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ABSTRACT

This curriculum guide on human development and the family 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 incorporate the concepts of human development and family living into relationships with adults, peers, and children within the family and society); four suggested program goals (e.g., the student will be able to use knowledge of the family to promote effective family functioning); fifty-three suggested course goals (e.g., the student will be able to analyze family-member roles); and over 550 suggested learning experiences (e.g., analyze your own family by listing the roles and responsibilities of each family member as you perceive them to be, interview one adult member of your family to find out what roles and responsibilities he or she feels each family member has, and compare your list with the adult list, noting differences and similarities). 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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HUMAN DEVELOPMENT

&

THE FAMILY



Verne A. Duncan
State Superintendent of Public Instruction
Oregon Department of Education
Salem, Oregon 97310
1978

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

This publication is one of five SUGGESTED 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 another 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.

Vern A. Duncan
State Superintendent of
Public Instruction

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Thanks go to many individuals who helped develop this publication.

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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 social and environmental concerns. It provides consumer, homemaking and career skills in the home economics program.

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 for 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, faculty, parent 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 & Foods*)

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 housing upon society and culture when creating and managing a livable habitat. (*Living Environments*)

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 (four of them) and SUGGESTED course goals (over 50 of them) for realizing the fifth SUGGESTED district goal above. On the next two pages is an outline of these goals. The SUGGESTED learning experiences (over 550 of them) thus merely may be used to realize 53 course goals, four 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 57 of the *Elementary-Secondary Guide for Oregon Schools: Part I: Suggestions* (Salem: Oregon Department of Education, 1977).

HUMAN DEVELOPMENT & THE FAMILY

District Goal 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.

page
7

Program Goal The student will be able to use knowledge of the family to promote effective family functioning.

Course Goals The student will be able to

describe universal functions of the family.

summarize types of family organization patterns in the U.S. and other countries.

analyze family-member roles.

assess relationships between family organizational patterns and family-member roles.

analyze the role of culture in family traditions and interaction patterns.

analyze the interdependence among the family, community and society.

evaluate changes in the family over the life cycle.

analyze the roles and responsibilities of parents in a family.

suggest ways to establish and maintain good relationships with parents and other significant adults.

suggest ways to establish and maintain good relationships with siblings.

suggest ways to establish and maintain good relationships with older family members.

suggest ways to promote effective family communication.

summarize ways in which families can share and cooperate to achieve mutual goals.

describe special problems (e.g., divorce, alcoholism, disease, death) which occur in families and ways of coping with them.

describe community resources available to help families achieve goals and seek solutions to problems.

Program Goal The student will be able to relate knowledge of adult roles, self and readiness to assume them.

Course Goals The student will be able to

describe the physical, social and emotional development of adolescents and adults throughout life.

describe the ways in which personality and self-concept develop and change throughout life.

describe the impact of self-concept and personality on relationships with others.

suggest strategies for developing and maintaining a positive self-concept and personality.

describe the nature of values, goals and philosophies of life and their significance in human interaction.

identify personal values, goals and philosophy of life.

describe the characteristics of an emotionally mature person.

describe the significance of friendships and ways they can be developed and maintained.

recognize the role of dating in developing interpersonal relationships.

describe the nature of adult roles and living patterns.

summarize factors which influence selection of a marriage partner.

suggest ways of determining readiness for marriage.

summarize the laws and customs associated with marriage.

assess the factors involved in successful marriages.

test ways of determining readiness for parenthood.	50
describe changes which occur in adult roles as a result of parenthood.	51
test ways to establish positive adult relationships with children.	52
test ways of ensuring that the later years of life are satisfying ones.	53
Program Goal The student will be able to use knowledge of human growth and development to provide effective care and guidance for children in the family setting.	55
Course Goals The student will be able to	
describe the reproductive process and the principles of heredity.	57
describe the relationship between prenatal care and the health of mother and newborn.	58
describe the stages of prenatal development and childbirth.	59
summarize the physical, social and emotional adjustments associated with pregnancy and childbirth.	60
describe both the nature and causes of hereditary and environmental influences associated with pregnancy and childbirth and the steps which can be taken to prevent or minimize or optimize them.	61
summarize the developmental principles and patterns associated with the physical, social, emotional and intellectual growth of infants and young children.	62
describe ways of meeting the physical needs of infants and young children.	65
describe ways of meeting the social, emotional and intellectual needs of infants and young children.	66
describe ways of helping children learn through play	68
analyze the concepts of guidance and discipline and their relation to the development of a healthy, happy and well-adjusted child	70
describe special situations (e.g., adoption, single-parent families, neglect, physical abuse, physical/mental handicaps, illness, accidents) that may be associated with parenting and ways to cope with them.	71
suggest ways parents can promote the health and safety of children.	73
describe community resources available to help families with children.	75
describe procedures which are likely to result in babysitting experiences mutually satisfying to parents, children and babysitters.	77
recognize functions of family planning	78
Program Goal The student will be able to evaluate career and training opportunities available in the area of human services.	79
Course Goals The student will be able to	
describe specific occupations in the area of human services and factors which affect their availability.	81
describe ways of securing the training necessary to enter and advance in careers related to human services.	83
analyze requirements for entry into and success in occupations related to human services.	84
determine personal interests in and talents for occupations in the area of human services.	85
apply human services skills 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 incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society.

To use the guide in developing a course, teachers may find the following procedures 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 89.
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 Human Development & the Family and how is that to relate to Program Goals?

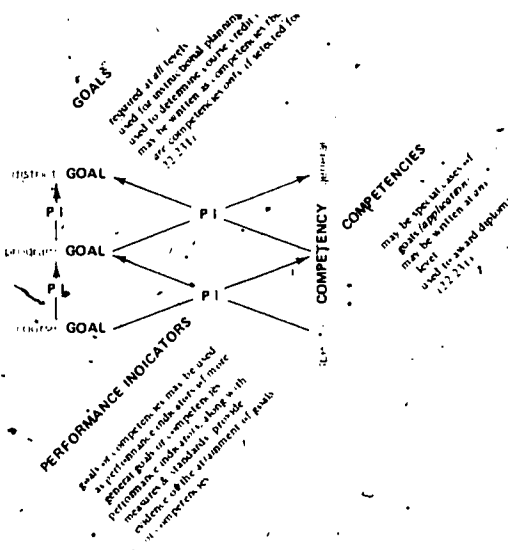
Where, then, does competency fit in goal-based planning?

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*.

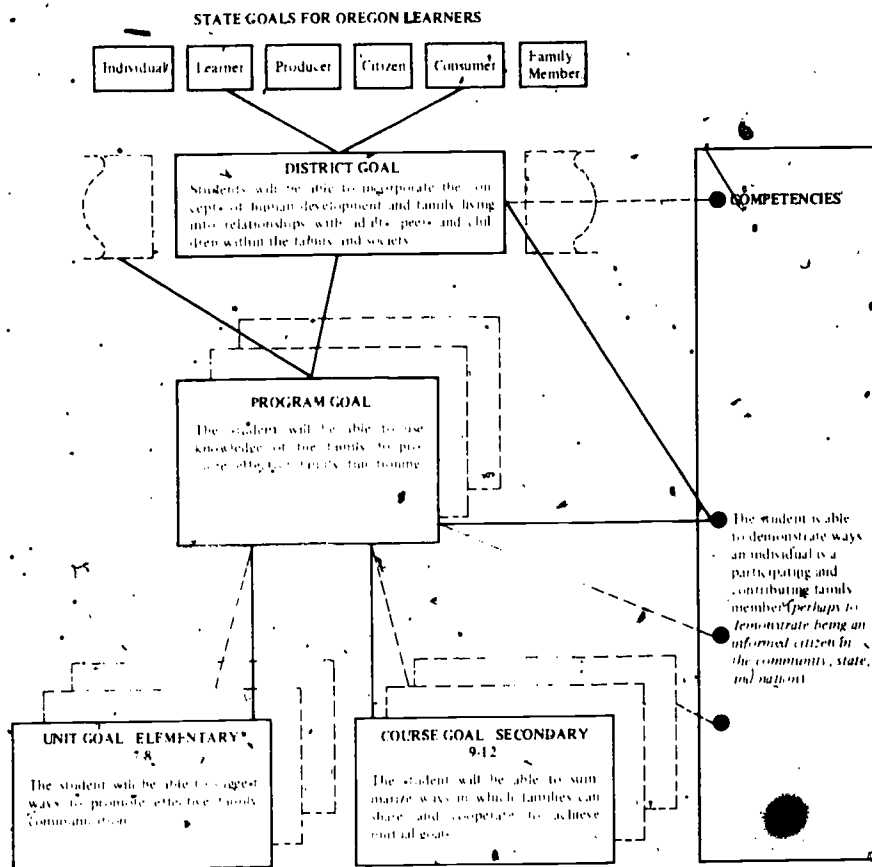
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit*. For students, it means having demonstrated they can likely **APPLY** outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof **ALL** students will 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 Human Development & the Family—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 term *unit goal* is used at the elementary level in lieu of *course goal* since elementary classes are generally not divided along the high school course pattern.

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 four sections of this guide unfold SUGGESTED learning experiences as ways to realize 53 SUGGESTED course goals, four SUGGESTED program goals and one SUGGESTED district goal for HUMAN DEVELOPMENT & THE FAMILY.

PROCEDURE

The student will be able to use knowledge of family functioning.

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

LEARNING EXPERIENCES

RESOURCES

Working individually, develop a list of the functions the family performs (e.g., provides physical care, meets emotional needs, socializes children). Using magazines, newspapers or art materials, create a poster or collage depicting these functions. Share collages, noting similarities in the functions all families perform.

- 125'

Look through a daily newspaper to locate articles which directly or indirectly describe the functions families perform. Share articles and summarize by developing a composite list of functions for classroom display.

View one or more television programs depicting a family or families. As you watch, record functions you see the families perform. Share findings in a class discussion, noting similarities. Compare these with functions your own family may perform.

Imagine how the relationships differ if we assume that the probability of a person's being a member of a group is proportional to the number of ideas in a class discussion that person has contributed to.

Using a series of slides, pictures or drawings, lead a class discussion, identify the similarities and differences between the family in each culture. Follow up by writing a story about a family that has moved from one culture to another.

Invite a person or a panel of guests who have lived in a culture different from the local culture. In a group discussion, identify the differences between the local culture and the local culture. End by identifying the differences about Anne, and discuss how they could be shared with those from other cultures.

Working in small groups, research cultural aspects of the family and different from those of different ethnic backgrounds (e.g., Japanese American, Chicano, Black Native American). Share findings. In a class discussion, identify common functions of families.

As a class, identify what may happen to individuals in a family, when that family no longer assumes the responsibilities placed on it by society (e.g., a parent cannot provide physical care for an infant). In groups, identify ways different countries attempt to alleviate these problems. Share findings in a class discussion by focusing on similarities uncovered.

After studying or discussing the text, the teacher could assign the pupils to work in groups of three or four to develop crossword, word find, word search, puzzles using terms which relate to the universal functions of the family (e.g. nurture, socialize, heritage, care). Guidelines for judging entries should be established beforehand and might differ for different kinds of puzzles. Examples include: correct definition given, relates to a family function, is spelled correctly. Judge puzzles and declare a winner or winners. Follow up by compiling a puzzle pamphlet for future classes to use as they study the functions families perform.

As a class representative, the Plaintiff is qualified to testify as to the interview order meant as a whole, and not just the interview order for the years 'Share findings', popular and education from the Plaintiff's own testimony, and the future."

[illegible]

SUGGESTED COURSE GOAL *The student will be able to summarize types of family organizational patterns in the U.S. and other countries.*

LEARNING EXPERIENCES

RESOURCES

Hold a class brainstorming session to develop a list of types of family organizational patterns (e.g., nuclear, extended, social, surrogate) and their internal structures (e.g., married with children, married without children, single parent). In small group study teams, investigate the characteristics of the identified patterns and structures. Share and compare findings in a class discussion.

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Using magazine pictures or drawings, construct a bulletin board depicting family organizational patterns. Snapshots of class members and families might be placed under appropriate categories to add in the illustration.

Construct enough small signs naming various types of family organizational patterns found in the U.S. and other countries (e.g., nuclear, extended, social, surrogate) to provide one for each class member. Depending on class size, there may be duplication. Have each member pin your sign on your back so you not see which pattern you have. Attempt to identify your pattern by asking other class members yes or no questions about its characteristics (e.g., Do aunts and uncles live in these families? Do children live their natural parents?) After you have identified your pattern, move to a designated area of the room others who had the same pattern. Share questions you used to determine the pattern you had.

After reading about the types of family organizational patterns found in the U.S. and other countries, in groups to construct mobiles depicting the patterns. Label mobile parts (which should depict various family members included) and hang up for class viewing. Summarize by noting the differences among patterns illustrated.

Working in groups and using the characteristics of family organizational patterns, determine the organizational pattern the families most likely represent. Share determinations in a class discussion by explaining how the various patterns were identified.

Prepare a survey form and use it to survey a group of students, or community members to identify family organizational patterns, including internal structures, which are present in your local area. Compile findings and prepare a summary chart illustrating numbers or percentage discovered.

Divide into two groups, one for identifying the advantages and disadvantages of the nuclear family and the other to identify the advantages and disadvantages of the extended family. Share information in a class discussion. Follow by writing brief individual paragraphs describing which type of family you prefer and why.

Invite one or more students who live in a family to share their experiences with the class. Students who live in a family setting might also share experiences with other class members. Summarize the characteristics of extended family living presented.

Invite a person who represents a family type not found in the U.S. to share their experiences with the class. Summarize by noting similarities and differences between the other countries' patterns and our family.

View films or filmstrips on family organizational patterns. Discuss the various views on family organizational patterns. State the main points of each describing why you agree or disagree with the views presented in the film.

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LEARNING EXPERIENCES

RESOURCES

As a class, identify words used to describe roles of family members (e.g., mother, father, sister, spouse). Using classroom resources, find definitions for each word and compile a "dictionary of family roles." Follow up by writing individual papers describing roles currently held in the family and roles expected to be held ten years from now.

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- **Analyze your own family** by listing the roles and responsibilities of each family member as you perceive them to be. Interview one adult member of your family to find out what roles and responsibilities he or she feels each family member has. Compare your list with the adult list, noting differences and similarities between perceptions.

sex-rod

View film. Discuss with women. Discuss with men.

- Invite a panel of women (one of them an engineer) to discuss their experiences. Follow by discussing

Suppose that you must replace the missing words placed in the newspaper. Indicate the differences and similarities in expectations.

Working alone, think about the statement and describe whether you agree or disagree with it. Write about the role and future of homemakers.

Arrange to interview sex workers in the home, when they were first married and a very young child only until children born, not employed, husband employed/not employed (single/married, not employed). Share findings in a class discussion of the persons interviewed.

[illegible][illegible]

SUGGESTED COURSE GOAL *The student will be able to assess relationships between family organizational patterns and family-member roles.*

LEARNING EXPERIENCES

RESOURCES

Working alone or in small groups, select a possible family situation from a list (e.g., elderly person with invalid spouse; mother or father working and infant; single parent on welfare with preschool children; newly married couple both working). Choose one adult and identify responsibilities of each role. Follow by discussing the range of responsibilities adults may assume in life and how roles and responsibilities are often related to family organizational patterns.

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Collect magazine pictures that illustrate family interaction and share them with the rest of the class. Analyze each to determine whether any family-role expectations can be inferred and whether any evidence can be seen of family organizational influences that have determined each role. While analyzing the pictures, identify kinds of crises which might arise if any of the roles were to be misunderstood or presumed. Follow by using new pictures to discuss how family organizational patterns might be different.

Working in groups or as a class, develop a list of tasks in the home (e.g., meal preparation, meal cleanup, shopping, child care, house cleaning, house repair, yard maintenance, budgeting, bill paying, clothing care). Working with a hypothetical family, develop a color-coded key indicating who accepts responsibility for each task (e.g., yellow - mother, green - father, blue - siblings, pink - younger siblings, orange - boys, purple - girls, red - you). Share and compare graphs in and relate to attitudes about traditional and contemporary family organizational patterns and family member roles. End discussion by identifying some of the advantages and disadvantages of rigid family member role designations.

5

Write a short essay entitled "The Role of Our Home" in which you describe how you think you will live. Share essay and family head of household designated by family members (e.g., mother, father, mother father, brother, sister, uncle, aunt). Follow by discussing the roles assumed by other family members in each type of household. Attempt to develop one or more explanations for the differences discovered.

Arrange to interview a family member or a friend who has lived in a family with a different organizational pattern (e.g., nuclear, extended, single-parent) about the roles they have assumed or are expected to assume (e.g., contribute income, care for children, sibling, spouse, parent). Share findings in a class discussion.

After investigating the various family organizational patterns and family member roles, work in groups to prepare a media board section depicting each organizational pattern and the roles which are most often and least often associated with them. Combine sections, noting similarities and differences displayed.

Occasionally one sees a family which is not a traditional family (e.g., a family with a nontraditional family organization). In these cases, groups share examples of family situations as observed in which a family has a different family member. Relate to the family organizational patterns which existed in these situations and develop the family generalizations about the relationship between family member roles and family organizational patterns.

If the class is made up of students who are from different cultures, discuss the differences in family organizational patterns with the class. Place the class in groups and assign each group a different cultural family role. Write a short essay describing how the family role is related to the family organizational patterns as well as how these changes may affect family organizational patterns. Share essays in a class discussion.

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Read a story about a family which is not a traditional family (e.g., a family with a nontraditional family organization). Discuss the differences in family organizational patterns with the class. Place the class in groups and assign each group a different cultural family role. Write a short essay describing how the family role is related to the family organizational patterns as well as how these changes may affect family organizational patterns. Share essays in a class discussion.

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Survey several single parents in your community to determine the nature of each family member's roles, including tasks they are expected to perform by age and sex. Compile findings by developing a chart depicting roles assumed according to the sex of the parent and the age and sex of the children in the family. Summarize by relating findings to a discussion concerning the effect of family organizational patterns on family-member roles.

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SUGGESTED COURSE GOAL *The student will be able to analyze the role of culture in family traditions and interaction patterns.*

LEARNING EXPERIENCES	RESOURCE
Interview an adult member of your family (e.g., parent, grandparent, aunt, uncle) to discover cultural and ethnic background. Inquire about family traditions related to holidays, birthdays or other special events. Share information in a class discussion. Identify similar and different traditions of class members. Determine if similarities or differences can be attributed to events in local history such as a particular religious or ethnic group getting together or a particular historic event. Follow by writing a brief paragraph describing family traditions you would like to continue or change, and why.	67 21
Working in groups, investigate the lifestyles and social customs of different cultures. Consider factors such as choice of mate, courtship patterns, marriage traditions, age at marriage, divorce practices, family	116

1.
2.
3.
4.

