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ABSTRACT
                This document is the first volume of the Louisiana
curriculum guide for teaching a one-semester course in child and
adolescent development in grades 10-12. The first of the guide's two
major units, entitled "Growth and Development of the Adolescent,"
focuses on many of the physical, emotional, intellectual, and social
experiences of the adolescent. The second unit, entitled "The
Adolescent in the Family," is intended to help the student see
his/her family relationship from the family's perspective. Each of
the major units is further divided into lessons. Each lesson begins
with generalizations that express the basic idea of the concept.
Performance objectives focus on the type of behavior the student is
expected to display as a result of the learning experiences. An
outline summarizes information that is covered in the review of
literature, which includes background information for the teacher to
use as a beginning point for planning the presentation. References
and suggested readings identify sources that the teacher can use in
securing additional information. A variety of learning activities,
instructional aids, and evaluation experiences are given for each
concept. Many of the learning activities and instructional aids
include figures for the teachers to use as transparency masters or
handouts for students. Evaluation experiences are given with most
lessons, and additional learning activities, instructional aids, and
evaluation experiences that are pertinent to the entire unit are
placed at the end of each unit. The curriculum guide also contains
two scope and sequence charts to show how the material in the guide
can be presented. (KC)

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

Bulletin 1664

CHILD DEVELOPMENT
CURRICULUM GUIDE
VOLUME I

for

Secondary
Vocational Home Economics Programs

Issued by

Office of Vocational Education

N. J. Stafford, Jr.
Assistant Superintendent

J. KELLY NIX
State Superintendent

EQUAL OPPORTUNITY STATEMENT

In compliance with Title VI, Title IX and
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This is an Equal Opportunity Institution and is dedicated to a policy of
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qualified handicap. All students have equal rights to counseling and
training.

NOTICE TO TEACHERS AND ADMINISTRATORS

This curriculum guide includes units that may be considered "sex educa-
tion," bringing into operation Louisiana Revised Statutes 17:281 (Act 480
of the 1979 Regular Session of the Louisiana Legislature). Since these
curricular materials are guidelines and are not mandatory on local educa-
tional agencies, each local educational agency should convene the parental
review committee as provided for in R. S. 17:281C. This committee should
then review the units indicated in the Table of Contents and determine
whether or not the units, in whole or in part, are to be taught in the
local schools. The committee's recommendation should be forwarded to the
local school board for final action.

It should be clearly understood that those units that have been indicated
as possibly being within the definition of "sex education" do not have to
be included in the course in order for the course to be of appropriate
educational quality. A local education agency may include or exclude all
or parts of these units without diminishing the quality of the course as
a whole.

Guidelines for Instruction of Sex Education in Louisiana, Bulletin 1557,
Louisiana State Department of Education, December, 1979, and Act 480 of
the 1979 Regular Session of the Louisiana Legislature are included in the
Appendix to assist local educational agencies in understanding, inter-
preting, and complying with Louisiana law regarding instruction in sex
education.

FOREWORD

The Child Development Curriculum Guide, Volume I, is a signifi-
cant addition to the vocational home economics curriculum in Louisiana.

The project directors utilized many resources in our state and
nation in a concerted effort to develop a guide that is practical and
sensitive to the needs of teachers and students.

The State Department of Education appreciates the collective effort
of Dr. Jeanne M. Gilley, Project Director; Dr. Rick Coleman and Dr. Lynda
Clements, Project Assistants; and Dr. Addie Knickerbocker, Teacher Educator
Counsultant, all of whom worked together in the College of Home Economics
at Louisiana Tech University to develop this guide. In addition to these
people, many other individuals contributed in significant ways to the
development of the guide, and their efforts are also greatly appreciated.

J. KELLY NIX

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Mary A. Kirkley	Minden High School, Minden
Valerie Laing	Bossier High School, Shreveport
Geraldine F. Landry	236 River Road, Lafayette
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Sylvia W. McLain	Northwood High School, Blanchard
Carol B. Remy	Spearsville High School, Spearsville
Norma W. Taylor	Downsville High School, Downsville
Cherry Turner	Port Sulphur High School, Port Sulphur
Marjorie Watkins	716 College Avenue, Natchitoches
Carolyn G. Williams	Alfred M. Barbe High School, Lake Charles
Judy C. Wood	Merryville High School, Merryville

Subject-Matter Evaluators - Phase I

Catherine W. Bass	Parkway High School, Shreveport
Louise B. Bellamy	Rayne High School, Rayne
Stephanie L. Connors	Grace King High School, New Orleans
Twila Dry	Istrouma Senior High, Baton Rouge
Betty Fowler	Castor High School, Castor
Dalta L. Gary	Acadiana High School, Lafayette
Frances V. Harrison	Ruston High School, Ruston
JoAnn Joffrion	Southwood High School, Shreveport
Judy R. Norman	Oakdale High School, Oakdale
Naomi Jean Procell	Sibley High School, Sibley
Louise Rabalais	Arnaudville High School, Arnaudville
Joann W. Sanders	Bernice High School, Bernice
Claudette N. Simoneaux	Plaquemine High School, Plaquemine
Kathryn Webb	Supervisor, School Food Service, Natchitoches Parish School Board
Brenda K. Weber	South Lafourche High School, Galliano

Phase II Workshop Participants:

Patricia Aswell	Choudrant High School, Choudrant
Marian Campbell	Hahnville High School, Ama
Betty S. Cole	Huntington High School, Shreveport
Virginia M. Hammett	Arcadia High School, Arcadia
Sue Husher	Ruston High School, Ruston
Frances Jones	Airline High School, Bossier City
Jean Procell	Sibley High School, Sibley
Joan Smith	Vocational Center, Lafayette
Norma W. Taylor	Downsville High School, Downsville
Cynthia S. Tidwell	Airline High School, Bossier City

Subject-Matter Evaluators - Phase II

Catherine W. Bass	Parkway High School, Shreveport
Louise B. Bellamy	Rayne High School, Rayne
Betty Cole	Huntington High School, Shreveport
Twila Dry	Istrouma Senior High, Baton Rouge
Betty Fowler	Castor High School, Castor

JoAnn Joffrion	Southwood High School, Shreveport
Louise Rabalais	Arnaudville High School, Arnaudville
Claudette N. Simoneaux	Plaquemine High School, Plaquemine
Kathryn F. Webb	Supervisor, School Food Service
	Natchitoches Parish School Board
Brenda K. Weber	South Lafourche High School, Galliano

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Tina Bond	Huntington High School, Shreveport
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Kathy Jackson	Louisiana Tech University, Ruston
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Lessons in the guide were also evaluated by specialists in different subject-matter areas. These individuals provided valuable feedback regarding the content of the lessons. Their feedback allowed for the critical assessment of literature in each lesson. The work of the following subject-matter evaluators is greatly appreciated.

University and State Agency Subject-Matter Evaluators-Phases I & II

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Jeanne M. Machado	San Jose Community College
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Ann Sartin Winkle	Southern Association of Children
	Under Six

Special appreciation goes to Dr. Joyce Williams for her contributions to the material in the unit on growth of the school-aged child. Her expertise in this phase of child development was extremely valuable in the final writing.

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teachers each worked for one year as graduate assistants with the project. They contributed significantly to the overall continuity of the project and provided a valuable perspective of the high school teacher.

N. J. Stafford, Jr., Ed.D.
Assistant Superintendent
Office of Vocational Education

RATIONALE

Home Economics is a people-oriented profession. Courses taught
within the home economics curriculum are designed to ac 'ress the needs
of people and to teach people how to function more successfully in their
lives and in their relationships with others. Louisiana vocational home
economics educators have a long history of being directly involved in
developing curricula to meet the needs of students. Under the capable
leadership of home economics supervisors, the basic curriculum has been
modified, expanded, and strengthened to meet new challenges. One of the
greatest challenges to home economics educators is to continue to
provide learning experiences that help students to function at a higher
level of competence and to more effectively meet the demands of the
changing society in which we live.

Educators recognize the importance of teaching material that is
personally relevant to the student and that helps the student understand
himself/herself and others better. The Child Development Curriculum
Guide, Volume I, is the result of a concerted effort on the part of many
home economists who are motivated by the challenge of making material
relevant to the needs of the student. The material covered in the guide
is vitally important to the adolescent's self-understanding and inter-
personal functioning. The lessons are intended to give students the
opportunity to explore their thoughts and feelings about their develop-
ment and about their family relationships. The unit entitled "Growth
and Development of the Adolescent" focuses on many of the physical,
emotional, intellectual, and social experiences of the adolescent. The
adolescent may be experiencing many new feelings and responses to new
situations. Self-understanding can be a tremendous aid in reducing the
threat of any changes that come during this period. Self-understanding
in adolescence can greatly facilitate a desire for further self-awareness
throughout life. The unit entitled "The Adolescent in the Family" is
intended to help the student see his/her family relationship from the
family's perspective. Understanding family relationships can also be
very rewarding for the adolescent. Although the adolescent may be
egocentric, he/she has the capacity to be empathic with others if given
the opportunity. The teacher can use this guide to teach information
and skills that increase the adolescent's self-understanding and ability
to understand others. Career success, family success, and friendships
all depend on an individual's self-awareness and his/her ability to
develop and maintain relationships.

This guide is an effort to help teachers plan and implement courses in child development. It is the intent of this guide to increase understanding of child and adolescent development and family relationships. The guide is appropriate for a non-prerequisite semester course for students in grades ten to twelve. A prime requisite of good teaching is meeting the needs of individual young people. The home economics teacher is challenged to adapt this guide so that the local program will be suitable to the different needs, interests, and socioeconomic backgrounds of the students.

We live in a society that emphasizes freedom of choice, and our educational system has begun to acknowledge the importance of teaching individuals to make decisions. Because high school students today have more options available to them, they also need to be more prepared to make decisions. This curriculum guide covers many topics that either directly teach decision-making skills or address issues that the adolescent will be making decisions about, such as sexual behavior or the use of drugs. These issues are value-oriented and to teach them effectively will require that the teacher recognize the nature of the material and respond to the needs of the students. The goal when teaching about decision-making is not to teach a specific set of values; rather it is to help students recognize the influence that value systems have on human behavior and help students develop their own value framework.

The guide is divided into two volumes. Each volume contains major units which are further divided into lessons. Each lesson begins with generalizations that express the basic ideas of the concept. The performance objectives focus on the type of behavior the student is expected to display as a result of the learning experiences. The outline summarizes the information that is covered in the review of literature.

The review of selected literature includes background information for the teacher's use. Although some of the references are "classics" and therefore are dated, the majority of literature that is included in the review is recent and provides an overview of current literature on the topic. The review of literature is not intended to be a lecture that is presented to students, but the review may serve as a beginning point for planning the teacher's presentation. The references and suggested readings identify sources that the teacher can use in securing additional information.

A variety of learning activities, instructional aids, and evaluation experiences are given for each concept. These experiences were written to be used as tools to bring about the desired learning as stated in the performance objectives. The teacher is not expected to use all the suggestions included in the guide, but to select, adapt, and improvise activities that meet the students' needs. The teacher's selection of

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activities will depend on the abilities of the students, the available resources, and the needs of the community. Many of the learning activities and instructional aids include figures for the teachers to use or handouts for students. The figures or handouts are numbered and referenced in the description of the activity or aid. At the end of each lesson the teacher will find the actual figure or student handout. These materials can be easily duplicated for use as transparencies or distributed to each student for the purpose intended. Frequent evaluation is recommended so that the teacher can detect difficulties being encountered by students. For this reason evaluation experiences are given with most lessons, but additional test items should be constructed and added if needed.

Additional learning activities, instructional aids, and evaluation experiences that are pertinent to the entire unit are at the end of each unit. Many of these activities can be used to introduce the unit or can work well at different points in the unit. For this reason, the teacher will want to consider these unit activities in the initial stages of planning.

Two scope and sequence options are identified on the following pages. These charts indicate how the material in the curriculum guide can be presented. The titles used in the Scope and Sequence charts coincide with the titles in the Table of Contents. By referring to the Table of Contents the teacher will be able to locate the unit material represented in the chart. Each option utilizes both Volumes I and II when teaching an 18-week semester course.

Option A entitled "Stages of Child Development" is an outline of how the material can be taught when discussing the stages of development in sequence (infancy through school-aged). Growth and Development of the Adolescent is taught in the first six weeks because it is believed that understanding one's own development may facilitate the understanding of child development (infancy through school-aged). Option B groups all material on different types of development (e.g. physical, mental, social-emotional). The Scope and Sequence chart indicates the lessons in each unit that apply to each type of development. Although the Scope and Sequence charts represent two possible ways of organizing the material, the teacher is encouraged to use the material in the way that best suits the individual program format and the students' needs.

The lessons entitled Physical Development of the Adolescent, Health Problems: Sexually Transmitted Diseases, and The Adolescent in Crisis: Teenage Pregnancy include information that may be considered within the definition of "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Guidelines for Instruction of Sex Education in Louisiana, which includes Act 480, is in the Appendix.

The local educational agency should convene the parental review committee to examine the lessons in this unit and determine whether or not they desire the lessons, in whole or in part, to be taught by the home economics teachers in the local schools. The committee's recommendation should be forwarded to the local school board for final action. A local educational agency may include or exclude all or part of these lessons without diminishing the quality of the course as a whole.

SUGGESTED SCOPE AND SEQUENCE CHART (OPTION A)

STAGES OF CHILD DEVELOPMENT

CHILD DEVELOPMENT CURRICULUM

VOLUMES I AND II

SEMESTER COURSE--18 WEEKS			
6-7 Weeks	5-6 Weeks	5 Weeks	1 Week
Growth and Development of the Adolescent; The Adolescent in the Family	Prenatal Development; Growth and Development of the Infant and Toddler	Growth and Development of the Preschool Child and the School-Aged Child	Careers in Child Development

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SUGGESTED SCOPE AND SEQUENCE CHART (OPTION B)

DEVELOPMENTAL APPROACH

CHILD DEVELOPMENT CURRICULUM

VOLUMES I AND II

SEMESTER COURSE--18 WEEKS

5 Weeks	4 Weeks	5 Weeks
PHYSICAL GROWTH AND DEVELOPMENT Prenatal Development: Conception; Physical Development of the Embryo/Fetus; Environmental Influences on Prenatal Development; Infant and Toddler: Physical Growth and Development; Nutrition; Methods of Feeding the Infant; Physical Needs: Rest and Sleep; Health Care; Preschool Child: Physical Growth and Development; Nutrition and Health Care; School-Aged Child: The Physical Self: Body Changes and Abilities; Food and Health; Illness and Injury; Adolescent: Physical Growth and Development (4-lesson unit)	MENTAL GROWTH AND DEVELOPMENT Infant and Toddler: Motor Development; How Infants and Toddlers Learn; Language Development; Role of Play in Learning; Preschool: Intellectual Development; Language Development; School-Aged: Moral Decision-Making; Educational Experiences: Adolescent: Mental Growth and Development (5-lesson unit)	SOCIAL-EMOTIONAL GROWTH AND DEVELOPMENT Infant and Toddler: Social Growth and Development; Emotional and Personality Growth and Development; Preschool: Guidance; Emotional Development; Self-Concept Development; Social Development; Selecting Toys for the Preschool Child; Play; Creative Materials for Young Children; Influence of Television; School-Aged: The Society of Childhood; Family and Peer Influences; Mass Media; Personality: Self-Concept and Independence; Emotions; Sex and Social Role; Adolescent: Social-Emotional Growth and Development (4-lesson unit)

2 Weeks	2 Weeks
FAMILY RELATIONSHIPS Adolescent: The Adolescent in Health and Crisis (4-lesson unit) The Adolescent in the Family (6-lesson unit)	CARING FOR CHILDREN Infant and Toddler: Child-Care Facilities; Observation Techniques; Preschool: Baby-Sitting; Observation Experiences; Child Development Careers (3-lesson unit)

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Page

*Lesson includes information that may be considered within the definition of "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature).

LIST OF FIGURES

Page

LIST OF STUDENT HANDOUTS

UNIT: Growth and Development of the Adolescent

CONCEPT: Developmental Tasks of the Adolescent

GENERALIZATIONS

1. Adolescence is the transition between childhood and adulthood.

2. Knowledge of developmental tasks for each stage of development helps in understanding the behavior of an individual.

3. There is a typical period for achieving developmental tasks in a specific stage of development.

4. The achievement of the developmental tasks during one stage enables the person to achieve the tasks of the next stage
   . more successfully.

5. The individual tends to repeat and use behavior which has been successful in satisfying personal needs.

6. Individuals at the same stage of maturity tend to behave in similar ways in the same situation.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Briefly describe the various perspectives from which the adolescent period is viewed.

2. Identify developmental tasks of the adolescent.

OUTLINE

I. Adolescent Stage of Development

   A. Definition

   B. Perspectives

      1. Social view

      2. Biological View

      3. Developmental view

      4. Intellectual-competence view

1

II. Developmental Tasks

   A. Definition

   B. Havighurst's Theory

REVIEW OF SELECTED LITERATURE

     The study of adolescent development is concerned with interactions
between the adolescent and parents, other family members, peers,
teachers, society, and the developing individual characteristics of
the adolescent. Adolescence, that transitional period between child-
hood and adulthood, is marked by numerous and complicated needs, inter-
ests, and desires (Pikunas, 1976). It is the stage in which an indi-
vidual adapts and adjusts childhood behaviors to socially acceptable
adult behaviors and attitudes (Dusek, 1977). Because of individual
variation in psychological, biological, and social maturity, there is
no commonly agreed upon age range for the adolescent period.

     Adolescence is considered a critical period of development because
events which occur during this time may have a more important effect on
future development than those events which occur either earlier or later.
For example, decisions regarding education, a future career, and marriage,
made during the adolescent period, have considerable implications for the
individual's future life.

     Adolescence can be viewed from various perspectives, each inter-
related with the other. From the social view, adolescence is seen as a
time that society provides for an individual to learn and to adjust to
the behavior considered acceptable by the social and cultural group.

     The developmental perspective suggests that adolescents are given
the opportunity to try out a variety of adult behaviors to determine
the type of adult they will become. This selection is based upon a
personal perspective rather than a social perspective.

     The biological change that occur during adolescence provide still
another perspective. The rate of biological growth varies by individual
and by sex and could account for the difference in social expectations.
The adolescent period gives the individual time to adjust to sexual
- changes and to integrate them with social behaviors.

     As adolescents become capable of abstract thinking, they can inter-
act with people and the broad social world in new and different ways.
Increased intellectual growth changes the way adolescents view and feel
about themselves, parents, peers, and others.

     More specifically, the transitional period of adolescence is con-
cerned with the acquisition of certain social skills or attitudes re-
lated to development. Robert Havighurst (cited in Ryder, 1979) used
the term "developmental task" to describe these accomplishments.
Havighurst believes that developmental tasks are sequential, that there
is an optimum time to learn these tasks, and that tasks vary from culture

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to culture. He suggests that one must learn to become an adult and that the adolescent period is the learning period.

Developmental tasks may be defined as skills, knowledge, functions, or attitudes that an individual should acquire during a specific period in life in order to adjust to more difficult, future roles, and responsibilities that exist (Thornburg, 1971). Successful achievement of the developmental tasks for one period in life leads to success with later tasks. Failure leads not only to personal unhappiness and disappointment, but also to difficulties in dealing with later, more difficult tasks (Hurlock, 1973). Developmental tasks are acquired through physical maturation, social fulfillment, and personal effort (Dusek, 1977).

The developmental tasks of early adolescence are all focused on replacing childlike attitudes and behavior patterns with adult patterns of behavior. The developmental tasks of adolescence require a major change in the child's habitual attitudes and behavior. Consequently, few boys and girls can be expected to master these tasks during the years of early adolescence. This is especially true of the late maturers. The most that can be hoped for is the laying of foundations upon which the older adolescent can build the mature attitudes and behavior patterns expected of an adult (Hurlock, 1975).

Developmental tasks of adolescence identified by Havighurst (cited in Ryder, 1979) are listed below:

1. To attain new and more mature relations with members of both sexes.

2. To acquire a socially approved masculine   eminine adult role. This is more difficult now than   : past, for today roles are no longer preset, but are open   ued, thus freeing the person for choices without regard to sex.

3. To accept one's physique and the changes the body is going through.

4. To become emotionally independent from parents and other adults. The adolescents develop an affection for their parents on a more mature adult level.

5. To develop attitudes toward marriage and family relationships.

6. To select and prepare for an occupation. Adolescents evaluate their own special skills, talents, and personal goals, and choose a suitable occupation to utilize these characteristics.

7. To establish a set of values as a guide to behavior. In this task the adolescent begins to form realistic values about what is really important in life.

8. To accept and adopt socially responsible behavior. During adolescence the individual learns about conforming to social expectations.

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REFERENCES

Dusek, J. B. Adolescent development and behavior. Chicago: Science
        Research Associates, Inc., 1977.

Hurlock, E. B. Adolescent development. New York: McGraw-Hill, 1973.

Hurlock, E. B. Developmental psychology. New York: McGraw-Hill, 1975.

Pikunas, J. Human development: An emergent science. New York:
        McGraw-Hill, 1976.

Ryder, V. Contemporary living. South Holland, Illinois: The Goodheart-
        Wilcox Company, 1979.

Thornburg, H. D. Contemporary adolescence: Readings. Belmont, Cali-
        fornia: Brooks/Cole Publishing, 1971.

SUGGESTED READINGS

Hurlock, E. B. Developmental psychology. New York: McGraw-Hill, 1975.

        Excellent and complete source for physical development,
        developmental tasks, parent-sibling-peer influence, and
        self-concept.

Ryder, V. Contemporary living. South Holland, Illinois: The Goodheart-
        Wilcox Company, 1979.

        Interesting, well-written text on all aspects of life.
        Good photographs and charts.

Thornburg, H. D. Contemporary adolescence: Readings. Belmont, Cali-
        fornia: Brooks/Cole Publishing, 1971.

        A series of studies on adolescence. Informative, but may
        be too technical in some cases.

LEARNING ACTIVITIES

1. Title: Sentence Completion

    Description: Working as quickly as possible, complete the following
    twenty sentence fragments. If responding is difficult, place a
    circle around the number and return to that fragment later.

    1. I get angry when---
    2. Father and I---
    3. Mother and I---
    4. I feel proud when---
    5. I feel good when---
    6. I feel awful when---
    7. When I daydream---

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8. School is---
9. I don't like people who---
10. I like people who---
11. I need---
12. I used to be afraid of---
13. Death is---
14. I really worry about---
15. I will be happy when---
16. I would like---
17. I would have more friends if---
18. If I were the teacher---
19. I love my brother (or sister) except---
20. The future---

Materials Needed: Copies of sentence fragments

Reference: Adapted from Brackett, S. Tips and techniques for home-making teachers. Tony, Wisconsin: Homemaking Research Laboratories, 1975.

2. Title: Crossword Puzzle

Description: Complete the puzzle on Havighurst's developmental tasks of adolescence (Student Handout #1).

Key: Across   Down
        4. Peers   1. Independence
        6. Physique   2. Feminine
        7. Responsible   3. Marriage
        8. Occupation   5. Values

Materials Needed: Copies of puzzle

3. VOCABULARY

   1. Developmental Tasks--Skills, knowledge, functions, or attitudes that an individual should acquire during a specific period of life.

   2. Adolescence--The transitional period between childhood and adulthood.

INSTRUCTIONAL AID

   Title: Transparency

   Description: Use "Perspectives on Adolescent Development" (Figure #1) transparency when discussing this topic.

   Materials Needed: Transparency, overhead projector

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EVALUATION

Title: Writing Assignment

Description: Write a page on "Developmental Tasks of Adolescents." Define developmental tasks, list developmental tasks of adolescence, and tell why these tasks may be easy or difficult for you personally.

