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ABSTRACT

This curriculum guide on individual and family resource management is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will be able to make rational decisions in managing personal and family resources), six suggested program goals (e.g., the student will be able to relate concepts of money, time, and energy to individual and family resource management); fifty-five suggested course goals (e.g., the student will be able to explain the role of credit in overall financial planning); and over 600 suggested learning experiences (e.g., investigate sources of loans in your community and compare in terms of security required, interest rates, payments and repayment periods allowed, and share findings in class). Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

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INDIVIDUAL
&
FAMILY
RESOURCE MANAGEMENT



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FOREWORD

This publication is one of five SUGGESTIONS to cover a comprehensive home economics program. It departs from the previous single guide and is designed to help teachers develop quality in both content and processes of learning.

Home Economics Education primarily seeks to strengthen home and family life. Since publication of the previous single guide, including home economics skills and knowledge as preparation for an occupation has become a major emphasis in teacher responsibility. Thus, each of the five publications will include an emphasis on related careers in home economics. Hopefully the SUGGESTED learning experiences and resources will provide local schools impetus to develop programs that will fulfill the needs and interests of all students.

I commend the many teachers and their local districts who helped develop these materials.

Verne A. Duncar
State Superintendent of
Public Instruction

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Thanks go to many individuals who helped develop this publication.

Ron Olson, Career Education Coordinator, Coos County IED, facilitated funding for statewide inservice workshops for teachers. Some 90 teachers worked at sessions during 1976-77 in Newport, Eugene, Beaverton, Grants Pass and Salem. A few returned to revise materials at a workshop in June at Oregon State University:

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INTRODUCTION

Home Economics Education enables individuals to function as contributing members of society. It supports and strengthens the quality of individual and family life. It responds to societal and environmental concerns. It provides consumer, homemaking and career skills in the home economics field.

The home is recognized as a primary unit of our society, influencing the individual who in turn influences society. A changing society in turn influences the home. The content of a home economics program should relate to changing societal conditions, essential skills and practical experiences. It should emphasize creative and problem-solving abilities. It should help nourish human feelings and self-esteem. The concepts presented here will be as effective in today's families as for tomorrow's, provided materials are interpreted in a continuously flexible manner.

Though teachers and administrators may find these publications useful for other purposes, four deserve attention here. Briefly, they should help in

defining content areas for home economics.

communicating potential outcomes of home economics to students, parents and other community members.

planning and administering local home economics programs

assessing and evaluating local home economics programs.

The six SUGGESTED district goals below* shape a SUGGESTED home economics program. Separate curriculum guides will present each of the first five goals separately. The last goal (qualifying for careers in home economics) will be woven through each of the five guides.

SUGGESTED DISTRICT GOALS

Students will be able to make rational decisions in managing personal and family resources. (*Individual & Family Resource Management*)

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods. (*Nutrition & Food*)

Students will be able to make textile and clothing decisions which meet individual and family needs. (*Textiles & Clothing*)

Students will understand the environmental impact of home economics upon society and culture when creating and managing a livable habitat. (*Living Environment*)

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society. (*Human Development & the Family*)

Students will be able to qualify for the occupation of homemaking and other home economics related careers.

This guide, then, unfolds SUGGESTED program goals (six) and SUGGESTED course goals (55) for realizing the first SUGGESTED district goal above. On the next two pages is an outline of these goals. The SUGGESTED learning experiences (over 600 of them) thus merely may be used to realize 55 course goals, six program goals and one district goal. The outline likely will require continual alteration. Local concerns, changing societal and environmental issues, and new discoveries may influence information and technology.

*These are the same "SUGGESTED GOALS" used as program goals on page 5 of the *Elementary-Secondary Guide for Oregon Schools: Ten Years of Suggestions* (Salem: Oregon Department of Education, 1977).

INDIVIDUAL & FAMILY RESOURCE MANAGEMENT

District Goal Students will be able to make rational decisions
managing personal and family resources.

page

Program Goal The student will be able to formulate a framework to examine management activities and responsibilities as they relate to self, family and larger segments of society.

7

Course Goals The student will be able to

- identify environmental, personal and family situations which contribute to the need for resource management. 9
- describe the extent to which resource management affects the quality of personal, family and societal well-being. 11
- formulate a comprehensive personal definition to explain the scope and significance of individual and family resource management. 12
- explain how management as a process is a learned activity. 13
- identify the components of a managerial system. 14
- apply knowledge of the systems approach to an understanding of the responsibility of control individuals have over their environment. 15
- describe the effect of technological, political, economic, social and environmental change on the individual and family. 16
- describe how individual and family resource management may produce changes in the environment. 17

Program Goal The student will be able to differentiate between factors and conditions which influence the use of resources in management.

19

Course Goals The student will be able to

- identify the economic and social behaviors characteristic of families at various life stages. 21
- identify the ways personality affects managerial behavior. 23
- describe the effect of a husband's or wife's occupation on family life style and managerial behavior. 24
- describe the special management concerns of single-parent families. 25
- describe how values affect management. 26
- relate standards to values in management. 27
- justify needs and wants in forming goals and setting their priorities. 28
- identify forces which cause values, standards and goals to change. 30
- describe the roles values, goals and standards play as motivators for managerial action. 31
- describe the relationships among values, goals and standards and the ways resources are utilized. 32

Program Goal The student will be able to develop skills important to becoming a more effective manager.

33

Course Goals The student will be able to

- identify the components of the communication process. 35
- describe the relationships among communication, group cooperation and resource utilization. 37
- apply knowledge of communication to a management activity. 38
- describe the relationships among values, goals, standards and decision making. 39
- identify a basic process by which decisions are made. 40
- differentiate among individual, family and group decision-making patterns. 41
- apply the decision-making process to problem situations and determine the value of doing so. 42
- describe the relationships among goal setting, communication, decision making, planning and implementing. 43

explain the importance of goal setting in the overall process of management.	44
describe a process by which plans are formed, organized and controlled.	45
Program Goal The student will be able to relate concepts of money, time and energy to individual and family resource management	47
Course Goals The student will be able to	
describe factors which determine how financial resources are used.	49
explain the role of credit in overall financial planning.	50
describe how planning and budgeting can be adapted to meet the needs of families and individuals with varying financial goals.	51
evaluate time spent in various homemaking, wage-earning and leisure-time activities.	52
describe how time spent in homemaking is a function of time in life, gainful employment of the homemaker, composition of the household, attitude toward household tasks and accepted standards.	54
identify personal managerial techniques available for facilitating time management.	55
apply time management concepts to real-life situations	57
describe various types of energy	59
analyze work situations and the human energy costs of tasks to determine how work can be simplified.	60
assess the energy consumption and environmental impact of various types of products and appliances.	61
formulate guidelines for conserving nonhuman energy.	62
apply concepts of human and nonhuman energy management to real-life situations.	64
Program Goal The student will be able to use appropriate tools and techniques to deal with management concerns facing special groups of families and individuals.	67
Course Goals The student will be able to	
describe problems young people and beginning families encounter in allocation of time, money and energy.	69
describe sources of aid available to young people and beginning families in need of additional resources.	70
evaluate the time, energy and money costs of having and raising children	71
describe the developmental and adaptive tasks facing the elderly	72
describe the relationship between retirement planning and resource availability in the later years.	73
describe the special physical, health, food, housing and social problems many of the elderly face.	74
identify resources available to help the elderly.	75
identify the developmental and adaptive tasks the handicapped face	76
describe the special factors related to time, energy and money management that are of concern to the handicapped.	77
describe ways household tasks can be simplified for handicapped individuals and families.	78
identify resources available to help the handicapped.	79
Program Goal The student will be able to evaluate career and training opportunities available in resource management	81
Course Goals The student will be able to	
describe the relationship between economic trends and employment opportunities in resource management	83
identify requirements for entry into and success in occupations related to resource management.	84
describe personal interests in and talents for occupations related to resource management.	85
apply management skills acquired (e.g., decision making, communication, energy, time) to other occupations.	86

Students completing SUGGESTED learning experiences should help themselves realize course goals. Their realizing course goals should help themselves realize program goals. Their realizing program goals should help themselves realize the district goal: being able to make rational decisions in managing personal and family resources.

To use the guide in developing a course, teachers may find the following procedure helpful.

1. Study program and course goals to determine whether they are appropriate for local use or whether they need to be adapted.
2. Select appropriate program and course goals.
3. Develop appropriate performance indicators based on selected program and course goals, student needs, abilities, experiences and interests.
4. Select appropriate learning experiences. A variety at all levels of learning has been included. Many (not all) experiences have been listed in order of complexity, from least to more complex. Though teachers of younger or beginning students may wish to select experiences from the beginning of lists, they may choose other useful experiences farther down, depending on the previous experiences students have had. Conversely, though teachers of older or more advanced students may want to select experiences farther down lists, they may find some near the beginning useful for review.
5. Identify appropriate resources. Though resources have, for the most part, been placed next to experiences where most applicable, teachers will also find general references placed at the beginning of some sections. These may prove useful for several experiences in a section. Resources are numbered, and numbers are keyed to a resources section beginning on page 91.
6. Implement plans and assess student outcomes periodically. Among many methods which may be used for assessment, individual teachers might want to use some of the following:

Paper and Pencil Tests

Essay tests

Objective tests: supply or recall (e.g., completion, matching, multiple choice, true/false, crossword puzzles)

Nontest Means

Observational devices (e.g., checklists, rating scales, scorecards)

Reporting forms (e.g., project reports, activity reports and logs, questionnaires, autobiographies and diaries, anecdotal records)

Audiovisual techniques (e.g., tape recordings, films, photographs, graphs)

Sociometric techniques (e.g., sociograms, social distance scales, social sensitivity techniques, role playing)

Conferences

GOAL-BASED PLANNING FOR HOME ECONOMICS

✓ Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (*not* competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In home economics, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the home economics teacher be concerned? These are questions to be answered before effective planning of a home economics curriculum can proceed.

Each teacher must realize that planning a home economics curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and home economics teachers think a student ought to get out of home economics and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the home economics teachers think a student ought to get out of Individual & Family Resource Management and how is that to relate to Program Goals?

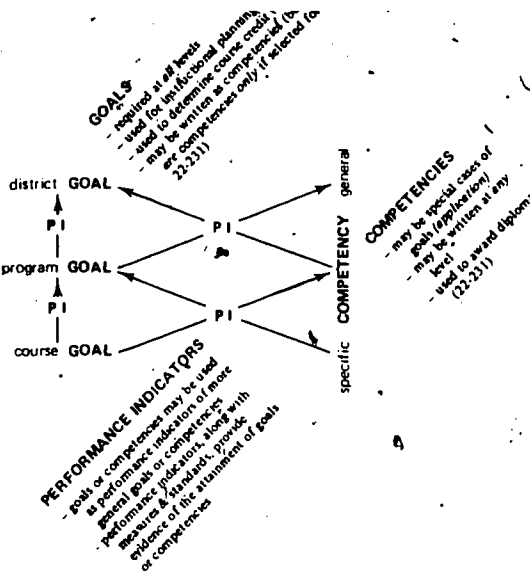
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of **GOALS**, *goals local districts themselves write*. Districts assess whether students get diplomas by means of **COMPETENCY**, **CREDIT** and **ATTENDANCE**, *requirements local districts themselves fix minimums for*.

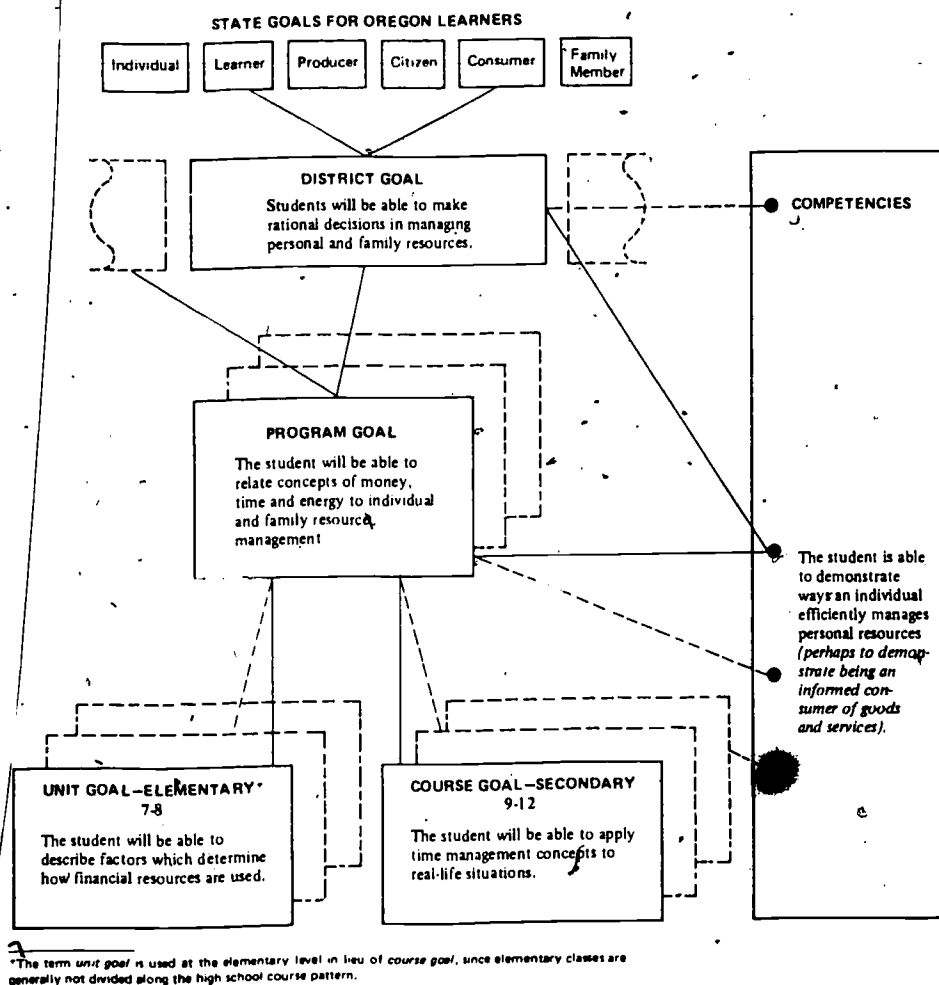
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit*. For students, it means having demonstrated they can likely **APPLY** outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof **ALL** students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for **APPLYING** skills and information **ACQUIRED** from probably several courses (not just one*) . . . or from perhaps no courses at all. It is a local statement **ALL** students must demonstrate. If only **SOME** must say, only those who take Individual & Family Resource Management—the statement is **NOT** a competency in Oregon. Waivers aside, **ALL** students must demonstrate **ALL** competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.



For example, in home economics:



The system of goals and competencies just described is designed to help the teacher and program specialist plan their own home economics program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.

The next six sections of this guide unfold SUGGESTED learning experiences as ways to realize 55 SUGGESTED course goals, six SUGGESTED program goals and one SUGGESTED district goal for INDIVIDUAL & FAMILY RESOURCE MANAGEMENT.

SUGGESTED PROGRAM GOAL

The student will be able to formulate a framework to examine management activities and responsibilities as they relate to self, family and larger segments of society.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify environmental, personal and family situations which contribute to the need for resource management.*

LEARNING EXPERIENCES

RESOURCES

As a class, develop a list of "things" considered to be resources. After reading a case study in *Teen Horizons at Home and School*, compare the list with the resources used by the people in the case study. Define resources and discuss the differences and similarities among those resources. Consider: "Why are there differences in perceived resources?" "What affects our choice of resources?" 18 43

Write a story starting with "I woke up this morning and read there would be no more _____ (any nonrenewable resource), and my life will be changed in the following ways..." Share stories. Discuss differences in resource priorities and ways in which individuals feel their lives will be changed because of a lack of a certain resource. Identify future choices you may be forced to make in relation to resource availability. Discuss the need for resource management. 5 105

Given situations where resources are limited, such as: a family of four with a car that runs on gasoline and an environmental emergency, these resources are limited. For example, a family of four uses 10-15 gallons of gas per week and driven with time (e.g., 10-15 minutes). Share ideas. Discuss ways an individual might manage these resources. Discuss the trade-offs of the alternatives, and the long and short-term effects of these trade-offs.

In class, summarize a current news article dealing with a situation where resources are limited. Discuss the news you are or will be personally affected by the situation. Suggest ways you might alter your personal management of the limited resource.

Using newspapers, magazines and other media identify current social and economic conditions (e.g., energy crisis, rising prices, divorce rate, joblessness) and indicate how or why these situations contribute to a need for resource management. Devise possible management solutions for each situation and predict the effect of each.

View popular television programs depicting community and individual resource management. Describe how resources were managed in the situations viewed. As a class, describe ways of making more effective use of the resources identified.

Analyze diet programs and food management techniques used by each to manage the eating pattern (e.g., eliminating one food, adding water). Consider the effects of these management techniques on other members of the family.

View *The Money Tree* which points out how the degree of resources influences personal, family, and environmental conditions. Discuss the following questions: Which resources affected family life? How did the management of those resources affect family life? How did personal backgrounds affect resource management, individually and together? How could the resources have been managed differently to bring about changes? As a follow up to the discussion, formulate different endings to the story by utilizing different resource management techniques. Share in class.

In separate kitchen lab groups, prepare a meal for a family of four. Group 1 gets \$1 per person and an hour to make the meal. Group 2 gets \$2 per person and an hour to make the meal. Group 3 gets \$3 per person, but the family is very busy and will not be able to eat together. Group 4 gets \$4 per person but the family has only 45 minutes to prepare the meal. Group 5 lives on a low income and has only 15 minutes on hand. Group 5 is a couple who are employed but the couple has only \$10 available for entertaining. Discuss the situation in the group and the need for creative management.

Research the characteristics of a resource management system. Discuss the implications for quality of life. Compare the characteristics of a resource management system with how our society currently manages resources. Discuss the implications for quality of life under both systems.

Research the characteristics of a resource management system. Discuss the implications for quality of life. Compare the characteristics of a resource management system with how our society currently manages resources. Discuss the implications for quality of life under both systems.

Discuss situations related to world population concerns. Rope off or arrange the room in various sized spaces and place 1-4 chairs in each space. Form families of various sizes and composition and randomly assign each a space, not necessarily the proper size. Introduce resources (e.g., food, money, school, clothes, transportation, housing) in various quantities. Discuss feelings associated with the various situations. Summarize factors which illustrated a need for resource management.