Working in
(e.g., Chinese,
Nisei) Share and
reviewing each other's
culture

Working in groups
identify the cultural
Chicanos, Puerto Ricans,
backgrounds of students
affected family traditions
symposium

Working in groups
identifying factors that
year long celebration of your
school or community (e.g.,
calendar related to particular

Working in groups
to share beliefs and
values and design a story
which traditions and customs
alter in what has happened
three weeks after you
published this paper
concepts and the question
to be answered and
concluded the project
through a story or book

Working in groups
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three weeks after you
published this paper
concepts and the question
to be answered and
concluded the project
through a story or book

Locate poems, cartoons, pictures or articles which illustrate or describe various family traditions and interaction patterns. Share in class and categorize according to the cultural group(s) with which each is associated. Use what you learned to develop one or more generalizations about the role culture plays in determining family traditions and interaction patterns.

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SUGGESTED COURSE GOAL *The student will be able to analyze the interdependence among the family, community and society.*

LEARNING EXPERIENCES

RESOURCES

In a class round robin, identify ways families interact with the larger community (e.g., depend on fire/police protection, depend on jobs provided by industry, provide labor, pay taxes). Working in groups, use the ideas generated to develop a picture/word documentation of the interdependence which exists between family, community and society. If you wish, place documentation in a class notebook for use by other classes in your school.

Arrange to attend a school board or city council meeting. While there, note decisions made that may affect the family (e.g., school board decision to start school earlier/later in the year or earlier in the day or a decision to change class size). Share observations in class by relating to the effect of community functioning

Locate and read
the following:

1. *The American Family*
2. *The American Government*
3. *The American Economy*
4. *The American Society*
5. *The American Culture*
6. *The American Religion*
7. *The American Education*
8. *The American Health*
9. *The American Environment*
10. *The American History*
11. *The American Literature*
12. *The American Art*
13. *The American Music*
14. *The American Dance*
15. *The American Theater*
16. *The American Film*
17. *The American Television*
18. *The American Radio*
19. *The American Newspaper*
20. *The American Magazine*
21. *The American Book*
22. *The American Record*
23. *The American Photograph*
24. *The American Painting*
25. *The American Sculpture*
26. *The American Architecture*
27. *The American Garden*
28. *The American Landscape*
29. *The American Sky*
30. *The American Sea*
31. *The American Land*
32. *The American People*
33. *The American Future*
34. *The American Past*
35. *The American Present*
36. *The American Dream*
37. *The American Nightmare*
38. *The American Hope*
39. *The American Fear*
40. *The American Love*
41. *The American Hate*
42. *The American Joy*
43. *The American Sorrow*
44. *The American Wonder*
45. *The American Mystery*
46. *The American Magic*
47. *The American Miracle*
48. *The American Fate*
49. *The American Destiny*
50. *The American Fate*

Locate and read
discussing steps
which the actions

Hold a class brainstorming
Ages Reformation, Renai
conditions associated with
findings with the class, di
patterns.

After learning about

are institutions
What are the problems
Are cultural changes causing
Should family functions change

What are the problems

How have the problems
family relationships

How did they develop
How did they develop
How many times have they
What has been the worst
What is the biggest change

Compile results in class, noting differences and similarities between age groups. Identify aspects of social change illustrated and discuss their influence on marriage and family relationships.

View *Future Shock*. Discuss implications for families, communities and larger groups. Suggest ways to help individuals and families lessen stress caused by changes in technology.

267

Invite a person or panel of guests who are familiar with one or more foreign countries to discuss ways the family depends on the community and the larger society in those countries. Ask about ways the community and society affect the family in those countries too. Compare with the situation in the U.S., noting similarities in the interdependence among the family, community and society.

SUGGESTED COURSE GOAL *The student will be able to evaluate changes in the family over the life cycle.*

LEARNING EXPERIENCES

RESOURCES

1. Work as a class to brainstorm changes that take place in the family over the life cycle (e.g., addition of a new baby, unemployment or employment of father/mother, move to a new neighborhood, retirement). Divide then into groups and develop lists of the possible effects each of these changes might have on family relationships and responsibilities. Share ideas in a class discussion.

126

Find and bring to class cartoons or comics depicting families at various stages of the family life cycle. Divide class members and cartoons into groups (e.g., newly married pair; family with young children, with school age children, with teenagers; "empty nest"; retired couple) and identify changes evident in each stage. Have students construct a bulletin board depicting the various stages of the

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SUGGESTED COURSE GOAL *The student will be able to analyze the roles and responsibilities of parents in a family.*

LEARNING EXPERIENCES

RESOURCES

356

In one large or several small groups, brainstorm "what parents do." Then divide the functions into categories such as physical care, emotional support and financial responsibilities. Ask your parents what they identify as their roles. As a class, discuss various perceptions of the parental role. End by writing paragraphs beginning with "The ideal parent . . ."

Invite a panel of parents to discuss what it's like to be a parent. If possible, ask parents with children of varying ages. You may wish to prepare questions regarding parental roles and responsibilities to submit to the panel beforehand. Summarize new insights gained in a follow-up class discussion.

Identify differences in parental roles and responsibilities in different family structures. Discuss ways a single parent can cope with financial responsibilities. Invite parents to identify and discuss their own roles and responsibilities. Parents Without Partners to identify and discuss their own roles and responsibilities. Follow up class discussion.

View one or more television programs that show parents in different roles. Identify the roles and responsibilities assumed by parents in the programs. Discuss the roles and responsibilities of parents and review the list and make additional roles that you know about the roles and responsibilities your own parents assume.

Pretend you are 10 years old. Identify the roles and responsibilities of your parents. Write a short paper about the roles and responsibilities of your parents. Share papers. Identifying parent roles and responsibilities. Write a short paper.

Using available classroom materials, identify the roles and responsibilities of parents. Discuss the roles and responsibilities of parents. Share findings and statements. The roles and responsibilities of parents. Follow by debating the statements. A parent's financial responsibility ends when a child reaches age 18.

View *War of the Eggs*. Discuss the roles and responsibilities of parents. Identify the roles and responsibilities of parents. mental health nurse or other professional to expand on what you learned by an writing question prepared beforehand. If you wish, apply the roles and responsibilities of parents to prevent child abuse by asking representative of Parent. American to discuss the attention of that organization.

Invite an attorney to present a case about the roles and responsibilities of parents. Discuss the roles and responsibilities of parents. making plans presented. Virginia to discuss the roles and responsibilities of parents. Parents should be held responsible for child's behavior.

For 4-5 pages, discuss the roles and responsibilities of parents. Discuss the roles and responsibilities of parents. However, feeding a child is a responsibility. mothers and fathers. The roles and responsibilities of parents. The roles and responsibilities of parents. hours spent per week. The roles and responsibilities of parents. The roles and responsibilities of parents. total parents.

SUGGESTED COURSE GOAL

The student will be able to suggest ways to establish and maintain good relationships with parents and other significant adults.

LEARNING EXPERIENCES

RESOURCES

Hold a class round robin to identify common areas of concern and conflict between parents and teenagers (e.g., choice of friends, clothing and hairstyles, money, privacy). Then, working in groups, attempt to establish why these are sensitive issues for both parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.

22
21
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143
13

View *What Are Parents For, Anyway* or *Understanding Your Parents*. Select an example of a time when you did not understand or disagreed with an action taken by your parents. Write a short analysis of the situation from a parent's point of view and summarize by discussing the situation.

370

View *How to Live with Your Parents*. Identify a problem, reversing strategies by identifying several techniques for solving the problem.

Work in groups to identify common areas of concern and conflict between parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.

Using magazines, identify common areas of concern and conflict between parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.

Working alone, identify common areas of concern and conflict between parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.

Hold a brain storming session to identify common areas of concern and conflict between parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.

Interview students and parents to identify common areas of concern and conflict between parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.

Write a paragraph describing a common area of concern and conflict between parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.

Write a paragraph describing a common area of concern and conflict between parents and teenagers. Follow by identifying factors which may influence parent and teenager relations in these areas (e.g., age, communication, interests). Share ideas in a class discussion.

SUGGESTED COURSE GOAL

The student will be able to suggest ways to establish and maintain good relationships with siblings.

LEARNING EXPERIENCES**RESOURCES**

Survey members of your class or another class regarding common conflicts with brothers and sisters. Tabulate responses and analyze them. What are common conflicts? What factors are involved in sibling relationships? Suggest solutions to the most common conflicts.

Working in small groups and using case studies involving sibling relationships, identify problems or conflicts.

- Discuss possible solutions to the problems.

View *Brothers, Sisters, Feelings and You*. Take with you a notebook and pen to record any conflicts that you might commonly experience with a brother or sister. After viewing the film, discuss your experiences and filmstrip ideas to suggest possible solutions. Share your ideas with the class. Have a chance to share conflicts and get solutions, note those solutions that you think are most helpful and implement one more suggestion.

- Invite a guest speaker or a panel of guests to discuss sibling relationships. Guests may include parents, siblings, social workers, counselors, or other adults who have experience with sibling relationships. Prepare questions ahead of time and summarize answers given.

In small groups or individually, discuss the advantages and disadvantages of being an only child, an oldest child, a middle child, or a youngest child. Have each group or individual list the advantages and disadvantages of each situation. Have each group or individual share their findings. Summarize findings in a follow-up discussion.

Divide into groups according to the position of the child in the family (oldest, middle, youngest). Each group discuss the advantages and disadvantages of each position. Share findings and follow by discussing the role birth order plays in sibling relationships.

Use classroom or library records to find out how many children in your class have experienced jealousy. Share ideas for dealing with jealousy. Follow by sharing instances of jealousy you have observed between siblings. Finally, ways feelings of jealousy can be recognized and suggest steps parents can take to avoid or get over feelings of jealousy. Summarize by writing a paper describing the effect of jealousy on relationships with siblings.

- Pretend you are a child in a family with a brother or sister. Write a story about a problem you might have with a sibling. Discuss the characteristics that person in your story has. Discuss the problem and the solution. Share your stories. Analyze your own and the stories of others for common themes and solutions.

Interview a child in your class who has a brother or sister. Ask the child to describe the advantages and disadvantages of having a sibling. Discuss the child's experiences with sibling relationships. Share findings with the class. Have each child write a story about a problem with a sibling. Share the stories. Discuss the problems and solutions.

Have each child write a story about a problem with a sibling. Share the stories. Discuss the problems and solutions. Have each child write a story about a problem with a sibling. Share the stories. Discuss the problems and solutions.

View *Peege, How Would You Like to Be Old?*, *Gramp: A Man Ages and Dies*, *When Parents Grow Old* or *Aging* to develop feelings of empathy with elderly persons. Evaluate your ability to empathize with elderly people with whom you have a relationship. Suggest ways to demonstrate greater empathy for elderly friends and family members. 286
327
322
302
253

Brainstorm the advantages and disadvantages of an extended or three-generation family by answering questions such as 165

Why might each of the three generations have both positive and negative feelings about this living arrangement?

What changes might occur in a family if it were suddenly to include an older family member?

How would that family cope with these changes?

Discuss your responses as a class or in small groups.

Invite a panel of senior citizens who live in a variety of situations (e.g., their own home, a retirement complex, in an extended family) to tell about themselves and what it is like to be a senior citizen today. Students may wish to prepare questions in advance regarding particular concerns about "being old" today. Summarize insights gained in a follow-up class discussion. 187
188

Pretend you are 80 years old and are looking back on your life. What has happened to you since your youth? What is life like for you now? What resources are available to you? Write a paper describing how it feels to be 80 years old. Share papers, noting differences and similarities in perceptions.

Working alone, rank the following problems related to retirement adjustment from the greatest to least problematic. 88

- | | |
|------------------------------------|-------------------------------|
| 1. boredom | 6. marital relationships |
| 2. living arrangements | 7. loneliness |
| 3. feelings of worthlessness | 8. loss of work relationships |
| 4. health | 9. death; bereavement |
| 5. finances and standard of living | 10. legal affairs |

In small groups, compare rankings and reach a consensus. Then, as a class, reach a consensus on rankings. Compare class results with those given in the pamphlet *Ranking of Problems Related to Retirement Adjustment*:

- | | |
|--------------------------|-------------------------------|
| 1. health | 6. living arrangements |
| 2. finances | 7. boredom |
| 3. standard of living | 8. feelings of worthlessness |
| 4. marital relationships | 9. loss of work relationships |
| 5. loneliness | 10. legal affairs |

To simulate old age, work in small groups to assume impairments common to some older persons. Suggestions for impairments and tasks which illustrate them include the following:

Impairment

Task

- | | |
|--------------|---|
| 1. Sight | 1. read aloud a paragraph from an unfamiliar source |
| 2. Hearing | 2. report what you hear when sentences are read in a soft whisper |
| 3. Arthritis | 3. tie a shoe, peel an orange, button a shirt, sew on a button, or play a card game wearing mittens |

5. Dental

5. try to eat a carmel or a raw apple without chewing

6. Invalid

6. get to a ringing telephone by the third ring with shoes tied together

Compare difficulties and discuss feelings as a class.

Invite the director of an extended care facility to discuss the physical and social needs and characteristics of elderly persons. Find out about things such as the relationship between opportunities for social contact and the health and well-being of elderly persons and the activity and dietary needs of elderly persons. Use what you learned to develop a list of ways families can work to meet the needs of their elderly members.

Arrange to visit an extended care facility for a few hours. While there, make mental notes about the physical setting, services provided (e.g., medical attention, food service) and social interaction between the residents. In a follow-up class discussion, determine whether all the needs of the residents were being met. Compare with the extent to which they could be met in a private home. Summarize by sharing feelings about the need for or desirability of living in an extended care facility.

View a film or filmstrip about communication and the elderly. Summarize techniques presented that can be used to communicate effectively with elderly persons. Apply what you learned in future encounters with the elderly. Share results in a class discussion.

286

Arrange a group of dominoes, blocks or buttons where class members cannot see them. Describe the arrangement and ask the listeners to arrange their dominoes, blocks or buttons according to directions. Students may not ask questions during the directions. Compare results with the original arrangement, and discuss what has happened. What frustrations were experienced by the students? by the person describing the arrangement? Discuss the relationship between this experiment and daily communication. Identify ways daily communication can be improved. 145
278
376

Identify the components of effective communication (e.g., listening, talking—verbal, body language—nonverbal; writing, reading, feedback, clarification). Discuss strategies individuals can use to improve their own skills and ways to help others improve their skills. Keep a diary or log for a specified time (e.g., one or two days, a week) and record successful efforts at communication as well as unsuccessful efforts. As a follow-up, select one example of poor communication and identify ways to improve the communication should the same situation arise again.

Using available resources, identify five steps for resolving marital conflict (e.g., establish the issue, stick to the issue, understand each other, regard other's feelings, compromise). Share identified steps and rationales for using them. Select the five you feel would be most effective. Summarize by discussing or explaining in writing how the steps chosen might be used to resolve a hypothetical problem. 143
144
177

Using magazines and newspapers, collect several pictures or cartoons illustrating body language (e.g., crossed arms—introversion; standing over a seated person—dominance/submission; speaking with head and eyes lowered—shyness). Working in groups, write captions for the pictures which express the messages you feel are conveyed. Then, using printed resources or resource persons in your community, compare your messages with those that would be conveyed in one or more other cultures. Share findings by discussing the role culture plays in determining the nature and characteristics of human interaction, and the pitfalls that might result from relying solely on body language as cues in human interaction.

Choose a partner and a topic for communication. Try to share information under the following circumstances: 218

Standing across the room from each other.

One partner standing on a chair and the other on the floor.

Both partners standing on the floor facing the same direction with one in front of the other.

Sitting and facing each other with one not using any facial expressions.

Sitting and facing each other with one not looking the other in the eye.

With one partner continually interrupting the other.

With one partner reacting negatively to everything the other says.

Afterward, as a class, discuss the feelings that resulted in each communication situation. Use what you learned to develop a list of basic rules for effective communication (e.g., talk at a close distance, talk at eye level, face each other, use facial expressions; make eye contact, wait your turn to speak, be positive).

Listen to a taped listening exercise or carry out a listening exercise in groups of five as follows: One student whispers a story to another student while three students wait on the other side of the room. The student who has heard the story whispers it to another, who in turn repeats it to another and so on. The final student then repeats the story out loud. Compare the beginning story with the final version, noting any differences between them. Using the exercises as a basis for discussion, identify listening techniques that might be used to improve communication. Repeat the exercise using the suggestions and note improvements. 376
113

With another student as a partner, give a brief talk about a subject that interests you. When you are finished, ask that person to paraphrase what you have just said and answer any questions which result. Share your experience with your classmates. Summarize by discussing ways paraphrasing might be used to improve the communication process.

Working in pairs, carry out the following activity: One student is given a highly dramatic message to convey to the other (e.g., report of an auto accident, birth of a child, notice of sweepstakes winning). He or she may only use "gibberish" for language but may use varying voice levels and body movements to convey feeling. The receiving student is to attempt to clarify the message as it is being delivered. Share results as a class and summarize by discussing the many ways messages are sent other than via the spoken word.

Working in groups, develop a list of situations you experienced or observed or misunderstood in which poor communication resulted in lost time, inconvenience, arguments and other misfortunes. Share lists and suggest communication techniques which may have prevented the misunderstandings. Select one or more techniques to use in future family communication.

Keep a diary of communication in your home for one or two days, making special note of words and phrases, timing and tones of voice which resulted in positive and negative feelings and reactions. Use insights gained to suggest several strategies which can be used to promote effective family communication.

Working alone, identify several personal goals (e.g., finish school, make the varsity team, learn to drive) and several family goals (e.g., save for a vacation, put in a garden). In small groups, share and record personal and family goals. Follow by developing a class poster depicting individual and family goals. Note similarities and differences between them. For each difference, identify possible conflicts which may occur. Summarize by suggesting ways such conflicts might be prevented, minimized or resolved.

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338
172

Investigate the use of a family council to facilitate family problem solving and decision making. Then, working in family council groups of 4-5, develop a solution to a given case study. Summarize by discussing the advantages and disadvantages of the family council for solving problems and achieving mutual goals.

Hold a class brainstorming session to develop two lists related to family harmony titled "Things that Make Life Pleasant at Home" and "Things that Make Life Difficult at Home." Select those items on each list for which you are responsible and write a short essay describing your contribution. Share essays in class. Follow by developing strategies for increasing the number of items on the "pleasant" side and decreasing those on the "difficult" side.

Develop a questionnaire about factors which do and do not contribute to family harmony (e.g., desirable and undesirable behavior/practices on the part of parents, children and other relatives). Distribute to a cross section of your local community and tally results. Follow up with a class discussion centered around ways to improve family harmony.

Survey several families in your community to determine the extent to which family members assume two or more roles (e.g., father changing diapers, mother working, children doing laundry). Compile survey results in class and discuss the contributions multiple roles can make to harmonious family relationships.

Invite a family counselor to discuss problems families have in cooperating on the achievement of mutual goals. Ask the person to describe instances in which actual family goals were and were not achieved and explain why. Summarize insights gained in a follow-up class discussion.