Materials Needed: Paper, pen

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Developmental Tasks - Crossword Puzzle
Student Handout #1
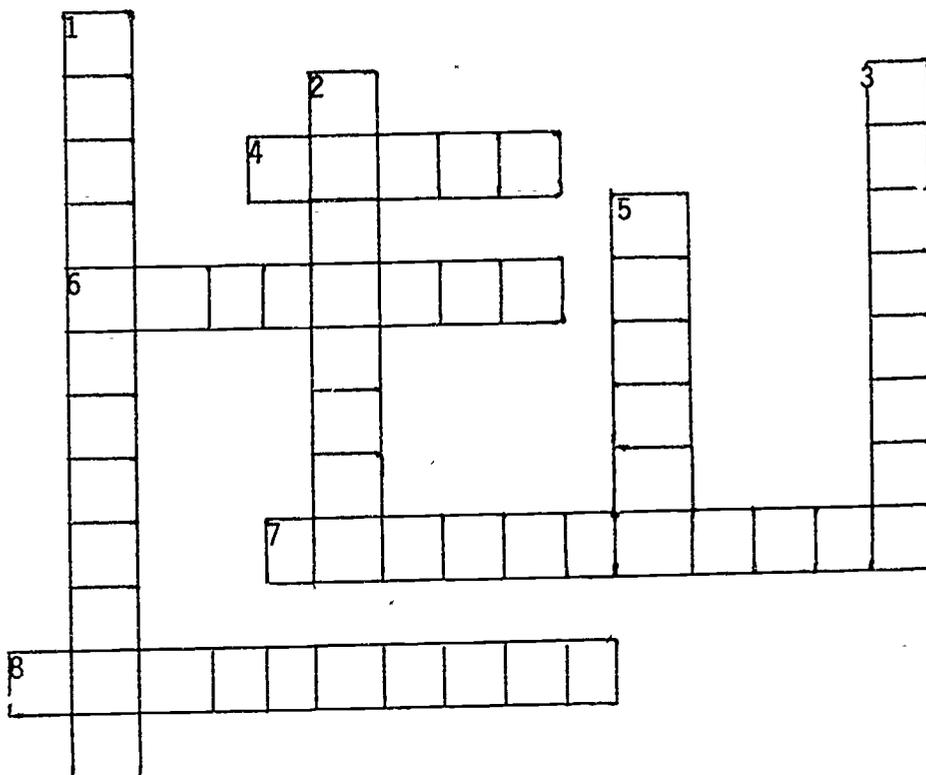
Complete Havighurst's eight developmental tasks of adolescence.

Across

4. To achieve more mature relations with_____.

6. To accept one's_____as it goes through the many physical changes of adolescence.

7. To adopt socially_____behavior.

8. To select and prepare for an_____.

Down

1. To achieve emotional_____from parents.

2. To adopt a socially approved masculine or_____adult role.

3. To develop attitudes toward_____.

5. To develop a set of_____as a guide to behavior.
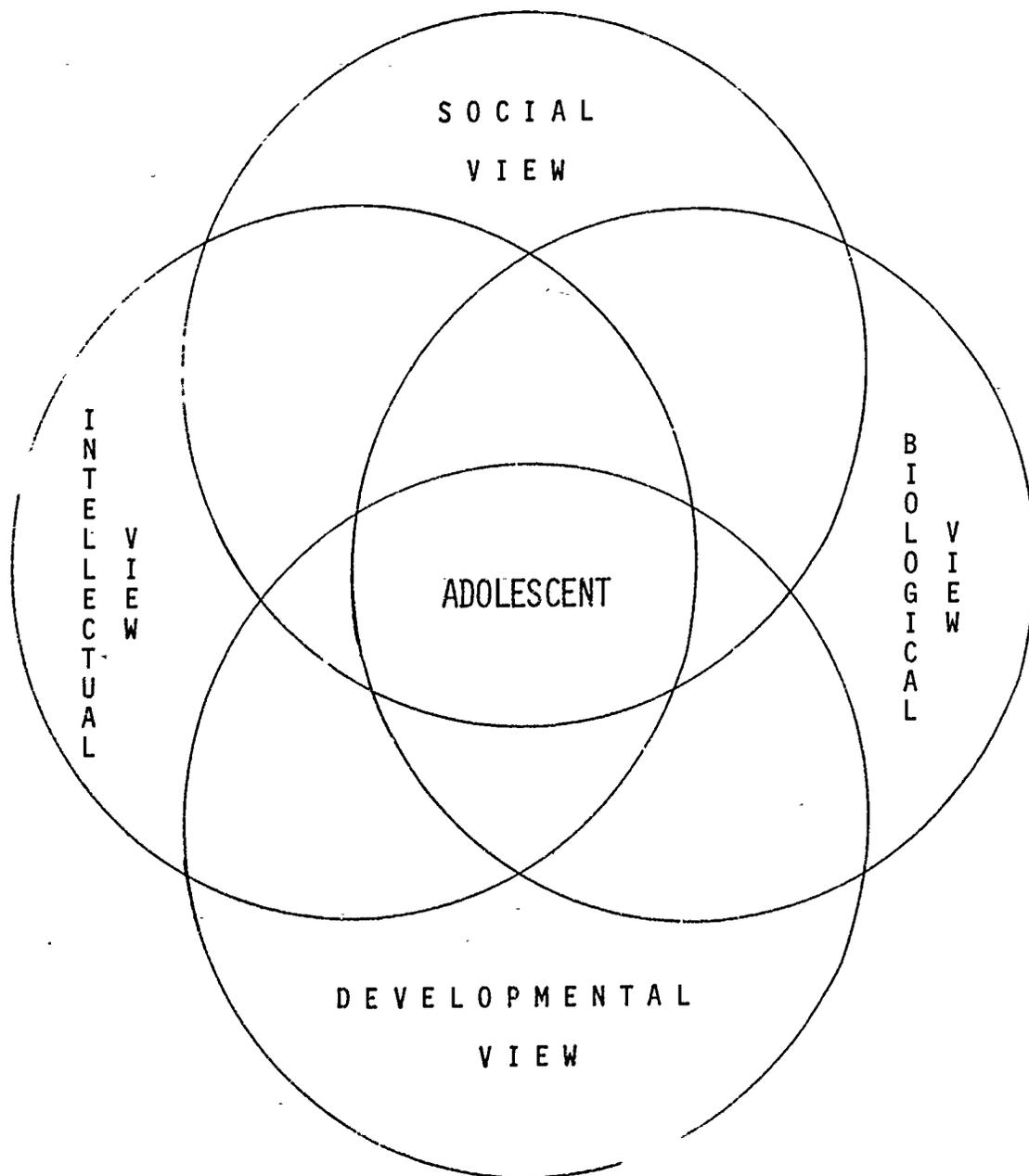
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Figure #1

PERSPECTIVES ON ADOLESCENT DEVELOPMENT

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UNIT: Growth and Development of the Adolescent

CONCEPT: Physical Development of the Adolescent

GENERALIZATIONS

1. Puberty is a normal and natural stage of development for all human beings.

2. Adolescence is the transitional period between childhood and adulthood. It is a period during which predictable growth takes place.

3. Specific glands and hormones control the timing of maturation.

4. Comprehension of the physical changes which occur during puberty and adolescence should help to foster self-understanding.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Define the terms "adolescence," "puberty," and "adolescent."

2. Identify physical changes that occur during puberty and adolescence.

3. List the primary and secondary sex characteristics.

OUTLINE

I. Periods of Development

A. Puberty

1. Prepubescence
2. Pubescence
3. Postpubescence

B. Adolescence

II. Physical Changes

A. Hormonal

B. Male Sexual Characteristics

1. Primary
2. Secondary

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C. Female Sexual Characteristics

   1. Primary
   2. Secondary

D. Change in Body Size

REVIEW OF SELECTED LITERATURE

Puberty is an overlapping period which encompasses the last years
of childhood and the beginning of adolescence (Hurlock, 1975). Al-
though puberty lasts a short time, from two to four years, it is char-
acterized by three phases of rapid growth. During the first phase,
the prepubescent stage, secondary sex characteristics begin to appear,
but the reproductive organs are immature. The second phase is the
pubescent stage. As the secondary sex characteristics continue to
evolve, sex cells are produced in the sex organs. The postpubescent
stage, the third phase, is marked by well-developed secondary sex
characteristics and mature sex organs.

Adolescence comes from a Latin verb "adolescere" which means "to
grow up" or "to grow to maturity" (Dusek, 1977). It is the transi-
tional period between childhood and adulthood in which the person be-
comes capable of producing an offspring. The individual in this
critical stage of development is referred to as an "adolescent."

Because each human being has a need for self-understanding, and
the adolescent, in particular, has the developmental task of accepting
his/her changing physique, it is important to analyze the maturations
which occur during this period. These changes are responsible for the
primary and secondary sex characteristics of the adolescent.

Primary sex characteristics are those directly related to repro-
duction, i.e., production of egg cells and sperm cells, etc. Secon-
dary sex characteristics represent all other physical characteristics
that distinguish male from female but which are not directly related
to reproduction. Secondary sex characteristics include voice change,
development of axillary, facial, and pubic hair, and development of
the breasts.

Specific glands and hormones in the adolescent's body control sex-
ual and physical maturation. The pituitary gland, located on the
underside of the brain, is probably the most important of these glands
because it controls the actions of three other very important glands
which include the following: (1) the gonads (affecting reproduction),
(2) the adrenal cortex (affecting emotions), and (3) the thyroid
(affecting growth and chemical balance).

Primary sex characteristics of males involve physical growth and
development of the testes, scrotum, and penis. Also the secretion of
testosterone rapidly increases, and the beginning of sperm cell pro-
duction occurs (Dusek, 1977).

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The testes are located in the scrotum, or sac. The testes increase in growth rate, with full maturity completed by twenty or twenty-one years of age (Helms & Turner, 1976; Hurlock, 1975). This growth is accompanied by rapid growth of the penis.

Sometimes after sperm production begins, adolescent males may experience nocturnal emissions. The emission during sleep is an ejaculation of semen that sometimes occurs as a result of an erotic dream. These nocturnal emissions are quite normal. An increase in the frequency of erections can also be noted at this time (Dusek, 1977; Papalia & Olds, 1975).

In males secondary sex characteristics which appear last in the maturation process of puberty are not directly related to reproduction (Hurlock, 1975). The growth of pubic hair in the male begins between twelve and fourteen years. Generally, two years later, underarm hair appears while chest hair may appear in late adolescence. Lightly colored, downy hairs begin at the corners of the upper lip and slowly extend over the lip. Next, hair on the upper cheek appears followed by growth on the midline below the lower lip. Final growth is on the sides and border of the chin and in front of the ears. Eventually all hair becomes darker and coarser.

Male adolescents experience a noticeable lowering of the voice rather late in puberty, but the process actually began much earlier. The lowering of pitch, usually of about one octave, results from the enlargement of the larynx and the lengthening of the vocal cords to almost twice their original length. Total change of the voice usually takes two or more years to be completed (Conger, 1973).

Other secondary characteristics of males include the activation of oil-producing glands in the skin. This development, in combination with the enlarging of pores, may cause acne. The skin also becomes coarser, less transparent, and sallow in color. The functioning of the apocrine, or sweat glands, increases (Hurlock, 1975). As muscles grow in size and strength, the body takes on a more adult appearance.

During maturation of some males, there may be an enlargement of the breasts in mid-adolescence. This condition usually disappears within a year. Some males may also tend to be heavy around the hips during early adolescence. Neither of these conditions has anything to do with sexual preference or masculinity (Conger, 1973).

The development of the major female reproductive organs is dependent upon two hormones. The first, progesterone, produces changes in the uterus to prepare it for a fertilized egg, aids in breast development, and affects the menstrual cycle and pregnancy (Dusek, 1977). The second, estrogen, makes possible the development of female secondary sex characteristics, maintains the shape, structure and secretions of the reproductive tract, and contributes to the female sex drive.

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Sexual maturation for females involves the sex organs, specifically the maturation of the ovaries, fallopian tubes, uterus, and vagina. The ovaries are positioned in the pelvic cavity, on either side of the uterus, and they are responsible for egg and hormone production. Normal females are born with ovaries, containing ovarian follicles with immature eggs. After a female experiences puberty, one of these follicles ripens and ruptures, releasing a mature egg approximately every twenty-eight days at the mid point of the menstrual cycle.

Menstruation is the monthly sloughing off of the uterine lining. The first menstruation is known as "menarche" and is initiated by a message from the hypothalamus "telling" the pituitary to secrete the follicle-stimulating hormone (FSH), which causes an ovarian follicle to ripen. After this step is completed, the secretion of FSH is stopped, and other hormones are secreted to form and mature the corpus luteum, which secretes progesterone. Estrogen serves as a regulator of the process by conveying messages to the hypothalamus, signaling the completion of each step. It is at the point when estrogen and progesterone are at their lowest levels that menstruation occurs.

Menarche occurs late in the developing process, usually after the peak of the rapid growth spurt. Sexual fertility and menarche do not occur at the same time. Usually the adolescent attains full reproductive functions within a year and a half after menarche (Conger, 1973; Smart & Smart, 1977).

The most visible sign of maturity in girls is the appearance of the secondary sex characteristics. The female hormone estrogen controls the development of these characteristics. Although the mammary glands begin to develop at the sixth week of embryo development, outward signs of breast development do not appear until puberty (Papalia & Olds, 1975). While the appearance of somewhat straight pubic hair may precede breast development, breast development is generally the first outward sign of sexual maturity (Conger, 1973). Because of the enlargement of the pelvic bone, the hips of the female become wider and are made rounder by deposits of subcutaneous fat.

Other female secondary sex characteristics related to skin, glands, and muscles are similar to those of the male (Hurlock, 1975). The exception is in the voice. Although a girl's voice becomes fuller and more melodious, it is not husky nor does it break as does that of the male.

Changes in the adolescent body are predictable, but there are individual differences influenced by the age at which maturation occurs. As physical growth slows, the accompanying awkwardness disappears and strength develops (Hurlock, 1975).

Changes in body size and proportion reflect a difference in male and female reactions to the maturation process. Body size is affected by a gain in height and weight. The greatest increase follows the beginning of puberty (Hurlock, 1975). Girls, at the age of eleven and continuing to the age of thirteen, are usually taller than boys. By the age of fifteen, boys surpass girls in height and are taller because of a longer growing period. Girls reach mature height between seventeen and eighteen

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years of age. Boys reach mature height between eighteen and nineteen years of age. Both sexes show a marked increase in weight. This is often referred to as a "fat period," but it is more common in girls than boys.

REFERENCES

Conger, J. J. Adolescence and youth: Psychological development in a changing world. New York: McGraw-Hill, 1973.

Dusek, J. B. Adolescent development and behavior. Chicago: Science Research Associates, 1977.

Hurlock, E. Development psychology. New York: McGraw-Hill, 1975.

Papalia, D. E., & Olds, S. W. A child's world: Infancy through adolescence. New York: McGraw-Hill, 1975.

Smart, M. S., & Smart, R. C. Children: Development and relationships. New York: Macmillan, 1977.

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Dusek, J. B. Adolescent development and behavior. Chicago: Science Research Associates, 1977.

A thorough study of the adolescent, written for adults.

Papalia, D. E., & Olds, S. W. A child's world: Infancy through adolescence. New York: McGraw-Hill, 1975.

A comprehensive study of children and the adolescent. May be used by the student and teacher.

Smart, M. S., & Smart, R. C. Children: Development and relationships. New York: Macmillan, 1977.

An interesting study of all aspects of the growth and development of young children and adolescents.

LEARNING ACTIVITIES

1. Title: Guest Speaker

   Description: Invite the school nurse or a doctor to speak about the physical changes which occur during adolescence.

   Materials Needed: Letter confirming date, time, and topic, with suggestions for points to emphasize, thank you letter

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2. Title: Review Sheet

   Description: Answer the questions listed below as a review of the material in this lesson by filling in the blanks with the correct term.

   Puberty   1. An overlapping period which encompasses the last years of childhood and the beginning of adolescence.

   Adolescence   2. The transitional time between childhood and adulthood.

   Pituitary   3. The gland which controls the actions of the gonads, the adrenal cortex, and the thyroid.

   Testosterone   4. A male hormone.

   Progesterone   5. Two female hormones.

   Estrogen

   Write the word "true" if the statement is true and write the word "false" if the statement is false.

   False 6. Primary sex characteristics include voice change, development of axillary, facial, and pubic hair, and development of the breasts.

   True 7. The testes are located in the scrotum.

   True 8. The uterus is the thick-walled muscular organ in women which will hold the developing embryo.

   True 9. Acne usually becomes a problem because of the activation of oil-producing glands in the skin and the enlarging of the pores.

   Materials Needed: Copies of review questions

3. Title: Measuring and Drawing Activity

   Description: Measure and record height. Draw a self-portrait, using the height measurement. Then color or paint the self-portrait. Hang the unidentified self-portraits on the wall in the classroom and allow students to guess who is who.

   Materials Needed: Ruler, roll of newsprint paper, paint or colors, tape

4. VOCABULARY

   1. Puberty--An overlapping period which encompasses the last years of childhood and the beginning of adolescence.____

2. Primary sex characteristics--Those characteristics related to reproduction.

3. Secondary sex characteristics--Other than those related to reproduction, the physical characteristics that distinguish male from female.

4. Menstruation--The cyclic sloughing off of the uterine lining.

INSTRUCTIONAL AIDS

1. <u>Title:</u> Transparency

   <u>Description:</u> Make a transparency of the "Internal Time Clock" (Figure #2). Write in the primary and secondary sex characteristics as the transparency is being shown to the class.

   <u>Materials Needed:</u> Transparency, grease pencil, overhead projector

2. <u>Title:</u> Flash Cards

   <u>Description:</u> Using 3 x 5 cards, make flash cards of vocabulary terms related to this lesson. The terms should be written on one side of the cards, with the definitions written on the other side. This project could be used for independent study.

   <u>Materials Needed:</u> 3 x 5 cards

3. <u>Title:</u> Kit, Booklets, and Posters

   <u>Description:</u> Kimberly-Clark has the following resources which are available to home economics teachers.

   1. Booklets--"Very Personally Yours" includes information on basic menstrual hygiene.
      "The Miracle of You" explains menstruation, male and female reproductive systems, and the birth process.
      The current price is ten cents per booklet.

   2. Poster--"Menstrual Physiology Chart" is available free of charge.

   3. Kit--"The Story of Menstruation" includes a filmstrip and cassette for $6.95.

   4. Instructional Kit--A teaching guide is available free with orders of $5.00 or more.

   Prices are subject to change after December 31, 1981.

   <u>Materials Needed:</u> Filmstrip projector and cassette player

   <u>Source:</u> Order from The Life Cycle Center, Kimberly-Clark Corporation P.O. Box 551, Neenah, Wisconsin 54956.

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EVALUATION

Title: Post-test--Physical Development

Description: The following questions can be used as a basis for evaluating knowledge of physical development.

1. There are three phases of rapid growth during puberty. Name these three stages and describe briefly.

   1. *Prepubescent stage--secondary sex characteristics begin to appear.*

   2. *Pubescent stage--sex characteristics continue to evolve and sex cells are produced in the sex organs.*

   3. *Postpubescent--secondary sex characteristics are well developed and sex organs mature.*

2. Define the term "adolescence."

   It is the transitional period between childhood and adulthood in which a person becomes capable of producing offspring.

3. Explain the difference between primary sex characteristics and secondary sex characteristics.

   Primary sex characteristics are those directly related to reproduction. Secondary sex characteristics include all the physical characteristics that distinguish male from female but which are not directly related to reproduction.

Write "true" if the statement is true or "false" if the statement is false.

True 4. Nocturnal emissions are normal for adolescent males.

True 5. Females and males show a marked increase in weight during adolescence.

False 6. The uterus is the female organ that is responsible for egg and hormone production.

False 7. Estrogen and testosterone are female hormones.

True 8. The pituitary gland controls the action of the gonads, the adrenal cortex, and the thyroid gland.

True 9. Most adolescent males notice a voice change due to an enlargement of the larynx and the lengthening of the vocal cords.

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True 10. Acne often becomes a problem because of oil-producing glands in the skin and the enlarging of the pores.

True 11. The average menstrual cycle is twenty-eight days.

False 12. A mature egg is released during the menstrual period.

True 13. The testes are located in the scrotum.

<u>Materials Needed</u>: Copies of test

Figure #2

MALES
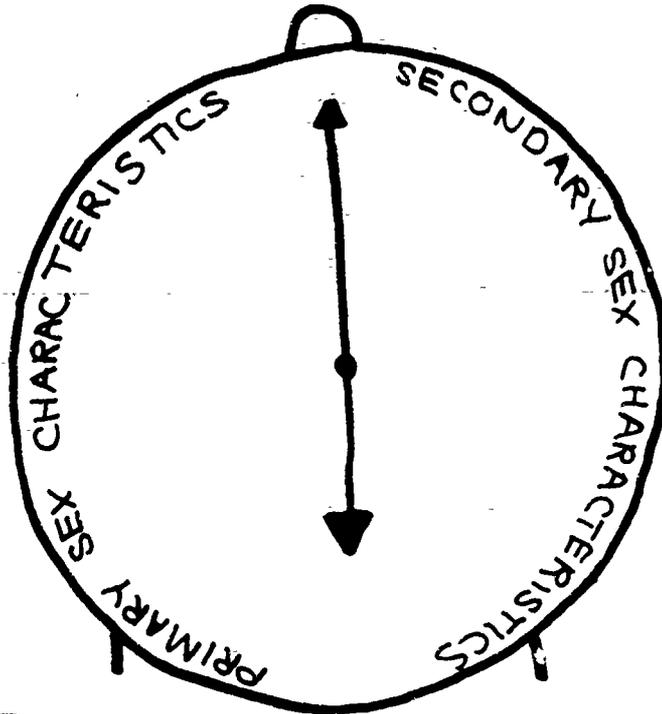
INTERNAL TIME CLOCKS

FEMALES

18
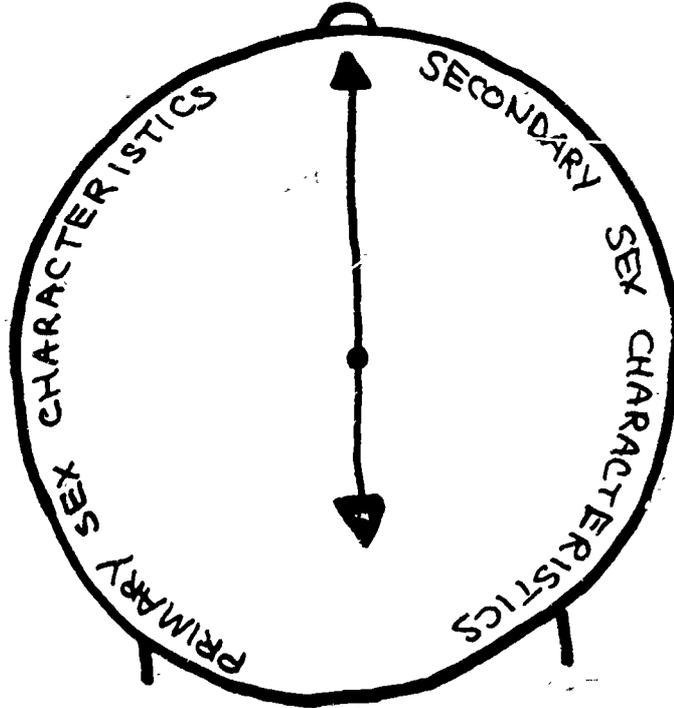
UNIT: Growth and Development of the Adolescent

CONCEPT: Adolescent Health and Nutrition

GENERALIZATIONS

1. Meeting health needs during adolescence is important.

2. The RDA and Daily Food Guide help to plan nutritional meals for all adolescents, including the obese teenager.

3. The adolescent requires large amounts of sleep and physical activity.

4. Good dental care is important to the health of adolescents.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Explain the role of good nutrition in the development of the adolescent.