SUGGESTED COURSE GOAL *The student will be able to describe the extent to which resource management affects the quality of personal, family and societal well-being.*

LEARNING EXPERIENCES	RESOURCES
Write a story detailing your own "quality of life." Or, conduct a neighborhood or school survey to collect a list of items that people describe as necessary for a "quality life." As a class, discuss how one's quality of life can be enhanced through the management of resources.	109
Read <i>Cheaper by the Dozen</i> . Identify ways in which the management of resources contributed to the quality of life for the family depicted.	12
Invent something that will contribute to quality living in the future. Share in class. Discuss the impact various inventions would have on resource use and/or availability.	110
List and rank in order of importance the resources you have at home. Discuss how these resources affect your quality of life. Discuss how you might manage these resources to enhance your quality of life.	
List several activities you carry out at home. Discuss how these activities affect the quality of life of family members (e.g., who gets the family car or whether a pet is kept). Discuss how family members of your family in terms of resource use. Discuss how you might manage these resources to eliminate family friction.	
Discuss the topic: "All family members need equal access to resources." Discuss questions such as: When resources are limited, what must be given up? How does the management of resources affect how a family gets along?	
Select a law dealing with resource management (e.g., laws that restrict burning of trash, laws that restrict field burning restrictions). Discuss both sides of the law. Determine the effects on societal well-being. Compose one or more laws which could improve societal well-being through resource management. Share ideas in class and forward best ideas to your legislative representative.	
Using a predetermined amount of money, plan, organize, and prepare a simple meal. Describe how your group decided what to prepare and how the meal preparation was organized and planned. Compare group results considering enjoyment and satisfaction received in relation to resources used.	
View <i>Miracle of Fertilizing</i> (a film). Discuss the effects of chemical fertilizers on food production without chemical fertilizers. Will the food be as plentiful? Will the quality of life be improved?	
Examine menus used by people in different parts of the world. Discuss how the use of resources affects the well-being of people (e.g., how food is prepared, how food is stored, how food is distributed, how food is used in foods). Discuss how the use of resources affects the well-being of people.	
As a class, choose a resource (e.g., water, land, air, etc.) and discuss how the use of this resource affects the well-being of people. Plan a project which will help to improve the use of this resource. Discuss how the use of this resource affects the well-being of people.	
Research alternative ways to determine how the quality of life is affected by the use of resources. Discuss how the use of resources affects the well-being of people.	
Research the use of resources in different parts of the world. Discuss how the use of resources affects the well-being of people. Discuss how the use of resources affects the well-being of people.	
Research the use of resources in different parts of the world. Discuss how the use of resources affects the well-being of people. Discuss how the use of resources affects the well-being of people.	

SUGGESTED COURSE GOAL *The student will be able to formulate a comprehensive personal definition to explain the scope and significance of individual and family resource management.*

LEARNING EXPERIENCES

RESOURCES

After examining textbook definitions of management, write a personal definition of management. Meet with two other students and propose one new definition. Meet with two other students to compose one definition again. Repeat until the whole class agrees on one definition of management. Discuss how the composite definition compares with textbook definitions and those proposed by individual class members.

Using the words "management" or "manager" or "managing," identify other words beginning with letters of those words that describe a good manager (e.g., M-oney; A-bility; N-eed; A-nalyze; G-oals; E-nergy; R-esources). Discuss how those words fit into the previously described definition of management.

As a class, brainstorm vocabulary words dealing with management (e.g., sources of value, values, etc.). Write each word on a 3 x 5 card and divide cards equally among groups of five students. Groups identify a definition of management using at least five of the words you were given and present it to the rest of the class for evaluation. Compare and contrast with previously identified definitions of management.

In pairs, interview 10 people (include men and women, variety of age groups, alternative life style, different occupations) to find out what they think management means. Report your findings in class; discuss similarities and differences observed.

In pairs list three aspects of management you agree or disagree and defend them in a class discussion. Class formulate a collective definition of management based on the discussion.

Using popular magazines, find articles that illustrate various aspects of management. Discuss these in class and develop a definition of management using what you learned.

List characteristics of people you perceive to be "good managers" and "poor managers." Develop a checklist of characteristics of good managers (e.g., flexible, able to make decisions, able to communicate effectively, resourceful, able to see alternatives). Use the checklist to identify your own managerial qualities.

Invite a panel of managers (include both men and women, e.g., full-time housewife, business person, working mother, etc.) to the class. Ask the panel about what managers are, what decisions they make and how they make them. Find out about problems they have encountered and how they deal with them. Formulate a definition of management based on what you learned.

Compile a list of quotes that illustrate management (e.g., "It is time saved, more a penny saved is a penny earned"). Evaluate how management is defined in the quotes. Make a bulletin board illustrating your findings.

Play a game about

you learned by defining

the following terms: management, manager, managing, etc. Have students observe and identify behaviors observed by people in the organization.

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SUGGESTED COURSE GOAL *The student will be able to explain how management as a process is a learned activity.*

LEARNING EXPERIENCES

RESOURCES

As a class or in small groups, develop an activity that would teach children (approximately age five) to care for their own toys (e.g., pick up, parts together, put in proper place). Discuss how young children can be taught to appreciate the impact of personal managerial behavior on the entire family.

List all the things you manage in your life. For a specified period of time (e.g., several hours, a day, a weekend), keep a personal time and activity record. Identify what you managed (e.g., time, money, homework, extra activities, family activities) and evaluate your management skills. Compare your list with those of your classmates. Evaluate how well you manage resources in relation to your classmates.

Each student will
prepare a schedule
and use it again.

As a group, select a plan
record any changes in the
plan.

As a class or in small groups,
for their own toys (e.g., pick
up, parts together, put in proper
place) to appreciate the impact.

In a hands-on activity, students
manage your resources better (e.g.,
cleanliness, emotions, food waste, etc.).

Select an activity (e.g., making a
carrying out that activity. Include a
management. Tell why you put it in
organize step differently.

Working in groups of 3-5, develop a
and physical resources that they have
themselves, but can use physical
training related to the task. Group 1
same as group 4. In a class discussion, determine if they were resolved.

Set a specific management goal (e.g.,
weight control, career). Create a plan
considering time and resource variables. Implement the plan within the given time period, evaluate your
managerial skills in terms of your progress, and then evaluate the plan and the feasibility of the
approach. Develop a list of suggestions for improving the plan.

Invite a guest speaker to discuss
habits. Or, invite a speaker to discuss
techniques which can be used to
general list of strategies for changing
habit. Develop plans, implement them,
evaluate your efforts.

Each student will
prepare a schedule
and use it again.

SUGGESTED COURSE GOAL *The student will be able to identify the components of a managerial system.*

LEARNING EXPERIENCES	RESOURCES
Complete a search puzzle or crossword puzzle to identify managerial words such as inputs, outputs and boundary. Using a type of display board, identify where each component belongs in the managerial system.	86 90
After listening to a presentation about a managerial system, generate ideas about what or who belongs in specific environments. Create collages from magazines to illustrate your environments (e.g., school, home, community, room): Discuss how your environments interact to form a managerial system.	5 84
Working in large groups, prepare one collage illustrating personal resources (e.g., money, time, energy, talent, ability, interests, knowledge, relatives, friends) and one illustrating environmental resources (e.g., nonrenewable fossil fuels, minerals, land, water, air, vegetation, wildlife). Show how each resource functions as an input to the managerial system.	
Given a case study and management map, trace the case situation through the management process. Compare results. Discuss reasons for the different assumptions made (the led to alternative conclusions).	
To discover how where you live influences your managerial system, form three large groups (one from small town, one from city and one from rural area) and list managerial system characteristics of living in those areas. Compare and contrast the systems identified in the three groups.	
Relate examples of managerial systems (e.g., family, school, business, government) to the managerial system, identifying two components for each example. Compare with those identified by your classmates.	
List your personal managerial system (e.g., family, school, business, government) as they all relate to your goal achievement in the future.	
Illustrate the managerial system of a manager (e.g., a manager's personal and professional life) and compare them and things and people by influence. Compare that with the managerial system of a manager. Summarize differences and similarities observed.	

SUGGESTED COURSE GOAL *The student will be able to apply knowledge of the systems approach to an understanding of the degree of control individuals have over their environments.*

LEARNING EXPERIENCES

RESOURCES

Given family decisions such as moving from city to country, parent returning to school, vacationing, enlisting in the service, having a child or buying a home, determine ways in which the decisions affect various environments. Create a bulletin board illustrating what you learned.

Explore the concept of "interface" by using commonly encountered conflicts (e.g., a student wishes to take a three-day weekend, but the school system interferes). Diagram your own "family system" showing the interface it has with other systems in the environment or community (e.g., school, political, other family systems). Discuss the diagrams and write a paragraph about how these other systems influence your family and how your family influences other systems. Brainstorm ways communication could be improved or facilitated between systems. Implement one.

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Study a voters pamphlet or other literature that lists "issues" to be voted on (e.g., How much control does a parent have over their child's education? Can parents exercise control over their environments (e.g., by using bumper stickers)? Write a proposal for new legislation (e.g., world's best parenting education) and mail it to an appropriate government representative. The use of this system and a means of controlling the environment.

Given a case study of a family, identify the family's major problems (e.g., child expelled from school, or a child being molested, or a child being in a bad neighborhood). Identify suggestions that could be used to regain some control of the situation. Discuss ideas in a class discussion.

List ten management relationships (e.g., parent-child, sibling-sibling, family-friend, family-father, family-mother, family-son, family-daughter, family-father-in-law, family-mother-in-law, family-son-in-law, family-daughter-in-law). Identify a role in which all family members cooperate. Discuss how such management affects individual family members and the family as a whole. Summarize your findings.

Identify ten roles (e.g., student, son, daughter, father, mother, sibling, friend, family member, community member, etc.) that you play in your life. Rank them in order from most important to least important. Identify the roles that cause a person conflict or a conflict between roles. Put a DS by those that can be done simultaneously. Put AT by those that are assumed all the time (e.g., brother, sister, etc.). Pick out the role that gives you the most satisfaction and tell why. Discuss how that role affects the degree of control you have over your many environments.

Track a given event (e.g., a move, a marriage, a divorce, a death, a birth, a change in a company, etc.) when a move is made. Summarize the management behavior involved. Identify steps which can be taken to ensure that a move proceeds smoothly.

Identify a given event (e.g., a move, a marriage, a divorce, a death, a birth, a change in a company, etc.) and discuss the management behavior involved. Identify steps which can be taken to ensure that a move proceeds smoothly.

SUGGESTED COURSE GOAL: The student will be able to describe the effect of technological, political, economic, sociocultural and environmental change on the individual and family.

LEARNING EXPERIENCES

RESOURCES

Complete an outside reading assignment related to the future, such as parts of 1984, *Future Shock* or *The Greening of America*. Discuss the effect of suggested technological, political, economic, sociocultural or environmental changes on family life.

26
37
28

Interview a young newly married couple and an older couple who have been married for many years to determine what equipment was considered "essential" at the start of their marriages. Report your findings in class and discuss these questions: How has technology changed? What is considered necessary for daily living? What effect has technology had on family life?

51

List ten items you use every day (e.g., pencil, hair equipment, telephone, car, etc.). Interview an older person to determine the impact these technological advances have had on individual and family life. Present your findings in class.

Select an item you use (personal or household) developed within the last 50 years, refrain from using it for one day. Keep a diary of your experiences and reactions. Research the item to find out when it was invented. Speculate about what people did before they had it. Determine what effect item has had on family life.

Given an item commonly found in homes (e.g., pencil, pocket watch, handkerchief, tape measure, etc.), suggest an improvement for the item, an addition to the item and a suitable replacement for the item. Then, invent an item that does not currently exist. Speculate about how it will affect individuals or families in the future.

Gather information about the effect of technological advances on family life. Predict the effect these advances may have on the individual, the family, the community, the environment.

Invite a panel of guest speakers to discuss the effect of technological advances on family life. Ask about retraining they are seeking, problems they have encountered in finding employment, and how the situation has affected their families. Suggest ways a person can guard against similar situations.

Brainstorm activities that can be done in the home. Decide what type of transportation is most suitable for the future. Speculate about future transportation possibilities and the effect transportation will have on family life.

Research the role of the family in the future. How will the family become more alike and how will they become more different? What will be the challenges of the future?

Invite people from different cultures to discuss their views on family life. Discuss the challenges and dilemmas of the future.

Brainstorm ideas for the future. How will the family be affected? What will be the challenges of the future? What will be the only type of food available?

Discuss the effect of food subsidies, family structure, and family decisions on the future. How will the family be affected? What will be the challenges of the future?

Brainstorm ideas for the future. How will the family be affected? What will be the challenges of the future? What will be the only type of food available?

Brainstorm ideas for the future. How will the family be affected? What will be the challenges of the future? What will be the only type of food available?

SUGGESTED COURSE GOAL *The student will be able to describe how individual and family resource management may produce changes in the environment.*

LEARNING EXPERIENCES

RESOURCES

As a class, define environment. Examine family case studies and identify ways the family adapts to produce changes in the environment. In groups, discuss how the environment would change if the family did not adapt.

Propose a change in the environment you would like to see happen. Identify ways individuals and families would need to adapt to produce the change. Implement the plan, if possible, and discuss the results.

Identify one change your family has made in your home during the past year. Discuss the adaptations that have been made.

At _____
(e.g. _____)
environment. Propose

Research the effects
claim to be made for
choose to buy one of

View *Recycling Wastewater*
competition among _____
most. If possible, set up a project.

Identify recent changes in _____
into parking lot). Discuss the _____
downtown). Determine the actions
be taken to remedy the situation.

In small groups, discuss the _____
individuals from mobile _____
ocean). Suggest ways in which _____

The student will be able to
influence the use of resources

Classroom activities
these suggestions contain
societal and environmental
information and technology

How can we change
society? How can we influence

SUGGESTED COURSE GOAL *The student will be able to identify the economic and social behaviors characteristic of families at various life stages.*

LEARNING EXPERIENCES

RESOURCES

6

Brainstorm various stages of the life cycle. Describe individuals who are in different life stages. Invite several **guest speakers** (e.g., couple with grown children, older couple who had no children, couple not planning to have children, foster parents) to discuss the characteristics of their various life stages or how they perceive they may be. Prepare questions in advance and summarize responses to them. Compile a list of economic and social characteristics common to each stage and discuss.

Prepare a survey form and use it to interview individuals and families at various stages of the life cycle. Take special note of leisure time and other activities. In class, compile lists of activities at various times in life.

prepare a wall chart of pressures common to each stage that have occurred during the high create or prevent economic

sing Bureau of Labor Statistics compare and contrast your findings

explore clothing needs of people (e.g., a young professional versus a compare and contrast your findings

research the initial cost of having cost of a layette. Compare the cost of a speaker from Planned Parenthood to Summarize what you learned and discuss have them and, if so, how many and when

Working in groups, select an age and needs of people of various ages (e.g., of clothing list and determine the cost of food. Compare your findings and submit

Investigate child care options. Discuss the advantages and disadvantages of child care. Share information

Survey a number of working mothers when they began to work, or the non-working mothers to determine the conditions under which they could return to work. Summarize and compare the results of the two surveys

For three days, keep a log of including you. As a family, children in the family. The parent or both

Describe the children and young adults. Compare and contrast different

Visit a family. Compare and contrast different families. Compare and contrast different families

Compare and contrast different families. Compare and contrast different families. Compare and contrast different families

Working in groups and using the same family description, develop plans for solving different problems (e.g., extended illness, an unplanned child, college finances). List the economic and social resources which would be needed to implement each group plan. Survey your community to identify available resources and determine how much they cost. Report your findings in class.

Make a list of the resources (e.g., skills, time, money, energy) each member of your family contributes to the daily operation of your household. Then, consider what would happen if one or more members were to become ill for a day, a week, month or year. Discuss changes that might need to be made in each circumstance.

Write a description of a time you were ill and share it with the class. Describe how your illness affected family household management. Assume that your mother or father became ill for one month. Develop plans for your family to take over her or his duties. Have your mother or father evaluate the plans and report her or his reactions in class.

Interview homemakers who have dealt with illness in the home. Find out how essential tasks got done. Evaluate how well the household managed the crisis.

Discuss a situation in which illness greatly affected the household operation and family management. Discuss the impact of the illness on the household.

Discuss the impact of illness on the household operation and family management. Discuss the impact of the illness on the household.

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SUGGESTED COURSE GOAL *The student will be able to identify the ways personality affects managerial behavior.*

LEARNING EXPERIENCES

RESOURCES

Define personality and generate a list of personality traits (e.g., aggressive, quiet, shy, confident). Give examples of how each trait might affect managerial behavior, positively or negatively. Identify personality characteristics you feel would be desirable in a lab leader. Explain why you chose each and discuss whether a person needs all of those identified to manage successfully.

Select a comic strip character with which you are familiar (e.g., Blondie, Mary Worth, Snoopy, Lucy). Based on the personality of each character, describe the kind of manager this character would be (managerial behavior or style). Share with the class.

Using fables (e.g., Grasshopper and the Ant), describe the decision-making actions of the characters involved.

Read *Guidance for the 70's: Self-Esteem* and *70's: Who's Responsible* and evaluate the traits of the managers. Justify your positions.

Write a description of someone you feel has good management skills he or she possesses. Share this with the class.

Using magazines, cut out pictures of people who are successful in business. Place them in the outside of a paper bag. On the inside of the bag, paste pictures of people who are unsuccessful. During the following class period, share the outside of your bag with others in the class. If you wish, you may share one or two items from the inside as well. Summarize what you learned by writing a short, confidential paper about yourself. Relate your findings to your personal managerial behavior.

Complete the exercise "You and Your Personality." Relate personal preferences to personality. Identify how your own preferences have influenced your personality and thus your managerial behavior.

Participate in an activity related to personality. Discuss and draw conclusions about how your personality influenced your choice & generalize your findings to other management situations (e.g., meal planning, budgeting).

Read a case study about a manager whose personality traits were a major factor in his or her success. Discuss the case and share ideas in a class discussion.

Invite two married couples with different occupations to discuss their lifestyles and managerial roles. Summarize the similarities and differences discovered.

Imagine you have a job that requires you to work nights and sleep days. Write a short paper describing how this situation would affect your personal lifestyle. Invite a panel of people who hold night jobs to discuss the effects of these jobs on a family's lifestyle and managerial behavior. Summarize your findings.

Discuss situations in which a family member performs his or her job at home (e.g., artist, insurance agent, realtor). Include information on how a job performed at home affects relationships with friends, telephone use, noise level and privacy. Summarize the effects of these situations on family lifestyle and general household management.

Discuss lunch habits of people who work (e.g., brown bag, restaurant, half hour, unlimited time). Relate these habits to occupational roles and managerial behavior required.

Working in pairs (preferably one boy and one girl), discuss male and female roles and how they affect family management. For example: What do you think the woman's/man's role should be? How does tradition differ from current beliefs? How does your own family function? How does the mother's/father's occupation affect home roles? Who manages what parts of the household? How might you manage parts of the household if you were married?

Discuss situations depicting the relationship between a husband's and a wife's occupation and the effect of it on lifestyle and managerial behavior (e.g., a young wife wants to quit work to have a baby, but her husband wants a new car; after five years of marriage, a working couple decides to have a child; a young executive has been offered a promotion but must move to another city, and his/her wife/husband has an established career where he/she is). Discuss each situation in relation to what you would do if you were the persons involved.

Write newspaper want ads for full-time homemakers at various stages of the life cycle. Include tasks to be performed, abilities and skills required, salary and benefits offered. Compare your work and then discuss changes that would need to be made in the ads if the homemaker took a full- or part-time job.

Prepare a one-year budget for a family whose income comes from seasonal work (e.g., logging, construction, farming). Illustrate times income is received and times expenses come due. Suggest ways of managing resources (including money) to maximize use of those available.