View a television program or read a novel or short story about a family that worked to attain one or more mutual goals. Note specific steps taken and the success of each. Share observations in a class discussion. Summarize by identifying strategies you might be able to apply in your own family situation.

View *Problems in Human Relations: Resolving Personal Conflicts*. Start a journal and, for an extended period of time (e.g., one month or longer), record all efforts you make to maintain and improve family harmony and cooperation, including the results of those efforts. Try to record both satisfactions and frustrations and include an analysis of how you might improve your techniques. Consider your own personal motives, your feelings and the feelings of others in these analyses. Use your journal as a guide for continued efforts to maintain family harmony and cooperation.

379

Talk with members of your family to identify one goal all members would like to achieve. Follow by developing a plan (short- or long-range, depending on the goal) for achieving that goal. Include steps each member can take. Ask your family to review the plan and suggest modifications. Try to implement the plan.

After learning about ways families can share and cooperate to achieve mutual goals, work in groups to develop a game which would require knowledge of these ways to win (e.g., monopoly-like board, roll dice, answer questions on cards to move indicated number of spaces). Trade games between groups and play them as a unit review.

LEARNING EXPERIENCES

RESOURCES

As a class, identify special problems that may occur in families. Use of headings "crisis situations" (e.g., accidents, divorce, death) and "disorganizing situations" (e.g., moving, changing jobs) may serve to clarify thinking. Divide into small groups to investigate the nature of each of these problems, including contributing factors and impacts they may have. Share findings in a class discussion.

View Not Together Now: End of a Marriage or *It Has Nothing to Do with You*. Summarize the problems associated with divorce from the perspective of all persons involved (e.g., husband, wife, children, relatives, friends).

283

272

Locate and read magazine articles and case studies about divorce. Analyze each and develop a chart listing final reasons for the divorce, factors which contributed along the way and problems faced by the persons involved. Share charts in a class discussion, noting similarities and differences among cases. As a follow-up, invite a marriage counselor to share further information about the nature of divorce. Compare with previous learnings.

115

Take a field trip to a domestic relations court on a day when the cases heard will relate to divorce. Arrange to have a judge or attorney explain the procedures and problems associated with separation and divorce from a legal standpoint.

Interview one or more divorced persons you know to learn about the types of adjustments that need to be made after divorce (e.g., managing finances, renewing confidence, overcoming isolation) and determine ways of successfully making them. Share findings in a class discussion.

199

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Invite a representative of your local mental health clinic to discuss kinds of common mental health problems and ways to recognize them. Distinguish between mental health and physical health. Follow by identifying steps which can be taken to prevent, minimize or cope with mental health problems.

Invite one or more parents with a mentally retarded child to discuss the special challenges faced by the family and ways they have been met. Summarize insights gained in a follow-up class discussion.

23

As a class, select a special problem teenagers may have which may affect the entire family (e.g., teenage alcoholism, unplanned pregnancy, disease, school dropout). Investigate the nature of the problem through, perhaps, reading and interviews. Invite guest speakers knowledgeable in the area to share their perspectives. Then, as a class or in small groups, draft a proposal to help solve or alleviate the problem. Identify resources needed to carry out the proposal.

Invite one or more senior citizens who may be widows or widowers to share their experiences with the class. Summarize main points covered, paying particular attention to the challenges of being single again in the retirement years.

View Death and Dying: Closing the Circle. Write a paper that describes the closest experience you have had with death, the feelings you experienced at the time, and your ideas about the meaning of death. Share papers in class and use new insights gained to develop one or more generalizations about the nature of death.

316

200

Invite an attorney to discuss the provisions of state and federal laws related to death (e.g., property accrual, burial regulations). Summarize main points presented in a review discussion.

View Living with Dying. Write a brief paragraph titled "What If _____ Died." Describe coping strategies that would enable you to face this situation in a constructive manner. Share ideas in a class discussion.

339

View Dealing with Stress. In a large group session, list possible reactions to several stressful situations which may occur in families (e.g., death of father—withdrawal, increased activity, assumption of new roles). Determine whether each reaction is likely to have a positive or negative effect on relieving the stress. As a

315

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follow-up, divide into groups to identify effective, step-by-step strategies that might be used to handle stress (e.g., types of relaxation, communication). Share ideas and discuss possible steps people could take to develop these skills.

View Changes. Draw upon what you learned and your personal experiences to develop a list of positive opportunities that could appear as the result of a crisis situation (e.g., growing as a person, helping others, finding new friends, discovering hidden strengths). Follow by discussing ways positive thinking can help one cope with or minimize problems which may occur during one's life.

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LEARNING EXPERIENCES

RESOURCES

160

As a class, identify categories of family concerns that may occur in a variety of different families (e.g., physical health, mental health, economics and finances, shelter/housing, and family planning). In small groups of four or five students, with each group taking responsibility for one concern and using a local phone book or community directory as resources, identify community resources that are available to help families solve problems and achieve goals. Share findings and compose a class list of resources. Duplicate, if desired, to distribute to interested persons. As a follow-up, identify needed services not available to families in your area. Develop suggestions for ways the community might work together to establish a needed service for families and forward to appropriate persons.

Using the family life cycle as a basis, divide into groups according to various family stages. Identify five or more problems related to each stage and investigate community resources designed to assist with them. Share findings in a class discussion.

Look through newspapers to locate articles describing resources available to families in your community. Sort articles according to the specific services provided. Share information gained by preparing a bulletin board or collage for school or classroom display.

Interview teachers in your school or adults in your community to find out about community resources they have used in an attempt to solve problems or achieve goals. Select one resource mentioned and write a short paper describing its services and advantages and disadvantages. It may be necessary, in some cases, to do some further investigation after selection of a resource. Share papers in a class discussion noting differences and similarities between evaluations of the same resources.

Ask a representative of United Way to discuss the purpose and principles of the organization as well as how it functions. Find out about ways community members can assist with United Way efforts, if they so desire.

Invite a representative from your community's volunteer bureau or a similar group to tell about services provided for families in the community. If your area does not have a centralized agency, contact several representative agencies for a panel of speakers. Identify services available and ways students might become involved.

Investigate the concept of lifelong learning. Define the term and identify the implications for families. Investigate opportunities available to family members for lifelong learning. Discover what your community college, community school or Education Service District provides.

Ask a representative of a consumer credit counseling bureau to discuss the services offered to families with financial problems. Summarize services provided in a follow-up class discussion.

Develop and use a questionnaire related to financial services provided by local banks or lending institutions (e.g., credit bureaus, finance companies). Summarize findings by comparing services provided. Follow by developing a pamphlet to aid persons who need financial assistance in reaching their goals.

After investigating community resources available to help families solve problems and achieve goals, play "resource roulette." The game proceeds as follows: Class divides into two groups. The first member of group one spins the pointer on a roulette wheel, which has sections identifying common family problems and goals. To gain points, the team member must name one community resource available to families to help solve the problem or achieve the goals. If a resource is not named, the other team gets a try. The game proceeds with teams alternating spins of the wheel and naming resources until a predetermined number of points is earned.

SUGGESTED PROGRAM GOAL

The student will be able to relate knowledge of adult roles to self and readiness to assume them.

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 describe the physical, social and emotional development of adolescents and adults throughout life.

LEARNING EXPERIENCES**RESOURCES**

View a film or filmstrip about the physical changes that occur during adolescence. Submit questions you may have to a class question box. Invite a nurse, a counselor or physician to discuss the questions with the class.

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304

After viewing films or filmstrips depicting the physical, social and emotional changes which occur during adolescence, investigate the social history of adolescence in different cultures. Share findings. In a class discussion, identify reasons for stress which often occurs during this stage of life and explore how it affects interpersonal relationships in different cultures.

Use classroom and library resources to locate definitions of the term "developmental task." Share findings and discuss the relationships which exist between developmental tasks, human needs, and the social and emotional changes which occur during adolescence and later life stages.

Compare and contrast the developmental stages of the human life cycle as described by Erik Erickson and the family life cycle described by Evelyn Duvall. Prepare charts or diagrams of each to facilitate comparison. Explain how these theories contribute to our understanding of how individuals and families continue to grow and develop throughout life.

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Working in small groups, select a life stage and investigate the physical, social and emotional changes associated with it. Compare findings and determine which changes affect primarily the individual and which affect other members of the family unit as well (e.g., parents, grandparents, siblings, children). Discuss the social and emotional behavior and problems characteristic of each stage, including their effect on other family members. Summarize by suggesting possible ways conflicts or stresses associated with each stage might be minimized, and share with entire class.

As a class, divide into five groups representing the developmental stages of life beginning with adolescence (12-19 yrs; 20-29 yrs; 30-49; 50-65; 66 and over). Complete one or more of the following activities. Summarize by developing a chart illustrating the social and emotional changes which occur during adolescence and later life stages.

1. Organize skits depicting the positive and negative aspects of each life stage. Examples might include:
 - 12-19 years. Much social activity but some difficulty accepting adult authority.
 - 20-29 years. Pleasure of choosing own career and lifestyle but economic difficulties in the beginning.
 - 30-49 years. Easing of financial burdens but difficulty raising children through developmental stages.
 - 50-65 years. Enjoyment of grandchildren and increased freedom but difficulty adjusting to changes in family structure.
 - 66 on. Ease of retirement but difficulty using up extra leisure time.
2. Invite a panel of guest speakers to discuss the positive and negative aspects of each stage.
3. Interview several persons in each life stage about the positive and negative aspects of their lives.

Using available resources examine what is meant by the term "aging." Determine what physical, social and emotional changes take place in the aging process and ways of coping with the aging process. Select one issue related to aging to examine in-depth. Work individually or in small groups and share findings with the whole class. Summarize by identifying positive strategies to help individuals age gracefully.

Brainstorm a list of common adult crises (e.g., divorce, accident, premature death of spouse, loss of job). Discover what community resources are available to help individuals and families cope with these crises and follow by developing several strategies for dealing with each.

Compose a story about what you will be like in 20 years and in 40 years. Examine your overall development and your relationships with other people. What do you hope to accomplish and why? If a group, discuss what impact self-expectations have on the actual courses of lives.

Invite a guest speaker to tell about opportunities for adult education in your community. Examine the rationale for adult education, and relate it to the concept of the "lifelong learner." Summarize by discussing reasons why adults need or want education after age 30.

LEARNING EXPERIENCES

RESOURCES

View *Johnny Lingo*. As a class, by citing examples illustrated in the film, explore ways in which self-concept can develop and change.

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Use available resources to find definitions of the terms self-concept and personality. Then, working in groups, draw on butcher paper around one classmate. Inside the drawn figure, list hereditary factors that may influence the development of self-concept (e.g., health, body characteristics). Outside the figure, list environmental factors which may be involved in forming one's self-concept (e.g., successes/failures, school, friends). Repeat for the development of personality. Follow by constructing a bulletin board illustrating the nature of self-concept and personality and the factors which may influence their development.

View one or more films, filmstrips, or slide series dealing with the nature and formation of self-concept and personality. Use what you learned to write a short essay describing the factors or forces which may influence the development of self-concept and personality.

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Using a large sheet of paper, draw a picture name tag which describes "you" (e.g., hobbies, interests, likes, activities, future plans) or construct a poster, collage or coat of arms that expresses an image of "you." Share name tags, posters, collages or coats of arms. Discuss how personality and self-concept develop and change.

Construct a "truth book" about yourself by locating poems, collecting pictures and writing about activities and thoughts that describe your personality and self-concept. Analyze your collection by identifying specific factors that may have influenced the development of your personality and self-concept.

Using a 12" x 18" sheet of paper, draw a picture of yourself and put your name on the back. Do as complete a job as possible and do not show the pictures to others in class. Put the names of all class members in a hat. Select the name of another student and draw a picture of her or him, putting her or his name on the back. Afterwards, scramble the pictures and see if you can match your self-portrait with the portrait done by someone else. As a group, discuss why we may not view ourselves as others view us, how appearance influences personality and vice versa, and the difficulty of transferring aspects of personality to paper. Also, examine the impact that self-concept has on how we visualize ourselves.

Brainstorm a list of changes or happenings which may alter an adolescent's self-concept (e.g., getting braces on or off, increase in bust size, new haircut, election to rally or other school office, participation on varsity athletic team) and discuss whether the change is "real," "imagined," or both. Develop strategies for coping with these changes in self and others. Discuss why adolescents may be especially prone to overreact to such changes.

Working in groups and using available resources, investigate various aspects of personality development (e.g., trust, autonomy, initiative, accomplishment, identity, intimacy). Find pictures which illustrate each aspect of personality development discovered. Construct a bulletin board showing how these aspects relate to needs and developmental tasks in different stages of life. Finish by discussing how aspects of personality may be developmentally linked and how and why personality changes occur throughout life.

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108

Investigate what happens to the self-concept and personality of adults or teenagers who are handicapped or disfigured as a result of an accident or disease. In small groups, examine the plight of mastectomy patients, amputees, or paraplegics faced with changes and limitations brought on by accident or disease. Invite a representative of a vocational rehabilitation or other organization which helps people cope with such situations (e.g., Reach to Recovery—American Cancer Society) to describe available resources as well as the roles self-concept, personality and attitude play in recuperation.

Review A. H. Maslow's hierarchy of needs (*Motivation and Personality*, 2nd Edition, New York: Harper & Row, 1970) and identify the needs which must be met before self-actualization can occur. View one or more films which depict self-actualized people. Afterward, list characteristics the persons possessed and relate these to their self-concepts and personalities. Summarize by discussing the role both self-concept and personality play in reaching self-actualization.

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SUGGESTED COURSE GOAL

The student will be able to describe the impact of self-concept and personality on relationships with others.

LEARNING EXPERIENCES**RESOURCES**

Locate several poems which illustrate positive or negative self-concepts. After reading, and working in small groups, identify several specific ways self-concepts can affect people's relationships with others. Share ideas in a group discussion.

Read one or more excerpts from a book about transactional analysis. Use the transactional self-concepts "I'm OK, you're OK; I'm OK, you're not OK; I'm not OK, you're OK; I'm not OK, you're not OK" to discuss the following questions:

What behavior might be expected from each of the four self-concept types?

Is an individual always the same or is it possible to have different attitudes at different times? If so, why?

Which self-concept type are you likely to want to spend the most time with? Why?

Summarize by developing a generalization about the role self-concept plays in interpersonal relationships.

Using newspaper articles, identify personal and social problems (e.g., child abuse, suicides, drug abuse) which may be related to the lack of positive self-concept. Share findings in a class discussion by pointing out specific ways poor self-concept may adversely affect interpersonal relationships (e.g., the relationship between an adult's self-concept and the formation of a child's self-concept).

Select several situations commonly faced in daily living. Divide into small groups with different situations. Discuss these situations, suggesting what happens if a person has a negative self-concept and then suggesting what occurs with a positive self-concept. Discuss the differences which result in relationships with others as a result of self-concept differences.

Invite a representative of your local mental health clinic or family counseling center to describe the role self-concept plays in positive mental health and in positive family relationships. Discuss the value of a positive self-concept and ways to maintain a positive self-concept in relationships with others. Identify problems that a family may face if one or more members lack positive self-concepts.

Using a variety of resources, define the term "personality." Write a description of your personality, analyzing what you perceive as your strengths and weaknesses. Keep a journal of your interactions with others for a day or a week. Then examine your journal for evidence of the impact of your personality on your relationship with others. Write a summary of what you have discovered about yourself through this experience.

View *Your Personality: The You Others Know* or *Personality: Roles You Play*. List qualities commonly thought of as personality traits under two columns labeled "strengths" and "weaknesses." Determine the impact each strength and weakness may have on relationships with others. Use what you learned to develop a generalization about the impact personality can have on interpersonal relationships.

View *Why Am I Afraid to Tell You Who I Am?* List the various personality types illustrated. Write descriptions of people you know who seem to fit these personality types, using no names. Share descriptions and discuss in relation to how personality affects relationships with others.

Make a resolution to say only positive things to other people for one day. Observe what changes occur in your relationships with others. Discuss your observations in class. Can any or all aspects of personality be changed as easily? Why or why not? What happens to others when you change?

Using the daily or Sunday comics, collect examples of the impact of personality and self-concept on relationships with others. Which comic characters seem to have positive self-concepts and relationships with others? Are poor interpersonal relationships always a result of a low self-concept or negative personality trait? Why or why not?

4

13

10

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SUGGESTED COURSE GOAL

The student will be able to suggest strategies for developing and maintaining a positive self-concept and personality.

LEARNING EXPERIENCES**RESOURCES**

Read one or more articles or books on the subject of self-concept. Explain why many professionals and authors maintain that it is essential to like yourself before others can really like you. Develop a list of personal strategies for learning to "like" yourself better. In a discussion, share your strategies with each other.

Investigate strategies for developing a positive self-concept by reading or by viewing films and filmstrips. Share findings in a class discussion. As a follow-up, set goals and work to improve your own self-concept. Areas you might like to work on include: improving education, appearance, work or leisure activities; developing an accurate assessment of your strengths and weaknesses; maintaining a positive attitude and keeping company with others who think positively; developing more effective strategies for carrying out school or work activities; or getting along with friends, parents or siblings. Evaluate your progress at regular intervals.

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26

Investigate the effectiveness of the WIN strategy for developing and maintaining a positive self-concept by recording three of your own WINs every day for five days. (WINs are good things that happen to people every day, such as: "I received a good grade on a test"; "I got my homework finished early"; "I helped prepare dinner, and Dan said it was good"; "Jim smiled at me when I passed him in the hall"; "I got to play the whole first quarter in the game yesterday.") Share WINs in a class discussion. Follow by developing one or more generalizations about the relationship between recognizing WINs in self and others and the development and maintenance of positive self-concepts.

Review the Cycle of Human Love (feelings of acceptance) and the Cycle of Human Rejection in resource 93. Hold a class round robin to develop a list of suggestions for ways one can promote feelings of acceptance and minimize those of rejection in self and others.

93

Read "My Declaration of Self Esteem" from *Peoplemaking*. Develop your own "Declaration of Self Esteem" using insights gained from the reading. If you wish, share "declarations" in a class discussion.

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As a class, brainstorm aspects of personality that might be considered negative rather than positive. In a round robin, give suggestions for ways persons might minimize these negative aspects of personality. Follow by confidentially listing the ten major strengths and ten major weaknesses of your own personality. Analyze each and write a short, confidential paper describing strategies you could take to eliminate one or more of the identified weaknesses.

Divide into groups representing various age groups (e.g., 2-5, 7-11, 12-17, 18-25, 25-45, 45-65, over 65). For each age group, brainstorm aspects of physical, social and emotional development unique to that stage. Identify ways that development may threaten positive self-concepts, then suggest strategies for fostering positive self-concepts. Share in a large group round robin. Compare and contrast strategies appropriate for each age group.

Ask a preschool teacher to talk about strategies for fostering positive self-concepts in preschoolers. If possible, observe a preschool situation and note how such techniques are used. Discuss how these techniques might be used in the home with preschoolers.