2. Identify the number of calories required daily by adolescents.

3. Plan nutritionally adequate menus which meet the adolescent's needs.

4. Discuss the importance of dental hygiene.

OUTLINE

I. Health Needs

   A. Diet and Nutrition

      1. Importance of good nutrition
      2. RDA and the Daily Food Guide
      3. Caloric requirements and obesity
      4. Effect on complexion of adolescent

   B. Sleep and Rest

   C. Physical Activity and Exercise

   D. Dental Care

      1. Daily hygiene
      2. Semi-annual check-ups

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REVIEW OF SELECTED LITERATURE

Adolescents have some of the same health requirements as those of children, such as a good diet, adequate sleep and rest, exercise, and good dental care. Because adolescents are experiencing a period of rapid growth, second only to that of the prenatal and infancy stages of development, good health is necessary for growth, strength, and physical well-being. A proper diet can improve the body's resistance to infection as well as enhance emotional stability.

Research has shown that protein intake during childhood and certain phases of adolescence is related to growth in height (Wenck, Baren, & Dewan, 1980). Protein is also needed for building muscle tissue. For ages eleven to fourteen, the RDA for protein is forty-four grams each day (Hutchins, 1979). Protein accounts for twelve to sixteen percent of the caloric intake, with fifteen percent being the desirable average. Meeting the body's need for protein is not normally a problem, unless the teenager is on a weight reduction diet. When carbohydrate and fat intake is severely reduced, protein is used for energy rather than for building and maintaining tissues.

The requirement for iron is very high for adolescents, thus iron may be the most inadequate nutrient in the diets of teenagers (Wenck et al., 1980). Although both boys and girls need iron for the growth of red blood cells, males tend to need less iron after their growth spurt ends. A female's need for iron continues until menopause. Without it, iron-deficiency anemia may result.

Calcium, phosphorus, and vitamin D are essential for rapid bone growth. Tooth decay may also become a problem for the teenager, especially if the milk intake is low. The diets of pregnant teenagers are of even greater concern. Other vitamin deficiencies, such as in vitamin A, vitamin C, and riboflavin, may occur in the diets of some adolescents.

Eating habits formed during adolescence are carried over into the adult years. Therefore, it is extremely important for the adolescent to learn the basic fundamentals of good nutrition. In spite of the fact that most teenagers are hungry and they like to eat, a Gallup Poll reported that as many as one out of three teens do not eat breakfast (Wenck et al., 1980). Much of the teenagers' food intake was in the form of snack foods rather than regular meals. Peer pressure may be evident in the choosing of some fad diets.

The Daily Food Guide is a simple source to refer to in the planning of nutritious meals. The Guide divides foods into five categories according to their nutritional contributions. From each group, individuals can make selections which meet their own taste preferences, caloric needs, and budget requirements. The following chart is a brief summary of the Daily Food Guide (U.S.D.A., 1979).

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Table 1: Daily Food Guide

Name of Group	Minimum Number of Servings Needed Daily	Main Nutritional Contribution	Examples
Vegetable and Fruit Group	Four	Individual foods vary widely, but major sources of A and C and fiber.	Citrus fruits; dark green, leafy vegetables; potatoes, etc.
Bread and Cereal Group	Four	Important sources of B vitamins and iron. Main source of protein in veg-etarian diets. Wholegrain products contribute fiber.	All products made from grains that are enriched or wholegrains-- pasta, bread, corn bread, ready to-eat cereal.
Milk and Cheese Group	Four	Calcium, riboflavin, protein, vitamins A, B_6, B_{12}, and, when fortified, D	Milk, cheeses, yogurt, ice cream
Meat, Poultry, Fish, and Beans Group	Two	Protein, phosphorus, vitamins B_6, B_{12}; some are good sources of vitamin A and iron	Beef, pork, fish, chicken, shell-fish, dry beans and peas, eggs, nuts, peanut butter
Fats, Sweets, Alcohol	-----	Provide mainly calories. Veg-etable oils do provide vitamin E and essential fatty acids	Butter, margarine, candy, sugar, jam, soft drinks, wine, beer, unenriched bread products

The RDA for energy varies from a maximum of 3,000 calories for boys to 2,400 for girls (Hutchins, 1980). The reason for the greater need for males is that they have more lean body mass which requires maintenance. Athletes of either sex should consume more calories.

Studies have shown that teen-aged girls tend to think that they are too fat while teen-aged boys think of themselves as being too thin. Regardless of whether the self-concept of teenagers is accurate, they may voluntarily alter their diets in hopes of changing their image. Guidance in analyzing mean height and weight charts, such as the one in Table Two (Wenck, Baren, & Dewan, 1980, p. 576), should be helpful in defining obesity and realistic expectations. Although teenagers may find reassurance in the fact that late maturers will eventually meet norms, they should realize that one's genetic destiny cannot be changed by eating certain foods.

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Table 2: Mean Heights and Weights

Category	Age (Years)	Weight (Pounds)	Height (Inches)	Range of Energy Needs (kcal)
Males	11-14	99	62	(2000-3700)
	15-18	145	69	(2100-3900)
	19-22	154	70	(2500-3300)
Females	11-14	101	62	(1500-3000)
	15-18	120	64	(1200-3000)
	19-22	120	64	(1700-2500)

Of the teenagers with an obesity problem that started in early childhood, twenty to twenty-five percent may also have a weight problem in adulthood (Wenck, et al., 1980). Overweight teenagers following a weight-reduction program must be careful to include all the essential nutrients in their diets. Such a diet should include a daily intake of at least 1500 calories to be nutritionally adequate for this stage of growth (Hutchins, 1979).

A normal physical change of teenage boys and girls is the increased activity of the oil-producing glands which may result in complexion problems. Although adequate diet is necessary for good nutrition and healthy skin, some authors (Wenck et al., 1980) contend it will not have an immediate effect on improving the appearance of a teenager's skin. Hormonal changes, along with anxiety, stress and tension, were cited to be more significant factors. A study which was published by the American Medical Association showed that eating large amounts of chocolate did not noticeably affect the course of acne (cited in Wenck et al., 1980). In those cases wherein restricted diets were found to be helpful for certain individuals, allergies were believed to be involved.

Other health requirements of adolescents include nine to ten hours of sleep each day. As increased activities consume more time, the adolescent must learn to balance school and other activities with essential time for rest.

Vigorous physical activity is an essential part of the adolescent's health program. Activities develop strength, coordination, and stamina in both males and females. Team sports foster cooperation between team members.

It is also important for the adolescent to form an exercise habit that will continue throughout life. A major health problem of American adults is lack of exercise. Team sports serve a purpose, but individual sports have carry-over value for a lifetime of activity because they require fewer facilities and team members. Such sports as jogging, tennis, golf, and swimming are good exercises for both adolescents and adults.

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Good dental care is another important health requirement for adolescents. Basic dental hygiene includes regular brushing and flossing of teeth combined with semi-annual dental exams in order to minimize dental caries (decay) (Hutchins, 1979). Orthodontists may provide help in straightening and spacing teeth by the use of braces.

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Hutchins, B. Child nutrition and health. New York: McGraw-Hill, 1979.

United States Department of Agriculture. Food (Home and Garden Bulletin No. 228). Washington, D.C.: U.S. Government Printing Office, 1979.

Wenck, D. A., Baren, M., & Dewan, S. P. Nutrition. Reston, Virginia: Reston Publishing Company, Inc., 1980.

SUGGESTED READINGS

Briggs, G. M., & Calloway, D. H. Nutrition and physical fitness. Philadelphia: W. B. Saunders, 1979.

> An excellent background text on nutrition. Chapters 19, 22, 23, and 24 are especially helpful in nutrition and health for the adolescent. Has an excellent supplementary reading list.

Chaney, M. S., Ross, M. L., & Witschi, J. C. Nutrition. Boston: Houghton-Mifflin, 1979.

> An informative text on nutrition. Chapters 1 and 16 are on nutrition for the adolescent.

Martin, E. A. Nutrition in action. New York: Holt, Rinehart, & Winston, 1978.

> A detailed text on nutrition. Excellent for teacher reference, but may be difficult reading for the average high school student. Chapters 3, 10, and 11 are helpful for adolescent nutrition.

Whitney, E. N., & Hamilton, E. Understanding nutrition. St. Paul: West Publishing, 1977.

> A good background text on nutrition. Chapter 15 is excellent for a nutritional self-study.

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LEARNING ACTIVITIES

1. Title: Health Record

Description: Compile personal and family health records. A printed health record book entitled Family Health Record is available for sixty cents from the American Medical Association. Interview parents, relatives, doctor and dentist for information on one's medical history.

Materials Needed: Health forms, Family Health Record, OP-16, from Order Department, American Medical Association, P.O. Box 821, Monroe, Wisconsin. 53566

Reference: Adapted from Keep accurate health records, Forecast for Home Economics, January 1980, p. 51.

2. Title: Interview

Description: Interview the school nurse to determine the kinds of illnesses reported by students, the frequency of complaints, and the relationship to psychosomatic illnesses. Discuss some of the possible causes of psychosomatic illnesses and ways in which such illnesses might be prevented.

3. Title: Exercise Center

Description: Establish an exercise center in the home economics department. Secure exercise mats for use in the center.

Materials Needed: Exercise mats

4. Title: Assigned Reading

Description: Read one of the articles listed below about anorexia nervosa and answer the study questions. Discuss the answers to the study questions.

1. Describe the disease, anorexia nervosa.

   This is a psychosomatic illness involving extreme dieting. The person cannot stop dieting. Some experts say it is a struggle for control and a sense of identity.

2. Who are the victims?

   The victims are usually women between the ages of twelve and twenty-one.

3. What are the physical symptoms of the disease?

   Symptoms are extreme emaciation, constipation, cessation of menstruation, compulsive eating followed by self-induced vomiting or use of a laxative, muscle-wasting, hyperactivity.

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4. How are anorexia nervosa victims treated?

    The disease is often treated by a combination of medical care and psychotherapy.

    Materials Needed: Magazine articles, copies of questions

    References: Blackburn, P. An anorexic: I nearly starved myself. Mademoiselle, October 1979, pp. 134, 136.

    Conley, B. My sister and I tried to out-diet each other. Glamour, February 1979, p. 38.

    Levine, L. Anorexia: A family problem. McCalls, December 1978, p. 62.

    Solochek, B. Obsession: Why some girls starve themselves. Seventeen, June 1978, pp. 140-141; 166.

    The starvation diet. Beware! It is called anorexia nervosa. Co-Ed, May 1978, p. 20.

    When dieting goes wild. U. S. News and World Report, July 10, 1978, p. 62.

5. Title: Guest Speaker

    Description: Invite a guest speaker from local Weight Watchers' Club, a local doctor and/or a director of hospital food service to give advice on obesity and how to handle the problem.

    Materials Needed: Letters confirming date and time, thank you letters

6. Title: Menu Planning Activity

    Description: Plan three sets of menus. Each set should be for one day - breakfast, lunch, dinner, and any snacks. The first set of menus should be for a person wanting to lose weight, the second set for a person wanting to gain weight, and the third set for a person wanting to maintain weight. The meals must be nutritionally adequate and should include foods that teenagers like. Using books available in the home economics department, determine the number of calories in each set of menus.

    Materials Needed: Textbooks, cookbooks, or calorie counting booklets that can be used to compute calories. A good source of calorie information: Nutritive Value of Foods. Home and Garden Bulletin No. 72. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.   20402

7. Title: Student Report

    Description: Students who have worn braces present reports to

class. Inform the class on factors such as cost, procedures, and care requirements for braces. Other students may have questions.

Materials Needed: None

8. VOCABULARY

1. Nutrition--The study of the relationship between foods and the health of human bodies.

2. Dental Caries--Tooth decay.

3. Acne--A skin disorder marked by inflammation (pimples).

4. Obesity--Extreme overweight.

5. Calorie--A unit for measuring heat. A measure of the energy value of food.

INSTRUCTIONAL AIDS

1. Title: Bulletin Board

Description: Start a bulletin board on nutritious snack recipes. Ask students to contribute to the bulletin board. Place a box of stick-on stars close to the bulletin board. Every time a student tries one of the recipes and likes it, place a star on that recipe. Suggested captions: "Star Studded Snacks," "Is It True What They Say About Snacking?"

Materials Needed: Recipes (students may supply these), stick-on stars, letters for a caption if desired

2. Title: Group Crossword Puzzle

Description: Using the "Good Health and You" crossword puzzle (Figure #3), make a large puzzle on a sheet of clear vinyl. Hang on the wall. Have students fill in the answers with a felt tip pen.

Key:

Across	Down
3. Dental Caries	1. Floss
7. Ten	2. Bread
8. Fruit	4. Nutrition
11. Protein	5. Acne
12. Obesity	6. Infection
14. Oil	9. Calorie
15. Iron	10. Sleep
16. Calcium	13. Breakfast
17. Meat	18. Team
19. Braces	

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Materials Needed: Vinyl sheet, felt tip pen

Reference: Adapted from Calendar. _Forecast for Home Economics_, December 1975, p. 23.

EVALUATION

Title: Meal Planning Evaluation

Description: Plan one day's menus for an overweight adolescent. Include breakfast, lunch, dinner, and any snacks. The meals should be nutritionally adequate and should include foods that teenagers like.

Materials Needed: Paper, pen

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Figure #3

Good Health and You

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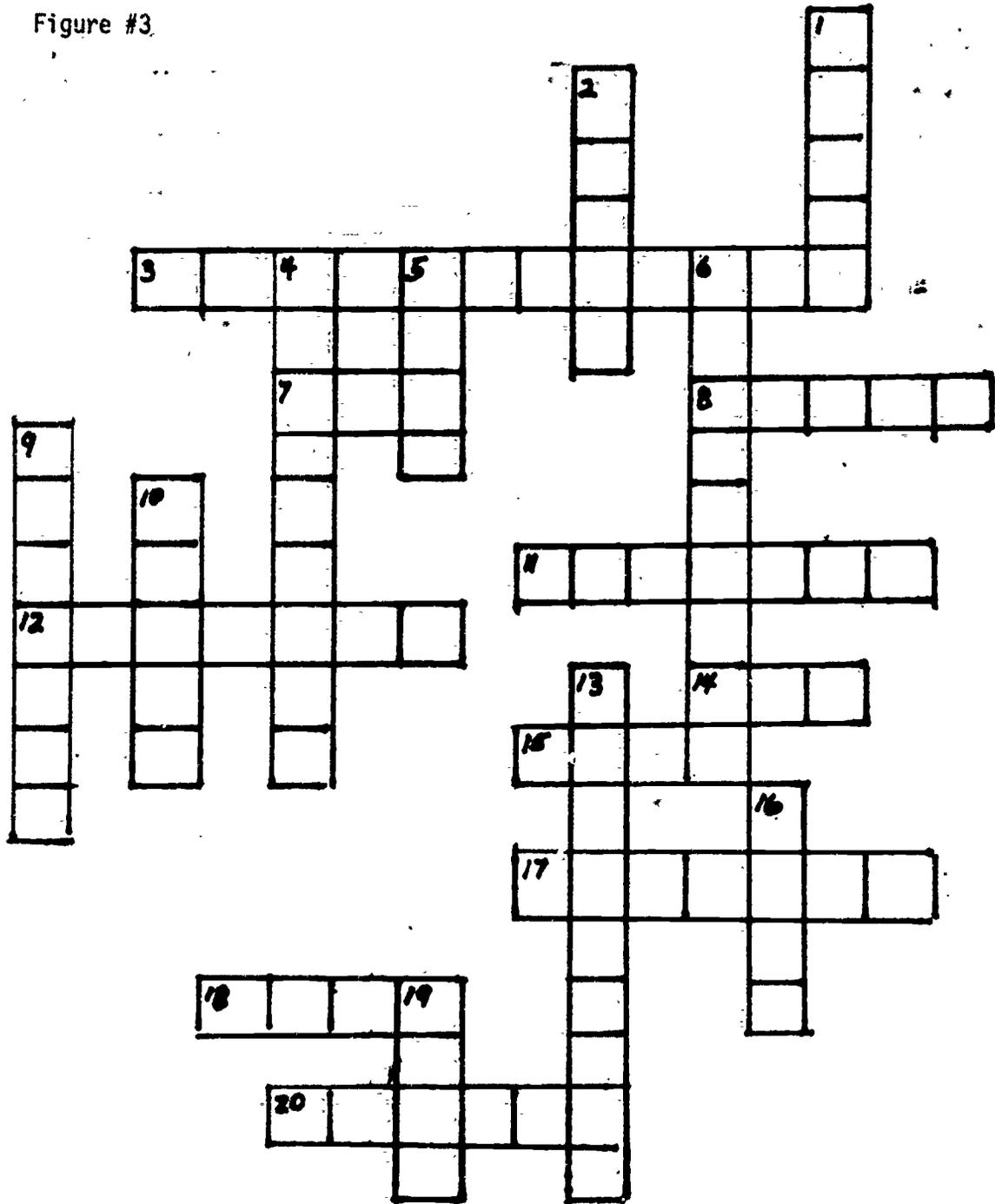
Good Health and You - Crossword Puzzle
Figure #3 - con't.

Across

3. Cavities in your teeth (2 words).

7. Teenagers need nine to _____ hours' sleep each night.

8. A food group that is important for its contribution of vitamins A and C and fiber.

11. Nutrient that is needed for building muscle tissue; very important during growth.

12. Extreme overweight.

14. Acne becomes a problem because of the increased activity of the _____ producing glands.

15. Mineral needed for the growth of red blood cells.

17. Mineral found in milk which is needed for strong bones and teeth.

18. Food group which is a good source of protein.

20 Orthodontists may provide help in straightening and spacing teeth by the use of _____.

Down

1. In a good dental routine, you should _____ between your teeth.

2. A group in the Daily Food Guide.

4. The study of the relationship between food and the human body.

5. A disease that results in problem skin.

6. A well balanced diet will help the body fight _____.

9. A measurement of energy value of food.

10. Adequate amounts of _____ and rest are important.

13. Studies have shown that as many as one-third of teenagers do not eat _____.

16. A food group that supplies protein and calcium.

19. _____ sports are important because they foster cooperation among members.

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UNIT: Growth and Development of the Adolescent

CONCEPT: Health Problems: Tobacco, Alcohol, and Drugs

GENERALIZATIONS

1. Tobacco smoking is a growing problem among teenagers.

2. Alcohol, often thought to be a stimulant, is actually a narcotic that acts as a central nervous system depressant.

3. Drugs can be harmful to the adolescent.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Define "tolerance" and "addiction."

2. Discuss harmful effects of cigarette smoking.

3. Describe the four stages of alcohol abuse.

4. Explain the health-related effects of alcohol.

5. Discuss harmful effects of marijuana, amphetamines, and barbiturates.

OUTLINE

I. Definitions

   A. Tolerance

   B. Addiction

      1. Mental
      2. Physical

II. Substance Abuse

   A. Tobacco

   B. Alcohol

   C. Marijuana

   D. Amphetamines

   E. Barbiturates

   F. PCP   30

REVIEW OF SELECTED LITERATURE

The use of tobacco and drugs causes social-medical problems which may affect adolescents in a number of ways. These social problems pose a potential threat to the adolescent who is making the transition from childhood to adulthood and has special developmental tasks of (1) achieving new and more mature relations with peers of both sexes, (2) achieving independence from parents and other adults, (3) continuing to develop a set of values and, (4) accepting and adopting socially responsible behavior. Peer pressure may encourage an individual to experiment with drugs in order to hasten his/her entry into the adult world. Adolescents need to be taught responsible decision-making on the basis of weighing advantages and disadvantages with the possible consequences (Sasse, 1978).

An understanding of terms that are frequently used in relation to tobacco or drugs seems pertinent to these areas of concern for the adolescent. Tolerance of a drug involves a relative capacity to endure or adapt to the influence of a drug. When a drug is used continuously, an increase in the amount of the substance is necessary in order to achieve the same effects that were experienced previously with a smaller amount of the substance. People have different tolerance levels, and tolerance varies over time. Addiction involves a mental or physiological dependence on tobacco or drugs (Hutchins, 1979). Mental dependency results from the repeated use of a substance because of the psychological effect. Physical dependency is the continued use of a drug in order to avoid physical symptoms of withdrawal.

Tobacco smoking has been, and continues to be, an area of experimentation among teenagers. At first, tobacco has a stimulating effect, but continued use produces a narcotic effect. The drug in tobacco, responsible for habituation and addiction, is nicotine (Hutchins, 1979).

The number of teenagers who smoke is increasing. Recent surveys reveal that the influential factor of who and how many smokers the teens know, tends to outweigh the anti-smoking messages. The belief that "everybody smokes" has been fostered by advertisements. According to the American Cancer Society (cited in Young, 1976), the harmful effects of cigarette smoking include the following:

1. Cigarette smokers are more prone to all kinds of infection.
2. Smoking causes eighty percent of all lung cancer.
3. Smoking can also cause cancer of the mouth, esophagus, larynx, and urinary bladder.
4. In most cases, emphysema and chronic bronchitis are caused by cigarette smoke.
5. Smoking causes a higher death rate from heart attacks, strokes, and circulatory diseases.
6. Women who smoke are more likely to have small or stillborn children.
7. The smoking of only one cigarette can speed up the pulse, lower the skin temperature, increase blood pressure, and upset the blood and air flow to the lungs.

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Alcohol, often thought to be a stimulant, is actually a narcotic drug that acts as a central nervous system depressant. It is the primary active ingredient in beer, wine, and liquor. Alcohol is formed when sugar and yeast spores ferment. Ethyl alcohol, one of many alcohols, is the type found in alcoholic beverages. Possibly considered a food because it does contain calories, alcohol, however, has no nutritive value. Moments after ingestion, alcohol can be found in all parts of the body because it does not have to be digested (U.S. Department of HEW, Alcohol, 1977).

The individual will experience a loss of social inhibitions in the early stages of use. The recognizable stages of alcohol abuse are the following:

1. Social Drinking--when the person takes an occasional drink with friends.
2. Intoxication--when enough alcohol has been consumed to cause one to lose control of behavior.
3. Problem Drinking--when drinking causes serious problems on the job and/or in the family.
4. Alcoholism--excessive alcohol consumption that seems uncontrollable and often leads to damage to the organs of the body and even to death (Hutchins, 1979).

If the consumption of alcohol continues to be excessive it anesthetizes the deepest levels of the brain. Coma or death may result by depressing heart functions and breathing. Heavy drinking may cause serious nervous or mental disorders, or permanent brain damage (U.S. Department of HEW, Alcohol, 1977).

Another commonly abused substance is marijuana. Although research is still somewhat limited, there have been some definite findings. Marijuana affects short-term memory and thermal discrimination. The active ingredient in marijuana, THC, displays some analgesic properties. Driving while under the influence of marijuana is hazardous.- At higher levels of use, marijuana causes a person to be less effective at work (U.S. Department of HEW, 1974).

Chronic use of marijuana has led to improper functioning of the lungs. Detrimental effects of marijuana upon the immune-response system lower resistance to disease. The male marijuana smoker may display decreased testosterone and decreased sperm counts, a condition which is of particular concern to preadolescent and early adolescent males because it is during these stages that sperm are beginning to be produced. Reaction timing is also impaired, as well as coordination and visual perception (U.S. Department of HEW, 1977).

Inhalants have become a popularly abused substance for teenagers. These are volatile solvents that, when deliberately inhaled, can cause intoxication. Commonly abused inhalants are airplane glue, fingernail polish remover, paint thinner, gasoline, and a variety of aerosols. Acute intoxication from inhalants resembles alcohol intoxication, but is of shorter duration. It has been confirmed that chronic brain defects occur with extensive abuse of inhalants. Sudden death or suffocation has occurred because of inhalation of the solvent in a closed space.

