buy a washer rather than use coin-operated machine.</p> <ul style="list-style-type: none"> --One receives better service when repairs are needed if money is owed on merchandise. --Using credit enables one to establish a credit rating which may facilitate emergency credit. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> --Costs is greater than when paying cash. --Interest rate range from 8% to 42%. --One may be tempted to buy things that aren't needed. --One may be inclined to obligate himself for more payments than he is able to meet. --If the buyer is unable to complete the payments, the merchandise must be returned and the buyer loses all he has paid toward its payment. --When using credit, one is not as likely to shop around for the best buys. 	

2. Role of the Consumer In Credit

- a. It is the role of the consumer to be aware of his rights and his responsibilities concerning credit.
- b. It is the role of the consumer, on the basis of his own situation, to decide whether credit can be afforded.
- c. It is the responsibility of the consumer to be informed.
- d. It is the responsibility of the consumer to read and understand all terms in the contract.
- e. It is the responsibility of the consumer to shop for the best credit terms.
- f. It is the responsibility of the consumer to meet the obligations stated in the signed contract.

--Agreements and contracts are difficult to understand. One may become a victim of a con artist and agree to something not fully understood.

Brainstorm the rights and responsibilities of the consumer concerning credit.

Listen to a resource person discuss how consumers can decide when credit should be used.

Study recent periodicals for consumer information.

Study sample contracts to discover any unfamiliar terms. Define those terms in class.

Explain the responsibilities of both the borrower and the lender.

Read contracts available to find out what may occur if the borrower does not meet his obligations.

Suggested resource persons:
bank official, accountant,
representative of a credit
union, lawyer, etc.

Suggested periodicals:
Consumer Report and
Changing Times.

Booklet No. 44, "Tips
On Sales Contracts."

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>3. Consumer Pressures</p> <p>a. "High pressure salesmen" may cause the consumer to overlook the disadvantages of credit.</p> <p>b. False or misleading advertisements may influence one to make unwise purchases.</p>	<p><u>Listen</u> to a tape which reveals ways to handle salesmen.</p> <p><u>View</u> a filmstrip on advertising.</p>	<p>Tape No. 6, "How to Deal With Salesmen."</p> <p>Filmstrip No. 4, "And Now A Word From Our Sponsor: Advertising."</p>
<p>4. Types and Sources of Credit</p> <p>a. The three main types of credit are sales, cash, and service.</p>	<p><u>View</u> filmstrips or transparencies to identify different types and sources of credit.</p> <p>or</p> <p><u>Read</u> references to distinguish the differences in the three main types of credit.</p>	
<p>b. Sales credit is the purchasing of goods and agreeing to pay later.</p> <p>c. Cash credit is borrowing money.</p>	<p><u>Recall</u> items your family has bought using sales credit.</p> <p><u>Discuss</u> a variety of sources of cash credit and the cost of credit at each source.</p>	
<p>d. Service credit is that credit allowed for services and utilities provided for a given period.</p>	<p><u>Explain</u> how each family uses service credit.</p> <p><u>Discuss</u> the outcome for unpaid service credit.</p>	

5. Credit Qualifications

a. The ability of one to obtain credit will depend on the following three C's of credit:

- (1) Capacity to repay
- (2) Collateral
- (3) Character

b. Once a person has secured credit, his promptness in making payments becomes public information

6. Costs of Credit

a. Credit is seldom free to the consumer.

Discuss the following:

- Which students have charge accounts?
- Is the charge account in the student's or the parents' name?
- Which students have applied for loans? What requirements had to be met?
- One's capacity to repay is dependent upon what?
- What is collateral and how does it influence one's ability to secure credit?
- How does one's character and reputation influence one's credit rating?

Invite a resource person from the local credit bureau to discuss how credit records are maintained.

Brainstorm: "Why does credit cost money?"

List the factors which determine the costs of credit. Include the following:

- Rate of interest
- Length of time to repay
- Charges for added service such as record keeping, mailing statements, and posting payments

Books:

No. 29, Home Management
Is pp. 74-75.
No. 70, Your Family and
Its Money. pp. 129 and
139-140.

Suggested resource persons:
credit bureau representative,
Better Business Bureau
representative.

Book No. 70, Your Family
and Its Money, pp. 126-127,
136-139, and 247.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Laws, within varying degrees, regulate the cost of credit.</p> <p>7. Dangers of Credit</p> <p>a. The primary danger in using credit is that one may tend to buy too much. This abuse may result in the filing of bankruptcy or other legal actions.</p>	<p><u>Credit Problem:</u> <u>Complete</u> the following activities:</p> <ul style="list-style-type: none"> --Choose an item one might wish to purchase. --<u>Determine</u> the cash price. --<u>Determine</u> the discount for paying cash. --<u>Calculate</u> the cost of a loan to buy the item from several different sources. --<u>Calculate</u> the total costs of buying the item by the methods researched. --<u>Compare</u> the final costs. --<u>Decide</u> which method of purchase is the least expensive and which type of credit is the most expensive. <p><u>Calculate</u> interest costs by using the following formula: $\text{Interest} = \text{Principle} \times \text{Rate} \times \text{Time}$</p> <p><u>Participate</u> in buzz groups to recall advantages and disadvantages of using credit.</p> <p>Using the knowledge gained through the study of credit, <u>develop</u> a case study of a family who has over-extended its credit.</p> <p><u>Exchange</u> case studies and <u>find</u> solutions for each one.</p> <p><u>Research</u> newspapers to discover the number of bankruptcies filed in the nearby areas.</p>	<p>Booklet No. 21-a, "Figuring Credit Charges."</p>

- b. Bankruptcy is the process in which one legally declares himself in a state of financial ruin.
 - c. Garnishment is a legal process in which a specified sum is taken from one's wages to satisfy a creditor.
 - d. Attachment is a legal process in which goods are seized or taken for payment of a debt.
8. Consumer Protection
- a. Credit contracts set forth the legal rights and responsibilities for both the creditor and the debtor.
 - b. Federal and state laws regulate various aspects of the consumer credit business.
 - c. Private and governmental agencies are sources of information and protection for the consumer who uses credit

Define the following terms:

- Bankruptcy
- Garnishment
- Attachment

Study sample contracts to identify the rights and responsibilities of both the consumer and the retailer.

Research recent pamphlets, periodicals, and newspapers to find articles describing consumer protection.

Note to teacher: Explain or use a resource person to explain the following:

- Truth-in-lending Law
- Referral sales
- Cooling-off periods
- Consumer hot-line assistance
- Other appropriate facts



Some Supporting Content and Generalization	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>H. Family Security</p> <ol style="list-style-type: none"> 1. Savings programs are available in banks, savings and loan associations, credit unions, etc. 2. Investing is to be done carefully with the assistance of a professional. 3. Insurance investments provide security for the family members in the event of the death of the head of the family. 	<p><u>Evaluation:</u> Complete a crossword puzzle on contracts or credit.</p> <p><u>Review</u> where savings programs are available.</p> <p><u>Distinguish</u> between the following:</p> <ul style="list-style-type: none"> ---Saving and investing ---Investing and speculating ---Stocks and bonds <p><u>Invite</u> a resource person to explain investments, stock market, bonds, etc.</p> <p><u>Brainstorm:</u> "Who needs life insurance?"</p>	<p>Book No. 52, <u>Teen Guide to Homemaking</u>. p. 234.</p> <p>or</p> <p>Appendix No. IV-D, "Crossword Puzzle On Contract Arrangements," pp. 270-271.</p> <p>Book No. 64, <u>Thresholds to Adult Living</u>. pp. 386-392, 398 and 407.</p> <p>Suggested resource persons: broker, investment counselor.</p> <p>Booklet No. 17, "Facts You Should Know About Life Insurance."</p>

Consult and discuss references to become familiar with the following insurance terms:

- Policy
- Face value
- Cash value
- Premium
- Benefits
- Beneficiary
- Annuity
- Dividends
- Double indemnity
- Waiver
- Rider

a. There are four basic types of life insurance programs.

b. Term insurance provides protection for a limited time. There is no cash value.

c. Straight-life insurance is the most widely used insurance. The premium is paid for an entire lifetime, but is lower than some others.

d. Limited-payment life insurance provides lifetime protection, but premiums are paid over a limited time.

Books:
No. 29, Home Management
Is . . . pp. 313-315.
No. 64, Thresholds to
Adult Living. pp. 389-392.
No. 41, Married Life.
pp. 435-437.
Booklet No. 25, "If Any-
thing Happens To Me: A
Unit on Life Insurance."

Suggested resource person:
Life insurance agent.

Listen to a resource person talk about life insurance.

Research to discover the advantages and disadvantages of the following types of life insurance:

--Term insurance

--Straight-life insurance

--Limited-payment life insurance

Some Supporting Content
and Generalizations

- e. Endowment insurance is comparable to a savings account. It provides protection while one pays premiums.
- 4. Local, state, and federal governments promote security programs and other benefits through the use of mandatory taxes.
 - a. Social security, medicare, and medicaid are government programs which provide security for the family and its members.
 - b. Social security is a federal program provided for those who have worked until retirement or until they became disabled.

Teaching Strategies
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- Endowment insurance:
 - Note to teacher: For an evaluation, provide family situations and ask students to decide on the most beneficial type of insurance.
 - Identify benefits citizens receive as a result of taxes. Include the following:
 - Fire departments
 - Parks
 - Police departments
 - Highways
 - Education
 - Libraries
 - Other benefits
 - Listen to a social security representative discuss social security, medicare, and medicaid.
 - Read and report information in current booklets provided by the government on the following:
 - Social security

Book No. 64, Thresholds to Adult Living. pp. 293--296.

Resources

- c. The federal government provides medicare and medicaid for the indigent and the aged.
- d. Medical care is provided through state and local taxes in the form of health departments, hospitals, and medical aid.
- e. Families in financial difficulty may receive aid from local, state or federal agencies.

5. Wills and Estates

- a. A will is a legal declaration of the manner in which one's property is to be disposed after his death.
- b. A will may prevent relatives, other than the immediate family, from sharing in an estate.
- c. State laws govern the distribution of an estate if one dies without a will.

---Medicare and Medicaid

Consult pamphlets and booklets provided by the health department which explain the services they offer to the community.

Listen to a resource person describe situations which enable an individual or a family to be eligible for financial assistance.

Suggested resource persons:
Social worker, Representative of Economic Security office.

Consult references to discover who needs a will.

Book No. 64, Thresholds to Adult Living. pp. 407-408.

Discuss the role of a will in providing for family security.

Book No. 41, Married Life.
pp. 451-452.

Listen to a lawyer explain the following:

Suggested resource person:
lawyer

- Procedures in drawing a will
- Cost of a will
- Where a will should be kept
- How a will is probated
- How often a will should be reviewed
- Common disaster clauses
- Disposition of estates if there is no will

Some Supporting Content
and Generalizations

Teaching Strategies
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Resources

Evaluation: Complete the following open-ended statement, "My family will be financially secure because"

Note to teacher: As an interest approach ask students to bring at least one article recently purchased which has not been useful and explain why it was purchased.

Indicate your personal shopping rating by checking the pretest.

Compile a list of questions one should ask before purchasing a good or service to justify purchase. The questions will include the following:

- Do I need it?
- Is it worth the cost?
- Could I use my money a better way?
- Why am I buying it?
- Other appropriate questions

Appendix No. IV-E, "Pretest on Consumer Buying." p. 272.

I. Consumer Buying

1. Motivation to buy

a. Buying is an act of choosing between the following:

- (1) Wants and needs
- (2) Luxuries and necessities
- (3) One product and another of the same kind
- (4) Different kinds of products
- (5) Spending or saving for another purpose

- b. No product is worth buying unless it is worth more to the buyer than the money which is spent for it.
- c. There are various motivating factors which stimulate one to purchase goods and services.

2. Principles of Buycanship

- a. Money is a worthwhile resource only in terms of what it buys.
- b. Intelligent application of shopping techniques will help the individual and the family gain greater satisfaction for the money spent.

View a filmstrip dealing with why one buys an item.

Filmstrip No. 17, "Johnny Has One."

Brainstorm to gain ideas as to what motivates one to buy. Include the following:

- Television
- Newspapers
- Magazines
- Friends
- Other influences

View a filmstrip which depicts the consumer in the marketplace.

Filmstrip No. 6, "Consumer in the Market Place."

Consult references and list sound buying principles. Include the following:

Books:

- No. 52, Teen Guide to Homemaking, Ch. 12.
- No. 41, Married Life, pp. 392-412.
- No. 40, Management for You, Ch. pp. 398-412.
- No. 64, Thresholds to Adult Living, pp. 143-144.
- Booklet No. 43, "Tips On Refunds and Exchanges."

Note to teacher: Prepare a grab bag containing wise and unwise buying principles for the following strategy.

Grab Bag: Select from the bag one buying principle and explain why it is or is not a wise one.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>c. Comparative shopping requires using both time and energy.</p> <p>d. When shopping, quality is to be judged at different price levels.</p> <p>e. A bargain is only a bargain when it satisfies a need of the individual or the family.</p>	<p><u>Discuss</u> the statement, "Comparative shopping may not always be practical."</p> <p><u>Note to teacher:</u> Choose two like items at different costs and ask students to determine why the costs differ.</p> <p><u>View</u> a filmstrip on quality, use and service.</p> <p><u>Discuss</u> the statement, "One should always purchase the highest quality available."</p>	<p>Booklet No. 31, "Number, Size, and Price."</p> <p>Filmstrip No. 25, "Quality, Use, and Service."</p>
<p>3. Shopping Ethics</p> <p>a. You and other consumers pay for the damage done to items for sale in retail stores.</p>	<p><u>Discuss</u> the statement, "Who pays for damage of goods in retail stores?"</p> <p><u>Consult</u> references which explain responsible consumer behavior.</p>	<p>Books: No. 52, <u>Teen Guide to Homemaking</u>. p. 222. No. 13, <u>Consumer Economics</u>. pp. 234-236.</p>
<p>b. The unnecessary damage done by careless consumers is considered when prices are marked on goods.</p>	<p><u>Present</u> skits depicting desirable and undesirable shopping behavior.</p> <p><u>Brainstorm</u> situations in which you have observed consumers mishandling merchandise.</p>	

Note to teacher: Make a list of household items to be used for the evaluation. Have each student draw the name of one item. Provide references for student use.

Evaluation: Formulate guidelines to be followed when purchasing a household item.

Consult references to determine recent consumer protection legislation.

Research to find required labeling information.

Discuss what the average consumer can do to promote better commercial practices.

J. Consumer Citizenship

1. Consumer Protection

- a. Local, state, and federal laws have been passed to protect the consumer.
- b. The federal government requires that all food, drugs, and cosmetics bear labels with certain information.
- c. The Federal Trade Commission has the responsibility of stopping unfair commercial practices.

Books:

- No. 41, Married Life. pp. 429-430.
No. 52, Teen Guide to Homemaking. pp. 223-226, 272-276, and 378.
No. 13, Consumer Economics. pp. 26, 124-125, 180-190, 192-194, 199-210.

Booklets:

- No. 41, "Ten Danger Signals in Buying."
No. 11, "Consumer Tips on Guarantees and Warranties."
No. 19, "Facts You Should Know About Schemes."

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>2. Fraud, Deception, and Quackery</p> <p>a. With an understanding of how fraud, deception, and quackery are practiced, the consumer will be less gullible.</p> <p>b. Deceptive selling practices each year cause great loss to the consumer.</p> <p>c. Many products appeal to the youth by promising beauty, personality, and figure improvements.</p> <p>d. Thousands of quacks annually "fleece" millions of Americans with worthless "health cures."</p>	<p><u>Bulletin Board</u>: "What's Going On?" Display articles from recent newspapers or magazines concerning consumer protection laws.</p> <p><u>Brainstorm</u> to determine a definition of fraud, quackery and deception.</p> <p>or</p> <p><u>Listen</u> to a tape which explains fraud.</p> <p><u>Invite</u> a resource person to describe some practices of which the consumer needs to be aware.</p> <p>or</p> <p><u>View</u> a film on deceptive selling practices.</p> <p><u>Use</u> current magazines to find how many advertisements are centered on the young person.</p> <p><u>Listen</u> to tape which describes methods of quackery and medical frauds.</p>	<p>Tape No. 5, "Frauds."</p> <p>Film No. 25, "The Bad Apple."</p> <p>Periodicals: <u>Seventeen</u>, <u>Glamour</u>, others appropriate periodicals.</p> <p>Tape No. 10, "Quacks and Medical Frauds."</p>

e. One can avoid unscrupulous business deals by dealing with firms whose reputation has been established.

f. It is the responsibility of the consumer to report deceptive practices.

3. Rights and Responsibilities

a. Every consumer has the following four basic rights:

- (1) The right to safety
- (2) The right to choice
- (3) The right to be heard
- (4) The right to be informed

b. It is the responsibility of every consumer to be aware of those rights and to accept the responsibility which comes with them.

4. Sources of Information and Consumer Assistance

a. There are many sources of information to aid the consumer which include local, state and federal agencies.

Identify and discuss reasons for the success of quackery. Include the following:

- Fear
- Gullibility
- Deceit
- Deadliness

Generalize the responsibility of the consumer to prevent deceptive practices.

View and discuss the following transparencies made from the "Consumer Education" teaching guide:

--Basic Consumer Rights

---Responsibilities of the Consumer

Compile a fact sheet which lists names and addresses of consumer protection agencies.

Teaching Guide No. 2,
"Consumer Education,"
pp. 17-18.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Some magazines offer unbiased testing of various products.</p> <p>c. A number of large businesses provide consumer information in bulletins and newsletters.</p> <p>d. Labels, use and care books, and symbols on products provide helpful information if they are read and followed.</p>	<p><u>Note to teacher:</u> Display the following:</p> <p>--Magazines which report product tests</p> <p>--Bulletins and pamphlets</p> <p>Decide on a major purchase. <u>Research</u> to gain all available knowledge concerning different brands. <u>Report</u> findings to class.</p> <p><u>Examine</u> a variety of labels and use and care booklets to determine the use and care of the product.</p> <p><u>Evaluation:</u> <u>Complete</u> the following "open-ended" statements.</p> <p>--"As a good consumer I will . . ."</p> <p>--"As a good consumer I will not . . ."</p>	<p>Bulletins and newsletters from J. C. Penney, Sears, General Electric, etc.</p>

MAJOR CONCEPT: V. Preparation For Marriage

SUPPORTING CONCEPTS: A. Dating Experiences

B. Selection of a Marriage Partner

C. Marriage Laws and Customs

D. Marriage Adjustments

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze factors significant during the stages preparatory to married life which may assist couples in reaching a mature love relationship and other factors affecting marriage success.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze the role of dating in forming love relationships.

B. Recognize factors influencing choice of a marriage partner.

C. Cite laws and customs regulating marriage.

D. Describe marital adjustments which couples need to make and their contribution to successful relationship in marriage.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>A. Dating Experiences</p> <p>1. Purpose of Dating</p> <p>a. A knowledge of dating patterns contributes to satisfying dating relationships.</p> <p>b. A knowledge of dating terms contributes to effective communication about dating.</p>	<p><u>Note to teacher:</u> Prepare a bulletin board using the idea given in the appendix.</p> <p><u>Brainstorm</u> reasons for dating.</p> <p><u>Read</u> references to determine the functions and values of dating in our culture.</p> <p><u>Discuss</u> dating patterns to identify their relationship to the stages of love.</p> <p>--Group dating --Casual dating ---Steady dating ---Engagement</p> <p><u>Define</u> terms related to the pattern of dating in our society. <u>Include</u> the following:</p> <p>--Dating --Courtships --Going steady --Other related terms</p>	<p>Appendix V-A, "The Dating Ladder," p. 273.</p> <p>Books: No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, Chs. 5 and 6. No. 41, <u>Married Life</u>, Ch. 4. No. 49, <u>Relationships: A Study in Human Behavior</u>, Ch. 17.</p>

Compile a list of reasons for dating.

Complete and discuss dating checklist entitled, "What Is a Good Date?"

Discuss reasons for dating and not dating and the advantages and disadvantages of different patterns of dating.

- c. In our culture, dating may help one
- (1) Meet needs for approval, recognition and companionship.
 - (2) Prepare for the give and take of marriage.
 - (3) Become better acquainted with one individual as a basis for deciding whether or not to marry.
 - (4) Develop standards regarding what is desirable in a mate.
 - (5) Increase understanding of the opposite sex.

Question Box: Write personal questions related to dating and place in a question box. Discuss questions in class.

or

Listen to a resource person discuss the questions placed in the question box.

Evaluation: List the functions or values of dating.

or

Write a paragraph listing and explaining the functions of social dating.

Suggested resource persons:
counselor, minister.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>2. Dating Practices</p> <p>a. Dating practices are constantly changing.</p>	<p>Read selected parts of assigned reading to examine dating practices of the following:</p> <ul style="list-style-type: none"> --Colonial America --Foreign countries --Primitive cultures <p><u>Note to teacher:</u> The above may be assigned to special students who will report findings to the class.</p> <p><u>Invite someone from a foreign country living in the community to discuss dating practices common in their culture.</u></p> <p><u>Compare and contrast dating customs practiced in other cultures and those practiced in the United States today.</u></p> <p><u>Discuss reasons for the differences and similarities.</u></p> <p><u>Decide if and how local dating patterns differ from those practiced elsewhere in the United States.</u></p>	<p>Book No. 41, <u>Married Life</u>, Ch. 9.</p> <p>Encyclopedias</p>

b. Dating practices are influenced by culture, family and peers.

Identify the factors which influence personal standards in dating behavior. Include the following:

- Parents
- Religion
- Personality
- Individual traits
- Friends
- Lifetime goals
- Other factors

c. Steady dating may have both advantages and disadvantages.

Survey peers and adults to discover prevalent attitudes toward steady dating.

Compile results. Present results of survey by using a student panel.

Summarize findings and report in school newspaper.

Read reference to facilitate a discussion of the differences between steady dating for convenience and steady dating as a type of informal engagement.

Decide the advantages and disadvantages of each type of dating.

Evaluation: Defend or repute the statement, "Going steady is better than 'free dating' for persons sixteen and older."

Book No. 64, Thresholds To Adult Living, Ch. 8.

Books:
No. 41, Married Life,
Ch. 4, pp. 98-104.
No. 64, Thresholds To Adult Living, Ch. 8.
No. 49, Relationships: A Study in Human Behavior,
Ch. 17.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>3. Dating Manners and Etiquette</p> <p>a. A knowledge of dating manners and etiquette make one more confident in a dating situation.</p>	<p><u>Examine</u> references and <u>determine</u> guidelines for social behavior.</p> <p><u>Group work</u>: <u>Research</u> and <u>prepare</u> presentations on the following:</p> <ul style="list-style-type: none"> --Accepting and/or refusing a date --Inviting another for a date --Introducing a date to one's family --Avoiding passes without humiliating the passer --Saying "no" gracefully --Conversational ability --Telephone courtesies 	<p>Books:</p> <p>No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, Ch. 7.</p> <p>No. 64, <u>Thresholds to Adult Living</u>, Ch. 8.</p> <p>No. 37, <u>Living in Families</u>, pp. 205-212.</p> <p>No. 52, <u>Teen Guide to Homemaking</u>, pp. 86-91.</p> <p>No. 53, <u>Teen Horizons</u>, Ch. 5.</p> <p>No. 2, <u>Being Married</u>, Ch. 1.</p>

b. Successful teenage dating involves two thoughtful people who are considerate of each other, their families, and friends.

Prepare a self-rating check list of social dating skills.

Use the self-rating device in evaluating personal skills.

Use the self-rating device to conduct a survey among students to determine social skills considered important in dating.

Report findings to class.

Discuss the following:

--How does an individual learn social skills?

--What factors influence one's motivation for developing social skills?

--What courtesies should dating partners extend to each other?

--What are some of the most common sources of irritation in dating behavior?

--Are social courtesies, as applied in dating situations, really unique or different from those applied to other situations?

Evaluation: In small groups write case studies which involve problems in social dating situations. Exchange case studies and find solutions to all the ones prepared by groups other than your own.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>4. Sexual Behavior and Morality</p> <p>a. When young adults are given freedom of choice they determine their own moral behavior and need to accept the responsibility for their decisions.</p>	<p><u>Define</u> morality.</p> <p>Read references to facilitate the discussion of some of the following questions:</p> <ul style="list-style-type: none"> ---Why does morality become so important in a study of dating behavior? ---How does one develop attitudes on morality? ---Is morality more important in dating behavior than in other social situations? ---Why should I be concerned with what society thinks of me? ---What are the consequences of violating the moral codes of society? ---Does society permit a double standard in moral behavior for boys and girls? <p><u>View and discuss</u> filmstrips on standards of dating behavior.</p>	<p>Books:</p> <p>No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, p. 100.</p> <p>No. 49, <u>Relationships: A Study in Human Behavior</u>, Ch. 18.</p> <p>Filmstrips:</p> <p>No. 26, "Responsible Sexual Attitudes." No. 27, "Responsible Sexual Behavior." No. 29, "Should You or Shouldn't You, and When?"</p>

Examine some of the problems which are frequently discussed in relation to social dating. Include the following:

- Early dating
- Going steady
- Sexual exploration
- Promiscuity
- Petting
- Premarital intercourse
- Others

b. Young adults need to set their own dating standards.

Listen to a panel discussion on the key issues involved in the moral standards of dating behavior. Ask the panel to discuss some of the following:

- Sexual behavior (parking on dates, etc.)
- Driving behavior (dragging, speeding, etc.)
- Other issues

or

Read case studies which illustrate moral problems arising in dating situations. Analyze the problems and discuss possible solutions.

Choose a dating problem which prevails in our society today and complete a report which will include the following:

- An identification of the problem
- Conditions which form the background for the development of the problem (cultural influences)
- Possible solutions to the problem

Suggested panel members:
minister, judge, policeman
counselor, parent, young
married couple.

Book No. 41, Married
Life, pp. 95-98.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	<p><u>Group work:</u> Choose one of the following questions and agree on a solution. <u>Report</u> to the class.</p> <ul style="list-style-type: none">---Which influences seem to be stronger in determining dating behavior, parents or peers?---When parent and peer values are different, what course of action may be taken?---How do personality traits such as self-respect, self-discipline, and empathy relate to making decisions in the dating situation?---How do girls sometimes unwittingly cause problems for themselves in maintaining dating standards?---How is an individual's standards of dating behavior related to his overall reputation or image? <p><u>Evaluation:</u> Complete the following open ended statements:</p> <ul style="list-style-type: none">---"Standards of dating behavior are . . ."---"One's concept of morality is determined by . . ."	

5. Venereal Disease

a. Venereal diseases are contagious diseases transmitted by sexual contact.

b. In the early stages, venereal diseases may be cured by drugs in a week or ten days. However, no drug can cure the harm that may result from delayed diagnosis.

6. Alcohol and Drug Use

a. Some young people because of boredom, a negative self-concept, or pressure from others have turned to drugs or alcohol.

Brainstorm preconceived ideas about venereal disease.

Read and discuss references on venereal diseases.

Books:
No. 41, Married Life, pp. 465-467.
No. 49, Relationships: A Study in Human Behavior, Chs. 18 and 21.
No. 2, Being Married, Ch. 7.
No. 68, What You Should Know About V. D. and Why.

Pamphlets from health dept., current magazine articles.

View and discuss films concerning venereal diseases.

Films:
No. 26, "The Innocent Party"
No. 4, "A Quarter Million Teen-agers"
No. 14, "Eyes of Regret"
No. 18, "Kathy"

Suggested resource persons: physician, nurse.

Listen to a resource person explain the transmission, symptoms, cures, and recent legislation on various venereal diseases.

Consult references and discuss why some teen-agers try drinking alcoholic beverages or using drugs.

Book No. 41, Married Life, pp. 473-479.

Current magazine articles.

View films or filmstrips on the effect of alcohol and drugs.

Films:
No. 2, "Alcohol and You"
No. 27, "Trip to Nowhere"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Both alcohol and drugs introduce harmful chemicals into the body that affect body functions.</p> <p>c. Young people who experiment with drugs or alcohol seem to have three characteristics in common.</p> <ol style="list-style-type: none"> (1) They want to feel accepted. (2) They want to feel important. (3) They want to feel grown up. 	<p><u>Note to teacher:</u> Select students for two opposing panels. Have one panel defend the use of drugs and alcohol and the other panel declare the harmful effects of these practices. Have other students summarize important ideas.</p> <p>Draw conclusions about the personalities of teenagers who experiment with drugs or alcohol and the effects that these practices have on their acceptance by others.</p> <p><u>Evaluation:</u> Complete the following open ended statement: "People who use alcohol and drugs are . . ."</p>	<p>Filmstrips: No. 2, "Alcohol and Health" No. 8, "Drug Problem: Glue Sniffing and Pills" No. 9, "Drug Problem: Marijuana and LSD"</p>

7. Concepts of Love

Write your definition of love. Share with classmates. Save your definition for evaluation at end of unit.

Interest Approach: View a film about the beginning of love.

Study references on concepts of love.

a. Love, like other forms of development, occurs in sequential steps. If any step is skipped, mature love is less likely to occur. The steps to mature love include the following:

- (1) Self
- (2) Mother
- (3) Family
- (4) Gang
- (5) Adolescent
- (6) Mature

Using the fish bowl technique, have a class discussion of the following questions pertaining to the stages of love:

- Is it possible to skip a stage of love and still reach mature love?
- What factors might cause the elimination of one of the stages of love?
- Under what circumstances may a person repeat the stages of love? Example, divorce or death of mate.
- Why is it important to proceed through several stages of adolescent infatuation?
- What may happen if a person marries during a stage of adolescent infatuation?
- What are some characteristics which may cause a person to progress only to infatuation? Examples: jealousy, focus on physical attraction only, and failure to face reality.
- What are some characteristics of mature love?

Book No. 49, Relationships: A Study in Human Behavior, p. 173.

Filmstrip No. 1, "About Love: Beginning."

Books:
No. 49, Relationships: A Study in Human Behavior, Ch. 16.
No. 41, Married Life, pp. 141-147.

Some Supporting Content and Generalizations	Resources
<p data-bbox="333 815 396 1406">Teaching Strategies Learning - Evaluating Experiences</p> <p data-bbox="471 712 537 1562"><u>Read and discuss</u> the difference between love and infatuation.</p> <p data-bbox="575 749 605 1562"><u>Complete</u> the love scale found in <u>Married Life</u>.</p>	<p data-bbox="467 219 637 643">Books: No. 2, <u>Being Married</u>, Ch. 3. No. 41, <u>Married Life</u>, pp. 141-149.</p>
<p data-bbox="476 1628 611 2195">b. The following statements identify some of the differences between love and infatuation.</p> <ol data-bbox="646 1591 1136 2121" style="list-style-type: none"> (1) Love is associated with maturity, infatuation with immaturity. (2) Love tends to involve concern for the whole person, infatuation is usually mainly sexual attraction. (3) Love is free of guilt and insecurity, infatuation involves both. (4) Love takes time to grow, infatuation may be instantaneous. <p data-bbox="1175 1591 1345 2195">c. Understanding the difference between infatuation and mature love may lead to greater satisfaction in dating relationships.</p>	<p data-bbox="1175 692 1238 1562"><u>Draw</u> conclusions that may enable one to understand the degree of commitment in a relationship.</p> <p data-bbox="1381 667 1480 1562"><u>Recall</u> and <u>share</u> with class examples of infatuation or mature love in situations around you, such as TV programs, school situations, or peers.</p> <p data-bbox="1524 667 1659 1562"><u>Evaluation:</u> Using the personal definition of love you wrote, <u>determine</u> which stage of love it exemplifies and how you would change your definition now.</p>

B. Selection of a Marriage Partner

1. Mature Love

- a. Mature love implies an increased capacity to care about the well-being of another person and a realistic acceptance of that person.

Define mature love.

Note to teacher: Introduce "Phillips 66" discussion technique where six students are given six minutes to discuss a question or problem and decide on an answer or opinion.

Discuss the following questions using Phillips 66 technique:

- How does one's personal character development effect a love relationship?
- Is personal maturity a factor in distinguishing between love and infatuation?
- How does a positive view of self help one develop a "you attitude" rather than an "I attitude"?
- How does one's stage of personality development affect a love relationship?

- b. Mature love accepts and prepares one to meet the realities of marriage.

React to the statement: "One must love one's self before he can love another person."

Invite a resource person to discuss: "The Meaning of True Love."

- c. Mate selection is not only different in various cultures and countries, but in different periods of history.

Group work: Read selected parts of the assigned reference on mate selection in various countries and cultures and report findings to the class.

Book No. 49, Relationships: A Study in Human Behavior, pp. 179-188.

Suggested resource persons: minister, mature married couple.

Encyclopedia Book No. 41, Married Life, Ch. 9.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>d. Mate selection may evolve from one's community relationships.</p> <p>e. Cultural pressures may influence mate selection.</p>	<p><u>Identify</u> couples who met each other within the local community.</p> <p><u>List</u> possible places in the community where one might get acquainted with a future mate such as school, church, work, recreational center.</p> <p><u>Invite</u> foreign students to <u>discuss</u> mate selection and marriage customs in their respective countries.</p> <p><u>Read</u> references on mate selection in America.</p> <p><u>Determine</u> how dating practices have changed in America.</p> <p><u>Discuss</u> pros and cons of the mutual choice of a mate.</p> <p><u>Evaluation:</u> <u>Write</u> a short paper comparing the advantages and disadvantages of mate selection in America as compared to mate selection in another country or culture.</p>	<p>Books: No. 41, <u>Married Life</u>, pp. 78-82. No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, Ch. 5. and 6.</p>

2. Factors Which Affect Marriage Success

a. Concept of Ideal Mate

- (1) One's concept of an ideal mate is formed as one progresses through the stages of love.
- (2) One's ideal mate will fulfill one's needs and complement one's personality.

b. Interest and Background

- (1) People tend to choose partners of similar age, social status, neighborhood background, education, and race.

Brainstorm how knowledge of factors influencing mate selection may increase the likelihood of marital success.

Interest Approach: Listen to tapes which describe desirable characteristics of a mate.

Brainstorm to identify reasons people marry.

Identify premarital factors which could cause problems in marriage such as different status, pregnancy, and unhappy home life.

List qualities you want in a marriage partner in three columns entitled Necessary, Important, and Desirable.

Use the list to rate a person you are presently dating or someone you would like to date.

Check the qualities this person possesses.

Compare this person's qualities with the ideal list.

List people, such as parents or teachers, who have influenced your concept of a satisfactory mate. Explain how and to what extent they have been influential.

Debate: "Like marries like."