Invite a representative of a nursing home and a representative of a senior center to discuss the value of positive self-concepts for seniors. Ask them to share strategies for maintaining or reestablishing positive self-concepts. Find out if any particular constraints may hinder the maintenance of a positive self-concept, including personality changes which may result from the aging process. Summarize ideas presented in a follow-up class discussion.

Explore the possible correlation between poor self-concept and suicide. Read one or more current articles or books on the subject. Ask a psychologist or other mental health professional to answer questions about the causes and prevention of suicide. Summarize new learnings in a class discussion.

TESTED COURSE GOAL

The student will be able to describe the nature of values, goals and philosophies of life and their significance in human interaction.

LEARNING EXPERIENCES**RESOURCES**

Use one or more dictionaries to find definitions of the terms "values," "goals" and "philosophies of life." Share in a class discussion. Then, working in groups, use what you learned to write group definitions of the terms. Follow by writing personal definitions.

Draw sketches, paste magazine pictures or make a list of four or five of your most valued possessions on one piece of paper. On another piece of paper divided in thirds, illustrate four or five possessions most valued by your family, four or five most valued by your friends, and four or five most valued by members of your community. In a large group discussion, compare sets of values, noting differences and similarities. Summarize by suggesting ways in which the values of others influence personal value choices. Finish the following incomplete sentences:

By next week I would like to have _____ because I value _____
Before I'm thirty I _____
Before I die I hope _____

Share completed sentences in group _____
goals discovered by completing the sentence _____

Read a novel or short story about a person _____
describing that person's probable philosophy _____
kinds of factors that make up a person's philosophy _____

Using available resources identify the mottoes of _____
Identify mottoes of nearly states, famous universities, _____
institutions. Compare and contrast the values, goals and _____
meanings and implications of the mottoes. Then write a _____
your values or philosophy of life. Share mottoes in a discussion _____

Working in groups select a major religious or political philosophy _____
Buddhism, Socialism, Democracy). Determine the influence of _____
findings and summarize the relationships among the three concepts _____

Explore the course of _____
put into practice, had a significant impact on human interaction. Identify the person(s) related to _____
philosophical viewpoint and their possible values and goals (e.g. Gandhi and passive resistance, Adolf _____
Hitler and the Nazis, Harriet Beecher Stowe and the abolition of slavery)

Pretend you are six years old. Make a list of values and goals _____
groups, compare these values and goals with those that might be held by persons who are 12, 16, 18, 41 _____
and 65 years old. Summarize by developing one or more generalizations about the factors which _____
contribute to value and goal changes over time _____

Make a list of values that _____
identify pairs of values that may be _____
parents or follow peers). Summarize by _____

Locate current magazine and _____
philosophies of life. Share with _____

SUGGESTED COURSE GOAL *The student will be able to identify personal values, goals and philosophy of life.*

LEARNING EXPERIENCES

RESOURCES

Obtain and complete a value survey such as that developed by Rokeach. Use what you learned to write a short paper entitled "I Learned That I Value" Share papers if you wish.

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From magazines, cut out five or more pictures of different new car models in a variety of prices (e.g., a Chevrolet, Cadillac, Mercedes-Benz, Volkswagen, sports car, van) and post them on a bulletin board display. Select the car you would most like to have and divide into groups based on the cars selected. Discuss other likes or dislikes you, as a group, may hold in common. As a class, share your findings and discuss the assumptions we make about other people's values based on their choice of car or other consumer goods.

Pretend that your home is on fire and you must leave very quickly. You do have time to get one or two possessions which you can carry out with you. Decide what you would take and why. Summarize by discussing what the selections may reveal about you.

Pretend that it is next week, then that it is the year 2000. In groups, develop conversation scenarios that you might have if you had attained your goals for next week, for the year 2000, and for any goals from now. Enact them for the rest of the class.

Using a large sheet of butcher paper, draw a timeline marking off the next ten years of your life and the rest of your life in 5- or 10-year intervals. After identifying your life goals, place them on the timeline where appropriate. Post timelines on the bulletin board, if you wish.

Assuming success could be guaranteed, identify a profession or career you would select. Share selectively and discuss what choices may reveal about personal values and goals. Compare choices with actual career expectations. If there are differences between the careers, discuss possible reasons for them.

After reviewing several published philosophies of life or interviewing one or more persons about their philosophies, think about your own philosophy of life. Using magazines or newspapers, create a collage which you feel adequately represents it. Follow by writing a short explanation of what you have depicted in the collage.

Using a light to cast a shadow on a wall, create your own life profile. Inside the profile, write several words, phrases or statements that illustrate your philosophy of life. Post philosophies in the classroom if you wish.

Imagine that you have been given \$100,000.00. Identify what you would do with the money. In groups of 3-4, share and explore how your use of money may reflect our values, goals and philosophy of life. Keep it fun by asking what your mother or father would do with the money.

Read a biography of a person whose life and goals and philosophy of life are interesting. Write a short paper on the person's values, goals and philosophy of life.

SUGGESTED COURSE GOAL

The student will be able to describe the characteristics of an emotionally mature person.

LEARNING EXPERIENCES

RESOURCES

Complete a crossword puzzle focusing on emotional maturity. Follow by reviewing terms used to describe an emotionally mature person and the meanings of each. Think of other terms not used in the puzzle that would also be useful descriptors.

Read one or more textbook sections dealing with emotional maturity. Develop a class list of aspects of emotional maturity (e.g., has positive self-concept, expresses feelings in constructive ways) and immaturity (e.g., remembers past slights, often considers self first, angers easily). Give examples of each without using names. Follow by developing a bulletin board contrasting the differences between emotional maturity and immaturity.

31

21

When the character appeared in one or more current TV shows. Identify examples of mature and

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problems. In a rou

Develop a chart on the various ages (e.g., 3-4) about emotional maturity.

Invite your school council to discuss with the council about the for such behavior, and a

and the world in your service. I
will be a different way. Explore it all.

Complete the following sentences.

When I make a mistake I
It makes me angry when I
I am selfish when it comes to
Since last year I have become
I have very little patience with

Examine your responses to the test to improve Brainstorm strategies for the test.

After investigating the _____ **checklists which would be useful in** _____ **complete confidentially follow by** _____ **Save and recheck in one month to**

Impact on mental health: Stress and anxiety may be caused by the actions of an individual or a group of people. The impact on mental health may be minimized by the effects of this far from being

LEARNING EXPERIENCES

RESOURCES

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Using classroom and library resources, locate quotations or poems about friendship. Share findings in class. In a large group discussion, complete the sentence "A friend is someone who..." in as many ways as possible. Use what you learned to write a personal definition of friendship.

Hold a class round robin or brainstorming session to develop a list of the types and degrees of friendship (e.g., Types—boy/girl, same sex, brother/sister, old/young; Degrees—casual acquaintance, mutual respect, short-term, enduring). Locate pictures which illustrate each type and degree of friendship and use to construct a bulletin board. Follow up by writing a short essay about a friendship you have had with a person of a different age or from a different cultural group. Share essays in class and summarize by rating the contributions each type of friendship makes to the persons involved.

Interview one or more adults you know about the importance of friendship. Include, What are some of the things do you share with your friends? Why are they important to you? What do they do for you? Report findings in class during a follow-up class discussion about the importance of developing and maintaining friendships.

Write a story in which events occur but in which the people portrayed have no differences in personalities, values or beliefs. Share stories in class. Discuss the value of individual differences, relating the development and maintenance of friendships with others.

Using three index cards or a piece of paper divided into three columns, confidentially list one person each area that you feel is a friend. Under each, briefly summarize the characteristics and qualities exhibited by that person which are responsible for your feelings. Without identifying names of the persons, share qualities and characteristics you identified. Discuss how these traits contribute to the development and maintenance of friendships.

Working alone, make a list of the qualities you think a friend should have (e.g., respect, empathy). Compare your list with those of five other students. Work with the group to identify ten of the most desirable qualities for friendship and construct a "Ten Most Wanted" poster. Display posters as reminders for future action.

Gather examples of famous friendships from newspapers, magazines, television, radio shows. Share examples in class and determine the personal characteristics each of the friends possessed, as well as the commonalities each pair of friends shared. Then, working in groups, develop lists of personal characteristics which help people develop and maintain friendships and lists of factors that influence a people's choice of friends (e.g., values, goals, hobbies, lifestyles, jobs). Share ideas in a class discussion.

Working in groups, act out a situation illustrating the lack of qualities and characteristics helpful in developing and maintaining friendships. Ask the rest of the class to guess what qualities or characteristics are missing. Follow by suggesting ways each situation could have been altered to promote the development and maintenance of friendships.

Invite members of several ethnic groups to share their views on the importance of friendship. Discuss the "Melting Pot of America." Share a story about a person who learned to overcome the negative effects of stereotyping has on one's ability to develop and maintain friendships with others.

Make a confidential two-column list of the positive and negative aspects of friendship. List the positive and negative impact of friendship on your life. Write a letter to yourself detailing steps you will take to improve the quality of your friendships. Implement one idea a week and evaluate the results at the end of one and then two months.

SUGGESTED COURSE GOAL *The student will be able to recognize the role of dating in developing interpersonal relationships.*

LEARNING EXPERIENCES

RESOURCES

Hold a class round robin or brainstorming session to identify various forms of dating common in your community today. Interview parents and grandparents to find out about forms of dating practiced in the past. Compare past and present practices and suggest possible explanations for the differences discovered.

After studying the various forms and stages of dating, work in groups to develop skits depicting each (e.g., meeting at a friend's home, first date at a track meet, studying together every date). Present skits to the rest of the class. Summarize by preparing a chart illustrating the various forms and stages of dating and the characteristics associated with each.

Read one or more textbook sections dealing with dating. Summarize the functions of dating discovered (e.g., exploring values, goals, philosophies, traditions, independence, developing communication skills). Follow by preparing a picture and recorded tape.

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71

View *Going Steady*. Afterward, organize a debate on the question: "Should a person date before marriage?" After reviewing the main points presented, suggest ways to avoid the problems involved.

View *Beginning to Date*. Discuss the following questions:

- Does society push young people into dating?
- How does the mass media influence attitudes toward dating?
- Is there anything wrong with not dating?

Summarize what you learned about some of the problems associated with dating.

Working in groups, develop a survey related to dating problems. Questions might include: "What is the appropriate age for dating? appropriate behavior, myths about dating and expectations. Distribute survey to a number of students and parents and tally results. As a class, analyze the data in terms of vs. female responses and in terms of student vs. parent responses. Summarize some of the problems which seem to be associated with dating. Follow up by suggesting ways persons might avoid or cope with problems.

Invite a panel of persons familiar with dating problems and problems associated with it (panel members might include a student from school of a college student and an older person.) Prepare anonymous questions prior to their arrival to ask during the session. Summarize main points presented in a follow-up class discussion.

Search through magazines for articles dealing with dating problems. Categorize problems by type and then work in groups to analyze the "solutions" given. In a class discussion, summarize the types of problems indicated and tell why you did or did not agree with the written solutions. Use what you learned to develop a brochure entitled "How to Have Happy Dating Experiences."

Individually or in groups, research dating customs and traditions from other cultures. Report back to the class. Develop a chart to summarize dating patterns around the world.

Using interviews, develop a list of dating problems and solutions. Interviewees might include students (including local, out of town, and overseas), parents, and community members. In a class discussion, summarize the problems and solutions. Prepare a list of additional activities and games for dating couples. Interviewing and discussing to include. Make the list available to students.

SUGGESTED COURSE GOAL

The student will be able to describe the nature of adult roles and living patterns.

LEARNING EXPERIENCES

RESOURCES

Hold a class round/robin to brainstorm the various kinds of adult roles (e.g., cook, worker, shopper, parent, money manager, spouse) and living patterns (e.g., single, married, roommate, nuclear/extended family, children/no children). In small groups select one role or one living pattern to investigate. Attempt to identify the history of the role or pattern, its characteristics and the problems associated with it. Report findings to class, using previewed films or filmstrips to illustrate findings, if desired. Follow by writing a confidential paper describing which of the roles and living patterns will be most consistent with your future anticipated lifestyle and why you think so.

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338

Invite a panel of single people and married couples to discuss their lifestyles, including the satisfactions and frustrations associated with them. Compare responses in a class discussion. Then divide into two groups to assemble word or picture a lifestyle.

139

Investigate the characteristics of couples, and contacting gr

Reisterstown Road, Baltimore, Md. 21106. This is a public housing project. Investigate the conditions related to nonparental living, e.g., health problems, health care, financial concerns, health problems/genetic problems, etc. Discuss on.

Using dictionaries and other available resources, identify the difference between the terms "interdependent" and "interdependent." Relate the terms to adult living patterns in a class discussion.

Working in groups, identify types of responsibilities associated with living on one's own (e.g., money management, food preparation, household tasks, clothing care.) Share generated ideas. Then form a group, one for each responsibility. Investigate the nature of each responsibility and attempt to discover ways of meeting it. Share findings in a large group discussion and summarize the factors necessary for successful independent living under the headings of physical, social, emotional and financial.

3.

3.

34

31

34

Complete the sentence, "I will know I am grown up when I..." Share responses in a group discussion. List the various criteria (e.g., legal, economic, social, physical) used to identify passage into adulthood. Investigate criteria used in other cultures to determine adult status. Summarize by writing an essay to define the criteria you would like to have used to determine adulthood.

Hold a class brainstorming session to identify all the items that would be absolutely essential in order to live on your own (e.g., household items) and investigate the cost of such items. Then investigate the cost of renting a place to live and meeting other monthly expenses. After calculating the total cost of living on your own, brainstorm ways to meet the costs. Compare the romantic notion of "living on your own" with the financial realities of the situation.

Ask representatives of a bank or financial institution to come to class and discuss ways that young adults can enter and remain in the financial world. Ask these representatives to recommend ways to avoid making the mistakes that many young people make and to develop and maintain a sound financial base.

Interview a couple who have recently moved out on their own. Ask them how they managed to do it. Interview a couple who have recently moved out on their own. Ask them how they managed to do it. Interview a couple who have recently moved out on their own. Ask them how they managed to do it.

Example:

	Always 3	Sometimes 2	Never 1
1. Do you make your own bed?	_____	_____	_____
2. Do you change the linen on your bed?	_____	_____	_____
3. Do you wash your own clothing?	_____	_____	_____
4. Do you iron your own clothing?	_____	_____	_____
5. Do you select and buy your own clothing?	_____	_____	_____
6. Do you earn your own money?	_____	_____	_____
7. Do you provide necessities for your family?	_____	_____	_____
8. Do you make your own appointments?	_____	_____	_____
9. Do you pay for your own education?	_____	_____	_____
10. Do you do the house shopping?	_____	_____	_____
11. Do you get yourself up in the morning?	_____	_____	_____
12. Do you clean your own room?	_____	_____	_____
13. Do you do other housework?	_____	_____	_____
14. Do you live on your own?	_____	_____	_____
15. Do you have a driver's license?	_____	_____	_____
16. Do you have your own car?	_____	_____	_____
17. Do you ever go to a movie alone?	_____	_____	_____
18. Are you providing for another person?	_____	_____	_____
19. Do you have a job?	_____	_____	_____
20. Have you made your own decisions?	_____	_____	_____

Total points _____
 necessary for successful independent living

SUGGESTED COURSE GOAL

The student will be able to summarize factors which influence selection of a marriage partner.

LEARNING EXPERIENCES**RESOURCES**

Finish the following incomplete sentences by listing ten qualities for each sentence: I'd like my best friend to be...; I'd like my girl/boy friend to be...; I'd like my mate to be...; Share lists and note the similarities and differences. Follow by discussing how qualities which seem desirable may sometimes differ for friends and for mates.

View *Are You the One?* List the factors presented in the film as being important to consider in selecting a marriage partner. Analyze the list by discussing whether you agree or disagree with the importance of each factor. Follow by completing the attitude questionnaire, "What Am I Really Looking for in a Close Relationship?" to identify qualities that would be of importance to you in selecting a marriage partner.

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Choose a factor that may influence selecting a marriage partner: education, political views, religious beliefs, social or ethnic origin, physical appearance, relation to marital expectations, etc. Discuss findings in class by comparing how each factor affects a marriage and by generalizing about the importance of considering it before marriage.

Prepare for a "Home Safe" activity by first asking each student to write down and anonymously to compare the sentence: "I would be home safe when I am with..." by age, sex, and ethnicity. Arrange the cards in a stack and then proceed as follows: Each student draws a card in turn and reads it aloud to the class. After reading vote as a class whether the card illustrates a desirable quality for a mate. Continue until all cards have been read. Discuss reasons for responses discussed.

Look up the word "expectation" in one of the dictionaries. List several of your own expectations of a mate for example: financial, social, emotional, mental, parental, religious. Divide into groups and compare expectations. Follow by discussing these questions as a class. Why do expectations for husbands and wives sometimes differ? Should they? Why is it important to compare expectations before committing oneself to marriage?

Divide class into two groups by sex. Each group lists ten characteristics of an ideal mate. Then work as groups to reach consensus on the ten characteristics of an ideal mate (what girls want in a husband, what boys want in a wife) and put them on a poster or blackboard. As a class group compare and contrast the lists. Summarize by discussing differences in expectations and implications for the marriage relationship.

Working in two groups discuss the concept of "similarities attract" and "opposites attract." Afterward select two or three students from each group to represent the two sides in a debate of the issue. In a follow-up discussion consider the concept of personal needs (e.g., lifestyle, number of children, education) and complementary needs (e.g., dominant/submissive, rational/emotional) as factors to consider in selecting a marriage partner.

Take a few minutes to study the following list of factors which are considered to be important in determining compatibility in marriage. Discuss the importance of each factor in your own life. health, career goals, role expectations, social status, etc. Move your chair to the sign which you feel would be most important in selecting a marriage partner. With other signs have seated themselves under the same sign prepare a persuasive argument defending your choice. Share argument in a class discussion. (You may then change position and defend a different sign if you wish.)

Interview someone who is married and ask them to share with you their own expectations for marriage and how these expectations have changed over the years regarding marriage.

LEARNING EXPERIENCES

RESOURCES

Locate and read articles that discuss the differences between love and infatuation. Use what you learned to develop a two-column list of the characteristics of love and infatuation on the blackboard, a poster or for overhead projector. Compare the items in each column and discuss the similarities and differences discovered.

After identifying feelings commonly confused with love (e.g., physical attraction, pity, possessiveness, desire to hurt or be hurt, sharing unhappiness, desire to help, achieving status), select one and write a short story (real or hypothetical) about a romance that has been colored by the feeling. Share stories. Afterward, discuss ways in which an analysis of one's feelings can be used to determine a person's readiness for marriage.

Using feelings commonly confused with love, develop a "Love Inventory" which could be used to determine whether a person has reached the stage of love. Share the "Inventory" which could be used to determine whether a person has reached the stage of love.