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Amphetamines are another abused substance. Commonly called "uppers," these drugs produce a toxic hallucinatory state after acute use of large doses. Chronic psychosis, a major alteration of behavior, may occur when the chronic user is in a clear state of consciousness. Paranoia, visual and auditory hallucinations, delusions of persecution, and body image changes may occur during episodes of the psychosis.

Barbiturate intoxication reduces the person's ability to make accurate judgments and drastically inhibits motor coordination. These drugs, commonly called "downers," can produce tolerance and both physical and psychological dependence. They are legitimately prescribed by physicians to treat anxiety and insomnia. Some patients increase the dosage without their physicians' knowledge. Maintaining an anxiety-free state for as long as possible is the primary concern of the user. This type of abuse is difficult to control because the patient may receive prescriptions for the drugs from a number of doctors. The abuse may go on for long periods of time before noticeable symptoms develop.

Teenagers and young adults use barbiturates in order to achieve the same effects as with alcohol abuse. If the drugs are taken in conjunction with consumption of alcohol, the time of absorption is speeded up considerably. When dissolved in water, barbiturates can be injected into the body for a "rush," a warm, drowsy feeling experienced immediately after injection.

Nearly 5,000 deaths are associated with barbiturates each year. An overdose has life-threatening implications for the victim. Slurred speech, staggering gait, slowed reactions, lethargy, and progressive respiratory depression are effects of barbiturate use. After sufficient dosage, the user may experience a coma or even death.

Withdrawal can occur from two hours to five days after the last dose if the abuse has been constant and heavy. Symptoms include anxiety, tremors, insomnia, nightmares, nausea, vomiting, anorexia, postural hypotension, seizures, delirium, and hyperpraxia (Dupont, Goldstein, & O'Donnell, 1979).

Phencyclidine, or PCP, is a stable white solid that acts primarily as a central nervous system depressant. PCP was developed in the mid 1950's as an anesthetic that worked without disturbing the cardiovascular or respiratory systems. With the earliest use of PCP, unanticipated effects were noted, such as disorientation, agitation, manic excitation, hallucinations, and the development of delirium as the anesthetic wore off.

When taken in a normal street dosage, PCP prevents sleep for eight to twelve hours. It may affect the appetite, cause constipation, and delay the function of the urinary tract. Profound alterations of thought perceptions and mood occur, as do changes in body image and depersonalization. The user may experience feelings of isolation, estrangements, and dependency. Usually, chronic abusers eat only one meal a day and lose from ten to thirty-five pounds during periods of regular use. Chronic users experience persistent problems with memory and speech. Thinking becomes difficult after long periods of use. The

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persistent users may develop symptoms of violent and aggressive behavior, auditory hallucinations, and delusional thinking. No withdrawal symptoms develop if the user stops taking the drug (Petersen & Stillman, 1978).

REFERENCES

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Hutchins, B. Child nutrition and health. New York: McGraw-Hill, 1979.

Petersen, R.C., & Stillman, R. C. Phencyclidine (PCP) abuse: An appraisal. Washington, D.C.: U.S. Government Printing Office, 1978.

Sasse, C. R. Person to person. Peoria, Illinois: Charles A. Bennett, 1978.

U.S. Department of Health, Education, and Welfare; National Institute on Drug Abuse. Marijuana and health: Fourth annual report. Washington, D.C.: U.S. Government Printing Office, 1974.

U.S. Department of Health, Education, and Welfare; National Institute on Drug Abuse. Marijuana and health: Seventh annual report. Washington, D.C.: U.S. Government Printing Office, 1977.

U.S. Department of Health, Education, and Welfare; Alcohol, Drug Abuse, and Mental Health Administration; National Institute on Alcohol Abuse and Alcoholism. Alcohol: Some questions and answers. Washington, D.C.: U.S. Government Printing Office, 1977.

White, R. B. You and your food. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Young, M. Smoking: Let's clear the air. Forecast for Home Economics, September 1976, pp. 128, 129; 160.

SUGGESTED READINGS

The American Cancer Society. Answers to the Most Often Asked Questions About Cigarette Smoking and Lung Cancer.

An 81-page folder providing answers to students' questions about smoking. Available from local division of the American Cancer Society.

The American Lung Association. Second-hand Smoke Facts.

Documents the harmful effects of tobacco smoke on non-smokers. Available from local division of the American Lung Association.

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Tener, E. Teenage drinking: Where do you stand? <u>Co-Ed</u>, December 1978, pp. 32; 54-55.

> The true story of a teenage alcoholic. Article also includes statistics about teenage drinking together with a quiz.

U.S. Department of Health, Education, and Welfare. <u>The drinking question: Honest answers to questions teenagers ask about drinking.</u> Washington, D.C.: U.S. Government Printing Office, 1975.

> Booklet is presented in question/answer form with photographs and easy-to-understand information. "Tells it like it is." Tells facts as it answers questions from teenagers.

U.S. Department of Health, Education, and Welfare. <u>Guide to alcohol programs for youth.</u> Washington, D.C.: U.S. Government Printing Office, 1977.

> Booklet outlines trends in adolescent drinking behavior, the understanding of adolescent alcohol use, and information about setting up alcohol and youth programs.

LEARNING ACTIVITIES

1. <u>Title</u>: Student Survey

   <u>Description</u>: Fill in survey sheet "Thinking of Drinking" (Student Handout #2). Use as a basis for discussion about drinking and problems related to excessive use of alcohol.

   Key: 1. False
   　　　　2. True
   　　　　3. True
   　　　　4. False
   　　　　5. False
   　　　　Discussion answers will vary.

   <u>Materials Needed</u>: Copies of Survey

   <u>Reference</u>: Adapted from Brackett, S. <u>Tips and techniques for home-making teachers.</u> Tony, Wisconsin: Homemaking Research Laboratories, 1975, p. 73.

2. <u>Title</u>: Interview Recording

   <u>Description</u>: Listen to a tape-recorded interview of a reformed drug abuser. Divide into groups and discuss both sides of the drug problem.

   <u>Materials Needed</u>: Tape recorder and recording

3. **Title:** Health Problems Roulette Game

Description: Three to six players can participate. One referee is needed. A number of questions from the lesson will need to be developed. Use the materials listed below. Place the roulette wheel in the center of the table. The referee spins the wheel (very slowly). When the wheel stops, the first player on the left answers the question the arrow points to. If the player answers correctly, the referee gives that player one point. The game proceeds in this manner around the circle of players. A time limit should be set at the beginning of the game. It is the referee's duty to determine whether the questions are answered correctly and to keep score. The player with the most points wins.

Materials Needed: Roulette wheel--use a 10½-inch plastic turntable (available in housewares department). Cut a 10-inch circle of construction paper. Draw lines to divide into sections. Write the questions on these sections. Laminate. Secure to the turntable. Cut arrow from construction paper. Laminate. Place the roulette wheel on the table and tape arrow to table.

Reference: Adapted from Schmelzel, C. Spice and herb roulette. Forecast for Home Economics, December 1975, p. 21.

4. **Title:** Debate

Description: Divide the class into four groups. Two groups will debate the rights of the smoker versus the non-smoker. Two other groups will debate issues related to liquor laws.

Materials Needed: References for information needed

5. **Title:** Research Assignments

Description: (1) Research more information on certain drugs such as tranquilizers, LSD, diet pills, or cocaine. (2) Research the deaths of famous people who died of drug abuse.

Materials Needed: References for information

6. **Title:** Cost Analysis

Description: Select a brand of cigarettes. Find out (1) How much do they cost per pack? (2) How many cigarettes are in a package? (3) How much do they cost per carton? (4) If a person smoked a pack per day, what would he/she spend on cigarettes for a week?; per year?

Materials Needed: None

7. VOCABULARY

1. Tolerance--A relative capacity to endure or adapt to influence of a drug; when an increase in the amount of the substance is necessary to achieve the same effects that were experienced previously with a smaller amount of the substance.

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2. Addiction--A physiological or psychological dependence on a substance (e.g., alcohol).

3. Abused substance--A substance that is misused, or used in excess of the amount that may be intended.

4. Intoxication--Condition produced by overindulgence in various drugs which result in a loss of control of behavior; generally refers to drunkenness resulting from alcohol intake, but can result from consumption of other drugs.

5. Alcoholism--Uncontrollable, excessive alcohol consumption that often leads to damage to internal organs.

INSTRUCTIONAL AID

Title: Advertisement Evaluations and Bulletin Board

Description: Collect advertisements on tobacco and alcoholic products. Evaluate the information included in the advertisements. The ads are trying to make what kind of appeal? Using the advertisements, make a bulletin board entitled "Don't Get Suckered" (Figure #4).

Materials Needed: Advertisements, bulletin board backing, construction paper, suckers

DON'T GET SUCKERED!!

Figure #4

(ADS)

(ADS)

(ADS)

(ADS)
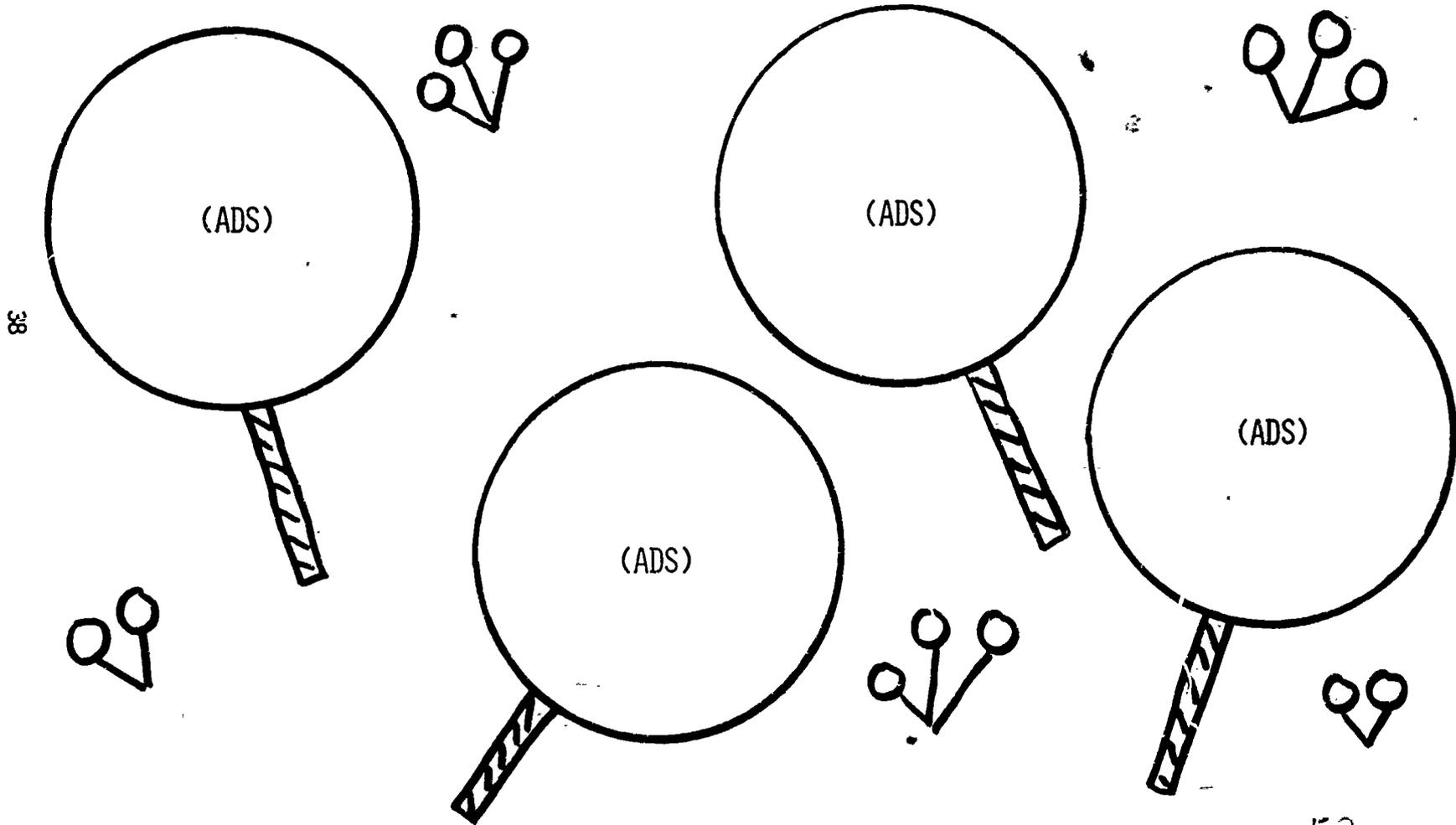
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Thinking of Drinking - Survey Form
Student Handout #2

Answer the following questions as honestly as possible. Do not write
your name on this sheet. The purpose of this survey is to find out
how much you know about alcohol and some of your feelings about drinking.
You will not be graded on this activity.

I. Circle "T" if the statement is True or "F" if the statement s False.

    T F 1. Alcohol is a stimulant.

    T F 2. The effects of alcohol can be felt very quickly because
              alcohol does not have to be digested.

    T F 3. Heavy drinking can cause permanent brain damage.

    T F 4. All alcohols are safe to drink.

    T F 5. Alcohol contains no calories and has no nutritive value.

II. Think about the people you know who drink and answer these questions.
    There will not be a right or wrong answer.

    1. List some reasons why people drink.

    2. Name some situations where alcoholic drinks might be offered.

    3. Are the people you know who drink encouraged or discouraged by
        their parents? Does the drinking cause family problems?

    4. Describe any unpleasant effects drinking has on people.

    5. Are the people you know:
        A. Social drinkers?
        B. Problem drinkers?
        C. Alcoholics?

    6. If a friend decided that help was needed for a drinking problem,
        what suggestions would you give?

UNIT: Growth and Development of the Adolescent

CONCEPT: Health Problems: Sexually Transmitted Diseases

GENERALIZATIONS

1. Sexually transmitted diseases are an ever-increasing problem for adolescents.

2. Adolescents should be familiar with the symptoms, effects, and treatment of sexually transmitted diseases.

3. Gonorrhea is second only to the common cold in the number of cases each year in the United States.

4. Syphilis is not as widespread as gonorrhea, but it is considered more dangerous.

5. Genital herpes is caused by the herpes simplex virus.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Discuss the prevalence of sexually transmitted diseases among adolescents.

2. Name the symptoms, treatment, and possible complications of gonorrhea, syphilis, and genital herpes.

OUTLINE

I. Sexually Transmitted Diseases

   A. Definition

   B. Incidence

II. Gonorrhea

   A. Mode of Contraction

   B. Symptoms

   C. Treatment

   D. Consequences

III. Syphilis

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A. Mode of Contraction

B. Symptoms

C. Treatment

D. Consequences

IV. Genital Herpes

A. Mode of Contraction

B. Symptoms

C. Treatment

D. Consequences

REVIEW OF SELECTED LITERATURE

Sexually transmitted diseases, ofteu referred to as venereal disease (V.D.), are communicable diseases that are spread by sexual contact. These diseases are in epidemic proportions among teenagers in the United States. One out of every five persons newly infected with a sexually transmitted disease is under the age of twenty (Hutchins, 1979). Treatment of sexually transmitted diseases can be very effective, particularly if treatment occurs in the early stages of the disease. It is also important that an individual who has been diagnosed as having venereal disease contact his/her sexual partner(s) so that they can also seek treatment. Treatment can be sought from the Public Health Unit in any community or from a private physician.

Gonorrhea is one of the most widespread of all sexually transmitted diseases. It is caused by a microorganism called a "gonococcus," which thrives mainly in the mucous membranes of the genital areas of both sexes (Perry & Perry, 1977). In males, gonorrhea can be detected by an examination of the urethra in which an infection creates a burning sensation at urination or a discharge two to eight days after exposure. In females an examination of the cervix may reveal an infection which may cause a vaginal discharge. Positive diagnosis of the disease is made by growing a culture of the discharge. Eighty percent of the female victims of gonorrhea experience no symptoms at all. The fact that so few women experience symptoms of the disease makes it critically important that the male sexual partner inform the female when he has gonorrhea.

While passing through the birth canal of an infected mother, the baby may contract this potentially blinding disease. To prevent such infections, silver nitrate drops are placed in the eyes of each newborn baby.

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If left untreated, gonorrhea may cause a narrowing or blockage of the urethra in males, hindering the flow of urine. In severe cases, sterility may result from blockage in the vas deferens or urethra. In females the bacteria may travel up the reproductive system and cause pelvic inflammation. Scar tissue may block the fallopian tubes, resulting in sterility. Spontaneous abortion, premature birth, and stillbirth are common among infected pregnant women.

Syphilis is not as widespread as gonorrhea, but is considered more dangerous. The disease can be contracted through direct intimate contact with the lesions during the infectious stage of the disease. This bacterium is also very fragile and can live only seconds outside the human body. Symptoms begin ten to ninety days after exposure. At the site of infection, a painless sore or chancre will develop. The chancre is usually evident at the tip of the penis, or on the cervix or vagina. Because the sore is not painful it may be ignored. Secondary syphilis will develop within three to five weeks if treatment is not obtained. In the second stage, a general body rash or hand and feet rash may develop. The victim may experience fatigue, fever, hair loss, or lesions of the mouth. The symptoms in this stage are generally severe enough to encourage a person to seek medical help. Even without treatment, the symptoms will disappear as the disease progresses. The bacteria will continue to invade other body parts. These first two stages are the infectious stages of syphilis.

If untreated, the disease will develop into latent syphilis. Even after long periods of dormancy, the syphilis may reappear to damage the heart, brain, or spinal cord, possibly resulting in mental illness, blindness, heart disease, or death.

A simple blood test can confirm the presence of syphilis, and penicillin injections are the treatment. Damage done to the body organs by latent syphilis is irreversible. Syphilis can be contracted more than once. Infected mothers may give birth to children with congenital syphilis, resulting in deformities in bones, skin, teeth, or eyes.

Genital herpes is caused by the herpes simplex virus and is generally transmitted through intimate sexual contact. Less is known about the herpes simplex virus than is known about gonorrhea or syphilis. Lesions below the waist in the genital area appear two to twelve days after exposure to the disease. These lesions disappear in two to three weeks, but may reappear weeks or even years later. The newborn who contracts the disease may be crippled or suffer a fatal form of meningitis. Immunity does develop against reinfection, but not against recurrence of the same infection. Antibiotics are of little value in the treatment of herpes. Presently, the only successful treatment is directed toward relieving the symptoms until the body can fight off the infection (U.S. Department of HEW, 1976).

REFERENCES

Hutchins, B. Child nutrition and health. New York: McGraw-Hill, 1979.

Perry, J., & Perry, E. Pairing and parenthood: San Francisco: Canfield Press, 1977.

U.S. Department of Health, Education, and Welfare; National Institute of Allergy and Infectious Diseases. Sexually transmitted diseases. Washington, D.C.: U.S. Printing Office, 1976.

SUGGESTED READINGS

Chiappa, J., & Forish, J. J. The VD book. New York: Holt, Rinehart, & Winston, 1976.

An excellent non-technical guide dealing with facts and emotional aspects of sexually transmitted diseases. Is recommended for teacher and student.

Hutchins, B. Child nutrition and health. New York: McGraw-Hill, 1979.

A good text for high school students. A section on sexually transmitted diseases is in Chapter 25. The book has a chapter summary that helps summarize important facts to remember.

Perry, J., & Perry, E. Pairing and parenthood. San Francisco: Canfield Press, 1977.

A factual section on sexually transmitted diseases on pages 144-146. Good bibliography.

U.S. Department of Health, Education, and Welfare; National Institute of Allergy and Infectious Diseases. Sexually transmitted diseases. Washington, D.C.: U.S. Printing Office, 1976.

A 24-page pamphlet summarizing current information on the widespread infections such as genital herpes, non-gonoccal urethritis, chancroid, trichomoniasis and others, as well as gonorrhea and syphilis. Causes, symptoms, diagnosis, complications, and treatments are explained.

LEARNING ACTIVITIES

1. Title: Guest Speaker

   Description: Invite the school nurse, a nurse from the local health unit or a qualified medical student to discuss sexually transmitted diseases.

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Materials Needed: Letter confirming date and time, thank you letter

2. **Title:** Films

    Description: View a film on sexually transmitted disease. Venereal Disease Self-Awareness Project is a series of films produced by Robert Rubin under the supervision of New York State Department of Education and Health.
    Module 1: **VD: Who Needs It!** (24 minutes, color).* Designed to raise questions about venereal disease facts.
    Module 2: **Next Time** (12 minutes, color). Designed to cause viewer to examine personal attitudes.
    Module 3: **Number 23** (10 minutes, color). An audiovisual experience of being treated at a venereal disease (sexually transmitted disease) clinic. Films and leader's guides available for preview ($25) or rental ($150 per month) or purchase ($485). Write to Ms. Marjorie Wormer, Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702.

    Materials Needed: Film, projector

    References: Young, M. V.D. education: Coping with the intimate epidemic. **Forecast for Home Economics**, January 1978, p. 42-43.

3. **Title:** Research Assignment

    Description: Discover some famous people in history who had sexually transmitted disease. Write a report about how venereal disease affected their lives and the course of history.

    Materials Needed: References

4. VOCABULARY

    1. Sexually Transmitted Disease (Venereal Disease)--infectious communicable diseases that are usually spread by sexual contact.

    2. Immune--being able to resist a disease.

    3. Lesions--an abnormal change in body tissue due to injury or disease.

    4. Gonorrhea--the most common sexually transmitted disease.

    5. Syphilis--sexually transmitted disease which has three stages.

    6. * Genital herpes--disease caused by the herpes simplex virus.

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EVALUATION

Title: Pretest--Sexually Transmitted Diseases

Description: Answer questions about venereal diseases.
Although this is a quiz, its only purpose is to find out how much
you already know about sexually transmitted diseases. This quiz is
not for a grade. Write the word "true" if the statement is true,
and "false" if the statement is false.

True   1. Some people are born with venereal disease.

True   2. Many women who have gonorrhea have no symptoms.

False   3. After contracting one form of sexually transmitted dis-
              ease once, the body becomes immune to all of the vene-
              real diseases.

True   4. Treatment of gonorrhea and syphilis is simple and rela-
              tively painless.

True   5. Damage already done to the body before treatment starts
              cannot be reversed.

False   6. A regular check-up usually includes special tests for
              sexually transmitted diseases.

False   7. Syphilis is the most widespread of all sexually trans-
              mitted diseases.

False   8. There are cures for all sexually transmitted diseases.

False   9. In syphilis, when the sore disappears, the disease is
              cured.

Materials Needed: Copies of quiz

References: Adapted from Young, M. V.D. education: Coping with
the intimate epidemic. Forecast for Home Economics, January 1978,
p. 42-43.

UNIT: Growth and Development of the Adolescent

CONCEPT: Mental Development

GENERALIZATIONS

    1. Mental activity and ability increases simultaneously with
       physical growth and chronological age.

    2. Mental activity and ability is developmental; readiness along
       with experience will determine the rate of development.

    3. The ability to acquire and use knowledge approaches maximum
       capacity during adolescence.

    4. Adolescent egocentrism is related to the developing cognitive
       processes during this period.

PERFORMANCE OBJECTIVES

    Upon completion of the lesson, the student should be able to:

    1. Identify the characteristics of adolescent mental development.

    2. Explain some possible effects of mental development on the
       parent-child relationship.

    3. Describe what is meant by the term "imaginary audience" as it
       relates to adolescent development.

OUTLINE

  I. Definitions

    A. Intelligence

    B. Intelligence Quotient

    C. Cognition

    D. Cognitive Style

  II. Characteristics of Adolescent Cognitive Development

    A. From Concrete to Abstract Functionings

    B. Flexiblilty of Thought

       1. Generalizing
       2. Logic and reasoning

III. Implications

    A. Relations with Parents

    B. Egocentrism

    C. Imaginary Audience

REVIEW OF SELECTED LITERATURE

The ability to acquire and utilize knowledge approaches maximum capacity during adolescence. The implications of such advances in mental processes are important to recognize in order to better understand adolescent development.