LEARNING EXPERIENCES

Interview single parents to determine how their time is spent. Summarize in terms of amount of time spent in each of the following activities: housework, food preparation, gainful employment, transportation and child care. Analyze differences in terms of number and ages of children in the family and sex of the single parent.

Invite a speaker from Parents Without Partners to discuss "managing alone." After the presentation, list tasks that must be done in the home (e.g., cleaning, cooking). Research the cost of hiring someone to perform these tasks so that time is free for other purposes. Discuss the advantages and disadvantages of hiring someone to perform routine tasks.

Form a panel of class members (volunteers) who live in single-parent families. Discuss management problems or concerns that occur in their households. Try to discover how these problems can be or are resolved.

Analyze case studies to compare tasks and roles assumed by a two-parent family versus those assumed by a single-parent family. Summarize the differences.

Write a paper entitled "What a Child's Responsibility Is in a Single-Parent Family." Discuss how the responsibilities would differ, if at all, in a two-parent family.

After watching a current TV program or reading a story in *Co-Ed* dealing with a single-parent family, discuss the special management concerns in dealing with the conflicts illustrated.

Investigate housing available for single-parent families considering cost, child care, nearness to school and upkeep responsibilities. Given a description of a family situation (e.g., father with teen daughter, mother with two toddlers), actually locate suitable housing. Describe what you found and explain why it was chosen.

View *Goodbye Lynn* or *His Responsibility*. Discuss resources available to single teenage parents which could assist them with raising their children. Locate several of these resources in your community and summarize their contributions.

Given a budget of a young family, assume something happens which takes the major breadwinner out of the family (e.g., divorce or death). Readjust the budget to suit the needs and resources available and suggest alternatives for increasing resources.

Interview women who have become heads of households of single-parent families. Find out how many have sought job re-entry training. Research various resources available to these women and summarize your findings. You might also interview men and summarize your findings.

Invite a volunteer from the Big Brother/Big Sister or Foster Grandparents Program to discuss how people outside single-parent families can be valuable resources. Summarize what you learned.

- Use your library to locate several definitions of values. Compare and contrast them. Discuss the concept of values as presented from a recent TV show or movie. Using what you learned, formulate a personal definition of values. 106
55
- After viewing a modern painting with indistinct forms, describe your first impressions and share with the class. Discuss how values often affect the way things are viewed. 173
- Listen to a Dr. Seuss children's story (e.g., *Bartholomew and the Oobleck*, *Lorax*, *Star Beloved Sneetches*, *There's a Wocket in My Pocket*, *Yertle the Turtle*). Write a brief description of the values reflected and emphasized in the story. Give examples of how the Dr. Seuss characters are similar to different types of people. 31
32
33
34
35
- Design a "Coat of Arms" illustrating your favorite things or activities. Discuss how likes and dislikes influence one's personal management of time, money and energy.
- Using a pie chart, indicate the amount of time you spend in various types of activities (e.g., sleep, school, homework, family). Discuss how preferences affect the management of various activities.
- Working in groups of four to six, read a short fiction story from a current magazine (e.g., *Seventeen*, *Redbook*, *Good Housekeeping*). Identify the values of the characters in the story, problems they faced, and the solutions they used. Try to identify the assumptions behind each decision. 79
78
76
- For each of the following products or services, identify three to five reasons why it might be used. Discuss possible values underlying each reason. Products: TV dinners, disposable diapers, cake mix, perfume, razor, paper towels, permanent press clothing. Services: automatic car wash, babysitter, public transportation. 105
73
- Complete the simulation game *Decisions*. Summarize what you learned. 63
- Answer the following open-ended questions: "Three things I could keep . . . in my purse/pocket? . . . in my room? . . . in my home?" (getting progressively broader). Discuss how you sacrifice control as environments broaden. Analyze statements and observe differences among them. Determine how your preferences affect your personal organization. 105
83
- Discuss how you sacrifice control as environments broaden. Analyze statements and observe differences between them. Determine how your preferences affect your personal organization. 103
- Make a list of the five preferences you feel may have the greatest effect on your personal management after you have been out of school one year, five years, ten years. Explain their impact in each case. 94
- Watch the newspaper for articles illustrating societal value changes. Clip articles and share in class. Summarize the value changes and project their impact on future managerial behavior. 5
104
- Complete exercises to discover your own personal preferences. Give examples of how each of your preferences affect or may affect your personal resource management. 91

Through discussion or role playing, differentiate between values and standards. Give examples to illustrate differences as well as similarities. Formulate personal definitions based on what you learned. 93

Given a list of tasks (e.g., dishwashing, bed making, house cleaning, yard work), identify a standard for each. Discuss the characteristics of "standards." 91

Discuss questions related to standards outside the home: Who establishes these standards? For what purposes? How do we know or identify these standards? Summarize what you discovered. 105

In one paragraph, explain the expression "His/her standards are low" or "She/he sets high standards." As a class, discuss how standards affect the management process.

Interview school administrators or policymakers. Determine their standards for student behavior. Relate these standards to several management practices in the school.

List ten of your greatest wants. Ask three people who are ten years, 25 years, 50 years older than you what ten things they wanted when they were a teenager. Compare the four lists for similarities. Summarize the value-standard relationships observed and discuss how they affect the management process.

After listening to the children's story *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (describing all the wrong things that happen in Alexander's day and how serious and upsetting they are), discuss differences in values and standards at different ages and how the differences affect the management process (e.g., Why did these encounters or experiences upset Alexander? What was done to deal with the upset?). 42

After completing exercises to determine your personal values, identify the standards that you associate with each of them. Keep a written record of the condition of your room for two weeks. Use it to draw conclusions about your personal values and standards. Ask yourself: What are they? Are they compatible? Are they compatible with those of my family? 105

Identify one standard you have set for yourself. Answer the following questions about it: How has it influenced a decision made recently? What resources were involved? Does this standard require a goal and a plan of action? What steps in the management process are involved in keeping this standard? Share your responses in class.

Imagine you will be choosing the people you would like to work with in your kitchen lab. Write a short paper answering the following questions: How will you make that decision? What is important to you? Would you want someone who has a great deal of cooking experience? Would you want a hard working person? Are you willing to work with someone other than your closest friend? Indicate how your values and standards affected your choices.

Choose a house from a current realtor's listing of homes. Describe why you chose the house and relate the decision to your values and standards. Why not a more expensive or less expensive house? Why location? Why certain features?

Share with the class a standard you used to hold but no longer do. Discuss what factors caused this change. How has the change affected your lifestyle? How has it changed your style of management?

Develop a questionnaire and use it to interview two adults regarding changes in standards. Compile a list of these changes in class and identify related values that have changed. Discuss the effect these changes have had on management within the home, the school and the community. Predict the effect they will have in the future.

Use library or classroom resources to formulate definitions of needs, wants, goals and priorities. Give examples of each to illustrate the concepts.

Working in pairs, identify needs basic to everyone. Individually design collages which illustrate needs and wants and the differences between them. Share and compare your work.

Assume you have been given \$25 to buy an item for your bedroom. Decide what you would buy and find a picture of it. In a circle discussion, share your purchase. Determine whether purchases reflected needs or wants.

After viewing *World of Foods*, discuss the food options available to the girl depicted. How did she differentiate between needs and wants in the cafeteria? How did her needs and wants affect her priorities?

158

Compare food needs (e.g., Basic 4) to food wants (e.g., candy and pop). Discuss what happens when food needs and wants conflict (e.g., Which come first for you? Why?). Give suggestions of ways needs and wants can be combined to accomplish food goals (e.g., having a milkshake for a milk serving).

List the goals of a woman who is expecting her first child (e.g., having a healthy baby). List foods that you like to eat. Identify which of the foods on your list would be needed by the woman to accomplish her goal. Identify which of the foods would be wants and how they might affect her goals.

List 15 children's toys and star the five you think necessary for every child. Following a discussion on toys, including safety, educational advantages and stereotyping influences, circle those toys you would most want your child to have. Summarize how wants and needs influence decisions about the kinds of toys chosen for children.

After reading fiction and nonfiction stories (e.g., *Gone With the Wind*, *Child of the Dark*, *Sybil*), identify how basic needs and wants determined the goals and priorities of the characters. (Note: Younger students may be more comfortable using shorter stories, especially episodic ones).

23
7
30

Read the following case study. Cathy is coming home from school and thinks about everything she has to get done before her trip to the beach early tomorrow morning: finish sewing her bikini cover-up, wash her hair, pack a sack lunch, paint her nails, straighten up her bedroom and wash the clothes she will wear on the way home. As she walks in the door, she sees a note her mom left. Cathy's grandmother is ill and mother must stay with her for the evening. There is a list of tasks for Cathy to do: fix the family's dinner (dad and two sisters), do dishes, straighten the living room, get the two-year-old ready for bed and make a dessert for tomorrow's dinner. Working in pairs, set priorities for the tasks and compare with those your classmates set. Discuss the differences between needs and wants and their effect on priority decisions. Consider individual differences in relation to the priorities class members set. (Note: Activity can be adapted to a male.)

Using the following or similar situations, discuss solutions in relation to needs, wants, goals, priorities:

My best friend and I get the same allowance. My friend saves for all kinds of things. I've tried to follow her/his budget, but it doesn't work for me. What am I doing wrong?

What's the right amount for a teenager to spend on clothes? On snacks? On gifts?

Why save? Especially when you're 14 or 15?

Is college worth saving for? What if you're poor?

Do I always have to go along with what my friends do?

Summarize the specific factors which entered into your decisions.

Identify and list your personal needs and wants. Using the list, state related short- and long-range goals and then list them by priority.

After completing the "Life Action" activity in *Human Values in the Classroom*, determine items important to you and how much you would be willing to sacrifice to keep those items. Discuss differences in items classmates identify.

92

Select a floor plan of a house in which you would like to live. While considering today's shortage of resources (e.g., gas, water, electricity, land, building materials), evaluate the house in relation to personal wants and needs.

After viewing the filmstrip in the kit *Decision Making for Consumers*, list any impulse buying you have done recently. Consider your needs and discuss the relationship between impulse buying and personal priority decision making.

65

Assume you have \$100 to spend. List the item or items you would purchase. Separate needs from wants and rank order. Select and research the need with the highest priority. Determine whether the need still has the highest priority.

After viewing *You and Your Clothing*, inventory your wardrobe and list new clothes wanted and needed. Select one article and plan how to obtain or acquire it. Implement your plan.

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15

13

SUGGESTED COURSE GOAL *The student will be able to identify forces which cause values, standards and goals to change.*

LEARNING EXPERIENCES

RESOURCES

Think about what was important to you five years ago and discuss why these activities, items or factors may not hold the same importance now. Project yourself five years into the future and, based on what is important to you now, predict the values, standards and goals you may wish to strive for.

List friends of five years ago, two years ago and today. Why were/are they friends? What caused the change of friends if there was any? How could this indicate a change in standards, values or goals?

In pairs, share a value, standard or goal your family had but no longer has. Discuss questions such as: What factors influenced this change? In what ways do you expect to see changes in values, goals or standards in the near and distant future?

Identify a clothing item in your closet which you never wear and answer the following questions about it: Why don't you wear it? What values and standards have caused you to change your mind about this garment? What outfit is your favorite today? Do you think you will want to wear it next year? How do you think your values and standards will affect your clothing choices five years from now?

To illustrate how values change, bring an item to class you feel does not serve a purpose. Share this item with your classmates. Tell the class where or why the item was obtained and why it no longer serves a purpose for you. Have them suggest alternative uses/purposes for the item. Try to identify an alternative use for the item based on class suggestions.

Given a list of ten items, rank them in order of "necessity" or "usefulness." Ask your parents and grandparents to rank them. Discuss the differences and similarities between the ways the items were ordered. Where do the greatest differences exist? Similarities? Why?

Using current books or TV shows, compare your values with those of the people depicted. Discuss reasons for the differences and similarities.

Develop a questionnaire related to grooming standards. Fill it out and then ask your parents to do so. Compare the results. Identify possible reasons for the differences and similarities observed.

Identify an event (such as a school football game) that is commonly prized by different types and ages of people. Describe how that preference is expressed by different persons (e.g., the press, school administrators, student body, self). Point out the factors responsible for the differences identified.

After viewing *Shoplifting*, discuss the factors that may lead one to shoplift. Consider backgrounds, values, goals and standards. Identify ways in which a change in personal associations, economic circumstances, or living environment may affect one's values, goals or standards.

Identify a family crisis which would cause a family to reestablish their values, goals and standards. Point out factors other than crises which can lead to these changes. To illustrate how environmental factors affect us, list current events which have caused family values, goals and standards to change. Identify the underlying forces and classify according to social, economical, political and technological. Discuss how families have adapted to these changes.

For a given limited resource situation, such as a water shortage, brainstorm activities that require the resource. As a class, decide on ten that could be eliminated and three you could not live without. Discuss how these decisions would affect your life and how they would cause values to change.

Plan a wardrobe considering clothing items needed for various occasions. Discuss how activities and personal associations cause standards of dress to change.

Invite a school administrator to discuss changes that would occur if the school budget were defeated. Ask him/her to describe the values, goals and standards involved. Relate the situation to others involving financial resources.

167

SUGGESTED COURSE GOAL *The student will be able to describe the roles values, goals and standards play as motivators for managerial action.*

LEARNING EXPERIENCES

RESOURCES

Write a paper entitled "What Motivates Me." Discuss the importance of peer pressure, church, parents, school, country and self. Share in class if you wish and compare motivational factors.

Invite to class a panel of persons who have different numbers of children. Ask them to describe the factors that influence the ways they manage their homes, lives and work. Afterward, discuss what you learned in relation to the motivational role of values, goals and standards.

Play *Rat Race*, a real-life game requiring a mixture of luck and good management to succeed. After the game is completed, identify managerial behaviors that were used and their relation to values, goals and standards. 71

Exchange stories about times when you wanted to do something very much and managed to do so, also times when motivation was lacking and you didn't accomplish a task. Relate to the influence of values, goals and standards in each case.

Complete one or more structured activities designed to help you identify and improve personal motivation and managerial behavior: "Taking Action on My Values"; "Removing Barriers to Action"; "You Can Do Something About It"; "Getting Started"; or "What I'd Like to Learn to Do or Be Able to Do." 93 105

List one goal you would like to accomplish and then list the ways in which achievement of this goal will be affected by time, money and energy. Identify a plan of action for accomplishing the goal. Write a contract based on your plan and sign it. After a given period of time, evaluate your progress.

List the tasks or activities you want to do or must accomplish today, this week and this year. Group and order them so they show steps toward accomplishing specific goals. Develop appropriate plans and implement. Keep track of your progress.

Select a management problem in your home (e.g., finding study space, getting dishes done). Determine a way in which you want to see the situation change and provide a motivator to change the action. Evaluate your results.

LEARNING EXPERIENCES

RESOURCES

After viewing *Values and Goals—A Way to Go*, use overlapping circles encompassing the words values, goals and standards to discuss relationships among the three concepts.

157

On a small piece of paper write a personal value. Put your value in a bag with those of other class members. Draw a value and write a goal for that value. As a group, establish two or three standards for each goal. Share results.

Read a short story and identify the values, goals and standards of the characters involved. Be sure to cite evidence (e.g., Why or how is the value, goal, standard reflected?). Use a chart with headings (values, goals, standards; evidence) to illustrate the interrelationships among the concepts.

Discuss the following question: If from now on you were given an extra hour each day, how would you spend it? Draw generalizations about your values, goals and standards from the discussion.

Given a specific resource (\$5) and an immediate goal (to improve your room), decide how you would use the resource. Determine how the standard would change if you had \$25 to buy a similar item or achieve the same goal. Share your thoughts in class and indicate what factors influenced your decisions.

Discuss the effects of household products on the environment (e.g., plastics, glass, metals, chemicals). Shop for a specific list of household products, basing your purchasing decisions on the impact the items will have on the environment. Compare and contrast purchases by identifying values that influenced them.

Select a value (e.g., close family life) and list goals and standards a person with that value might have. Discuss how that value might be reflected by resource-use decisions.

Given copies of three budgets and a list of three goals (e.g., new car, giving to charity, a trip), determine which budget goes with which goal. Discuss the relationship between use of financial resources and values, goals and standards.

Read the case study entitled "Thoughts of a House." Determine how the values, goals and standards of the Nelsons and Locks affected the way they used their housing resources.

22

Read a case study about a recently married couple making a credit-use decision. Discuss the relationship between their resource use and their values, goals and standards.

SUGGESTED PROGRAM GOAL

The student ~~will be~~ able to develop skills important to becoming a more effective manager.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify the components of the communication process.*

LEARNING EXPERIENCES

RESOURCES

Find pictures illustrating various forms of communication (e.g., speech, writing, body language) and identify the function of each in the communication process. Post on the bulletin board and save for future reference.

Given a state road map, select and plan a route to another city. Discuss how difficult it would be to arrive at the exact location without using road signs in addition to the map. Identify other forms of written communication we depend on to manage our daily activities.

Using pictures of people expressing different emotions (e.g., children in a child care class), identify what is communicated to you and why. Compare with reactions of your classmates. Make a list of identified forms of nonverbal communication.

69

View pictures of clothing worn by different people and answer these questions: What are the people trying to say with their clothes? Is the message positive or negative? Effective or ineffective? Think of other ways in which communication is carried on nonverbally.

Devise ways to communicate a thought to another student when verbal communication is not allowed. Practice your techniques and evaluate their effectiveness. Play *Body Talk* to stress the importance of nonverbal components in the total communication process.

57

Visit a TV or radio station and observe a program in production. Identify the types of communication used. Share observations in class.

Invite a person (e.g., a speech therapist or speech/drama teacher) to discuss the processes and components of communication. Summarize what was learned.

Complete some of the activities included in *Communication Games*. Summarize what you learned about the communication process from your experiences.

60

View *Your Space & Mine: A Behavioral Approach to Environments* and complete one or more of the awareness activities provided. Discuss the concept of "personal space" as it relates to the communication process.

74

Prepare an instrument with questions related to the meaning of slang expressions. Give the test to several of your peers and to several older persons. Compare the answers of the two groups. (A sample question might be: The party was a blast. Does it mean a. there was an explosion; b. it was fun; c. there were many balloons.) Discuss the role of slang in the communication process.

An action or trait can be viewed favorably or unfavorably depending on the label given it (e.g., I'm casual, you're careless, she's a slob; I'm thrifty, you're money conscious, he's a tightwad). Try writing some phrases that illustrate different ways of expressing the same idea. Share with the class and discuss the various ways language can be used positively and negatively in the communication process.

As a class, contribute "red rag in front of the bull" phrases that you have heard. Determine how these phrases could be modified so they are acceptable. During this process, discuss the use of "danger words" in the communication process.

Practice rewriting a paragraph (e.g., recipe directions) in your own words. Compare with those rewritten by your classmates. Discover ways you misinterpreted the original paragraph. Discuss the concept of interpretation as it relates to the communication process.

Role play situations in which communication occurred at poor times (e.g., a parent is asked for a favor when he or she is busy, tired or preoccupied). Discuss time as a factor in the communication process.

Set up situations in which distracting sounds are made to interfere with normal classroom conversation. Evaluate what happened. Discuss the impact of noise on the communication process.