Hold a large-group brainstorming session to develop a list of qualities and characteristics necessary for enduring partnerships (e.g., social skills, emotional maturity, self-concept, self-esteem, reality self concept, well-developed philosophy of life, realistic evaluation of family, financial, occupational and financial readiness, ability to negotiate, etc.). Then, working in small groups, select one or more qualities and identify problems that might result if they did not exist when a person entered into an enduring partnership. Share ideas in a class discussion. Use what you learned to develop a checklist for evaluating a person's readiness to enter into an enduring partnership.

Imagine that your job is to interview all couples who decide to marry and to develop methods to permit the marriages. Determine how you would go about this and what your criteria could be. Write a short paper describing your ideas and share in a class discussion.

Brainstorm and list the possible decisions couples must make before they decide they are ready to marry. Determine which of these are conscious decisions and which are subconscious. Compare your opinions and identify ways more of the decisions could be made on a conscious level.

Using what you learned about determining readiness for marriage, hold a class debate on whether the decision to marry and whom to marry can be a rational decision. Be sure to include irrational aspects there may be in these decisions. Summarize by identifying main points made on each side of the issues.

Invite a member of the class to develop and present a checklist or questionnaire which he or she uses to help couples determine whether they are ready for marriage. Discuss ways students in class can use these techniques to evaluate themselves and determine their readiness for marriage.

Invite a family member or friend to help you develop a checklist or questionnaire which he or she uses to help couples determine whether they are ready for marriage. Discuss ways students in class can use these techniques to evaluate themselves and determine their readiness for marriage. Summarize by constructing a bulletin board illustrating what you learned.

SUGGESTED COURSE GOAL *The student will be able to summarize the laws and customs associated with marriage.*

SUGGESTED COURSE GOAL *The student will be able to summarize the laws and customs associated with marriage.*

LEARNING EXPERIENCES

RESOURCES

Read a section about engagement in a textbook of your choice. Hold a class discussion to summarize the nature and purpose of engagement as presented in the texts and to explore class reactions to the statements.

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Search through current magazines and newspapers to locate articles that describe danger signals which sometimes appear during the engagement period. Share articles. Summarize by discussing these questions: What might be the appropriate action(s) for each danger signal? Why is it important to recognize potential problems during the engagement period?

Using classroom and library resources and interviews, if necessary, work in groups to investigate laws related to marriage in Oregon.

(e.g., parental consent, age, sex, race, ethnicity, etc.)

Share charts in a class discussion.

Working in small groups, read and discuss the following passage.

(e.g., monogamy, polygamy, male selection, etc.) and the students learned to other class members. The field class members then presented their findings.

Invite persons with disabilities to attend meetings **Do not** use the word "disabled"

Summarize main points presented comparing similarities and differences between the laws and customs characteristic of your own culture or religion.

Using what you learned about marriage, love and belonging to group, and equality, how can law relate marriage. Share facts supporting your recommendations. Investigate the political process that would be necessary to make the various proposals actual laws.

Working in small groups identify the different types of phenomena that are associated with marriage engagement (e.g., dowry, engagement ring, throwing something old, borrowed, blue, red, white gown, etc.). Share your findings in class presentation.

Ask a member of the clergy to pray for you and your partner before the marriage. Clergy members can also help you with questions about church policies about interfaith marriages, writing your own marriage vows or other special elements. Summarize main points covered in a follow-up discussion.

Using various regression models, we find that the following factors are significant in explaining the decisions whether to be employed by a firm or to be self-employed: age, gender, education, experience, marital status, children, and culture. In addition, we find that the decision to be self-employed is more likely to be made by those who are older, female, have a high level of education, have more experience, are married, have children, and are from a country with a high level of individualism.

[illegible]

LEARNING EXPERIENCES

RESOURCES

View *Marriage; Getting Married*; or *Married Lives Today*; *Marriage from Romance Magazine to Reality*; *What Is Marriage?*; or *What About Marriage?* Summarize the types of commitments and adjustments involved in making a marriage work. Discuss in relation to actual marriages which have succeeded or failed.

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Read "Learning to Love." Afterward hold a class discussion to summarize what the author had to say about the types and stages of love. Include in the discussion the author's ideas about the relationship between love and marriage. Relate these ideas to the first or last paragraph of the story.

Read one or more sections of the section(s) that you selected for discussion.

On one side of an index card, list the factors that you think are most important in determining marriage compatibility (e.g., personality, social background, etc.). On the reverse side, write some aspects of the relationship that you think are most important. (You may wish to spend much time away from home.) List the factors that you think are most important in determining marriage compatibility first and then the "success" factors that you think are most important in determining marriage compatibility.

Invite a panel consisting of two or three students to present their views on the factors involved in making a marriage work (and possibly one student to present a question or two). If you are involved in making a marriage work, after and before a response to the question(s) of the day. Summarize the main points presented.

Write a brief account of the factors that you think are most important in determining marriage compatibility. Share with the class. Write in depth to develop the factors that you think are most important in determining marriage compatibility (e.g., personality, social background, etc.). Use what you learned to develop one or more generalizations about the factors involved in making a marriage work.

Write a short essay entitled "The Factors Involved in Making a Marriage Work" answering the following questions.

- Is marriage intended to last?
- How do personal beliefs affect marriage?
- How does the nature of love affect marriage?

Then invite two happy couples to present their views on the factors involved in making a marriage work. Use the questions to guide the discussion. Afterward, invite a student to present a question or two. Summarize the main points presented, and state your reasons for making a marriage work.

Read a selection about "fighting" (e.g., humor, reading, etc.). Discuss the positive and negative use of these techniques. Summarize the main points presented, and state your reasons for making a marriage work.

Then invite two happy couples to present their views on the factors involved in making a marriage work. Use the questions to guide the discussion. Afterward, invite a student to present a question or two. Summarize the main points presented, and state your reasons for making a marriage work.

Locate and read articles or textbook sections dealing with factors that affect parenthood choices (e.g., goals, lifestyle, health, economic resources). Follow by inviting a panel of parents or married couples who have made different decisions about parenthood to share their feelings about, and reasons for, their choices. Summarize your findings by relating them to the concept of marital success in a follow-up class discussion.

SUGGESTED COURSE GOAL *The student will be able to suggest ways of determining readiness for parenthood.*

SUGGESTED COURSE GOAL *The student will be able to suggest ways of determining readiness for parenthood.*

LEARNING EXPERIENCES

RESOURCES

View one or more filmstrips dealing with the nature of parenthood. Use what you learned to develop lists of responsibilities a parent or parents must be prepared to assume. Follow by developing one or more generalizations about factors which must be considered in determining one's readiness to be a parent.

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Hold a brainstorming session to identify all types of possible reasons for having children (e.g., can give a child love and needed care, grandparents want grandchildren, can afford a child, need to be needed, child may improve marriage). Work in groups to identify positive and negative factors associated with each of the reasons. Share ideas in a class discussion relating them to ways of determining readiness for parenthood.

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Assume that it is a...
resources. Assume that...
groups and develop...
parents if you were en...
the ten characteristics...
relating them to findi...

Invite grade school children to write letters to their parents to have them work in the project. Use the information to develop a checklist for the project.

Compare with national statistics. Examine age and economic implications of school age program; concept of age as a factor in determining reading level.

Invite a panel of parents/guardians to discuss the following questions with the class:
 • Having (or adopting) an unusual or extraordinary trait or characteristic
 • Considering financial ability as a factor in deciding to have a child

Invite a married couple who have had children to discuss their feelings about their decision. Have them list advantages/disadvantages of having children soon after marrying versus waiting. Consider the effect of an unplanned pregnancy on a couple who would have preferred to wait longer before becoming parents. Humanize by writing discussing your preferences about when to have children.

Determine the input error. A total of 14 had no input error, 14 had perfect them.

“training” people on the part of the child has always been a hypothesis. The hypothesis is that the more parent training opportunities children experience, the more they will learn to be parents and suggest more parent training opportunities to their children.

On a couple who planned to rely on the worker to discuss ways of coping with fertility problems

SUGGESTED COURSE GOAL

The student will be able to describe changes which occur in adult roles as a result of parenthood.

LEARNING EXPERIENCES**RESOURCES**

Working in groups, brainstorm changes that take place in the lives of persons when they become parents. Focus on immediate changes as well as on those that occur later (e.g., 5 years, 20 years). Interview persons who have just become parents and persons who have been parents for different lengths of time. Share findings. Use results to prepare a bulletin board timeline illustrating changes which take place in adult roles as a result of parenthood.

Pretend that you are "Shep," Margaux and Jeff Stone's German Shepherd dog. You have been in the family one year and Margaux and Jeff have just brought their first child, Jason, home from the hospital. Write a letter to Jason during the first year of his life.

Invite several pairs of students to act out their roles as a parent and child. Considered to be a role play.

Discuss the quote "Birth is a crisis." Identify the implications of this statement.

It is often said that women are more likely than men to become parents. List possible reasons (e.g., physical, social, cultural). Summarize by suggesting ways men can be influenced by this assumption and encouraged to become parents.

Explore the concept of the "empty nest" syndrome. Discuss the adjustment to the idea that their children are adults. Interview a parent who has experienced this situation. Discuss how they are coping with the situation. Summarize by explaining how you as a parent can help your child when you leave home.

Investigate the special role of the father in the family. Invite a parent of an exceptional child to teach a class on the role of the father. Discuss the ways in which the role differs from that assumed by a parent of other children. Follow by explaining community resources available to support these families.

Investigate the role of the single parent. Interview a single parent and discuss their unique responsibilities. Ask a parent of a single parent to share their experience with the class. Summarize by discussing male parent presence in the states and by parents.

Investigate the role of the grandparent. Interview a grandparent and discuss their role. Ask a grandparent to share their experience with the class. Summarize by discussing the purpose of the grandparent role and the concepts presented.

and use to create a bulletin board for classroom display.

Explore the idea of children as America's most valuable resource by writing a short essay on the subject. Focus attention on why children can be viewed as a resource and what adults can do to ensure that the resource is of high quality. Share essays in a class discussion and develop one or more generalizations about the importance of positive adult relationships for children.

Working alone, identify the three adults (besides your parents) who have most influenced your life to date. In a short paper, explain the influence they have had and describe why they were important to you. Share papers if you wish. Follow by discussing ways adults other than parents influence the development of children.

Arrange to watch one or more television programs. While watching, record all the things you see adults doing. Share observations in class by describing what you would have learned had you been a child observing these behaviors. Summarize by discussing the role modeling plays in influencing a child's development.

Arrange to interview several adult volunteers in your community who had positive and negative relationships with their parents when they were children. Ask about specific experiences that fell into the positive and negative categories and why they felt these were so. Share findings in class. Follow by suggesting ways the negative experiences could have been avoided or made more positive.

Arrange to visit a nursery school or grade school class. While there, observe the adult-child interactions which occur, noting those which appear to be positive. Share observations and summarize by developing a composite list of ways adults can establish positive relationships with young children.

Invite family counselors or social workers to discuss problems they have seen children encounter as a result of a lack of positive relationships with adults. Summarize main points presented. Follow by using what you learned to develop a related bulletin board for classroom display.

It has been said that children have a "right" to experience positive relationships with adults. Hold a class brainstorming session to identify some of these "rights" (e.g., positive role models, effective guidance). Suggest strategies different kinds of adults (e.g., parents, grandparents, family friends) can use to provide these positive associations. Summarize by preparing a class "Bill of Rights for Children."

Examine the concepts and principles of Parent Effectiveness Training. Summarize what you learned in a poster or bulletin board display. Discuss how these concepts can also help you in your own relationship with your parents.

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investigate further (e.g., housing, home care, relationships with other family members, activities, special needs). Prepare and present an informative summary of your findings, using visuals if practical.

Invite both single and married retired persons to discuss their living costs (e.g., housing and utilities, food, health care, recreation, transportation, taxes, legal fees, insurance). Then invite a Social Security representative to discuss benefits provided upon retirement. Compare Social Security benefits provided with actual living costs. Summarize by suggesting ways individuals could plan for meeting the differences, if any.

Using available resources, determine the average income of persons over 65 in the U.S. Further investigate the financial situation of older people in the country by determining what percentage receive Social Security, welfare payments, food stamps, or live below the poverty level. Share findings. Follow by devising strategies individuals can take to ensure financial security during the later years of life.

Invite several active senior citizens to discuss what they do with their free time. Ask about hobbies and activities that have carried over from earlier years. Summarize by developing a list of activities or interests one can pursue to help ensure that the later years of life are satisfying ones.

Look through your telephone book or community services directory to identify organizations and agencies designed to serve senior citizens. Develop a summary list. Select one or more to visit and arrange to talk with individuals being served. Find out about specific services provided and the usefulness of each. Summarize findings in a class discussion related to the value to senior citizens of knowing about and taking advantage of available community services.

Interpret the meaning of the quote "If you have good health, you have everything." Discuss why good health is so important in the later years of life. Investigate ways to optimize your chances for lifelong good health and share findings in class.

Interview your parents to discover what expectations they have for themselves after all children have left home. Discuss the positive and negative attitudes discovered. Use what you learned to suggest strategies for developing a positive attitude toward life in later years.

If there is an active "seniors only" retirement village near, take a field trip to observe the activities and lifestyle of the residents. In a follow-up class discussion, examine the advantages and disadvantages of homogeneous living arrangements.

View *Leo Beuerman*. Identify events in his early life that influenced the character of his later years. Use what you learned to suggest strategies these handicapped persons can take to ensure that the later years of life are satisfying ones.

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Ask a guest speaker from the field of gerontology to discuss the myths and fallacies, both physical and psychological, surrounding aging. Examine your own feelings about growing old. Write a short paper describing what you can begin to do now to ensure that your later years of life are satisfying ones.

SUGGESTED PROGRAM GOAL

The student will be able to use knowledge of human growth and development to provide effective care and guidance for children in the family setting.

- 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.

view human heredity. Define terms related to heredity such as chromosomes, genes, dominant and recessive traits. Differentiate between the prenatal development of fraternal and identical twins. Conclude by reacting to myths about heredity (e.g., Blondes have more fun; His grandfather was a horse thief, . . . no wonder he's no good; Red heads have short tempers).

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Collect pictures of your relatives or famous people and bring to class. Scramble the pictures and post them on a bulletin board titled "Who's Who?" Then try to match the pictures with the classmate or celebrity to whom they belong, comparing individual characteristics of the persons as you do. Afterward, develop a list of physical traits often determined by heredity. Follow by discussing the effect of dominant and recessive inheritance factors in determining personal characteristics.

Investigate common dominant and recessive genes (e.g., eye color, dominant hand use). Explain what is meant by the terms and how they work in human reproduction. Survey your class or school to discover the incidence of one or more inherited traits (e.g., left or right handed, blue or brown eyes, able to curl tongue or not). Share the results with those who participated.

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In small groups, define the term "puberty." As a class, share definitions. Follow by discussing various aspects of male and female physiological maturity, including differences between male and female physiology and physical growth and development.

View one or more films or filmstrips about the process of human reproduction. Summarize main points presented. Submit any questions you may have, anonymously, if you wish. Invite a doctor, the school nurse or a representative of your county health clinic to answer them.

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In your own words, explain how the sex of a baby is determined. Write an essay or, as a class, prepare a debate on the topic: "If it were possible to choose the sex of a baby it should (or should not) be permitted by law."

Invite a representative of the medical profession to discuss genetic or hereditary counseling and its availability in your community. If you wish, investigate your family medical history to identify any factors you may want to consider before having children. Summarize findings in a confidential written report.

Interview an attorney or physician, or consult printed materials, to determine why most states prohibit marriages of first cousins. Find out about the genetic, social and legal implications of such laws. Share findings via written or oral reports.

Pretend you have been assigned to explain to a group of preschoolers "where babies come from." In groups, decide what information needs to be covered, what terms or words you might use, and ways to answer questions from the children. As a class, discuss the age at which knowledge of reproduction is needed and whose responsibility it is to provide the information (e.g., family, church or school). End by discussing the implications of not providing children with information about reproduction.

During the time spent on reproduction, heredity and related issues, establish a "question box." Contribute questions you may have which have not been covered in class or which you were reluctant to ask during a class period. Spend a small amount of time at the beginning of each class session discussing these anonymous questions.

Use classroom or library resources to develop a list of signs of pregnancy. Follow by discussing the nature of tests given to confirm pregnancy and the importance of early diagnosis to the health of both mother and newborn.

View one or more films or filmstrips dealing with pregnancy and prenatal care. Follow by summarizing main points covered and identifying those aspects of prenatal care which are important to the health of both a mother and her newborn child.

Invite an obstetrician or a public health nurse to discuss the importance of prenatal care and some of the consequences of lack of care. Then, working in groups, identify one element of prenatal care to investigate further (e.g., nutrition, rest/exercise, clothing, selection of a physician). Share findings in a class symposium by formulating and answering questions related to each topic.

Invite a nutritionist to discuss nutritional needs during pregnancy, including the effects of nutrition on a growing baby and the special nutritional needs of pregnant teenagers. Work in groups to develop menus that will meet the needs of pregnant women. Share menus by explaining why foods chosen differed from those which might be chosen for the nonpregnant.

Read "Letters from Your Unborn Baby." Discuss the importance of nutrition during pregnancy and other factors cited that affect the health of both mother and newborn. Follow by locating current magazine or newspaper articles dealing with prenatal care. Share in class and relate to previous learnings.

Investigate the changes in attitude toward weight gain during pregnancy by interviewing a physician or consulting printed materials. Identify recommended weight gain for each trimester of pregnancy and determine whether there is a relationship between weight gain and the health of the mother and infant. Share findings in a written or oral report.

Working in four groups, study the effects of tobacco, alcohol, venereal disease and drugs on the health of the mother, the unborn and the newborn infant. Determine what precautions are necessary during pregnancy to insure the optimum health of both mother and baby. Share findings in a class symposium.

Identify situations (danger signals) under which a pregnant woman should notify her physician (e.g., vaginal bleeding, fever over 100°, ruptured membranes). Use resources to determine reasons for notifying a physician under such circumstances. Share findings in a class discussion.

Identify complications which may arise during pregnancy (e.g., ectopic pregnancy, placenta previa, toxemia, toxoplasmosis). Divide into groups to investigate causes, prevention, and effects on mother and baby. Share in a round-robin fashion with other class members.

Working in groups, determine what provisions are made in your community for providing low- or no-cost prenatal care. Find out what services are available, when and where, how much they cost, and who may use them. Devise a plan to publicize the prenatal services and to describe their importance for pregnant women (e.g., posters, fliers, speakers). Implement one or more of your plans in groups or as a class project.

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View one or two films or filmstrips describing the stages of prenatal development. Work in groups to develop charts or diagrams illustrating the process. Display the charts for reference during this unit.

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View one or more films or filmstrips about the process of childbirth. Invite a physician, nurse or midwife to discuss techniques used and services offered by a hospital during childbirth. Ask him or her to answer any questions raised by the films/filmstrips and summarize what you learned. Follow up by taking a field trip to a local hospital maternity ward to view the facilities discussed.