Certain terms are used to describe mental development. These include "intelligence," "IQ," "cognition," and "cognitive style." Although there is no generally accepted definition of "intelligence," it is used as a broad term to encompass the individual's ability to adapt to the world with a wide variety of intellectual skills, such as problem solving and vocabulary. Specifically, intelligence involves the individual's ability to accurately assess situations, use logic, learn rapidly, recall important facts, and discover or develop the solutions to difficult problems. The degree of individual intelligence is determined by the ability to perform in these areas (Sorenson, Malm, & Forehand, 1971).

The ratio of an individual's chronological age to mental age, as measured by an intelligence test, is referred to as "intelligence quotient," or "IQ." Using a ratio to compute IQ is considered an outdated method for determining intellectual ability. Today, statistics gathered on thousands of individuals' intellectual performances are being used as a basis for comparing one person's mental performance to that of others whose data have been compiled.

The process of establishing IQ is very limiting because all individuals are born with some capacities to perform and learn successfully, and these abilities cannot always be measured by IQ scores (Sasse, 1978). In addition, IQ scores provide little insight into understanding how adolescent thought processes differ from the thinking of younger children.

Cognition refers to intellectual activity of the mental processes involving aspects of thought and perception. Cognitive style is the manner in which an individual organizes information and discovers solutions to problems. During adolescence cognitive advancements are both quantitative and qualitative. An optimal level of proficiency may be reached, and enhanced mental processes enable the individual to deal more effectively with a variety of concrete and abstract situations. For example, whereas the younger child's thinking is bound by immediate perceptions, the adolescent is able to use abstract ideas or imagine "what might be" in certain situations.

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Along with an increased awareness of surroundings comes the mental capacity needed to comprehend even smaller details. The adolescent curiously examines various sides of the issue. Situations are seen more idealistically, rather than how they appear to be. Reassessment of surroundings and how they relate to the self causes the adolescent to accept change as a part of living and as a learning experience. In addition to experiences, learning is also based upon individual thoughts and reactions to experiences (Pikunas, 1976).

Gaining confidence from mental abilities and intellectual activities, the teenager tests new beliefs and ideas against those previously learned. The teenager is quick to detect inconsistent logic used in arguments and begins to question authority and statements generally accepted as truth (Mitchell, 1971).

The adolescent becomes capable of approaching problems in a more sophisticated manner by attempting to imagine all possible relationships. Flexibility of thought is a characteristic feature of the maturing mind. The individual flexibly selects ideas from a wide range of possibilities and shapes them into an organized, integrated whole. Recognizing that these impressions may be unique and inaccurate, or different from others, the adolescent is therefore sensitive to contradictions that might exist. Flexible and mature thought capacities enable the adolescent to provide explanations for situations and ideas rather than merely describe them as younger children do. This skill implies the use of imagination and the ability to explore possible explanations (Dusek, 1977).

Elkind (1970) points out that an understanding of the dynamics of the adolescent's mental processes provides insight into adolescent social behavior, including parent-child relations. For example, the adolescent's ability to think from various perspectives makes it possible for him/her to respond to parental demand with possible alternatives. Increased mental functioning may result in conflict in the parent-child relationship because conflict is frequently the result of recognizing contradictions. The adolescent is more capable of seeing a contradiction between the "ideal" and the "real" and as a result may be more willing to confront the parent regarding the discrepancy.

Adolescent egocentrism is also related to cognitive development. The ability to think introspectively enables the adolescent to think objectively about himself/herself for the first time. As a result, the adolescent becomes concerned about the reactions of others toward him and about the discrepancy between his ideal and real self (Elkind, 1974).

One consequence of adolescent egocentrism is the tendency to construct imaginary audiences when in social situations. Because teenagers anticipate the reactions of others to themselves, they imaginatively feel they are continually the focus of attention. The self-consciousness felt at this time is explained in part by the thought that one's audience is as critical of the individual as he/she is of himself/herself. The opposite, self-admiration, may occur also. Thus, conceit and

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vanity, two traits often attributed to adolescents, may derive from
egocentrism (Helms & Turner, 1976).

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 intelligence and its relationship to learning.

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 April, 1979, p. 21.

 An article containing suggestions on planning and preparing
 home economics classes to meet the needs of the gifted students
 within the class and encourage new students into the program.
 May be useful in helping students understand the mental develop-
 ment of gifted children.

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LEARNING ACTIVITIES

1. **Title:** Demonstration of IQ Test

   Description: Explore the components of an IQ test such as the Wechsler Intelligence Scale for Children. Look for and discuss test bias.

   Materials Needed: Copy of an IQ test

   Sources: Guidance counselor, principal, or school board personnel should be able to supply a copy of an IQ test.

2. **Title:** Research Project

   Description: Find famous people who are examples of the following: (1) People who were very intelligent and did not use their intelligence wisely, (2) people who were not extremely smart, but accomplished a lot, and (3) people who were highly intelligent and achieved their potential.

   Materials Needed: References

3. **VOCABULARY**

   1. Intelligence--The ability to learn and understand or to deal with new or trying situations.

   2. IQ--Intelligence Quotient is a method for measuring a person's aptitudes for learning based on individual performance in selected areas.

   3. Cognition--Intellectual activity involving thoughts and perceptions; the process of knowing.

INSTRUCTIONAL AIDS

1. **Title:** Parts of the Brain Transparency

   Description: Use a transparency "Parts of the Brain" (Figure #5), to show areas of function in the brain. Many students enjoy seeing the location of actual areas of the brain that control body functions.

   Materials Needed: Overhead projector, transparencies

   References: Adapted from Sorenson, h., Malm, M., & Forehand, G. Psychology for living. McGraw-Hill: New York, 1971

2. Title: Crossword Puzzle

   Description: There is a puzzle on emotional and mental development in Crossword Puzzles for Child Development, page 10.

   Materials Needed: Copies of Puzzle

   References: Crossword Puzzles for Child Development. Tony, Wisconsin: Homemaking Research Laboratories, 1977.

EVALUATIONS

   Title: Chart

   Description: Develop a chart illustrating characteristics of adolescent mental development.

   Materials Needed: None

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PARTS OF THE BRAIN

Labels in figure: MOTOR, LEG, TRUNK, ARM, NECK, FACE, TONGUE, SENSORY, MOTOR SPEECH, AUDITORY SPEECH, VISUAL SPEECH, HEARING, VISION, TASTE & SMELL

Figure #5

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UNIT: Growth and Development of the Adolescent

CONCEPT: Creativity

GENERALIZATIONS

1. Creativity and the potential for its development exist in all
   individuals.

2. Creativity is reflected in the self-expression of new or unusual
   ideas and in the presention of these ideas in an inventive manner.

3. There is great value in developing individual creativity
   because all persons have a basic mental need to expand and
   produce.

4. Creative behavior can be a part of everyday experiences.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Identify different definitions of creativity.

2. Identify the characteristics that influence creative behavior.

3. Give examples of how certain attitudes can stifle creativity
   in individuals.

OUTLINE

  I. Creativity

     A. Definitions

     B. Value of Creative Development

        1. Need to expand and produce
        2. Improve self-concept

 II. Creativity and Intelligence

III. Creative Problem Solving

 IV. Characteristics that Influence Creative Behavior

  V. Deterrents to Creative Behavior

REVIEW OF SELECTED LITERATURE

     Creativity and the potential for its development are present in all
persons. The extent of its development may vary, but the basic quality

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exists. Defining "creativity" may be difficult because definitions
vary. One meaning for "creativity" suggests that the individual's
natural ability to recognize problems, inconsistencies, and missing
parts to problems is an indication of creativity (Dusek, 1977). Other
terms which may help define creativity include "invention, discovery,
curiosity, experimentation, originality, and imagination" (Gade, 1974,
p. 4). Creativity is also viewed as a manner of expressing oneself by
putting together different ideas and/or dealing with them in an inventive
manner (Gade, 1974; Torrence & Torrence, 1973).

Creative ability is exemplified when a person is gifted or talented
in such areas as music or art. However, creative behavior can involve
all areas of life and can be practiced in everyday experiences such as
utilizing problem solving ability. How an individual functions in every-
day life and contributes to society can be an expression of creativity
(Maynard, 1973; Sorensen, Malm, & Forehand, 1971).

There is great value in developing creativity because all persons
have a basic need to expand and produce, using their creative outlets.
The improvement of one's self-concept and the development of self-
esteem are other values of creative achievement. The individual who
is lacking in creative ability may express aggressive attitudes, while
actually feeling dissatisfaction and a sense of failure and unfulfill-
ment for not having been creative in his/her current behavior (Gade, 1974).

Everyone is born with some special talent or gift that is worthy
of contribution. The ability to develop special talents is dependent
upon the individual's desire to keep an open mind and relate to new and
different experiences while recognizing new possibilities in them.
Through accomplishments, the individual acquires self-confidence which
encourages more creativity (Gade, 1974).

Successful development of creative potential is also determined by
the individual's power to act and ability to work. The assumption that
a high IQ will insure an individual's success in creative ability is mis-
leading. The individual must continue to expand and improve knowledge
in order for creative development to occur and grow. Being aware of one's
limitations can have a positive influence upon the individual as a basis
for concentrating on self-improvement in needed areas (Sorensen et al.,
1971).

Creative problem solving is assuming more importance each day because
world problems are of a complex nature. Finding solutions requires a
creative approach if the future of the world is to be improved (Gade, 1974).
The creative approach to problem solving is characterized by the fact that
there are no set right or wrong answers. Creative problem solving offers
the opportunity for testing new ideas and discovering new ways of doing
things and finding solutions. In creative learning and teaching, more
than one answer to a question or problem is acceptable and encouraged
(Smith, 1973; Sorensen et al., 1971).

Another quality leading toward successful creative development is being
aware of one's own abilities and making a conscious effort toward improving
and expanding them. Dedication, determination, and observation for new
knowledge can also lead toward this goal (Sorensen et al., 1971).

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Occasions for creative development are a part of everyday life.
It is important for young persons to recognize the value of their own
ideas. When teenagers suddenly think of a wonderful idea, they should
take note of it in some way. Later, it may serve as a valuable resource.
Happiness in one's daily life also contributes toward successful cre-
ative development (Gade, 1974).

Characteristics that may influence creative behavior, particularly
creative problem solving, are listed below:

1. Desire to acknowledge problems and solve them for individual
   satisfaction as well as for others' benefit.
2. Alertness to what is taking place in one's environment.
3. Interest, inspiration, and enthusiasm to increase one's knowl-
   edge about a subject.
4. Curiosity, or the need to ask questions and examine all sides
   of an issue.
5. Thoughtfulness, leading to a more thorough understanding of
   the issue or problem and giving full attention to it.
6. Concentration on a particular situation or problem.
7. Application of all energy and effort toward evaluating the
   problem at hand.
8. Patience with and determination about one's ideas and goals,
   and the ability to remain with a problem or situation until
   a proper solution is found.
9. Optimism, trust, and confidence that different answers to
   problems and issues will be found (Gade, 1974; Torrence & Myers,
   1973).

Even though most individuals have the potential to behave in cre-
ative ways, there may be numerous factors that discourage creative be-
havior. Some deterrents to creativity that have been identified by
Gade (1974) and Smith (1973) are listed below:

1. Fear of criticism and failure.
2. Negative attitude about one's own abilities and toward others.
3. Restricting thinking to those ideas which are safe.
4. Conforming to what is familiar.
5. Forming conclusions too quickly.
6. Using handicaps as an excuse for not performing up to one's
   potential.
7. Lack of self-motivation.
8. Procrastination.
9. Lack of curiosity.
10. Unstimulating environment for developing creative potential.

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Maynard, G. Guiding your child to more creative life. New York: Doubleday, 1973.

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Torrence, E. P., & Torrence, J. P. Is creativity teachable? Bloomington, Indiana: Phi Delta Kappa Educational Association, 1973.

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Papalia, D. E., & Olds, S. W. A child's world: Infancy through adolescence. New York: McGraw-Hill, 1975.

    Contains informative discussions about creativity and intelligence.

Smith, J. A. Creative teaching of the language arts in the elementary school. Boston: Allyn & Bacon, 1973.

    Presents principles for creative teaching in language arts. Strategies for teaching creativity, the importance of operating from these principles, and the role of communication in developing creativity are included.

Torrence, E. P., & Myers, R. E. Creative learning and teaching. New York: Dodd, Mead, & Company, 1973.

    Discusses creative learning and creative teaching as it relates to the elementary, secondary and college levels.

LEARNING ACTIVITIES

1. Title: Creative Thinking

    Description: Creativity is not simply talent for making things; the creative process can be used to solve problems. Brainstorm creative ideas for promoting home economics to students in high school. Select some of the ideas and develop them into useful promotional techniques.

    Materials Needed: None

    Reference: Adapted from Cobe, P. Developing the powers of creativity. Forecast for Home Economics, March 1978, pp. 52; 62.

2. <u>Title</u>: Discussion

<u>Description</u>: Divide into small groups and discuss the ideas listed below. Then come back together as a class to report on what each group learned in its discussion.

1. What is creativity? Give some examples of creativity, perhaps citing scientists, authors, poets, musicians, homemakers, etc.
2. Why do small children seem to be, as a group, much more creative than adults? Give some examples of how small children might be creative.
3. How can a positive self-concept help a person use his/her creativity?
4. Make a list of situations or events that might influence a person to become more creative.

<u>Materials Needed</u>: None

<u>Reference</u>: Adapted from Cobe, P. Developing the powers of creativity. <u>Forecast for Home Economics</u>, March 1978, pp. 52; 62.

3. <u>Title</u>: Paper Bag Creativity

<u>Description</u>: Divide class into groups of four or five students. Give each group a paper bag with a title written on it. As a homework assignment, students collect props related to their title and put it into the bag. Using these props, students devise a simple skit to present to the class. Suggested titles: "A Good Time," "The Funny World of Children," "Learning to Drive," "People I Love," "Never Enough Money."

<u>Materials Needed</u>: None

<u>Reference</u>: Adapted from Sorensen, H., Malm, M., & Forehand, G. <u>Psychology for living</u>. New York: McGraw-Hill, 1971.

4. <u>Title</u>: Creativity Test

<u>Description</u>: Name as many ways as possible to use the following items: telephone book, safety pin, plastic drinking glass, bandanna.

<u>Materials Needed</u>: None

<u>Reference</u>: Adapted from Sorensen, M., Malm, M., & Forehand, G. <u>Psychology for living</u>. New York: McGraw-Hill, 1971.

5. <u>Title</u>: Junk Contest

<u>Description</u>: Take a piece of junk and make it into a useful object, the more creative, the better. Suggest some ideas to get the "creativity flowing," such as making earrings out of scraps of telephone wires, or weaving strips of brown paper bags into place mats. Have

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a contest to select the most creative project. The teacher may wish to make a creative trophy out of junk to present to the winner.

Materials Needed: Junk

6. VOCABULARY

1. Talent--A special aptitude often present in creative or artistic areas, such as music.

2. Curiosity--Wanting to investigate.

3. Conformity--To follow the standard mode of behavior.

INSTRUCTIONAL AIDS

1. Title: Crossword Puzzle

Description: Use the crossword puzzle on "Fostering Creativity" on page 22 in Crossword Puzzles for Child Development.

Materials Needed: Copies of puzzles.

Reference: Crossword Puzzles for Child Development. Tony, Wisconsin: Homemaking Research Laboratories, 1977.

2. Title: Illustrated Lecture

Description: While lecturing on the characteristics that influence creative behavior and the deterrents to creativity, use children's alphabet building blocks. Build a pyramid as qualities are listed that contribute to creativity and take the pyramid down as deterrents are listed.

Materials Needed: Building blocks

EVALUATION

Title: Writing Assignment

Description: Select one of the following questions and answer in writing.

1. Discuss the concept of creativity. Why is it a difficult concept to define? Discuss the creative approach to problem solving.

2. Summarize the characteristics that influence creative behavior.

3. What are some deterrents to creativity? Give examples.

Materials Needed: Paper, pen

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UNIT: Growth and Development of the Adolescent

CONCEPT: Moral Development

GENERALIZATIONS

1. Morals are established by society to identify expected behavior and may vary from culture to culture.

2. An adolescent's moral development is affected by the foundations laid in early childhood.

3. Adolescent moral development involves continued maturation and learning.

4. In the process of self-development, the adolescent establishes values which are important in decision-making.

5. A person's conscience is the product of moral development and serves as a guide for conduct.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Define the term "morals" and "morality."

2. Tell why one's personal beliefs may differ from those of others within a society.

3. Differentiate between the moral development of children and that of adolescents.

4. Describe the role parents play in the moral development of adolescents.

5. Discuss why the process of moral development brings about conflict between parents and adolescents.

6. Explain the function of the conscience.

7. Describe Kohlberg's stages of moral development.

OUTLINE

I. Identifying Morals

   A. Definition

   B. Sources

II. Moral Development

    A. Early Childhood

    ° Transition to Adolescence

    C. Idealistic Views of the Adolescent

    D. Conflicts with Parents

    E. Role of Parents in Moral Development

    F. Functions of the Conscience

III. Kohlberg's Stages of Moral Development

REVIEW OF SELECTED LITERATURE

Morals may be defined as rules which identify the way people are ex-
pected to behave (Kelly & Landers, 1977). Morality is that behavior that
reflects the moral code in a particular society. Personal beliefs con-
cerning morality are developed during childhood from parents, family, and
other environmental sources. Attitudes and concepts accepted without
question during childhood are reevaluated when adolescence is reached
(Landis & Landis, 1975).

During early childhood, confusion can result when a certain behavior
is acceptable at home, but not at a store or at someone else's house. By
the time the child is four, the conscience begins to develop, resulting
in feelings of guilt when the child does something previously forbidden.

As adolescents mature, they discover that "right" and "wrong" are
not as clearly defined as they had been during childhood. "Right" and
"wrong" begin to depend more upon individual judgment than external in-
fluences. Although laws limit the actions of an individual in some ways,
much of the conduct is based upon individual decisions (Kelly & Landers,
1977). The adolescent's conclusions about what is right, based upon the
outcome, becomes more important than the standard (Landis & Landis, 1975).

The teen years are years of great idealism. Adolescents may become
convinced of the need for social change and want to change the world.
They have a tendency to use their parents as scapegoats for things that go
wrong. Their search for personal values is intense and varies in develop-
ment within the rural, urban, and even neighborhood environments (Papalia
& Olds, 1975).

During their moral development, teenagers need reliable points of
reference so that they can compare their behavior to the behavior of others.
Parents need to defend and adhere to sound principles and standards of con-
duct in order to give the adolescent a point of reference. In preadoles-
cence, the stress was placed on the child's accepting the rules of the
parents. However, during adolescence, conformity is not automatic, but is
increasingly based upon the adolescent's understanding of the reason for

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the rule. Parents and teenagers learn from each other during this inter-
change. As a result, the new set of values formulated by the adolescent
will represent, not only the adoption of freer values, but the adaptation
of the old values of their parents' generation to the new values of their
own generation (Duval, 1977).

As teenagers rebel against some of the beliefs of their parents, con-
flicts may result. During this period the adolescent may see parents as
hypocritical, insensitive "old fogeys." Only throurh time and experience
will teenagers determine the beliefs best for their lives. These views
will be constantly changing as new experiences occur (Kelly & Landers,
1977).

Even though their actions are in accord with their consciences or
beliefs, it is normal for teenagers to feel guilty at times. Failing to
follow one's conscience may also result in depression and feelings of
immaturity. If an adolescent succumbs to pressures by peers to do some-
thing against his/her conscience or belief, feelings of regret or guilt
may follow. It may be fairly easy to suppress one's beliefs for awhile,
but continuing to do so may result in the teenager's losing self-respect
(Kelly & Landers, 1977).

Teenagers should be reminded that adolescence is a time of trial and,
error and should avoid judging themselves too harshly. Having convictions
which are too strict may result in a fear of trying new experiences and
feelings of being different and unpopular. The conscience continues to
serve as a guide for behavior (Kelly & Landers, 1977).

The development of moral judgment occurs in sequential stages, ac-
cording to the theories of Lawrence Kohlberg (cited in McCandless &
Trotter, 1977). The stages are not necessarily related to age, and all
individuals do not pass through every stage. However, the stages are
interrelated. Some individuals never reach the highest level of moral
development.

Kohlberg describes three levels of moral development, each consisting
of two distinct stages. Kohlberg's six stages of moral development (cited
in Hetherington & Parke, 1979; McCandless & Trotter, 1977) are summarized
below:

Preconventional Morality

(age 0-9)

1. Avoidance of punishment stage--The child
   behaves in a manner that keeps him/her
   from being punished. Avoidance of punish-
   ment is the motivation for behaving, or
   not behaving, in a particular way.

2. Reward stage--The child behaves in a man-
   ner that will yield rewards. There may
   appear to be some actual sharing, but it
   is really more like bartering because the
   child is concerned about what shall be re-
   ceived in return for the sharing. In the
   preconventional stages, there is no true
   moral understanding of right and wrong.

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Conventional Morality (ages 9-15)	3.	"Good boy" and "good girl" stage--The child will behave in a way that will help to gain the approval of others. Behavior is considered moral if it pleases others who are important to the child, such as peers and parents. Right and wrong values are still based on the opinions of others.
	4.	Law and order stage--At this stage the child has developed a great respect for authority and social regulation. There is conformity, not only to other people's standards, but to social order in general. Many people do not ever develop beyond this stage.
Postconventional Morality		The final two stages involve the development of a set of personal moral principles.
(ages 16 and up)	5.	Personal conviction--The person who reaches this stage realizes that morality is based on an individual's decision to adhere to societal norms which appear necessary to maintain the social order and rights of others. There is a flexibility of moral beliefs and a realization that morals can be changed by democratic processes. This person considers contracts to others as morally binding and does not want to lose the respect of other individuals.
	6.	Individual principle and conscience--Ethical principles such as the Golden Rule and internalized ideals are used to guide individual behavior. This person follows principles in order to avoid self-condemnation. Justice, compassion, and equality are important in making moral judgments. These people are sometimes ahead of the times because their morals may be in conflict with the social order of the majority.

Research indicates that even though children may be thinking on a certain level, they do not always behave in a manner that is consistent with that level. Research has shown that a discrepancy between thoughts and behavior is especially common at the earlier stages of moral development. Consistency in attitude and behavior is generally reached in the final stages of moral development.

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Kelly, J., & Landers, E. E. Today's teen. Peoria, Illinois: Charles
          A. Bennett, 1977.

Landis, J. T., & Landis, M. G. Personal adjustment, marriage and family
          living. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

McCandless, B. R., & Trotter, R. J. Children's behavior and development.
          New York: Holt, Rinehart, & Winston, 1977.

Papalia, D. E., & Olds, S. W. A child's world: Infancy through ado-
          lescence. New York: McGraw-Hill, 1975.

SUGGESTED READINGS

Duvall, E. M. Marriage and family development. Philadelphia: J. B.
          Lippincott, 1977.

          An excellent background text on all phases of marriage and
          family development.

Kelly, J., & Landers, E. E. Today's teen. Peoria, Illinois: Charles
          A. Bennett, 1977.

          An interesting text written for teenagers to help them under-
          stand and cope with problems of today.

Landis, J. T., & Landis, M. G. Personal adjustment, marriage and family
          living. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

          A state-adopted text which discusses moral decisions for the
          adolescent. Interesting and has suggested activities and
          readings for the student.