After viewing pictures of several different situations, share your thoughts about what is happening in each. Compare differences in reactions to the same pictures. Discuss how assumptions are often made without the benefit of verbal messages.

Keep a record of all the words you hear or see in one day that you do not understand. Bring your list to class and compare with your classmates. Discuss vocabulary as a component of the communication process. Predict the consequences of failing to ask questions when words are not understood.

Working alone, write definitions or word associations for each of a given list of words. As a class, identify communication problems that might occur when people have different meanings for the same word. Discuss the concepts of connotation and denotation as they relate to the communication process.

29

Define argument and disagreement. Given a situation (e.g., babysitting a difficult child, sharing the family car), role play an argument and role play a disagreement. Determine how the feelings, both expressed and felt, differed in the two situations. Summarize the components of communication responsible for the differences.

In groups of three, with one person blindfolded, complete the following activity. Give the blindfolded person a pitcher of water and a glass. The goal is for him or her to fill the glass with water while one person verbally encourages and the other discourages. Afterward, identify the components of the communication process involved and discuss ways in which communication could have been more effective.

Play a decision-making game such as "Who Will Survive" (in a large group of 20-25 persons, decide who will survive). Tape record the conversation. Play back the tape and analyze in terms of the communication and group cooperation processes used.

Tape record a conversation between two or more students. Play it back and analyze the effectiveness of the communication. Make suggestions for improvement. Record the same students again and, after playing back the tape, evaluate the contributions made by the newly learned communication skills.

Identify techniques you have used to communicate with various groups of people (e.g., young children, elderly, blind, deaf, peers, parents, authority figures, teachers). Make a list of those that have proven most effective and compare with your classmates. Select one or more to implement. Evaluate the results of your efforts.

Observe a child under two and keep a record of all the ways the child communicates with you. Note what he or she is trying to tell you each time there is communication. Summarize ways in which young children can be helped to expand their communication skills.

To determine how well you listen, complete the following exercise. Divide into pairs and have one person talk to the other for one minute. The listening person is allowed to react to what's being said but must first say what he or she *thinks* the speaker said. Switch roles. Repeat. Discuss the feelings you had when you were not understood, when someone repeated what you said, or when you could not understand. Make suggestions for improving listening in the future.

To improve your listening skills, play the tape *Are You Listening?* and complete the exercises provided. Summarize what you learned.

172

To learn about factors involved in giving and following directions, complete a directions exercise. Pass out identical puzzle parts to groups of four people. Give the leader of each group a picture of the completed puzzle. Have him or her describe how to put the puzzle pieces together without watching the group work. Afterward, identify the aspects of communication that were involved (e.g., listening, working cooperatively, giving directions). Discuss how communication could have been more effective.

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SUGGESTED COURSE GOAL *The student will be able to describe the relationships among communication, group cooperation and resource utilization.*

LEARNING EXPERIENCES

RESOURCES

After using the kit *Communication: The Problems Approach*, discuss the function of language and the relationship between communication, group cooperation and resource utilization.

61

Debate the statement: "Resolved: Every American citizen is dependent on public information." Discuss the relationship between public communication and personal resource use.

Make a list of communication media (e.g., TV, CB radio, telephone, mail) and identify ways each affects a person's use of resources. Evaluate in terms of both positive and negative influences.

Watch any current TV program and observe how the actors communicate with each other. Determine whether cooperation occurred. Discuss ways in which resource utilization and group cooperation were facilitated through effective use of communication. Relate these to your own experiences by citing examples.

Name five personal skills that affect communication (e.g., understanding, patience) and determine whether they have positive or negative results. Give examples of each.

Make two lists, one describing factors that promote family cooperation in the use of resources and another describing factors that hinder this cooperation. Relate each factor on the lists to communication within the family. Formulate several suggestions for ways communication can be used to promote family cooperation.

43

Role play a family in a negative communication situation and then in a positive communication situation. Identify the specific communication changes which occurred that helped improve family cooperation.

Invite a person with hearing loss and a member of his or her family to discuss communication and the special steps necessary to facilitate cooperation in their home. Ask about resources used to facilitate this communication. Summarize your findings.

Working in groups, plan lab activities for another group of students. You must write instructions, and the other group may use only your instructions. Implement your plans without further communication. Evaluate the effectiveness of the group cooperation and resource utilization which occurred. Suggest ways you could improve future written communications.

Formulate group plans for using available resources to solve classroom problems (e.g., keeping the sewing lab clean). Choose one to implement each week, keeping all previous plans in force as you do. Evaluate how well you did in relation to group cooperation, communication and resource utilization. Make changes as necessary.

With the class divided into two groups, carry out the following activity. One group plans an end-of-the-year dinner while another group observes and records communication techniques used. Then, roles are switched. (Note: The first group is given no guidelines but the second group has a designated chairman and meal-planning guidelines to use.) When the activity has been completed, compare the communication techniques used to facilitate group cooperation and resource utilization.

Discuss the ways your local utility company has attempted to enlist community cooperation in saving resources. Analyze the effectiveness of the efforts and suggest ways in which different communication techniques could be used.

Invite a local senator or representative to discuss the ways in which he or she uses communication. Find out what techniques he or she feels have been the most helpful in securing needed cooperation. Summarize your findings.

Design an organizational chart of the school showing the channels of communication one would need to go through to implement a change or solve a problem. Identify ways in which communication might be improved and suggest changes to the appropriate school official(s).

SUGGESTED COURSE GOAL *The student will be able to apply knowledge of communication to a management activity.*

LEARNING EXPERIENCES

RESOURCES

From a newspaper, clip articles which relate ways of effectively carrying out management-related tasks. Summarize what you found by indicating how communication is involved.

Wrap five packages in the following ways: a box with a bow on it, a box wrapped in wrinkled paper with an unmatched bow, a box wrapped with no bow, a box wrapped with beautiful paper and bow, a box from a grocery store. Discuss what would be communicated to the recipient of a gift wrapped in each of these five ways. Generalize your feelings to management situations involving nonverbal communication.

Visit a nursery school and observe the types of communication used by preschool children and nursery school teachers or aides to facilitate various management activities. Later, discuss the effectiveness of the various types of communication observed. Summarize ways communication can be used effectively to guide young children.

Given a list of negative statements often made to children, change them to positive ones. Discuss how one can gain a child's cooperation through effective use of communication.

As a group, plan a party for several young children. Determine what needs to be communicated and to whom. Make appropriate provisions. Implement your plans and evaluate their success.

Demonstrate the procedure for carrying out a given activity (e.g., bathing a baby, decorating a cake). Have another student perform the activity following your directions. Evaluate the results and develop a list of ways in which direction-giving communication can be improved to facilitate management-related activities.

Discuss how nutrition or clothing labels can help in the management process. Look at several labels and plan meals or a wardrobe using the information provided. Share plans for meals or wardrobes.

Write instructions for a recipe so someone else could prepare the food. Have someone use your directions and evaluate the results. Discuss written communication as a component of management. Make suggestions for completing the project another time.

Working in small groups and with incomplete grocery lists, complete them according to what you feel is needed. Compare completed lists and determine what assumptions were made. Discuss the advantages and disadvantages of making assumptions when carrying out various management activities.

Using a checklist including such things as "spoke clearly," "used words familiar to students," "explained each step," and "asked for questions," evaluate the effectiveness of your teacher's communication. (The home economics teacher might purposely give poor directions to make specific points about communication as it relates to management.) Summarize ways in which communication can be improved by use of each of the factors listed on the checklist.

Select a management problem you are having. Write a paper describing ways you could improve your communication in order to solve or help solve the problem. Implement your plan and evaluate.

SUGGESTED COURSE GOAL

The student will be able to describe the relationships among values, goals, standards and decision making.

LEARNING EXPERIENCES

RESOURCES

Define values, goals, standards and decision-making. Suggest ways in which they are interrelated.

45

To determine the relationship between values and decision making, make a list of recent personal decisions indicating the time it took to make each of them. As a class, determine the extent to which values influence the amount of time spent making various decisions.

88

Complete several unfinished advertising jingles (e.g., "Things go better with _____"; "_____ has sex appeal"; "This is _____ supermarket, but the meat department is mine.") Circle those products you use. Analyze the values, goals and standards each of the advertisements attempts to appeal to. Determine whether the ads influenced your decision to use the products. Discuss the interrelations of values, goals, standards and decision making.

89

Think of a time you made a decision that was important to you or ones related to buying clothes, food, or relationships among values, goals, standards, and beliefs that you have for future action.

Describe an item that you have been saving for (e.g., a new bike, coat). Compare with your classmates. How do your standards change when you make various decisions. Summarize the relationships among goals, standards, and decision making.

Carry out an auction of several common items (e.g., pens, notebooks, deodorant, soap, shoes, shampoo). Then interview the top bidder for each item to find out why they chose what they wanted and how his or her values, goals, and standards entered into each decision. Interview those who chose not to bid. Find out how values, goals, and standards influenced their decisions. Summarize your findings.

Select a decision you recently made and analyze how your values, goals and standards influenced the choice(s) you made. Write a short paragraph summarizing your findings. Share ideas in class by discussing how values, goals and standards affect the decision making process.

Find multiple pictures of a variety of goods and services they purchased by different groups of people. Price these and then place priced pictures around the room. Give a paper bag and "\$30" select items and place the pictures of them in your bag. Compare with your classmates and analyze the relationship between selections and one's values, goals and standards.

In small groups, research or suggest possible actions that could be taken in the following situations: you know the girl or boy you room with is smoking from the restaurant where you both work, but her or his mother is ill, the restaurant where you work is not meeting certain health standards and should be reported, but you need your job, you have to work no happens and you feel tired today. Identify the values, goals and standards that may be associated with each possible course of action. Share results in a class discussion.

[illegible]

Summarize how values, goals, and strategy are used to solve the problem.

laboratory experiments help our understanding of the factors which entered into your decision.

SUGGESTED COURSE GOAL *The student will be able to identify a basic process by which decisions are made.*

LEARNING EXPERIENCES	RESOURCES
Identify and define each of the steps in decision making. Define all related terms. Use a chart to illustrate how one decision is often used as a basis for another decision.	44
Read "Decision Making: 25 Delicious Flavors Are 25 Too Many" in resource 83. Discuss the process by which decisions were made in the story.	95
Identify various kinds of decisions (e.g., social, emotional, financial, physical) and give examples of each. Discuss the relationship between types of decisions made and use of the decision-making process.	64 62
Play the <i>Game of 99</i> . Compare and contrast different decision-making processes used by students	67

Given
many of

Choose a
work on
vertical columns. In a
class, discuss how this

Using the "Decision Making"
branches of the tree show
alternatives). Identify consequences
this technique can be used for

Listen to recorded problem situations
was used in each situation. Make

Working in groups, solve a given problem
alternatives to the problem, assign a value to
alternative in the preferred square on the
desirability—high to low (on the y-axis). Show
used in solving other problems. Discuss the
process.

Given a situation (e.g., on the y-axis)
situation. Develop the grid and the
steps involved in selecting the chosen alternative.

View *Making a Decision* to
decision-making processes that

working in two large groups
his or her boss home for dinner
one hour for snacks and a work session
group 2 will be given an outline of the
reporting on solutions. Discuss feelings

working given in the game such
learned and apply it to other real-life

SUGGESTED COURSE GOAL *The student will be able to differentiate among individual, family and group decision-making patterns.*

LEARNING EXPERIENCES

RESOURCES

Read the playlet *Decision Making for Consumers*, parts 1, 2 and 5. Review a case situation dealing with an individual management problem and discuss the process of individual decision making. Determine how the process would differ if a large group were involved.

65

Keep track of all decisions made for a period of time. Indicate which were made individually and which were made as a group. Differentiate between the patterns used to make individual and group decisions.

Compare how large groups (e.g., school clubs or organizations, city government, business companies) make decisions with how individuals make decisions. Identify various decision-making processes used by groups and contrast with those used by individuals.

Brainstorm decision-making situations (e.g., purchase of a new car, a new house, a new job, a new friend). Select a situation and resolve it individually. Resolve the same situation as a group. Discuss how the two processes differed.

Using a newspaper, select a movie you would like to see. Make a selection and compare with your classmates. Analyze the problems that would be involved if you had to choose a movie to see as a class. Discuss the advantages and disadvantages of group decision making.

Assume your family is planning to build a new house. Make plans for a room you would like to have. Show them to your parents and ask for their input. Analyze how the plans would have been different had they participated in the decision-making process.

Working alone, plan a menu for a special buffet dinner. Plan menus in groups of four. As a class, decide on a final menu. Discuss how the decision-making patterns changed as the number of students involved in planning increased.

After listening to a case problem, use the round robin technique to suggest solutions (continue around the circle until everyone has had a chance to speak). Discuss how decisions were altered as more and more persons became involved.

Discuss the differences among individual, family and group decision-making. Relate each to group and family decision-making patterns. Compare and contrast situations in which each pattern would be appropriate. Summarize what you learned.

Given short situations from *Decision Making for Consumers*, parts 1, 2 and 5, roles depicted. Try to arrive at appropriate solutions. Discuss how the decision-making patterns used by individuals and families differ.

66

SUGGESTED COURSE GOAL *The student will be able to apply the decision-making process to problem situations and determine the value of doing so.*

LEARNING EXPERIENCES

RESOURCES

Given a problem situation and a small amount of information, analyze and make a decision. Then, make further decisions using successively greater amounts of information. Discuss the importance of acquiring information in making decisions. Apply what you learned to one actual problem situation. Evaluate the result and report in class.

Assume you are a member of a family that has just lost all its clothing in a fire. Your share of the insurance settlement for new clothing is \$100. Use catalogs and newspapers to obtain prices and pictures of the items you would buy with the money. Write a short paragraph describing how you made your choices and how they might have differed had you had an existing wardrobe to work with. Share in class and think of other situations to which the decision-making process could be applied.

possible
planning

Using "Dear Mr.
described. Evaluate
value of using the

View *Unpleasant* in
community. Take
two items to purchase
when purchasing goods

Research the possible
appliance category of your
needs. Justify your choice
different had you not known

an
would
choice might have been
process.

Given a running "in basket" problem:
Day 1, you earn \$5 babysitting; Day 2, you
go swimming, but you also want a new
process in managing personal finances

processes to manage personal finances (e.g.
financial fine; Day 3, your friends want you to
discuss the value of using the decision making

Select a stock to research and tell
it. Think of other similar situations to which
Evaluate the effects of using/not using the stock

whether you would buy
able to apply the decision making process
process

Using "A Profile of Post-Secondary
process to help high school students make
career decisions

value of using the decision making process to make

Use the decision-making process to
department. Justify your choice of
which justification of choice might be

other situations in

SUGGESTED COURSE GOAL. *The student will be able to describe the relationships among goal setting, communication, decision making, planning and implementing.*

LEARNING EXPERIENCES

RESOURCES

Review the following terms: goals, communication, decision making, planning and implementing. Play *Decisions*, a simulation game of goals, choices and values. After the game, determine the relationships among goals, values, decision making and communication.

63

List three things you want most in life. Examine them to determine how they relate to your values and to other decisions you have made or will have to make. Evaluate what you have done recently to reach one of these goals. Make additional plans for moving toward accomplishing your goals.

Working in groups, examine case studies which have obvious solutions (though not always appropriate in the long run). Generate at least two additional solutions, considering short- and long-term consequences. Share and defend solutions. Relate the overall process of making decisions to the goals.

Write a short case study (a personal account or one of a fictional person) which illustrates the management concepts of planning, implementing and facilitating. Be sure to contain goals set, communication used and decisions made. Share in class. Discuss the relationships among the three concepts and determine how the concepts could have been better used in each case.

Plan an activity such as a fashion show, senior dessert or FHA banquet. Work through setting the goal, communicating the activity to the appropriate persons and making decisions. Implement your plans and evaluate the results.

Semester assignment. Set one goal related to classroom learning you would like to attain (e.g., earn enough money to buy a stereo; money management; lose 15 pounds; nutrition/grooming; get along better with parents—relationships; redecorate room—home furnishings). Report your progress periodically, considering goal setting, communication, decision making, planning and implementing. Near the end of the semester, evaluate results. Discuss satisfactions at various stages as the processes of setting, planning and implementing goals were used.

SUGGESTED COURSE GOAL *The student will be able to explain the importance of goal setting in the overall process of management.*

LEARNING EXPERIENCES

RESOURCES

Discussion starter: Have you ever had the experience of setting very specific goals for a Saturday? Have you ever spent a Saturday when your goals were vague and confused? Compare the two days considering accomplishments and feelings.

Identify plans for the weekend. On Monday, make a list of what was done over the weekend. Compare the lists. Discuss how goal setting can affect accomplishment of desired activities.

Identify things you want to accomplish this week. Make a plan to show how you will accomplish these activities. Predict how your plan would change if you suddenly had to perform some additional tasks (e.g., taking brother or sister swimming, baby sitting, etc.). Discuss the importance of goal setting.

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Using "The Little Red Hen" in Aesop's Fables discuss the importance of goal setting in the management process. Relate to what often happens when life is lived on a short-term basis only.

List ten personal goals which are long-term short-term both. Beside each goal indicate the goal symbol (short-term), LT (long-term), E (requires energy), M (requires money to complete), I (requires interest). Goals may have more than one symbol beside them. Examine your goals. Discuss the importance of specifying goals to achieve desired results.

Relate a sewing project to long and short-term goals (e.g., long-term goal: dress, pants or shirt, short-term goal: sleeve, facings, seams, collar, waistband, cutting out). Prepare a short-term goal check sheet by using your pattern instructions to list all the steps needed to complete your garment. Check off steps completed. This same procedure can be reinforced at each check point in two ways. First, discuss the benefits of setting short-term goals and the satisfaction a person gets as short-term goals are accomplished. Second, discuss how small steps completed with the same standards of quality soon amount to reaching long-term goal of quality.

Brainstorm purchases that have not been made (e.g., food, clothing, etc.). Explain how these purchases could have been more satisfactory had goals been set prior to the actual purchase.

Make four lists of five goals each. In the first list identify today's goals, in the second, goals for next year, in the third, goals for five years from now, and in the fourth, goals for ten years from now. Number the goals in the fourth list 1-5. Review the other three goal lists and identify the goals according to which on the fourth list they lead to. Some shorter term goals will not lead anywhere, some will lead to all of the long-term goals. Summarize the importance of goal setting in the management process.

Invite a financial consultant to discuss the importance of financial goals and how to set them. Summarize what you learned and relate to the importance of goal setting in the overall process of management.

SUGGESTED COURSE GOAL *The student will be able to describe a process by which plans are formed, organized and controlled.*

LEARNING EXPERIENCES

RESOURCES

Working alone and given a goal, formulate a plan for reaching it. Establish controls or checkpoints and determine a method of evaluating the results. Compare your work and discuss the process by which plans were formed, organized and controlled.

Make a plan for spending your leisure time during one weekend. After the weekend is over, evaluate how successfully the plan was controlled, how satisfied you were with the results, what factors influenced any change and how the plan was adapted. Share results in class.

Given a specific babysitting situation (e.g. you have been asked to babysit three children overnight) develop plans which would help ensure that the experience was successful. Discuss the importance of planning and thorough organization.