Find out how the expected birth date for babies is calculated and work through several examples. Summarize by discussing the reliability of this calculation and what actually determines when birth will occur.

Divide into three groups to investigate the three stages of labor. Prepare illustrations or diagrams showing the process. In the order they occur, explain to other class members what happens during each stage.

Invite representatives from various birth preparation organizations (i.e., Childbirth Education Association) to discuss their philosophies regarding preparation for childbirth and methods of delivery. Compare viewpoints in a class discussion.

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Hold a brainstorming session to identify superstitions associated with pregnancy and childbirth. Arrange to interview persons who have either experienced pregnancy or have had professional training related to it to learn more about the superstitions. Share findings in a class discussion and reevaluate the superstitions in light of new knowledge gained.

Invite a panel of new mothers to discuss their pregnancy and childbirth experiences (e.g., normal delivery, caesarean section). If possible, include new fathers who have participated in childbirth. Summarize similarities and differences and identify reasons for them.

Investigate the history of, reasons for and procedures used in a caesarean section delivery. Discover why the incidence of caesarean births has increased. Share information in a class discussion. Invite a caesarean mother and, if possible, a physician, to explain the procedure and answer questions.

Interview your own mother, grandmother or aunt about her experiences during pregnancy and childbirth. Analyze the interview(s) to determine attitudes toward the experience. Share the experiences and perceived attitudes with class members. End by brainstorming ways to develop a positive attitude toward pregnancy and childbirth.

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Investigate the causes and rates of maternal and neonatal mortality throughout the world. Discuss your findings and suggest strategies that could be used to reduce the rates.

Invite a panel of women at different stages of pregnancy to discuss the physical and emotional changes they have experienced so far. Summarize similarities and differences in terms of stage of pregnancy and other factors that may have been responsible (e.g., age, lifestyle) in a follow-up class discussion.

252

View films and locate stories or articles about life adjustments in the home after the birth of a child. In small groups, identify possible frustrations that might develop on the part of mother, father and other children in the family. Suggest possible solutions to these problems in a large group discussion.

Invite a nurse or physician to discuss the normal physical changes which occur in women following childbirth and when they occur. Find out approximately how long it takes before a woman is fully recovered from childbirth and what factors may contribute to the recovery. You may also wish to ask about post-delivery complications that can occur and the need for a postpartum examination to discover them. Summarize main ideas presented in a follow-up class discussion.

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Work in groups to investigate pre- and postnatal adjustment, including the father's role associated with it. Develop a summary report describing the nature of the adjustments that must be made during and after pregnancy by both father and mother. Share summaries in a class discussion.

Invite a panel of new parents to discuss questions related to the postnatal period. These might include:

- How does a mother feel mentally and physically after childbirth?
- How do a baby's demands affect the mother? the father? other family members?
- In what ways can a baby adjust to the family schedule?
- What care should be taken of a new mother?
- What physical and mental adjustments must a mother make after childbirth?
- What management techniques can help meet the time and energy demands of a newborn child?

Keep a record of responses to questions and summarize main points made.

Working in groups, identify reasons some men may feel rejected during the course of pregnancy and childbirth. Share ideas in a class discussion and identify implications these feelings might have for a couple. Summarize by suggesting ways the identified feelings might be avoided or alleviated.

It is often said that the addition of children can change a couple's lifestyle. Interview couples to discover their reactions to this statement and discuss your findings in class. Invite a couple who agreed and one who disagreed with the statement to discuss their reasoning with the class. Write a brief essay describing whether children will or won't change your lifestyle and why.

Divide into groups to investigate the cost of having a baby. Include the cost of prenatal care, delivery, furnishings for the baby, maternity clothes for the mother and any others you may discover. Also calculate any lost income on the part of either or both parents. Compare this with the cost of raising the child during the first year. Report your findings and discuss the implications of the financial adjustments a couple makes in order to have children.

Invite a representative of a parenting or parenthood education group to explain services available in your community for expectant or new parents. Discuss the importance of preparing not just for the birth of a baby but also for raising the child. Summarize insights gained in a follow-up class discussion.

Using interviews or printed materials, examine the problems a young couple may face if they do not have family members nearby to help during pregnancy and following childbirth. Share findings and develop a summary list of possible complications. Follow by brainstorming ways your community could help alleviate these problems.

View one or more films or filmstrips describing the nature and causes of hereditary and environmental irregularities associated with pregnancy and childbirth. Summarize main points presented. Follow up by selecting one irregularity to investigate further. Share findings by conducting two symposiums organized around the hereditary irregularities and the environmental.

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Invite a representative from the March of Dimes to discuss preventable birth defects. Focus questions on the types of defects which can be controlled and methods for controlling them. Use what you learned to create a collage or bulletin board titled "Birth Defects Can Be Prevented."

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Invite a maternity ward nurse or a physician to discuss physical complications which may occur during pregnancy and childbirth (e.g., breech birth, premature delivery, need for cesarean section). Ask either one to identify both the causes and procedures used to deal with them. Summarize main points presented.

Working in groups, investigate high-risk categories of pregnant women (e.g., over 30, teenage, diabetes, Rh factor, heart disease, obese). Determine why each group is considered to be high risk and identify measures that can be taken to minimize the risks to both mother and newborn. Share findings in a class discussion.

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Working alone or in groups, study sex-linked characteristics (e.g., hemophilia, muscular dystrophy, color blindness) which tend to be hereditary. Develop picture or word diagrams to explain how some children may carry and pass on the characteristic, some may be affected by it, and others may neither carry nor be afflicted by it. Share findings by explaining diagrams in a class discussion.

Use interviews or printed material to discover what the process of amniocentesis is and how it may be used during pregnancy to detect special situations. Determine where in your area the process is available and for whom. Follow by inviting a woman who has had the procedure performed to tell about her experience and answer related questions which may have arisen.

Ask a pediatrician or other physician to discuss the physical examination given to newborns, including procedures used, tests given and other safeguards taken. Find out about the value of well-baby checkups and the necessity of immunizations during the first year. Summarize in a follow-up class discussion.

Survey your community to discover community groups and resources which provide education and other services to families with members who have birth defects, hereditary diseases, handicaps or other special needs (e.g., March of Dimes, MD). Make a catalog of such services in your area. Follow by planning and helping to coordinate a community fair for all of the agencies to distribute information about community resources.

Take a field trip to a school, training facility or other organization which trains the mentally retarded. Observe the facility, the staff and volunteers, and the students, clients or patients. Find out about the purpose of the facility (e.g., custodial care, education), the source of funding, how long students stay, requirements for staff and volunteers, kind of program offered and any other pertinent data. Upon your return, write an analysis and evaluation of the facility, recommending improvements needed, if any.

Ask a hospital representative to describe the facilities available in your area for newborns who may need immediate specialized neonatal care. If special facilities are some distance away, find out what emergency transportation is available and what cooperative efforts make it possible. If possible, follow by taking a field trip to view the facilities firsthand.

General Introductory

Select a lemon (or other fruit or vegetable) from a bag as it is passed around the room. Study your lemon carefully, noting its unique characteristics. Then scramble all the lemons in the bag and see if you can find the one you originally had. Use the exercise to discuss how early hereditary and environmental influences may have affected the growth and development of the lemons. Follow up by constructing a display that compares influences on the growth and development of a lemon with the influences on human growth and development. In a discussion about influences on human growth and development, consider such topics as prenatal environment, family stage in the life cycle, family stability, family authority pattern, place among siblings, culture, babysitters and peer group.

Study the concept of self-actualization by viewing films, reading books or articles and interviewing counselors and psychologists. In a class discussion, identify famous persons who have overcome limiting early influences (e.g., Teddy Roosevelt, Helen Keller, Stevie Wonder, Ray Charles). Follow by generalizing about ways individuals can alter the effects of heredity and environment.

Use available classroom and library resources to construct a list of the principles of human development (e.g., occurs through maturation and learning, proceeds at different rates for different individuals, is continuous but uneven, proceeds in an orderly manner from the general to the specific). Note the kinds of abilities that might be related to each principle and use these to identify the major categories of human development (e.g., physical, motor, social, emotional, intellectual, moral/character). Explore the categories in turn by completing one or more activities related to each. Suggestions follow.

Physical

Study the process of physical development in young children using films, filmstrips and printed materials. Comparing information gathered with your classmates, discuss these aspects of physical development: factors that influence individual differences in growth, influence of child acceptance of physical maturation on other aspects of human development.

Construct a bulletin board of silhouettes that illustrate changes in body shape and proportion from infancy to adulthood. Observe infants and young children, noting differences in their physical growth. Develop one or more generalizations about physical developmental patterns based on your observations and study.

Motor

View *Physical Growth and Motor Development*. Observe children at play, noting their physical activities. Use information gathered from your observations and the filmstrip to summarize the general patterns of motor development according to primary coordination, secondary coordination and integrated movement.

Hold a class round-robin discussion to recall times when you learned to ride a tricycle and a bicycle, tie your shoes, write your name, climb a rope. Afterward, determine the kinds of motor development required to carry out each of these activities. Follow by constructing a list of factors that influence motor development.

Invite a pediatrician or pediatric nurse to discuss the physical abilities of the newborn. Identify the reflex reactions common in infants and discuss their importance in development.

Social

View films and filmstrips or read pamphlets or textbook sections dealing with social development. Use what you learned to develop definitions of socialization and summary charts illustrating the process of social development.

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Identify conditions that may influence social development (e.g., peer-group acceptance/nonacceptance, family support/nonsupport, self-concept, opportunities to interact with others, role preferences in group situations). Then, working in small groups, use what you learned to identify environmental conditions that might encourage optimum social growth. Share ideas in a group discussion.

Interview children of different ages to identify gifts they would choose for various people (e.g., mother, grandmother, older brother, friend, father, sister). Share findings and categorize by age. Use what you learned to formulate generalizations about the development of children's understanding of the needs of individuals around them.

Emotional

View filmstrips or read articles, pamphlets or textbook sections dealing with emotional development. Follow by observing children at play, noting their various emotional actions and reactions. Use what you learned to summarize the nature of human emotional development.

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Locate cartoons and pictures that illustrate the expression of emotion by children of all ages. Develop generalizations about the nature of emotional development in a follow-up class discussion. Questions you may wish to consider include:

What are some different ways of expressing emotion (physical tension, action, verbalization, interaction)?

How might different people react to the same situation (laugh, cry, leave)?

What are some reasons that may account for differences in emotional reaction (home environment, physical condition, self-concept, cultural background)?

Hold a class round robin to recall times when you felt strong emotions such as joy, humiliation, grief and fear. Identify ways you attempted to cope with these emotions. In small groups, determine ways childhood and adult emotions differ (e.g., length and intensity of emotional reaction, changeability of emotion, suitability of emotion). Share ideas in a group discussion.

View *The Development of Feelings in Children*. Select one emotion and investigate how the feeling develops in and is expressed by children of different ages. Share findings in a class discussion.

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Intellectual

Use available resources to investigate intellectual development, including sensory, cognitive and language abilities. Work in groups to complete outlines of the basic principles of growth in each of these areas. Share outlines in a class discussion.

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Study Jean Piaget's theory of intellectual development by attempting to answer the following questions about it:

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How does Piaget describe human nature?

How does intellectual development occur?

How do internal forces (maturation) and external forces (environment) affect intellectual development?

What are the basic principles of Piaget's theory?

Share findings and summarize by discussing ways Piaget's theory may assist in understanding the process of intellectual development.

Ask children of various ages to draw pictures that illustrate their answers to questions about their environment (e.g., Why does it rain? What are stars made of? What lives in the sea? What is home? Where does fog come from? What is a cloud?). Compare drawings of the age groups, discussing differences and

thinking.

Hold a class brainstorming session to identify environments conducive to intellectual development. Suggest rationales for creating an atmosphere that encourages children to create and discover. Then visit a child-care center in your community that encourages intellectual development. Identify specific techniques used. Summarize findings by discussing how each technique observed encouraged one or more forms of intellectual development (e.g., sensory, cognitive, language).

Observe children engaged in conversation or otherwise displaying language abilities. Record examples of specific word and sentence use at different ages. Use what you learned to develop a chart illustrating the progression of language usage in children.

Moral/Character

Divide into groups representing ages 6, 10, 14 and 18 years. Try to think as though you were actually that many years old and complete the following sentences: "I wasn't stealing, I just . . ."; "I can't borrow your homework to copy because . . ." Compare answers. Follow by discussing possible ways conscience develops and reasons for differences in ideas of right and wrong among various age groups and individuals.

Use available filmstrips and printed resources to investigate Piaget's stages of moral development (nonrecognition of rules, recognition of the conventional and arbitrary character of rules, manipulation and recognition of changeability of rules) and Havighurst's stages of character development (amoral, expedient, conforming, conscientious, irrational, rationally altruistic--*Developmental Tasks and Education*, 3rd Edition, New York: David McKay Co, Inc, 1972). Afterward, work in groups to develop bulletin boards illustrating each. Review in a class discussion by pointing out ways an understanding of these processes can be used in working with children.

Observe children in a nursery school, recording incidents that may affect a child's character development. Share observations in a class discussion. Consider the influence parents exert in the character development of their children by identifying and evaluating incidents that have occurred in your home or in the home of a young child you know.

General Summary

Write a short paper describing a child you know in terms of his or her physical, social, emotional and intellectual growth. Organize the information about the child according to appropriate ages and stages of development.

In groups of two or three, and using a case study, determine whether the child described is developing at a normal rate physically, socially, emotionally and intellectually. Cite specific examples in a class discussion of behavior or ability which led to your conclusions.

After investigating the principles and patterns of human development, construct a poem summarizing the physical, social, emotional and intellectual development characteristics of children at a specific age (e.g., "I Am Two"; "I Am Three"; "I Am Four"). Share your work by organizing a class poem-reading session.

View one or more films describing necessary physical care of newborns. Formulate any questions you may have about them. Then invite a pediatrician or parent of a newborn to discuss these and other questions related to the subject (e.g., How important is a feeding schedule? How important is breastfeeding? What are the best sleeping arrangements for an infant? What are some common infant care problems and their solutions?). Summarize main points covered in a class discussion.	288 293 68 37 72 46 69 38
Working in groups, investigate factors relating to meeting the nutritional needs of infants (e.g., breast vs. bottle feeding, commercial vs. home-prepared foods). Share findings in a class discussion. Follow by suggesting alternative ways of meeting other physical needs of infants (e.g., cloth vs. disposable diapers). Evaluate each in terms of cost, time savings and satisfaction.	70 53 54 51
View <i>Feeding Your Young Children</i> or <i>Food and Nutrition</i> . Work in groups to use classroom or library resources to develop summaries of the special nutritional needs of young children and compile lists of food preparation and serving techniques appropriate for meeting them. Share findings and use them to develop a bulletin board for classroom display.	319 320 33 178
After learning about the nutritional needs of young children, work in groups to plan and prepare a sample lunch for a preschool child, considering the basic four food groups, appropriate serving sizes and methods of serving. View lunches prepared by other groups. Follow by planning a breakfast, two snacks and a dinner that would round out the day's nutritional needs.	121 57 180
After studying the physical growth patterns of young children and the factors that affect the patterns, work in groups to design a nursery school environment that would be helpful in assisting young children to reach their optimal physical growth. Be sure to consider food, activity, rest and various types of play equipment. Implement your ideas, if possible, in a real nursery school environment.	6
Use available classroom and library resources to develop a list of criteria for selecting clothing for infants and young children. If possible, obtain samples of children's clothing from a local department or clothing store and use the criteria to evaluate the various types.	66 45,
Work in three groups to investigate the process of toilet training as follows: signs of child readiness for toilet training; different methods of toilet training; parental activities that encourage and discourage toilet training. Share findings in a class discussion.	141
Working in groups, investigate ways of helping young children develop positive self-care habits (e.g., eating nutritious foods/snacks, dressing self, brushing teeth, washing hands and face, combing hair, getting sufficient rest). Prepare a report describing what you learned. Share reports in a follow-up class discussion.	3 56 62 226
Ask a member of your county health department to explain the need for infants and young children to be immunized against various diseases. Make a chart or poster illustrating immunizations and ages at which they are recommended. As a follow-up, find out what the policy is in your school district regarding immunizations required for school entrance.	
View <i>War of the Eggs</i> or another film or filmstrip about child abuse. Invite one or more representatives of Parents Anonymous, a local law enforcement agency or the Children's Services Division of the Department of Human Resources to discuss the film and child abuse. If possible, locate statistics or other information about child abuse and its causes, as well as local and state laws related to it. Report back to class. Follow by writing a short essay recommending ways child abuse might be avoided or eliminated.	299

Social

Use available classroom and library resources to investigate ways that children develop primary and secondary attachments. Share findings in a class discussion by answering these questions:

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Are primary attachments equal when both parents or only one is the primary caretaker?

At what age is the stranger anxiety most crucial?

How can parents minimize stranger anxieties for small children?

How can parents maximize the development of healthy attachments?

View two hours of television and record the length and number of commercials and the types of social behavior presented (including violence). Share findings in class and summarize by suggesting ways television programming may affect the social development of children.

249

Locate children's books or cartoons depicting male and female stereotypes. Develop a list of the most common portrayals and discuss whether you agree or disagree. Follow by suggesting ways adults can help children establish healthy gender identities.

Emotional

View filmstrips related to emotional needs. Summarize the major facts presented about them. Then make a list of factors that encourage and hinder the development of positive emotional support systems. Follow by working in groups to develop programs of parental activities that would help children feel stable and secure. Share ideas in a class discussion.

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Use classroom and library resources to locate definitions of individualization, autonomy and competence in children. Write a short essay explaining how you feel the development in one of these three areas might contribute to development in the other two. Share ideas. Follow by discussing the advantages which result for parents when children achieve individualization, autonomy and competency and by suggesting ways parents can encourage their children's achievement in these areas.

View filmstrips describing everyday problems of young children. Conduct a "Child's Point of View Day" in class by performing tasks under conditions that simulate childhood limitations (e.g., walking on hands and knees; acting out messages like "I lost my teddy bear" or "I love you" without words; trying to eat out of a mixing bowl with a cooking spoon; trying to eat with the hand you don't normally use; trying to button a shirt with mittens on). Follow by discussing the frustrations experienced and by suggesting ways they could have been eased by an alert adult.

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Hold a class round robin to identify crisis situations which can cause stress in children (e.g., moving to a new home, rejection by peers, birth of a sibling, death of a relative or pet, fear of the dark, divorce or separation). Work in groups to investigate possible approaches to the problems (e.g., interview professionals or parents, locate and read books and articles, view filmstrips). Share findings in a class discussion.

Use classroom or library resources to locate definitions of self-esteem or self-concept. Divide into groups to brainstorm ways self-concept may affect a child's development. Share ideas and follow by suggesting ways adults can help children develop positive self-images.

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Read "My Declaration of Self-Esteem" in *Peoplemaking*. Follow by writing a short essay describing ways in which you could help a child you know develop a positive self-esteem.