LEARNING ACTIVITIES

1. Title: Writing Assignment

   Description: Write statements that illustrate Kohlberg's stages of
   moral development. The following are some examples: Stage one--
   "I will not lie because I will get a spanking." Stage two--"I will
   lend you my doll if I can play with your dishes." Stage three--
   "Mother will be so pleased if I share my toys." Stage four--"Not

telling the truth is always wrong." Stage five--"I will not break that law, but I will fight to have it changed." Stage six--"I could not live with myself if I ever stole anything."

Materials Needed: None

2. Title: Class Survey

Description: Carefully read each situation listed under "Where Do You Stand, Friend?" in Forecast. Circle the answer that best indicates one's stand. This should be done individually. Then volunteers can express reasons for their positions. Would anyone like to change positions after hearing reasons?

Materials Needed: Copies of survey

References: Adapted from McPherson, K. Shoplifters are ripping us off. Forecast for Home Economics, March 1980, p. 33.

3. Title: Discussion

Description: Discuss the following:

1. Is cheating ever permissible?

2. Are there times when stealing would be acceptable?

3. Do you think criminals who commit immoral acts have a high degree of intelligence?

4. Name some times when adolescents might be required to make moral judgments.

5. Where could a teenager seek help when making moral decisions?

6. List factors which affect value development?

Materials Needed: None

4. Title: Survey

Desciption: Survey local business owners and store managers about their policies on prosecution of shoplifters. Discuss in class. Write an article for the school newspaper summarizing the survey.

Materials Needed: None

5. Title: Writing Assignment

Description: Start a collection of articles related to moral issues from advice columns in newspapers and magazines. Using the problems sent to these columns, write solutions that are thought appropriate.

Use these as a basis for class discussion.

<u>Materials Needed</u>: Articles from advice columns in the newspaper

6. VOCABULARY

1. Morality--That behavior that reflects the moral code of a particular society.

2. Conscience--The awareness that an individual has behaved in a way that is contrary to his/her moral standards.

INSTRUCTIONAL AID

<u>Title</u>: Shoplifting Kit

<u>Description</u>: "State Your Case"--a kit on the legal implications of shoplifting.

<u>Materials Needed</u>: Kit

<u>Source</u>: Kit available from Ms. Kathleen McPherson, HEW, 436 Oklahoma State University, Stillwater, Oklahoma 74074. Free.

EVALUATION

<u>Title</u>: Post-Test

<u>Description</u>: The following questions can be used as a basis for evaluating student progress.

Write "true" in the blank if a statement is true or "false" if the statement is false.

<u>True</u> 1. Morality is that behavior that reflects the moral code of a particular society.

<u>True</u> 2. Most adolescents reevaluate moral concepts they learned as children.

<u>False</u> 3. During adolescence, the individual discovers that "right" and "wrong" are clearly defined.

<u>True</u> 4. When teenagers rebel against the moral beliefs of their parents, conflict usually results.

<u>True</u> 5. It is normal for adolescents to feel guilty at times.

Lawrence Kohlberg describes six distinct stages of moral development. Arrange these stages in correct order by writing numbers in the blanks.

___4___ Law and order stage

___6___ Individual principle and conscience stage

___3___ "Good boy" and "good girl" stage

___2___ Reward stage

___1___ Avoidance of punishment stage

___5___ Personal conviction stage

After each statement, identify the stage it represents.

1. "I won't hit sister if she shares her blocks with me."
   Reward Stage

2. "It is always wrong not to share."
   Law and Order Stage

3. "I won't hit sister because Mama will make me go to my room."
   Avoidance of Punishment Stage

4. "I could not respect myself if I did not help my friend."
   Individual Principle and Conscience Stage

5. "This rule is not fair, so I will sign the petition to change it."
   Personal Conviction Stage

6. "Daddy will be proud of me if I share my books."
   "Good Boy" or "Good Girl" Stage

<u>Materials Needed</u>: Copies of the test

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UNIT: Growth and Development of the Adolescent

CONCEPT: Value Clarification

GENERALIZATIONS

1.   Each individual is unique.

2.   Values, goals, and standards give direction and purpose to life.

3.   Values are learned from early and continued experiences in the family, peer groups, and community.

4.   Value systems are developed from reactions to experiences, from adjustments to change, and as needs are met.

5.   Values change with time, maturity, and experiences.

6.   Value clarification is a process of selecting one's personal value system by considering the possible choices and weighing the consequences of each.

7.   Value clarification helps one to understand actions and self.

8.   Decisions are formed within a framework of values, goals, and resources.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1.   Define the term "value."

2.   Name two factors which cause changes in values.

3.   Give an example of moral, aesthetic, and materialistic values.

4.   List three factors influencing teenagers' values.

5.   Identify possible consequences of not establishing values.

6.   Explain the purpose of value clarification.

OUTLINE

I.   Identification of Values

   A.   Definition

   B.   Functions of Values

C. Types of Values

    1. Moral
    2. Aesthetic
    3. Material

II. Learning Personal Values

  A. Role of Adults

  B. Factors that Influence Learning

III. Value Clarification

  A. The Process

  B. Advantages

  C. A Guide for Teaching

    1. Steps in presentation
    2. Atmosphere
    3. Role of teacher

REVIEW OF SELECTED LITERATURE

Values are standards developed to help guide actions, attitudes, comparisons, and judgments. Paolucci, Faiola, and Thompson (1978) defined a value as "a belief or feeling that something is worthwhile." A value gives meaning to decisions and motivates action. Some values are important in themselves, such as watching a sunset, while other values are important because they are a means to another value, such as valuing hard work in order to obtain security.

Values are very personal and help one to choose between two courses of action (Kelly & Landers, 1977). How people use their time, money, energy, and affection are all influenced by their values. Values are important in life because they cover and guide the whole range of a person's feelings and behavior (Sasse, 1978). Values are not inherited, but learned. The main source of values is learned from the family's dialogue and actions. Peers become an important source of values.

Values are not constant once they are formed. Other people influence value change, or one's own interests or situations may be the deciding factor (Kelly & Landers, 1977). Values also change with maturity. They are continuously being shaped by health, experience, skills, and interests (Craig, 1976). As the number of value choices increases, value priorities become more difficult.

Values may be divided into three broad categories which include moral, aesthetic, and material values. Moral values reflect an individual's feelings of what is right and good and just. Many moral values may be related to religious beliefs. Aesthetic values use the five senses to create an appreciation of beauty, such as valuing clean air. Material values attach importance to certain things that then result in a value. For example, a person who values food, clothing, and shelter holds a more basic value of survival and security.

Adults pass to the young the morals and values they themselves hold important. In the past, a list of "shoulds" and "should nots" was effective. Today's complex society also offers the values presented by church, peers, movies, teachers, television, etc. As a result of exposure to a variety of value systems, the teenager is left on his/her own to decide which set of values to follow each time he/she is confronted with a moral question. If the teenager is brought up to unquestioningly accept the values of parents, the process of developing judgment may be inhibited. In some instances, the behavior of parents may be contradictory to their expressed value system. A teenager who learns values by imitation of models, such as parents, may encounter incongruent models, and as a result, may be confused about the behavior to choose (Simon, Howe, & Kirschenbaum, 1972).

If teenagers cannot identify their values, confusion will result. Their decisions will then be made (1) on the basis of peer pressure, (2) by giving in to authority, or (3) on the power of propaganda. In order to make good choices and take appropriate action, teenagers must understand their personal values (Sasse, 1978). Value clarification is one way this assessment can be accomplished. Value clarification involves the ranking of values and knowing which are more important than others. Before ranking values, an individual must have at least two possibilities from which to select. For example, junk food or nutritious food may be valued. To say simply that one values food does not make sense because everyone must eat to stay alive (Sasse, 1978). To aid in clarifying values, ask what sacrifices a person would be willing to make for a thing, a relationship, a service, or an idea.

If someone else forces a value choice, actions may be guided only when the other person is watching. Therefore, values must be chosen freely if they are to guide one's life. Freedom in making value choices is limited to some degree by social responsibility, and the rights of others. If values are to be guides throughout life, the value must become a part of the individual's pattern of life (Sasse, 1978).

A teacher can help students identify their values by becoming aware of the beliefs and behaviors they desire and express to others. The students can be given opportunities to actually evaluate situations and the consequences, make responsible choices, and thereby develop their own values (Simon et al., 1972).

As the teacher works through lessons on value clarification, the classroom atmosphere must be open and honest, with acceptance and respect

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for all beliefs. Students who feel they are being judged or ridiculed by others for their opinions may be reluctant to express themselves. All members of the class must be good listeners to all other members.

The teacher should refrain from expressing personal views whenever possible. When confronted by a student for a personal view, however, the teacher should react honestly and openly. The teacher can share personal values, but not impose them or judge the values of others. By these actions the teacher becomes a model of an adult who prizes, chooses, and acts according to the valuing process (Simon et al., 1972).

REFERENCES

Craig, H. T. Thresholds to adult living. Peoria, Illinois: Charles A. Bennett, 1976.

Kelly, J., & Landers, E. E. Today's teen. Peoria, Illinois: Charles A. Bennett, 1977.

Paolucci, B., Faiola, T., & Thompson, P. Personal perspectives. New York: McGraw-Hill, 1978.

Sasse, C. R. Person to person. Peoria, Illinois: Charles A. Bennett, 1978.

Simon, S. B., Howe, L. W., & Kirschenbaum, H. Value clarification: A handbook of practical strategies for teachers and students. New York: Hart Publishing, 1972.

SUGGESTED READINGS

Casteel, J. D., & Stahl, R. J. Value clarification in the classroom: A primer. Santa Monica, California: Goodyear Publishing, 1975.

A collection of activities for advanced students. Many illustrations, worksheets, etc., which can be copied. Teacher may be able to utilize or adapt some ideas for junior and senior high students.

Rudd, J. B. Teaching for changed attitudes and values. Washington, D.C.: Library of Congress, 1973

Excellent booklet covering understanding values and attitudes, teaching for changed attitudes and values, together with over sixteen activities to help in the tasks.

Simon, S. B., Howe, L. W., & Kirschenbaum, H. Value clarification: A handbook of practical strategies for teachers and students. New York: Hart Publishing, 1972.

An excellent collection of activities that can be adapted to classroom use to help students identify their values.

LEARNING ACTIVITIES

1. Title: The Value Game

    Description: Bring to class three to five possessions, replicas, or pictures of items valued. Form a circle and tell why each of the items is valued. Are common values held by many of the group members? What are some different ways in which the same values are symbolized? What are some values that appear infrequently or not at all?

    Materials Needed: Items of value

    Reference: Adapted for Chamberlain, V. M., & Kelly, J. Creative home economics instruction. New York: McGraw-Hill, 1975.

2. Title: Survey

    Description: As a class, list ten values that are thought to be important to the average high school student. Then conduct the following surveys and discover differences in the answers.

    A. Survey at random twenty high school girls and twenty high school boys. Have them list ten values they think are most important to high school students. Are the answers given by the boys significantly different from the answers given by the girls? Are their answers different from those of the class?

    B. Survey twenty adults, asking them to list ten values they think are most important to high school students. How different are these responses from the ones given by high school students?

    Identify people who respond to the survey by age and sex, but not by name. If the information from the surveys seems valid, develop an article for the school newspaper about the results.

    Materials Needed: None

    Reference: Adapted from Helping teens on the road to maturity. Forecast for Home Economics, January 1980, p. 45.

3. Title: Value Case Studies

    Description: Read the following case studies, answer the questions, and discuss.

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Case Study #1

Friday night, Susan, who is sixteen, and Bob, nineteen, had their first date. Susan had been really excited when Bob asked her out, but she felt a little uneasy when Bob made the last-minute suggestion of going to a party instead of a movie. Susan knew the people giving the party would be serving alcoholic beverages. Susan's parents have made it quite clear that they do not approve of drinking, especially for teenagers.

Afraid that Bob will not ask her out again, Susan went to the party. Susan had a lot of fun, met several interesting people, and she and Bob left the party very drunk. On the way home, Bob lost control of the car and drove into a tree. Neither Bob nor Susan was seriously injured, but the police did notify Susan's parents.

Questions:

1. Do you think Susan made the wrong decision about going to the party?

2. What kinds of legal problems might Susan and Bob face?

3. Do you think Susan was old enough to date? Was she old enough to date Bob?

4. If you had been in Susan's situation, how could the accident have been prevented?

5. How do you think Susan's parents should react to the incident? Explain.

6. If the accident had not occurred, in what ways would the situation have been different?

Case Study #2

John's best friend, Ray, has started using hard drugs and John is very worried about Ray. Ray has had a lot of problems lately at home. With all his problems, Ray has come to depend on John's friendship. Ray has made it very clear that he would not want his family to know about his use of drugs.
Ray's mother is aware of this friendship. She visitis John one day, insisting that John confirm or deny her suspicions about Ray's use of drugs.

Questions:

1. Give any reasons that John should tell Ray's mother about the drug problem.

2. Name reasons why John should not tell Ray's mother about the drug problem.

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3. Do you think it's okay to lie to one person to keep from be-traying another person? Should a person lie to protect a friend?

<u>Materials Needed</u>: Copies of stories

4. <u>Title</u>: Value Rank Order

<u>Description</u>: Read all of the following statements. You will ap-prove of some of the statements; of others, you will disapprove. Rank the statements from one to ten according to how strongly you feel about each one. A ranking of "one" should be assigned to the statement you feel most strongly about. A ranking of "ten" should be given to the statement you feel the least strongly about.

_____1. A friend lies to the teacher about a missing homework assignment.

_____2. A classmate cheats on a test.

_____3. A mother works even though it is not financially required.

_____4. People will not vote in support of a much needed tax for schools.

_____5. A factory is polluting the area's waterways.

_____6. A nuclear energy plant will be built in town.

_____7. A friend uses credit unwisely.

_____8. A person of a minority race is not hired for a job be-cause of discrimination.

_____9. An acquaintance is selling drugs.

_____10. An aunt always eats a candy bar while grocery shopping and does not pay for it.

After the items have been ranked, discuss the following questions:

Are there any issues that you feel so strongly about that you would take some sort of action? Is it hard to rank these issues? If so, why? If not, why? Can you think of other issues you feel strongly about? Do you think your choices will change within the next five years?

5. VOCABULARY

1. Value--A belief that something is worthwhile; standards de-veloped to help guide actions, attitudes, comparisons, and judgments.

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2. Value Clarification--The process of assessing one's values, often accomplished through guided instruction, such as instruction in the classroom setting.

INSTRUCTIONAL AID

Title: Bulletin Board

Description: Cover a bulletin board with chicken wire and entwine artificial ivy around the edges for a border. Put the following caption in the center: Values grow and change with time, maturity, and experiences.

Materials Needed: Chicken wire, artificial ivy, and letters

EVALUATION

Title: Writing Assignment

Description: Answer the following questions in writing.

1. Define values.

   Standards developed to help guide actions, attitudes, comparisons, and judgments; a belief that something is important

2. Name two factors that cause changes in values.

   Time, maturity, experiences

3. Where do young people learn most of their values?

   In the family

4. As a child matures, what are other sources of information on values?

   Church, friends, movies, television, teachers, etc.

Materials Needed: Copies of questions

UNIT: Growth and Development of the Adolescent

CONCEPT: Independence in Decision-Making

GENERALIZATIONS

1. The adolescent is in the process of moving from the limited world of the family and school environment into a world with many choices of behavior and attitudes.

2. The adolescent develops a sense of independence through experiences which allow decision-making.

3. The adolescent may question beliefs such as childhood acceptance of religion, work, and education.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Discuss the role of testing and experimenting in the development of a value system.

2. Name some decisions which adolescents must face.

3. Give examples of childhood beliefs that adolescents question.

4. List positive results of resolution of conflict between parents and adolescents.

5. List negative results of unresolved conflict between parents and adolescents.

6. Identify attitudes and behaviors that adolescents learn from their peers.

OUTLINE

I. Transitional World of the Adolescent

   A. Striving for Independence

   B. Period of Testing

   C. Relationships with Parents, Peers, and Others

II. Developing Personal Beliefs

   A. More Complex Mental Abilities

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B. Social and Personal Decisions

    1. Money control
    2. Tobacco, drugs, and alcohol
    3. Religion

III. Decision-Making

A. Definition

B. Steps in the Process

REVIEW OF SELECTED LITERATURE

At one point in history many societies provided the boundaries of ritual which marked the passage of children into adulthood. With the exception of some groups, such rituals are not experienced by many American adolescents (Williamson, 1972). Instead, growing into adulthood is an involved process taking many years and often resulting in new decisions, new conflicts, and new challenges.

During the period of adolescence the individual is beginning to establish a philosophy of life and a moral code, gaining more independence from parents while retaining their respect and love, and getting along with peers and joining them in meaningful activities (Lewis, Banks, & Banks, 1970). The adolescent is moving from a limited world of family, school, and small community into a world of varied choices of behavior and attitude. These varied choices may cause the adolescent to feel anxious, or making choices may be considered challenging and exciting (Manaster, 1977).

As the individual develops, a sense of independence is achieved through experience and some conscious effort. The dramatic physical changes which occur along with the many social and emotional experiences of adolescence may make this period an uncomfortable time. The adolescent often experiences ambivalent emotions, feeling neither like a child, nor an adult. The world of childhood make-believe is pushed away by the real world of physical, emotional, social, and intellectual changes (Williamson, 1972). The teenager is faced with some decisions including the choice of career, selection of appropriate sexual behavior, and definition of educational aspirations.

During adolescence the need to find meaning in emotions and events is very strong. This search leads to thinking and discussing beliefs with others, collecting new ideas, and testing old ideas.

Being a member of a peer group allows adolescents a chance to experiment with their own norms, which may or may not be the norms of parents, and yet have the support of others. This environment makes it easier to choose a way of thinking and behaving (Manaster, 1977). The adolescent may be caught between not letting the family down and wanting to select peers based on personal preferences (Williamson, 1972).

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As teenagers mature, they seek not only their own personal happiness but also show concern for the welfare of others. New relationships emerge, and personal values are challenged. While individuals are learning to achieve independence, their mistakes can serve as learning experiences for making better decisions in the future. Testing and experimenting occur. These independent decisions will gradually evolve to decisions of lasting importance (Lewis et al., 1970).

During the teen years, young people learn to reason and think more abstractly. They can plan, argue, and criticize more competently because of their developed reasoning ability. However, these new mental abilities may also cause them to question ideas learned in school or from parents. The adolescent may find that values such as honesty, tolerance, and justice may not be important to some peers, therefore causing the adolescent to question seriously some personal beliefs (Craig, 1976).

A questioning process is necessary for independent thinking even though it may lead to conflicts with family, teachers, and friends (Foster, Hogan, Herring, & Gieseking-Williams, 1970). Some of the conflict may be related to becoming economically independent as the adolescent begins to earn money and wishes to spend it as he/she pleases. The adolescent may make decisions about his/her education, or career that are contrary to parental wishes. Dissensions may also be precipitated by the teenager's choosing to experiment with drugs, or become sexually active. Various reasons may be given for drug use or sexual experimentation such as curiosity, social pressure, prestige, or the desire to conform. Parents or significant others may not agree with the adolescent's rationale for these decisions and tension in the relationship may result.

Teenagers who have religious backgrounds may find themselves in a period of religious uncertainty. During childhood, religion was concrete, of this world, and was accepted uncritically (Manaster, 1977). For the teenager, religious development revolves around questions about nature and the purpose of life and self. After questioning religious beliefs many adolescents have a renewed interest in religion (Dusek, 1977).

Stress between parents and adolescents is often the result of decisions that are made by the adolescent that are contrary to the standards of the parents. Most parents are primarily interested in their children's making decisions that will result in beneficial consequences, both in the long and short term. On the other hand, the adolescent is needing to explore alternatives so that he/she can determine what is the best decision. The long term consequences may not be considered as strongly by the adolescent as by the parents. The conflict that may result during this time can have either positive or negative outcomes. If the parents and adolescents refuse to communicate, or do not accept the other's point of view when communication does occur, then it may be difficult to resolve the conflict, and increased stress may result. This may create a situation where parents and adolescents do not talk to each other, or communication may be hostile. In extreme cases, adolescents may choose to run away because they believe it is hopeless

to try to express their ideas to their parents. However, if both parents and teenagers are willing to listen to the other's viewpoint then there is the potential that the stress will be reduced. Resolution of conflict generally increases feelings of acceptance and understanding within the relationship and also increases feelings of self-worth for individuals involved in the problem-solving process.

Decision-making has been defined as a procedure for determining choices (Kelly & Landers, 1977). When two people are faced with a similar situation, their conclusions may vary because of differences in goals and values. According to Sasse (1978), decisions about use of time, how to spend money, and what types of behavior to engage in are very much affected by values. The ability to see alternative courses of action may be another influential factor.

The decision-making process generally involves several steps that are identified as instrumental in making a decision (Kelly & Landers, 1977). These steps are listed below:

1. Identify the problem or decision
2. Gather information
3. Identify a goal
4. Think through choices
5. Make a choice
6. Accept responsibility for the decision
7. Evaluate the decision

Although adolescents may have been accustomed to unconsciously using parts of the decision-making process, they need to learn to consciously think through the process.

REFERENCES

Craig, H. T. Thresholds to adult living. Peoria, Illinois: Charles A. Bennett, 1976.

Dusek, J. B. Adolescent development and behavior. Boston: Allyn & Bacon, 1977.

Foster, J. A., Hogan, M. J., Herring, B. M., & Gieseking-Williams, A. G. Creative living: Basic concepts in home economics. New York: Butterick Publishing, 1979.

Kelly, J., & Landers, E. E. Today's teens. Peoria: Charles A. Bennett, 1977.

Landis, J. T., & Landis, M. G. Personal adjustment, marriage, and family living. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Lewis, D. S., Banks, A. K., & Banks, M. Teen horizons at home and school. New York: The Macmillan Co., 1970.

Manaster, G. J. <u>Adolescent and the life tasks development</u>. Boston: Allyn & Bacon, 1977.

Sasse, C. R. <u>Person to person</u>. Peoria: Charles A. Bennett, 1978.

Williamson, R. C. <u>Marriage and family relations</u>. New York: Wiley, 1972.

SUGGESTED READINGS

Frost, Elizabeth. The new cults: Do members cop out? <u>Co-Ed</u>, May 1979, pp. 53-55.

> Gives the personal stories of how some young people got involved in cults. A psychiatrist gives view on cults; also contains a checklist to see if the reader is vulnerable to cults.

Redefining roles and relationships. <u>Forecast for Home Economics</u>, January 1978, p. 34.

> Provides background information for classroom discussion on changing sex roles and relationships. May be most suitable for the teacher.

Singer, Margaret Thaler. Cults: What are they? Why now? <u>Forecast for Home Economics</u>, May 1979, p. 37.

> A condensed up-to-date article about cults, including the history of, properties, and types of people who are vulnerable.

LEARNING ACTIVITIES

1. <u>Title</u>: Reading Activity

   <u>Description</u>: Read "Why Can't I Have a Life of My Own?" in <u>Co-Ed</u>. Also answer and discuss the questions from "Instant Ideas from <u>Co-Ed</u>" in <u>Forecast</u>.

   <u>Materials Needed</u>: Copies of story and questions

   <u>References</u>: Why can't I have a life of my own, <u>Co-Ed</u>, March 1979, pp. 50-52; 68.
   Instant ideas from <u>Co-Ed</u>. <u>Forecast for Home Economics</u>, March 1979, p. 48.

2. <u>Title</u>: Slide Presentation

   <u>Description</u>: A slide presentation entitled "What to Do?" portrays three teenagers making decisions that will affect their futures. In an interesting manner, the slides prepare students for the realization that final decisions should be their own. The slides discuss

future education, attending college, finding a job, living away from home, and marriage.

<u>Materials Needed</u>: Slides--"What to Do?" slide projector and screen

<u>Source</u>: Available through the parish home economist with the Louisiana Cooperative Extension Office.