In a foods lab, complete a number of food preparation steps as they are given to you. (The final product not identified in advance) Example: Step 1: Person A will add two eggs and blend; Step 2: Person D will grease and flour a loaf pan. After the lab, discuss the importance of organizing and implementing a plan involving several people.

Plan a tea or other event by first brainstorming all duties involved (e.g. invitations, preparing foods, clean up). Then categorize duties as "before," "during" and "after." Working in three committees, develop plans for meeting responsibilities before, during and after the activity. Share plans in class and delegate duties. Implement. Discuss the success of the activity in terms of forming, organizing and controlling the plan.

After planning, preparing and serving a guest meal, evaluate the processes used in carrying out the activity. Discuss how menus were decided upon, who planned what, and how plans were organized and controlled.

In a child development lab situation work in pairs to plan, organize and control at least one activity for the preschoolers. Evaluate efforts and summarize the process by which plans were formed, organized and controlled.

Plan, organize and carry out some type of community project (e.g. entertaining in a nursing home, cleaning up a neighborhood, holding a story hour for neighborhood children). Evaluate the activity according to the original plans.

Prior to completing a production (e.g. food preparation) set goals, plan and organize steps, and discuss a means of evaluating the outcome. Implement and evaluate results. Summarize the process by which plans were formed, organized and controlled.

After discussing the ways in which plans are formed, organized and controlled, conduct a role-play of a legislative session, city council meeting, school board meeting, planning commission meeting, open return, discuss procedures involved then conduct a planning. Compare the techniques with those discussed before the field trip.

**SUGGESTED
PROGRAM GOAL**

The student will be able to relate concepts of human
individual and family resource management.

Classroom teachers should use the indicators related to
these suggestions as a guide, helping them to reflect local concerns, changing
societal and environmental issues, and new discoveries that may influence
information and technology.

SUGGESTED COURSE GOAL *The student will be able to describe factors which determine how financial resources are used.*

LEARNING EXPERIENCES	RESOURCES
After learning about the concept of income (direct and indirect income, actual and potential income), write a short paper describing factors which contribute to various types of income. Give examples of direct and indirect income and alternatives they provide individuals and families in terms of resource use. In pairs, develop a list of factors that determine how financial resources are used. Describe factors that determine how you spend money now or factors that will determine how you will spend money in the future. Compile the lists on the board and as a class discuss variations in factors identified.	36 14
After researching advertising techniques, watch one TV commercial and describe the appeal used. Choose another commercial and describe the appeal used.	5
Identify the items in the home which affect the family's financial resources.	
List ten things in the home which affect the family's financial resources. Discuss with students. Discuss values.	
Make a list of items you own and which are wants. Discuss how one's view of financial resources affects the list.	
Research the income expenditure of a family. Discuss how family members influence how financial resources are used.	
Interview three males and three females. Ask them what things they spend money for. Summarize factors which influence the use of financial resources.	
Working in groups and given several scenarios, identify the family's financial resources (including size and standard of living) that could be supported by the budget. Note assumptions made in arriving at decisions. As a class, summarize factors which influence the use of financial resources.	
Identify several unexpected financial needs (e.g., medical emergency, appliance repair or replacement, home repair, etc.). Suggest ways a family might prepare for them (e.g., insurance, savings) as well as steps to take when they actually occur.	
Generate a list of financial problems. Formulate appropriate solutions to these problems.	
Formulate the cost of living for a family of two. Discuss the factors which influence the cost of living (e.g., location, type of housing, etc.).	

SUGGESTED COURSE GOAL *The student will be able to explain the role of credit in overall financial planning.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm ideas about credit. Develop a tentative definition of credit from the ideas generated. Compare with a dictionary definition and summarize the differences.	9
Given a list of terms and definitions related to credit, review them by playing <i>Bingo</i> , <i>Concentration</i> or <i>Jeopardy</i> .	20
After viewing the filmstrip <i>Teenage Credit in Decision Making for Consumers</i> , discuss factors that affect the availability of credit.	65
Invite a resource person to discuss the concept of credit. Then, select an item you would like to own and estimate the cost of financing it. Rank these in order of priority and report to class.	
Invite a guest speaker from a local credit bureau to discuss the concepts of credit rating and credit rights. Summarize steps to improve credit rating.	
Investigate sources of credit in your community. Find out the interest rates, payments and repayment periods allowed. Share findings with class.	
Fill out an application for credit. Discuss how you would use the credit (something to sell, person (e.g., your car, a new outfit, a pen, etc.)). Make a list of people who would be good credit risks. Compare your list with the standards used by one of the local businesses.	
Investigate the responsibilities that come with cosigning a loan. Write a short paper entitled "Why I Would (or would not) Cosign a Loan for _____". As a class share ideas. Invite a person from a local bank loan association to discuss the pros and cons of cosigning a loan.	
Given a case study describing the purchase of a car, compare the cost of buying the item outright with paying cash. Identify ways in which the car is used credit and compare with purchases made on a "cash only" basis. Summarize the advantages and disadvantages of using credit.	
View <i>Money: What It's Worth</i> . Discuss the difference between a cashless society and a society with credit.	
Discuss the following: What would happen to the economy if credit were not available? What do you think would happen to the automobile industry if cars could no longer be purchased on the installment plan? Whose income would be affected if houses could not be purchased on the installment plan? What if teenagers could be issued credit cards? Summarize points made about the effect of credit on the economy.	
Examine ways credit can be used. For example, if you have a credit card, estimate the amount of money which could be earned by paying with a cash advance.	
View <i>The Money Tree</i> . Discuss the difference between a cashless society and a society with credit. Discuss the impact of credit on the economy in later years.	
Invite an expert on credit to discuss the concept of credit. Then, select an item you would like to own and estimate the cost of financing it. Rank these in order of priority and report to class.	
Research the origins of credit. Discuss the role of credit in the economy and summarize credit as a tool for financial planning.	

SUGGESTED COURSE GOAL *The student will be able to describe how planning and budgeting can be adapted to meet the needs of families and individuals with varying financial goals.*

LEARNING EXPERIENCES	RESOURCES
Define "budget" and then list several categories of a budget (e.g., housing, transportation). Discuss the advantages and disadvantages of adhering to a budget. Discuss the statement: "Budgeting is a waste of time." Summarize the discussion.	49 38
Develop an opinionnaire concerning attitudes toward money management. Include statements such as "Some people can't afford to use a budget" or "Savings should be part of a spending plan." Use it to survey members of your community to see how they feel. Summarize your findings and relate them to financial well-being.	5 21

Write a
based on
utilities,
standards

In pairs, designate
develop a list of
description of
problems or meeting

Using case studies describe
families to reach their goals
emergencies and special goals

Working in groups and using
families. Plan a week's menu
menus and alter, if necessary,
maintaining appeal.

Research the relationship
use them to solve hypothetical

Invite a guest speaker to
situations, decide on savings programs
savings programs

Invite a speaker to
investments and

SUGGESTED COURSE GOAL *The student will be able to evaluate time spent in various homemaking, wage-earning and leisure-time activities.*

LEARNING EXPERIENCES

RESOURCES

Assume you have 100 hours to spend. Conduct a class auction of activities that require time (e.g., tennis, studying, babysitting). Trading is permitted after all activities have been sold. Discuss how personal preferences and goals affected decisions to purchase various time-related activities. Relate to the ways in which you spend your time.

Interview your grandmother and your mother to find out how much time was involved in completing various household tasks (e.g., laundry, dishwashing, meal preparation, floor care) when they had small children. Compare and contrast differences and similarities in time spent on various activities and report

1. List the amount of time spent on each activity. Analyze the allocation varies with

2. Record the amount of time spent on each activity. Analyze the allocation varies with

3. Survey students at school to find out how much leisure time they have. Afterward, discuss the contract to help each other to reduce time on activities that can be reduced to

4. Discuss whether convenience appliances have made a difference in the time spent on household activities. Summarize findings

5. List recent inventions that have made a difference in the time spent on household tasks without the gadgets. Research the time spent on household tasks 50 years ago. Through interviews and research, find out how much time is spent on household tasks today. Find out old tasks that they did previously. Share findings

6. Specify one way in which time can be saved in the home. Try implementing your suggestion. Report to the class how your family reacted

7. Research the time cost of various household activities. Prepare a case study. Identify factors which determine the time cost of various household activities. Share results in class

8. Plan a menu and list the time cost of each activity involved in preparing and serving the meal. If possible, follow up on plan

9. List the time cost of various household activities. Prepare a case study. Identify factors which determine the time cost of various household activities. Share results in class

Record how much time is spent in your home watching TV and report in class. Make a list of the ways TV time could be used to work toward meeting personal or family goals. Implement one of your suggestions and report the results in class.

Canvass the neighborhood, interview friends and parents, and look in newspapers to develop a list of jobs available for teens in your community. Choose one job you would be interested in and find out how much it pays. Compare your findings in class and discuss the possibility of using spare time to earn money to reach a goal.

Read and discuss information related to the dollar value of household work. Using this data, complete the amount of "money" you and your mother, father, brothers and sisters contribute to your family income. Compare with your classmates and discuss reasons for the differences observed.

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SUGGESTED COURSE GOAL *The student will be able to describe how time spent in homemaking is a function of time in life, gainful employment of the homemaker, composition of the household, attitude toward household tasks and accepted standards.*

LEARNING EXPERIENCES

RESOURCES

Research various work schedules (e.g., job sharing, flexible hours, the four-day work week). Predict how these trends will affect households and families in the future.

You are given the following situations. Your parents think the living room should be neat all the time, but you don't mind a few things scattered around. Your idea of mowing the lawn is just mowing, but your parents' idea also involves trimming. Make suggestions for solving the problems involved. Discuss the following: "Anyone can find the time to do anything, if his or her standards are low/high enough." Discuss the relationship between standards and time spent in household tasks.

4

Choose a handicap to role play for one day. Keep a diary of happenings and reactions.

Compare the cost and flavor of convenience packages with products. How standards often change in relation to attitude and time available.

Brainstorm activities you do your parents feel need more attention. Discuss the value of time as a waste of time. Summarize factors that affect time use for different purposes of people.

Make a list of common household tasks. Survey several homemakers to determine how often they do them and how they feel about them (e.g., dislike, indifferent, like). Find out why some homemakers like tasks better than others. Compare the frequency with which tasks are completed with the attitudes toward them. Share results in class.

Make a list of your responsibilities at home and in the class. Compare the responsibilities of those who have two employed parents with those who have only one employed parent. Discuss the trade-offs. (Urban and rural families could also be compared as could different sized families.)

Interview your mother or father to find out how much time he or she spends on household tasks. Make comparisons with your classmates. Consider values, standards, attitudes, size of house and size of family. Summarize your findings.

Invite homemakers in different situations (e.g., single parent, childless, childless at home, single parent with children) to discuss their homemaking habits and schedules. Include some who work outside the home and some who do not. Summarize how their time expenditures differ.

Make a list of instances that cause time to be spent on household tasks (e.g., family problems, visiting with friends). Compare with instances which do not cause time to be spent on household tasks.

Survey regular individuals or families you know to collect time-saving tips. Review at least five popular magazines to add tips to your list. In class, compile your suggestions and develop a master list. Choose one or more from the list to implement.

Beginning on Monday, and continuing each day for a week, take a card from a numbered stack as you enter the classroom. Keep a record of the numbers you get. At the end of the week, compare your lists to see who is usually early and late to class. Examine reasons for the findings and discuss the advantages of promptness in relation to various activities.

Research techniques you could use to manage your time better (e.g., make lists and check off tasks; hang up an object for each task and take one down as tasks are completed; make a time schedule). Select one and use it for one week. Evaluate the effectiveness of the strategy and share results in class.

Keep a record of how you spend your time between getting out of bed in the morning and arriving at school. Evaluate and consider changes that could be made to make better use of the time (e.g., rise earlier and have time for breakfast, change method of transportation, plan family use of bathroom). Compile a list of suggestions and implement one or more.

List all activities you need to complete in one day. Rank them from most important to least important. Complete the tasks in order of importance and evaluate how you feel afterwards. Prepare a chart (using a scale of 1-10) of how you feel "energy-wise" every hour of the day. Plan a revision of your activities to make optimum use of your most energetic time periods. Discuss relationships among task priorities, energy levels and goal realization.

Write a brief paragraph entitled "I Think My Main Talent Is" Write a brief paragraph about one other person entitled "I Think _____'s Main Talent Is" Share paragraphs so that each person's talents can be used to facilitate time management in his or her own life.

Have your parents plan a complete time schedule for you for two days and follow it. Evaluate. Discuss how a time schedule you plan differs from one planned for you.

List the tasks related to grooming that are essential if an individual is to present a desirable appearance. Rank in terms of time required for each. Suggest ways of consolidating or eliminating tasks to save time. Implement one or more of the suggestions.

Plan a time schedule for yourself for one week. Include at least one hour a day to do something that you totally enjoy. Implement your plan and record how time was actually spent. Compare the two timetables and evaluate how you felt about operating on a time schedule.

Select a common chore you perform at home (e.g., washing dishes, doing laundry, mowing lawn). Indicate how much time you spend each week at it. Think of something you have always wanted to do but never could find time for. Evaluate your current time schedule and list several things you could do to make time for the activity. Discuss how much you would pay someone to do the chore for you, so you would have the time to do the desired activity. Discuss trade-offs of time and money. Implement one or more of your suggestions and share results in class.

Make a list of the things you would like to accomplish next week, next year and during the next five years. Formulate suggestions for managing your time so you could more easily achieve these things. Compare with your classmates and add suggestions to your list.

After viewing *Time of Your Life*, interview people you know who have busy schedules. Find out how they manage their time in order to accomplish the activities they value most. Report your findings in class and suggest ways you could implement one or more of them.

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psychological. make a list of ways you can reduce time.

Evaluate your home with respect to how long it takes to complete various household tasks. Suggest several things that could be done to reduce the time required to complete them (e.g., rearrange cleaning equipment and supplies). Report your findings in class and implement one or more of the suggestions.

Given a letter to Ann Landers or Dear Abby, answer it in a way that would solve the time-related problem(s) illustrated. Share letters and suggestions in class. Develop a list of techniques from the generated solutions that could be used to facilitate time management.

Rearrange your schedule for three days to make time for a nutritious breakfast, lunch and dinner. In a report, evaluate your schedule and discuss how you were able to facilitate your own time management.

Plan what you will wear to school every day for one week. At the end of the week evaluate how well you were able to adhere to your plan. Discuss the advantages and disadvantages of planning in terms of time saved. Brainstorm other situations where time could be saved by planning.

Keep a log of time usage and feelings about the allotment of time for various activities. Select a task you do not enjoy and record the time involved in completing it. Try completing the task several different ways and record the time spent each way. Select the most efficient way to complete the task and indicate why you found it best.

List the chores everyone must share in the home economics department (e.g., wiping off demonstration table, cleaning refrigerator). Propose ways to get these jobs done in the most time-efficient way. Implement your suggestions.

In a child development class, schedule a period in which your objective is to save time. Develop suggestions for saving time and analyze each in terms of whether the children involved could cope with them and how much each would cost. Discuss how time management requires consideration of other factors as well.

In a parenting class, conduct an "eggperiment." Given a raw egg, become its parent. Keep a diary of the events, time spent and reactions in keeping the egg (child) for one week. Discuss the importance of being a good manager of time when there is a child to care for. This same activity could also be carried out using a plant.

After learning about children and play activities, research techniques which can be used to manage time in a nursery school. Develop a time schedule for a nursery school session and implement. Evaluate your plan and suggest changes you would make if you were to use it again.

In a foods class, plan a tea or another event emphasizing time management principles. Implement your plans and evaluate.

As a class, observe a student completing a simple task, such as washing the dishes. Make a list of ways time could have been saved while completing the task. Share ideas and have another student implement the suggestions.

Given a drawing of your kitchen unit at school and templates of all the equipment found in it, place the equipment where you feel it would be easiest to use. Discuss principles of storage you used in arranging your kitchen. Check your kitchen unit to see how the actual arrangement compares with your placement. Discuss how proper storage relates to time use.

For a given foods lab, list all tasks that need to be completed. Estimate the time needed for each task and assign the jobs to individuals in your lab group. On the day of the lab, have one lab group member record the time spent in completing each task. Compare with the schedule estimates and discuss how time use could have been improved.

Plan a foods lab by making a list of five details each person is expected to perform (e.g., set table, cream-blend-butter and sugar, wash dishes). Give each person \$5 in pretend money. During the lab you may either complete your assigned tasks or pay someone else \$1 to complete each of your tasks. At the end of the lab you may use what money you have left to buy the product prepared. Discuss the potential trade-offs (e.g., time, energy, money) that were involved in the experiment.

Working in groups in a sewing lab, plan a new arrangement for machines, supplies and other items to improve efficiency. Justify the arrangement. If possible, try out your plan for a time and evaluate.

Observe your surroundings for a day. Make a list of all the examples of energy use you saw. Compare your lists and explain examples.

99

Brainstorm various types of available energy. Collect newspaper articles dealing with use of various types and find pictures illustrating those uses. Create a bulletin board for future reference.

View *The Energy Dilemma*, *Energy a First Film*, *Give Earth a Chance*, *Man Builds, Man Destroys* or *The Energy Crisis*. Identify the types of energy discussed and summarize their characteristics.

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125

Play *Bingo* or *Password* using energy terms found in the *Family Energy Watch Calendar* or other energy tip pamphlets.

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53

Make a list of the types of nonhuman energy you use in your home. Imagine those forms were no longer available. Brainstorm types of energy that could be used as replacements. Share examples in class.

Invite a speaker to discuss body biorhythms. Determine your own biorhythm pattern and compare with your classmates. Discuss possible implications for biorhythms.

Research an innovative source of energy (e.g., methane from chicken manure, treated garbage, solar power, tidal power, electric cars). Report your findings in class. Speculate about whether these forms of energy will ever be used on a widespread basis and the potential effects of each.

After learning about the characteristics of various types of nonhuman energy, research the advantages and disadvantages of each. Working in groups, select one form of energy and discuss how its use would affect family resource management. Write a short description of the impact, explaining how a family would need to adapt to the new energy use. Answer the question: Would the use of this energy require an increase or decrease in human energy expenditures? Share in class and compare.

5

10

Discuss the relationship between "time use" and "work simplification." Determine whether the two are always compatible. Give examples to justify your feelings.

After learning about calorie expenditures involved in various types of activities, keep a record of your activities for a 24-hour period. Calculate the amount of energy expended. Make a list of those activities which could be eliminated or simplified when conservation of human energy is needed.

Select any room in your home and develop a plan for rearranging items so they are at the point of first use. Implement and evaluate the results of the change. Report your findings in class. Discuss whether "point of first use" is always the best arrangement.

Select various types of homemaking tasks or activities such as ironing or doing the dishes. Illustrate through role playing how body posture affects the amount of human energy required to perform each task. Select the most efficient postures and practice using them while performing these tasks at home.

Have your mother or father observe while you perform a task such as cleaning your room, mowing the lawn, baking a cake or washing the dishes. Have either suggest ways you could improve your use of time and energy. Compare your findings in class. Implement one or more of the suggestions given.