Tapes:
No. 8,
No. 9,

"Select a Husband"
"Select a Wife"

Books:
No. 41, Married Life,
pp. 113-115.
No. 49, Relationships:
A Study in Human Behavior,
pp. 231-232.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(2) Marital success is more likely when a couple has similar interests and backgrounds.</p>	<p>Select from a list of pastimes the interests you would like to share with a mate. <u>Compare</u> list with others in class.</p> <p>Give examples from personal observations of instances where common interests have strengthened marriages.</p> <p>Read reference before completing the following strategies.</p> <p>Point out ways that individual interests may contribute to stability or instability in marriage.</p> <p><u>Distinguish</u> different characteristics of a variety of social classes in America and predict problems which may arise in interclass or intercultural marriages.</p> <p>Report to the class on a book or article which tells the story of adjustments in interclass or intercultural marriages.</p> <p>Discuss effects of cultural upbringing on individual attitudes toward marriage and childbearing.</p>	<p>Book No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, Ch. 9.</p>
<p>(3) Similarity in educational background generally contributes to marital success.</p>	<p>React to the following question: "Even though Jane and Tom had similar educational backgrounds when they married, will they continue to be compatible after Jane puts Tom through college?" <u>Discuss</u> problems which may arise.</p>	<p>Book No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, p. 163.</p>

(4) A lasting marriage is more likely if there is similarity in religious backgrounds.

c. Parental Approval

(1) Marriage is not only the union of two individuals but two different families as well.

(2) Studies show that parents' approval and successful marriage adjustment are correlated.

(3) Close relationships between parent and child are shown to be favorable to marriage.

(4) Parental cooperation and approval of a marriage is a valuable asset and the lack of it is a danger signal.

(5) Parents who are happy, well-mated and settle their problems together establish patterns of adjustment that children learn and carry into their homes.

Invite a resource person to speak on spiritual values which contribute to permanency and happiness in marriage.

Write a paragraph on the topic: "But I'm marrying Joe--not his family."

Share the paragraph with the class.

Discuss the following questions:

--How does parental approval contribute to marital success?

--Does a close relationship between a parent and a child influence the child's marriage?

--What problems may arise in a marriage entered without parental approval?

--Will the success of the marriage of one's parents affect one's marriage?

Suggested resource persons: minister, priest, rabbi, marriage counselor.

Book No. 45, Personal Adjustment, Marriage and Family Living, Chs. 10 and 12.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(6) Reasons for parents objecting to a marriage may include the following:</p> <ul style="list-style-type: none"> --Age differences --Differences in race or religion --Educational differences --Cultural differences --Social differences --Previous marriage of selected mate 	<p>--List reasons for parental objections to a marriage. Which ones are justified?</p>	<p>Book No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, Ch. 10 and 12.</p>
<p>d. Health</p> <p>(1) Good health contributes greatly to a couple's attitudes and relationships to each other and their enjoyment of life.</p>	<p><u>Role play</u> one of the following situations:</p> <ul style="list-style-type: none"> --The approaching marriage of a couple without parental approval --An approaching marriage of a couple with parental approval --Your suggestion to a friend whose parents disapprove his mate selection <p><u>Discuss</u> the following:</p> <ul style="list-style-type: none"> --How good health or the lack of it may affect one's chances for a successful marriage. 	

- (2) The following health factors may need to be considered before a couple decides to marry:
- Genetic health problems or diseases
 - Blood factors
 - Venereal diseases
 - Infertility
 - Hereditary, physical or mental problems

--Health factors which might influence a couple's decision to marry.

Books:
No. 64, Thresholds to Adult Living, Ch. 9.
No. 45, Personal Adjustment, Marriage and Family Living, Ch. 9.
No. 41, Married Life, Ch. 14.

List physical traits which are inheritable.

Recall examples of inheritable traits which could affect mental or physical health or life span.

Predict how these hereditary traits could affect a marriage.

Discuss when and/or if a person should tell his fiancée about the possibilities of his passing on defective genetic traits.

- (3) Physical handicaps will have an impact on one's marital relationships.

Recall and discuss the following:

- Examples of marriages that have failed because of physical handicaps
- Examples of marriages that have succeeded in spite of physical handicaps

e. Financial Responsibility

Note to teacher: If this has been thoroughly covered in Unit IV, you may wish to omit.

- (1) Money is often listed as the main cause of marital dissension between husbands and wives.

Make a list of the marital problems which money or the lack of it may cause.

Suggest solutions for each problem listed.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(2) Realistic financial planning contributes to likelihood of marital success.</p>	<p>Plan a budget for newlyweds. <u>Include</u> the following factors.</p> <ul style="list-style-type: none"> --Take-home pay for a high school graduate --Realistic expenditures --Problems in balancing the budget 	<p>Books: No. 45, <u>Personal Adjustment, Marriage and Family Living, Ch. 20.</u> No. 41, <u>Married Life, Ch. 12.</u></p>
<p>f. Age Difference and Maturity Level</p> <p>(1) Age difference and maturity level affect one's chances of marital success.</p>	<p><u>Interest Approach:</u> <u>View</u> and <u>discuss</u> a bulletin board depicting a bride and groom surrounded with illustrations of roles they can expect to fulfill and having the title, "Are You Ready For This?"</p> <p><u>Explore</u> references to identify the role of age and maturity in mate selection.</p>	<p>Books: No. 45, <u>Personal Adjustment, Marriage and Family Living, Ch. 11</u> No. 41, <u>Married Life, Ch. 7.</u> No. 49, <u>Relationships: A Study in Human Behavior, Ch. 20.</u></p>
<p>(2) Couples who marry during teen years may have problems they would not have encountered had they been older.</p>	<p><u>React to</u> the following questions:</p> <ul style="list-style-type: none"> --How close should husband and wife be in age? --How old should you be when you marry? --Do age differences have the same significance for a couple ages 15 and 20 as it would for a couple ages 20 and 25? (What role does maturity play in your answer? What problems do you envision for a couple with extreme age differences?) 	

g. Emotional Independence of Individuals

- (1) Emotional independence is a requirement for successful marriage. This has been achieved when one is able to rely on oneself for making successful decisions.
- (2) An individual's family experiences are significant factors in influencing his preparation for marriage.
- (3) A factor affecting one's preparation for marriage is the extent to which one's personal needs have been met.

h. Young Marriages

- (1) Teenage marriages are notably unstable. The divorce rate is greater and ratings of marital happiness are lower.

Define emotional independence.

Brainstorm and discuss the influence of one's family upon his decisions toward such topics as housing, use of money, religion, children, education.

Book No. 49, Relationships: A Study in Human Behavior, Ch. 3

Dramatize a situation in which one of the marriage partners has unmet needs which affect the marriage relationship. Examples could be the young man who insists on a large bank account while denying his family's needs because of an insecure family background or a young woman who resents the close ties between her husband and his family because she never felt close to her own family.

Books:
No. 49, Relationships: A Study in Human Behavior, Ch. 2:
No. 69, When You Marry, Ch. 1.

Research and discuss the following:

Book No. 41, Married Life, Ch. 7.

---Teenage marriages

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(2) Premarital pregnancy may account for up to half of all the teenage marriages in America.</p>	<p>--Teenage marriages due to pregnancy.</p> <p><u>View</u> a filmstrip on premarital pregnancy.</p> <p>Solve case studies related to problems of early marriage cited in the above reference.</p> <p><u>Summarize</u> by discussing trends that lead to early marriage in today's society.</p>	<p>Filmstrip No. 38, "Young, Single, and Pregnant."</p>
<p>i. Mixed Marriages</p> <p>(1) Every marriage is a mixed marriage because the couple comes from a different set of family backgrounds and circumstances. However, the term mixed marriage usually refers to either interracial, international, or interfaith marriages.</p>	<p><u>Define</u> the term mixed marriage.</p> <p>Read references and <u>describe</u> the following types of mixed marriages:</p>	<p>Books: No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, Chs. 10, 14, and 16. No. 41, <u>Married Life</u>, Ch. 5.</p>

(2) Interracial marriages are marriages of people of two different races such as the following:

- Caucasoid-Negroid
- Negroid-Oriental
- Caucasoid-Oriental

(3) Whether nationality differences influence the success of a marriage may depend on the following:

- The community in which the couple lives
- How well the foreign nationality group is accepted
- Other contrasts in religion, language, and customs

(4) The following influence the success or failure of a religiously mixed marriage:

- Strength of convictions of marriage partners
- Attitudes of other family members and friends

(5) Interracial, interfaith or international differences create unique problems in addition to the usual adjustments in a marriage relationship.

--Interracial marriages

--International marriages

--Interfaith marriages

Determine some factors which influence the success or failure of an interfaith marriage. Discuss how children of these marriages are affected by these factors.

Note to teacher: Divide the class into groups. Assign each group a different combination which would be considered a mixed marriage.

Group work: Research mixed marriages and report to the class. Point out advantages and disadvantages. After the group reports, discuss the following:

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(6) The way a mixed marriage is accepted, by the relatives, friends and acquaintances of the couple involved, may determine its chances of success.</p>	<p>--Are people engaging in more mixed marriages, of all kinds, today than formerly? Why? --Is this trend good? In what ways? --Is this trend unwise? In what ways? --Should factors such as background, goals, aspirations of prospective mate, love, mutuality and respect be considered in selecting a mate? --Does a political or economic situation such as war, depression, inflation, etc., have an effect on mate choice? --Is mate choice made on an individual basis despite these external circumstances?</p> <p><u>Interview</u> a married couple with interracial backgrounds. <u>Ask</u> them to discuss problems and adjustments that must be made.</p> <p><u>Point out</u> possible problems in an interracial marriage.</p> <p><u>Invite</u> couples with different national origins to participate in a panel discussion.</p> <p><u>Formulate</u> some questions to ask this panel.</p> <p><u>Discuss</u> society's views on mixed marriages.</p> <p><u>Invite</u> resource people to give a panel discussion on the topic: "Society's Views on Mixed Marriages."</p>	<p>Suggested resource persons: minister, priest, rabbi, person of another race, person from another country, couples of a mixed marriage.</p>

Write a paper to summarize your own personal viewpoint on mixed marriages. Tell why you have this opinion.

Evaluation: Rate in order of personal importance the factors we have studied which affect the success of a marriage.

or

Select the ten most important factors you would consider when choosing a marriage partner. Give reasons for your priorities.

Interest Approach: Prepare a bulletin board entitled "A Big Step."

Note to teacher: Ask students to clip engagement announcements from newspapers. Place a large foot print in the center of the bulletin board and place announcements around it.

Brainstorm what it means when a couple becomes engaged.

View and discuss a film on the engagement period.

Films:
No. 13, "Engagement,
Romance, and Reality"
No. 23, "Meaning of
Engagement"

C. Marriage Laws and Customs

1. The Engagement Period

- a. Becoming engaged involves two people pledging themselves to love and care for each other for their lifetimes.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. The engagement period serves the following purposes:</p> <ol style="list-style-type: none"> (1) Provides an opportunity for growing in understanding of the partner (2) Allows time for planning for the ceremony, honeymoon, and living arrangements (3) Provides an opportunity for the couple to prepare for acceptance of adult responsibilities and successful transition into marriage 	<p><u>Write</u> a paragraph expressing your personal views on the meaning of engagement to the following:</p> <ul style="list-style-type: none"> --The couple --Relatives --Neighbors --The community --Siblings --Peers --Friends --Others <p><u>Share</u> the paragraph with your classmates. <u>Keep</u> for future reference.</p> <p><u>Discuss</u> why people announce their engagement.</p> <p><u>Point out</u> the purposes of the engagement period.</p>	<p>Book No. 41, <u>Married Life</u>, Ch. 5.</p>

Read references on the meaning and importance of the engagement.

Books:
No. 40, Personal Adjustment, Marriage and Family Living, Ch. 12.
No. 41, Married Life, Chs. 4, 5, and 8.

List some subjects that need to be discussed during the engagement period.

Interview engaged and newly married couples to identify adjustments necessary during an engagement.

Discuss the following:

--Engagement etiquette such as when and how to purchase a ring, how to announce an engagement, appropriate behavior for the engaged couples, etc.

Booklet No. 1, "Altar Bound"

---The minimum length of time of an engagement

---The relationship of the length of the dating and engagement periods to probable success in marriage

---The role of communication in making adjustments during engagement

List reasons for broken engagements. Decide the consequences of breaking an engagement.

c. Engagement etiquette is fairly universal but may vary from region to region.

d. A minimum of several months seems necessary to carry out the functions of an engagement.

e. The length of engagement has an effect on a successful marriage. An ideal engagement period is six to twelve months.

f. Communication during engagement prepares the couple for communication during marriage.

g. A broken engagement is better than a bad marriage.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>h. When an individual fails to satisfy a need he may suddenly find it necessary to produce some sort of an explanation for or defense against that failure.</p> <p>(1) Constructive quarreling may clear the air and dispel tension.</p> <p>(2) Destructive quarrels attack the psychological or physical frailties of the partners.</p>	<p>List and discuss ways of handling conflict during the engagement period such as the following:</p> <ul style="list-style-type: none"> --Defense mechanisms --Constructive and destructive quarreling --Discussion <p>Role play various conflicts to which engaged couples may have to adjust.</p>	<p>Book No. <u>Relationships: A Study in Human Behavior</u>, Ch. 7. and Ch. 25, pp. 290-291.</p>
<p>2. Legal Aspects of Marriage</p>	<p><u>Evaluation:</u> Write a paragraph expressing your views on engagements. Compare this with your original paragraph written earlier in this unit.</p> <p><u>Interest Approach:</u> Secure the following items for display on a bulletin board:</p> <ul style="list-style-type: none"> --An application for a marriage license --A health examination form --A consent-to-marry form --A birth certificate <p><u>Determine</u> the purpose of the marriage ceremony.</p>	
<p>a. The purpose of the marriage ceremony is to publicize the changing status of the couple and give legal sanction to the marriage.</p>		

b. Marriage is regulated in every society by laws and/or customs.

Research information on legal marriage requirements in the state of Kentucky.

Compare legal marriage requirements in Kentucky with those in surrounding states.

Find out the cost of a marriage license.

Discover the legal requirements for a premarital physical examination.

Discuss the importance of the premarital physical examination to the individual.

Evaluation: Debate "Our present marriage laws need to be changed." Include the following points:

- Uniformity across the United States
- Age limits
- Health factors
- Complete premarital examinations
- Mental test as a prerequisite to marriage

3. Social and Religious Marriage Customs

a. Marriage customs are outgrowths of the economic and social conditions of a region.

Research information on marriage customs in early America and in other cultures. Prepare a research paper on marriage customs.

Local Circuit Court Clerk Encyclopedia
"World Almanac"

Books:

No. 49, Relationships:

A Study in Human Behavior,

Chs. 20 and 21.

No. 41, Married Life,

Ch. 14.

Book No. 41, Married Life,
Ch. 9.

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b. A wedding is a ritual or ceremony which formalizes the marriage vows. Marriage ceremonies of all faiths bear definite similarities.

Consider the importance of marriage customs to the institution of marriage.

Note to teacher: The following film is dated and statistics are inaccurate but the four types of marriage ceremonies are effectively dramatized.

View a film showing a variety of the types of marriage ceremonies.

Identify the following types of marriage ceremonies and discuss what each ceremony contains:

- Protestant
- Catholic
- Jewish
- Civil
- Others

Identify the similarities and differences of the ceremonies.

Secure and examine copies of a variety of marriage ceremonies including one written by a couple.

Evaluation: Write a short paper on marriage customs.

4. Planning the Wedding

Interest Approach: View a variety of wedding pictures and decide what you feel are the values and goals of each couple pictured.

Film No. 11, "Early Marriage"

a. The prospective bride will have the choice of the following types of weddings:

- (1) Formal
- (2) Semi-formal
- (3) Informal

b. Weddings that are planned to fit the couple's values, goals, standards, needs, wants and resources are more likely to result in satisfaction for the couple.

5. Premarital Counseling

a. Premarital counseling is a personal course of instruction adapted to prepare young people for marriage.

b. Premarital counselors consider the individual backgrounds and specific needs of the couple concerned.

Book No. 41, Married Life,
Ch. 10.
Periodical No. 1,
Modern Bride.

Read and discuss the types of weddings couples may choose.

Compare the costs of the different types of weddings.

Make a schedule of prewedding events determining who is financially responsible for each event.
Include the following:

- Decide on type of ceremony
- Plan reception.
- Shop for trousseau.
- Select and mail invitations.
- Choose attendants.
- Other prewedding events.

Plan and carry out a mock wedding and reception.

Note to teacher: You may want students to plan their own mock wedding or use a prepared one as listed in the resource.

Evaluation: Complete a quiz on legal requirements for marriage, marriage customs, and wedding ceremonies.

Read about and explain premarital counseling.

Research the importance of and the types of premarital counseling.

Survey the community to find out what premarital counseling services are available.

Booklet No. 28, "Mary Hart Weds John Will."

Book No. 49, Relationships: A Study in Human Behavior,
p. 234.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>6. Planning the Honeymoon</p> <p>a. The purpose of the honeymoon is</p> <ol style="list-style-type: none"> (1) To begin the transition to married life. (2) To establish a sexual relationship. (3) To learn something of one's own competence as a marriage partner. (4) To provide privacy away from family and friends. <p>b. The success of the honeymoon depends upon careful planning.</p>	<p><u>Note to teacher:</u> If it seems appropriate to teach planned parenthood here, refer to references and strategies referred to in Concept VI.</p> <p><u>Interest Approach:</u> <u>Collect</u> cartoons and <u>arrange</u> a bulletin board reflecting ideas about the honeymoon.</p> <p><u>Read</u> references to ascertain the following:</p> <ul style="list-style-type: none"> --The purpose of the honeymoon --Why there should be this period of transition from single to married life --The cost of the honeymoon <p><u>List</u> and <u>discuss</u> factors which can contribute to success or failure of honeymoon such as fatigue, distance from the place of the ceremony, and parental approval.</p> <p><u>Describe</u> how the purpose of the honeymoon can be fulfilled under the following circumstances:</p> <ul style="list-style-type: none"> --A week long trip --Moving in with parents --Moving to an apartment following the ceremony and returning to work <p><u>Identify</u> opportunities for privacy in each of the above situations.</p>	<p>Books:</p> <p>No. 49, <u>Relationships: A Study in Human Behavior</u>, Ch. 21.</p> <p>No. 41, <u>Married Life</u>, pp. 332-334.</p>

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Note to teacher: If it seems appropriate to teach planned parenthood here, refer to references and strategies referred to in Concept VI.

Interest Approach: Collect cartoons and arrange a bulletin board reflecting ideas about the honeymoon.

Read references to ascertain the following:

- The purpose of the honeymoon
- Why there should be this period of transition from single to married life
- The cost of the honeymoon

List and discuss factors which can contribute to success or failure of honeymoon such as fatigue, distance from the place of the ceremony, and parental approval.

Describe how the purpose of the honeymoon can be fulfilled under the following circumstances:

- A week long trip
- Moving in with parents
- Moving to an apartment following the ceremony and returning to work

Identify opportunities for privacy in each of the above situations.

Books:

No. 49, Relationships: A Study in Human Behavior, Ch. 21.

No. 41, Married Life, pp. 332-334.

Estimate the cost of a variety of types of honeymoons.

Plan a budget for a honeymoon.

Read references on beginning sexual experience in marriage and discuss how these experiences may deepen a couple's relationship.

Evaluation: Complete the following open ended statement, "My idea of a perfect honeymoon is . . ."

React to the statement, "The ideal marriage has no need for adjustments."

View a film or a filmstrip which illustrate how to get along with others.

List some behaviors which become obstacles to solving marital problems.

Dramatize the behaviors listed.

Booklet No. 21-b, "Getting Married"

Films:
No. 22, "Marriage Is A Partnership"
No. 30, "Who's Right?"
No. 29, "Who's Boss?"
Filmstrips:
No. 19, "Living with Others"
No. 18, "Living Together"

D. Marriage Adjustments

1. Common Marital Adjustments

a. Preparation for a successful marriage is facilitated by an understanding of marital adjustments.

b. The following behaviors may become obstacles to solving problems of marriage:

- (1) Jumping to conclusions
- (2) Failure to consider the other's point of view
- (3) Sarcasm
- (4) Degrading the character of the partner
- (5) Jealousy
(cont.)

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(6) Becoming emotional</p> <p>(7) Failure to admit personal responsibilities</p>	<p><u>Identify</u> adjustments which are common to all newlyweds including the following:</p> <ul style="list-style-type: none"> --Economics --In-laws --Physical compatibility --Social and recreational --Religious --Other adjustments <p><u>Collect</u> pictures and cartoons depicting in-law relationships. <u>Discuss</u> who is usually blamed for in-law problems.</p> <p><u>Compile</u> rules for good in-law relationships.</p> <p><u>Recall</u> the family life cycle and decide how adjustments will differ in each stage.</p>	<p>Current magazines</p>
<p>c. Happy marriage relationships are dependent on conscious efforts of the marriage partners to make adjustments.</p> <p>d. An important marriage adjustment is learning to react sexually to the mutual satisfaction of both partners.</p>	<p><u>Study</u> stories and articles on adjustments that newlyweds encounter.</p> <p><u>View</u> filmstrip on sexual problems and adjustments.</p>	<p>Filmstrip No. 28, "Sex Problems and Possibilities."</p>

Evaluation: Role play a domestic scene in the early months of marriage in which both husband and wife are trying to get each other to change certain habits. Dramatize their frustrations and logical solutions.

Book No. 49, Relationships:
A Study in Human Behavior,
Ch. 25.

Buzz Session: Discuss the following:

- Why do people get married?
- What do couples expect from the marital relationship?
- What does society expect from the marriage relationship?
- What criteria would you suggest for determining the success of a marriage?
- Can marriages be judged by a rigid set of standards?

Panel discussion: Invite a group of couples to speak to the class about the realities of married life. Find out if their concept of marital happiness has changed any since the early days of their marriage.

Book No. 2, Being Married,
pp. 202-203.

Read and react to case studies on the realities of marriage.

Evaluation: Defend the following statement:
"No marriage can be expected to meet all the criteria for success all the time, nor can it be expected to arrive at complete perfection."

Interest Approach: Role play situations in which husband and wife role expectations are in conflict.

2. Characteristics of a Successful Marriage

- a. If a marriage is to be successful, it is essential that both partners accept an independent adult role.
- b. A successful marriage depends upon the degree to which the relationship approaches the expectation of the two partners.
- c. Understanding characteristics of marital success may help a couple avoid disillusionment.

3. Solving Marital Problems

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>a. Knowledge of techniques for problem solving contributes to resolution of conflict.</p> <p>b. Ability to resolve conflict effectively contributes to marital success.</p>	<p><u>Review</u> and <u>discuss</u> steps in problem solving from concept I.</p> <p><u>Discuss</u> how problem solving steps are used in split second decisions as well as in long term decisions.</p> <p><u>Determine</u> how a working knowledge of the steps in problem solving could be beneficial in making marriage adjustments.</p> <p><u>Explore</u> the different methods of resolving conflicts in marriage such as compromise, giving in, tabling differences, quarreling, family conferences, etc.</p> <p><u>Discuss</u> the consequences of each method of resolving conflict.</p> <p><u>Repeat</u> the above role play situations indicating how conflicts may be logically solved.</p>	<p>Books: No. 45, <u>Personal Adjustment, Marriage and Family Living</u>, Ch. 16. No. 49, <u>Relationships: A Study in Human Behavior</u>, pp. 290-291. No. 41, <u>Married Life</u>, pp. 207-213.</p>

c. A comprehension of the reasons people argue may be used to

- (1) help prevent arguments,
- (2) contribute to an understanding of arguing.

d. Understanding types of arguing contributes to the establishment of effective means of settling family differences.

e. Divorce is a crisis which may necessitate outside aid for the family.

Brainstorm to identify the reasons people argue.

Differentiate between constructive and destructive arguing.

Discuss the cumulative effects of arguing.

Respond to the following statements:

- Arguing may be an exchange of ideas.
- Quarreling is an exchange of ignorance.

Group work: Role play examples of constructive and destructive arguing in dating, engagement and marriage.

Research references to gain information in order to discuss the following questions:

- What type of problems are likely to lead to divorce?
- Where can help be obtained in solving these problems?
- With whom should the problems be discussed?
- With whom should the problems not be discussed?
- What problems may divorce create?

Take a field trip to a family court to observe the procedures of a divorce and/or a child custody case.

Current periodicals such as
McCalls
Reader's Digest

Books:

No. 49, Relationships: A Study in Human Behavior, pp. 290-291.
No. 41, Married Life, pp. 207-213.
No. 45, Personal Adjustment, Marriage and Family Living, Ch. 17.

Books:

No. 45, Personal Adjustment, Marriage and Family Living, Ch. 22.
No. 49, Relationships: A Study in Human Behavior, pp. 300-303.
No. 41, Married Life, pp. 192-197.

or

Some Supporting Content and Generalizations	Teaching Strategies Learning .. Evaluating Experiences	Resources
	<p><u>Listen</u> to a lawyer or judge explain family laws of the state such as divorce, child custody, property settlement, and other problems caused by the crisis of divorce.</p> <p><u>Relate</u> how one's philosophy of life affects his <u>ability</u> to cope with a crisis such as divorce.</p> <p><u>Note to teacher:</u> Summarize the unit by showing a filmstrip.</p> <p><u>Evaluation:</u> <u>Select</u> an engaged couple of your acquaintance. <u>List</u> the problems you anticipate they will face. <u>Suggest</u> possible solutions.</p>	Filmstrip No. 32, "The Times They Are A-Changing."

MAJOR CONCEPT: VI. Children in the Family

SUPPORTING CONCEPTS: A. Factors Which May Influence the Decision to Become Parents

- B. Planning for Parenthood
- C. Growth and Development of the Infant
- D. Growth and Development of the Toddler
- E. The Preschool Child
- F. The Playschool

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the factors which affect decisions to become parents and factors which need to be anticipated in dealing with young children.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Recognize the factors a couple needs to consider in deciding to become parents.
- B. Analyze the basic factors which influence family planning and aid in the development of a happy well adjusted family.
- C. Analyze the factors which influence the development of the infant.
- D. Identify the stages of development of a toddler.
- E. Choose some effective guidance techniques for children ages three to five years.
- F. Practice guidance techniques for preschool children in a playschool situation.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>A. Factors Which May Influence the Decision to Become Parents</p> <p>1. Attitudes Toward Children</p> <p>a. It is important for individuals to determine their attitudes toward children before they assume the responsibility of parenthood.</p> <p>b. When families treat children impersonally</p> <p>(1) They tend to develop physically at a slower rate.</p> <p>(2) Their intellectual performance suffers.</p> <p>c. When a husband and wife have differences which they are unable to resolve, the arrival of a child is almost certain to increase these differences, rather than simplify them.</p>	<p>Complete a pre-test to identify individual attitudes toward children.</p> <p>Read articles which deal with incidents involving attitudes toward children.</p> <p>Report to class the issues involved in the articles you read.</p> <p style="text-align: center;">or</p> <p>Read and discuss references to determine how a child might be affected by the following:</p> <p style="padding-left: 40px;">--Being wanted by parents --Being unwanted by parents --Being given tender and loving care by adults</p> <p>Brainstorm to determine the adjustments couples need to achieve prior to the birth of their first child.</p> <p>List and discuss all suggestions made by class members.</p>	<p>Appendix VI-A, "My Attitudes Toward Children," p. 274.</p> <p>Magazine or newspaper articles selected by the students and/or teacher.</p>

2. Parental Responsibilities and Adjustments

- a. Most couples need to adjust to living together and to work out a successful relationship before adding pregnancy to the complications.
- b. The birth of a child requires the parents to adjust their routine to meet the needs of the child.

Choose the main categories of responsibilities involved in the total role of becoming a parent.

Read and discuss references to determine the skills, attitudes, and emotional maturity couples need to possess before becoming parents.

or

Interview young parents to find out how adequately they planned for their first child.

Prepare a list of questions you wish the young parents to answer. Include the following:

- Were you emotionally ready for parenthood?
- Did you anticipate all of your needs and those of the baby?
- Did the baby change the way you felt about each other?
- Were you able to give the baby loving care without sacrificing the attention you gave each other?

Report to the class on the result of the above interviews. Compare and assess findings.

3. Family Influences

- a. Acceptable child rearing practices vary from culture to culture.

Research and discuss the differences in the size of families and in the differences in child rearing practices which distinguish one culture from another.

Books:
No. 2, Being Married,
Ch. 19, pp. 378-379.
No. 33, Learning About
Children, pp. 16, 79, 240.

Books:
No. 67, Understanding
and Guiding Young Children,
No. 60, These Are Your
Children, Ch. 1.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. A couple's religious values will influence their attitude about having children.</p>	<p><u>Note to teacher:</u> This would be a good place to use a resource person who is familiar with other cultures.</p> <p>Research religious factors that may influence the following:</p> <p>--The size of the family --The rearing of children</p> <p><u>Summarize</u> and <u>compare</u> findings.</p>	<p>Book No. 67, <u>Understanding and Guiding Young Children</u>, p. 30.</p>
<p>4. Hereditary Factors</p> <p>a. Influence of Heredity</p> <p>(1) Heredity is the transmittal of genetic characteristics which cannot be changed.</p>	<p><u>Complete</u> and <u>discuss</u> a pretest on heredity.</p> <p><u>Refer</u> to references to find genetic determinates. <u>List</u> and <u>define</u> terms found in references.</p> <p><u>View</u> a filmstrip on the influence of genetics.</p> <p><u>Determine</u> hereditary factors which might influence a couple to decide not to become parents.</p>	<p>Book No. 69, <u>When You Marry</u>, Ch. 13, p. 264.</p> <p>Books: No. 41, <u>Married Life</u>, Chs. 2 and 14. No. 8, <u>Child Care and Development</u>, pp. 359-362.</p> <p>Filmstrip No. 7, "DNA and You"</p>

- (2) On each of the chromosomes are many genes which determine the specific physical traits passed on through heredity. Some genes are dominant while others are recessive.
- (3) The sex of a baby is determined by the combination of chromosomes resulting from the sperm from the father joining the egg from the mother.
- (4) Complications of the Rh factor can occur only if the father has Rh positive blood and the mother has Rh negative blood.

b. Multiple Births

Examine a chart which shows the dominant and recessive genes in man. Discuss which physical traits are determined by genes. Include the following:

- Eye color
- Skin color
- Bone structure
- Other traits

Check references to learn when and how the sex of a baby is determined. Discuss the misconception many people have of this fact.

Class project: Draw a diagram or prepare a bulletin board on how chromosomes from mother and father pair up to produce a boy or a girl baby.

Read and discuss references to learn about the Rh factor. Summarize learnings.

or

Invite a resource person to discuss the Rh factor and newest treatment which prevents complications.

Note to teacher: You may also wish to have the resource person develop the concepts of miscarriage and birth defects.

Interest Approach: Invite identical and fraternal twins to visit the classroom. Observe their differences and similarities.

or

Bring pictures of twins and analyze their physical characteristics.

Books:

No. 64, Thresholds to Adult Living, Ch. 2.
No. 8, Child Care and Development, Ch. 23.

Book No. 69, When You Marry, Ch. 13.
Booklet No. 34, "Prenatal Care"

Books:

No. 8, Child Care and Development, Ch. 23.
No. 41, Married Life, Ch. 14.
Suggested resource persons: health nurse, couple composed of Rh positive male and Rh negative female.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(1) Identical twins are the products of a single egg, while fraternal twins are products of two different eggs fertilized by two different sperm.</p>	<p><u>Consult references to determine the following:</u></p> <p>--Cause of identical and fraternal twins --Differences in identical and fraternal twins</p>	<p>Books: No. 69, <u>When You Marry</u>, Ch. 13. No. 57, <u>The Developing Child</u>, Ch. 2. Booklet No. 34, "Prenatal Care"</p>
<p>(2) Triplets, quadruplets and quintuplets are formed by different combinations of the same fertilization process which produces twins.</p>	<p><u>Read reports on articles about multiple births other than twins. Share with class.</u></p> <p><u>Examine charts which illustrate the position of multiple fetus in the uterus.</u></p>	<p>Current magazine and newspaper articles. Book No. 5, <u>Birth Atlas</u>.</p>
<p>c. Abnormalities</p> <p>(1) Miscarriage is a lay term referring to the expulsion of the fetus from the uterus at a time before it has developed enough to live in the outside world.</p>	<p><u>Discuss causes of miscarriage and how it may be prevented.</u></p> <p><u>View a filmstrip on birth defects.</u></p>	<p>Filmstrip No. 67, "More Than Love." Local health department</p>
<p>(2) Some drugs may harm unborn babies.</p> <p>5. Personal Factors</p> <p>a. One of the most important decisions a couple has to make is the decision to become parents.</p>	<p><u>Discuss the effect of LSD and other drugs on chromosomes. Compile research.</u></p> <p><u>Discuss the factors couples must consider when making the decision to become parents. Include the following:</u></p>	<p>Book No. 67, <u>Understanding and Guiding Young Children</u>, pp. 28-30.</p>

- Economic conditions
- Health of the parents
- Religious beliefs
- Age of parents
- Other factors

Read references to determine the best age for bearing children. Discuss advantages and disadvantages of bearing children at different age levels.

Note to teacher: Develop some case studies on family size from which the students may work.

Using case studies, determine appropriate family size and structure in various situations.

Read references to become familiar with adoptive procedures.

Listen to a resource person describe adoptive procedures. Include the following:

- Waiting period
- Qualifications
- Cost
- Availability
- Age requirements
- Other factors

Draw conclusions as to the advisability of adopting a child.

Book No. 8, Child Care and Development, Ch. 17.

Book No. 8, Child Care and Development, Ch. 17.

Books:
No. 8, Child Care and Development, pp. 269-270.
No. 56, The Chosen Baby.

Public Affairs Pamphlets

Current periodicals

Suggested resource persons:
welfare worker, adoptive parent.

b. The years between eighteen and thirty-five are generally considered the prime child-bearing years for women.

c. How many children to have is a very personal and private decision and no longer needs to be left entirely to chance.

d. Due to health or personal reasons many couples are choosing to adopt a child.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>B. Planning for Parenthood</p> <p>1. Cost of Having a Baby</p> <p>a. The expense of pregnancy necessitates planning and wise use of financial resources to prevent strain on the family budget. The financial demands of pregnancy may influence the following:</p> <ol style="list-style-type: none"> (1) The personal relationships within the family (2) The ability to make wise decisions in financial matters (3) Marital adjustments 	<p><u>Evaluation:</u> Complete one of the following statements:</p> <p>--I expect to have children because . . .</p> <p>--I do not expect to have children because . . .</p> <p><u>Note to teacher:</u> Students will do the following activities in groups.</p> <p><u>Compile</u> a list of financial decisions and plans which expectant parents must make, such as the following:</p> <ul style="list-style-type: none"> ---Layette choice ---Hospital room choice and cost ---Medical costs ---Additional household help ---Loss of mother's income <p><u>Estimate</u> the cost of each of the above.</p> <p><u>Discuss</u> the different methods of payment for maternity care.</p> <p><u>Make</u> a spending plan for the coming year for a young couple expecting their first child based on a monthly income of \$400. <u>Analyze</u> the plan of each group other than your own.</p>	<p>Catalogues, newspaper ads</p>

b. The manner in which financial demands created by an expanding family are met tends to influence relationships within the family.

c. Medical and hospital insurance is especially worth while during the family-bearing years.

d. Babies need only a small number of clothes because most of their time is spent sleeping and they outgrow clothing rapidly.