3. <u>Title</u>: Role Playing

<u>Description</u>: Role-play a situation wherein Mary, seventeen years of age, has agreed to drive her friends to a ballgame but finds her mother (who is somewhat confined because an invalid grandmother requires attention) has also planned to go out that night. Ask a student to be the girl and another student to role-play the mother. Give the performers a few minutes to put themselves into the situation. The performers should attempt to use the steps of decision-making in the role play. After the scene ask the following questions to the class:

1. What do you think Mary should do?
2. Do you feel she is being selfish for wanting to take her friends to the game rather than staying home with her grandmother?
3. How do you think the mother feels?
4. Should she insist that Mary stay with her grandmother so she can go out?
5. Is there a right or wrong decision that can be made here?

<u>Materials Needed</u>: Cards with description of the role-play situation to give to the two participants who will act the parts

<u>References</u>: Adapted from Klemer, R. H., & Smith, R. M. <u>Teaching about family relationships</u>. Minneapolis: Burgess Publishing Company, 1975. This is an excellent source for role-playing and case studies to be used in teaching.

4. <u>Title</u>: Panel Discussion

<u>Description</u>: Invite a school principal or teacher, a parent, a business person, and two or three adolescents to participate in a panel discussion. The panel members should discuss the decisions that they feel are the most important ones facing adolescents today. Time should be allowed for questions and comments from the class. Students could submit questions for discussion prior to the panel discussion.

<u>Materials Needed</u>: Letters to the panel members--one confirming date, time, and topic, and a thank you letter

5, <u>Title</u>: Brainstorming Game

<u>Description</u>: Set a timer for three to five minutes. Write as many

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ideas as possible on the topic: "What Can I Do to Make Better Decisions?" or "What Major Decisions Do I Need to Make This Year?" Read and discuss the answers in class. The person with the largest number of acceptable answers wins.

Materials Needed: Paper, pens, timer

6. VOCABULARY

1. Ambivalent--Simultaneous attraction toward and repulsion from a person, action, or idea.

2. Independence--The state of being free; self-reliant.

3. Norms--Standards of behavior that are generally accepted by a group of people.

4. Decision-making--The procedure for determining choices.

INSTRUCTIONAL AIDS

1. Title: Jig-Saw Review

Description: On construction paper, make a "Jig-Saw Review" (Figure #6) by writing examples of the steps in the decision-making process. Laminate. Cut these apart. As a review technique, ask students to arrange the steps in the correct order. If the pieces do not fit together, there must be a mistake.

Materials Needed: Construction paper, marking pens

Reference: Schmelzel, C. How to design your own puzzles. Forecast for Home Economics, December 1976, p. 12.

2. Title: Bulletin Board

Description: Use the bulletin board entitled "Who Makes Your Decisions?" (Figure #7). Students may be able to think of other factors which influence their decision-making.

Materials Needed: Backing, letters, felt owl, tree limb, leaves

3. Title: Bulletin Board

Description: A bulletin board entitled "How Do You Make Decisions?" (Figure #8) could be used for class discussion on decision-making.

Materials Needed: Construction paper, markers. backing, pins

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EVALUATION

Title: Writing Assignment

Description: Select one of the following and respond in writing.

1. Describe several decisions which most adolescents must face.

2. Write a short fictional story which illustrates the steps in organized decision-making.

Materials Needed: Paper, pen

Figure #6

Jig-Saw Review

SHOULD I GO OUT
WITH JIM
SATURDAY NIGHT
OR BABYSIT FOR
MRS. SMITH?

ASK JIM WHAT HIS PLANS ARE; ASK
MRS. SMITH IF THE BABYSITTING IS
IMPORTANT; COULD SOMEONE ELSE
DO THE BABYSITTING? DO I
NEED THE MONEY? WILL JIM
ASK ME OUT AGAIN, IF I
DON'T GO?

JIM WANTS TO GO TO A
SHOW I REALLY WANT TO
SEE; SATURDAY IS
MRS. SMITH'S
ANNIVERSARY; I NEED
MONEY FOR
CHRISTMAS GIFTS.

I WILL
BABYSIT
SATURDAY
NIGHT.

TELL JIM I CAN'T GO, BUT I
WOULD LOVE TO GO OUT ANOTHER
TIME. LET MRS. SMITH
KNOW THAT I WILL
BABYSIT FOR HER.

DID I REALLY MAKE THE RIGHT
DECISION? MRS. SMITH REALLY
APPRECIATED MY COMING AND
RECOMMENDED ME TO TWO OF
HER FRIENDS. JIM ASKED
ME TO GO OUT NEXT WEEKEND.
I HAVE ENOUGH MONEY TO BUY
MOM AND DAD'S CHRISTMAS
GIFTS.

Figure #7

WHOOOOooo MAKES YOUR DECISIONS?

FRIENDS?

TEACHERS?

YOU?

PARENTS?
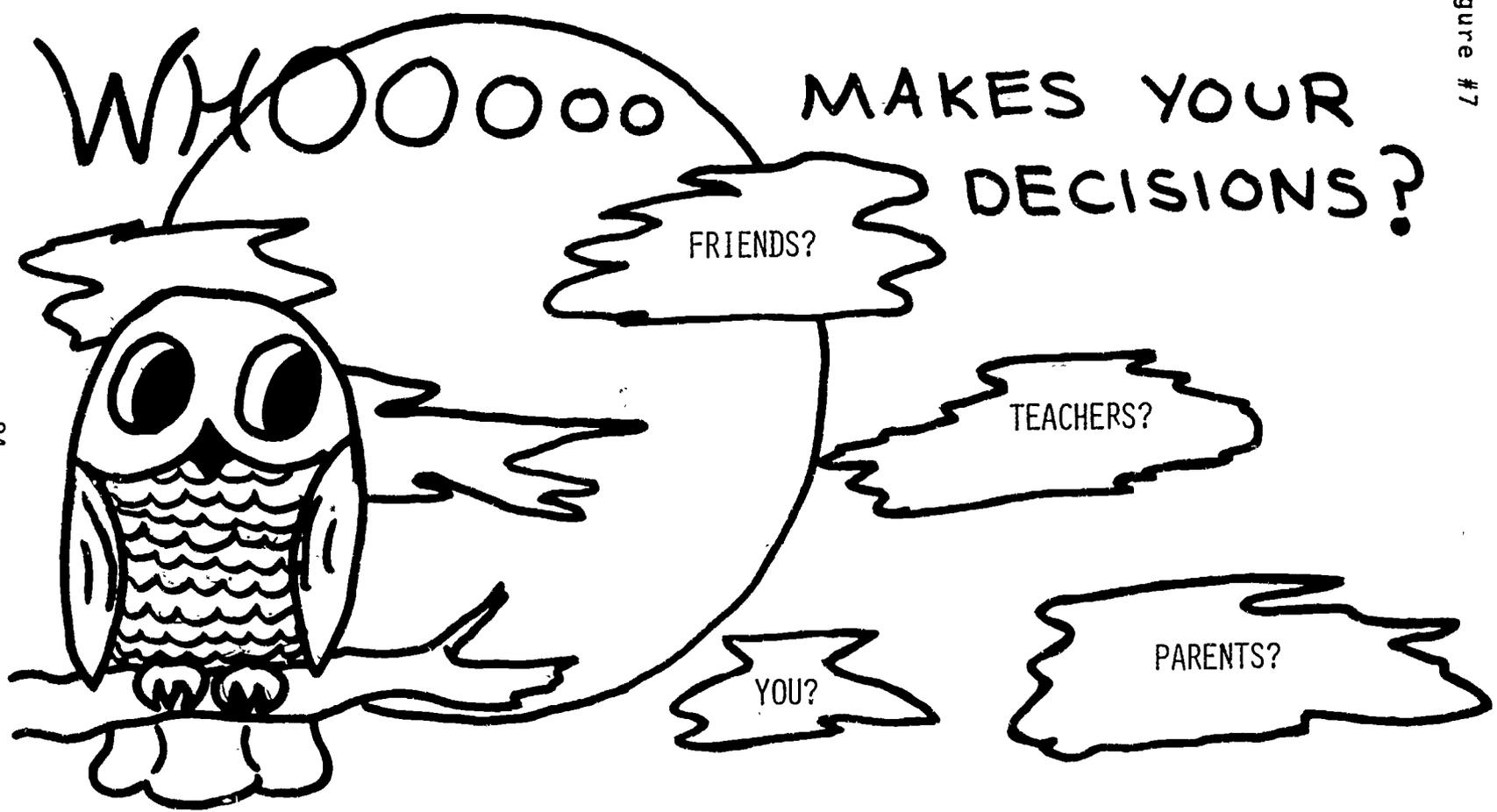
HOW DO YOU MAKE DECISIONS

Figure #8

DEFINE PROBLEM

CONSIDER ALTERNATIVES

COLLECT DATA

REVIEW DATA

MAKE DECISION

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UNIT: Growth and Development of the Adolescent

CONCEPT: Emotional Development

GENERALIZATIONS

1. Emotions are states of feelings that form the basic core of
   the personality.

2. Adolescence is often a time of heightened emotionality and is
   an important time in reinforcing or modifying self-concept.

3. Independence from parents is an important task of the ado-
   lescent period.

4. Friendships and relationships with the opposite sex become
   increasingly important during the adolescent period.

5. Emotional maturity encompasses specific characteristics.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Describe heightened emotionality in adolescence.

2. Explain self-concept development in relation to the adolescent.

3. Describe briefly the process of gaining independence from
   parents.

4. Discuss the importance of the peer group.

5. List characteristics of a good friendship.

6. List functions of dating during adolescent years.

7. Analyze factors which indicate emotional maturity.

OUTLINE

  I. Definitions

 II. Heightened Emotionality During Adolescence

III. Search for Self-identity

      A. Self-concept

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B. Independence from Parents

   1. Early adolescence
   2. Middle adolescence
   3. Mature relationship

C. Peer Influences

   1. Function of peer group
   2. Friendship relationships
   3. Dating relationships

IV. Emotional Maturity

REVIEW OF SELECTED LITERATURE

Emotions are states of feelings that form the basic core of personality. They develop as a result of perceptions and reactions to the environment. Reactions to the emotions can be either positive or negative.

Adolescence is a period of heightened emotionality. This term is relative because heightened emotionality means that the person experiences more than normal emotionality for that particular person. The teenager may feel great pride and joy when a task is especially well done. A sense of happiness may be almost overwhelming at times and anger may be very severe and uncontrollable (Hurlock, 1973). There are several reasons for this increased emotionality. It is generally accepted that puberty and biological changes are related to heightened emotionality and mood swings. Adolescents worry about even normal physical changes. Hurlock (1973) and Jersild, Brook, and Brook (1978) list other causes for increased emotionality:

   1. Poor nutrition and/or fatigue
   2. Social expectations of more mature behavior (This is especially confusing if the adolescent is treated like a child one minute and then expected to act like an adult the next.)
   3. Unrealistic aspirations
   4. Social adjustments to the opposite sex
   5. School and vocational problems
   6. Obstacles to plans
   7. Unfavorable family relationships
   8. Adjustments to new environments

According to Hurlock (1973) this increased emotionality is not characteristic of the entire adolescent period. The most noticeable time is the last year or two of childhood and the first couple of years of adolescence. As development slows down, drastic mood swings become less commonplace. Heightened emotionality may appear again in late adolescence if this is a time of disequilibrium. Many adolescents at this time experience doubts about adequacy in college, getting and holding a job, and establishing serious relationships.

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Boys often experience more pronounced mood changes because they are culturally expected to solve their problems with less guidance from adults. Those adolescents who have experienced many emotional disturbances in childhood may have developed the habit of over-reacting emotionally. Teens who deviate markedly from the norm in time and rate of sexual maturity are more likely to experience prolonged heightened emotionality (Hurlock, 1973).

It should be noted that not all adolescents experience heightened emotionality and stress in a way that disturbs either themselves or the adults in their lives. While all do experience emotional instability at times, this occurrence is characteristic of people of all ages (Hurlock, 1973).

Early adolescents may experience self-preoccupation. This trait is a part of the normal process of becoming more self-aware and developing a sense of identity. The search for self-identity begins in early childhood, and the self-concept becomes more stable during adolescence (Huston & Levinger, 1978). Research indicates that a child's self-concept tends to remain relatively unchanged if basic experiences and relationships with other people remain the same. Adolescence is an important time in reinforcing or modifying self-concept (Hamachek, 1976).

Part of the identity search involves becoming independent from parents. Research shows that, in general, adolescents get along with their parents better than most people think. Some conflict is inevitable in the search for independence, but most parents try to help their children gain independence (Draper et al., 1980). Studies have shown that teens do value their parents' love, and parents continue to be a strong force in their children's lives (Watson & Lindgren, 1979). In families with strong relationships, problems associated with an adolescent's struggle for independence are contained and resolved and not allowed to become destructive. Ideally, the parent-child relationship becomes an adult-adult relationship by the time the adolescent leaves home and gains adult status.

Early adolescents are still dependent upon their parents to a great extent. They gradually become more aware of parents as people. Also, they may become sensitive to conditions in the home and characteristics of the family that might affect their own pride and prestige. As a result, the adolescent may become more critical of parents' behavior, particularly if the behavior embarrasses the child (Jersild et al., 1978).

During middle adolescence the teen outgrows parental dependency. This process may be a quiet one with the adolescent assuming more and more responsibility, or it may be a more trying process, full of conflict and anxiety. In late adolescence many individuals begin to assume their roles in the adult world (Jersild et al., 1978).

Emancipation and independence from one's parents is not the same as rejection of them. Mature individuals can experience freedom and still cherish their parents. They can seek parental advice and respect their parents' views and values, but still make independent decisions (Jersild et al., 1978).

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As teenagers outgrow parental dependency, a network of friends becomes increasingly important. Many adolescents become joiners--affiliating themselves with school clubs, informal groups, and athletic teams. Most teens feel a need to have a special close friend (Jersild et al., 1978).

Adolescents often try different roles in an attempt to establish self-identity. The playing of several roles and having more than one self-image does not necessarily constitute a disorganized personality. The adolescent will accept some of the roles and reject others (Draper, Ganong, & Goodell, 1980; Watson & Lindgren, 1979).

The peer group becomes a "testing ground" for various roles. Comparison of one's self with others is an important and ongoing process. This process continues throughout life, but seems most intense during adolescence (Hamacheck, 1976). Telling others about oneself promotes self-awareness. Knowing that others share similar thoughts is particularly important at this time when the adolescent begins to experience new feelings associated with dating, and gaining independence (Derlega & Chaikin, 1975).

During early adolescence, friendships are usually based on activities enjoyed by both people. By ages fourteen or fifteen, friendships become more intense with the personalities of the people becoming more important than mutual interests. When adolescents begin to date, a need for like-sex friends to provide guidance and support is felt. By late adolescence, most people desire a friend with whom they can share confidences. The older adolescent has become more sensitive to others' personalities (Jersild et al., 1978).

In some friendships, one person is the leader while the other is a follower; but the most meaningful friendships are between equals. Characteristics of close companionships include (1) effortlessness, feeling comfortable; (2) supportive, dependable, understanding, accepting; and (3) tolerant of silence or outspokenness (Huston & Levinger, 1978).

Friends are likely to be similar in economic status, religion, race, and age. They are usually geographically close and share some of the same interests. There are numerous exceptions, of course, for all friendships are not based upon the above characteristics. Parents may directly affect selection of friends, or indirectly affect the choice because the adolescent has assimilated parental values (Jersild et al., 1978).

Problems arising from dating relationships are of particular concern to young people. Many adolescents approach dating with shyness and apprehension. Teenagers consult friends on how to behave on dates, what to talk about, and how deeply to become involved in the relationship (Derlega & Chaikin, 1975).

Dating serves several important functions during the teenage years such as providing an opportunity to improve interpersonal and social skills, and increase self-awareness. Dating provides status, friendship, affection, and sometimes love. The experience of dating allows the adolescent to explore feelings and learn to relate to members of the

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opposite sex. Dating sometimes involves sexual experimentation and eventual mate selection (Jersild et al., 1978).

The adolescent's desire to have someone accept and appreciate his or her uniqueness as a separate, independent person prepares the way for first love. It is very rare for two young people to meet and fall in love with equal intensity and "live happily ever after." The average adolescent falls in love several times (Jersild et al., 1978). Deep, serious relationships usually require time for getting to know each other well.

If the adolescent has had steady contact with people of integrity and kindness and has had opportunities for wholesome expression of emotions, he or she is probably achieving emotional maturity. The ability to control emotions involves learning to express one's emotions in socially acceptable ways and is an indication of emotional maturity. Uncontrolled emotions can have a destructive impact on one's life. The mature individual realizes that emotions cannot be pent up with no expression. The adolescent needs to be able to express feelings in an appropriate manner (Hurlock, 1973).

The mature adolescent is moving toward establishing a sense of identity and a self-concept. Having accepted oneself as a worthwhile person, the adolescent is able to establish a sense of intimacy with another person and start to satisfy the need for a close and stable relationship (Ryder, 1979).

Emotional maturity is indicated when the adolescent is making progress towards (1) empathizing with others, (2) developing the ability to give as well as receive expressions of emotion, (3) developing the ability to adapt, (4) gaining the ability to accept reality, and (5) learning to assess a situation critically before responding (Hurlock, 1973; Rogers, 1977).

One of the clearest indications of emotional maturity is the ability to accept responsibility. This task is not always easy because the adolescent must see the relationship between actions in the present and results in the future. Accepting responsibility often means putting off present gratification based on the belief that future gratification will be greater. This ability requires practice, and adolescents have to feel that the weight of actions and decisions rests only on them. Adolescents will feel satisfaction in the knowledge that they are dependable, and this thought adds to a feeling of self-esteem (Draper et al., 1980).

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SUGGESTED READINGS

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 A good background text with an excellent description of adolescent emotional development.

Pikunas, J. Human development: An emergent science. New York: McGraw-Hill, 1976.

 Illustrates various stages of human development.

Riker, A. P., & Riker, C. Me: Understanding myself and others. Peoria: Charles A. Bennett, 1977.

 A good background text. In some cases the text may be used for the student as well as the teacher.

LEARNING ACTIVITIES

1. Title: Writing Assignment

 Description: Before any discussion of emotional development, write a short essay describing characteristics of emotional maturity. After class discussion, add to or correct information in essay.

 Materials Needed: Paper, pen

2. Title: Writing Assignment

    Description: Select a teen-aged character from a recently read book
    or recently viewed television program. Write a short character
    sketch. Try to describe the (1) individual's self-concept, (2) tech-
    niques of problem-solving, (3) degree of emotional maturity, and
    (4) signs of uncontrolled or repressed emotions.

    Materials Needed: Paper, pen

    Reference: Adapted from Rogers, D. The psychology of adolescence.
    Englewood Cliffs: Prentice-Hall, 1977, p. 65.

3. Title: Class Discussion

    Description: Read advice columns written for teenagers. Discuss
    (1) What type of emotional problems are mentioned? (2) What are the
    opinions of class members about the advice? (3) Can any of the fol-
    lowing be found: Examples of heightened emotionality, a struggle
    tor parental independence, peer influence, description of a good
    (or unacceptable) friend, signs of immaturity (or emotional maturity).

    Materials Needed: Advice columns from newspaper or teen magazines

4. Title: Research Assignment

    Description: Select a specific emotion. Describe the emotion.
    Discuss that emotion in relation to adolescents. Suggested emotions
    are affection, love, joy, boredom, happiness, curiosity, excitement,
    anger, frustration, jealousy, worry, anxiety, and fear.

    Materials Needed: Library facilities, reference books on adolescent
    development

5. Title: Group Discussion

    Description: Divide into all groups and discuss the list below.
    Ask each group to select a recorder who will report a summary of the
    group's discussion to the class.
    1. Why do some teens prefer to get advice from friends rather than
        from parents? How reliable is advice given by friends? What
        other sources do teens use when seeking advice?

    2. List several pressures that are placed on teenagers by adults.

    3. Name personality traits admired in others.

    Materials Needed: Paper, pen

6. VOCABULARY

    1. Self-concept--An individual's perception of total self.

    2. Emotions--States of feelings.

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3. Heightened emotionality--Feeling and/or showing more emotion than usual; mood swings.

INSTRUCTIONAL AID

Title: Bulletin Board

Description: Cover a bulletin board with paper, use a bright plaid ribbon for a border. Place face (Figure #9) in the middle of the board. Use some of the plaid ribbon for bow tie, construction paper for race, pipe cleaner for curl. As the class discusses reasons for heightened emotionality in teenagers, add large colorful circles (with reasons written on them) to bulletin board.

Materials Needed: Backing, ribbon, pipe cleaner, construction paper, markers

EVALUATION

Title: Post Quiz

Description: Answer the six discussion questions and ten true or false statements as a basis for evaluation.

1. What is meant by the phrase, "heightened emotionality is a relative term"?

   Means more than normal intensity for a particular ∘*n, not for adolescents as a whole.*

2. List five reasons for heightened emotionality during adolescence.

   1. *Biological*
   2. *Expectation of mature behavior*
   3. *Unrealistic aspirations*
   4. *Adjustment to opposite sex*
   5. *School/vocational problems*
   6. *Obstacles to plans*
   7. *Unfavorable family relationships*
   8. *Adjustments to new environments*

3. How does the peer group affect development of self-concept?

   1. *Testing ground for various roles*
   2. *Telling others about self promotes self-awareness*
   3. *Knowing that others share similar thoughts helps to place feelings in better perspective*
   4. *(Others suggested by class discussion)*

4. Briefly explain the relationship between emotional maturity and parental independence.

   Mature individuals can be independent from their parents with-

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out rejecting them. They can seek parental advice or still make their own decisions.

5. List some characteristics of a close friendship.

1. Feels comfortable
2. Effortless
3. Supportive
4. Dependable
5. Understanding and accepting
6. Tolerant of silence as well as outspokenness

6. Identify several characteristics of emotional maturity.

1. Empathizing with others
2. Giving as well as receiving expressions of emotion
3. Adaptability
4. Accepting reality
5. Learning to assess a situation critically
6. Accepting responsibility for one's behavior

Write "true" in the blank if the statement is true or "false" if the statement is false.

__False__ 1. Increased emotionality is characteristic of the entire adolescent period.

__True__ 2. Not all adolescents experience sufficient heightened emotionality and stress to disturb either themselves or their parents.

__False__ 3. The self-concept does not start to develop until the early adolescence period.

__False__ 4. Studies have shown that most teenagers do not value their parents' love and do not respect their parents' views.