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View <i>Preparing the Child for Learning</i> . Use the information presented to develop a bulletin-board illustrating ways parents can encourage the intellectual development of their children (e.g., reading to children, motivating learning behavior, meeting physical and emotional needs of the child).	358
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Investigate the process of visual development by viewing filmstrips or reading sections in one or more child development textbooks. Work in groups of two or three to design a program that would stimulate an infant's visual development through means such as crib toys, room design, games and environmental changes. Share your work. Summarize by predicting the possible effect of an overly stimulating or a sterile environment on a child's visual development.	
After learning about the intellectual development of children, write a short essay entitled "A Parent Is a Child's First Teacher," describing the impact parents have on their children's intellectual development. Share essays and summarize steps previously identified that parents can take to encourage their children's intellectual development.	180
	241
	73
	48
Take a quiz about the educational value of children's television programs such as the one given in the <i>Family Guide to Children's Television</i> . View one children's program and analyze in terms of learning concepts presented, method of presentation, advantages, disadvantages and suitability. Share findings. Follow by working in groups to write a script for an educational television program.	195
	162
Read one or more books or articles dealing with the development of creativity in children. Write descriptions of situations that would stimulate or stifle the development of creativity in children. Share ideas and implement one which would encourage the development of creativity in a child you know.	163
	210

D COURSE GOAL *The student will be able to describe ways of helping children learn through play.*

LEARNING EXPERIENCES

RESOURCES

one or more films or filmstrips dealing with children's play. Summarize the main points presented. 261
 by reading books or articles describing the value of play. Use what you learned to write a paragraph 352
 with: "If I were a child, play would help me . . ." Share paragraphs about the value of children's 351
 in a class discussion. 254

ge to observe children at play in various settings. List the types of activities the children are involved 47
 each case. Share lists in class and identify the types of skills the children were gaining in each instance 204
 intellectual, social, physical). 238

e a child psychologist or other qualified professional to discuss the nature, meaning and value of play 47
 ropy. Summarize main points presented by discussing ways in which play contributes to the physical, 204
 d, emotional and intellectual development of children. 238

ite and read articles or textbook sections dealing with the selection of toys and recreational equipment 155
 children. Work in groups to develop guidelines for the selection of play equipment for infants, toddlers, 81
 schoolers, primary students and intermediate students. Consider that which is suitable for indoor and 58

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considering factors such as a central theme, equipment and supplies needed, routines and schedules, and room arrangement. Implement, if possible.

Visit a preschool in operation to observe activities provided and techniques employed. While there, interview one of the teachers to find out about behavior problems and ways of handling them (e.g., nagging, refusing to eat, fighting, refusing to participate, interrupting group sessions). Summarize what you learned in a class review session.

- Locate definitions of the word "concept." List several concepts one might include in a preschool curriculum (e.g., verbalizing, shapes, numbers, science principles, nutrition, alphabet). Working in small groups, develop play activities, including equipment, which would effectively introduce the concepts to children. Use your ideas in a preschool setting. Evaluate results by summarizing the planned and unplanned learnings which took place as a result of the activities.

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SUGGESTED COURSE GOAL

The student will be able to analyze the concepts of guidance and discipline and their relation to the development of a healthy, happy and well-adjusted child.

LEARNING EXPERIENCES

RESOURCES

Locate definitions of the terms "discipline" and "guidance." Compare, noting differences between them. Follow by discussing the advantages of encouraging children to improve their discipline as they grow older.

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Interview parents to determine how much guidance they give their young children in various areas (e.g., use of time, play activities, use of television and handling of responsibilities). Find out how the practices encourage positive self-growth. Share findings in a class discussion. Follow by compiling a list of effective child-guidance techniques discovered.

Locate various printed guidelines for adults who are working with children. Discuss how each may affect situations in a nursery school or at home, if applied. Determine whether any of the guidelines could be applied to relationships with people of other ages.

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Hold a class round robin or observe children in actual situations (e.g., grocery store, restaurant) to compile a list of statements often used by adults in describing or discussing a child's undesirable behavior. Divide into small groups and develop suggestions for changing the negative statements to positive ones that might

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...and positive ...
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...views about guidance ...

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...by writing short verbal ...
...misbehavior has been prevented ...

Using available classroom ...
...and permissive methods ...
...method and the effects upon children ...
...and in families. Develop suggestions ...
...changed and the process by which they ...

View a film or read ...
...you learned by identifying ...

Write a brief statement ...
...used in the philosophy ...
...children the way we were raised ...
...another statement describing ...
...well adjusted, and how and why ...

SUGGESTED COURSE GOAL

The student will be able to describe special situations (e.g., adoption, single-parent families, neglect, physical abuse, physical/mental handicaps, illness, accidents) that may be associated with parenting and ways to cope with them.

LEARNING EXPERIENCES

RESOURCES

Working in groups to formulate definitions of the terms "over-parenting" (e.g., overprotecting, indulgent) and "underparenting" (e.g., neglect, abuse). Share definitions in class and develop suggestions for ways parents can strike a balance, considering the needs of both parents and children.

View films or filmstrips and read books or articles describing the problems which result when parents cannot or will not meet the responsibilities associated with parenthood. Summarize the main points presented and discovered in a class discussion focusing on the nature of these problems (e.g., abuse, neglect), the cause(s), the frequency and the range of severity of their occurrence.

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Invite representatives from children's services agencies or self-help organizations (e.g., Parents Anonymous) to discuss steps which can be taken to alleviate child abuse and neglect. Summarize what you learned in a follow-up class discussion.

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After learning about the process of adoption and some of the problems which may be faced by adopted children, organize a panel of adoptive parents and mature adopted children to address the class about ways these problems can be minimized. Focus questions on topics such as how to tell children about their adoption, attitudes and feelings about adoption as children grow older, and the relationship of adopted children to their natural parents. Summarize the main points discussed.

Locate and read current articles on Sudden Infant Death Syndrome (SIDS or crib death). If there is a parent support group for SIDS in your area, ask a representative to share some problems of SIDS families or ask a social worker or physician to tell about the impact on families when an infant dies of crib death. Summarize by discussing the special problems uncovered and suggesting ways families can cope with the situations.

Working in small groups, investigate strategies for helping young children deal with family crises such as hospitalization of the child or a parent, death of a family member, chronic illness of the child or a parent, or a similar situation. Share strategies discovered with classmates.

The student will be able to suggest ways parents can promote the health and safety of children.

RESOURCES

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With permission, observe the activity in the emergency room of a nearby hospital. Record those situations involving children. Suggest ways these emergencies might have been avoided. If possible, follow by touring the emergency room facilities in the hospital to determine the function and purpose of them. Ask a physician or nurse to describe emergency room procedures, including admitting. Summarize findings in a class discussion.

SUGGESTED COURSE GOAL

The student will be able to describe community resources available to help families with children.

LEARNING EXPERIENCES

RESOURCES

Hold a class brainstorming session to identify resources used by families with children which are provided by state, federal or local tax dollars. Group like resources together. Then select one or more groups (e.g., libraries, parks and recreation, transportation, 4-H, schools) and invite a representative to explain how the agency works and the services it provides. Summarize findings in a follow up discussion.

Using available resources such as telephone and community service directories, compile a list of types of agencies available to help children and parents in your community or geographic area. Working in groups, select one category of agencies (e.g., those who treat a specific handicap) and arrange to visit one or more (e.g., Oregon School for the Blind or Oregon School for the Deaf). Find out about services provided and costs involved. Share findings in a class discussion. Follow up by completing one or more further related activities such as:

Investigate volunteer opportunities to provide assistance to children and parents and become involved.

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Interview several full-time homemakers with preschool children. Inquire about community resources which they use and those which do not exist but are needed. Share findings in class and suggest ways needed resources could be made available in your community.

SUGGESTED COURSE GOAL *The student will be able to describe procedures which are likely to result in babysitting experiences mutually satisfying to parents, children and babysitters.*

SUGGESTED COURSE GOAL *The student will be able to describe procedures which are likely to result in babysitting experiences mutually satisfying to parents, children and babysitters.*

LEARNING EXPERIENCES

RESOURCES

Interview parents of young children to determine their views regarding effective babysitters. Questions might relate to topics such as desirable traits of a babysitter, parental expectations of babysitters, responsibilities for children's safety, limits to freedom in another person's home. Compare findings in a class discussion and use them to develop a "Babysitter's Guide" for future reference.

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Hold a class brainstorming session to identify questions which should be asked before accepting a babysitting job and before parents leave for the day or evening (e.g., hours of babysitting, transportation, where parents can be reached). From insights gained, develop a form which would be useful in determining whether to accept a babysitting position and in carrying out responsibilities when accepted.

As a class, identify appropriate methods of declining an offer for a babysitting job. Discuss situations that classmates have found especially difficult and practice saying "no" politely, but firmly.

SUGGESTED COURSE GOAL

The student will be able to recognize functions of family planning.

LEARNING EXPERIENCES**RESOURCE**

Using available resources and working in small groups, investigate various methods of contraception. Determine costs, effectiveness, availability, side effects, and ways they work. Share information and evaluate each method in a follow-up class discussion.

Ask a representative of your county health clinic or local Planned Parenthood group to discuss the function of family planning, services provided in your area, the cost, and to whom the services are available. Prepare questions for the speaker in advance and summarize answers given in a follow-up discussion.

As a class, brainstorm reasons a young couple may choose not to start a family immediately following marriage (e.g., to complete education, to be more financially secure, to travel). Discuss the implications of each reason. Interview young families to discover how long they waited to begin having children and why. Compare these responses with the reasons brainstormed.

SUGGESTED COURSE GOAL

The student will be able to describe specific occupations in the area of human services and factors which affect their availability.

LEARNING EXPERIENCES

RESOURCES

Define "human services" in your own words. Describe what your community would be like if there were no human services performed in it. Discuss the impact of such a change on your family. Summarize by developing one or more generalizations about the importance of human services.

Brainstorm and list human services occupations. Using magazine pictures of people performing human services, make a bulletin board or collage. Label the pictured occupations. Add more occupations as they are identified.

Using the *Occupational Outlook Handbook*, identify job opportunities in the area of human services. Find out how many of these job opportunities exist in your community or nearby communities. Explore reasons why some jobs may not exist in your area. Discuss questions such as: Under what circumstances might these jobs become available in your community?

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Take a field trip to a
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Investigate job opportunities in human services occupations by undertaking one or more of the activities listed below. Hold a symposium to share findings.

Investigate national growth trends in human services occupations and compare the figures to those for human services occupations in your own community.

Investigate factors that influence work availability in your community (e.g., industry presence, economic conditions). Relate these factors to the availability of jobs in human services occupations.

Predict changes that may occur in society during the next 25 years. Speculate about how these changes may affect the availability of jobs in the area of human services.

Visit your local employment office to identify job listings related to human services.

Compare job opportunities in human services in your community with those in a larger neighboring community, as well as with those in a smaller community.

SUGGESTED COURSE GOAL *The student will be able to describe ways of securing the training necessary to enter and advance in careers related to human services.*

LEARNING EXPERIENCES

RESOURCES

Working in groups, investigate ways to acquire training for human services occupations. Groups may wish to visit community colleges and universities to observe training sessions, study school catalogues to identify program offerings, or interview counselors and personnel managers. Identify training available within your community or within commuting distance. Share findings by holding a class symposium.

Invite a panel of guests from human services occupations to identify and discuss the education and training they have acquired. Compare and contrast the variety of experiences. Identify any unique experiences of the panel members and discuss how these experiences may contribute to securing training necessary to enter or advance in a human services career.

Survey people in human services occupations. Identify ways they received their training to enter their first human services job and any additional training received in order to advance. As a group, make a poster or bulletin board displaying your findings. Summarize by discussing the implications of the findings for those interested in human services occupations.

Explore your community to find a human services employer who provides training either prior to employment or on the job. Ask the employer or a representative to describe the training and to explain why it is provided. Share findings and discuss the advantages and disadvantages to the employer and the employee of such training.

Invite a representative of a local community college to discuss training opportunities and programs available in human services, the cost and length of training, and any admissions requirements. Summarize by discussing the services the community college can provide to help people get needed counseling, education training and job placement.

List jobs, both paid and voluntary, which junior high, high school or college students might seek to give them experience in human services occupations. Identify the job requirements, pay, availability and any other pertinent information. Discuss ways to secure such jobs in your community.

Discuss the topic "homemakers as human services workers." Identify ways homemakers acquire their training, and what skills an experienced homemaker possesses which might be useful in gainful employment. Calculate the dollar value of a homemaker based on the tasks commonly performed. Identify ways of better preparing people for the occupation of "homemaker."

Identify the skills and experiences acquired by you (and other members of your family) from your family. List all the skills related to human services possessed by you and your family. Share lists. Follow by discussing how these skills might be used to get a job in human services.

Ask a high school counselor or administrator to describe a four-year high school education plan that would enable students to acquire entry-level skills in human services occupations and to describe a four-year plan for students considering post high school education. Compare and contrast the two plans. Individually, prepare a four-year plan which would meet your needs based on a selected educational or training goal.

Invite a panel of human services workers to discuss the importance and overall role of communication in human services occupations. Ask them to suggest ways one might improve communication skills needed on the job. Summarize ideas by developing a pamphlet titled "Communication in Human Service Occupations."

SUGGESTED COURSE GOAL

The student will be able to analyze requirements for entry into and success in occupations related to human services.

LEARNING EXPERIENCES**RESOURCES**

Brainstorm occupations related to human services. From the list, randomly distribute the title of one job to each student. Investigate the entry requirements and share findings in a class discussion. Compare entry requirements and group jobs by them. Compare and contrast jobs in each group.

View one or more television programs featuring persons in occupations related to human services. Afterward, list traits which appear to be characteristic of persons in these occupations. Share findings in a class discussion.

View *What You Should Know Before You Go to Work*. Select one human services occupation and arrange to interview and observe persons employed in that job. Find out about training required, age limitations, responsibilities involved, working conditions, and interests, skills and abilities that would aid a person in the performance of the job. Share findings in a class discussion.

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After selecting a human services job, make an appointment to visit a business or an organization where the job is performed. Ask about entry-level requirements, future possibilities and training requirements as they relate to the job. Report findings back to class and compile for future use.

Invite a panel of personnel managers from human services businesses or organizations to discuss personal qualities necessary for entry into and success in occupations related to human services (e.g., patience, good health, amiability, dependability). Summarize by compiling a master list for classroom display.

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Using articles, catalogues or bulletins from colleges, community colleges and other postsecondary institutions, identify careers for which they train students. Pick a career goal in the human services area and list courses available to prepare persons for entry level (e.g., paraprofessional, professional, other) as well as higher levels. Summarize findings in a written or oral report.

Identify part-time and volunteer human services jobs in your community. Determine entry-level requirements and other criteria for such jobs. Share information in a class discussion.

As a class, plan a Job Fair or Career Day in your school or community. Be sure to include human services occupations. At the Job Fair or on Career Day, interview exhibitors in the human services field and determine requirements for entry into and success in the field. Share findings in a follow-up class discussion.

Invite counselors and personnel managers to discuss issues of confidentiality related to human services occupations. Search through magazines and newspapers to locate articles concerning the violation of confidentiality in human services occupations. Follow by writing a brief story describing what might happen if an expected confidentiality is violated in a specific job situation. Share stories in class and summarize by compiling a list of expectations related to confidentiality in human services occupations.

View *Preparing for an Interview*. Act out applying for a job in human services. Summarize by identifying techniques which seemed to be especially effective.

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SUGGESTED COURSE GOAL

The student will be able to determine personal interests in and talents for occupations in the area of human services.

LEARNING EXPERIENCES**RESOURCES**

Explore your own interests in and talents for occupations in human services by taking an aptitude test or interest inventory. Use results to write an essay or journal entry describing the following: human services occupations you find most and least interesting and why; human services occupations which would be most suitable for you, considering present interests, skills and abilities; your overall feelings about pursuing a career in the area of human services.

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Individually, identify and list the five things you do best. In a small group, brainstorm ways these skills might be used in human services occupations. Share your ideas with other class members.

Make a list of your ten main interests and one of your ten main talents. Using information previously acquired about requirements for entry into and success in human services occupations, write a short essay describing which human services occupations you feel would best suit you.

Brainstorm the traits of a person in a human services occupation. Analyze yourself as to whether you have these special talents and traits. Identify ways to cultivate desired characteristics in yourself.

Working in groups of three to five and given different occupations from human services, identify the skills and talents you perceive would be necessary to the jobs. Interview a person engaged in each occupation about skills and talents needed for the jobs. Later, compare and contrast your views of the occupations with the views of the persons interviewed. Share findings in a class discussion.

Survey people in several human services occupations. Identify skills common to all occupations and compile a list of them. Check those skills which you already possess. Suggest ways to acquire or develop additional skills.

As a class, read a magazine or newspaper article involving the services contributed by a person employed in a human services occupation. Summarize the role of the worker depicted. Identify the personal traits possessed by the worker. Follow by writing a confidential paper describing how you might be able to assume the role of the worker described in the article, based on what you know about your own personal traits.

Invite a representative of education or a representative of a human services business to share recent and future trends in human services occupations. Follow by discussing how these trends might allow you to use your interests and talents to pursue human services occupations.

Interview a representative of a volunteer agency or a volunteer coordinator to determine needs for volunteers in your community. Rank order those opportunities which interest you. Compare your preferences with other class members. Discuss how volunteers and their skills and interests can contribute valuable time to the human services in your community.

Develop a list of characteristics or traits you feel characterize a good homemaker. Compare and contrast with characteristics needed in human services occupations. Share feelings about full-time homemakers in a class discussion. Follow by writing an essay describing why you would or would not be satisfied in the role of full-time homemaker, identifying pertinent personal characteristics or traits.

LEARNING EXPERIENCES

RESOURCES

As a group, identify the skills necessary for a competent babysitter (or other job commonly performed by class members). For each babysitting skill identified, brainstorm five or more other jobs where this skill might be used. Discuss the interrelationship of many human services skills. Analyze why this interrelationship may exist and discuss.

Make a list of jobs you hold or have held (both paid and volunteer). Give examples of human services skills used in those jobs. As a class, list and compare human services skills used in similar and different jobs.

Work in groups to develop lists of specific tasks carried out in the course of managing a home and family. Share lists and then describe human services skills that may be useful in carrying out the tasks identified. Illustrate findings on a bulletin board display depicting the use of human services skills at home.

Discuss problem situations that might arise when both partners in a home work outside the home. Suggest possible solutions to these problems by identifying human services skills that could be put to use by both partners in the home.

In small groups, think of things that might happen if no one in your home had any human services skills. Discuss possible situations. Summarize by generalizing about the importance of human services skills in family functioning.