Prepare a peanut butter sandwich while sitting in a chair facing a counter without a breadboard. Now perform the task using another method of your choice. Compare the two by considering feelings, fatigue, comfort and ease of motion. Discuss ways of simplifying common tasks. Practice using what you learned at home and at school.

After learning about kitchen work triangles and principles of storage, make a drawing of the work triangle in your kitchen at home. While preparing a meal, keep track of your movements. Suggest ways equipment could be rearranged to make meal preparation more efficient. Share findings in class. Implement the changes, if possible. Carry out the same kitchen experiment at school.

During one or more lab situations, take turns observing each other work. As you watch, jot down ways in which tasks could be simplified. As a class, summarize your suggestions and implement them when possible.

Working in groups, list all of the ways in which biscuits could be prepared (e.g., from scratch, biscuit mix, refrigerated). Discuss the time and energy costs of each method. List the factors that would be involved in a decision to choose one method over the others. Repeat the exercise using another food product and compare your findings.

During a foods lab, videotape kitchen teams as they complete their tasks. Review the tape and identify unnecessary or inefficient practices which could be eliminated to reduce energy expended. Use this new knowledge during future labs.

5

View *Energy—A Matter of Choices* to become familiar with energy alternatives. Invite a speaker from an environmentalist group to present information on energy use and conservation. Clip articles in current newspapers and magazines and compare with information presented in the film and by the speaker. Summarize differences observed in descriptions of the impact of various types of products and appliances.

124

Learn to read an electric meter. Keep track of the number of hours various electrical appliances are used in your home (e.g., TV, radio, dryer). Figure the cost of the energy consumed. If possible, record electrical usage during a period of peak energy consumption and during a period of low energy consumption. Compare and determine what accounted for the differences.

Invite a guest speaker from an electric utility company to discuss the energy consumption of new, small appliances on the market (e.g., hot dogger, fry baby, egg cooker). Evaluate the worth of each in terms of energy consumption and environmental impact, and determine whether you would purchase it.

51

While watching TV, note commercials that advertise products as "energy savers." Select one product to research and determine whether the claim is valid. You may need to write the companies for claim substantiation. Determine whether you would purchase the product and tell why.

27

After researching the energy consumption of common appliances, make a list of all the energy-consuming products and appliances at school or in your home. Rank them according to the amount of energy each uses. Decide which you could do without. Calculate the energy savings that would result and discuss how the functions of these products and appliances would be replaced.

Select a piece of energy-related legislation that has recently been passed and research its impact on the environment. In small groups, design a bill which would have a positive energy impact and submit it to the appropriate governmental representative. Keep track of the bill your group submitted.

Conduct a survey of homemakers who have small children to find out how many use or have used disposable diapers in place of cloth diapers. Research the energy cost of using each type (e.g., production of disposable versus washing of cloth). Discuss your findings and determine which is best. Relate to your survey findings.

Invite a building supply salesperson to discuss the energy-related characteristics of various building materials. Summarize findings related to cost of production, energy savings provided and energy use required. Select one building material you would use if you were building a home and tell why.

Collect several containers used to package food in fast-food restaurants. Analyze each in terms of whether it can be recycled. Discuss strategies that could be taken to encourage restaurants to use resource-conserving containers and to otherwise conserve human and nonhuman resources.

As a class, compare conventional and microwave ovens. Analyze each in terms of time involved in preparing foods, energy usage and quality of products.

After brainstorming typical household tasks such as cooking, sewing and cleaning, select one and write a description of a typical way in which it is completed. Devise a strategy for carrying it out using less nonhuman energy. Share ideas in class.

Find and read one article in a book, magazine or pamphlet that deals with energy conservation. Write a short critique on the usability of the conservation technique(s). Tell whether you would use the techniques discussed in your own home and why. Share with your classmates.

View *Energy and Your Future Environment* or *Conservation: How We Save Our Environment*. Discuss the techniques presented for conserving energy and formulate a general list of guidelines which can be used for future action.

66

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Invite a panel of guest speakers from various utility companies to discuss energy conservation strategies. Summarize what you learned and prepare a school display illustrating the findings.

Collect energy-saving tips from various sources (e.g., Extension Service, Oregon Energy Conservation and Allocation Office, utility companies). Survey members of your community to determine how often the tips are used and how people feel about them. Categorize the tips as "easy" or "difficult" to implement. Using this information, make a list of ways to implement the suggestions.

Brainstorm guidelines for conserving energy. Develop reminders to take home to post in appropriate areas (e.g., over light switches: "Please switch off as you leave"; on the mixer: "Wouldn't it be just as easy to do by hand?"). Design a pamphlet illustrating energy conservation techniques. Distribute throughout your school and community.

Invite a speaker from the State Consumer Protection Agency to discuss ways to identify products, appliances and services which are energy efficient. Visit an appliance dealer to learn about the use of energy efficiency tags. Summarize the information provided by the tags.

Make a list of labor-saving devices used in your home. Star those you feel are unnecessary and tell why. Be sure to consider time, energy, money and satisfaction involved in their use. Compare your feelings with those of your classmates. Make a master list of unnecessary energy eaters and develop a list of alternatives to using them.

At 5:30 p.m., go through every room of your home and make a list of each piece of electrical equipment in use. Do the same thing before you go to bed and when you get up in the morning. Determine which of these uses were unnecessary. Report in class and formulate guidelines for energy conservation based on your findings.

Invite a person from your local power company to discuss the steps involved in a home energy analysis. Formulate guidelines that could be used to reduce the home electric/gas bill by 10, 20 and 50 percent. Discuss the impact of each of the three reduction levels on family life. Implement appropriate guidelines, if possible.

Take a field trip to a grocery store and observe the ways in which various food items are packaged. Determine which packages can be recycled. Summarize your findings and suggest alternative methods of packaging. Forward your suggestions to the appropriate food manufacturing or distributing companies.

Interview owners or managers of several local businesses to determine what they are doing to conserve energy. Summarize your findings and make suggestions for improvement. Submit your suggestions to businesses in the community or write a letter to the editor describing suggested changes.

Invite an automobile mechanic to discuss factors that affect auto performance and gasoline consumption (e.g., driving habits, tune-ups). Visit several auto dealers to find out about mileage ratings of various auto makes and models. Formulate general guidelines for purchase and use of automobiles based on your findings.

Collect pictures illustrating various world housing conditions and discuss the energy-related aspects of each. Determine whether any energy conservation techniques are evident elsewhere that might be used to good advantage in our country. Make a list of them to share with members of the community.

Organize an energy conservation contest in the home economics department. After each class has submitted an energy conservation plan, have the student body vote on the best. Organize and implement a campaign based on the winning suggestions. Follow up by planning, organizing and implementing a school energy fair. Arrange to have exhibits, speakers and cold lunches. Afterward, evaluate to determine the effect on the school and community.

Write a short paper describing how energetic you feel at various times of the day. Determine whether there is a pattern in relation to the pleasantness of the tasks you perform. Based on your findings, develop a schedule for spacing pleasant and unpleasant tasks. Implement and report the results. As a class, formulate guidelines for balancing pleasant and unpleasant activities to conserve energy.

Invite an efficiency expert (e.g., someone engaged in industrial evaluation) to discuss methods of conserving human and nonhuman energy. Relate to safety precautions and implement during future lab classes.

Inventory your personal energy use by calculating such things as the amount of water, electricity, gasoline and paper you use in a day. Make suggestions for reducing your personal energy consumption and implement as many as possible. After one-week report your results.

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After beginning a foods lab, shut off all the power supplies. Finish the lab using alternate sources of energy. Discuss what you could do at home if a power outage occurred for a short or a long period of time. Relate to methods that can be used to prevent power blackouts.

After researching the energy efficiency of various small appliances, plan a meal which could be prepared using only one. Compute the energy cost of your meal and compare with those planned by your classmates. Select the least expensive and prepare in class.

Using various cookbooks, plan low energy-use meals for your family for one week. Compare your plans and summarize the techniques incorporated (e.g., quantity preparation, one-dish meals, cold meals). Share results in class and implement one or more of your plans, if possible.

Develop plans for a class picnic using the following objectives: spend as little money as possible; use as little energy as possible; pollute the environment as little as possible; and, spend as much time outdoors as possible. Be sure to consider mode of travel, cooking fuel, food spoilage, packaging, campsite set-up and picnic activities. Implement your plans and evaluate their success.

After researching concepts of human energy management (e.g., storing items at place of first use, dovetailing activities), develop plans for reorganizing the home economics room to improve the efficiency with which it can be used. Compare your plans and select the best. Submit a proposal to your principal for the needed changes.

Research the insulation properties of various types of clothing. Plan a wardrobe which would be appropriate for a given household temperature (e.g., 68°-60°). Discuss modifications that could be made in existing wardrobes to meet these needs. Develop plans to alter your own wardrobe accordingly.

Make a list of common household tasks. Research each to determine how to complete it in the most efficient manner (e.g., while dusting, using both hands at the same time). Practice using what you learned at home and report the results in class.

4

Invite a panel of parents to discuss techniques they use to conserve energy while caring for young children. Develop and present an energy plan to a young homemaker based on what you learned.

View *Energy: Use it Wisely Around the Home* and discuss the energy conservation techniques presented. Research additional energy conservation techniques and develop a checklist which could be used to evaluate home energy use. Draw a diagram of your home and use the checklist to determine the energy efficiency of each room. Develop a list of suggestions for improving energy use based on your findings. Implement as many as possible.

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46

Given an energy allocation (e.g., 800 kilowatt hours) and using a table listing the average kilowatt hours consumed by various electrical appliances, develop an energy budget for one month. Discuss why you budgeted your energy as you did and summarize the techniques you planned to use to conserve your energy.

Keep a record of your family's automobile use for one week including trips made and gasoline used. Evaluate in terms of the number of trips that could have been avoided or combined. Develop a list of suggestions to improve your auto energy use and enlist your family's support in implementing them. Share results, in terms of energy saved, with the class.

Determine whether your community has any recycling centers and visit one, if possible. Find out how it operates and what effect it has on community energy consumption. Plan and implement a recycling project based on what you learned.

SUGGESTED PROGRAM GOAL

The student will be able to use appropriate tools and techniques to deal with management concerns facing special groups of families and individuals.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

Working in small groups, construct bulletin boards which show how young people use time, money and energy. Use the bulletin boards as springboards for discussing similarities and differences among the ways young people use various resources.

Think of an example when your time allocation conflicted with your family's (e.g., wanting to go to a friend's house on Sunday when the rest of the family always goes to church). Do the same with energy and money. Share examples and suggest ways these conflicts can be resolved.

As a class, devise a questionnaire and use it to interview a young couple, a beginning family, and a new parent or parents concerning problems encountered in the use of their time, energy or money. Working in groups, combine your findings, keeping track of how many times specific problems are mentioned. Place your lists on the blackboard and discuss examples of the identified problems. Select one or more to research and propose possible solutions. Share with the class.

Discuss traditional versus nontraditional roles of men and women as they relate to the performance of household tasks. Identify advantages and disadvantages of sharing these tasks. Using case studies depicting situations in which both male and female partners work, discuss feelings about the distribution of household chores and responsibilities.

Identify typical time, energy and money problems of beginning families. Using case studies, identify the nature of conflicts which emerge. Formulate suggestions for dealing with conflicts that frequently arise over issues related to the use of time, money and energy.

After viewing *The Consumer Game*, survey 25 students to determine how much money they earn or receive, where it comes from, how it is spent, and attitudes related to its acquisition and distribution. Summarize your findings and make some generalizations about the money management concerns of young people.

View one or more filmstrips depicting the role of young people as consumers. Identify alternative ways people allocate money. Compare and contrast the way you would allocate various resources with the ways they were allocated in the filmstrip(s).

Develop and enact a satire based on young people's need to buy, buy, buy. Discuss the problem of money use as it relates to wants and needs.

Working in pairs and assuming you are a young couple who has inherited \$5,000, draw several cards (from categories with separate cards) which define your family situation (e.g., children/no children/number of children; renting/buying/building; car payment/no car payment; both working/one working/neither working). Decide how you would spend your money and formulate justifications for your decisions. As a class, discuss problems encountered in making decisions about money. Based on what you learned, identify your personal attitudes about money and the attitudes you would like a spouse to have. Identify and share strategies couples can use to deal with differences which arise over the use of money.

Research ways time, money and energy are allocated in another culture (e.g., foreign country or subculture in the U.S.). Compare and contrast your findings and summarize those which might also be useful in your own culture.

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Identify problems of young people and beginning families that contribute to a need for outside help. Select one problem and, using newspapers, pamphlets, and periodicals, locate sources of aid available to persons with that problem. Share your findings in class.

Survey the community for agencies and services available to young people and beginning families. Develop a directory of the services and make it available to interested persons.

Invite a series of guest speakers or have a panel discussion with representation from several sources of aid. These might include:

- A minister to discuss counseling services provided and strategies for dealing with problems young people and beginning families encounter. 131
- A marriage counselor to discuss major problems young couples face and the types of assistance available. 159
- An extension worker to discuss programs and materials available to young individuals and beginning families. 120
- A doctor or children's services representative to discuss child abuse and ways it can be prevented. 160
- Parents to discuss the ways they can or have helped young people and beginning families. 156
- An employment agency representative to discuss job training and job opportunities available for young people.
- A representative from the county mental health association to discuss aid available for individuals and families who are encountering problems in coping with daily living patterns.
- A representative from social security or vocational rehabilitation to discuss aid or rehabilitation services available when temporary or total disability strikes an individual or parent.
- A community college representative to discuss courses offered to aid persons in managing a home and family.
- An insurance representative to provide information about types of insurance available, the nature of the protection and the part insurance should play in personal financial planning.
- A bank or loan officer to discuss the use of credit, buying a home, financing a car and bankruptcy laws.

STUD COURSE GOAL The student will be able to evaluate the time, energy and money costs of having and raising children.

LEARNING EXPERIENCES

RESOURCES

Research the time, money and energy costs of having and raising children. Develop questions based on what you learned and pose them to a group of parents, social workers and doctors. Summarize your findings. Set up family case situations and suggest solutions to problems posed. Discuss the concept of quality versus quantity as it relates to time, money and energy spent in raising children.

Interview parents of preschool, school-age and college-age children and those whose children are now permanently away from home regarding time and energy involved in raising children. Solicit responses as to how the cost of time and energy affected the parents' lives. Summarize your findings and present in class.

Invite a panel of homemakers who have different aged children to discuss the time, energy and money factors involved in having and raising children. Ask questions about problems encountered, including child care. Summarize your findings.

Invite a doctor and a midwife to discuss the issue of having a baby at home versus having the baby delivered in a hospital. Ask questions related to time, energy, money, safety and personal considerations for each alternative. Summarize issues presented.

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y of life. Summarize

SUGGESTED COURSE GOAL *The student will be able to describe the developmental and adaptive tasks facing the elderly.*

LEARNING EXPERIENCES

RESOURCES

Collect pictures, newspaper articles and comics dealing with the elderly. Identify characteristics of these persons and post on a bulletin board. Use as springboard for brainstorming developmental and adaptive tasks which face the elderly.

View *Peege* or *How Would You Like to Be Old?* Develop a summary list of developmental and adaptive tasks facing the elderly.

146

164

Read a recent report to the President from the U.S. Council on Aging. Identify national concerns related to the developmental and adaptive tasks facing the elderly. Select one and determine what is being done about it. Share your findings in class.

Invite a person who works in geriatrics to discuss developmental and adaptive needs of the elderly. Then, interview an elderly person or invite a panel of older citizens to discuss the mental and physical changes they have undergone over the years. Compare and contrast the differences presented.

Four national needs and challenges:

Adopt one challenge (e.g., staying active, staying healthy, staying safe, staying connected). Keep an active log of experiences in class.

Devote at least 10 minutes of class time to sharing your feelings, special experiences, and challenges with a cane, less energy, etc.

SUGGESTED COURSE GOAL *The student will be able to describe the relationship between retirement planning and resource availability in the later years.*

LEARNING EXPERIENCES

RESOURCES

Invite a panel of women (e.g., widow who must manage on social security, an unmarried professional, a divorced woman with children) to discuss retirement plans and expectations. Summarize similarities and differences observed.

Interview families at different stages of the life cycle to identify the relationship between retirement planning and resource availability. Note attitude differences between a young, beginning family, a middle-age family approaching retirement and a family that is already retired. Draw conclusions about the perceptions regarding retirement planning at various stages of the life cycle.

Invite a panel of retired persons to discuss prior retirement planning and current resource availability during the retirement years. Summarize what you learned.

Invite a representative from a retirement community to speak about the facilities provided as well as the costs involved. Discuss the need for retirement planning in relation to what you learned.

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SUGGESTED COURSE GOAL *The student will be able to describe the special physical, health, food, housing and social problems many of the elderly face.*

LEARNING EXPERIENCES

RESOURCES

Write a paper entitled "Why My Grandfather (or Grandmother) Is Special." "Special" has two definitions in this paper: physical needs (e.g., diet, health concerns) and emotional needs. Share your papers in class.

Working in groups, research the physical, health, food, housing and social problems faced by the elderly. Based on your findings, develop a chart identifying these special needs. Post on the bulletin board for future reference.

Using census figures, identify the percent of the population over 65 in your community and state. Interview several persons who retired against their will at 65. Summarize the problems or joys retirement created. Share information in class.

Experience physical handicaps common to elderly persons (e.g., taped fingers for arthritis). Discuss feelings associated with experiencing the various handicaps.

Interview a person who has experienced emotional problems related to prolonged care.

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SUGGESTED COURSE GOAL *The student will be able to identify resources available to help the elderly.*

LEARNING EXPERIENCES

RESOURCES

Using magazines, newspapers, pamphlets and telephone books, identify federal, state and local agencies that aid elderly persons. Summarize the services of each. Make a composite list and post in nursing homes or distribute to interested persons.

Invite a panel of professionals and paraprofessionals who work with the elderly (e.g., health worker, welfare worker, nursing home administrator, physician, senior citizen activity center director) to discuss the needs of elderly persons as well as services and resources available. Summarize your findings.

Research special community services for the elderly (e.g., special bus routes, Dial-A-Ride, special prices, Meals on Wheels). Record findings on a handout to share with others or write a related article for the local paper. Then, as a class project, arrange for a guest panel to speak to elderly persons in the community about organizations (e.g., Grey Panther) and services designed to help them.

Take a field trip to a local senior citizen activity center. Tour the facility and identify the activities and services offered. If possible, visit a nursing home and compare with the activity center.

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SUGGESTED COURSE GOAL *The student will be able to identify the developmental and adaptive tasks the handicapped face.*

LEARNING EXPERIENCES

RESOURCES

Compile definitions of "handicapped." View *A Day in the Life of Bonnie Consolo* or *Being* and list tasks facing people with various handicaps. Brainstorm ways of adapting to or overcoming the problems involved.

117

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To become familiar with the developmental and adaptive tasks which face handicapped persons, complete one or more of the following activities. (1) Invite a panel of professionals or paraprofessionals who work with handicapped individuals to describe the special problems these persons face. Summarize your findings. (2) Observe handicapped persons in your school or neighborhood to become aware of the tasks facing them. Compile a list from your observations. (3) Invite one person who has been handicapped from birth and one who acquired a handicap later in life to discuss tasks they face and ways they cope with their handicaps. Summarize what you learned.