Group work: Itemize the cost of having a baby and the cost of adopting a baby.

Compile the lists of all the groups. Draw conclusions.

Interview parents with young babies to find out the range of expenses incurred in the community for hospital, doctor's fees, equipment, etc. Decide if these expenses could have been met without medical and hospital insurance.

Interview parents with an adopted child and determine the costs they encountered when adopting.

Report findings of the above interviews to class.

Compare the costs enumerated by the parents and those itemized by the class.

Compare the cost of giving birth to a child with the cost of adopting a child.

Invite a resource person to bring a layette to class, discuss the approximate importance of each item, and tell the cost of each item.

Examine the above layette, and discuss which items might be eliminated.

Interview young mothers to ascertain the cost of food, medical bills, diaper service, and any other expenses in the first year of a baby's life. Report findings to the class. Compare costs.

Book No. 57, The Developing Child, Ch. 2.

Parents of young babies

Parents of an adopted child

Suggested resource persons: representative of children's clothing store or department store, young parent, health department nurse.

Book No. 54, Textiles For Home and People, Ch. 19.

Suggested resource persons: young mothers in the community.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	<p><u>Group work:</u> Look at catalogues and newspaper ads to <u>compile</u> a list of miscellaneous items which are bought for most infants during the first year.</p> <p><u>Itemize</u> their cost. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Toys --Photographs --Snapshots <p><u>Generalize</u> on the relationship between financial planning and the pleasantness surrounding the birth of a new baby.</p> <p><u>Evaluation:</u> <u>Role play</u> a young couple as they make financial plans for their first child. <u>Include</u> the planning session, and adjustments they will need to make in their spending and saving pattern.</p> <p><u>Read and discuss</u> references which explain the process of fertilization and reproduction. <u>Choose, define, and discuss</u> the following vocabulary words found in references:</p> <ul style="list-style-type: none"> --Ova --Sperm --Ovulation --Fertilization --Uterus --Semen --Vagina --Cervix --Fallopian tubes --Testes 	<p>Catalogues, newspapers</p> <p>Books: No. 41, <u>Married Life</u>, Ch. 3. No. 49, <u>Relationships: A Study in Human Behavior</u>, pp. 318-326.</p>
<p>2. Human Reproduction</p> <p>a. A knowledge of the terminology of a subject will enable one to better communicate with others on this subject.</p>		

View and discuss a film which illustrates the process of human reproduction.

Films:
No. 16, "Human Reproduction"
No. 28, "Understanding
Human Reproduction"

- b. Conception occurs when the male sperm meets the female ovum.

Question Box: Write a question or questions which you would like to have answered concerning conception. Place individual questions in the question box.

Invite a resource person to speak to the class about conception.

Suggested resource persons:
nurse or physician.

Note to teacher: Group the questions, and submit to the resource person a minimum number of questions which will cover the students' queries. If possible, submit these to the resource person in advance. Be sure to include how and when conception occurs and the tests for pregnancy.

Evaluation: Complete a written vocabulary test on human reproduction or match vocabulary words with reproductive diagram prepared by the teacher, and answer questions on the process of conception or complete a multiple choice quiz on conception.

3. Contraception

- a. Unanticipated pregnancies are often a strain on family resources. Both the parents and the child suffer when their needs are inadequately met. Community agencies are available for advising parents who want to limit or space their children.

Identify your feeling concerning family planning by completing a questionnaire.

Appendix VI-B, "How Do You Feel About Family Planning?"
P. 275.

Discuss the pros and cons of family planning. Include the following:

Book No. 49, Relationships: A Study in Human Behavior,
Ch. 29.

- Emotional implications
- Physical implications
- Religious implications
- Financial factors
- Ecological factors

Variety of booklets available at local health department.

<p>Some Supporting Content and Generalizations</p>	<p>Resources</p>
<p style="text-align: center;">Teaching Strategies Learning - Evaluating Experiences</p> <p><u>Determine</u> some reasons for spacing children.</p> <p><u>Identify</u> resources available in the community that aid couples in planning their families.</p> <p><u>Debate</u>: "Parenthood should be planned."</p> <p><u>Define</u> conception control.</p> <p><u>Research</u> and <u>report</u> on various methods of conception control. <u>Distinguish</u> between those methods that may be used temporarily and permanently.</p> <p><u>Listen</u> to a resource person discuss conception control methods. <u>Ask</u> questions to clarify your understanding of contraception.</p> <p><u>Note to teacher</u>: The same resource person might be used to help develop the concept of "Signs of Pregnancy."</p> <p><u>Evaluation</u>: Write a paragraph on your ideas about family planning and list in order of relative effectiveness some conception control methods.</p>	<p>Book No. 8, <u>Child Care and Development</u>, Ch. 29.</p> <p>Book No. 49, <u>Relationships: A Study In Human Behavior</u>, Ch. 29.</p> <p>Suggested resource persons: representative of Planned Parenthood, county health nurse, physician, nurse.</p>

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- b. Family planning is the process of regulating
 - (1) the number of offspring,
 - (2) the time at which babies are born,
 - (3) the period that elapses between pregnancies.
- c. Social, emotional, and biological factors are involved in conception control.
- d. No contraceptive device is one hundred percent effective.

Determine some reasons for spacing children.

Identify resources available in the community that aid couples in planning their families.

Debate: "Parenthood should be planned."

Define conception control.

Research and report on various methods of conception control. Distinguish between those methods that may be used temporarily and permanently.

Listen to a resource person discuss conception control methods. Ask questions to clarify your understanding of contraception.

Note to teacher: The same resource person might be used to help develop the concept of "Signs of Pregnancy."

Evaluation: Write a paragraph on your ideas about family planning and list in order of relative effectiveness some conception control methods.

Book No. 8, Child Care and Development, Ch. 29.

Book No. 49, Relationships: A Study In Human Behavior, Ch. 29.

Suggested resource persons: representative of Planned Parenthood, county health nurse, physician, nurse.

4. Symptoms of Pregnancy

a. Symptoms of pregnancy may occur early in the pregnancy, but the same symptoms are not experienced by all persons.

b. The most positive confirmations of early pregnancy are made by clinical tests.

5. Prenatal Development

a. The development of the fetus is influenced by many factors.

Read and discuss references which describe early symptoms of pregnancy and how they may differ from one individual to another.

Listen to a resource person explain the following:

- Examples of early symptoms of pregnancy
- When symptoms begin in relation to fertilization
- The clinical tests which give early positive confirmation of pregnancy

Evaluation: Write a short paper on the first symptoms of pregnancy.

Read references on prenatal care and development.

Determine the factors which influence the development of the fetus.

Define the following terms which relate to prenatal development:

- Prenatal environment
- Zygote
- Embryo
- Fetus
- Placenta
- Umbilical cord
- Fallopian tube

Books:
No. 49, Relationships: A Study in Human Behavior, pp. 352-353.
No. 2, Being Married, pp. 380-382.
No. 57, The Developing Child, p. 35.

Booklet No. 34, "Prenatal Care," p. 3.

Suggested resource persons: county health nurse, local mother who is also an R.N.

Book No. 57, The Developing Child, Ch. 2.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Prenatal development follows a definite pattern.</p> <p>c. Development which occurs before birth provides the foundation for growth and development of the child throughout life.</p>	<p><u>Examine</u> charts and drawings which show how the embryo grows and develops during various stages of pregnancy.</p> <p>List the main characteristics of development which occur each month during pregnancy.</p> <p><u>Evaluation:</u> Complete a multiple choice quiz on prenatal development.</p> <p>or</p> <p><u>Write</u> a paper entitled, "What I Learned About Prenatal Development."</p>	<p>Books: No. 5, <u>Birth Atlas.</u> No. 10, <u>Children: A Study in Individual Behavior,</u> pp. 65-67.</p>
<p>6. Prenatal Care</p> <p>a. The expectant mother's nutrition and health habits affect the health of both the fetus and the mother.</p> <p>b. It is usually safe to continue regular physical activities during pregnancy.</p>	<p><u>Research</u> dietary needs during pregnancy.</p> <p><u>Develop</u> a suggested diet for a pregnant woman.</p> <p><u>Group work:</u> <u>Determine</u> which activities are recommended and which are not recommended during pregnancy. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Traveling --Smoking --Drinking --Working outside the home --Exercise 	<p>Book No. 57, <u>The Developing Child,</u> Ch. 2.</p> <p>Booklet No. 34, "Prenatal Care"</p>

- c. Most pregnant women may avoid fatigue by sleeping eight hours at night and by taking rest periods during the day.
- d. The comfort of the mother during pregnancy is affected by the type of clothing she wears.
- e. It is important for the expectant mother to have good medical care in order to remain in good health and to protect the development of the fetus.

Report conclusions to class.

Determine the causes of fatigue in pregnant women and how it may be avoided.

View and examine a display of maternity clothing.

Review current publications to determine what is fashionable in maternity clothes.

Discuss the ways in which maternity clothing may affect the morale of the expectant mother and/or father.

Formulate guidelines for choosing maternity clothes.

Use guidelines to evaluate clothing on display.

Cite the places where a woman may obtain an examination to confirm pregnancy. Include the following:

- County health department
- Private physician
- Hospital clinic
- County medical society

Determine points to be considered in the selection of a doctor.

Role play a wife, a husband, and a doctor during the first visit to confirm a pregnancy.

Magazines, catalogues,
newspapers

Booklet No. 34, "Prenatal
Care"

<p>Some Supporting Content and Generalizations</p>	<p>Teaching Strategies Learning - Evaluating Experiences</p>	<p>Booklet No. 34, "Prenatal Care"</p>
<p>f. It is important for a pregnant woman to see her doctor regularly.</p>	<p>Using references, <u>conclude</u> what may be expected on subsequent visits to the doctor.</p> <p style="text-align: center;">or</p> <p><u>Listen</u> to a resource person tell about medical care during prenatal period.</p> <p><u>Decide</u> the value of such medical care.</p> <p><u>Evaluation:</u> <u>Answer</u> the following questions:</p> <ul style="list-style-type: none"> --Which foods are most needed to meet dietary needs during pregnancy? --What is most amazing to you during the prenatal development stages? Why? --Why should a married woman always think in terms of the possibility of being a pregnant woman as she considers health practices? 	<p>Books: No. 48, <u>Pregnancy and Birth</u>, Ch. 13. No. 12, <u>Conception, Birth and Contraception</u>.</p>
<p>7. Labor and Delivery</p> <ul style="list-style-type: none"> a. A well informed, cooperative mother-to-be is more likely to have a smooth delivery. b. When it is time for delivery, the mother begins to experience regular contractions of the uterus. 	<p><u>Interest Approach:</u> <u>Brainstorm</u> tales and ideas about childbirth, and follow with a truth session.</p> <p><u>Research</u> the process of childbirth. <u>Discuss</u> how the mother's body is suited for pregnancy and delivery.</p>	

c. The plan for delivery should be decided upon early in pregnancy.

d. A knowledge of the process of birth enables one to develop a wholesome attitude toward reproduction and birth.

e. Labor is divided into three stages:

(1) The first stage begins with the dilation of the cervix and lasts until the cervix has dilated sufficiently to allow the fetal head to pass into the vaginal canal.

(2) The second stage consists of the fetus passing through the birth canal and the cutting of the umbilical cord.

(3) In the third stage the placenta and fetal membranes are expelled.

Select and analyze several types of plans for the delivery of a baby.

Interview experienced persons to find out what arrangements are necessary for hospital confinement in the local community.

Share with the class the results of the interviews.

Draw conclusions as to the availability of hospital services in the local community.

View a filmstrip to become familiar with the three stages of labor.

or

View pictures to become familiar with the three stages of labor.

View and discuss a film on the birth process.

Booklets:
No. 30, "Mrs. King Has A Baby"
No. 54, "Your Baby Is Coming Soon"

Suggested resource persons: parents, hospital administrators, representative of hospital insurance plans.

Filmstrip No. 14, "Having A Baby"

Books:
No. 5, Birth Atlas.
No. 12, Conception, Birth and Contraception.

Films:
No. 3, "A Normal Birth."
No. 19, "Labor and Child-birth."

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Note to teacher: Prepare a film guide which includes the following:

- What activities characterize the three stages of labor?
- How do the length of the labor periods for the first child compare with the length of the labor period for subsequent children?
- What surgical measures are sometimes used to aid delivery?

or

Invite a resource person to answer questions about the entire concept of childbirth.

Problem Solving: Decide what to do if one can't go to a hospital for the delivery of the baby.

Note to teacher: Select students to prepare reports on the following:

- f. Natural childbirth seeks to relieve the discomfort of the birth process by educating the mother.
- g. Recent advances in medical technology include local anaesthetics which do not enter the blood stream.

Suggested resource persons: doctor, nurse, Red Cross representative.

Book No. 35, Life Before Birth.
Booklet No. 34, "Prenatal Care."

Book No. 48, Pregnancy and Birth, Ch. 14.

- h. Most babies are born head first because the baby's head is the biggest part of his body; however, in a breech presentation, a baby is born feet or buttocks first.
- i. If the baby cannot be born through the birth canal, the doctor performs a Cesarean section in which he makes an incision through the abdominal wall and delivers the baby.
- j. Professionally trained persons with adequate facilities can usually deal successfully with the complications of childbirth.

Examine pictures which show the various positions of the fetus at birth.

Discuss how the fetus is influenced by its position at birth.

Research where the term "Cesarean section" originated. Diagram where the incision is made. List reasons for the need of a Cesarean section.

Field Trip: Visit the maternity ward of a local hospital to see

- the labor room,
- the delivery room,
- the newborn babies in the nursery.

Note the differences in the size, weight and length of the babies observed.

Trace what happens to the mother from the time she is admitted to the hospital until she is dismissed.

Ask the person in charge of the hospital nursery to explain the care the infant receives immediately following delivery. Include the following:

- Removal of fluids
- Severing of umbilical cord
- Treatment of the eyes
- Identification

Discover the additional care the hospital provides for the infant from the time of delivery until his dismissal.

Books:
No. 5, Birth Atlas.
No. 48, Pregnancy and Birth, Ch. 14.

Booklet No. 34, "Prenatal Care."

Books:
No. 5, Birth Atlas.
No. 48, Pregnancy and Birth, Ch. 14.

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8. Postnatal Concerns and Care

a. Parents' attitudes toward their children are as important as their actions.

Participate in a rap session on childbirth. Indicate changes in your attitude as a result of this study.

Evaluation: Complete a written test on labor and delivery.

Brainstorm to determine the concerns of young parents. The concerns considered may include the following questions:

- Will the wife be able to regain her pregnancy figure?
- How can they get enough rest and still care for the baby?
- How can they take care of the baby and not neglect each other?

Group work: Research answers to the questions which come out of the brainstorming session.

b. Parenthood requires adjustment by all family members.

Interview young couples to learn how they felt about their new role as parents. Include such questions as the following:

- Did the mother experience "post partum blues?"
- What adjustments were necessary in the home life after the baby arrived?

Report the results of the interviews to the class and compare findings.

Booklet No. 34, "Prenatal Care."

c. As soon as the baby is born, the uterus starts to shrink, but it may take six weeks for it to return to its usual state. It is desirable that the mother have a medical examination by the end of six weeks, to determine the progress of her healing.

C. Growth and Development of the Infant

1. Infant Care

a. A newborn baby is red and wrinkled with a head one-fourth the size of his body; his average weight is seven pounds, and his average length is twenty inches.

Research to find out how and when female reproductive organs return to their normal size and condition after childbirth. See an illustration of involution. Conclude why a six weeks examination is desirable.

Evaluation: Complete the following open-ended statement. "Postnatal mental and physical problems may be avoided by . . ."

Interest Approach: Prepare a bulletin board entitled "Infant Care" on which are displayed various booklets and pamphlets related to caring for infants.

Read references on infant care.

Discuss how the appearance of a newborn baby may be disappointing to parents who do not realize that the baby will change his appearance rapidly as he grows.

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b. Since a newborn baby is completely helpless, he needs someone to love and protect him and give him an opportunity to grow and develop.

c. Lactation is the period during which milk is secreted by the mother.

d. The food a child eats contributes to his health, rate of growth, and vitality. There are two acceptable methods of feeding a newborn baby.

(1) Breast-fed babies develop fewer allergies, skin rashes, colds, coughs, and are rarely constipated. Their milk is always safe and warm.

(2) Bottle feeding does not confine the parent and is necessary if the mother

---does not enjoy breast feeding,

---is nervous or irritable,

---must go back to work.

Describe the type of care a newborn baby will require in order to be healthy and secure.

Define lactation.

Consult references to determine the advantages and disadvantages of both breast feeding and bottle feeding.

Debate: "It is more desirable to breast feed than to bottle feed a baby."

Booklets: "The La Leche League Newsletter" No. 39, "The Womanly Art of Breastfeeding" No. 40, "Facts About Breast Feeding" No. 14, "You and Your Contented Baby" No. 51, "Infant Care" No. 26,

Books: No. 9, Child Growth and Development, Ch. 6. No. 8, Child Care and Development, Ch. 9. No. 47, Please Breast Feed Your Baby. No. 57, The Developing Child, Ch. 4. No. 67, Understanding and Guiding Young Children, pp. 48-49.



No. 33, Learning About Children, pp. 126-127.
No. 55, The Child Under Six, Ch. 6.

- e. The amount of milk a baby needs and the times for feeding vary according to the patterns of his growth.

Summarize the points in favor of, or against both bottle feeding and breast feeding.

Predict the effect on the baby if a mother smokes, drinks, or uses drugs while she is breast feeding her baby.

View a film on the self-demanded schedule of baby feeding and discuss.

or

Read reference on self-demanded schedule.

Examine and evaluate a display of bottle feeding equipment.

Group work: Demonstrate the correct procedure for one of the following:

- Making a formula
- Sterilizing bottles or using presterile throw-aways
- Feeding the baby
- Burping the baby

Report on supplements to bottle feeding and the appropriate time for adding each supplement.
Explain the need for a vitamin supplement.

Summarize the important points to remember concerning the feeding of an infant.

Film No. 5, "Baby Feeding"

Book No. 55, The Child Under Six, Ch. 7.

Kit No. 1-a, "Bottle Feeding."

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>f. The following facts should be remembered when bathing a baby:</p> <ol style="list-style-type: none"> (1) The baby is never to be left alone in the bath water because of the danger of drowning or a serious injury. (2) The procedure used in bathing a baby is determined by the age of the baby and by the equipment available. (3) Test the temperature of a baby's bath water on the wrist or elbow because a baby's skin is more sensitive than an adult's hand. 	<p>Observe a young mother demonstrating how she bathes her baby.</p> <p style="text-align: center;">or</p> <p>View a film on how to bathe a baby.</p> <p style="text-align: center;">or</p> <p>Complete programmed instruction on how to bathe a baby.</p> <p style="text-align: center;">or</p> <p>Observe a group of students, or the teacher, demonstrating the bathing of a baby using a life-size doll.</p> <p><u>Note to teacher:</u> You may want to develop the concept of dressing the baby along with bathing the baby.</p> <p><u>Participate</u> in a "swing-around" to review ways to make a baby's bath enjoyable.</p> <p>Develop guidelines for selecting clothing for the infant and young child.</p> <p><u>View</u> a display of clothing for the infant and young child.</p>	<p>Young mother from the community.</p> <p>Films: No. 7, "Baths and Babies" No. 6, "Bathing the Baby"</p> <p>Programmed Learning No. 1, "Baby Care."</p> <p>Book No. 57, <u>The Developing Child</u>, Ch. 4.</p> <p>Chart No. 1, "How To Bathe A Baby."</p>
<ol style="list-style-type: none"> 2. Children enjoy clothing if it is comfortable, and suited to their needs. 		<p>Book No. 36, <u>Living and Learning with Children</u>, Chs. 1 and 2.</p>

h. Improved laundry methods make it possible to keep a baby clean and attractively dressed with a minimum number of garments.

i. Diapers need to be folded with the thickest folds in the front for a boy baby and in the back for a girl baby in order to apply the most cloth where there is the greatest need.

j. Babies are happiest when dressed with the least amount of handling.

k. Sleep habits affect a child's growth.

Analyze the garments on display in light of the guidelines which were developed.

Plan a minimum wardrobe for a baby.

Calculate the cost of the minimum wardrobe.

Examine a variety of diapers available.

Consult references to compare the different methods of folding and pinning a diaper on a baby.

Practice folding and changing diapers on a life-size doll.

Demonstrate efficient methods of dressing an infant with the least amount of discomfort using a life-size doll.

Note to teacher: This concept may be developed along with the concept of bathing a baby. Both demonstrations can be done at the same time.

Examine references to determine the amount of sleep usually required by infants and how this decreases as they mature.

Magazines, catalogues, newspapers, pricing garments in local stores.

Books:
No. 9, Child Growth and Development, Ch. 7.
No. 57, The Developing Child, Ch. 4.

Books:
No. 57, The Developing Child, Ch. 4.
No. 9, Child Growth and Development, Ch. 8.
No. 67, Understanding and Guiding Young Children, Ch. 2.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>1. A baby's wakefulness at night may be solved by shortening his daytime naps.</p>	<p><u>Participate</u> in a "swing-around response" to the question, "How can you get a baby in the proper frame of mind for sleeping?"</p> <p><u>Invite</u> a person who is experienced in caring for infants to discuss their sleeping patterns and to answer questions about what to do when the baby is wakeful at night.</p>	<p>Book No. 57, <u>The Developing Child</u>, Chs. 2 and 3.</p>
<p>m. A newborn needs a room of his own because during the first six months he sleeps 15-18 hours a day.</p>	<p><u>Describe</u> desirable characteristics for a room where the baby is to sleep. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --Light --Temperature --Quiet --Others 	
<p>n. To prevent possible suffocation, select a firm mattress and do not use a pillow in the baby's bed.</p>	<p><u>Comment</u> on the type of bedding and sleeping garments which should be provided for an infant.</p> <p><u>Point</u> out some safety practices to observe in relation to a child's sleeping arrangement.</p>	
<p>o. Providing a healthy, safe environment contributes to the prevention of disease, accidents and emergency situations.</p>	<p><u>Develop</u> a criteria for evaluating an infant's bed, bedding, and sleeping garments.</p> <p><u>Respond</u> to the following questions:</p> <ul style="list-style-type: none"> --How often does the mother take the child to visit the doctor during the first year? --What is the purpose of these visits? --What routine activities may be prescribed by the physician? 	<p>Books: No. 8, <u>Child Care and Development</u>, Ch. 23. No. 57, <u>The Developing Child</u>, Ch. 17.</p>

- (1) Knowledge of childhood illnesses contributes to effective child care.
- (2) Skill in caring for the sick child influences the child's attitudes toward illness.
- (3) Medical care is an important aspect of providing for the needs of the infant and young child.

2. Physical Development of the Infant

- a. Each infant develops in his own way and at his own speed.

- Are there community agencies which provide needed services for babies either free or at a minimum charge?
- What are some guidelines for determining when a child should be taken to the doctor other than for regular check-ups?
- What are some common causes of accidental injury of infants?
- What are some of the communicable diseases contracted by children?
- What are some symptoms of each of these communicable diseases?
- Which are the most serious? Can they be prevented, and how should they be treated?

Evaluation: Complete a true-false quiz on infant care.

Interest Approach: View a film on the physical development of a baby.

Note to teacher: Develop a film guide which includes the following questions:

- What is the definition of physical development?
- What is included in the physical development of the infant?
- What factors influence the physical development of the infant?

or

Read references to determine the physical development of the infant.

Film No. 20, "Life With Baby"

Books:
No. 8, Child Care and Development, Chs. 4 and 9.
No. 57, The Developing Child, Chs. 3 and 4.

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<p>b. Development is continuous, proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase of development.</p>	<p><u>Note to teacher:</u> You may wish to develop the concept of Emotional, Mental and Social Development before completing the following strategies.</p> <p><u>Invite adults</u> to bring infants to school for observation.</p> <p>One day observe a six week old child and a three months old child. <u>Ask</u> the adult to tell what the babies have learned to do at this point.</p> <p>Another day observe children six months old and twelve months old. <u>Ask</u> the adults to tell how these children show a readiness to sit, stand, crawl, or walk.</p> <p style="text-align: center;">or</p> <p><u>Observe children</u> in their own homes.</p> <p><u>Describe</u> the opportunities and activities these children have which promote physical growth and development.</p> <p><u>Evaluation:</u> <u>Complete</u> a quiz which requires the matching of a number of physical developments of infants with the approximate age at which each physical development is reached.</p>	<p>Suggested resource persons: mothers or grandmothers.</p>

3. Emotional, Mental and Social Development of the Infant

- a. During the baby's first year foundations for emotional, mental, and social growth are established by his relationships with other people.
- b. Mothering is looking after, caring for and loving the child.
- c. Body controls and motor accomplishments are indicators of mental growth.
- d. A variety of mental and physical experiences promote a child's intellectual growth.
- e. Environment influences language development.

Read and discuss references dealing with social, mental, and emotional development during the first year.

Define mothering.

Discuss the personality characteristics needed by the parents if they are to communicate a warm, accepting attitude toward their child.

Relate physical development to intellectual development.

List a variety of interesting things one can provide for a baby to see, hear, and/or feel.

Discuss reasons for avoiding the use of baby talk when communicating with children.

Review books suitable for use with infants.

Note to teacher: These books may be brought by students or borrowed from a library, a book store or a department store.

Cite examples of ways all members of a family, their friends, and relatives may contribute to the baby's total development.

Books:
No. 57, The Developing Child, Chs. 5 and 6.
No. 8, Child Care and Development, Ch. 4.

Book No. 57, The Developing Child, Ch. 6.

Book No. 62, The Tasks of Childhood, Ch. 8.

Book No. 67, Understanding and Guiding Young Children, Ch. 6.

or

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<p>f. Play is an important part of the child's development.</p> <p>D. Growth and Development of the Toddler</p> <p>1. Physical Development of the Toddler</p>	<p><u>Devise</u> guidelines for observing the social development of a child. <u>Observe</u> and <u>report</u> on how an infant is learning to make social responses to his family.</p> <p><u>Invite</u> a resource person to discuss the value of play in developing social maturity.</p> <p style="text-align: center;">or</p> <p><u>Observe</u> infants at play. <u>Report</u> on how play experiences provide opportunities for social, mental, and emotional growth.</p> <p style="text-align: center;">or</p> <p><u>Research</u> a book which describes games to be played with infants. <u>Demonstrate</u> or <u>describe</u> one of these games to the class.</p> <p><u>Evaluation</u>: Refer to references and <u>list</u> the development of a child from birth to one year in the sequential order in which it usually occurs. <u>Include</u> emotional, mental and social development.</p> <p><u>Discuss</u> what is included in the physical development of the child one to three.</p>	<p>Suggested resource persons: counselor, nursery teacher, day care manager.</p> <p>Book No. 1, <u>Baby Learning Through Baby Play.</u></p>

- a. Knowledge of growth and development patterns lead to better understanding and guidance of children.
- b. Children of the same age tend to have similar physical characteristics.
- c. Development proceeds in an orderly sequence but growth varies from person to person

2. Emotional, Mental and Social Development of the Toddler

- a. Language is a part of the total social, emotional and mental development of the child.
- b. Play can contribute to the total development of the child.
- c. Social adjustments are learned by association with others.

Read references on the physical development of young children.

List factors which influence the physical development of children.

Observe children and list opportunities or activities that serve to promote physical growth and development.

Evaluation: List the physical characteristics of toddlers.

Discuss what is included in the emotional, social and mental development of the toddler. Include the following:

--Language

--Play

--Social adjustments

Read references on the emotional, social, and mental development of the toddler.

Books:

No. 57, The Developing Child, Ch. 7.
 No. 8, Child Care and Development, Ch. 5.

Book No. 57, The Developing Child, Chs. 8 and 9.

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<p>E. The Preschool Child</p> <p>1. The growth of a child's body is not regular but develops in a predictable pattern.</p>	<p><u>List</u> factors which influence the emotional, social and mental development of the toddler.</p> <p><u>Observe</u> children, age one to three, and <u>list</u> opportunities or activities that serve to promote emotional, social and mental development.</p> <p><u>View</u> and <u>discuss</u> a film which shows the development of a toddler.</p> <p><u>Note</u> to teacher: These films are old, but the developmental characteristics are quite good.</p> <p><u>Evaluation</u>: When given a list of developmental stages and guidance techniques, choose those which apply to toddlers.</p> <p><u>Read</u> and <u>discuss</u> references on the following types of development of the preschool child:</p> <p style="text-align: right;">---Physical development</p>	<p>Films: No. 24, "Terrible Two's and Trusting Three's" No. 1, "Abby's First Two Years"</p> <p>Books: No. 57, <u>The Developing Child</u>, Chs. 10, 11 and 12. No. 8, <u>Child Care and Development</u>, Chs. 5, 6 and 8. No. 10, <u>Children: A Study in Individual Behavior</u>, Chs. 7, 8 and 11.</p>

2. Social development encompasses the process of learning the values, attitudes, knowledge, skills, and techniques which a society possesses.
3. The mind is not used exclusively for thinking, but directs movement, controls our emotions, and determines our behavior.
4. There are many factors that combine to determine a person's emotional responses. Three of the most important are
 - a. basic individuality,
 - b. age,
 - c. environmental circumstances.

--Social development

--Mental development

--Emotional development

Visit children in a kindergarten or Head Start program to observe various stages of physical, social, mental and emotional development.

Discuss the parents' responsibility for furthering the development of the young child.

Role play some situations which illustrate how parents may help a child develop physically, socially, mentally and emotionally.

View and discuss a film which shows the development of the preschool child.

Note to teacher: This film is old but the concepts are good.

Film No. 15, "Frustrating
Fours and Fascinating Fives"

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Make a chart of physical, emotional, social and mental development of the preschool child.
Example:

Development of the Preschool Child			
Physical Development	Social Development	Mental Development	Emotional Development

Present mini-skits illustrating how physical, emotional, social and mental development are interrelated.

Evaluation: Given a list of characteristics of children between one and six, indicate which are typical of preschoolers (3-6).

5. Guidance of the Preschool Child

Interest Approach: Label two keys discipline and punishment. Caption: "Which Key Will Unlock the Door to a Happy Childhood?"

a. Various guidance techniques are effective in guiding children.

Explore references to find various guidance techniques.

b. Discipline is a form of learning, and, if it is fair, firm, kind and consistent it can contribute to a child's sense of security.

c. Basically there are two ways to give guidance to a child.

(1) Psychologically through love or intangible reward

---Demonstrates that the attention and approval of others are important
---The child learns that his behavior may bring on a loss of attention or approval

Books:
No. 8, Child Care and Development, Ch. 15.
No. 59, The Nursery School, Ch. 7.
No. 67, Understanding and Guiding Young Children, Ch. 4, pp. 123-129.
No. 10, Children: A Study In Individual Behavior, pp. 178-186 and 288-201.

No. 49, Relationships: A Study in Human Behavior, Ch. 35.

Distinguish between the following terms:

---Discipline

---Guidance

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<p>(2) Physically through punishment or threat of punishment</p> <p>---Demonstrates a need to be good to avoid unpleasant consequences</p> <p>---This is control through guilt or fear</p> <p>d. Both positive and negative principles are valuable in guiding children's behavior.</p> <p>e. Positive reinforcement is praise or reward. Negative reinforcement is unwanted treatment which conditions the child to do or not to do a particular thing.</p> <p>F. The Playschool</p> <ol style="list-style-type: none"> 1. A well organized playschool provides wide and varied experiences for children in all areas of their development. 2. Enrollment forms give a preview of a child's experiences. 	<p><u>Determine</u> ways one may help a child develop inner control.</p> <p><u>Discuss</u> the role of reinforcement in influencing a child's pattern of behavior.</p> <p><u>Read</u> references to determine the important factors in planning a playschool.</p> <p><u>Adapt</u> an enrollment form for the playschool using the Appendix as a guide.</p>	<p>Booklet No. 12, "Education in Kentucky for Children Under Six." Books: No. 8, <u>Child Care and Development</u>, Chs. 19 and 20. No. 33, <u>Learning About Children</u>, Ch. 16.</p> <p>Appendix VI-C, "Enrollment Form," pp.276-277.</p>

3. Activities provided according to the child's age and ability will enable him to experience and enhance his self image.

4. The room arrangement will influence the success of a play-school program.

5. A playschool experience provides an opportunity for learning more about preschool children.

6. Some factors to consider when selecting toys and planning entertainment for children:

- a. Age
- b. Stages of development
- c. Needs of the child
- d. Cost

Plan a sample schedule which includes the basics of a good program for children. Include the following:

- Quiet and active play
- Routines
- Individual and group activity
- Opportunity for creativity and conformity
- Flexibility
- Minimum confusion
- Variety of experiences
- A snack
- How responsibility is shared

Plan the room arrangement for the playschool.

Note to teacher: It is suggested that the play-school be planned for three days during regular class time. Divide the class into three groups and have the groups rotate activities for the three days. The following type of activities may be assigned the groups:

- Group I, planning for playschool and working on class assignments
- Group II, working in playschool
- Group III, observing children in playschool

Plan and conduct a playschool.

Teaching Guide No. 3,
"Curriculum Guide for
Semester Course in Child
Development."

Appendix VI-D, "Suggested
Schedule For Playschool,"
p. 278.

Teaching Guide No. 1,
"Child Development
Equipment," pp. 3 and 4.