In a class discussion, speculate about the role attitudes play in on-the-job relationships (e.g., between employer and employee; employee and employee; employee and customer/client). Then, working in groups, discuss situations that illustrate possible conflicts that might arise in each of the on-the-job relationships. Suggest ways the conflicts could have been prevented or minimized. Summarize by generalizing about the value of applying relationships skills in occupations other than those classified strictly as human services.

Invite a panel of persons employed in human services occupations (e.g., teacher, social worker, psychologist, nursery school teacher) to discuss the skills they use in their jobs. Develop a list. Work in groups representing clusters of occupations other than human services (e.g., clerical, food service, agriculture, industrial) to identify human services skills that would be useful. Share ideas in a class discussion.

Invite a local or state elected official (e.g., school board member, city council person, county commissioner, state senator or representative) to describe her or his duties as they relate to human services. Summarize by generalizing about the importance of human services skills to public officials.

Brainstorm a list of jobs not generally associated with human services. Discuss the questions: What are the skills needed for these jobs? Are there any jobs that do not require some human services skills? Follow by collecting pictures and words illustrating the use of human services skills in various occupations. Create a picture generalization about the many uses of human services skills in the world of work.

ASSESSMENT

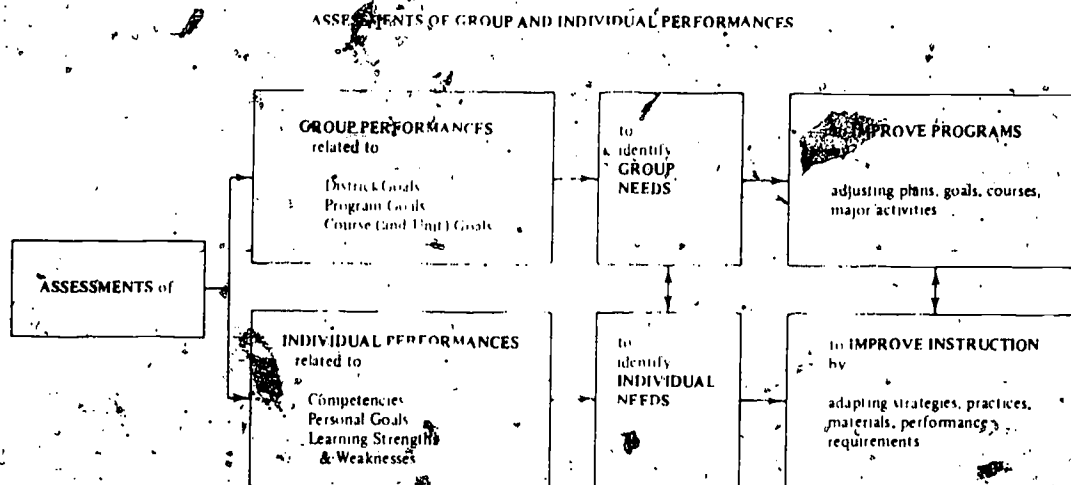
In the Goal-Based Planning for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific 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 figure will provide answers to particular kinds of questions



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 *Human Development & the Family*?

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)

data reportedly accurate
at time of publication

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Interact Co
PO Box 262
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Culver City, CA 90230

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San Francisco, CA 94108
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Los Angeles, CA 90025

Science and Behavior Books, Inc.
PO Box 1457
Palo Alto, CA 94306

(see 139)

(see 139)

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(see 139)

Books & Articles for Teachers

Address

- 230 Somerville, Rose M. *Introduction to Family Life and Sex Education*. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1977. (see 2)
(paperback)
- 231 Sowhill, Isabel V. "Homemakers: An Endangered Species." *Journal of Home Economics*. Nov 1977, pp. 18-20. (see 139)
- 232 Sparling, Joseph J. and Marilyn C. Sparling. "How to Talk to a Scribbler." *Young Children*. Aug 1973, pp. 333-41. (see 40)
- 233 Spock, Benjamin. *Baby and Child Care*. (revised edition). New York: Pocket Books, Inc. 1976. (see 140)
- 234 Stanley, Sue and Nathaniel Wagner. *Asian-Americans: Psychological Perspectives*. Palo Alto, CA: Science Books, Inc. 1973. (see 226)
- 235 Staples, Robert. *The Black Family: Essays and Research*. Belmont, CA: Wadsworth Publishing Co., Inc. 1971. Wadsworth Publishing Co.
10 Davis Drive
Belmont, CA 94002
- 236 Steinfelds, Margaret. *Who's Minding the Children?* Washington, DC: Day Care and Child Development Council - America, Inc. 1974 (paperback). Day Care & Child Development Council
of America, Inc.
1012 14th Street NW
Suite 1104
Washington, DC 20005
- 237 Steinmetz, Suzanne K. and Murray A. Straus. "The Family as Cradle of Violence." *Society*. Oct 1972, pp. not available. Society
Rutgers University
New Brunswick, NJ 08903
- 238 Sutton-Smith, Brian. "Children and Play." *Natural History*. Dec 1973. Natural History
Membership Service
Box 6000
Des Moines, IA 50310
- 239 Taetzsh, Sandra and Lyn Taetzsh. *Preschool Games and Activities*. Belmont, CA: Fearon Publishers, Inc. 1974. (see 156)
- 240 Taylor, Barbara J. *A Child Goes Forth: A Curriculum Guide for Preschool Children*. Provo, UT: Brigham Young University Press 1975. (see 151)
- 241 Taylor, Barbara J. *When I Do, I Learn*. Provo, UT: Brigham Young University Press. 1974. (see 154)
- 242 "The Child Safety Game and How to Play It." *FORECAST for Home Economics*. Dec 1970, pp. F 20, 28-29. FORECAST for Home Economics
50 West 44th Street
New York, NY 10036
- 243 Valett, Robert E. *Self-Actualization*. Niles, IL: Argus Communications. 1974. (paperback). (see 26)
- 244 Van Camp, Sarah and Andrea Grimes. "Drop-in Child Care." *Journal of Home Economics*. Sept 1977, pp. 11-13. (see 139)
- 245 Walker, Kathryn. "Household Work Time: Its Implications for Family Decisions." *Journal of Home Economics*. Oct 1973, pp. 7-11. (see 139)

Books & Articles for Teachers

Address

- 246 Warshafsk Fed. "Mental Retardation Can Be An Avoidable Affliction" *Trial Magazine* May/June 1974, pp. 30-31

Trial Magazine
Association of Trial Lawyers of America
20 Garden Street
Cambridge, MA 02138

- 247 Westerberg Lorraine. "Child Development Laboratory: A Preview of Parenting." *Journal of Home Economics* Feb 1974 pp. 25-2

(see 130)

- 248 Wilson Rose. *This Stranger, My Son*. New York: Putnam's and Sons, 1969

G.P. Putnam's and Son
200 Madison Avenue
New York, NY 10016

- 249 Winn, M. *The Play in Drama*. New York: Viking Press, Inc., 1937

Viking Press, Inc.
625 Madison Avenue
New York, NY 10017

- 250 Yamanaka Naomi. *The Child and His Inner Self: Concept in Early Years*. Boston: Houghton Mifflin Co., 1971 (paperback)

(see 130)

Nonprint

Films

Address

- 251 *A Day in the Life of a Person*. New York: Educational Film, 1971
17 min., 1971

Co. Arthur Barr Productions
3400 East Foothill Boulevard
Pasadena, CA 91107

or
ODCE Film Library
PO Box 1491
1622 SW Park Avenue
Portland, OR 97201

- 252 *Adapting*. Boston: Educational Film, 1971

Polymorph Films, Inc.
331 Newbury Street
Boston, MA 02115

- 253 *Adapt*. CRM Productions, 1971, 11 min., 1971

CRM Productions
9263 West Third Street
Beverly Hills, CA 90210

- 254 *All in the Game*. Educational Development Center, Inc. and (from *Exploring Childhood* Module Program)

(see 13)

- 255 *Anybody's Child*. Association for Children with Learning Disabilities, n.d.

Association for Children with Learning Disabilities
1609 SW 12th
Portland, OR 97201

- 256 *Are You the One*. Brigham Young University, 1970

Brigham Young University
Educational Media Service
290 Harold R. Clark Building
Provo, UT 84602

- 257 *Blueprint for Life*. March of Dimes. National Foundation, 1974
14 min., n.d.

(see 34)

- 258 *Changes*. Oregon Easter Seal Society, c. 10 min., 1970

Oregon Easter Seal Society
4343 SW Corbett
Portland, OR 97201

Films

Address

- 259 *Child Abuse: Cradle of Violence* Mitchell Gebhardt Film Co.
30 min, n.d.
Mitchell Gebhardt Film Co.
380 Bush Street
San Francisco, CA 94109
- 260 *Childbirth* Polymorph Films, Inc., c. 17 min, n.d.
(see 252)
- 261 *Child's Play and the Real World* McGraw-Hill Textfilms, c. 12 min, 1974
McGraw-Hill Textfilms
1221 Avenue of the Americas
New York, NY 10020
(or see 251 b)
- 262 *Cipher in the Snow* Brigham Young University, c. 24 min, 1972
(see 256 or 251 b)
- 263 *Clay Play* Educational Development Center, Inc., n.d. (or see Exploring Childhood Module Program)
(see 47)
- 264 *Decision: March of Dimes* National Foundation, c. 8 min, n.d.
(see 34)
- 265 *Diagnosis Before Birth* March of Dimes National Foundation
8 min, n.d.
(see 34)
- 266 *Free to Be You and Me* McGraw-Hill Textfilms, c. 42 min, 1974
(see 261 or 251 b)
- 267 *Future Shock* McGraw-Hill Textfilms, c. 42 min, 1972
(see 261 or 251 b)
- 268 *Gentle Birth* Polymorph Films, Inc., c. 15 min, 1977
(see 252)
- 269 *Give Me a Sign* Bailey Film Associates, c. 10 min, n.d.
Bailey Film Associates
Educational Media
3211 Michigan Avenue
PO Box 1795
Santa Monica, CA 90406
- 270 *Give Thanks* Sterling Educational Films, Inc., 11 min, 1970
Sterling Educational Films, Inc.
241 East 34th Street
New York, NY 10016
- 271 *How to Be a Girl* The F.C. Brown Foundation, c. 20 min, 1969
The F.C. Brown Foundation
Lindsay Building
710 SW Second Avenue
Portland, OR 97201
- 272 *It Has Nothing to Do with You* CRM Productions, c. 14 min, 1974
(see 253)
- 273 *Jamie: The Story of a Sibling* March of Dimes National Foundation, c. 6 1/2 min, n.d.
(see 34)
- 274 *Johnny Lingo* Brigham Young University, c. 24 min, 1969
(see 256 or 251 b)
- 275 *Keep on Walking* March of Dimes National Foundation, c. 8 min, n.d.
(see 34)
- 276 *Leo Beberman* Centron Educational Films, c. 13 min, n.d.
Centron Educational Films
1621 West 9th Street
Lawrence, KS 66044
- 277 *Little Marty* March of Dimes National Foundation, c. 5 min, n.d.
(see 34)

Films

Address

- 278 *Marriage* The F. C. Brown Foundation, c. 17 min, 1971. (see 271 or 251 b)
- 279 *Married Lives Today* Bailey Film Associates, c. 19 min, n.d. (see 269)
- 280 *Mental Retardation: The Hopeless* Oxford Films, Inc., c. 25 min, 1971. Oxford Films, Inc.
1136 North Las Palmas Avenue
Hollywood, CA 90038
- 281 *More Than a Place to Live* Mitchell-Gibhardt Film Co., c. 20 min, n.d. (see 259)
- 282 *Nine Months to Live* B. Ste. Oregon State Health Division, c. 27 min, n.d. Oregon State Health Division
Film Library Ph 733-3936
1400 SW 5th Street
Portland, OR 97201
- 283 *Not Together: New Look at a Marriage* Polymorph Films, Inc., c. 17 min, 1972. (see 252)
- 284 *Painting Time* Educational Development Center, Inc., n.d. (from *Exploring Childhood* Module Program). (see 17)
- 285 *Paula* Much of Dime National Foundation, c. 14 min, n.d. (see 31)
- 286 *People* Phoenix Films, c. 28 min, 1972. Phoenix Films
470 Park Avenue South
New York, NY 10016
- 287 *Peace to Life* Oregon State Health Division, n.d. (see 292)
- 288 *People: A New Look at the World* Time Life Films, Inc.
13 West 16th Street
New York, NY 10011
- 289 *Sara Has Down's Syndrome* Educational Development Center, Inc., n.d. (from *Exploring Childhood* Module Program). (see 17)
- 290 *Self Esteem* Bailey Film Associates, c. 18 min, 1972. (see 269)
- 291 *Self Incorporated* Association for Instructional Television, c. 15 programs, 15 min each (for 11 to 13 year olds). KOAC-TV Videotape Film Library
Covell Hall
Oregon State University
Corvallis, OR 97331
- 292 *Stop Rubella* National Medical AV Center, c. 13 min, n.d. (see 282)
- 293 *Talking About Breast Feeding* Polymorph Films, Inc., c. 17 min, n.d. (see 252)
- 294 *The Case Against Rubella* Much of Dime National Foundation, c. 14 min, n.d. (see 31)
- 295 *Then One Year* Churchill Films, c. 19 min, 1972. Churchill Films
662 North Robertson Boulevard
Los Angeles, CA 90069
- 296 *The Only Kid on the Block* Much of Dime National Foundation, c. 15 min, n.d. (see 31)

<i>Films</i>	<i>Address</i>
297 <i>The Story of Eric</i> . Centre Films, c. 34 min, 1972. (available from local Childbirth Education Associations)	Centre Films 1103 El Centro Avenue Hollywood, CA 90038
298 <i>To Have a Healthy Baby</i> . Oregon State Health Division, n.d.	(see 282)
299 <i>War of the Eggs</i> . Paulist Productions, c. 27 min, 1971.	Paulist Productions PO Box 1057 Pacific Palisades, CA 90272
300 <i>Water Tricks</i> . Educational Development Center, Inc. n.d.	(see 47)
301 <i>What Color is the Wind</i> . Allen Grant Productions, n.d.	Allen Grant Productions 808 Lockearn Street Los Angeles, CA 90040
302 <i>When Parents Grow Old</i> . Learning Corporation of America, c. 16 min, 1972.	Learning Corporation of America 1350 Sixth Avenue New York, NY 10019 (or see 252 b)
303 <i>Young Children of the Kibbutz</i> . Educational Development Center, Inc. n.d. (from <i>Exploring Childhood</i> Module Program)	(see 47)

<i>Filmstrips</i>	<i>Address</i>
304 <i>Adolescence to Adulthood: Rites of Passage</i> . Sunburst Communications, 1974.	Sunburst Communications Room 6 41 Washington Avenue Pleasantville, NY 10570
305 <i>American Man: Tradition and Change</i> . Butterick Publishing Co. 1976.	Butterick Publishing Co. PO Box 1945 Altoona, PA 16603
306 <i>American Woman: New Opportunities</i> . Butterick Publishing Co. 1976.	(see 305)
307 <i>Beginning to Date</i> . Guidance Associates, n.d. (Grades 7-8)	Guidance Associates 757 Third Avenue New York, NY 10017
308 <i>Birth</i> . (One of a four-part series titled <i>Parenthood: A Series</i> .) Guidance Associates, n.d.	(see 307)
309 <i>Brothers, Sisters, Feelings and You</i> . Guidance Associates, n.d. (Grades 7-8)	(see 307)
310 <i>Careers in Child Care and Youth Guidance</i> . Butterick Publishing Co. 1976.	(see 305)
311 <i>Child Care and Development</i> . McGraw Hill Textfilms, 1973.	(see 262)
312 <i>Children in Crisis Series: Child Abuse and Neglect</i> . Parents' Magazine Films, Inc. n.d. (One part of four: <i>Death, Illness, Divorce and Separation</i> .)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, NY 10017

Filmstrips

Address

313 *Children* (One part of a four-part series titled *Understanding Parenthood*) Parents' Magazine Films, Inc. n.d.

(see 312)

314 *Clothing: The Visible Self* Butterick Publishing Co. 1975. (Program IV in Independent Living Series.)

(see 305)

315 *Dealing with Stress* Human Relations Media, n.d.

Human Relations Media
343 Manyille Road
Pleasantville, NY 10570

316 *Death and Dying: Closing the Circle* Guidance Associates 1976

(see 307)

317 *Emotional and Social Development* (One of a seven-part series titled *Human Development: First 10 Years*) Concept Media, n.d.

Concept Media
1500 Adams Avenue
Costa Mesa, CA 92626

318 *Family: A Guide to Understanding and Improving Family Life* Family Films, n.d.

(see 311)

319 *Family: A Guide to Understanding and Improving Family Life* Family Films, n.d.

(see 311)

320 *Family: A Guide to Understanding and Improving Family Life* Family Films, n.d.

(see 311)

321 *Family: A Guide to Understanding and Improving Family Life* Family Films, n.d.

(see 311)

322 *Family: A Guide to Understanding and Improving Family Life* Family Films, n.d.

(see 311)

323 *Family: A Guide to Understanding and Improving Family Life* Family Films, n.d.

(see 311)

324 *Family: A Guide to Understanding and Improving Family Life* Family Films, n.d.

(see 311)

325 *Family: A Guide to Understanding and Improving Family Life* Family Films, n.d.

(see 311)

Filmstrips

Address

333 *I See Smiles, I See Frowns-Expressing Emotions.* (One of a four-part series titled *What Do I See When I See Me?*) Parents' Magazine Films, Inc. 1977.

(see 312)

334 *I See Strength Building Self-Confidence.* (One of a four-part series titled *What Do I See When I See Me?*) Parents' Magazine Films, Inc. 1977.

(see 312)

335 *Julie* Puget Sound March of Dimes, n.d.

Puget Sound March of Dimes
230 Securities Building
Seattle, WA 98101

336 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

337 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

338 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

339 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

340 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

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341 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

342 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

343 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

344 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

345 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

346 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

347 *Language Development* (One of a seven-part series titled *Human Development: The First 2 1/2 Years*) Concept Media, n.d.

(see 317)

Address

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Filmstrips

Address

- 374 *Your Personality: The You Others Know*. Guidance Associates, Inc. (Grades 8-10) (see 307)

Tapes & Slides

Address

- 375 *Am I Worthwhile? Identity and Self Image*. The Center for the Humanities, Inc. 1974. (Slides with records or cassettes) The Center for the Humanities, Inc.
Two Holland Avenue
White Plains, NY 10603

- 376 *Are You Listening?* New York: J.C. Penney Co., Inc. 1971. (Tape) (see 67)

- 377 *How to Live with Your Parents*. The Center for the Humanities, Inc. 1970. (Slides with records or cassettes) (see 307)

How to Live with Your Parents. The Center for the Humanities, Inc. 1970. (Slides with records or cassettes) (see 307)

How to Live with Your Parents. The Center for the Humanities, Inc. 1970. (Slides with records or cassettes) (see 307)

How to Live with Your Parents. The Center for the Humanities, Inc. 1970. (Slides with records or cassettes) (see 307)