Interview parents of handicapped children to discover the tasks facing both the children and the families. As a class, discuss feelings parents and families have when a child is born with a handicap or when a child acquires a handicap later in life. Summarize tasks facing children with various handicaps and tasks facing

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Visit and examine local
handicapped. As a class, design
areas to enable handicapped
persons.

Visit a facility, the
Fairview Hospital and Terminal,
needs of the handicapped. Summarize

SUGGESTED COURSE GOAL *The student will be able to describe the special factors related to time, energy, and money management that are of concern to the handicapped.*

LEARNING EXPERIENCES

RESOURCES

Brainstorm a list of handicaps. Clip news articles about them and post on the bulletin board. Identify one handicap to research and focus on the time, energy and money management problems associated with it. Share your findings in class.

On successive days, invite a blind person, a deaf person and other physically handicapped person to discuss the time, energy and money management problems they deal with. Find out about the strategies they use to deal with them and summarize your findings.

Select one activity you like to do. Research ways you would have to change that activity if you were blind, deaf, mentally retarded, confined to a bed or wheelchair, or required to use crutches. Identify special time and energy factors which would be of concern. Share findings in class.

Examine the budgets of several handicapped persons to determine how their expenses differ from those of nonhandicapped persons. Research the cost of equipment, physician's care, medicine, hospitalization and

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SUGGESTED COURSE GOAL *The student will be able to describe ways household tasks can be simplified for handicapped individuals and families.*

LEARNING EXPERIENCES

RESOURCES

Identify various household tasks and select one to perform blindfolded. Identify ways to simplify the selected task so a blind person could perform it. Do the same for other handicaps, identifying difficulties encountered and ways of alleviating them. Discuss how standards may have to change in each case.

Interview several handicapped persons and develop a list of household tasks they have difficulty with. Brainstorm ways to reduce these difficulties and research additional ways using newspapers, magazines and pamphlets. Develop a handout or brochure describing ways tasks can be simplified by individuals with various handicaps.

Interview school personnel who work with handicapped students (e.g., curriculum director, special education teacher, reading teacher, shop teacher, home economics teacher). Ask how daily tasks can be simplified for the handicapped, both at home and at school. Share ideas gathered from the various sources.

Brainstorm your individual responsibilities may differ in a family with a handicapped homemaker. Role play situations in a handicapped and handicapped person.

Invite a local remodeling contractor to discuss the needs of persons in the household tasks.

Write a paper on the following changes you have described changes.

1. a housing code that requires a floor plan of a house to be accessible to state building code, relative to entry ways and height of stairs for handicapped.

2. Design a display board on the needs of the handicapped (e.g., cupboards for persons confined).

3. Identify a handicapped person and describe their use and care. Share ideas in a class and at home.

4. Invite a handicapped person to demonstrate a piece of equipment for a blind person (e.g., thermometer for a blind person). Summarize types of equipment.

SUGGESTED COURSE GOAL *The student will be able to identify resources available to help the handicapped.*

LEARNING EXPERIENCES

RESOURCES

Brainstorm resources available to help the handicapped and list them on the board under the headings of local, state and national. Choose one resource to research and report your findings in class.

Invite a guest speaker from a local community service organization to discuss local help available to the handicapped (e.g., glasses, braces for high school students). Identify one handicap and locate at least one source of assistance available in your community.

Contact the state Future Homemakers of America office for information regarding resources and programs available to assist the handicapped. Summarize what you learned and describe how that knowledge might be used in the future.

Invite a guest speaker from the Veterans Administration, Department of Equal Opportunity, or other employment-related organization to discuss job training opportunities for the handicapped. Identify job
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SUGGESTED
PROGRAM GOAL

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SUGGESTED COURSE GOAL *The student will be able to describe the relationship between economic trends and employment opportunities in resource management.*

LEARNING EXPERIENCES

RESOURCES

Become familiar with the concepts of work and leisure by using the kit *Career Development: Education for Living*. Listen to quotes about work (e.g., John Ruskin's "In order that people may be happy in their work, these things are needed: they must be fit for it, they must not do too much of it, and they must have a sense of success in it."). In small groups, analyze the quotes and develop statements about personal feelings toward work and leisure. Compare similarities and differences in a group discussion.

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Discuss economic trends and employment opportunities in the resource management field by reacting briefly to statements on the first page of the kit *Career Development: Education for Living*.

Speculate about what might happen to the family if homemakers were paid for their work. Answer questions such as "What might happen if housework were included in the GNP?"

Identify job opportunities in resource management by examining the *Occupational Outlook Handbook*

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SUGGESTED COURSE GOAL — *The student will be able to identify requirements for entry into and success in occupations related to resource management.*

LEARNING EXPERIENCES

RESOURCES

Brainstorm occupations that relate to the field of resource management. Once identified, discuss the topic: "All occupations relate to resource management."

Play the *What Am I* game as follows: Each student has a job label (unknown to him or her) attached to his or her back. Students question each other about the job attached to their back (e.g., requirements for entry, activities, special clothing). Once the job is identified, students determine management-related skills needed for that job. Following the game, share findings in class.

Brainstorm entry-level requirements for a home manager. Invite several home managers to discuss entry-level requirements. Compare and contrast identified requirements.

Plan a Job Fair or Career Day in your school. See that resource management occupations are included. In the resource management field, about requirements for entry into resource

After identifying to yourself into the entry-level and management level requirements for the occupation, report to the class.

After identifying to yourself into the entry-level and management level requirements for the occupation, report to the class.

Invite a school counselor to give a presentation on the requirements for the occupation.

Have a clothing store manager discuss the requirements for the occupation.

After identifying to yourself into the entry-level and management level requirements for the occupation, report to the class.

Invite a high school principal to give a presentation on the requirements for the occupation.

SUGGESTED COURSE GOAL *The student will be able to describe personal interests in and talents for occupations related to resource management.*

LEARNING EXPERIENCES

RESOURCES

View *Is a Career in Management for You?* List your own interests and talents and compare them to a list of requirements for particular jobs or positions related to resource management.

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Complete a search puzzle which identifies traits needed in a work situation. Define these traits. Compare and contrast them with the characteristics and talents needed for a career in management.

Complete a standardized personality inventory to see how your own interests and talents correlate with those required in the management area. Complete "Am I Someone Who ...?" and discuss it in small groups.

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Write a job description identifying activities a professional home manager would perform. Compare these activities to your own interests and talents.

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1. List the skills and talents you possess.

2. List the skills and talents you need to be successful in a career in management.

3. Compare your skills and talents to those needed for a career in management.

4. Write a job description for a professional home manager.

As a group, discuss the results of the job description. What are the most important skills and talents needed for a career in management? Discuss the results of the job description. What are the most important skills and talents needed for a career in management?

View *Is a Career in Management for You?* List your own interests and talents and compare them to a list of requirements for particular jobs or positions related to resource management.

Survey people in various occupations and prepare a report on the results. Discuss the results of the survey and prepare a report on the results.

Visit various businesses and industries. Share results in class. Discuss the results of the visit and prepare a report on the results.

Interview a professional home manager. Discuss the results of the interview and prepare a report on the results.

1. List the skills and talents you possess.

2. List the skills and talents you need to be successful in a career in management.

3. Compare your skills and talents to those needed for a career in management.

4. Write a job description for a professional home manager.

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Survey people in various occupations and prepare a report on the results. Discuss the results of the survey and prepare a report on the results.

Visit various businesses and industries. Share results in class. Discuss the results of the visit and prepare a report on the results.

Interview a professional home manager. Discuss the results of the interview and prepare a report on the results.

SUGGESTED COURSE GOAL

The student will be able to apply management skills acquired (e.g., decision making, communication, energy, time) to other occupations.

LEARNING EXPERIENCES

RESOURCES

Brainstorm a list of jobs not generally associated with management. Discuss the questions: What are the skills needed for these jobs? Are there any jobs that do not require some management skills?

Develop a list of resources which need to be managed. Brainstorm jobs related to managing these resources.

Working in three large groups focusing on the areas of food, shelter, and clothing, list as many occupations as possible which use resource management skills. Share and compare lists in class.

Collect pictures and words that illustrate the use of management skills in various occupations. Create a collage. Share collages in class and display on a bulletin board.

Make a list of jobs you have or have had. Give examples of how you managed resources in those jobs. As a class (or in pairs) discuss.

View *Baywatch*.
Time decision making
Resources you possess
Different persons/ideas

Choose a career in which
questions: What skills are
that are related to this o
class.

Watching *Baywatch* TV show
see yourself doing each
"least liked." Share in class
the questions: What skills
skills and talents compare

As a class prepare a list of
occupation possible with the
both the skills of reading and
skills. Discuss how the tools and skills

Generate a list of management
solving). Then, identify three
of paper. For each skill identify all
the three occupations. Example:

sk III

Follow a homemaker around for a day. Keep track of everything he or she does and identify the managerial skills used. Compare and contrast different managerial skills used by different homemakers.

Discuss the impact of volunteer work on the community. Interview heads of several organizations (e.g., hospital, youth organizations). Ask questions. Which are really dependent on volunteer help? What would be the dollar figure required to replace volunteer workers? What interests and talents are required for volunteer workers? Share your findings in class.

Invite a guest speaker who has changed from one job to another to discuss skills he or she carried over to his or her new job. Identify jobs done around the home and management skills that have carried over from one task to another.

Invite a panel of men and women from different occupations to discuss how they incorporate management into their work. Summarize and compare your findings.

Interview a student sports manager about his or her responsibilities and job payoffs. Find out how management is used in his or her occupation and lifestyle. Report your findings in class.

Arrange to visit a local business establishment for one day. Report back to class evidences of management skills exhibited by the employers and employees observed.

ASSESSMENT

In the Goal-Based Planning for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

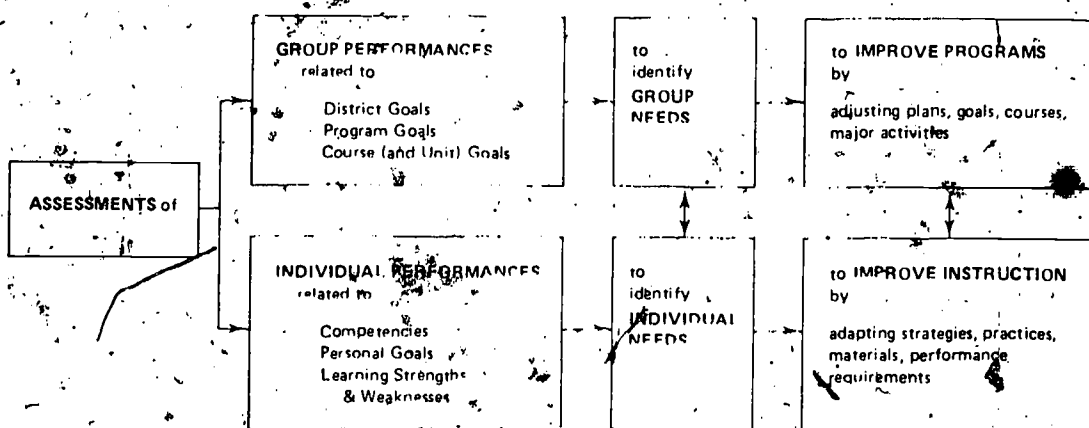
Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the home economics program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . not Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*—asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*—asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the home economics program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or, required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the flowchart will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers desire for *Individual & Family Resource Management*?

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the home economics program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools, Part II, Suggestions*. (Salem: Oregon Department of Education, 1977)

RESOURCES

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Books & Articles for Students

Address

- 1 Aesop. *Aesop's Fables*. Totowa, NJ: Sotheby Parke Bernet. 1975.
Sotheby Parke Bernet Publishers
c/o Biblio Distributing Centre
81 Adams Drive
Totowa, NJ 07512
- 2 Axline, Virginia. *Dibs-In Search of Self*. New York: Ballantine Books, Inc. 1976. (paperback)
Ballantine Books, Inc
201 East 50th Street
New York, NY 10022
- 3 Beery, Mary. *Young Teens and Money Earning, Saving and Spending*. New York: McGraw-Hill. 1971.
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020
- 4 Bracken, Peg. *I Hate to Housekeep Book*. New York: Fawcett World Library, 1974. (paperback)
Fawcett World Library
1515 Broadway
New York, NY 10036
- 5 Bratton, Esther C. *Home Management Is*. Lexington, MA: Ginn & Company, 1971.
Ginn & Company
191 Spring Street
Lexington, MA 02173
- 6 Craig, Hazel Thompson. *Thresholds to Adult Living*. Third Edition. Peoria, IL: Chas. A. Bennett Co. Inc. 1976.
Chas. A. Bennett Co, Inc
809 West Detweiller Drive
Peoria, IL 61614
- 7 DeJesus, Carolina M. *Child of the Dark: The Diary of Carolina Maria. DeJesus*. New York: New American Library. 1964. (paperback)
New American Library
1301 Avenue of the Americas
New York, NY 10019
- 8 *Energy, Consumerism, & You Are Important Family Values*
Scholastic Book Services
Division of Scholastic Magazine
50 West 44th Street
New York, NY 10036
- 9 Fetterman, Elsie and Ruth Jordon. *Consumer Credit*. Peoria, IL: Chas. A. Bennett Co, 1976.
(see 6)
- 10 Fleck, Henrietta and Louise Fernandez. *Exploring Family Life*. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1977.
Prentice-Hall, Inc
Route 9 West
Englewood Cliffs, NJ 07632
- 11 Garrett, Pauline G. and Edward J. Metzen. *You Are A Consumer*. Lexington, MA: Ginn & Company, 1972.
(see 5)
- 12 Gilbreth Jr., Frank B. and Ernestine Carey. *Cheaper by the Dozen*. New York: Bantam Books, Inc. n.d.
Bantam Books, Inc
666 Fifth Avenue
New York, NY 10019
- 13 Graef, Strom. *Concepts in Clothing*. New York: McGraw-Hill, 1976.
(see 3)

Books & Articles for Students

Address

14. Jelly, Herbert M. and Robert O. Herrmann. *The American Consumer: Issues and Decisions*. New York: McGraw-Hill Book Co, 1972. (see 3)
15. Jones, Jan. *Clothing Your Way*. Englewood Cliffs, NJ: Prentice-Hall, 1977. (see 10)
16. Keller, Helen. *The Story of My Life*. Englewood Cliffs, NJ: Scholastic Book-Services, 1973. (paperback, grades 7-12) (see 8)
17. Levy, Leon, et al. *The Consumer in the Marketplace*, Second Edition. Belmont, CA: Pitman Publishing Corp, 1976. Pitman Publishing Corp
6 Davis Drive
Belmont, CA 94002
18. Lewis, Banks, and Banks. *Teen Horizons at Home & School*. New York: Macmillan Co, Inc, 1970. Macmillan Publishing Co, Inc
866 Third Avenue
New York, NY 10022
19. Mackracken, Mary. *Circle of Children*. New York: New American Library, 1975. (see 7)
20. McKittrick, Max. *Money Management, The Contemporary Consumer Series*. New York: McGraw-Hill, 1975. (see 3)
21. McGough, Elizabeth. *Dollars & Sense: The Teen-Age Consumer's Guide*. New York: Wm. Morrow & Co, Inc, 1975. Wm. Morrow & Co, Inc
105 Madison Avenue
New York, NY 10016
22. *Middle School-Junior High Co-Educational Mini Units in Home Economics: Unit 14-Space for Living*. White Bear Lake, MN: Instructional Materials Center, n.d. Minnesota Instructional Materials Center
3300 Century Avenue North
White Bear Lake, MN 55110
23. Mitchell, Margaret. *Gone With the Wind*. New York: Avon Books, 1974. (paperback) Avon Books
959 Eighth Avenue
New York, NY 10019
24. Oppenheim, Irene. *Management of the Home*. New York: Macmillan Publishing Co, 1972. (see 18)
25. Oppenheim, Irene. *Management of the Modern Home*. New York: Macmillan Publishing Co, 1976. (see 18)
26. Orwell, George. *1984*. New York: New American Library, 1971. (paperback) (see 7)
27. Powell, E. "How to Keep Appliances on an Energy-Budget." *Popular Science*, Nov 1975, pp. 106-108. Popular Science
Times Mirror Magazines, Inc
380 Madison Avenue
New York, NY 10017-
28. Reich, Charles. *The Greening of America*. New York: Bantam Books, Inc, 1971. (paperback) (see 12)
29. Riker and Riker. *Me: Understanding Myself and Others*. Peoria, IL: Chas. A. Bennett Co, Inc, 1977. (see 6)
30. Schreiber, Florá R. *Sybil*. New York: Warner Books, Inc, 1974. (paperback) Warner Books, Inc
75 Rockefeller Plaza
New York, NY 10019

Books & Articles for Students

Address

- 31 Seuss, Dr. *Bartholomew and the Oobleck*. New York: Random House, Inc, 1949. Random House, Inc
201 East 50th Street
New York, NY 10022
- 32 Seuss, Dr. *Lorax*. New York: Random House, Inc, 1971. (see 31)
- 33 Seuss, Dr. *Sneetches and Other Stories*. New York: Random House, Inc, 1961. (see 31)
- 34 Seuss, Dr. *There's a Wocket in My Pocket*. New York: Random House, Inc, 1974. (see 31)
- 35 Seuss, Dr. *Yertle the Turtle and Other Stories*. New York: Random House, Inc, 1958. (see 31)
- 36 Thal, Helen M. and Melinda Holcombe. *Your Family and Its Money*. Boston: Houghton Mifflin Company, 1973. Houghton Mifflin Company
2 Park Street
Boston, MA 02107
- 37 Toffles, Alvin. *Future Shock*. New York: Random House, Inc, 1970. (see 31)
- 38 Trooboff, Benjamin M. and Fannie Lee Boyd. *Personal Finance for Consumers*. Morristown, NJ: General Learning Press, 1976. General Learning Press
250 James Street
Morristown, NJ 07960
- 39 U.S. Department of Labor. *Dictionary of Occupational Titles*. Washington, DC: U.S. Government Printing Office, 1977. Superintendent of Documents
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Washington, DC 20402
- 40 U.S. Department of Labor. Bureau of Labor Statistics. *Handbook of Labor Statistics*. Washington, DC: U.S. Government Printing Office. (current issues) (see 39)
- 41 U.S. Department of Labor. *Occupational Outlook Handbook*. Washington, DC: U.S. Government Printing Office, 1977. (see 39)
- 42 Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Atheneum Publishers, 1972. Atheneum Publishers
122 East 42nd Street
New York, NY 10017
- 43 Westlake, Helen. *Relationships: A Study in Human Behavior*. Lexington, MA: Ginn & Company, 1972. (see 5)

Pamphlets

Address

- 44 "Creative Decision Making," *Forum* (Spring/Summer 1977). J.C. Penney Co., Inc. J.C. Penney Co., Inc.
Educational Relations
1301 Avenue of the Americas
New York, NY 10019
- 45 *Decisions for Creative Living*. Corvallis, OR: OSU Cooperative Extension Service, n.d. OSU Cooperative Extension Service
Oregon State University
Corvallis, OR 97331
- 46 *Energy Saving Homes: A Checklist*. Corvallis, OR: OSU Cooperative Extension Service, 1976. (see 45)