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<p>7. Recording a child's behavior facilitates an analysis of his actions.</p> <p>8. A skilled observer is one who remains inconspicuous and records facts, avoiding personal bias.</p> <p>9. Evaluation is a key to the improvement of the playschool.</p>	<p><u>Construct an observation form which includes easy ways of recording behaviors.</u></p> <p><u>Select a child from the playschool. Record the behavior of the child during the playschool.</u></p> <p><u>Write a case study of the child observed.</u></p> <p><u>Evaluation:</u> <u>Complete a questionnaire on the playschool.</u></p> <p><u>Discuss the answers given by all students.</u></p> <p><u>Conclude how the playschool might have been improved.</u></p>	<p>Appendix VI-E, "Guide For Observational Forms," p. 279.</p> <p>Appendix VI-F, "Playschool Questionnaire," pp. 280-281.</p>

MAJOR CONCEPT: VII. Food For The Family

SUPPORTING CONCEPTS: A. Social and Psychological Aspects of Food

- B. Nutritional Needs
- C. Meal Planning
- D. Food Shopping
- E. Table Setting, Service and Etiquette
- F. Meal Preparation
- G. Use of Convenience Foods
- H. Eating Away From Home

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the significance of food and mealtime to the family.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Analyze the social and psychological influences of food on the family.
- B. Develop a plan for improving daily dietary habits.
- C. Determine the value of planning nutritious family meals.
- D. Demonstrate planning and buying principles which can result in nutritious meals at minimum food costs.
- E. Apply the principles of acceptable table setting, table service, and table etiquette.
- F. Prepare nutritious meals in laboratory experiences.
- G. Differentiate between appropriate and inappropriate use of convenience foods.
- H. Distinguish some of the factors which will make eating away from home a pleasant experience.

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<p>A. Social and Psychological Aspects of Food</p> <p>1. Significance of Food to Individuals</p> <p>a. Food is significant in different ways to different individuals.</p> <p>b. What food means depends largely on the experiences that we connect with eating.</p>	<p><u>Note to teacher:</u> Give students a work sheet and ask them to place it face down in front of them. When the signal is given the paper is turned over and the student is given a specific length of time (1 minute) to list as many reasons as he can think of why he eats food. The student with the most reasons at the end of the time may be given a nutritious reward.</p> <p><u>List</u> the social and psychological reasons for eating food.</p> <p><u>Compile and discuss</u> the reasons the class listed for eating food.</p> <p><u>Describe</u> what food means to the following people:</p> <ul style="list-style-type: none"> --Homemaker --Head of the house --Farmer --Grocer ---Yourself <p><u>Explain</u> why people eat food.</p>	<p>Books: No. 24, <u>Foods in Homemaking, Ch. 1.</u> No. 46, <u>Personal Perspectives,</u> pp. 107-108.</p>

2. Eating Habits

a. Eating habits are influenced by one's environment.

b. Eating habits determine an individual's level of nutrition.

Discuss the following questions:

- Has there ever been a time when you ate food you were served, but did not want? Why?
- Why do people cook?
- Have you ever eaten food when you were not hungry? Why?

View appropriate transparencies which give examples of ways people use food to express love, relieve tension, relieve boredom, express creativity.

Describe eating habits of your family and friends. Make a class list of these good and poor eating habits.

Work in groups to prepare illustrations depicting the consequences of poor eating habits.

Discuss questions such as the following:

- How will parents' eating habits affect their children's eating habits?
- How may parents encourage their children to eat a balanced diet?
- Is there a need for parents to eat a variety of foods? Why or why not?

Read a case study of a person who has poor eating habits. Analyze the eating habits of the character portrayed. Determine how our eating habits affect those around us as well as ourselves.

Transparency No. 6,
"Food and Nutrition."

Appendix VII-A, "Mary's
Eating Habits," p. 282.

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<p>3. Family Relationships</p> <p>a. Family relationships at mealtime are influenced by a variety of factors.</p>	<p><u>Complete</u> the following activities:</p> <ul style="list-style-type: none"> --<u>Describe</u> a poor eating habit you have. --<u>Explain</u> how you developed this poor habit. --<u>Decide</u> how this poor eating habit affects your health, appearance, family and friends. --<u>Make</u> a plan to improve your eating habit. --<u>Share</u> the plan with the class. <p><u>Give</u> examples from television programs, movies, or stories of family relationships at mealtime.</p> <p><u>Decide</u> what has caused the formation of these relationships and what customs, routines, values or standards are revealed by these relationships.</p> <p><u>Identify</u> customs that your families observe at mealtime. <u>Answer</u> the following questions:</p> <ul style="list-style-type: none"> ---What customs would you like to continue in your own family? ---What values and standards are revealed by your family's mealtimes? ---How are your family's mealtime routines affected by customs, values and standards? ---How does custom influence the food preparation, the type and form of food served, the food service and the location of the eating area? 	<p>Transparency No. 6, "Food and Nutrition."</p>

b. Setting standards for family meals will contribute to more harmonious relationships.

c. The acceptance of mealtime responsibility is influenced by changing roles of family members.

Formulate criteria for family meals such as the following:

- Ideal time
- Acceptable conversation
- Appropriate manners
- Pleasant atmosphere
- Attractive table service

Decide how families could achieve the ideal mealtime relationships described by the criteria.

Group work: Choose one of the following radioscopes and determine who should be responsible for various aspects of family meals including meal planning, food shopping, food preparing, and clean-up.

- A young married couple with the husband working outside the home and the wife staying at home
- A young married couple with the husband attending school and the wife working outside the home
- A family with teenaged children in which both the mother and father work outside the home
- A family with teenaged children in which only the father works outside the home
- An older retired couple whose children live away from home

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>4. Food, An Asset to Entertainment</p> <p>a. The following are some reasons for entertaining:</p> <ul style="list-style-type: none"> (1) To avoid being alone (2) To become better acquainted with others (3) To celebrate a special occasion (4) To renew or keep friendships (5) To fulfill obligations <p>b. When entertaining guests one usually serves some type of food.</p>	<p><u>List</u> reasons for entertaining.</p> <p><u>Give</u> some examples of when food is used to entertain guests.</p> <p><u>Visualize</u> such entertainment without food.</p> <p><u>Recall</u> some examples of occasions families celebrate with food.</p> <p><u>Collect</u> and <u>display</u> illustrations of foods served for special occasion entertainment.</p> <p style="text-align: center;">or</p> <p><u>View</u> appropriate transparencies of special occasion meals.</p> <p><u>Evaluation:</u> Role <u>play</u> the ways food influences families in the community, both socially and psychologically. <u>Show</u> both the positive and negative side of such influences.</p>	<p>Transparency No. 6, "Food and Nutrition."</p>

B. Nutritional Needs

1. While the basic four food groups are necessary to everyone, each individual has his own specific needs.

2. Food Nutrients

A knowledge of the food nutrients enables one to eat well balanced meals.

Interest Approach: View a bulletin board or chart showing the basic four food groups. Determine the number of servings needed daily for family members.

Keep a record of what you eat for a given number of meals. Determine whether you are eating the proper foods. Make a plan for improving your personal eating habits.

Plan meals for a day which include the requirements of the basic four. Keep for future reference.

Note to teacher: Ask students to use references to make a complete list of nutritional terms. Distribute the terms among the students, ask them to find available facts about each term, and report the findings to the class.

Complete a nutrition crossword puzzle.

Book No. 64, Thresholds to Adult Living, Ch. 4.

Appendix VII-B, "Are You Eating the Basic Four Daily?" p. 283.

Books:

No. 23, Food For Modern Living, Ch. 7.

No. 24, Foods in Homemaking, Ch. 6.

No. 19, Experiences With Foods, Ch. 1.

No. 46, Personal Perspectives, Ch. 8.

No. 71, Your Foods Book, pp. 59-62, 70-75 and 78-92.

No. 22, Family Meals and Hospitality, Ch. 1.

No. 64, Thresholds to Adult Living, Ch. 4.

Periodical No. 3,

What's New in Home

Economics, March 1970,

p. 6.

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Evaluation: Play "Food and Nutrition Jeopardy."

and/or

Complete a matching or multiple choice quiz on nutrition.

Read and discuss references on meal planning.

1. The homemaker's responsibility is to plan meals which offer maximum food value for good health, are colorful, and have variety in flavor and texture.

View pictures of meals and analyze them for nutrition, color, flavor and texture.

Note to teacher: Develop four menus which the students may analyze for nutrition, color, flavor, taste variation, texture, and temperature contrast.

Teaching Guide No. 4,
"Food and Nutrition
Curriculum Guide for
Consumer and Homemaking
Education."

Books:
No. 22, Family Meals and
Hospitality, Ch. 7.
No. 23, Food for Modern
Living, Ch. 9.

Food models
Magazine pictures
Book No. 22, Family
Meals and Hospitality,
P. 110.
Filmstrip No. 12, "Go
Grow and Glow." (Use only
appropriate frames.)

Booklet No. 29, "Meal
Planning."

2. Energy needs of individuals vary and are influenced by heredity, age, size, sex, activity, climate, physical activity and emotional state.

Analyze four menus furnished by the teacher. Suggest changes which will make the menus acceptable.

Calculate your total calorie need.

Calculate the number of calories in a day's menu furnished by the teacher.

Evaluation: Analyze the meals you planned for one day and make the changes necessary to provide the following:

- Variety in color
- Variety in flavor
- Variety in texture
- Variety in temperature
- The number of calories you need daily

D. Food Shopping

1. Factors Affecting Shopping Decisions

Read references on food buying.

Answer study questions dealing with food buying and food costs.

Books:
No. 23, Food For Modern Living, pp. 556-572.
No. 24, Foods in Homemaking, pp. 532-543.

Booklet No. 16, "Facts On Shopping For Food."
Books:
No. 64, Thresholds To Adult Living, Ch. 4.
No. 19, Experiences With Foods, Ch. 9.
No. 71, Your Foods Book, pp. 169-172, 177, 208-210.

Book No. 14, Consumer Economic Problems, Ch. 1.

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<p>a. The money required to buy food for the family may be influenced by the following:</p> <ul style="list-style-type: none"> (1) Location (2) Number of family members (3) Ages (4) Sex (5) Activities <p>b. Family food costs will vary with the size and economic composition of the family, the value they place on food, and the resources available.</p>	<p><u>Group work:</u> Discuss or role play factors that influence food buying patterns in each of the following situations:</p> <ul style="list-style-type: none"> --Career girl living alone --Young married couple --Couple on limited budget --Large family --Working mother --New mother with no help --Shopping when hungry <p style="text-align: center;">or</p> <p><u>Independent study:</u> Plan menus for three days that will fit income level of a hypothetical family. Give age level and occupation of each family member. <u>Identify</u> values and goals important to the family.</p>	<p>Book No. 24, <u>Foods In Homemaking</u>, Ch. 8.</p> <p>Appendix VII-C, "Consumer Buymanship," p. 284.</p>
<p>2. Food Costs</p> <p>a. Each family has its own method for spending the food dollar.</p>	<p><u>Study and discuss</u> references to become familiar with food buying principles and practices of families.</p> <p><u>Study</u> handout sheet carefully. <u>Consider</u> each item. <u>Agree</u> or <u>disagree</u> with each statement.</p>	

b. The resources available for meeting personal and family food needs include one's management capability and the availability of foods, services and purchasing power.

Study a typical medium cost menu. Make the necessary changes that would make it a low cost menu and a high cost menu. Discuss the use of food stamps or commodity foods.

or

Study a variety of menus which are balanced nutritionally but high in cost to see the possibilities for substituting less expensive items without affecting the nutritional value.

Complete the following activities:

- Secure a pound of ground beef.
- Draw for income levels.
- Choose a suitable recipe.
- Prepare the dish.
- Participate in a tasting party.

3. Type of Markets

Research the different types of food markets.

a. There are a variety of types of food markets in most communities.

Identify the different types of food markets in your community.

b. A homemaker will shop more intelligently if she is aware of different types of stores and their special services.

Compile a list of services these markets offer and identify how they affect cost of food.

Interview parents and neighbors as to when and where they shop and why. Report findings to class.

Debate: "The neighborhood grocery offers more services than the supermarkets."

Books:
No. 24, Foods In Homemaking, Ch. 8.
No. 46, Personal Perspectives, pp. 154-155.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>4. Common shopping courtesies may result in the following:</p> <ul style="list-style-type: none"> a. Improved relationships b. Lower food costs c. Better service d. Merchandise of improved quality 	<p><u>Summarize</u> the relationship of marketing practices to time and energy by writing a paper entitled, "The Best Place and Time For My Family To Shop For Food."</p> <p><u>View</u> filmstrip which emphasizes shopping courtesies.</p> <p><u>List</u> some common shopping courtesies.</p> <p>Recall examples of courteous and discourteous shoppers.</p> <p><u>Evaluation:</u> Working in groups, <u>plan</u> a weekly market order for a newly married couple on a given budget.</p>	<p>Filmstrip No. 36, "Your Money's Worth In Shopping."</p>
<p>E. Table Setting, Service, and Etiquette</p> <ul style="list-style-type: none"> 1. Your enjoyment of a meal depends not only on the quality and attractiveness of the food but also on the following: <ul style="list-style-type: none"> a. Attractiveness of the table b. Proficiency of the service c. Observance of acceptable etiquette 	<p>Use references to research facts on table manners, service and setting.</p>	<p>Books: No. 19, <u>Experience With Foods</u>, Ch. 25. No. 23, <u>Food For Modern Living</u>, Ch. 6. No. 64, <u>Thresholds To Adult Living</u>, Ch. 7.</p>

2. Practicing good table manners enables one to feel at ease.

3. It is as easy to follow the basic principles of table setting as it is to set a table haphazardly.

F. Meal Preparation

1. Understanding and using a recipe involves knowing tables of measurement, equivalents of common measurements, and abbreviations and terms used in recipes.

Study and discuss the table manners listed on the student handout.

Without using names of people, relate table manners you have observed that were unattractive.

Group work: Set the table appropriately for a given menu. Analyze the setting of all groups other than your own.

Note to teacher: Demonstrate table service using the table settings prepared by the students.

Practice table service with your group.

Evaluation: Role play various situations involving table manners, table setting, and table service.

or

Collect pictures of attractive table settings and evaluate them; demonstrate setting a cover for one person; describe a type of table service appropriate for a Sunday dinner at home; and explain the proper way to hold and use a dinner knife, dinner fork and a teaspoon.

Note to teacher: As an interest approach, use a flannel board to introduce tables of measurements, equivalents of common measurements, and abbreviations used in recipes.

Study table of measurements and abbreviations used in recipes.

Some Supporting Content
and Generalizations

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Resources

No. 63, The World of Foods, Ch. 4.
No. 19, Experiences in Food, pp. 350-353.

Determine the equipment necessary for measuring basic ingredients.

Observe a demonstration on how to measure basic ingredients such as the following:

- Flour
- Sugar
- Cocoa and chocolate
- Baking powder
- Shortening
- Butter and margarine
- Liquids

List and define common terms used in recipes.

Books:
No. 24, Foods in Homemaking, Ch. 3.
No. 34, Lessons in Living, Glossary 1 and 2, pp. 373-379.
No. 52, Teen Guide to Homemaking, pp. 252-255.
No. 63, The World of Food, Ch. 4.

or

View a filmstrip on cooking terms and write the definition of each term viewed.

Complete a matching quiz on measurements, cooking terms and abbreviations.

Note to teacher: Explain the arrangement of each unit kitchen and the use and care of each piece of equipment.

Tour the foods laboratory and observe the arrangements and location of equipment and supplies, and become acquainted with storage space provided for all items.

Examine the equipment in the kitchens and learn the name and use of each piece. Identify equipment by name and use.

Note to teacher: The above strategy may be accomplished by a treasure hunt.

Discuss methods of having "a place for everything and everything in its place."

Observe a demonstration of the methods to be used in caring for both large and small equipment.

Note to teacher: This demonstration may be done by the teacher or a representative of a utility company.

2. A knowledge of kitchen equipment and furnishings and their use and care may enable one to save time and prevent accidents.

Books:
No. 24, Foods in Homemaking, Ch. 2.
No. 23, Food For Modern Living, Ch. 4.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>3. More accidents take place in the kitchen than any place else in the home; therefore one needs to learn to work with tools efficiently and to avoid dangerous practices.</p>	<p>Discuss the most frequent causes of accidents in the kitchen and ways of preventing them. Include the following:</p> <ul style="list-style-type: none"> --Haste --Carelessness --Inappropriate work habits --Lack of training --Inconvenient arrangements of cabinets or equipment --Damaged equipment --Insufficient lighting --Inappropriate clothing <p>Develop safety rules to follow while working in the foods laboratory.</p> <p>Note to teacher: Divide the class into family groups using techniques such as sociograms, drawing for partners, or volunteering.</p> <p>Buzz groups: Identify characteristics of cooperative working relationships in the foods laboratory.</p> <p>List and discuss the responsibilities of individuals in each group.</p>	<p>Books: No. 23, <u>Food For Modern Living</u>, Ch. 10. No. 19, <u>Experiences With Food</u>, pp. 24-25. No. 71, <u>Your Foods Book</u>, pp. 115-117. No. 42, <u>Mealtime</u>, pp. 332-336.</p>
<p>4. Working with others in the foods laboratory involves group acceptance of standards of work to be practiced by each individual in the class.</p>		
<p>5. Knowing one's responsibility makes laboratory group work run smoothly.</p>		

6. Preparing meals for two presents special management problems.

View illustration in the reference for preparing meals for two, such as dividing recipes, buying canned goods, and managing leftovers.

Give reasons for dividing recipes when there are only two people.

Observe a demcnstration on how to divide recipes.

Practice dividing given recipes.

Research to obtain information about leftovers.

Discuss the following:

- What are planned leftovers?
- How should leftovers be stored?
- How can planned leftovers be helpful when cooking for two?
- How can planned leftovers save time and money?

Group work: Develop some hints for meal preparation for two. Using menus given to the groups, make a market order needed to prepare the meals for two people.

Plan, prepare, and serve a meal for two.

Evaluation: Complete a modified true-false quiz on the factors which affect meal preparation.

Define convenience foods.

List as many convenience foods as you can recall.

Book No. 3, Betty Crocker's New Dinners for Two.

Book No. 23, Food For Modern Living, pp. 200-201.

Book No. 3, Betty Crocker's New Dinners for Two.

Books:
No. 23, Food For Modern Living, Ch. 2.
No. 22, Family Meals and Hospitality, p. 44.

G. Use of Convenience Foods

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>1. Foods in forms such as frozen, dried, canned, heat-and-serve, or packaged mixes are known as convenience foods.</p> <p>2. Convenience foods may be used to cut down on food preparation time.</p>	<p><u>Plan and prepare</u> a dish using convenience foods and a similar dish prepared from a recipe.</p> <p><u>Note to teacher:</u> If each group chooses a different dish, all may be combined for a buffet meal.</p> <p><u>Compare</u> the time of preparation, cost, taste, and the nutritional values of each of these foods.</p> <p><u>Note to teacher:</u> Other laboratory experiences may be planned to meet the needs of the students.</p> <p><u>Evaluation:</u> <u>Conclude</u> some instances in which it is appropriate to use convenience foods.</p>	<p>Book No. 24, <u>Foods in Homemaking</u>, Ch. 12.</p>
<p>H. Eating Away From Home</p> <p>1. Each day more Americans eat more meals away from home.</p>	<p><u>Discuss</u> the reasons for the increase in eating away from home.</p> <p><u>Brainstorm</u> for places to eat away from home. <u>Include</u> the following:</p> <ul style="list-style-type: none"> --School cafeteria and snack bars --Restaurants --Cafes --Concession stands --Drive-ins --Picnics --Friends' homes --Vending machines --Other eating places 	

Discuss the following questions:

- How do you select a place to eat away from home?
- What are the factors you consider?
- Why are these factors important?
- What factors should you consider when eating out in an unfamiliar town?

2. Good manners learned at home will carry you through when eating out.

3. Becoming familiar with a variety of menus will make one more confident in ordering food.

Describe or role play a visit to a fashionable restaurant, illustrating the necessary points of etiquette.

Read and discuss a case study on dining out.

Evaluation: View a variety of menus found in public eating places. Define unfamiliar terms or foods found on these menus. Practice ordering from a menu. Analyze the meal you choose.

Books:
 No. 64, Thresholds to Adult Living, Ch. 7.
 No. 24, Foods in Homemaking, Ch. 12.

Book No. 24, Foods in Homemaking, pp. 341-343 and 348-350.

Book No. 46, Personal Perspectives, p. 139.

Menus from restaurants
 Book No. 24, Foods in Homemaking, pp. 345-347.

MAJOR CONCEPT OF UNIT: VIII. Clothing For the Family

SUPPORTING CONCEPT: A. Social and Psychological Aspects

- B. Physical Aspects
- C. Management and Consumer Aspects
- D. Care and Maintenance

UNIT OBJECTIVE: Upon completion of this unit, the student will be able to analyze the various factors to be considered in providing clothing for the family.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Analyze the social and psychological effects which clothing may have on the individual.
- B. Apply the elements of design and fashion trends to individual clothing selection.
- C. Analyze the factors which affect clothing decisions.
- D. Determine the proper methods for care and maintenance of clothing.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>A. Social and Psychological Aspects of Clothing</p> <ol style="list-style-type: none"> 1. Clothing aids in the fulfillment of man's basic social and psychological needs. 2. A choice in clothing selection allows one to express self, feelings and moods. 	<p>View filmstrips or transparencies of costumes through the ages. Discuss reasons man has used body coverings through the ages. <u>Include the following:</u></p> <ul style="list-style-type: none"> --Climatic conditions --Individuality --Decoration and ornamentation --Group identification --Status --Ceremonies --Other reasons <p><u>Recall</u> the place of clothing as a basic need of man.</p> <p><u>Explain</u> ways in which the clothing illustrated in the filmstrip or transparencies satisfied man's basic needs.</p> <p><u>Collect</u> pictures of current fashions and determine how one's basic needs are satisfied by today's fashions.</p> <p><u>Compare</u> current fashions to historic costumes. <u>Decide</u> how they are similar and how they are different.</p>	<p>Filmstrip No. 10, "Fashion: A Visual History," Parts I-V. Transparencies No. 11, "Primitive Man," Part IV. Book No. 11, <u>Clothing: A Comprehensive Study</u>, Ch. 1.</p> <p>Men's fashion magazines Women's fashion magazines Newspapers</p>

3. Dress reflects what we think we are and what we want to be.

Discuss the following:

- How clothing affects one's self-concept
- Situations when you were not appropriately dressed and how you felt
- Persons you know whose self-concept affects the way they dress
- How clothing may reflect what an individual thinks of himself
- The ways in which clothing may be used as defense mechanisms
- How clothes may enhance a "good" self image
- How clothes may cover up a "poor" self image
- How clothing may influence the wearer's behavior

Role play situations in which one is not dressed appropriately.

4. First impressions are partly created by an individual's appearance, and the individual needs to be aware of the meaning which dress communicates if the desired impression is to be reached.

View pictures or transparencies of persons dressed in various ways and write your first impression of the people depicted in each picture.

Books:
No. 61, The Second Skin,
Ch. 6.
No. 16, Dress, p. 18.
No. 25, Guide To Modern Clothing,
Ch. 1.

Transparency No. 7,
"Interrelationships of
Clothing With Behavior,
Roles and Values."
Books:
No. 11, Clothing: A
Comprehensive Study,
pp. 180-182.
No. 61, The Second Skin,
Ch. 7.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>5. One's role is often identified by uniformity in dress. Some examples:</p> <ol style="list-style-type: none"> a. Girl Scouts b. Police c. Athletes 	<p><u>Define</u> first impressions.</p> <p><u>Describe</u> the validity of first impressions.</p> <p><u>Discuss</u> the dress of well known persons. <u>Tell</u> the kind of first impressions they are creating.</p> <p><u>Share</u> and compare your first impressions of the pictures viewed above. <u>Consider</u> the following questions:</p> <ul style="list-style-type: none"> --What may have been the impression each person was trying to create? --How may clothes convey an impression of what one does and believes? <p><u>Analyze</u> the first impression revealed by the way you dress. <u>Decide</u> if this impression could be improved, and how.</p> <p><u>Note to teacher:</u> Make a set of flash cards to use in the following strategy.</p> <p><u>View</u> flash cards of people dressed in clothing which depict their role in society.</p> <p><u>Write</u> down the role in which each wearer participates. <u>Compare</u> answers.</p> <p><u>Give</u> examples of the way groups in your school or community are identified by the clothing they wear and how clothing makes changing from one role to another easier.</p>	

Book No. 61, The Second Skin, Ch. 6 and 7.

Books:
No. 11, Clothing: A Comprehensive Study, Ch. 12.
No. 16, Dress, Chs. 3 and 9.

Book No. 61, The Second Skin, pp. 202-203.

Filmstrip No. 5,
"Clothing Communicates."
Transparency No. 2, "
Clothing Symbolism."

Produce a minute drama to illustrate how clothing reflects an individual's role in society.

Recall your personality traits revealed by the "Personality Check List" used in Concept I.

Research to find philosophies of dress such as:

--Symbolism of color

--Psychological effects of color

--Color and selection based on the seasons

--Other philosophies

Predict ways individuality may be expressed by clothing selection.

Discuss how one's clothing selection contributes to social ease and comfort.

View a filmstrip which shows what our clothing portrays.

View transparencies and describe the individuality portrayed through clothing.

Point out individuality portrayed by characters viewed on television or in movies or described in stories.

Give examples of ways clothing affects one's emotions such as a change of mood or a lifting of morale.

6. One may express individuality and personality through clothing selection.

7. Clothing may convey one's emotions.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>8. An individual may reflect his values through clothing selection.</p>	<p>Name articles of clothing or accessories that reflect status or prestige in the following:</p> <ul style="list-style-type: none"> --Teen-aged groups --Middle-aged people --Older adults <p>Describe ways clothing reflects one's values.</p> <p>View pictures of various types of dress and describe the values reflected by each type.</p> <p>View illustrations of dress over the past decades. Discuss national values that are reflected.</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> --Do you dress for yourself, the opposite sex, or members of your own sex? --Why do you dress as you do? --What values influence your dress? 	<p>Books: No. 61, <u>The Second Skin</u>, pp. 9, 68, 81-82 and 84. No. 54, <u>Textiles For Homes and People</u>, pp. 256-257. No. 11, <u>Clothing: A Comprehensive Study</u>, pp. 160-163.</p>

Evaluation: Explain your reactions to one of the following statements:

- "Clothes make the man."
- "You are part of the scenery for other people."

B. Physical Aspects

1. Elements of Design

- a. Elements of design may be used to enhance an individual's physical characteristics.
- b. Figure features may be emphasized or minimized through the proper selection of clothing.

Interest Approach: Present a fashion show using clothing secured from local merchants.

Identify your physical characteristics and coloring.

View a filmstrip or transparencies illustrating the elements of design.

or

Observe a flannel board presentation of the elements of design.

Assemble and explain illustrations of designs that stress the best characteristics or cover up undesirable ones.

Draw a silhouette of one garment which is suitable for your figure.

Book No. 64, Thresholds to Adult Living, Ch. 6.

Transparency No. 9, "Line and Shape," Parts I and II.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>2. Fashion Trends</p> <p>a. Knowing the differences between fashions and fads contributes to wise clothing decisions.</p> <p>b. Fashion trends express the current feelings and values of the times.</p>	<p><u>Distinguish</u> between fad and fashion.</p> <p><u>Group work</u>: Find clothing examples of fashions and fads for each family member.</p> <p>Observe current fashion trends and predict which ones may be fads and which ones may become fashion.</p> <p><u>Discuss</u> the following:</p> <ul style="list-style-type: none"> --What factors influence clothing selection? --How do fads and fashions help you to be accepted by your peers? --How does clothing develop a feeling of adequacy? --How do fads and fashions repeat themselves? Give examples. --Who starts a fad? --Why are fads started? --Who perpetuates a fad and why? <p><u>Evaluation</u>: Choose a dress-up outfit for yourself that will enhance your physical characteristics, be fashionable this season, and remain in fashion for at least two years.</p>	<p>Book No. 11, <u>Clothing: A Comprehensive Study</u>, pp. 75-76.</p> <p>Magazines Newspapers Filmstrip No. 35, "Young Fashion Forecast."</p>

C. Management and Consumer Aspects

1. Factors Influencing Clothing Decisions

- a. The following influence clothing requirements:
 - (1) Climate
 - (2) Work and activities
 - (3) Community
 - (4) Family life cycle
- b. Factors influencing clothing decisions include the following:
 - (1) Resources
 - (2) Needs
 - (3) Wants
 - (4) Family composition
 - (5) Social aspects
 - (6) Life cycle
 - (7) Care required

2. A Well Planned Wardrobe

- a. Understanding the characteristics of a well planned wardrobe will enable an individual to make better use of his clothing budget.

View a bulletin board or transparencies depicting factors which influence one's clothing requirements.

Explain how these factors affect your clothing requirements.

Complete the following statement: "When I am selecting clothing, I consider . . ."

Make a class list of factors influencing clothing decisions.

Read a case study involving a family clothing decision. Explain how various factors influenced family clothing decisions.

Evaluation: Write and share additional case studies involving family clothing decisions.

Describe the meaning of wardrobe.

Compare the class's definition to one found in a dictionary.

React to the statement: "I don't have a thing to wear."

Discuss why you may not have a thing to wear.
List reasons given.

Transparency No. 7,
"Interrelationships of
Clothing with Behavior,
Roles, and Values."

Book No. 46, Personal
Perspectives, p. 226.

Book No. 7, Call Me
Mister, Ch. 13.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. A well planned wardrobe will include garments suitable for all occasions.</p>	<p><u>Discuss</u> the advantages of planning your wardrobe.</p> <p>Research to determine the characteristics of a well planned wardrobe. The list may include the following:</p> <ul style="list-style-type: none"> --Sufficient garments for day to day needs --Accessories for complete outfits --Basic color scheme --Attractive, becoming, comfortable, and appropriate garments --Coordinates --Seasonal garments --Other characteristics <p><u>Evaluation:</u> Using fashion magazines and pattern books, <u>plan</u> two outfits which will mix and match.</p>	<p>Books: No. 11, <u>Clothing: A Comprehensive Study</u>, pp. 312, 337. No. 64, <u>Thresholds to Adult Living</u>, Ch. 6.</p>
<p>3. Shopping for Clothing</p> <p>a. An understanding of wise shopping practices contributes to satisfactory clothing selection.</p>	<p><u>Review</u> the buying principles studied in Concept IV.</p> <p><u>Relate</u> satisfactory and unsatisfactory experiences you or your friends have had while shopping for clothing.</p> <p><u>Role play</u> situations in which various shopping practices are demonstrated.</p>	<p>Books: No. 7, <u>Call Me Mister</u>, Ch. 15. No. 64, <u>Thresholds to Adult Living</u>, Ch. 6.</p>

b. A knowledge of the sources of clothing contributes to effective shopping practices.

List the sources for clothing selection in your community. Include the following:

- Department stores
- Fabric stores
- Discount stores
- Community distribution centers

Identify type of clothing each source offers. List advantages and disadvantages of each source.

c. Labels on garments are for the purpose of increasing consumer information and satisfaction.

Bring a collection of labels from ready-to-wear garments.

List information found on the labels.

Explain how this information may aid you in selecting ready-to-wear garments. Discuss how labeling may be misleading.

Select an appropriate garment according to label information in a given problem solving situation.

d. Understanding the standards of good fit will contribute to satisfactory clothing selection.

Research to find standards for good fit in garments. Include the following:

- Key lines on grain
- Lines conform to body structure
- Set of garment smooth
- Ease adequate
- Garment balanced
- Other standards

Note to teacher: Ask students to volunteer to be models for the following activity:

View male and female models wearing garments which fit properly and improperly. Distinguish between the good and poor fit.

Book No. 11, Clothing: A Comprehensive Study, Ch. 7.

Book No. 11, Clothing: A Comprehensive Study, pp. 288-289.

Books:
No. 11, Clothing: A Comprehensive Study, Ch. 16.
No. 64, Thresholds to Adult Living, Ch. 6.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>e. The ability to judge the quality of clothing contributes to consumer satisfaction.</p>	<p><u>Visit</u> a department store and <u>listen</u> to the manager or a salesperson identify quality features in garments.</p> <p><u>Determine</u> when quality is not the most important factor in choosing a garment.</p> <p><u>Evaluation:</u> <u>List</u> ten shopping practices which contribute to wise clothing selection.</p> <p style="text-align: center;">or</p> <p><u>Examine</u> garments on display which vary in quality and <u>determine</u> which garments are the better buys.</p>	<p>Filmstrips: No. 33, "TLC for Textiles." No. 34, "Understanding Today's Textiles."</p> <p>Books: No. 11, <u>Clothing: A Comprehensive Study</u>, Ch. 15. No. 16, <u>Dress</u>, Ch. 7. No. 7, <u>Call Me Mister</u>, Ch. 12. No. 64, <u>Thresholds to Adult Living</u>, Ch. 6.</p>
<p>D. Care and Maintenance</p> <p>1. Specific fabrics and items of apparel require definite care and maintenance.</p>	<p>View a filmstrip which describes permanent care labeling.</p> <p><u>Identify</u> the care required of the following garments:</p> <ul style="list-style-type: none"> --Permanent press shirt --Double knit slacks --Cotton blouse --Nylon lingerie --Wool suit --Wool sweater --Knit dress 	

2 Living away from home presents young adults with unique problems in the care of clothing.

3. A basic knowledge of simple clothing care may result in a savings of time and money.

Observe a demonstration or view a filmstrip on laundry techniques.

Note to teacher: Demonstrate and allow students to practice some of the following:

- Pressing a shirt
- Pressing a man's suit
- Sewing on a button
- Mending a seam by machine and hand
- Removing stains
- Packing a suitcase

Evaluation: When given a list of garments and a description of the fabrics from which they are made, describe the care and maintenance each garment would need.

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MAJOR CONCEPT: IX. Housing For the Family

SUPPORTING CONCEPTS: A. Influence of Housing on Family Members

B. Factors Which Influence Housing

C. Housing Decisions

D. Future Housing

UNIT OBJECTIVE: The student will formulate opinions and guidelines concerning the various factors involved in providing satisfactory housing for the family.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Analyze the various factors in housing which will affect the family physically, psychologically, and socially.**
- B. Determine how human, environmental, and technological factors influence the housing made available.**
- C. Analyze the needs, wants, and resources of the family which are to be considered before a housing choice is made.**
- D. Identify the factors which will be reflected in changes in future housing.**

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources								
<p>A. Influences of Housing on Family Members</p> <p>1. Physiological Benefits</p> <p>a. Housing provides one with the following physical benefits:</p> <table border="0"> <tr> <td>(1) Shelter</td> <td>(5) Health</td> </tr> <tr> <td>(2) Comfort</td> <td>(6) Safety</td> </tr> <tr> <td>(3) Location</td> <td>(7) Economy</td> </tr> <tr> <td>(4) Convenience</td> <td></td> </tr> </table>	(1) Shelter	(5) Health	(2) Comfort	(6) Safety	(3) Location	(7) Economy	(4) Convenience		<p><u>Note to teacher:</u> As an interest approach, prepare one of the following bulletin boards:</p> <p>--Display pictures which show the progression of housing and entitle it, "Housing Through the Ages."</p> <p>--Use the appendix as an example for a bulletin board.</p> <p><u>Brainstorm:</u> "Home is where I . . ." for ideas of housing.</p> <p><u>Consult</u> references to gain knowledge concerning housing and what it may mean to an individual or a family.</p> <p><u>Develop</u> a definition of housing.</p> <p><u>Discuss</u> which physical needs housing will help satisfy.</p>	<p>Appendix IX-A, "In Any Language, There's No Place Like Home," p. 287.</p> <p>Books: No. 41, <u>Married Life</u>, pp. 482-485. No. 31, <u>Homes with Character</u>, Ch. 4. No. 49, <u>Relationships: A Study in Human Behavior</u>, pp. 22-23, and 187.</p>
(1) Shelter	(5) Health									
(2) Comfort	(6) Safety									
(3) Location	(7) Economy									
(4) Convenience										

b. Proper housing provides one with shelter from the environmental elements.

2. Psychological Benefits

a. Satisfactory housing may aid one in developing psychologically and may meet the psychological needs for privacy and security.

b. The psychological effects of housing may or may not be affected by the economic level of the family.

3. Sociological Benefits

a. Housing provides security in which one may develop socially.

List the environmental elements from which one is sheltered by one's home.

View a filmstrip illustrating the psychological effects of housing.

Discuss how housing benefits one psychologically. Include interests, privacy, beauty, etc.,

Sketch or describe a house you would consider undesirable. Express orally your feelings about the house. Pretend that your best friend moves to this house. Decide if your feelings about the house would change.

View a filmstrip which brings out the sociological needs the home fulfills.

Describe two visits to the homes of owners, one when you felt at home and comfortable and one when you felt ill at ease. Analyze the two situations to determine why you felt differently.

Filmstrip No. 13,
"Homes for People, Part I."

Filmstrip No. 13,
"Homes for People, Part II."

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. The benefits provided by housing vary according to family, social and economic position, cultural background, and environment.</p> <p>B. Factors Which Influence Housing</p> <p>1. Human Factors</p> <p>a. Family life today is in a period of transition.</p>	<p><u>Note to teacher:</u> Divide the class into four small groups and ask each group to decide how one of the following affects the benefits provided by housing:</p> <ul style="list-style-type: none"> --Family social position --Family economic position --Cultural background --Environment <p><u>Evaluation:</u> <u>Write a paper</u> entitled "How my home benefits me."</p> <p><u>Brainstorm</u> how housing needs have changed in the past fifty years and in the past ten years.</p> <p><u>View</u> a filmstrip which depicts the historical progression of housing.</p> <p style="text-align: center;">-or-</p> <p><u>Read</u> references which depict changes in housing and <u>explain why</u> these changes have occurred.</p>	<p>Filmstrip No. 11, "From Tree to Home-Site."</p> <p>Books: No. 30, <u>Homes Today and Tomorrow</u>, Chs. 1 and 3. No. 58, <u>The Home: Its Furnishings and Equipment</u>, Ch. 1.</p>

- b. Today's family demands more in the way of housing.
- c. Housing standards for the average family have greatly increased.
- d. Housing needs and wants are affected by the various life cycles of the family.

2. Environmental Factors

- a. Environmental factors influence the form, the location, and the use of a house.

- b. Housing is to be designed to fit into the landscape.

List items you consider essential in the home which were luxuries only a few years ago.

Decide which individual values caused the items to change from luxuries to essentials.

Review the life cycles.

Describe the types of housing which might be desirable during each cycle.

or

Use a check list to indicate the housing needed by the family during different life cycles.

Listen to a resource person describe the environmental factors which influenced the planning of a house.

or

Read references to determine how environmental factors influence the planning of a house.

Note to teacher: If you use a resource person you may want to also develop the concept of technological factors first and have him talk on building materials as well as environmental factors.

View pictures or slides of famous architectural structures. Determine whether the structures fit into their surroundings.

Concept II

Appendix IX-B, "Housing Features and the Life Cycle," pp. 288-289.

Suggested resource persons: architect, contractor, home owner who has planned his home.

Book No. 30, Homes Today and Tomorrow, pp. 26-31 and 147-148.

Book No. 30, Homes Today and Tomorrow, Ch. 7, pp. 448-454.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>3. Technological Factors</p> <p>a. The variety of building materials which are available and the changes and advancements in building technology will influence housing today and in the future.</p>	<p><u>View</u> a filmstrip on the use of building materials.</p>	<p>Filmstrip No. 21, "Men and Building Materials."</p>
<p>b. The traditional building materials are wood, brick, and stone. New synthetic materials, especially plastics, are being introduced into all areas of housing.</p>	<p>Listen to a resource person talk about building materials, or <u>read and discuss</u> references on building materials.</p>	<p>Book No. 30, <u>Homes Today and Tomorrow</u>, Ch. 7.</p>
<p>c. Other technological advancements include pre-assembled cores, modular buildings, and improved mobile homes.</p> <p>(1) A preassembled core is an entire room which is completed at a factory and then lowered through the roof of an already existing structure. This serves to remodel the interior of the structure.</p>	<p><u>Recall</u> from previous references other technological advancements. <u>Include</u> the following:</p> <p>---Precassembled cores</p>	

- (2) A modular building is made up of modules which are factory constructed and taken to the site where they are connected to each other to form a building.
- (3) Mobile homes are single dwelling units which may be moved from one site to another.

--Modular buildings

--Mobile homes

Booklet No. 15, "Facts On Mobile Home Selection."

Teaching Guide No. 5, "Mobile Homes--Consumer and Homemaking Education."

Note to teacher: There is a teaching unit available on mobile homes if more depth is needed.

Evaluation: Write a short paper which explains the factors which affect housing and why.

or

Complete an objective test on factors affecting the housing of the family.

Note to teacher: As an interest approach ask the students to describe the type of dwelling they expect to live in when they have families of their own. Encourage them to be realistic in their choice.

C. Housing Decisions

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>1. Types of Housing</p> <p>a. Today's families have more choices in housing than ever before.</p> <p>b. A primary goal of many families is home ownership.</p> <p>c. Increased costs of housing may prevent families from purchasing conventional types of housing.</p> <p>d. Families may prefer to retain their mobility rather than purchase a house.</p>	<p>Research to discover the types of housing available. This will include the following:</p> <ul style="list-style-type: none"> --Apartments --Condominiums --Cooperatives --Mobile homes --Prefabricated houses --Modular housing --Conventional homes <p>Take a field trip to some of the above types of housing. (Some may be under construction.)</p> <p>Discuss the advantages and disadvantages of each type of housing listed above.</p> <p>Survey the community to determine the types of housing which are available in your particular locale. (You may have seen some of these on the field trip.)</p> <p>Invite couples who have not permanently located to discuss the advantages of renting rather than buying a house.</p>	<p>Books:</p> <p>No. 30, <u>Homes Today and Tomorrow</u>, pp. 135-146.</p> <p>No. 31, <u>Homes with Character</u>, 3rd ed., Ch. 4.</p> <p>No. 58, <u>The Home: Its Furnishings and Equipment</u>, Ch. 3.</p>

- e. Factors which relate to choosing a place to live will include the following:
- (1) Number and age of members
 - (2) Life style
 - (3) Social level
 - (4) Vocational needs
 - (5) Educational needs
 - (6) Recreational needs
 - (7) Spiritual needs
 - (8) Personal protection (fire, police, health)
 - (9) Community facilities (water supply, sewage and garbage disposal)
 - (10) Income

Read references to discover which factors are to be considered when making a housing choice.

Book No. 30, Homes Today and Tomorrow, Chs. 8 and 16.
Booklet No. 50, "Wise Home Buying."

Group work: Given the statistics of a hypothetical family, choose a house plan which you feel would meet their needs.

Note to teacher: Provide each group with different family statistics and have a variety of house plans from which the groups may choose.

2. Evaluation of Housing

a. Space

- (1) Through identification of housing needs and wants, a family may develop a guide for home selection.

Identify various situations which may affect housing choices. Include the following:

- Stage of the life cycle
- Attitudes and values
- Vocation
- Social and cultural needs
- Economic status



Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(2) A well planned dwelling will provide for the physical needs and wants of the family by providing ample space for family members.</p>	<p><u>Consult</u> references to determine space needs for the following size families:</p> <ul style="list-style-type: none"> --Young married couples --Couples with two pre-school children --Couples with two teenage boys, and two middle childhood girls --Other hypothetical families 	<p>Books: <u>No. 30, Homes Today and Tomorrow, Ch. 8.</u> <u>No. 64, Thresholds to Adult Living, Ch. 18.</u></p>
<p>(3) The floor plan is a major factor when considering the purchase of a house.</p>	<p><u>Note to teacher:</u> Make transparencies from floor plans and ask students to analyze them for the following factors:</p> <ul style="list-style-type: none"> --Room placement --Traffic lanes --Placement of doors and windows --Adequate storage --Other factors 	<p>Floor plans from current magazines and newspapers.</p>
<p>b. Building Codes</p>	<p><u>Listen</u> to a resource person explain some of the standards a house must meet in order to comply with building codes.</p>	<p>Suggested resource persons: realtor, loan official, housing official, contractor, architect.</p>
<p>(1) There are local, state and federal laws which control the building of homes.</p>	<p><u>Research</u> to gain knowledge concerning the purposes of zoning ordinances.</p>	<p>Book No. 31, <u>Homes with Character, 3rd ed., pp. 110, 119; 2nd ed., p. 36.</u></p>
<p>(2) Zoning ordinances, building restrictions, and the types of housing within a community affect the size, design, and construction of a house.</p>		

Suggested resource persons:
court official, city
planning committee member.

or

Listen to a resource person discuss the
purposes of zoning ordinances.

Examine copies of local zoning ordinances.
Evaluate and suggest improvements.

or

Design a zoning ordinance for your town or
community.

Research to discover proper amount and proper
location for storage within a home.

Group work: Determine and report to class the
storage requirements of each of the following
areas within the home:

- Living
- Dining
- Sleeping
- Bathing
- Utility
- Kitchen

Discuss the dangers and the problems which may
arise if the following systems are not closely
inspected:

- Electrical
- Plumbing
- Heating

(3) Zoning ordinances
regulate residential and
business areas of the
community.

c. Storage

(1) Adequate storage space
will increase the
desirability of a
dwelling.

(2) Adequate and correctly
located storage space
will affect the effi-
ciency of the homemaker
and other family members.

d. Safety

(1) All systems within a
dwelling must comply
with safety regulations.

Book No. 31, Homes
with Character, 3rd ed.,
pp. 149, 154-158, 2nd ed.,
pp. 51, 83-85 and 88-93.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(2) It is important that all housing systems be inspected before purchasing a house.</p>	<p>Visit the industrial arts or agriculture department and <u>listen</u> to an illustrated lecture on thorough inspection of housing systems.</p>	
<p>3. Financial and Legal Decisions</p> <p>a. Renting</p>	<p><u>Popcorn session:</u> Answer the following questions:</p> <p>--What is available for rent in the local community?</p> <p>---What is the cost of the different types of dwellings which are for rent?</p> <p>--How adequate is the rental property?</p> <p>---Other appropriate questions</p>	
<p>(1) Rather than buying a home, a family may choose to rent a house or apartment.</p>	<p><u>Listen</u> to a tape which tells what one needs to look for when renting a home.</p>	Tape No. 1, "A Place to Rent."
<p>(2) A lease is a contract between the owner of the property and the one who is renting the property. It describes the responsibilities of both the owner and renter.</p>	<p>Read a reference which outlines the responsibilities of both the landlord and the tenant.</p>	Booklet No. 52, "You and Your Landlord."
<p>(3) A lease, like any contract, is not to be signed until it is read and understood.</p>	<p><u>Examine</u> sample rental contracts. <u>Become aware</u> of the conditions stated in "fine print."</p>	Book No. 58, <u>The Home: Its Furnishings and Equipment</u> , Ch. 3, p. 55.

b. Buying

(1) A house may be purchased from the owner or through an agent acting for the owner and involves the following legal steps:

- When the buyer and the seller reach an agreement, they enter into a contract of purchase. This is written and signed and is legally binding.
- When the agreement is drawn up, a deposit or down payment is made by the buyer.
- A title search is done to establish that the owner does legally own the property involved.
- The buyer may borrow the balance owed after he has made a down payment. This is known as a mortgage.
- The written document transferring ownership is known as a deed.
- Closing costs involve fees and charges made as the transaction occurs.

Note to teacher: As an interest approach, ask each student how long he has lived in the home in which he now lives. If the home is owned, ask him to determine during which life cycle his parents purchased the home.

Research to gain information concerning the legal steps involved in the purchase of a home.

Books:

- .No. 64, Thresholds to Adult Living, Ch. 18.
- No. 30, Homes Today and Tomorrow, Ch. 15.
- No. 31, Homes with Character, 3rd ed., pp. 108-112; 2nd ed., Unit II, Ch. 1.

Some Supporting Content and Generalizations

Teaching Strategies Learning - Evaluating Experiences

Resources

(2) A mortgage is a written agreement showing that the real estate described in the document is given as security for the repayment of the loan.

c. Insuring

(1) Insurance of one's property is of primary consideration in renting and in owning.

(2) One should investigate insurance when he first begins to accumulate possessions. Policies need to be changed as the number of possessions change.

Invite a resource person to explain the procedure of purchasing a house.

In small groups compose and present skits depicting a couple purchasing a house from a realtor.

Research to discover how the following types of mortgages differ:

- Amortized
- Open-end
- Conventional
- FHA-insured
- Packaged
- Straight-term
- Veteran's administration
- Second mortgage

Research to discover the various types of insurance available for property owners. Include the following:

- Fire
- Theft
- Extended coverage
- Comprehensive personal liability
- Home owner's or renter's policy
- Other types of insurance

Invite a resource person to explain the purposes and costs of property insurance.

Suggested resource persons: realtor, attorney

Books:
 No. 64, Thresholds to Adult Living, p. 381.
 No. 31, Homes with Character, 3rd ed., pp. 104-108; 2nd ed., pp. 28-32.
 No. 58, The Home: Its Furnishings and Equipment, Ch. 3, pp. 56-61.

Books:
 No. 31, Homes with Character, 3rd ed., pp. 109-110.
 No. 64, Thresholds to Adult Living, p. 395.
 Booklet No. "Car and Property Insurance"

Suggested resource person: insurance agent.

d. Operating and Maintaining

(1) A well planned house will be practical and easy to care for.

(2) Efficiently planned schedules facilitate the performance of home-making responsibilities.

List the daily, weekly, and occasional tasks necessary for the operation and maintenance of a well run home.

Determine how the above tasks need to be delegated to family members in a home where the mother is a full time homemaker. The family is composed of the following:

- Mother
- Father
- Teenaged son
- Teenaged daughter
- Nine year old son

Using the same family, determine how the tasks need to be delegated if the mother is employed outside the home.

e. Furnishing and Equipping

(1) Adequate equipment is essential for satisfactions in housing.

Observe a demonstration of various pieces of equipment in the home economics department.

Using references, determine which items of equipment would be essential for newlyweds and which could be eliminated.

Books:
No. 30, Homes Today and Tomorrow, pp. 291-294.
No. 31, Homes with Character, 3rd ed., Ch. 25.

Books:
No. 58, The Home: Its Furnishings and Equipment.
No. 30, Homes Today and Tomorrow, Ch. 12.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>(2) Limitations of money and space require a practical approach when choosing home furnishings.</p>	<p>Read references and <u>determine</u> the essential furnishings (other than equipment) needed by a newly wed couple for an unfurnished two bedroom home or apartment.</p>	<p>Book No. 31, <u>Homes with Character</u>, 3rd ed., Ch. 20; 2nd ed., Unit IX, Chs. 2, 3, 4, and 5.</p>
<p>(3) Older pieces of furniture may add both beauty and comfort to one's home if skillfully remodeled.</p>	<p><u>Group work</u>: <u>Plan</u> ways in which the costs of furniture may be reduced. This may include the following:</p> <ul style="list-style-type: none"> --Refinishing --Buying used items --Do-it-yourself projects --Unfinished furniture 	<p>Catalogs, magazines, newspapers.</p>
<p>(4) Knowledge of furnishings and equipment costs contribute to realistic housing decisions.</p>	<p>Using catalogs, advertisements, magazines, etc.. <u>estimate</u> the cost of the items of furnishings and equipment needed by a newly wed couple for an unfurnished two bedroom home or apartment.</p>	<p>Books: No. 30, <u>Homes Today and Tomorrow</u>, Ch. 17. No. 31, <u>Homes with Character</u>, Ch. 3. No. 58, <u>The Home, Its Furnishings and Equipment</u>, Ch. 1.</p>
<p>D. Future Housing</p> <p>1. Homes of the future may be very different from traditional homes because of new designs, materials and building techniques.</p>	<p><u>Consult</u> references to gain information concerning future housing.</p> <p><u>Sketch</u> a house for the year 2000. <u>Explain</u> why this house has certain features.</p>	

2. The increase in population and a scarcity of land has resulted in more vertical building.

3. Increased longevity is creating the need for special housing for the elderly.

4. Because of environmental influences, future homes and communities may be underground, under water, or in the air.

Discuss the growth of vertical buildings and why this type of structure will become more popular.

View pictures of a variety of types of buildings.

Brainstorm to discover housing features which are helpful to the aged. Examples:

- One floor dwellings or dwellings with elevators
- Hand rails
- Nonskid floor coverings
- Ramps and wide doors for wheel chairs
- Other features

Brainstorm for ideas of how the interest in environmental control may affect future housing Examples:

- Houses may be built without windows because interior environment will be easier to control and there may be fewer attractive views to be seen from windows.
- Because of the concern for overcrowding, pollution, noise and the lack of beauty, we may see more planned and self-contained communities.
- Other affects

Evaluation: Write a paragraph describing a house of the future. Share your paper with the class.

MAJOR CONCEPT: X. Family Transportation

SUPPORTING CONCEPTS: A. Analysis of Needs

- B. Purchase of an Automobile
- C. Warranties
- D. Costs of Ownership

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze factors involved in providing family transportation.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Analyze the need for an automobile in various family situations.
- B. Formulate guidelines which will be helpful in the purchase of a new or a used automobile.
- C. Analyze the terms offered in the warranty of a new car and a used car.
- D. Calculate total costs involved in owning an automobile.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>A. Analysis of Transportation Needs</p> <ol style="list-style-type: none"> 1. The availability of public transportation may influence one's decision to purchase an automobile. 2. The need for a personal automobile(s) will vary with the family situation. 3. Family income may be increased by providing adequate transportation for all family members who have the ability to work. 4. The automobile has been the most common type of transportation purchased by families or individuals, but new trends may change this pattern. 	<p><u>Interest Approach:</u> Prepare a bulletin board using the appendix as a guide.</p> <p><u>Survey</u> the community to find what forms of public transportation are available.</p> <p><u>Brainstorm</u> the values of owning an automobile.</p> <p><u>Discuss</u> how <u>not</u> having an automobile would affect your family.</p> <p><u>Consult</u> references to gain knowledge concerning car ownership.</p> <p><u>Read</u> current periodicals and <u>listen</u> to television and radio programs to learn new trends in types of transportation.</p> <p><u>Evaluation:</u> When given three different case studies indicating family transportation needs, <u>decide</u> which families need and can afford cars.</p>	<p>Appendix No. X-A, "The Need for Wheels," p. 290.</p> <p>Books: No. 29, <u>Home Management</u> Is . . . , p. 67. No. 4, <u>Personal Adjustment, Marriage and Family Living</u>, pp. 110-111.</p> <p>Current: periodicals or current: programs.</p>

B. Purchase of an Automobile

1. There are many decisions which are to be made before shopping for a car. These decisions include the following:
 - a. Total money available
 - b. When to go shopping
 - c. Necessities vs. wants
 - d. Where to shop
 - e. What to shop for
 - f. Insurance
 - g. Intended use
 - h. Estimated operating costs

Determine which decisions are to be made by the consumer before shopping for a car.

Booklets: "Your Automobile Dollar."
No. 53, "Your Automobile Dollar."
No. 4, "Buying A Car. Occupational Work Experiences."
No. 27, "I've Got To Have Wheels: A Unit On How To Buy A Car."

Discuss why the above decisions should be made before shopping.

Research current magazines to determine what one should look for in a used car.

Magazines: Consumer Report, Changing Times.

Invite an automobile representative who sells both new and used cars to talk to the class. Ask the representative to discuss some advantages and disadvantages of purchasing a used car.

Suggested resource persons: car dealer, mechanic, car salesman.

Read and discuss a reference which explains how to check used cars.

Booklet No. 9, "Checking Out A Used Car."

Formulate a check list which might be used in evaluating a used car.

Note to teacher: An example of a check list is a part of the appendix.

Appendix No. X-B, "Check List For Evaluation Of A Used Car," p. 291.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>b. Income will be a major factor in the decision to purchase a used automobile.</p> <p>c. The intended use of the car will also be a factor in the purchase of a used car.</p>	<p><u>Research</u> to determine the percentage of the annual income which may be safely spent for transportation.</p> <p><u>Debate</u>: "A car for family use only is a luxury rather than a necessity."</p> <p><u>Evaluation</u>: <u>Plan</u> a field trip to a used car lot. <u>Using</u> the above check list, <u>evaluate</u> a particular car and <u>write</u> a report on the same car.</p>	<p>Book No. 40, <u>Management For You</u>, pp. 396-397.</p>
<p>3. Purchasing A New Automobile</p> <p>a. A new car requires little maintenance and upkeep and provides additional social prestige.</p> <p>b. Purchasing a new car generally means increased monthly payments.</p>	<p><u>Brainstorm</u>: "The advantages of a new car are..."</p> <p><u>Listen</u> to the tape, "Buying a New Car".</p> <p><u>Evaluation</u>: <u>Interview</u> a car salesman. <u>Price</u> a car. <u>Find</u> the amount of down payment required. <u>Determine</u> total finance charges, sales tax, <u>license</u>, and <u>insurance</u>. <u>Compare</u> the total to the original price of the car.</p>	<p>Tape No. 4, "Buying a New Car."</p>
	<p><u>Note to teacher</u>: The above strategy may be done in groups, pairs, or singles.</p>	

C. Warranties

1. All promises or statements regarding the car should be in written form.
2. It is the responsibility of the buyer to read and to understand the terms of the warranty.
3. New automobile warranties generally give broader protection for a longer period of time than those for a used automobile.

D. Costs of Ownership

1. Maintenance and Operation
 - a. The costs of owning and operating an automobile are affected by the size and type of the automobile, the number of miles driven, and the age and skill of the drivers.
 - b. Proper maintenance practices may result in lower fixed costs, higher resale value, and longer life for the car.

Recall advertisements heard regarding car sales.

Brainstorm: "What is covered in the warranty when an automobile is purchased?"

Review copies of warranties on new and used automobiles. Compare and discuss the differences.

Evaluation: When given copies of several warranties for both new and used cars, make a list of the following:

- Items covered by the average new car warranty
- Items not included in the warranty
- Items covered in the average warranty for a used car

Popcorn session: Share ideas as to total costs involved in operating an automobile.

Discuss how each of the listed factors may affect costs.

Keep a record of family car operating expenses for one week.

Interview a car owner to determine what maintenance practices are advisable and their costs.

Compare findings and formulate conclusions.

Car dealers in the area.

Book No. 70, Your Family and Its Money, Ch. 9.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources																				
<p>c. The cost of automobile ownership may be classified in the following manner:</p> <p>(1) Fixed costs, which include payments, insurance, oil change, licensing fees and depreciation</p> <p>(2) Flexible costs, which include gasoline, tires and repairs</p>	<p>or</p> <p>Read references on car maintenance and its cost.</p> <p>Classify the costs of maintenance and operation as either fixed or flexible expenses.</p> <p>Evaluation: Calculate the cost per mile of owning and operating a car for one year using the following facts:</p> <table data-bbox="528 1835 985 2340"> <tr> <td>---Miles driven ---</td> <td>9,000</td> </tr> <tr> <td>---Gas and oil</td> <td>273.32</td> </tr> <tr> <td>---Repairs</td> <td>75.09</td> </tr> <tr> <td>---Tires and Battery</td> <td>90.44</td> </tr> <tr> <td>---Insurance</td> <td>182.38</td> </tr> <tr> <td>---License</td> <td>12.50</td> </tr> <tr> <td>---Inspection</td> <td>2.00</td> </tr> <tr> <td>---Miscellaneous</td> <td>11.00</td> </tr> <tr> <td>---Depreciation</td> <td><u>.514.30</u></td> </tr> <tr> <td>---Total cost per mile?</td> <td></td> </tr> </table>	---Miles driven ---	9,000	---Gas and oil	273.32	---Repairs	75.09	---Tires and Battery	90.44	---Insurance	182.38	---License	12.50	---Inspection	2.00	---Miscellaneous	11.00	---Depreciation	<u>.514.30</u>	---Total cost per mile?		<p>Booklets: No. 45, "Tips on Tires." No. 7, "Car Care On The Road." No. 37, "The Cost of Running a Car."</p>
---Miles driven ---	9,000																					
---Gas and oil	273.32																					
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---Tires and Battery	90.44																					
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---Inspection	2.00																					
---Miscellaneous	11.00																					
---Depreciation	<u>.514.30</u>																					
---Total cost per mile?																						

2. Insurance

- a. Kentucky requires that all drivers be covered by liability insurance.
- b. If an automobile is financed, the lender will require that the automobile be covered by collision insurance.
- c. Other types of automobile insurance may include fire and theft.
- d. One should shop for the most comprehensive and least expensive insurance available.
- e. Accidents are to be reported to the insurance company and to the police immediately.
- f. A high percentage of accidents occur while the driver is under the influence of alcohol.

Develop a list of risks which one takes when he owns and operates an automobile.

Discuss which of the above risks may be covered by insurance.

Consult references which describe automobile insurance.

Invite an insurance agent to explain the different policies offered to the car owners and drivers.

Develop a list of factors which may affect the cost of insurance. These will include the following:

- Coverage
- Age
- Prior accidents
- Grades (if student)
- Driver's training
- Other factors

Listen to a law enforcement officer explain the process of reporting an accident and the adverse consequences of not reporting an accident.

View a film which depicts the dangers of drinking and driving.

Booklets: "Car and Property Insurance."
No. 8,
No. 13, "Every Ten Minutes."
Book No. 64, Thresholds to Adult Living, pp. 397-398.

Suggested resource person: insurance agent

Suggested resource persons: local law enforcement officer, state police.

Film No. 10, "Driving and Drinking."

Some Supporting Content
and Generalizations

Teaching Strategies
Learning - Evaluating Experiences

Resources

Note to teacher: The law enforcement officer might use this film as a means of introduction.

Evaluation: Participate in a circular response to explain how insurance offers protection for the driver and for others on the highway.

or

Play automobile bingo.

Appendix X-C, "Automobile Bingo," pp. 292-296.

MAJOR CONCEPT: XI. Job and Career Opportunities Related to Family Living

SUPPORTING CONCEPTS: A. Job and Career Opportunities

B. Personal Requirements

C. Educational Preparation

D. Interrelationship of Employment and Home Life

UNIT OBJECTIVE: Upon completion of the unit the student will be able to recognize the opportunities available for employment in the area of family living and personal relationships and the benefits derived from such employment.

STUDENT PERFORMANCE OBJECTIVES: The student will

- A. Identify job and career opportunities in the field of family living.**
- B. List personal requirements necessary for a variety of occupations related to family living.**
- C. Determine the necessary educational preparation needed for a variety of occupations related to family living.**
- D. Decide the interrelationship of employment in the area of family living and one's home life.**

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>A. Job and Career Opportunities</p> <p>1. Entry level job opportunities for the teenager in the field of family living may include the following:</p> <ul style="list-style-type: none"> a. Babysitting b. Hospital aide c. Household worker d. Child care attendant e. Playground supervisor f. Camp counselor g. Receptionist h. Companion i. Recreational leader j. Others 	<p><u>Brainstorm</u> to identify entry level job opportunities for the teenagers which are related to family living.</p> <p><u>Research</u> to identify additional job opportunities for the teenager in the field of family living.</p> <p>Note to teacher: The same references may be used throughout the unit.</p>	<p>Books:</p> <p>No. 15, <u>Dictionary of Occupational Titles.</u></p> <p>No. 44, <u>Occupations and Careers.</u></p> <p>No. 17, <u>Encyclopedia of Careers, Vol. I.</u></p> <p>No. 18, <u>Encyclopedia of Careers, Vol. II.</u></p> <p>No. 43, <u>Occupational Outlook Handbook.</u></p> <p>No. 46, <u>Personal Perspective.</u></p> <p>No. 26, <u>Handbook of Job Facts.</u></p> <p>Kits:</p> <p>No. 1-b, "Career Exploratory Kit."</p> <p>No. 4, "Occupational Exploration Kit."</p>
	<p>In small groups <u>react</u> to a case situation in which a teenager must make a decision concerning an entry level job.</p>	

Note to teacher: Prepare a different case situation for each group.

Research to identify additional job opportunities for the skilled and/or semiprofessional worker.

Suggested resource persons:
extension home economist,
hospital administrator,
social worker, school
counselor, minister,
educational director.

Listen to a resource person discuss future job opportunities in the field of family living.

Research to identify additional job opportunities for the professional and/or technical worker.

2. Semiprofessional and skilled job opportunities related to family living may include the following:

- a. Nursemaid
- b. Nursery school assistant
- c. Toy salesman
- d. Research assistant
- e. Teacher's aide
- f. Child care aide
- g. Home health aide
- h. Licensed practical nurse
- i. Others

3. Professional and technical career opportunities in the field of family living may include the following:

- a. Pediatric nurse
- b. Teacher
- c. Social worker
- d. Clergy
- e. Social psychologist
- f. Counselor
- g. Sociologist
- h. Journalist
- i. Research specialist
- j. Home economist in business
- k. Communications specialist
- l. Others

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
<p>4. Sources of employment in the field of family living may include the following:</p> <ul style="list-style-type: none"> a. Child care centers b. Hospitals c. Clinics d. Retirement homes e. Radio and television studios f. Recreation centers g. Retail stores h. Shopping services i. Government agencies j. Schools k. Magazines l. Newspapers <p>B. Personal Requirements</p> <ul style="list-style-type: none"> 1. Some personal qualities needed for employment in the area of family living include the ability to <ul style="list-style-type: none"> a. feel concern for the welfare and happiness of others, b. relate effectively to others, c. understand human nature, d. accept responsibility, e. live service to others, f. demonstrate ethical behavior on the job, 	<p>List sources of employment for each of the jobs researched and discussed.</p>	
	<p>Decide what personal qualities one would need to be successfully employed in each of the occupations researched.</p>	

- g. use resources wisely and creatively,
 - h. be patient and tolerant,
 - i. demonstrate competence as a consumer,
 - j. others.
2. Each job opportunity requires a specific set of skills.

C. Educational Preparation

1. Some high school subjects which will provide a good background for employment in the family living area include the following:
 - a. Home economics and special interest courses
 - b. Health
 - c. Physical education
 - d. Special occupational courses
2. Post high school training in the area of family living include the following:
 - a. On the job training
 - b. Apprenticeship training
 - c. Adult education programs
 - d. Specialized training at a vocational or trade school
 - e. Professional training
 - f. College or university training

List the skills one would need to become a competent employee in each of the occupations researched.

Decide which subjects taught in your school would provide a good background for the occupation you researched.

Determine the amount and kind of post high school training one would need to be successful in the occupation you researched.

Some Supporting Content and Generalizations

Teaching Strategies Learning - Evaluating Experiences

D. Interrelationship of Employment and Home Life

1. Understanding the interrelationship of employment and home life may contribute to a more successful employee role.

2. The jobs or careers of the family wage earners will influence family life style.

Interview one of the following:

- a. Working woman to find her reasons for working outside the home
- b. A man who has chosen a career in the area of family living to determine why he chose this occupation

Brainstorm to identify factors which will influence the woman's decision to work outside the home.

Note to teacher: If this was studied in Concept II there is no need to repeat the concept.

Brainstorm the following:

- a. The way family styles are affected by the careers of its members
- b. Some careers which tend to contribute to family cohesiveness.

Note to teacher: Ask each student to choose an occupation in the area of family living in which he has special interest. Avoid duplications.

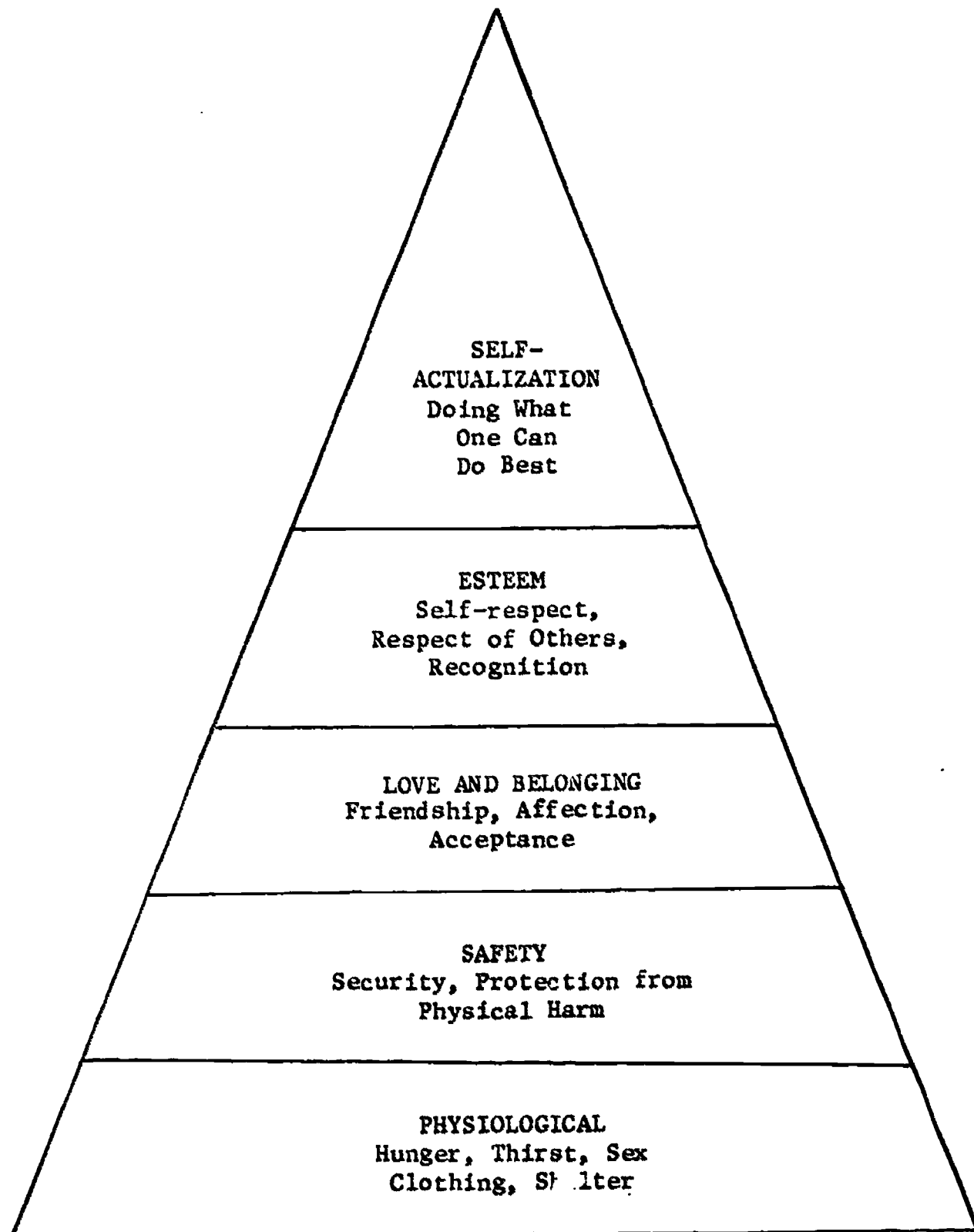
Evaluation: State the occupation in the area of family living in which you are most interested and give your reasons for this choice. Complete a research project on this occupation. Record the information discovered and report findings to the class.