Pamphlets

Address

- 47 *Family Energy Watch Calendar*. State of Oregon, Department of Energy, n.d. State of Oregon, Department of Energy
528 Cottage Street North East
Salem, OR 97310
- 48 *Food for the Elderly*. Corvallis, OR: OSU Cooperative Extension Service, n.d. (see 45)
- 49 *Money Management Series*. Chicago: Household Finance Corp, n.d. Money Management Institute
Household Finance Corp
Prudential Plaza
Chicago, IL 60601
- 50 "New Perspectives on Changing Roles," *Forum* (Spring/Summer 1976) J.C. Penney Co, Inc. (see 44)
- 51 "People, Progress & Priorities," *Forum* (Fall/Winter 1976) J.C. Penney Co, Inc. (see 44)
- 52 "Safeguard." Published monthly by the Portland Better Business Bureau. Portland Better Business Bureau,
623 Corbett Building
430 Southwest Morrison
Portland, OR 97204
- 53 *Saving Energy Makes Good Cents*. Portland, OR: Pacific Power & Light Company, n.d. Pacific Power & Light Company
920 Southwest 6th Avenue
Portland, OR 97204
- 54 *The Family Money Manager*. New York: Institute of Life Insurance, n.d. Institute of Life Insurance
277 Park Avenue
New York, NY 10017
- 55 *Values Clarification*. New York: J.C. Penney Co, Inc. n.d. (see 44)
- 56 *Your Weekly Food Bill*. Corvallis, OR: OSU Cooperative Extension Service, Circular 686, n.d. (see 45)

Kits & Games

Address

- 57 *Body Talk*. Madison, WI: EMI, n.d. EMI
PO Box 4272
Madison, WI 53711
- 58 *Career Decisions: Finding, Getting, and Keeping a Job*. New York: J.C. Penney Co, Inc. 1971. (Includes 3 filmstrips, and record, guide, transparencies) (see 44)
- 59 *Career Development: Education for Living*. New York: J.C. Penney Co, Inc. 1974. (Includes 3 filmstrips, case study, transparencies, worksheets) (see 44)
- 60 *Communication Games*. Madison, WI: EMI, n.d. (see 57)
- 61 *Communication: The Problems Approach*. Madison, WI: EMI, n.d. (see 57)
- 62 *Consumer Decision Making*. New York: J.C. Penney Co, Inc. n.d. (see 44)

Kits & Games

Address

- 63 *Decisions*. Madison, WI: EMI, n.d. (see 57)
- 64 *Decisions, Decisions*. New York: J.C. Penney Co., Inc., 1976. (Multimedia teaching unit, including cassette) (see 44)
- 65 *Decision Making for Consumers*. New York: J.C. Penney Co., Inc., n.d. (Transparencies, puppets, 5 recorded playlets, bulletin board and filmstrip with recorded commentary) (see 44)
- 66 *Energy and Your Future Environment*. San Francisco: Standard Oil of California, n.d. (Includes 2 filmstrips, 1 cassette, 10 spirit masters, 4 color transparencies, 2 wall charts) Standard Oil Company of California
225 Bush Street
San Francisco, CA 94104
- 67 *Game of 99*. Madison, WI: EMI, n.d. (see 57)
- 68 *Insights Into Consumerism: Coping With a Cashless Society*. New York: J.C. Penney Co., Inc., n.d. (see 44)
- 69 *Me, Myself & I: How Preschoolers See Themselves*. New York: J.C. Penney Co., Inc., 1973. (Includes guide picture cards, records, puppets) (see 44)
- 70 *Money and Your Marriage*. Washington, DC: Educational Service Division, National Consumer Finance Association, 1972. 32 pp. National Consumer Finance Association
1000 16th Street NW
Washington, DC 20036
- 71 *Ratrace*. Madison, WI: EMI, n.d. (see 57)
- 72 *The Budgeting Game*. Madison, WI: EMI, n.d. (see 57)
- 73 *Toward A Quality of Living*. New York: J.C. Penney Co., Inc., 1976. (Includes 2 filmstrips and cassettes) (see 44)
- 74 *Your Space and Mine: A Behavioral Approach to Environments*. New York: J.C. Penney Co., Inc., 1975. (Includes 3 filmstrips with cassettes) (see 44)

Magazines

Address

- 75 *Co-Ed* Co-Ed
Home Economics Division
(see 8)
- 76 *Good Housekeeping* Good Housekeeping
959 Eighth Avenue
New York, NY 10019
- 77 *Ladies' Home Journal* Ladies' Home Journal
Dow Jones Communications, Inc.
641 Lexington Avenue
New York, NY 10022
- 78 *Redbook* Redbook Publishing Company
230 Park Avenue
New York, NY 10017
- 79 *Seventeen Magazine* Triangle Publications, Inc.
320 Park Avenue
New York, NY 10022

Books & Articles for Teachers

Address

- 80 Baer, Jean and Herbert Fensterheim. *Don't Say Yes When You Want to Say No*. New York: Dell Publishing Co, 1975.
Dell Publishing Co, Inc
One Dag Hammerskjold Plaza
245 East 47th Street
New York, NY 10017
- 81 Boyd, Fannie Lee and Mary Helen Cebik, eds. *Consumer Education: A Resource Guide for Georgia Schools*. Athens, Georgia: University of Georgia, 1973.
The University of Georgia
Department of Home Economics Education
College of Education
604 Aderhold Hall
Athens, GA 30602
- 82 *Competency Based Curriculum in Home Management*. Charleston, WV: Bureau of Vocational, Technical, & Adult Education, 1976.
Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, WV 25271
- 83 *Consumer Education Curriculum Modules: A Spiral Process Approach*. Fargo, ND: North Dakota State University, 1974.
College of Home Economics
North Dakota State University
Fargo, ND 58102
- 84 Deacon and Firebaugh. *Home Management Context and Concepts*. Boston, MA: Houghton Mifflin Co, 1975.
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- 85 Engstrom, Red W. and R. Alec Mackenzie. *Managing Your Time: Practical Guidelines on the Effective Use of Time*. Grand Rapids, MI: Zondervan Publishing House, 1976.
Zondervan Publishing House
444 52nd Street SE
Kentwood, MI 49505
- 86 "Family Management Systems." *Tips and Topics*. Vol XVI, No. 1, Oct, 1975.
Tips and Topics
College of Home Economics
Box 4170, Texas Tech University
Lubbock, TX 79409
- 87 Fensterheim, Herbert and Jean Baer. *Don't Say Yes When You Want to Say No*. New York: Dell Publishing Co, Inc, 1976.
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- 88 Gelatt, Varenhorst, & Carey. *Deciding: College Entrance Examination Board*, 1972.
College Entrance Examination Board
888 Seventh Avenue
New York, NY 10019
- 89 Gelatt, Varenhorst, & Carey. *Deciding: A Readers Guide*. New York: College Entrance Examination Board, 1972.
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- 90 Gross, Crandall, and Knoll. *Management for Modern Families*. New York: Appleton-Century-Crofts, 1973.
Appleton-Century-Crofts
292 Madison Avenue
New York, NY 10017
- 91 Hawley, Robert. *Value Exploration Through Role Playing*. New York: Hart Publishing Co, 1975.
Hart Publishing Co, Inc
15 West Fourth Street
New York, NY 10012
- 92 Hawley, Robert C. and Isabel L. Hawley. *Human Values in the Classroom, A Handbook for Teachers*. New York: Hart Publishing Co, 1975.
(see 91)
- 93 Howe and Howe. *Personalizing Education: Values Clarification and Beyond*. New York: Hart Publishing Co, Inc, 1975.
(see 91)
- 94 Johnson, Denatore, Leibig, & Minor. *Nothing Never Happens*. Beverly Hills, CA: Glencoe Press, 1974.
Glencoe Press
17337 Ventura Blvd
Encino, CA 91316

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95. Keenan, Maxine. *Proposed Models for Studying Decision-Making Structures*. Long Beach, CA: 49'er Shops, Inc, 1972.
49'er Shops, Inc
California State University
6049 East 7th Street
Long Beach, CA 90801
- 96 Lakein, Alan. *How to Get Control of Your Time and Your Life*. New York: New American Library, 1974.
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- 97 Likert, Rensis and Jane Gibson. *New Ways of Managing Conflict*. New York: McGraw-Hill, 1976.
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- 98 Mager, Robert. *Goal Analysis*. Belmont, CA: Fearon Publishers, Inc, 1972.
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6 Davis Drive
Belmont, CA 94002
- 99 Olsen, Marvin. "Conserving Energy by Changing Societal Goals," *Illinois Teacher*, S/O, 1976.
Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL 61804
- 100 Olson, Geraldine. "Curricula and Jobs for Home Management-Family Economics Graduates," *Family Economics: Resources and Security in An Era of Scarcity*. Proceedings of the Sixteenth Regional Family Economics-Home Management Educators Conference. November 18-20, 1976. pp. 99-107
Department of Consumer Sciences & Housing
Aylesworth Hall
Colorado State University
Fort Collins, CO 80521
- 101 Olson, Ken. *The Art of Hanging Loose in An Upright World*. Phoenix, AZ: O'Sullivan, Woodside & Co, 1975.
O'Sullivan, Woodside & Co
2218 East Magnolia
Phoenix, AZ 85034
- 102 Pollock, Ted. *Managing Yourself Effectively*. New York: Hawthorn Books, Inc, 1971
Hawthorn Books, Inc
260 Madison Avenue
New York, NY 10016
- 103 Scholz, Prince, and Miller. *How to Decide: A Guide for Women*. New York: College Entrance Examination Board, 1975
(see 88)
- 104 Simon, Sidney B. *Meeting Yourself Halfway*. Niles, IL: Argus Communications, 1974.
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7440 Natehex Avenue
Niles, IL 60648
- 105 Simon, Howe, & Kirshenbaum. *Values Clarification*. New York: Hart Publishing Co, 1972.
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- 106 Simpson, Bert K. *Becoming Aware of Values*. (A Guidebook for Teachers Understanding and Using Values Education) San Diego: Pennant Press, 1973.
Pennant Press
8265 Commercial Street, No. 14
La Mesa, CA 92041
- 107 Smith, Manuel J. *When I Say No, I Feel Guilty*. New York: Bantam Books, Inc, 1975.
(see 12)
- 108 Spitze, Hazel. "Life--Not Just Survival: Home Ec and Utilization of Worlds Resources," *Illinois Teacher*, S/O, 1976. pp. 41-48.
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- 109 Spitze, Hazel. "Teaching Techniques Related to Quality of Life," *Illinois Teacher*, S/O, 1975. pp. 6-8.
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- 110 Spitze, Hazel. "The Quality of Life and Home Economics," *Illinois Teacher*, S/O, 1975, pp. 1-5.
- 111 "The Systems Scene: A Game of Application," *Tips and Topics*, Vol. XVI, No. 1, Oct 1975.
- 112 Walker, Katheryn. *Time Use: Measure of Household Production*. Washington, DC: AHEA Publication, 1975.
- 113 Wallace, Sharon. "Quality of Life," *Journal of Home Economics*, Nov 1974.
- 114 Warmke, Roman F., et al. *Consumer Decision Making: Guides to Better Living*. Cincinnati, OH: South-Western Publishing Co, 1972.
- 115 Warmke, Roman F., et al. *Consumer Economic Problems*, Eighth Edition. Cincinnati, OH: South-Western Publishing Co, 1971.
- 116 Woolcott, Donna. "Learning Activity for Energy Use and Conservation," *Illinois Teacher*, S/O, 1976, pp. 25-26.

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American Home Economics Association (AHEA)
2010 Massachusetts Avenue NW
Washington, DC 20036

(see 112)

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

(see 114)

(see 99)

Nonprint

Films

- 117 *A Day in the Life of Ronnie Consolo*. Arthur Barr Productions, c. 16½ min. 1975.
- 118 *Babysitting: The Job and the Kids*. Guidance Associates, n.d.
- 119 *Being*. ACI Films, Inc., c. 21 min. 1973.
- 120 *Buying*. Aetna Life and Casualty, n.d.
- 121 *Conservation: To Save Our Environment*. Journal Films, 1971.
- 122 *Consumer Game*. Pyramid Films, c. 20 min. 1973.
- 123 *Energy A First Film*. Bailey Film Associates, 8 min. 1971.

Address

Arthur Barr Productions
Box 5667
Pasadena, CA 91104

Guidance Associates
757 Third Avenue
New York, NY 10017

ACI Films, Inc.
35 West 45th Street
New York, NY 10036

Aetna Life and Casualty
151 Farmington Avenue
Hartford, CT 06115

Journal Films, Inc.
909 West Diversey
Chicago, IL 60614

Pyramid Films
Box 1048
Santa Monica, CA 90406

Bailey Film Associates
Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

Films

Address

- 124 *Energy—A Matter of Choices*. Encyclopaedia Britannica, c. 22 min, 1973. Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611.
- 125 *Give Earth a Chance*. Westinghouse Learning Corp, n.d. Westinghouse Learning Corp, 100 Park Avenue, New York, NY 10017.
- 126 *Goodbye Lynn*. Centron Educational Films, c. 21 min, 1972. Centron Educational Films, 1621 West 9th Street, Lawrence, KS 66044.
- 127 *Guidance for the 70's: Self Esteem*. RFA Educational Media, c. 17 3/4 min, 1971. (see 123)
- 128 *Guidance for the 70's: The Blame Game*. RFA Educational Media, c. 19 3/4 min, 1974. (see 123)
- 129 *Guidance for the 70's: Who's Responsible*. RFA Educational Media, c. 19 min, 1972. (see 123)
- 130 *His Responsibility*. Sterling Films, c. 13 min, 1972. Sterling Educational Films, Inc, 241 East 34th Street, New York, NY 10016.
- 131 *Insurance*. Aetna Life and Casualty, n.d. (see 120)
- 132 *Is a Career in Food Preparation for You?* Churchill Films, c. 15 min, 1975. Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069.
- 133 *Is a Career in the Hotel or Motel Business for You?* Counselor Films, Inc, c. 14 min, 1972. Counselor Films, 1727 Spruce Street, Philadelphia, PA 19103.
- 134 *Is a Career in Management for You?* Counselor Films, Inc, c. 14 min, 1972. (see 133)
- 135 *Is a Career in the Professions for You?* Counselor Films, Inc, c. 14 min, 1972. (see 133)
- 136 *Is a Career in the Restaurant Business for You?* AIMS Institutional Media Services, Inc, c. 14 min, 1972. AIMS Institutional Media Services, Inc, 626 Justin Avenue, Glendale, CA 91201.
- 137 *Is a Career in the Textile or Apparel Industry for You?* Counselor Films, Inc, c. 15 min, 1974. (see 133)
- 138 *Is a Sales Career for You?* Counselor Films, Inc, c. 15 min, 1971. (see 133)
- 139 *Israeli Boy: Life on a Kibbutz*. Encyclopaedia Britannica Educational Corp, 17 min, 1973. (see 124)
- 140 *Job Opportunities in Hotels and Motels*. Sterling Educational Films, c. 11 min, 1970. (see 130)
- 141 *Jobs in the Baking Industry*. Sterling Educational Films, c. 7 min, 1970. (see 130)

Films

Address

142 *Making a Decision Is...* Churchill Films, c, 19 min, 1974.

(see 132)

143 *Man Builds, Man Destroys.* Great Plains National Instructional TV Library, n.d.

Great Plains National Instructional
TV Library
Box 80669
Lincoln, NB 68501

144 *Miracle of Feeding America.* Swift & Company, c, 27 min, n.d.

ODCE Film Library
PO Box 1491
1633 SW Park Avenue
Portland, OR 97207

145 *Money-What It's Worth.* Film Fair, 16 min, 1975.

Film Fair Communications
10900 Ventura Blvd
Studio City, CA 91604

146 *Peege.* Phoenix Films, c, 28 min, 1973.

Phoenix Films
470 Park Avenue South
New York, NY 10016

147 *People Who Work in Factories.* Coronet Films, c, 11 min, 1971.

Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601

148 *People Who Work in Offices.* Coronet Films, c, 11 min, 1971.

(see 147)

149 *People Who Work in Stores.* Coronet Films, c, 11 min, 1971.

(see 147)

150 *Recycling Waste.* Journal Films, c, 11 min, 1971.

(see 144 or 121)

151 *Soiled Frontier.* Oregon Department of Environmental Quality, c, 27 min, 1970.

(see 144)

152 *The Energy Dilemma.* Films Incorporated, n.d.

Films Incorporated
1144 Wilmette Avenue
Wilmette, IL 60091

153 *The Money Tree.* AIMS Instructional Media Services, Inc, c, 20 min, 1971.

(see 136)

154 *The Right to Die.* Part I, c, 27 min, 1973. Part II, c, 27 min, 1973.

Macmillan Films, Inc
4 Macquesten Parkway South
Mount Vernon, NY 10550

155 *Time of Your Life.* Cally, 1974.

(see 144)

156 *Tommy's First Car.* Film Fair Communication, c, 11 min, 1972.

(see 144 or 145)

157 *Values and Goals: A Way To Go.* ODCE, 1971.

(see 144)

158 *World of Foods.* Sterling Films, n.d.

(see 130)

159 *You'll Earn It.* Cuna Mutual Insurance Society, n.d.

CUNA (Credit Union National Association)
PO Box 431
Madison, WI 53701

160 *Your Credit is Good.* Journal Films, c, 15 min, 1972.

(see 144 or 121)

Filmstrips

Address

- 161 *Budgeting Series*. Interpretive Education, n.d. (5 filmstrips with cassettes)

Interpretive Education, Division of
Illinois Envelope Co
400 Bryant Street
Kalamazoo, MI 49001

- 162 *Energy: Use It Wisely Around The Home*. USDA Extension Service, 1975. (Includes cassette)

Department of Agriculture
USDA Extension Service
Washington, DC 20250

- 163 *Getting Your Money's Worth*. Singer Society for Visual Education, (6 filmstrips with cassettes)

Singer Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614

- 164 *How Would You Like to be Old?* Guidance Associates, n.d.

(118)

- 165 *Money Management Filmstrip Library*. Household Finance Corp. n.d.

(see 49)

- 166 *Preparing for an Interview*. J.C. Penney Co. Inc. 1974. (Includes filmstrip & record)

(see 44)

- 167 *Shoplifting*. Guidance Associates, n.d.

(see 118)

- 168 *The Energy Crisis*. Westinghouse Learning Corp. n.d. (3 filmstrips with cassettes)

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- 169 *Umpteen Ways People Shop in Decision Making for Consumers Kit*. J.C. Penney Co. Inc. n.d.

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- 170 *You and Your Clothing*. Household Finance Corp. n.d.

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- 171 *You the Consumer*. Singer Society for Visual Education, Inc. n.d.

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Tapes & Slides

Address

- 172 *Are You Listening?* New York: J.C. Penney Co. Inc. 1971 (Tape)

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- 173 *Values*. New York: J.C. Penney Co. Inc. Sp/Su. 1972. (Tape)

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