Books:
No. 49, Relationships,
Ch. 23.
No. 52, Teen Guide to Homemaking. pp. 91-93.

Book: No. 41, Married Life. pp. 505-507.

Appendix XI-A, "Information On A Career," pp. 297-300.

HIERARCHY OF NEEDS



Source Unknown

PERSONAL EVALUATION

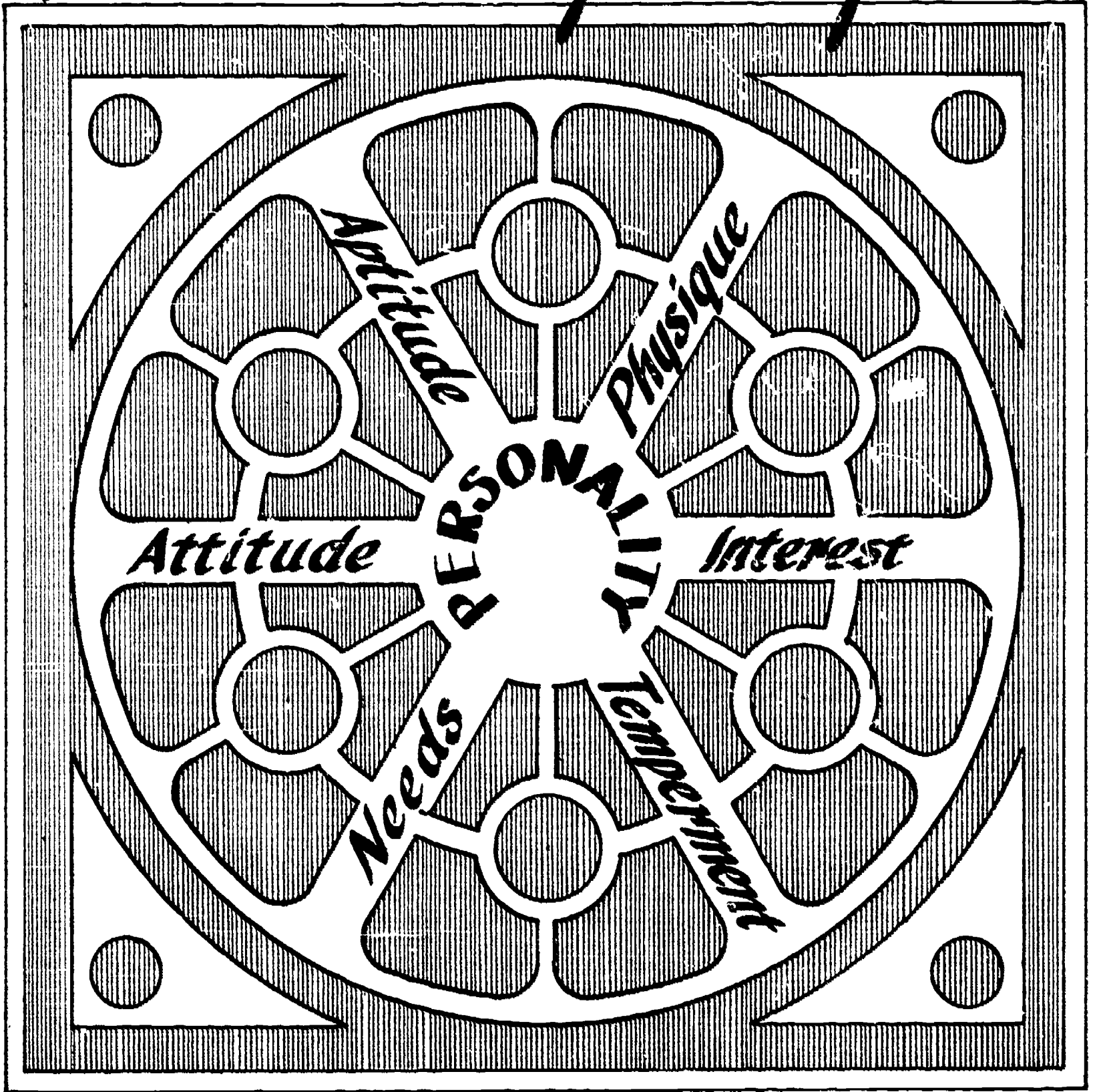
Directions: In column 1 check the words which you feel describe you. In column 2 check the words you would like to describe you. Compare the two lists. Determine what you need to do to make the second list a reality.

	Always		Usually		Sometimes		Never	
	1	2	1	2	1	2	1	2
1. Honest								
2. Happy								
3. Friendly								
4. Sad								
5. Serious								
6. Sensitive								
7. Jealous								
8. Popular								
9. Shy								
10. Clumsy								
11. Show-off								
12. Afraid								
13. Kind								
14. Modest								
15. Proud								
16. Lazy								
17. Neat								
18. Thrifty								
19. Even-tempered								
20. Dependable								
21. Moody								
22. Liberal								
23. Unreasonable								

	Always		Usually		Sometimes		Never	
	1	2	1	2	1	2	1	2
24. Angry								
25. Demanding								
26. Conservative								

Adapted from: "Occupational Work Experience"
 Division of Curriculum
 Louisville Public Schools
 Louisville, Kentucky

Personality Diagram



PERSONALITY CHECK LIST

	Superior	Average	Need Improvement
1. I force my opinions on others.	_____	_____	_____
2. I hurt the feelings of others.	_____	_____	_____
3. Criticism causes me to become discouraged.	_____	_____	_____
4. I control my temper.	_____	_____	_____
5. I am interested in others.	_____	_____	_____
6. I excuse my mistakes.	_____	_____	_____
7. I am tolerant of others and of their opinions.	_____	_____	_____
8. I am able to adjust to most situations without being angry.	_____	_____	_____
9. I consider the feelings of others.	_____	_____	_____
10. I am trustworthy and accept responsibility willingly.	_____	_____	_____
11. I complete the tasks I start.	_____	_____	_____
12. I stand up for my convictions.	_____	_____	_____
13. I can laugh at my own mistakes.	_____	_____	_____
14. I gossip about others.	_____	_____	_____
15. I can control my emotions.	_____	_____	_____
16. I enjoy being with people.	_____	_____	_____
17. I am overly critical of others.	_____	_____	_____

PERSONAL CHARACTERISTICS

Rate yourself in the following areas:	Superior	Average	Need Improvement
1. Neatness and cleanliness	_____	_____	_____
2. Courtesy and manners	_____	_____	_____
3. Cheerfulness and pleasantness	_____	_____	_____
4. Ambition	_____	_____	_____
5. Cooperativeness	_____	_____	_____
6. Honesty	_____	_____	_____
7. Care of clothing	_____	_____	_____
8. Sense of humor	_____	_____	_____
9. Complexion	_____	_____	_____
10. An even temperament	_____	_____	_____
11. Good health	_____	_____	_____
12. Good posture	_____	_____	_____
13. Dependability	_____	_____	_____
14. Generosity	_____	_____	_____
15. High moral standing	_____	_____	_____
16. Ability to get along with others	_____	_____	_____
17. Broadmindedness	_____	_____	_____
18. Poise	_____	_____	_____
19. Truthfulness	_____	_____	_____
20. Naturalness of personality	_____	_____	_____
21. Tact and diplomacy	_____	_____	_____
22. Sportsmanship	_____	_____	_____
23. High ideals	_____	_____	_____

Adapted from: "Occupational Work Experience"
 Division of Curriculum
 Louisville Public School
 Louisville, Kentucky

PERSONAL PLAN FOR SELF IMPROVEMENT

Personal Trait I Want to Develop	Why I Want to Develop This Trait	My Plan for Developing This Trait	What I Did	Results

HOW MATURE AM I?

Directions: Check (✓) Yes or No, depending upon which one more nearly describes your own feelings on each of the items below.

	Yes	No
1. Troubles do not easily disturb me.		
2. I make new friends easily and willingly.		
3. I enjoy helping others.		
4. I spend money carefully.		
5. I like to work with others.		
6. I am grateful when someone offers constructive criticism.		
7. When I suffer an injustice, I am forgiving and understanding.		
8. I respect my parent's judgment.		
9. I can be depended upon to complete an assignment or task.		
10. I set realistic goals for myself and strive to reach them.		
11. I have learned to accept things I cannot change.		
12. I have friends among both sexes.		
13. I have a sense of humor.		
14. I am willing to wait for the things I want.		

VALUES, GOALS, AND STANDARDS

Forced Choice Values Test

Directions: Circle the number preceding one of the two choices in each category. You must choose the one number of each pair which indicates which you prefer.

1--to be reasonably sure about the future for myself and my family.
12--to do things well.

3--to have people think well of me.
5--to have as much freedom as possible to do things I want to do.

11--to have as many good things as possible.
12--to do things well.

6--to do new and different things often.
11--to have as many good things as possible.

7--to have friends.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
10--to have things neat, orderly, and organized.

4--to do things for my family and others.
11--to have as many good things as possible.

10--to have things neat, orderly, and organized.
12--to do things well.

2--to have influence with people.
11--to have as many good things as possible.

4--to do things for my family and others.
10--to have things neat, orderly, and organized.

2--to have influence with people.
12--to do things well.

Taken from Teaching Topics
Institute of Life Insurance
and Health Insurance Institute
Vol. 19, No. 2, Spring, 1970
pp. 7-8, 11

- 4--to do things for my family and others.
7--to have friends.
- 5--to have as much freedom as possible to do things I want to do.
8--to create an atmosphere that makes for satisfying family living.
- 2--to have influence with people.
3--to have people think well of me.
- 7--to have friends.
8--to create an atmosphere that makes for satisfying family living.
- 5--to have as much freedom as possible to do things I want to do.
12--to do things well.
- 3--to have people think well of me.
11--to have as many good things as possible.
- 6--to do new and different things often.
12--to do things well.
- 9--to do what is right according to my beliefs.
12--to do things well.
- 1--to be reasonably sure about the future for myself and my family.
10--to have things neat, orderly, and organized.
- 3--to have people think well of me.
8--to create an atmosphere that makes for satisfying family living.
- 5--to have as much freedom as possible to do things I want to do.
6--to do new and different things often.
- 6--to do new and different things often.
10--to have things neat, orderly, and organized.
- 1--to be reasonably sure about the future for myself and my family.
5--to have as much freedom as possible to do things I want to do.
- 3--to have people think well of me.
6--to do new and different things often.
- 5--to have as much freedom as possible to do things I want to do.
7--to have friends.
- 10--to have things neat, orderly, and organized.
11--to have as many good things as possible.
- 2--to have influence with people.
4--to do things for my family and others.
- 8--to create an atmosphere that makes for satisfying family living.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
12--to do things well.

4--to do things for my family and others.
5--to have as much freedom as possible to do things I want to do.

9--to do what is right according to my beliefs.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
2--to have influence with people.

9--to do what is right according to my beliefs.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
7--to have friends.

4--to do things for my family and others.
6--to do new and different things often.

2--to have influence with people.
5--to have as much freedom as possible to do things I want to do.

4--to do things for my family and others.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
10--to have things neat, orderly, and organized.

7--to have friends.
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1--to be reasonably sure about the future for myself and my family.
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3--to have people think well of me.
10--to have things neat, orderly, and organized.

2--to have influence with people.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
4--to do things for my family and others.

2--to have influence with people.
6--to do new and different things often.

- 2--to have influence with people.
 10--to have things neat, orderly, and organized.
- 6--to do new and different things often.
 9--to do what is right according to my beliefs.
- 1--to be reasonably sure about the future for myself and my family.
 6--to do new and different things often.
- 3--to have people think well of me.
 7--to have friends.
- 7--to have friends.
 11--to have as many good things as possible.
- 2--to have influence with people.
 7--to have friends.
- 4--to do things for my family and others.
 9--to do what is right according to my beliefs.
- 5--to have as much freedom as possible to do things I want to do.
 11--to have as many good things as possible.
- 1--to be reasonably sure about the future for myself and my family.
 4--to do things for my family and others.
- 8--to create an atmosphere that makes for satisfying family living.
 11--to have as many good things as possible.
- 1--to be reasonably sure about the future for myself and my family.
 7--to have friends.
- 3--to have people think well of me.
 12--to do things well.
- 1--to be reasonably sure about the future for myself and my family.
 3--to have people think well of me.
- 5--to have as much freedom as possible to do things I want to do.
 9--to do what is right according to my beliefs.
- 1--to be reasonably sure about the future for myself and my family.
 3--to have people think well of me.
- 4--to do things for my family and others.
 12--to do things well.
- 1--to be reasonably sure about the future for myself and my family.
 9--to do what is right according to my beliefs.
- 7--to have friends.
 12--to do things well.

Directions for Scoring Values Test

1. Count the number of times you circled #1 on the Values Test and insert the number counted in the blank to the left of statement #1 below. Do this for each of the items through #12.
2. Rank the items in the column to the right by assigning number one to the item that you circled the most times, number 2 to the item circled the second highest number of times, etc. In case of a tie give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number 3, assign two number threes, which take up the 3 and 4 spots making 5 the next rank.
3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "Orderliness."

Be sure to check with the teacher if you have any questions on scoring or ranking.

<u>No. of times circled</u>	<u>Key</u>		<u>Rank</u>
_____	Security	1. To be reasonably sure about the future for myself and my family	_____
_____	Influence	2. To have influence with people	_____
_____	Recognition	3. To have people think well of me	_____
_____	Helpfulness	4. To do things for my family and others	_____
_____	Freedom	5. To have as much freedom as possible to do the things I want to do	_____
_____	New Experiences	6. To do new and different things often	_____
_____	Friendliness	7. To have friends	_____
_____	Family life	8. To arrange for a family atmosphere that makes for satisfying family living	_____

<u>No. of times circled</u>	<u>Key</u>		<u>Rank</u>
_____	Religion	9. To do what is right according to my beliefs	_____
_____	Orderli- ness	10. To have things neat, orderly, and organized	_____
_____	Wealth	11. To have as many good things as possible	_____
_____	Workman- ship	12. To do things well	_____

Charting My Goals

	Educational Goals	Vocational Goals	Interests and Hobby Goals	Other Goals (spiritual, social, family, etc.)
Immediate Goals				
Today				
This Week				
This Month				
Intermediate Goals				
This Semester				
This Year				
Long Range Goals				
Next Year				
Two Years				
Five Years				
Ten Years				

Adapted from:
 "Occupational Work Experience"
 Division of Curriculum
 Louisville Public Schools
 Louisville, Kentucky

PLAN FOR SELECTING MY GOAL

1. One goal I want very much to accomplish: _____

2. My plan for progressing toward this goal: _____

3. My deadline for turning this plan into reality: _____
4. My abilities and skills that will enable me to reach my goal: _____

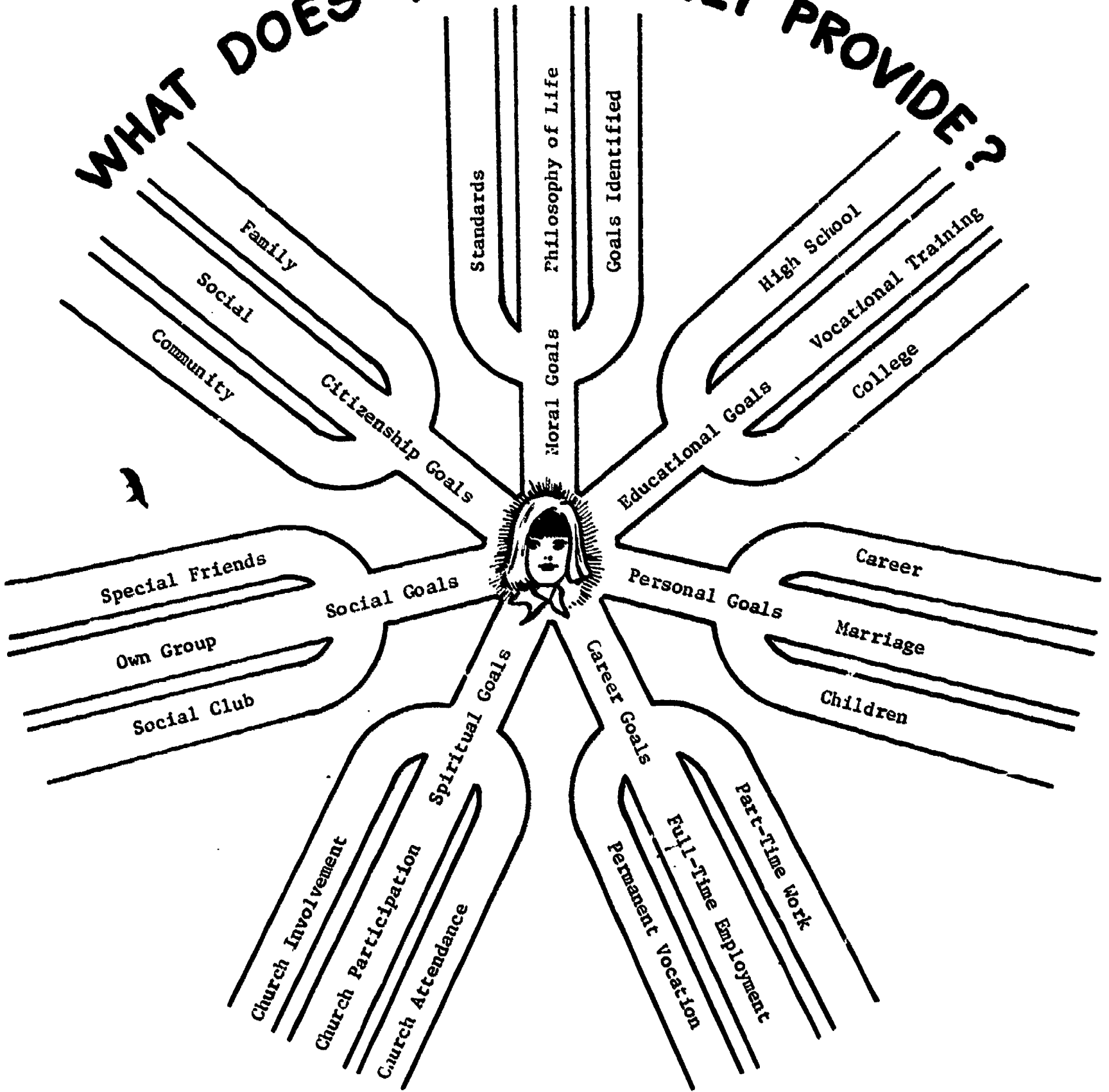
5. My knowledge of the following subject will help me reach this goal: _____
6. Areas in which I need additional help, skills, and knowledge: _____

7. To gain knowledge and information and to master the skills I need,
I must: _____

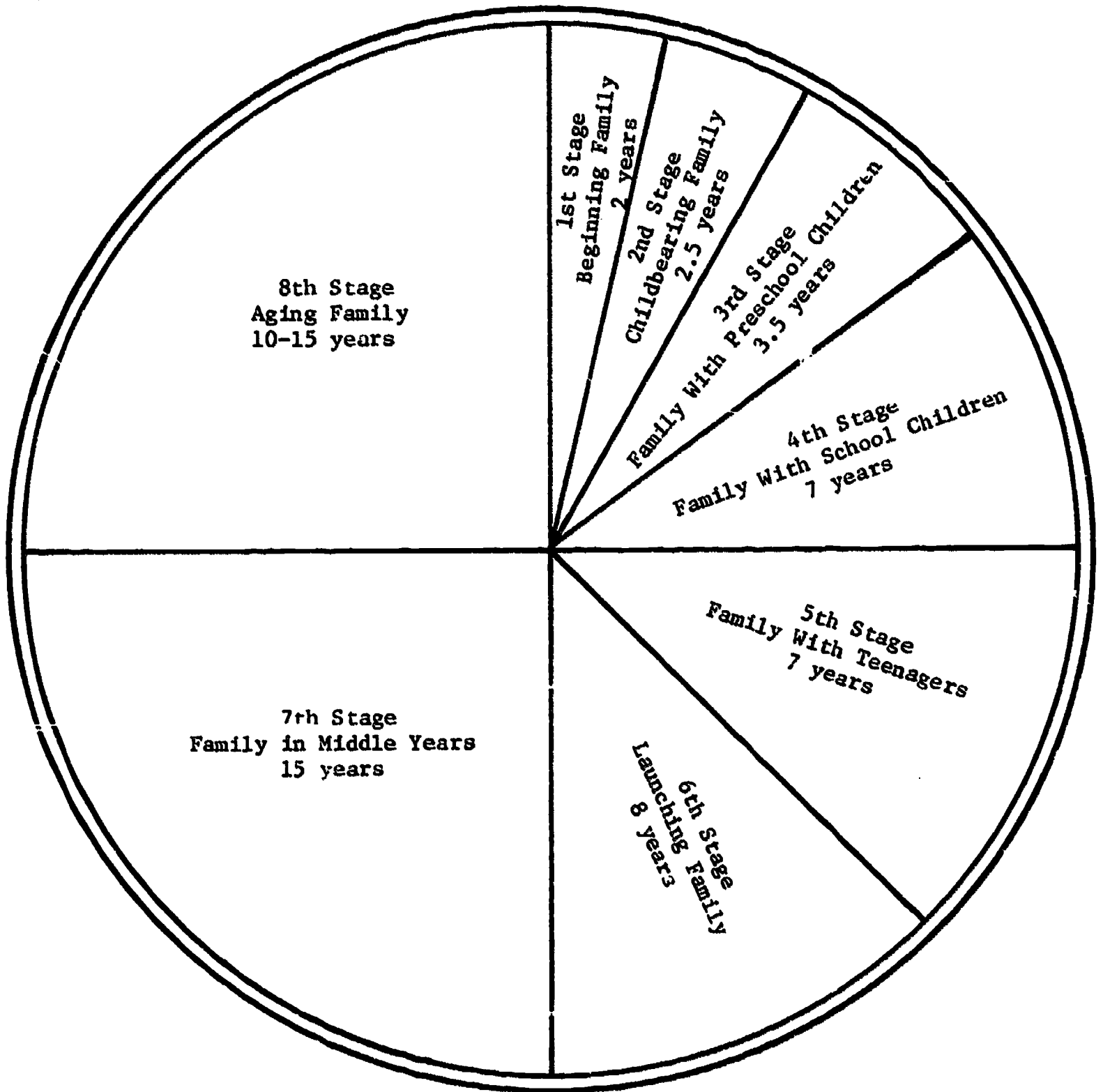
8. The first step I will take (this week): _____

9. My next three main steps:
 - a. _____
 - b. _____
 - c. _____

WHAT DOES YOUR FAMILY PROVIDE??



Life CYCLES WITHIN THE FAMILY



DUAL ROLE FACT SHEET

1. As of April, 1970, almost half (49 percent) of all women 18-64 years of age were in the labor force.
2. Women are most apt to be working at ages 20 to 24 (57 percent).
3. The labor force participation rate drops at age 25 and rises again at age 35 and reaches a second peak of 54 percent at age 45 to 54.
4. At age 35 a woman can expect to work 24 to 31 more years.
5. Of the 29.9 million women workers 16 years of age and over in March, 1969, nearly 3 out of 5 were married and living with their husbands.
6. There is a direct relationship between the educational attainment of women and their labor force participation. The more education a woman has received, the greater the likelihood that she will be engaged in paid employment.
7. Women who are college graduates are motivated to seek employment outside the home because:
 - There is an increasing demand for highly trained personnel.
 - They desire to use the skills they have acquired through higher education.
 - They wish to take advantage of the higher earnings available to them.
8. Many women do not make maximum use of their educational background in their jobs. Almost one-fifth of employed women with 4 years of college were, in March, 1967, working as service workers (including private household), operatives, sales workers, or clerical workers. A startling 8 percent of employed women who had completed 5 years or more of college were working in the same unskilled or semi-skilled occupations.
9. Women's annual earnings are substantially lower than those of men. In 1968, women's median earnings were only about three-fifths those of men or \$4,457.
10. Decisions of individual women to seek employment outside the home are usually based on economic reasons. Most women in the labor force work because they or their families need the money they can earn. Some women work to raise family living standards above the level of poverty or deprivation. Others work to help meet rising costs of food, education for their children, medical care, and the like. Relatively few women have the option of working solely for personal fulfillment.

11. A growing trend toward the employment of women with children has focused attention on the rising need for day-care centers.
12. Research studies reveal that mothers are more satisfied in the dual role if their children can receive high quality care outside the home.
13. The fight for rights for women reaches back to the 1800's when Susan B. Anthony and Elizabeth Cady Stanton dedicated their lives to the effort.
14. Women in the U.S. were not allowed to vote until 1920, after 72 years of struggle. Susan Anthony was once arrested for voting in a New Jersey election.
15. In 1920 the percentage of women enrolled in college was 47.3, a higher percent than even today.
16. The woman has been the symbol of evil and temptation since Eve offered Adam that first fateful apple.
17. In most states it is against the law for a woman to use her maiden name only if she is married.
18. A common belief expressed in the 1800's was that mental exertion would damage a woman's brain.
19. Labor predicts that of today's teenage girls, 9 out of 10 can expect to spend 20-25 years in full-time work.
20. Less than 2 percent of the women working today make \$15,000 per year. A total of over 19 percent of the men working make \$15,000 per year.
21. In March, 1970, there were 18.4 million working wives in the U.S., 780,000 more than the previous year. This number includes one-fourth of all wives with children under 3, one-third of those with children under 5 and one-half the mothers of school age children.

Resources:

Women's Bureau, U.S. Department of Labor, 1371 Peachtree Street, N.E.,
Atlanta, Georgia 30309.

Anatomy Is Destiny, or Is It?", What's New In Home Economics?, March, 1971.

Adapted from:
Preparation for the Dual Role
Curriculum Guide

**LET'S
GROW
GOOD
MANAGEMENT
PRACTICES**



TIME RECORD

	DAY	DATE	DAY	DATE	DAY	DATE
Sleep						
School						
On Way To School						
Study at Home						
Work at Home						
Grooming (Bathing, Dressing, etc.)						
Eating (Meals and Snacks)						
Recreation, Hobbies, TV, Sports, Clubs, etc.						
Miscellaneous						
TOTAL HOURS						

TIME CARDS

TIME CARD			TIME CARD			TIME CARD		
Day	Item	Date	Day	Item	Date	Day	Item	Date
1			1			1		
2			2			2		
3			3			3		
4			4			4		
5			5			5		
6			6			6		
7			7			7		
8			8			8		
9			9			9		
10			10			10		
TIME CARD			TIME CARD			TIME CARD		
Day	Item	Date	Day	Item	Date	Day	Item	Date
1			1			1		
2			2			2		
3			3			3		
4			4			4		
5			5			5		
6			6			6		
7			7			7		
8			8			8		
9			9			9		
10			10			10		

MONEY MANAGEMENT QUESTIONNAIRE

Opinion polls can also be helpful in discovering attitudes toward money management and lead to stimulating discussions. Consider the following:

1. Clearly defined goals contribute to effective use of income.
2. A large income is essential to family security and happiness.
3. Budgeting takes the fun out of spending.
4. A budget is a plan for the use of income.
5. Needs and wants are the same thing.
6. Families with high incomes do not need to budget.
7. Parents should tell a child how to spend his money.
8. Every member of the family should have a say in how family income is to be spent.
9. High price means top quality.
10. Advertising provides helpful buying information.
11. Impulse buying is a good way to get the goods and services you really want.
12. A sound credit rating is a valuable financial asset.
13. Credit can help families raise their level of living.
14. Buying on credit costs more than paying cash.
15. Investing in the stock market is the best way to provide financial security.
16. Consumers pay for trading stamps in the long run.
17. Government services are free.
18. Our system of mass production offers advantages to individuals and families.
19. Government protects the rights of consumers.
20. Consumers play only a minor part in the success or failure of our economy.

Agree	Dis- agree	Unde- cided

STUDENT MONEY MANAGEMENT SURVEY

	YES	NO			
A. Do you receive a regular allowance from your parents?					
B. Do you earn all or part of the money you spend?					
1. 75 - 100%					
2. 50 - 75%					
3. 25 - 50%					
4. Less than 25%					
C. Do you spend your money for these items? (Check the appropriate column.)					
	Daily	Weekly	Monthly	Yearly	Occasionally
1. Candy					
2. Coca Colas and other carbonated drinks					
3. Milk					
4. Potato chips, etc.					
5. Gum					
6. Small cakes or cookies					
7. Ice cream					
8. School lunches (in lunchroom)					
9. FHA dues					
10. Breakage or other fees					
11. Workbooks					
12. Pencils					
13. Pens					
14. Notebook paper					
15. Stamps					
16. Cards and stationery					
17. Skating					
18. Bowling					
19. Ball games					
20. Records					
21. Music (sheet)					
22. Plays					
23. Movies					
24. Cosmetics					
25. Hair sets					

	Daily	Weekly	Monthly	Yearly	Occasionally
26. Permanents					
27. Hair cuts					
28. Transportation (taxi, bus, other)					
29. Gifts					
30. Church					
31. Other charities--Red Cross, Heart Fund, etc.					
32. Other club dues					
33. Yearbook					
34. Kodak films and developing					
35. Photograph for yearbook					
36. School pictures					
37. Class parties or picnics					
38. Cigarettes					
39. County Fair					
40. Other fairs					
41. Miniature golf					
42. Juke box					
43. Lock for locker					
44. Music lessons					
45. Skirts					
46. Blouses					
47. Dresses					
48. Coats					
49. Underwear					
50. Shoes					
51. Socks and hose					
52. Gloves					

THE CORNER STORE

This will require two class periods, one for planning and exploration, and the other for the actual game and evaluation.

NEEDED ITEMS OR PEOPLE: Representatives of stores, parents, teachers, or students to act as store representatives. Representatives will be needed for the following roles:

- A. Apartment owner--his prices should be set
- B. Department Store--prices will vary
- C. Grocery Store--prices will vary
- D. Bank--for savings and checking account
- E. Play money and receipts

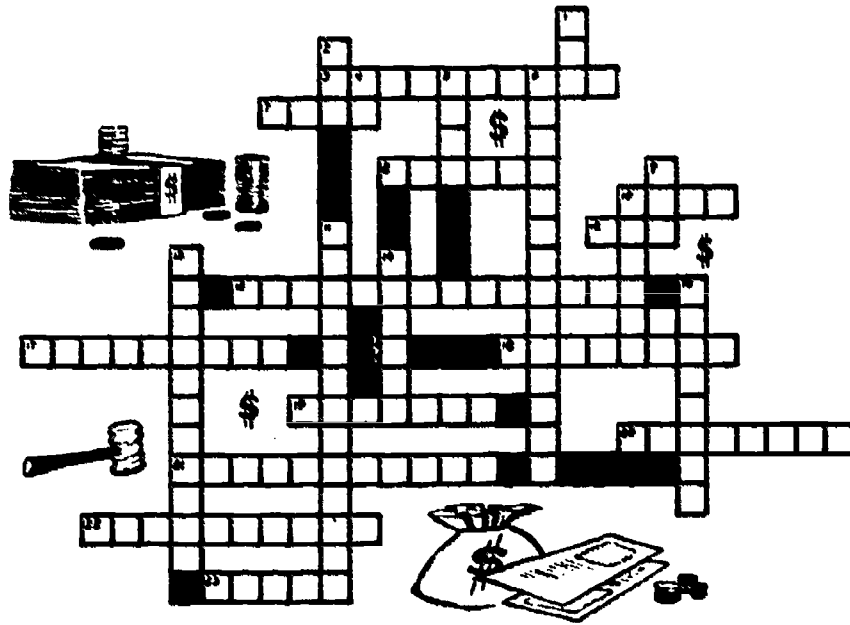
EXPLANATION: 1. Each person will be receiving his first monthly pay check. This amount may be set by the instructor according to the salaries in the local community.

2. Divide into two groups.
 - A. A group plans how their monthly income will be spent, setting aside a certain amount of money for each category of spending. This should be done during the first class period.
 - B. B group spends at random without planning.
3. During the first class period, explain how the game works. If students are to take roles of the representatives, have them get together and discuss what their responsibilities will be.
4. On the second day, students will talk to representatives, who are located in corners of the room, about what they want to buy.
5. The students in group A who have made a spending plan will tell the representative what they want and how much they can spend. The representative will take their money and give them a receipt. (Example: One person says that she needs a blouse for \$10 and a skirt for \$12. That is all that person will spend. She also knows that the store has the items she wants at those prices.)
6. The students in group B who have not planned will ask for what they want and the representatives will give a price. The student will pay the quoted price not caring if it is too high. He will give the representative the money and will in turn receive a receipt. (Example: One person wants some shoes, a blouse, and slacks. He asks how much they are. The store clerk will naturally want to sell the most expensive items first so he will quote a higher priced item. The student does not really care about saving money and buys the higher priced item.)
7. The actual buying should not take up any more than half of the class.
8. Compare what A group was able to buy with what B group bought.

EVALUATION: Fishbowl an inner and outer circle, students who are quieter will be in the inner circle first. Each must make a comment before a person from the outer circle may take their place. Discuss advantages and disadvantages of a budget and planning to keep within a budget. Discuss principles of money management.

Source Unknown

CROSSWORD PUZZLE ON CONTRACT ARRANGEMENTS



ACROSS

3. State of being unable to pay debts and method of protecting creditors
7. Money owed
8. Secure goods or services when we want or need them and pay for them at a later date
10. Rules made by the government
12. Money paid to the government to be used for countless services
15. With every privilege the consumer has a _____
17. Agreements between two parties which can be either written or oral
18. Fee paid for the use of money
19. Type of court with the power to grant bankruptcy
20. Method of pledging property as security to borrow money
21. Attachment of one's wages
22. Act of safeguarding
23. Method people use to leave worldly goods to others after death

DOWN

1. Abbreviation for Federal Trade Commission
2. Abbreviation for Better Business Bureau
4. A preposition
5. Interest is computed at a legal _____
6. The major part of the Consumer Credit Protection Act is _____
9. Money paid to the government to be used for countless services
10. Another name for an attorney at law
11. A self help method available to lender
13. Privileges provided by law (2 words)
14. This may be in the form of money, satisfactions, and/or goods and services
16. New or reserve source of supply or support

Adapted from Consumer Ed. Curriculum Guide
Tennessee State Bd. of Ed.

KEY

CROSSWORD PUZZLE ON CONTRACT ARRANGEMENTS

The crossword puzzle grid contains the following words:

- 1 Across:** BANKRUPTCY
- 2 Down:** DEBT
- 3 Across:** CREDIT
- 4 Down:** RESPONSIBILITY
- 5 Across:** CONTRACTS
- 6 Down:** FEDERAL
- 7 Across:** INTEREST
- 8 Down:** MORTGAGE
- 9 Across:** GARNISHMENT
- 10 Down:** PROTECTION
- 11 Across:** WILLS
- 12 Down:** LAWS
- 13 Across:** TAX

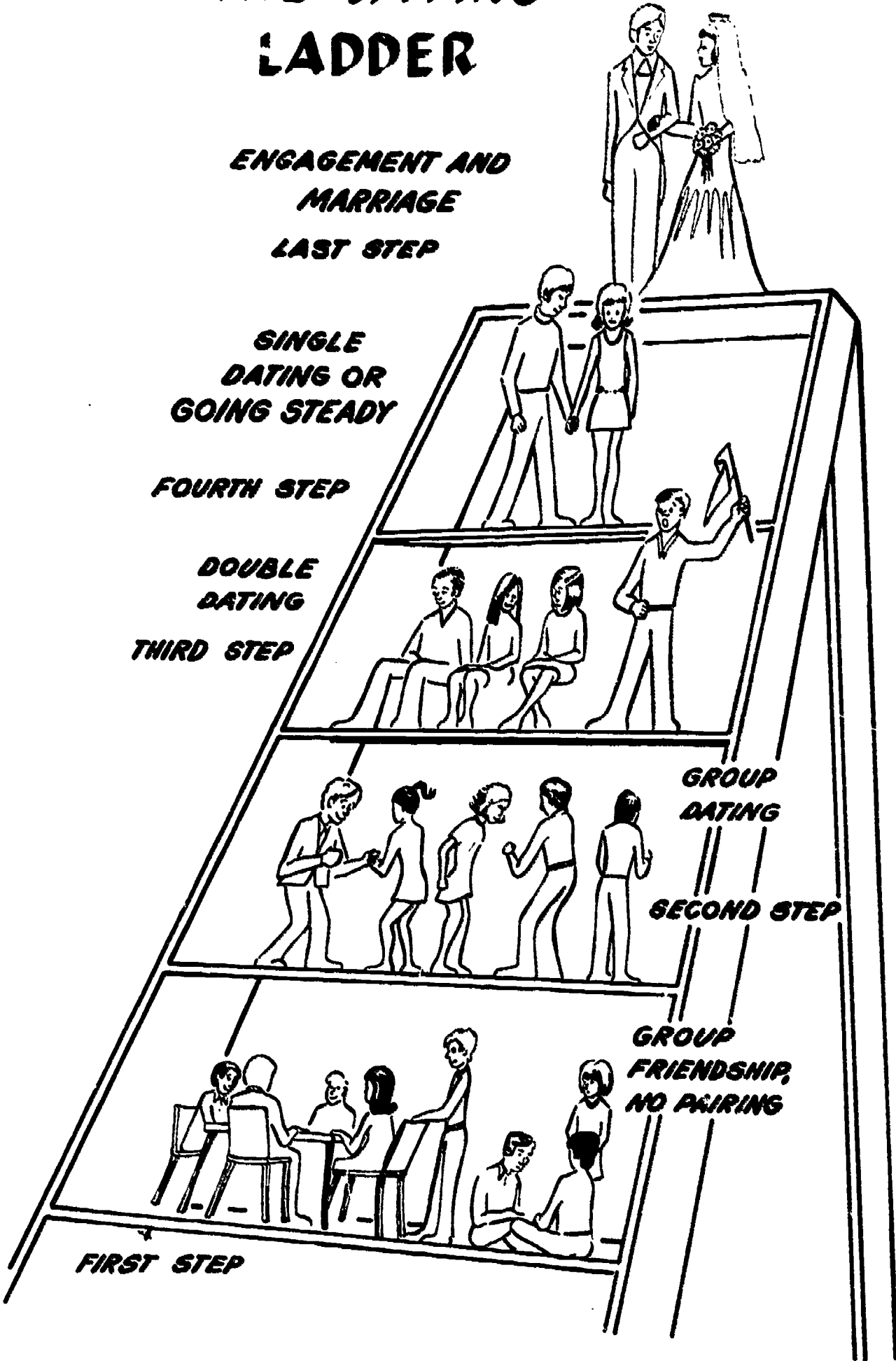
Illustrations include stacks of money, a gavel, a money bag, and a contract document.

PRETEST ON CONSUMER BUYING

Your answers to the following one dozen questions indicate your shopping rating.

	Always	Usually	Seldom
1. I plan my buying so that I know what I want before I buy.			
2. I prepare a grocery shopping list.			
3. I decide on the approximate amount to be spent on an item and keep within that limit.			
4. I shop more than one store in order to save money and get the best value.			
5. I try to buy during non-rush hours (before 11 a.m. and between 1 and 3 p.m.) to avoid crowds, get the best service and make the best selections.			
6. I avoid "bargains" when I have no immediate need for the article.			
7. I ask to see more than one quality of an article so as to compare values.			
8. I look for labels and use their information to help me in making wise choices.			
9. I save labels or instructions on how to take care of a product and thus get the best service from it.			
10. I watch for small savings, realizing that they add up to large sums in time.			
11. I handle merchandise in the store carefully to prevent soil, damage, and breakage.			
12. I combine friendliness, courtesy, and good business methods in my shopping contacts.			

THE DATING LADDER



Name _____

MY ATTITUDES TOWARD CHILDREN

Please place a check in the column which most accurately describes your attitude.

	YES	NO	SOME-TIMES	DON'T KNOW
1. Children have too much energy.				
2. I enjoy being with children.				
3. Children break everything they touch.				
4. Children are naturally mischievous.				
5. Children are basically good.				
6. It is hard to be patient with children.				
7. All children are different.				
8. Children are all alike.				
9. Children should be encouraged to do things for themselves.				
10. Children should be seen and not heard.				
11. Children should eat and sleep according to schedule.				
12. It is better to give in to a child's demand to keep him quiet.				
13. Spanking is the best type of discipline.				
14. Children should learn to play by themselves most of the time.				
15. A quiet child is a good child.				
16. Children need to be constantly watched.				
17. Children are a nuisance.				
18. Children get on my nerves.				
19. It is enjoyable to play with children.				
20. I enjoy helping small children.				

Adapted from:
 Child Development Area of the Kentucky
 Curriculum Guide for Consumer and
 Homemaking Education

Name _____

HOW DO YOU FEEL ABOUT FAMILY PLANNING?

Please place a check in the column which most accurately describes how you feel about family planning?

	YES	NO	SOME-TIMES	DON'T KNOW
1. A couple should have children immediately after marriage.				
2. Married couples are obligated to society to have at least one child.				
3. Parents should have large families.				
4. A wife should have a baby every 3-4 years.				
5. Babies are important in keeping a marriage together.				
6. Contraceptives should be used to control the number of children.				
7. It is only the husband's responsibility to use contraceptives.				
8. The husband and the wife should discuss with a doctor or specialist the best contraceptive for them to use.				
9. A childless couple should adopt.				
10. I could love an adopted child as well as my own.				
11. An unanticipated pregnancy adds strain on family relationships.				
12. Adoptions should be made through adoption agencies.				
13. Every child should have at least one brother or sister.				
14. All contraceptive methods are equally effective.				
15. Every child has the right to expect parents to provide certain basic needs such as food, clothes, education, shelter, health care, love and acceptance.				

ENROLLMENT FORM

I. Enrollment Information

Name _____ Nickname _____

Date of Birth - Year _____ Month _____ Day _____

Address _____ Phone Number _____

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

In case of an emergency contact _____ Phone _____

Brothers and their ages _____

Sisters and their ages _____

Others living in home _____

II. History of Child

A. Eating

Good appetite _____ Poor appetite _____

Food likes _____ Food dislikes _____

Foods he isn't permitted to eat _____

Problems _____

B. Sleeping

Does child take nap? _____ Length _____

Sleeps from _____ to _____ at night

Problems _____

C. Elimination

Is child toilet trained? _____

Regular time for BM? _____

How he tells an adult he needs to go to the toilet? _____

Problems: _____

Taken from: "Curriculum Guide for
Semester Course in Child Development"

D. Washing and Dressing

Can he wash his own face and hands? _____

Can he dress himself? _____

With what does he help in clothing? _____

Put away or hangs up clothing? _____

Problems _____

E. Special Problems: List any special problems that the school should know in order to meet child's needs. _____

F. Play and Experiences with others

Favorite toys _____

What does he like to play best? _____

Does he like to play with others? _____

Has he had any other group experience? _____

If so, where? _____

III. Health

Height _____ Weight _____

Immunizations: (year)

DPT _____ Booster _____

Polio _____ Booster _____

Measles: Red _____ 3 Day _____

Test:

Tuberculin _____ Other _____

When did your child have:

Measles _____ Whooping Cough _____

Chickenpox _____ Mumps _____

Skin allergy _____ Asthma or Hay Fever _____

Surgery _____

Date of last physical examination _____

SUGGESTED SCHEDULE FOR PLAYSCHOOL

1:00 - Arrival and free play	1:35 - Toileting and handwashing
1:20 - Creative activity	Preparing snack
1:30 - Story time	1:40 - Snack time learnings experience
	1:55 - Clean up departure

SUGGESTIONS FOR PHYSICAL ARRANGEMENT OF PLAYSCHOOL

For the total development of the child, there should be centers for the various types of play. The locations of these centers will depend upon the physical arrangement of the room, safety features, traffic patterns and the number and location of observers.

In order to separate the play centers, dividers might be used. Examples of these dividers might be movable shelves, cardboard furniture, tables, book cases or a desk.

The following list of areas contain suggestions for equipment. Space should be provided for each child to leave belongings, clothing, and personal items.

Housekeeping area: Dress up clothing for boys and girls, dolls, buggies, dishes, housekeeping furniture, and cleaning items. This center will be more effective if it is located out of the major traffic lanes so privacy will be provided.

Active play area: This area of the playschool should be located out of the major traffic areas. Equipment in this area might include blocks, trucks, cars, balls, a sand box, tunnels, boards on which to climb and riding toys. Some of these items may be placed in the room and others brought into the room for variety. Music equipment may also be in the active play area. Items that may be found are record player and records; musical instruments such as drums, triangles, bells, sandpaper blocks, shakers made from pie pans, and cymbals made from pan lids.

Quiet play area: This area should contain items for children to use in art activities. Included might be improvised easels, paints, clay, paper, crayons, scissors, finger paints, paste, play dough and other materials. Other activities might include puzzles, books and toys that do not require the use of large muscles. In this center the teacher might include live animals such as turtles, rabbits, mice, birds, and an aquarium; plants, rocks, old clocks, magnets, rulers, scales, prisms, nuts, bolts, and locks. These items might be placed on tables or shelves.

Adapted from:
 "Teaching Child Development"
 Murray State University and
 Kentucky State Department of Education

GUIDE FOR OBSERVATION FORMS

Suggested heading for each observation:

Name _____

Child's Name _____ Date _____

Complete form by commenting on child's reactions to:

Observation I

Routines:

How does he need help with clothes?

Does he eat his snack and is he able to handle food?

What manners has he developed?

Does he need help with handwashing?

Is he able to handle toileting?

Other comments:

Observation II

Free Play:

What toys does he use most?

Does he put toys away? How?

Does he play well in a group?

How does he get along with group members?

Other comments:

Observation III

Social Contacts:

Which child does he play with the most?

Which child does he play with the least?

When is he a leader and/or follower?

How does he react to adult help?

Other comments:

Observation IV

Planned Activities:

Does he participate?

Is he capable of activity?

Is he restless?

What does he like best?

What does he like least?

Is he interested?

Other comments:

Taken from: "Curriculum Guide for Semester Course in Child Development"

PLAYSCHOOL QUESTIONNAIRE

Complete the form by answering the following questions:

Schedule

1. Did the daily schedule provide a variety of activities for the children?

2. What changes in the schedule did you make in order to include different activities?

Selection of Children for the Playschool

1. Were the children selected to include differences in socio-economic levels, in races, and in growth rate?

2. What different types of children would you suggest for the playschool next year?

Equipment and Materials

1. What suggestions would you offer for changes in equipment?

2. How might one improvise the suggested equipment?

3. List materials that were needed but not available.

Observations:

1. What item of behavior did you observe that helped you to better understand children?

2. What additions or changes would you make concerning observation forms?

Taken from: "Curriculum Guide for Semester Course in Child Development"

Experiences With Children

1. What experiences for the children do you think should be added next year?

2. What experiences did you think were too hard for the children?

3. What experiences did you think the children enjoyed the most?

4. What experiences have you learned in the playschool that you would use with your own children?

Other suggestions for improving the playschool.

MARY'S EATING HABITS

Mary, a high school senior, is a busy popular student. She likes sports, is an average student, has a good personality and is well liked by her school mates. She has a part time job and has learned to manage her money well. In the fall she plans to attend school and continue to work. She has a tendency to be slightly over weight and recently she has noticed that she has a complexion problem. She has also noticed that her grades have gone down in her morning classes. The following paragraph describes a typical eating schedule for Mary.

She skips breakfast and drinks a coke on the way to school. Between first and second period she has a candy bar. She skips lunch at school because she is not really hungry at that time. After school she is hungry but must hurry to her job so she has a coke and potato chips. By the time she gets home from work to have dinner with her family she is really starved. Her mother is a good cook and Mary eats a large dinner. She is especially fond of fried foods and starches. After dinner she usually studies or watches TV. She is usually hungry before bedtime and she may have a pizza or a sandwich before going to bed.

Analyze Mary's eating habits.

ARE YOU EATING THE BASIC FOUR DAILY?

Write the foods eaten in the left hand column and check the number of servings of the basic four in the appropriate column.

	Milk & Milk Products 4 servings	Fruits and Vegetables 4 servings	Meat, Fish, Poultry, Eggs, Dried Beans, Nuts 2 servings	Breads and Cereals 4 servings
Number of Servings				
Breakfast:				
Snack:				
Lunch:				
Snack:				
Dinner:				
Snack:				
Total:				

CONSUMER BUYMANSHIP

Although food is usually the largest single expense in a family budget, you can generally reduce the amount you spend for food in the following ways:

1. Make a list and stick to it.
2. Look at labels.
3. Check the weights.
4. Shop for advertised specials.
5. Buy in quantity when it is more economical.
6. Compare costs and buy food in the form that gives the most savings for the money.
7. Use USDA grades whenever possible.
8. Use cereals you cook yourself since they are almost always less expensive and usually more nutritious.
9. Buy nonfat dry milk and evaporated milk.
10. When buying meat, consider the lean meat in the cut, not the cost per pound.
11. Take advantage of seasonal abundances.

GOOD MANNERS FROM A TO Z

A-void putting your fingers in your mouth or picking your teeth before others.

B-utter a small portion of bread at one time.

C-hew food with your mouth closed.

D-rinking or talking with food in your mouth shows poor manners.

E-lbows belong fairly close to your side and off the table.

F-ood is carried to the mouth on the fork with the prongs up; use fork rather than spoon whenever possible.

G-ood posture is important to good table etiquette so sit erect.

H-old knife in right hand and fork (with tines down) in left hand when cutting food.

I-t is best to learn good manners early and use them all the time until they are so much a part of you that they are completely automatic.

J-ellies and jams are placed on your plate and then spread on a small portion of bread; never place directly on bread from serving dish.

K-eeep one hand in your lap except when passing food or buttering bread, etc.

L-eave your napkin crumpled slightly to the left of the plate; extended house-guests would refold cloth napkins and place to left of plate.

M-anners reflect your consideration for others.

N-ever blow on food to cool it.

O-pen edges of napkin (which is on left-hand side of place setting) are placed at the lower right corner so one may easily and quietly place in lap (opened halfway).

P-assing of food should be in one direction, and you should pass with the hand farthest from the person to whom you are passing.

Q-uiet conversation about pleasant topics is conducive to sociability and digestibility.

R-eceive passed food with the hand farthest from the person and transfer to the other hand before passing to next person.

S-oup is eaten by dipping the soup spoon away from you and sipping from the side of the spoon nearest you.

T-ry to time your eating so that you finish when the others do.

U-sed silverware should not be placed on the tablecloth but placed on the plate where used or on the serving dish where it will not fall off when dishes are removed.

V-ery considerate guests watch the hostess for cues as to when to begin eating what silver to use if in doubt, and when to leave the table.

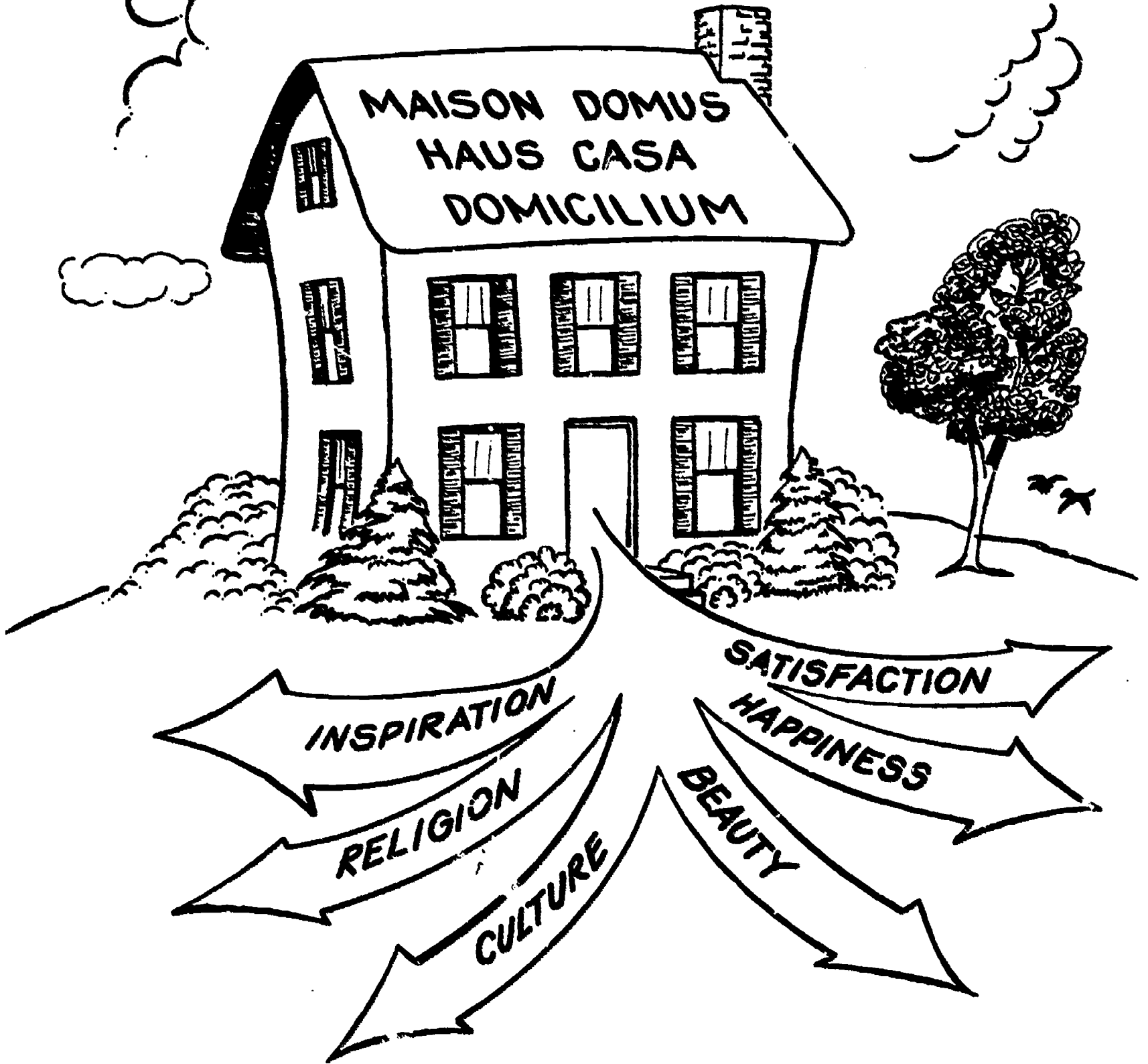
W-hen mishaps happen, apologize quietly and let the hostess take care of the situation.

eX-press your thanks to your mother or to the hostess for an enjoyable meal.

Y-ou should take what is served without comment unless offered a choice.

Z-est for food should still not cause you to gulp beverages, eat rapidly or scrape everything clean as though you are on the verge of starvation.

**IN ANY LANGUAGE,
THERE'S NO PLACE LIKE HOME!**



HOUSING FEATURES AND THE LIFE CYCLE

Directions: In the space opposite the individual housing features, check the stage of the family life cycle to which the feature would apply.

Housing Features	Early Years	Crowded Years	Peak Years	Later Years
1. One story home				
2. Two story home				
3. Split level home				
4. Two story with 1 bedroom on ground level.				
5. One story with 2 bedrooms.				
6. One story with 3 bedrooms.				
7. Two story with all bedrooms on 2nd floor.				
8. Two story with bathroom on 2nd floor				
9. Two story with 1 bathroom on 1st				
10. One story with 2 bathrooms				
11. Basement				
12. Attic.				
13. Fireplace.				
14. "Mud" room near back door.				
15. Back porch				
16. Front porch.				
17. Large kitchen.				
18. Small kitchen.				
19. Living room.				
20. Dining room.				
21. Living-dining room combination				
22. Family room.				
23. Recreation room in basement.				
24. Large kitchen with eating area				
25. Small kitchen with eating area				
26. Laundry room in basement				
27. Utility room on 1st floor.				
28. Workroom				
29. Sewing room.				
30. Guest bedroom.				

At which stage in the life cycle would people most likely live in the following type dwellings:

Mobile Home _____

Apartment _____

Condominium _____

One story home (2 bedrooms) _____

Split level home (4 bedrooms) _____

Duplex _____

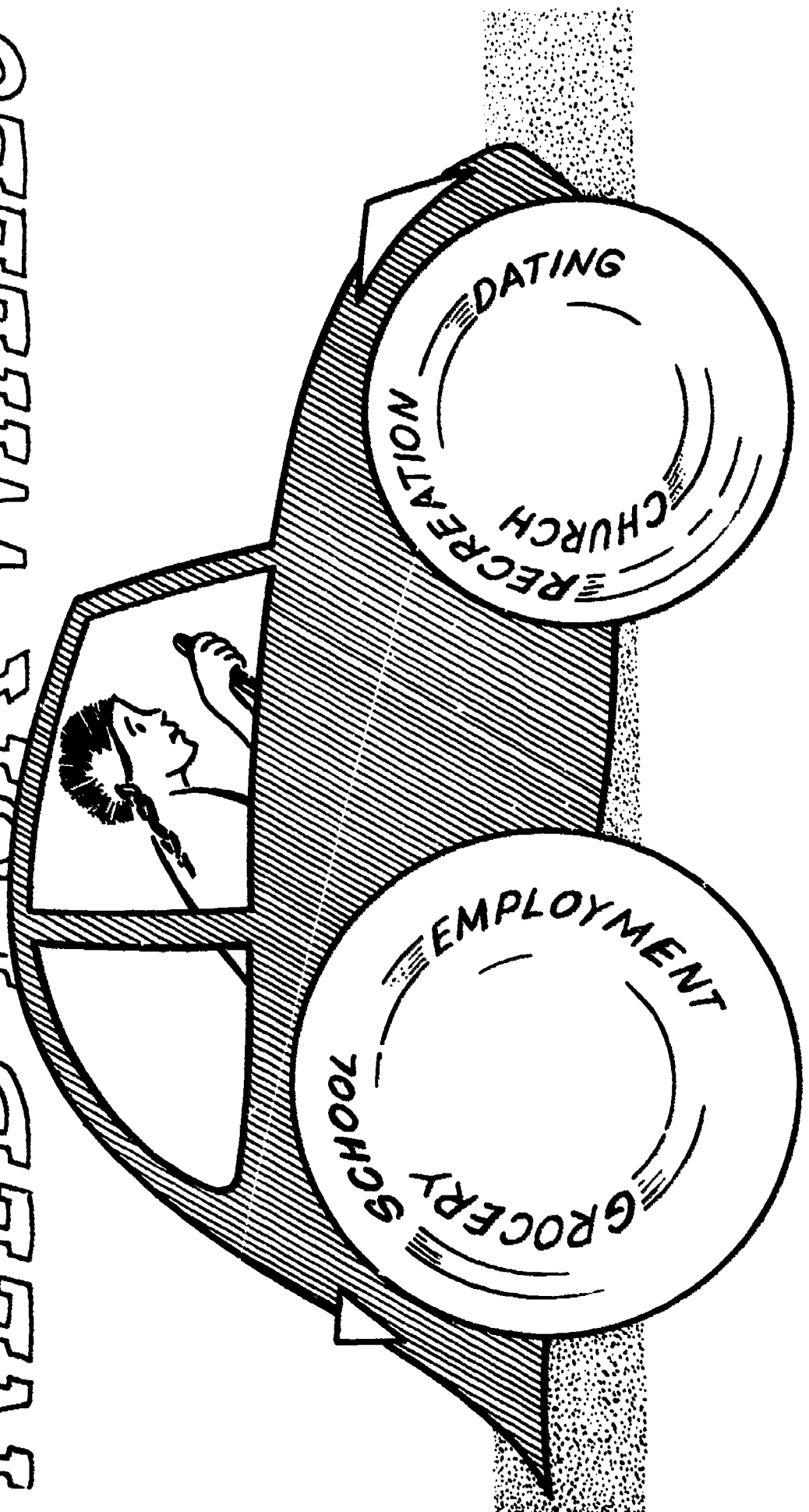
Retirement Manor _____

Nursing Home _____

Campus Housing Unit _____

One-room apartment _____

NEED FOR WHEELS



CHECK LIST FOR EVALUATION OF A USED CAR

	<u>Yes</u>	<u>No</u>
1. Car Exterior and Frame		
a. Evidence of accident		
b. Recent paint		
c. Excessive rust		
d. Doors, windows, and locks work easily		
e. Frame shows evidence of accident		
f. General condition of trunk		
g. Tires show wear		
2. Car Interior		
a. Doors, roof, seats		
b. Floor and mats		
c. Pedals show wear		
d. Dashboard, glove compartment, ashtrays		
e. Interior color matches exterior		
3. Engine		
a. Normal sound		
b. Lights and signals working		
c. No unusual noises		
d. General appearance		
4. Road Test The Car		
a. City driving		
b. Highway driving		
c. Rough or general roads		

AUTOMOBILE BINGO

Ruth Freel

This game may be used as an evaluation or review device at the close of a study of automobiles.

Equipment Needed:

1. Bingo-type boards (one per player) with each of the 25 squares having a card symbol (e.g., 9 of hearts or King of spades) instead of the usual numbers under the Bingo letters. All boards are different.
2. Grains of corn or other material to cover squares as earned.
3. Deck of playing cards.
4. Deck of cards with questions about automobiles (see examples on following pages which may be cut out and used for the game).

Rules of Play:

1. Both decks of cards (the regular deck of cards and the ones containing questions about cars) are placed face down on the table.
2. Each player is given a bingo type board with card symbols in each space.
3. The player whose birthday comes first in the year is first, and turns proceed to the right.
4. The players, in turn, draw a card from each deck. If his board contains the symbol card he drew, he tries to answer the question on his question card.
5. If he successfully answers the question, he covers that square on his board. If he does not answer the question correctly, his question card is placed in a separate stack for later use.
6. If the player does not have the symbol card he drew on his board, he passes both his cards to the next player and this constitutes the "draw" of the player to whom they were passed.
7. If a player draws a joker, he may draw two additional cards. No bingo boards have a joker on it.
8. The winner is the first one to cover five squares in a row on his board, either vertically, horizontally, or diagonally.
9. At any turn, a player may request an opportunity to draw an extra card from the stack of question cards that have been missed. If he succeeds in answering the question correctly, he may cover any square on his board except the center or corner squares.

Taken from Teaching Aids for Consumer and Homemaking Programs, Univ. of Ill.

<p>1. Harry kept track of his gas and oil costs last year. They came to \$210. This was:</p> <p>A. A lot less than most drivers spend.</p> <p>B. About what most drivers spend.</p> <p>C. A lot more than most drivers spend.</p>	<p>5. Alex's car was stolen. The insurance company paid for the car because Alex had:</p> <p>A. Liability insurance.</p> <p>B. Collision insurance.</p> <p>C. Comprehensive insurance.</p>	<p>9. Shirley had an accident. The accident was Shirley's fault, and her insurance company paid for damages to the other car. Shirley had:</p> <p>A. Liability insurance.</p> <p>B. Collision insurance.</p> <p>C. Comprehensive insurance.</p>
<p>2. Harry spent about \$30 for repairs on his car last year. This was:</p> <p>A. Less than average.</p> <p>B. About what most drivers spend.</p> <p>C. A lot more than most drivers spend.</p>	<p>6. Sara was in an auto accident. It was her fault and she couldn't get money for damages on her car because she didn't have:</p> <p>A. Liability insurance.</p> <p>B. Collision insurance.</p> <p>C. Comprehensive insurance.</p>	<p>10. Which of these cars will probably run well on regular gas?</p> <p>A. 6-cylinder Plymouth</p> <p>B. Small 8-cylinder Chevy</p> <p>C. Large 8-cylinder Chrysler</p>
<p>3. Lois bought a used car for \$900. She sold it for \$300. How much was her depreciation?</p> <p>A. \$600</p> <p>B. \$900</p> <p>C. \$300</p> <p>D. \$1200</p>	<p>7. Sam's car was in a flood. His insurance company paid to have the car fixed up because he had:</p> <p>A. Liability insurance.</p> <p>B. Collision insurance.</p> <p>C. Comprehensive insurance.</p>	<p>11. Hal has a 6-cylinder Ford. He always uses hi-test gas. What does this give him?</p> <p>A. A lot more gas mileage</p> <p>B. A lot more power</p> <p>C. More expensive gas bills</p>
<p>4. Which of these cars will probably depreciate the most next year?</p> <p>A. A 2 year old Chevy sedan</p> <p>B. A 5 year old Chevy sedan</p> <p>C. A 7 year old Chevy sedan</p>	<p>8. If a state requires insurance to register a car, what kind of insurance is it?</p> <p>A. Liability insurance</p> <p>B. Collision insurance</p> <p>C. Comprehensive insurance</p>	<p>12. Hal buys his hi-test gas from a cheap cut-rate station. How does the gas he buys probably compare to the big-name brands?</p> <p>A. A lot worse in "go" power</p> <p>B. A little worse in "go" power</p> <p>C. About the same in "go" power</p>



<p>13. Hal's car dealer told him to use #30 oil. Hal probably lives in:</p> <p>A. A cold part of the country. B. A hot part of the country.</p>	<p>17. The "10" in 10/20/5 liability insurance stands for:</p> <p>A. \$10,000. B. 10 accidents. C. 10 years.</p>	<p>21. Mark Morgan's car is only worth about \$150. Mark will probably be wise not to buy:</p> <p>A. Collision insurance. B. Liability insurance. C. Medical payments insurance.</p>
<p>14. Jerry smashed up the whole side of his car. What kind and how many repair estimates should he get?</p> <p>A. One verbal B. At least two verbal C. One written D. At least two written</p>	<p>18. In 10/20/5 liability insurance, which number stands for coverage against property damage?</p> <p>A. 10 B. 20 C. 5</p>	<p>22. This information is from Big Mac's estimate for repairs on your car: Fix motor: Parts \$90; Labor \$35; Total \$125. Is this a good description of the job Big Mac is going to do?</p> <p>A. Yes, because it tells how much is for parts and how much for labor. B. No, because you need to know what is to be fixed on motor.</p>
<p>15. "TRANSFERRED TO: Joe Sperry. Owner's Statement. I am the owner of the vehicle described on the reverse side, or a member of the firm or officer of the corporation owning same, and have disposed of the vehicle as shown above. Peter Banks." Who legally owns the car referred to in the registration form above?</p> <p>A. Joe Sperry B. Peter Banks</p>	<p>19. Pete had an accident which was his fault. He had damages to his car of \$400. If he had \$50 deductible collision insurance, how much would the insurance company pay on his car repairs?</p> <p>A. \$50 D. Nothing B. \$350 E. \$400 C. \$450</p>	<p>23. Suppose the front tires of a car are worn down on one side. The basic problem is probably:</p> <p>A. The tires. B. The wheel alignment.</p>
<p>16. Jimmy lives in Akron, Ohio. He belongs to AAA. Where can he get free road service?</p> <p>A. San Francisco, California B. Cleveland, Ohio C. New York City D. Akron, Ohio E. Tallahassee, Florida</p>	<p>20. Jean needs car repairs. She goes to Big Mac. He estimates \$125, but says he may find other problems. Later Jean receives a bill for \$200. How could she have protected herself from this?</p> <p>A. Tell him to make all repairs. B. Tell him the top price is \$125. C. Get \$125 estimate in writing and call before making extra repairs. D. Refuse to pay the \$200 bill.</p>	<p>24. You push up and down on the fender of a car. When you stop, the car rocks up and down just once. This is:</p> <p>A. A good sign. B. A bad sign.</p>

<p>25. Which of the following would be the greatest risk in buying a particular used car?</p> <p>A. Bashed in left rear fender B. Rusted muffler C. Welded engine block</p>	<p>29. Which of the following signals more danger when you race a car?</p> <p>A. Blue smoke B. White smoke</p>	<p>33. Jeff Harris sees a car with a \$300 tag on it. This is the:</p> <p>A. Cash price. B. Credit price.</p>
<p>26. Which of the following would indicate a greater problem in buying a particular used car?</p> <p>A. Very thin oil on dipstick B. Very thick oil on dipstick</p>	<p>30. The mileage gauge on a car shows 25,501 miles. The oil change sticker shows 37,877 miles. Which is likely to be closer to the true mileage?</p> <p>A. 25,501 B. 37,877</p>	<p>34. Johnny wants to buy a used car for \$300. He borrows \$300 from the bank to pay for it. The car will cost him:</p> <p>A. \$300. B. More than \$300. C. Less than \$300.</p>
<p>27. The steering wheel on a car has 1 1/2 inches of free play. This is:</p> <p>A. Safe. B. Unsafe.</p>	<p>31. About how many miles is the average car driven per year?</p> <p>A. 5,000 B. 10,000 C. 20,000</p>	<p>35. Jack wants to buy a car for \$300. The bank says he can borrow the money at 12%. He agrees to pay everything up in a year. In all he will pay:</p> <p>A. \$312. B. \$324. C. \$336.</p>
<p>28. A good road test of a car requires:</p> <p>A. A trip around the block. B. About 5 minutes. C. 20 minutes or more.</p>	<p>32. You notice these things about a used car you are considering: new parts under hood, body leans to one side, rear wheels aren't in same track as front wheels. This probably means that:</p> <p>A. Mileage gauge was turned back. B. Car was in an accident. C. It was a "lemon" from the start.</p>	<p>36. Betty borrows \$500 from the bank to buy a car. The bank lends her the money for 18%. She plans to pay the money back in a year's time. Her monthly payments will be:</p> <p>A. \$49.17. B. \$59.17 C. \$69.00.</p>

ANSWER KEY TO AUTOMOBILE BINGO

- | | |
|--|---|
| 1. B. About average | 19. B. \$350 |
| 2. A. Less than average | 20. C. Get \$125 estimate in writing and call before making extra repairs |
| 3. A. \$600 | 21. A. Collision insurance |
| 4. A. A 2 year old Chevy sedan | 22. B. No, because you need to know what is to be fixed on motor |
| 5. C. Comprehensive insurance | 23. B. Wheel alignment |
| 6. B. Collision insurance | 24. A. A good sign |
| 7. C. Comprehensive insurance | 25. C. Welded engine block |
| 8. A. Liability insurance | 26. B. Very thick oil |
| 9. A. Liability insurance | 27. A. Safe |
| 10. A. 6-cylinder Plymouth
B. Small 8-cylinder Chevy | 28. C. 20 minutes or more |
| 11. C. More expensive gas bills | 29. A. Blue smoke |
| 12. C. About the same | 30. B. 37.877 |
| 13. B. A hot part of the country | 31. B. 10,000 |
| 14. D. At least two written | 32. B. Car was in an accident |
| 15. A. Joe Sperry | 33. C. Cash price |
| 16. A, B, C, D, E. You can get service anywhere in the country | 34. B. More than \$300 |
| 17. A. \$10,000 | 35. C. \$336 |
| 18. C. 5 | 36. A. \$49.17 |

INFORMATION ON A CAREER

1. Job title: _____
2. Physical requirements of the career:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
3. The location of places I could find employment:

(1) _____	(4) _____
(2) _____	(5) _____
(3) _____	(6) _____
4. Necessary personal tools and equipment for the career:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
5. The income expected:
 - (1) Starting salary per week _____
 - (2) Expected earnings after 2 years _____
 - (3) Expected earnings after 10 years _____
6. Chances for advancement:
 - (1) In this position _____
 - (2) By changing to another position _____

Adapted from: "Let's Explore Your Career" - Extension

7. Health and/or hazards found in this career:

- (1) _____
- (2) _____
- (3) _____

8. Retirement benefits in this career:

- (1) Covered by Social Security? _____
- (2) Covered by private retirement plan? _____
- (3) Retirement age in this career? _____

9. Duties of this career:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

10. What will be the need for people in this career in 25 years?

- (1) _____
- (2) _____

11. What vacation benefits?

- (1) _____
- (2) _____

12. What is the demand for persons in this career?

- (1) _____
- (2) _____

13. Does the worker have to

- (1) Have a special license? _____
- (2) Become a union member? _____

14. What special aptitudes are required?

- (1) _____
- (2) _____
- (3) _____

15. What personality traits are most helpful in this job?

- (1) _____
- (2) _____
- (3) _____

16. What are the general working conditions?

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

17. What education or training is required for this occupation?

- (1) High school _____
- (2) Apprenticeship _____
- (3) Vocational school _____
- (4) College graduation _____
- (5) Graduate school _____

18. Where can the necessary education be obtained?

- (1) _____
- (2) _____
- (3) _____
- (4) _____

19. What will be the cost of the necessary training? _____

20. Five aspects of this career that appeal to me:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

21. Two disadvantages I see in this career:

- (1) _____
- (2) _____

22. Two advantages I see in this career:

- (1) _____
- (2) _____

23. Compare your findings about the career area with your self analysis.

- (1) Do I qualify for this career? _____
 - (a) If no, why not? _____
- (2) Would I be happy in this career? _____
 - (a) If no, why not? _____

RESOURCE LIST
FAMILY LIVING CURRICULUM GUIDE

Books:	Title	Author	Publisher or Source	Date
1.	<u>Baby Learning Through Baby Play</u>	Gordon, Ira J.	St. Martins Press	1970
2.	<u>Being Married</u>	Duvall, Evelyn M. and Reuben Hill	D. C. Heath Company	
3.	<u>Betty Crocker's New Dinners For Two</u>		Golden Press	
4.	<u>Between Parent and Teenager</u>	Ginnott, Dr. Haim G.	Macmillan Company	1969
5.	<u>Birth Atlas</u>	Dickinson, Robert L. and Abram Belskie	Maternity Center Association	1971
6.	<u>Building Your Home Life</u>	Wallace, Inez and Bernice McCullar	J. B. Lippincott Company	1969
7.	<u>Call Me Mister</u>	James, Barry	Milady Publishing Corporation	1970
8.	<u>Child Care and Development</u>	Ames, Louise Bates	J. B. Lippincott Company	1970
9.	<u>Child Growth and Development</u>	Hurlock, Elizabeth B.	McGraw-Hill Book Company Webster Division	1970
10.	<u>Children: A Study in Individual Behavior</u>	Westlake, Helen G.	Ginn and Company	1973

11. <u>Clothing: A Comprehensive Study</u>	Craig, Hazel Thompson	J. B. Lippincott Company	1968
12. <u>Conception, Birth and Contraception</u>	Demarest, Robert J. and John J. Sciarra	McGraw-Hill Book Company Webster Division	1969
13. <u>Consumer Economics</u>	Wilhelms, Fred T. and Ramon P. Heimell	McGraw-Hill Book Company Gregg Division	
14. <u>Consumer Economic Problems</u>	Wilson, W. Harmon and Elvin S. Eyster	South Western Publishing Company	1966
15. <u>Dictionary of Occupational Titles</u>		U. S. Department of Labor Superintendent of Documents	
16. <u>Dress</u>	Gawne, Eleanor J. and Bess V. Oerke	Charles A. Bennett Company	1969
17. <u>Encyclopedia of Careers, Vol. I, "Planning Your Career"</u>	Hopke, William E.	Doubleday and Company	1972
18. <u>Encyclopedia of Careers, Vol. II, "Careers and Occupations"</u>	Hopke, William E.	Doubleday and Company	1972
19. <u>Experiences With Foods</u>	Pollard, L. Belle	Ginn and Company	1968
20. <u>Family Development</u>	Duvall, Evelyn	J. B. Lippincott Company	1971
21. <u>Family Living</u>	Duvall, Evelyn	Macmillan Company	
22. <u>Family Meals and Hospitality</u>	Lewis, Dora S., Gladys S. Peckham and Helen C. Hovey	Macmillan Company	1972
23. <u>Food For Modern Living</u>	McDermott, Irene E., Mabel B. Trilling and Florence Williams Nichols	J. B. Lippincott Company	1967

24.	<u>Foods In Homemaking</u>	Cronan, Marion L. and June C. Atwood	Charles A. Bennett Company	1971
25.	<u>Guide To Modern Clothing</u>	Sturm, Mary M., Edwina H. Griesler Dorothy Lyle and Jane E. Roberts	McGraw-Hill Book Company Webster Division	1973
26.	<u>Handbook of Job Facts</u>	Thiemann, Norma L.	Science Research Association, Inc.	1968
27.	<u>Homemaking For Teen- agers, Book I</u>	McDermott, Irene E. and Florence W. Nichols	Charles A. Bennett Company	1970
28.	<u>Homemaking For Teen- agers, Book II</u>	McDermott, Irene E. and Florence W. Nichols	Charles A. Bennett Company	
29.	<u>Home Management Is . . .</u>	Bratton, Ester C.	Ginn and Company	1971
30.	<u>Homes Today and Tomorrow</u>	Sherwood, Ruth F.	Charles A. Bennett Company	1972
31.	<u>Homes With Character</u>	Craig, Hazel T.	D. C. Heath and Company	1970
32.	<u>Infants In Institu- tions</u>	Provence, Sally and Rose C. Lipton	International University Press	1969
33.	<u>Learning About Children</u>	Shuey, Rebekah M., Elizabeth L. Woods and Ester M. Young	J. B. Lippincott Company	1969
34.	<u>Lessons In Living</u>	Davis, Martha and M. Yvonne Peeler	Ginn and Company	1970
35.	<u>Life Before Birth</u>	Montagu, Ashley	New American Library	
36.	<u>Living and Learning With Children</u>	Smart, Mollie S. and Russell C. Smart	Houghton Mifflin Company	
37.	<u>Living In Families</u>	Smart, Mollie S. and Russell C. Smart	Houghton Mifflin Company	

38.	<u>Living With Your Family</u>	Fleck, Henrietta, Louise Fernandez and Elizabeth Murves	Prentice-Hall Inc.	1965
39.	<u>Management For Better Living</u>	Starr, Mary Catherine	D. C. Heath and Company	1968
40.	<u>Management For You</u>	Fitzsimmons, Cleo and Nell White	J. B. Lippincott Company	
41.	<u>Married Life</u>	Brisbane, Holly E. and Audrey P. Riker	Charles A. Bennett Company	1970
42.	<u>Mealtime</u>	Oerke, Bess V.	Charles A. Bennett Company	1970
43.	<u>Occupational Outlook Handbook</u>		U. S. Department of Labor Bureau of Vital Statistics	
44.	<u>Occupations and Careers</u>	Feingold, Norman S. and Sol Swerdloff	McGraw-Hill Book Company Webster Division	1969
45.	<u>Personal Adjustment, Marriage and Family Living</u>	Landis, Judson T. and Mary G. Landis	Prentice-Hall Inc.	1970
46.	<u>Personal Perspectives</u>	Paolucci, Beatrice, Theodora Faiola and Patricia Thompson	McGraw-Hill Book Company Webster Division	1973
47.	<u>Please Breast Feed Your Baby</u>	Gerard, Alice	New American Library	1971
48.	<u>Pregnancy and Birth</u>	Guttmacker, Alan F.	New American Library	
49.	<u>Relationships: A Study in Human Behavior</u>	Westlake, Helen G.	Ginn and Company	1972
50.	<u>Steps In Home Living</u>	Reiff, Florence M.	Charles A. Bennett Company	1966

51.	<u>Teenage Living</u>	Ahern, Nell Giles	Houghton Mifflin Company	1966
52.	<u>Teen Guide to Homemaking</u>	Barclay, Marion S., Frances Champion, Jeanne Brinkley and Kathleen Funderburk	McGraw-Hill Book Company Webster Division	1972
53.	<u>Teen Horizons</u>	Lewis, Dora S., Anna K. Banks and Marie Banks	Macmillan Company	1970
54.	<u>Textiles for Homes and People</u>	Vanderhoff, Margil, Lavina Franck and Lucille Campbell	Ginn and Company	1973
55.	<u>The Child Under Six</u>	Hymes, James L., Jr.	Prentice-Hall Inc.	1971
56.	<u>The Chosen Baby</u>	Wasson, Valentina P.	J. B. Lippincott Company	1971
57.	<u>The Developing Child</u>	Brisbane, Holly E.	Charles A. Bennett Company	1971
58.	<u>The Home: It's Furnishings and Equipment</u>	Morton, Ruth, Hilda Geuther and Virginia Guthrie	McGraw-Hill Book Company Webster Division	1970
59.	<u>The Nursery School</u>	Read, Katherine H.	W. B. Saunders Company	1971
60.	<u>These Are Your Children</u>	Jenkins, Gladys G., Helen S. Shacter and William W. Bauer	Scott Foresman and Company	1971
61.	<u>The Second Skin</u>	Horn, Marilyn J.	Houghton Mifflin Company	1968
62.	<u>The Tasks of Childhood</u>	Muller, Phillippe	McGraw-Hill Book Company Webster Division	1969
63.	<u>The World of Foods</u>	Medved, Eva	Ginn and Company	1970
64.	<u>Thresholds to Adult Living</u>	Craig, Hazel Thompson	Charles A. Bennett Company	1970

65. <u>Today's Home Living</u>	Hatcher, Hazel M. and Mildred E. Andrews	D. C. Heath Company	1971
66. <u>Tomorrow's Homemaker</u>	Lewis, Dora, Anna K. Banks, Marie Banks and Adele G. Columbia	Macmillan Company	1967
67. <u>Understanding and Guiding Young Children</u>	Baker, Katherine Reed and Xenia F. Fane	Prentice-Hall Inc.	1967
68. <u>What You Should Know About VD and Why</u>	Webster, Bruce	Scholastic Book Service	1968
69. <u>When You Marry</u>	Duvall, Evelyn M. and Reuben Hill	D. C. Heath Company	1966
70. <u>Your Family and It's Money</u>	Thal, Helen M.	Houghton Mifflin Company	1969
71. <u>Your Foods Book</u>	Harris, Florence and Rex T. Withers	D. C. Heath Company	1966
72. <u>Your Marriage and Family Living</u>	Landis, Paul H.	McGraw-Hill Book Company Webster Division	1969
Booklets and Pamphlets	Author	Publisher or Source	
1. "Altar Bound"	Pearce, Elizabeth C. and Betty S. Rodgers	Interstate Printers and Publishers	
2. "A Place to Keep Your Money: A Unit on Banking"		Grolier Educational Corporation	
3. "Baby Care"	Cohlan, Sidney Q.	John and Johnson, Inc.	

4.	"Buying a Car, Occupational Work Experience"	Trade and Industrial Education Industrial Material Laboratory The Ohio State University
5.	"Buying a New Car"	Grolier Educational Corporation
6.	"Buying On Time"	Council of Better Business Bureau, Inc.
7.	"Car Care on the Road"	Council of Better Business Bureau, Inc.
8.	"Car and Property Insurance"	Grolier Educational Corporation
9.	"Checking Out A Used Car"	Grolier Educational Corporation
10.	"Consumer Economic Problems"	Wilson, W. Harmon and Elvis S. Eyster
11.	"Consumer Tips on Guarantees and Warranties"	South Western Publishing Company
12.	"Education In Kentucky For Children Under Six" (Free)	Council of Better Business Bureau
13.	"Every Ten Minutes"	Kentucky State Department of Education
14.	"Facts About Breast Feeding"	Insurance Information Institute Meade Johnson Company
15.	"Facts on Mobile Home Selection"	Council of Better Business Bureau, Inc. or Mobile Home Manufacturer's Association

16.	"Facts on Shopping For Food"	Council of Better Business Bureau, Inc.
17.	"Facts You Should Know About Life Insurance"	Council of Better Business Bureau, Inc.
18.	"Facts You Should Know About Savings"	Council of Better Business Bureau, Inc.
19.	"Facts You Should Know About Schemes"	Council of Better Business Bureau, Inc.
20.	"Facts You Should Know About Your Legal Problems"	Council of Better Business Bureau, Inc.
21-a	"Figuring Credit Charges"	Grolier Educational Corporation
21-b	"Getting Married"	Kimberly Clark Corporation
22.	"Guarantees and Warranties"	Council of Better Business Bureau, Inc.
23.	"Health Care of the Adolescent" (Pamphlet #463)	Public Affairs Pamphlet
24.	"How Our Bank Helps Our City"	Manufacturers Hanover Trust Company
25.	"If Anything Happens to Me: A Unit on Life Insurance"	Grolier Educational Corporation
26.	"Infant Care" (Publication #8)	Children's Bureau Superintendent of Documents
27.	"I've Got To Have Wheels, A Unit on How To Buy A Car"	Grolier Educational Corporation

28.	"Mary Hart Weds John Will"	Franks, Blanche N.	Interstate Printers and Publishers
29.	"Meal Planning" (#H.E 3-214)	Helton, Elizabeth	University of Kentucky Cooperative Extension Service or Local Extension Agent
30.	"Mrs. King Has A Baby" (Comic Book)		Maternity Center Association
31.	"Number, Size, and Price"		Grolier Educational Corporation
32.	"Parent-Teenager Communications"		Public Affairs Pamphlets
33.	"Personal Budgeting"		Trade and Industrial Education Services
34.	"Prenatal Care"		Children's Bureau Publications Superintendent of Documents
35.	"Quacks and Medical Frauds"		Grolier Educational Corporation
36.	"The Adolescent In Your Family"		Superintendent of Documents
37.	"The Cost of Running A Car"		Grolier Educational Corporation
38.	"The Early Adolescent: A Guide for Parents"		Interstate Printers and Publishers Inc.
39.	"The La Leche League Newsletter"		La Leche League

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|-----|---|---|
| 40. | "The Womanly Art of Breast Feeding" (on loan) | La Leche League |
| 41. | "Ten Danger Signals In Buying" | Kentucky Attorney General's Office |
| 42. | "Tips On Multi-Level Selling Plans" | Council of Better Business Bureau, Inc. |
| 43. | "Tips on Refunds and Exchanges" | Council of Better Business Bureau, Inc. |
| 44. | "Tips on Sales Contracts" | Council of Better Business Bureau, Inc. |
| 45. | "Tips on Tires" | Council of Better Business Bureau, Inc. |
| 46. | "To Know And To Care" | National Foundation |
| 47. | "Using Banking Services" | The American Bankers Association |
| 48. | "What Truth in Lending Means To You" | Board of Governors Federal Reserve System |
| 49. | "When You Breast Feed Your Baby" | La Leche League |
| 50. | "Wise Home Buying" | U. S. Department of Housing and Urban Development |
| 51. | "You and Your Contented Baby" (Free) | Carnation Company |

	Part of a Series	Source	Cost
52. "You and Your Landlord: Modern Consumer Education Kit"		Grolier Educational Corporation	
53. "Your Automobile Dollar"		Money Management Institute Household Finance Corporation	
54. "Your Baby Is Coming Soon"		Ross Laboratories	
	Films		
1. "Abby's First Two Years"		Audio Visual Services University of Kentucky	Loan, \$6.00
2. "Alcohol and You"		Kentucky Department of Mental Health	Free Loan
3. "A Normal Birth"		Kentucky State Department of Health or Local Health Department	Free Loan
4. "A Quarter-Million Teenagers"		American National Red Cross or Local Red Cross Chapter	
5. "Baby Feeding"		Kentucky State Department of Health	Free Loan
6. "Bathing The Baby"		American National Red Cross or Local Red Cross Chapter McGraw-Hill Films	Free Loan

7. "Baths and Babies"	Association Instructional Materials	Loan, \$3.00
8. "Control Your Emotions"	Audio Visual Services University of Kentucky	Loan, \$2.50
9. "Discipline and Self Control"	Audio Visual Services University of Kentucky	Free Loan
10. "Driving and Drinking"	Modern Talking Pictures Service	Free Loan
11. "Early Marriage"	Kentucky Department of Mental Health	Free Loan
12. "Emotional Maturity"	Audio Visual Service University of Kentucky	Loan, \$3.00
13. "Engagement, Romance and Reality"	McGraw-Hill Films	Free Loan
14. "Eyes of Regret"	Kentucky State Department of Health	Free Loan
15. "Frustrating Fours and Fascinating Fives"	Kentucky Department of Mental Health	Free Loan
16. "Human Reproduction"	Kentucky Department of Mental Health or Audio Visual Service University of Kentucky	Free Loan Loan, \$3.00
17. "Improve Your Personality"	Audio Visual Service University of Kentucky	Loan, \$2.00
18. "Kathy"	Kentucky State Department of Health or Local Health Department	Free Loan

19.	"Labor and Childbirth"	American National Red Cross or Local Red Cross Chapter	Free Loan
20.	"Life With Baby"	Kentucky Department of Mental Health	Free Loan
21.	"Man and His Culture"	Audio Visual Service University of Kentucky	Loan, \$3.00
22.	"Marriage Is A Partnership"	Guidance Associates	
23.	"Meaning of Engagement"	McGraw-Hill Films	
24.	"Terrible Twos and Trusting Threes"	Kentucky Department of Mental Health	Free Loan
25.	"The Bad Apple"	Kentucky Attorney General's Office	Free Loan
26.	"The Innocent Party"	Kentucky State Department of Health	Free Loan
27.	"Trip to Nowhere"	Kentucky Department of Mental Health	Free Loan
28.	"Understanding Human Reproduction"	Guidance Associates	Sale, \$45.00
29.	"Who's Boss"	McGraw-Hill Films	
30.	"Who's Right"	McGraw-Hill Films	

Filmstrips	Source	Cost
1. "About Love: Beginnings," Human Birth, Growth and Development Series	Warren Schloat Productions	
2. "Alcohol and Health"	Encyclopedia Britannica Educational Corporation	
3. "A New Look At Budgeting"	Money Management Institute Household Finance Corporation	
4. "And Now A Word From Our Sponsor: Advertising"	Grolier Educational Corporation	
5. "Clothing Communicates"	J. C. Penney Company	
6. "Consumer In The Market Place"	Institute of Life Insurance	
7. "DNA and You," Human Birth, Growth and Development Series	Warren Scholat Production	
8. "Drug Problem: Glue Sniffing and Pills"	Hadden Films Inc.	
9. "Drug Problem: Marijuana and LSD"	Hadden Films Inc.	
10. "Fashion--A Visual History," Parts I-V	Visual Aids Studio	

11.	"From Tree To Home-- Site"	Long Film Slide Service
12.	"Go, Grow, and Glow"	Carnation Company
13.	"Homes For People," Parts I and II	J. C. Penney Company Educational and Consumer Relations
14.	"Having A Baby"	National Foundation
15.	"How To Get Along With Parents"	Society for Visual Education
16.	"Is There A Typical Family?"	Popular Science Publishing Company
17.	"Johnny Has One," Let The Buyer Beware Series	Eye Gate House, Inc.
18.	"Living Together"	Eye Gate House, Inc.
19.	"Living With Others"	Eye Gate House, Inc.
20.	"Masculine--Feminine"	Co-Ed/Forecast
21.	"Men and Building Materials"	Long Film Slide Company
22.	"More Than Love"	National Foundation
23.	"My Family and Other Families--Alike and Different"	Bowmar or Early Childhood Education
24.	"Permanent Care Labels"	J. C. Penney Company Free Loan

25. "Quality, Use and Service," Let the Buyer Beware Series
26. "Responsible Sexual Attitudes"
27. "Responsible Sexual Behavior"
28. "Sex Problems and Possibilities," Human Birth, Growth and Development Series
29. "Should You or Shouldn't You, and When?" Human Birth, Growth and Development Series
30. "The Consumer in the Marketplace"
31. "The Miracle of Birth," Human Birth, Growth and Development Series
32. "The Times They Are Changing," Human Birth, Growth and Development Series
33. "TLC for Textiles"
34. "Understanding Today's Textiles" (No. 2.)

Eye Gate House, Inc.

Society for Visual Education

Society for Visual Education

Warren Schloat Production

Warren Schloat Production

Institute of Life Insurance

Warren Schloat Production

Warren Schloat Production

J. C. Penney Company

J. C. Penney Company

	Sears Roebuck and Company	Free
	Source	Date
35. "Young Fashion Fore-cast" (Issued semi-annually) 36. "Your Money's Worth In Shopping" 37. "Young, Single and Pregnant"	Household Finance Corporation Guidance Associates	
Miscellaneous Teaching Aids <u>CHARTS:</u> 1. "How To Bathe A Baby" <u>KITS:</u> 1-a "Bottle Feeding" 1-b "Career Exploratory Kit" 2. "How Your Bank Serves You" (Free loan) Includes the following: --35mm filmstrip --Recorded narration --12 transparencies --Instructor's Guide --Student booklet, "How Your Bank Serves You" --Leaflet, "Guidelines for Presenting How Your Bank Serves You" --Student Practice Checkbook	Johnson and Johnson, Inc. Evenflo Careers, Inc. The following Kentucky Group Banks: --Berea, People's Bank and Trust Co. --Carlisle, First National Bank --Corbin, Corbin Deposit Bank and Trust Co. --Danville, Bank of Danville --Georgetown, First National Bank and Trust Co. --Lexington, Central Bank and Trust Co. --Manchester, First State Bank --Mt. Sterling, Trader's National Bank	



--Nicholasville, First National Bank
and Trust Co.
--Owenton, First Farmer's Bank and
Trust Co.
--Paris, National Bank and Trust Co.
--Somerset, Citizen's National Bank
--Stantor, Powell County Bank
--Williamsburg, Bank of Williamsburg
--Winchester, People's Commercial Bank

or

Bank Management Associates

Grolier Educational Corporation

Science Research Associates

J. C. Penney Company

Modern Bride Magazine

Triangle Publications

What's New In Home Economics

Instructional Materials Laboratories,
Inc.

or

Johnson and Johnson, Inc.

3. "Modern Consumer
Education Kit"

4. "Occupational
Exploration Kit"

5. "Value Clarification
Kit"

PERIODICALS:

1. Modern Bride

2. Seventeen

"Why You Are The Way
You Are," 2/73

3. What's New In Home
Economics

PROGRAMMED LEARNING:

1. "Baby Care"

TAPES:

1. "A Place To Rent"
2. "Be Good Parents"
3. "Be Understanding Parents"
4. "Buying A Car,"
Modern Consumer
Education Kit
5. "Frauds," Modern
Consumer Education
Kit
6. "How to Deal With
Salesmen," Modern
Consumer Education
Kit
7. "Plan A Budget and
Save Money"
8. "Select A Husband"
9. "Select A Wife"
10. "Quacks and Medical
Frauds"

TEACHING GUIDES:

1. "Child Development
Equipment"

Grolier

Educational Sensory Programming

Educational Sensory Programming

Grolier Educational Corporation

Grolier Educational Corporation

Grolier Educational Corporation

Educational Sensory Programming

Educational Sensory Programming

Educational Sensory Programming

Educational Sensory Programming

Curriculum Development Center

1971

2. "Consumer Education"	Curriculum Development Center	1970
3. "Curriculum Guide for Semester Course in Child Development"	Home Economics Education Unit	1973
4. "Foods and Nutrition Curriculum Guide for Consumer and Home-making Education"	Home Economics Education Unit	1973
5. "Mobile Homes Consumer and Homemaking Education"	Mobile Homes Manufacturing Association	1971
6. "Preparation for the Dual Role"	Home Economics Education (U.K.)	
<u>TRANSPARENCIES:</u>		
1. "Basic Budgeting"	Co-Ed/Forecast Visual Masters	
2. "Clothing Symbolism"	Co-Ed/Forecast Visual Masters	
3. "Consumers: Who, Why How?"	Minnesota Mining and Manufacturing Co. Visual Products Division	
4. "Decision Making"	Co-Ed/Forecast Visual Masters	
5. "Energy Management"	Minnesota Mining and Manufacturing Co. Visual Products Division	
6. "Food and Nutrition"	Co-Ed/Forecast Visual Masters	

7. "Interrelationships of Clothing With Behavior, Roles and Values"
8. "Life Cycle Within the Family"
9. "Line and Shape," Parts I and II
10. "Planning Your Time"
11. "Primitive Man," Part IV
12. "Time-Ability"
13. "Time Management"
14. "You Are A Consumer"

Minnesota Mining and Manufacturing Co. Visual Products Division

Minnesota Mining and Manufacturing Co. Visual Products Division

Minnesota Mining and Manufacturing Co. Visual Products Division

Scholastic Magazine

Minnesota Mining and Manufacturing Co. Visual Products Division

South-Western Publishing Co.

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LIST OF RESOURCES

American National Red Cross
17th and D Street N.W.
Washington, D.C. 20006

Association Instructional Materials
A Division of Association Films, Inc.
866 Third Avenue
New York, New York 10022

Audio Visual Services
Scott Street Building
University of Kentucky
Lexington, Kentucky

Bank Management Associates
302 Central Bank Building
Lexington, Kentucky 40507

Board of Governors
Federal Reserve System
Washington, D.C. 20551

Bowmar
Glendale, California 91209

Carnation Company
Home Service Department
5045 Wilshire Boulevard
Los Angeles, California 90036

Careers, Inc.
Largo, Florida 33540

Charles A. Bennett Company, Inc.
809 Detweiller Drive
Peoria, Illinois 61614

Children's Bureau
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Co-Ed/Forecast
904 Sylva Avenue
Englewood Cliffs, New Jersey 07632

Coronet Films
Guidance Associates
60 South Water Street
Chicago, Illinois 60601

Council of Better Bureaus, Inc.
1150 17th Street N.W.
Washington, D.C. 20036

Curriculum Development Center
151 Taylor Education Building
University of Kentucky
Lexington, Kentucky 40506

D. C. Heath and Company
2700 North Richardt Avenue
Indianapolis, Indiana 46219
or
1705 Commerce Drive
Atlanta, Georgia 30318

Doubleday and Company
501 Franklin Avenue
Garden City, New Jersey 11531

Early Childhood Education
State Department of Education
Capitol Plaza Tower
Frankfort, Kentucky 40601

Educational Sensory Programming
Jonesboro, Arkansas 72401

Encyclopedia Britannica Educational
Corporation
425 N. Michigan Avenue
Chicago, Illinois 60611

Evenflo
The Pyramid Rubber Company
Ravenna, Ohio 44266

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Hadden Films, Inc.
1136 Garvin Place
Louisville, Kentucky 40203

Ginn and Company
Statler Building
Box 191
Boston, Massachusetts 02117

or
717 Miami Circle N.E.
Atlanta, Georgia 30324

Golden Press
850 Third Avenue
New York, New York 10022

Grolier Educational Corporation
Instructional Systems Division
520 W. John Street
Hicksville, New York 11801

Guidance Associates
Pleasantville, New York 10570

Home Economics Education
University of Kentucky
43 Dickey Hall
Lexington, Kentucky 40506

Home Economics Education Unit
Capitol Towers
Frankfort, Kentucky 40601

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

or
666 Miami Circle N.E.
Atlanta, Georgia 30324

Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

Institute of Life Insurance
277 Park Avenue
New York, New York 11205

Instructional Materials
Laboratories, Inc.
18 East 41st Street
New York, New York 10017

Insurance Information Institute
110 William Street
New York, New York 10038

International Universities Press
239 Park Avenue South
New York, New York 10003

Interstate Printers and Publishers, Inc.
19-27 Jackson Street
Danville, Illinois 61832

J. B. Lippincott and Company
East Washington Square
Philadelphia, Pennsylvania 19105

J. C. Pennev Company, Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

Johnson and Johnson, Inc.
New Brunswick, New Jersey 08903

Kentucky Attorney General's Office
Capitol Building
Frankfort, Kentucky 40601

Kentucky Department of Mental Health
Box 718
Frankfort, Kentucky 40601

Kentucky State Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Kentucky State Department of Health
275 East Main Street
Frankfort, Kentucky 40601

Kimberly Clark Corporation
Life Cycle Center
Neenah, Wisconsin 54956

La Leche League
9616 Minneapolis Avenue
Franklin Park, Illinois 60131

Long Film Slide Service
7505 Fairmont Avenue
El Cerrito, California 94530

Macmillan Company
Department C
Riverside, New Jersey 08075

Manufacturer's Hanover Trust Company
New York, New York 10001

Maternity Center Association
48 East 92nd Street
New York, New York 10028

McGraw Hill Book Company
Gregg or Webster Division
Manchester Road
Manchester, Missouri 63011

McGraw Hill Films
330 West 42nd Street
New York, New York 10036

Meade Johnson Company
Evansville, Indiana 47721

Milady Publishing Company
3839 White Plains Road
Bronx, New York 10467

Minnesota Mining and Manufacturing
Company
Box 3310 A
St. Paul, Minnesota 44101
or
365 Southland Drive
Lexington, Kentucky 40503

Mobile Homes Manufacturers Association
Box 201, 14650 Lee Road
Chantilly, Virginia 22021

Modern Bride Magazine
Circulation Department
P. O. Box 2778
Boulder, Colorado 80302

Modern Talking Picture Service
9 Garfield Place
Cincinnati, Ohio 45202

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

National Foundation - March of Dimes
Box 2001
White Plains, New York 10602

New American Library
1301 Avenue of the Americas
New York, New York 10019

Popular Science Publishing Company
239 West Fairview Boulevard
Inglewood, California 90302

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Public Affairs Pamphlets
381 Park Avenue South
New York, New York 10016

Ross Laboratories
Columbus, Ohio 43216

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Scott Foresman Company
Glenview, Illinois 60025

Sears Roebuck and Company
Public Relations Department 703
7401 Skokie Boulevard
Skokie, Illinois 60076

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

South Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227
or
355 Conde Street
West Chicago, Illinois 60185

St. Martin's Press
175 5th Avenue
New York, New York 10010

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The American Bankers Association
90 Park Avenue
New York, New York 10016

Trade and Industrial Education
Services
Division of Vocational Education
State Department of Education
Columbus, Ohio 43210

Triangle Publications, Inc.
Radnor, Pennsylvania 19088

University of Kentucky
Cooperative Extension Service
College of Home Economics
University of Kentucky
Lexington, Kentucky 40506

U.S. Department of Housing and
Urban Development
Washington, D.C. 20410

U.S. Department of Labor
Bureau of Labor Statistics
U.S. Government Printing Office
Washington, D.C. 20402

U.S. Department of Labor
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Visual Aids Studio
1909 Avenue Q
Huntsville, Texas 77340

Warren Schloat Productions
Pleasantville, New York 10570

W. B. Saunders Company
W. Washington Square
Philadelphia, Pennsylvania 19103

What's New In Home Economics
666 Fifth Avenue
New York, New York 10019