__True__ 5. During early adolescence, friendships are usually based on activities enjoyed by both people.

__True__ 6. Friends tend to be similar in economic status, religion, race, and age.

__True__ 7. Accepting responsibility is an indication of emotional maturity.

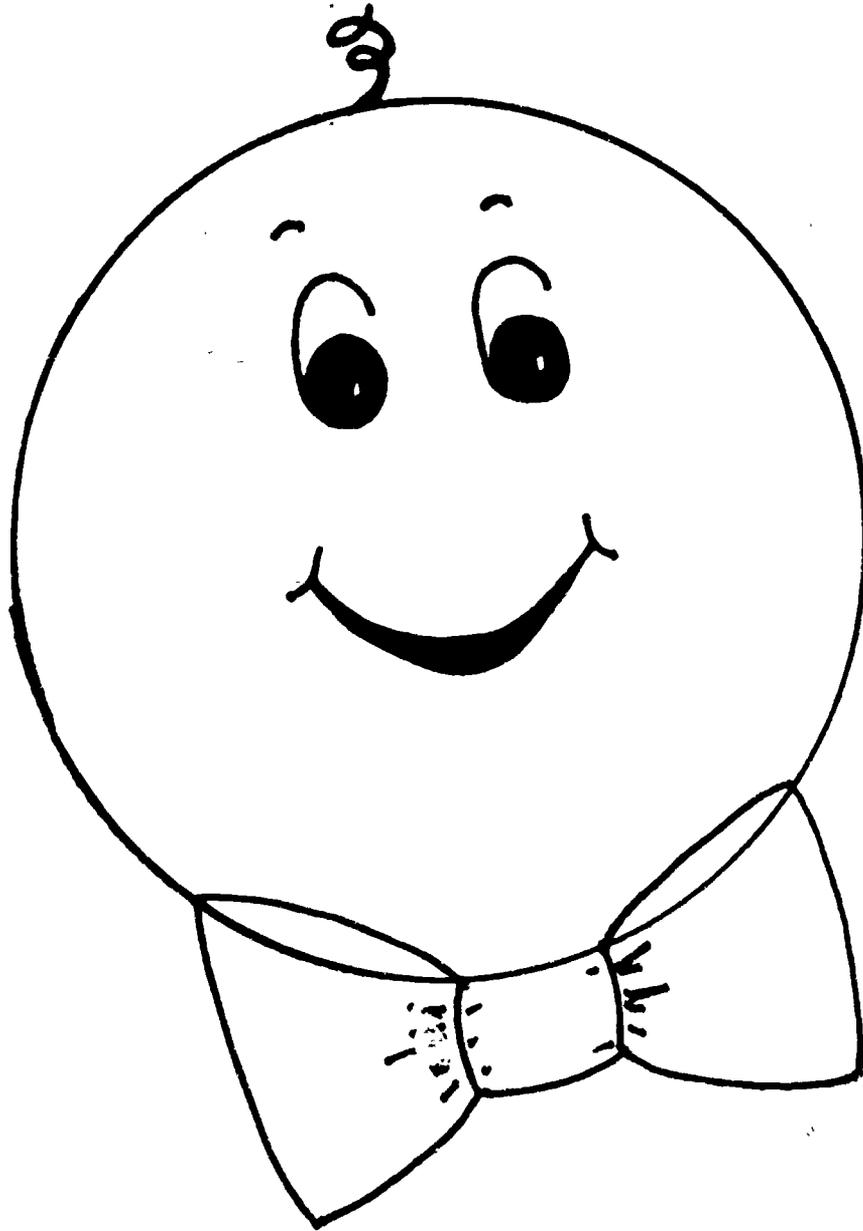__False__ 8. Once adolescence is reached, parents do not affect selection of friends.

__False__ 9. The most meaningful friendships are those in which one person is a leader and the other is a follower.

__True__ 10. Control of emotions, but not repression of emotions, is an indication of emotional maturity.

Materials Needed: Copies of quiz

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Figure #9

Emotional Development Bulletin Board

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UNIT: Growth and Development of the Adolescent

CONCEPT: Communication in Relationship Development

GENERALIZATIONS

    1. Adolescence is a stage when individuals are beginning to develop significant relationships outside the family.

    2. Communication is essential to relationship development.

    3. Self-disclosure and empathy are components of communication that influence relationship satisfaction throughout the life cycle.

PERFORMANCE OBJECTIVES

    Upon completion of the le_son, the student should be able to:

    1. Explain why adolescents are concerned about developing rela- tionships.

    2. Define self-disclosure and empathy.

    3. Explain how self-disclosure and empathy affect the initiation, development, and maintenance of a relationship.

OUTLINE

    I. Communication

   II. Relationship Development

  III. Self-disclosure

       A. Definition

       B. Role in Relationship Development

  IV. Empathy

       A. Definition

       B. Role in Relationship Development

REVIEW OF SELECTED LITERATURE

    Much of human existence involves attempts to initiate, develop, and maintain satisfactory relationships with others. Life satisfaction and happiness is often determined by the extent to which an individual is able to communicate effectively and establish relationships. All people do not function with equal success in their interactions with others.

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Part of the ineffectiveness that exists is a result of not fully under-
standing those factors that significantly affect relationship development.
Communication skills have an impact on one's ability to find satisfaction
within relationships, such as parent-child (e.g., Satir, 1972), parent-
adolescent (e.g., Steiner, 1970), premarital (e.g., Schauble & Hill, 1976),
and marital (e.g., Miller, Nunnally, & Wackman, 1975).

In spite of the apparent importance of effective communication skills
in relationship development, researchers have found that few people pos-
sess these skills. In particular, individuals lack skills necessary for
conveying feelings openly and for clarifying and understanding messages
received from others. The inability to express feelings and respond with
understanding and acceptance may be the result of individuals not learning
effective communication patterns. Although the basic principles of send-
ing and receiving verbal messages are learned during childhood, most peo-
ple do not go on to develop interpersonal communication skills beyond
these early learned patterns. As a result, interpersonal relationships
grow and change as individuals mature, but communication continues to be
based on ineffective, child-like communication patterns (Tubesing & Tu-
besing, 1974). It becomes evident that communication patterns which are
learned and repeated from childhood often work against the establishment
of satisfying interpersonal relationships and hinder positive relation-
ship growth in adulthood (Tubesing & Tubesing, 1974). Failure to learn
these effective communication skills results in a variety of negative
consequences, including (1) difficulty in dealing with one's feelings
because of the inability to express those feelings to another, (2) the
tendency to avoid or disregard the feelings and needs of another because
the individual does not know how to respond appropriately to the other's
needs, and (3) the maintenance of superficial, dissatisfying relation-
ships (Cross, 1976).

Although people develop relationships throughout the life-cycle,
adolescence is one of the primary periods when individuals begin to take
responsibility for developing significant relationships. Active involve-
ment in the initiation and development of interpersonal relationships,
particularly heterosexual relationships, becomes increasingly important
to the adolescent. It has been suggested that two of the primary goals
of the adolescent are (1) to establish meaningful, satisfying relation-
ships with peers, as well as members of the opposite sex, and (2) to
learn and develop social skills which allow the adolescent to meet the
demands of social and interpersonal situations (Rice, 197F).

During adolescence the individual's range of social experiences in-
creases significantly as a result of increasing independence from the
family and dependence on peer relationships. Although parental influ-
ences remain strong, being accepted and included in a peer group is of
prime importance. Relating to peers of the opposite sex is one of the
major needs of individuals during adolescence, and their many attempts
to meet this need are often accompanied by great anxiety (Glass, Gott-
man, & Shmurack, 1976). As adolescents begin dating, much of their
anxiety results from the anticipation of negative consequences caused
by personal social skill deficits, such as the inability to initiate
and carry on a conversation (Curran, Gilbert, & Little, 1976). These
deficiencies in the adolescents' social performance often restrict social
involvement and hamper the development of interpersonal relationships.

The possession of social skills implies acceptance and inclusion in a peer group, as well as social involvement with members of the opposite sex. The lack of these skills, on the other hand, often results in personal dissatisfaction and the maintenance of superficial relationships (Rice, 1975). Adolescents' competence in social interaction not only affects present relationships, but also influences future relationships. In short, adolescence can be viewed as a launching stage for the development of future enduring relationships (e.g., marriage) in which effective communication skills have been recognized as fundamental to relationship satisfaction (Miller et al., 1973). It therefore becomes evident that by learning effective communication skills during adolescence, individuals may be more likely to increase their involvement and satisfaction in present relationships, as well as to maximize the potential rewards received in future relationships.

Two components of communication have consistently been identified as core conditions which a. important for successfully establishing relationships. These attributes include (1) self-disclosure--the ability to communicate one's feelings, and (2) empathy--the ability to communicate acceptance and understanding of another (Carkhuff, 1969).

Self-disclosure has been viewed as the process by which individuals learn to understand themselves and also allow others to know their thoughts and feelings (Johnson, 1981). The development of meaningful interpersonal relationships is often contingent on a person's ability to self-disclose appropriately. Unless individuals allow others to know how they feel and what they think, it is very difficult for a relationship to progress beyond a superficial level (Johnson, 1981). Many authors have stressed the primary role of self-disclosure in relationship development and have related the amount of self-disclosure to the closeness and degree of intimacy of the relationship (Altman & Taylor, 1973). The significance of self-disclosure can be seen in each stage of relationship development from first encounters through the maintenance of long-lasting relationships.

Self-disclosure plays a particularly important role in the initial stage of relationship development. It is evident that the ability to self-disclose results in attraction and further initiation of the relationship. Lickona (1974) discussed adolescent friendship development and stressed the need to be able to express feelings in the early stages of the relationship. He found increased disclosure among those adolescents who perceived that the other person shared the same hopes, anxieties, and doubts. He concluded that there exists a strong relationship between the degree of attraction and the degree of self-disclosure among adolescents. In short, self-disclosure is important in the initial stage of relationships and plays a significant role in the development of feelings of liking for another.

As a relationship develops, self-disclosure continues to be an instrumental factor in determining the direction of the relationship. Increased closeness in relationships is the result of both people's willingness to share their thoughts and feelings (Altman & Taylor, 1973). The role of self-disclosure in relationship growth is expressed clearly by Jones and Wortman (1973): "Self-disclosure implies that we trust the other person, that we do not fear exploitation by him/her, and that we

would like the relationship to continue" (p. 14). Therefore, if a relationship is going to expand and grow, both partners must know that each is willing to risk revealing himself/herself and also know that disclosure will be received in an accepting, non-threatening manner.

As relationships are established and become more stable and enduring, self-disclosure continues to be a primary condition necessary for the continuation of the relationship. Intimacy in a relationship involves openness of communication and receptiveness to the other person. As individuals become more intimate and learn more and more of each other through disclosure, the relationship paradoxically becomes more susceptible to conflict (Johnson, 1981). As a result of this increased potential for conflict within intimate relationships, the need for self-disclosure remains crucial to sustaining the relationship. The resolution of conflict involves full exploration of the problem area with both partners being able to express their own feelings and also to respond with understanding and acceptance to the feelings of the other. It would appear then that in order for intimate relationships to remain intimate and be enhanced, self-disclosure must continue to be a fundamental part of the relationship.

Communication is a two-way process, and the ability to listen and respond is equally as important as self-disclosure. "Empathy" has been defined both as the heightened sensitivity to the needs of others and as the ability to identify and understand the feelings of another (Carkhuff, 1969). In interpersonal relationships, empathy is the outcome of one person's being able to understand a situation from another's frame of reference. Rogers (1975) has stated that to be empathic means "that for the time being you lay aside the views and values you hold for yourself in order to enter another's world without prejudice" (p. 4). Empathic understanding involves not only recognizing and understanding what another is feeling, but also accurately communicating one's awareness and understanding of these feelings to the other person. Bochner and Kelly (1974) have defined the totality of empathic understanding as "the ability to form accurate impressions of another person and communicate by the content and tone of the message that the other's feelings and thoughts are correctly perceived and accepted" (p. 290).

The ability to respond empathically has been recognized as an important variable in interpersonal interaction, particularly in significant relationships. The degree to which individuals in a relationship share, understand, and accept feelings can be seen as a gauge of the depth of the relationship (Tubesing & Tubesing, 1974). In early stages of relationship development, empathy can be seen as a component of interpersonal attraction. Individuals like and are attracted to those who show interest, listen without judging, and show unconditional acceptance of their ideas and feelings (Klienke, 1975).

As a relationship progresses beyond the initial stages, communication increases and empathy becomes an even more significant part of the communication process which is fundamental to relationship growth and satisfaction (Altman & Taylor, 1973). Rogers (1961) has identified one of the major barriers to mutual communication as being the natural tendency to evaluate or disapprove the statements of another. Evaluative responses create defensiveness and are barriers in communication. Thus,

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defensive behavior engenders defensive listening which in turn results in persons being unable to accurately perceive another's motive, values, and emotions. When people feel threatened in a relationship, the relationship will often terminate or continue on a superficial level. Rogers (1975) emphasized that empathy helps achieve mutual communication by alleviating defensiveness and allowing both partners to concentrate on the content and feelings of the message being sent. This form of communication also has been consistently viewed as a key factor in the fostering of relationships and encouraging relationship growth.

Those relationships characterized by high levels of involvement and commitment often involve intense interaction, sharing of intimate feelings, and a need for heightened sensitivity to the other. Rogers and Roethlisberger (1952) clearly recognized the need for empathy in intimate relationships:

> It is just when emotions are strongest that it is most difficult to achieve the frame of reference of another person. Yet it is then that the attitude is most needed if communication is to be established. (p. 247).

As was mentioned earlier, increased intimacy and heightened disclosure often result in more overt conflicts in the relationship. Conflict situations generally arouse defensiveness, which interferes with communication and makes it difficult to convey ideas clearly and to move effectively toward solutions to relationship problems. Empathy encourages communication directed toward solving a problem and allows conflict to be dealt with constructively (Rogers & Roethlisberger, 1952). Constructive handling of conflict has been shown repeatedly to increase satisfaction and strengthen relationships.

It is apparent that the ability to self-disclose and respond empathically are critical elements of communication. These two skills are fundamental to the initiation, development, and maintenance of interpersonal relationships. Learning to communicate in these ways during adolescence will greatly facilitate the individual's ability to develop significant relationships.

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LEARNING ACTIVITIES

1. <u>Title</u>: Group Discussion

   <u>Description</u>: Divide into groups of four. Ask each group to discuss what they think effective communication involves and what ineffective communication involves. The following discussion questions can be used to stimulate discussion:

   1. Describe the actions of people who are easy to talk to; people who are hard to talk to.
   2. What kinds of things do they say?
   3. How do other people feel when they are communicating?

   <u>Materials Needed</u>: None

   <u>Reference</u>: Adapted from Haynes-Clements, L. <u>A communication skills training program for adolescents</u>. Louisiana Tech University, 1980.

2. <u>Title</u>: Writing Assignment and Discussion

   <u>Description</u>: Respond in writing to the following: If self-disclosure is so important in the development of relationships, why would people be so hesitant about sharing their feelings? Discuss response. Possible Answers: Fear of rejection; being laughed at; hurting someone's feelings; feelings not being taken seriously.

   <u>Materials Needed</u>: Paper, pen

   <u>Reference</u>: Adapted from Haynes-Clements, L. <u>A communication skills training program for adolescents</u>. Louisiana Tech University, 1980.

3. <u>Title</u>: Role Playing

   <u>Description</u>: Role play the following behaviors and responses for a situation in which you have learned that a close friend is telling unkind things about you to others.

   1. Behavior--Show resentment, say unkind things about friend, ignore the problem.
      Response--Resentment builds; less and less time spent together.

   2. Behavior--Accuse friend, get angry, and explode.
      Response--Becomes defensive, mad, and accuses in return.

   3. Behavior--Tell friend that you feel angry, hurt, and betrayed.
      Response--A. Apologizes
                B. Becomes defensive

   As a class, determine what would happen to the friendship as the result of each behavior. Hopefully the class will decide that ignoring or evading feelings will end a relationship, as well as accusing and explosive behavior.

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Materials Needed: None

Reference: Adapted from Haynes-Clements, L.   A communication skills training program for adolescents.   Louisiana Tech University, 1980.

4. Title: Survey

Description: Survey other students on how they feel about listening skills.   The following questions might be used:

1. How well do you think others listen to what you say?
2. When you think someone is listening to you, what are they doing?
3. How do you feel when someone really listens to you?
4. What kind of relationship do you have with people who listen?
5. How do you react to a person who does not listen?

Materials Needed: Copies of questions

5. Title: Paired Listening Activity

Description: Divide into pairs.   Give each person one minute to describe to the partner his/her day thus far.   Then allow the partners one minute each to repeat the information he/she heard.   How well did each partner express ideas?   How well did the partners listen?

Materials Needed: None

6. VOCABULARY

1. Self-disclosure--Communicating one's feelings to others.

2. Empathy--Communicating acceptance and understanding of others.

INSTRUCTIONAL AIDS

1. Title: Fact Sheet

Description: The "Self-disclosure Fact Sheet" (Student Handout #3) could be used when discussing self-disclosure.

Materials Needed: Copies of fact sheet

Reference: Taken from Haynes-Clements, L.   A communication skills training program for adolescents.   Louisiana Tech University, 1980.

2. Title: Bulletin Board

Description: Use a bulletin board on "Keys to Good Communication" (Figure #10) to introduce the lesson.

Materials Needed: Background, letters, construction paper

EVALUATION

Title: Practical Experience

Description: Use communication skills in situations with friends, parents, teachers, or others. Describe the experiences on the "Self-disclosure and Empathy Report Sheet" (Student Handout #4).

Materials Needed: Copies of report sheet

Reference: Report sheet taken from Haynes-Clements, L. A communication skills training program for adolescents. Louisiana Tech University, 1980.

Self-disclosure Fact Sheet
Student Handout #3

Some points to remember about self-disclosure:

1. Self-disclosure is most appropriate when you are interested in a
   relationship and have a desire to improve that relationship. Al-
   though self-disclosure alone will not assure you of a better rela-
   tionship, it does communicate to other persons that you value and
   trust them. When you are unwilling or hesitant about self-disclosing,
   other persons may wonder whether you care about them or whether you
   trust them with the feelings that you have.

2. Self-disclosure involves risk-taking. When you tell someone some-
   thing about your feelings, you are leaving yourself open to the
   possibility of being hurt or not being accepted. When another person
   knows that you are risking yourself, he/she will in turn respond by
   risking himself/herself. In this way you are building trust in your
   relationship.

3. Self-disclosure is not always appropriate, and you must learn to
   determine when you should share your feelings and with whom. Timing
   is an important part of appropriateness. Evaluate the situation you
   are in and who else is present before you begin disclosing something
   that is important. Poor timing is probably responsible for the
   majority of situations wherein a person feels rejected when he/she
   discloses. Example: You go to a basketball game with a group of
   friends and everyone is very excited about the game. You have
   appreciated one of the friends you are with because he/she has been
   particularly hel' ful lately. You decide to self-disclose and let
   your friend know your feelings. Self-disclosure in this situation
   would probably be inappropriate. The general mood of the group is
   jovial and excited. The type of disclosure you wish to make is
   serious and important to you. There is a good chance that your
   friend would not be as receptive to your feelings in this situation
   as he/she would be in another situation when the two of you are by
   yourselves. Given the right situation, the response would most
   likely be one of openness and mutual appreciation.

4. Self-disclosure is not a means through which you express negative
   feelings at the expense of another person. Sometimes people have
   a tendency to blame others for their feelings. For example, "You
   never pay attention to me" is an accusation. This type of statement
   blames or attacks another person. The other person will usually
   become defensive and a breakdown in communication will possibly
   result. On the other hand, when you express yourself by taking
   "ownership" of feelings and not blaming another person, you will
   be able to more clearly communicate your message. For example,
   you might say, "I was disappointed when we didn't go to the game
   like we planned." The expression of negative feelings is O.K. as
   long as you make it clear that the feelings are your feelings.

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Self-disclosure and Empathy Report Sheet
Student Handout #4

Use the skills of self-disclosure and empathy in situations with friends, parents, teachers, or others that you come in contact with during the day. Briefly describe one situation wherein you expressed your feelings. and one situation wherein you listened carefully and used reflective listening.

SELF-DISCLOSURE:

Situation:

Feelings:

How you expressed your feelings (give your exact words):

Reaction to expression of feelings:
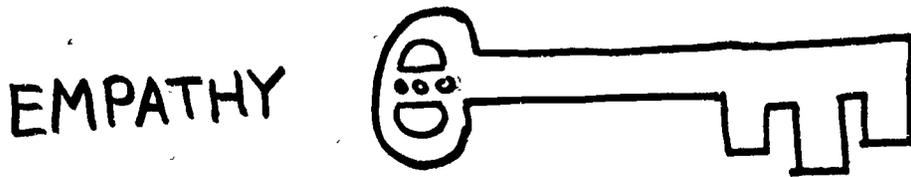

EMPATHY:

Situation:

Feelings of the other person:

How you restated their feelings (give exact words):

Reaction of the other person to your response:

Figure #10

KEYS TO GOOD COMMUNICATION

SELF-DISCLOSURE

EMPATHY

LISTENING SKILLS

UNIT: Growth and Development of the Adolescent

CONCEPT: Importance of Peer Influence

GENERALIZATIONS

1. Other than the family, peer relationships are the most influential
    in the social development of the adolescent.

2. The organizational pattern of the peer group consists of crowds,
    cliques, and friendships.

3. Success in adulthood is directly related to mastering the roles
    and skills in previous stages of development.

4. Peer groups change in relation to age, sex, and interests of
    members.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Identify the reasons why peer group influence is strong during
    adolescence.

2. Describe how peer group relationships affect adolescent develop-
    ment of self-concept and identity, values, and academic perfor-
    mance.

3. Explain the organizational pattern of adolescent peer groups in
    terms of the crowd, the clique, and friendship.

4. Identify the significance of friendships in the development of
    the adolescent.

OUTLINE

  I. Peer Group Influence

 II. Impact of Peer Relationships on Social Development

     A. Self-concept and Role-identity

     B. Values

     C. Academic Performance

III. Organizational Patterns of Adolescent Groups

     A. Crowd

         1. Definition
         2. Functions

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B. Cliques

    1. Definition
    2. Types
    3. Functions

C. Friendship

    1. Definition
    2. Types

REVIEW OF SELECTED LITERATURE

The influence of peer relationships is significant to the development of the adolescent. Outside the family the peer group has the most influence on the social and emotional development of the adolescent. Adolescents spend as much (or more) time with their peers as they do with their families (Dusek, 1977; Sasse, 1978). Peer influence is strong during adolescence for a number of reasons which include (1) the need for acceptance by friends, (2) the fear of being unpopular or ridiculed, and (3) a strong need to identify with others who are similar to themselves. In an attempt to meet basic security needs the adolescent may conform to the peer group standards and develop a loyalty to the group (Sasse, 1978). Peer groups can be instrumental in helping individuals to develop important social skills as group members.

The adolescents' association with peer groups can provide them a method for developing and improving self-concept and self-identity. The adolescent gains admiration from others by being a group member. With the support, affection, and approval of the peer group, the adolescent has the opportunity to "act at being grown up." Through experimentation with various adult roles, the adolescent can explore feelings about these roles. The candid reactions of the peer group also affect how secure and comfortable adolescents feel in this role playing. This process influences what kind of adult roles they will eventually assume. Exchanging ideas and sharing problems, adolescents also learn to express themselves and air out difficulties. This exercise makes coping with the trials and rewards of being a teenager much easier for adolescents (Dusek, 1977; Sasse, 1978).

Peer relationships also offer opportunities for developing and identifying values. The peer group's influence upon value formation may be as great as that of the family's. Adolescents often test family values against those of the peer group. At the onset of adolescence, peer group influence is abundant, but gradually lessens after middle adolescence. Exposure to different types of values may help adolescents develop an acceptance and respect for other persons who feel differently than they do. This type of exchange may result in the adolescent developing more consideration for others (Dusek, 1977).

Being accepted as members of the peer group has a great impact on adolescent attitudes about school and association with persons in the school environment. Adolescents who are popular among their peers usually perform better academically and have higher career ambitions as part

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of their goals than those who are rejected by their peers (Dusek, 1977).

Any individual who is excluded from a peer group in which he/she desires membership may be adversely affected. These students are usually low academic achievers, avoid persons their own age, and sometimes deliberately stay away from school when they can. Unfortunately, when among members of the peer group, they are the target of much teasing from students within the group. The group praises the leader for aggressive behavior and for devising new methods of intimidation to be directed toward these "outsiders" (Kagan & Coles, 1972). The unpopular students may direct their energies toward disruptive behavior or more involvement with the academic aspects of school, rather than the social (Dusek, 1977).

The organizational pattern of the peer group consists of the crowd, the clique, and the friendship. The crowd shares common activities and interests and functions as the center of organized group social functions. The crowd, composed of both males and females, provides opportunities for transition from communicating with members of the same sex to heterosexual communication. Membership in the crowd is larger than that of the clique; relationships are not based upon as much emotional involvement and personal interests as the clique. Membership in the crowd may encourage negative behavior such as snobbishness, conflicts with parents, negligence of school work, and limited social contact (Dusek, 1977).

The formation of the clique is based upon personal attraction and common social interests. The purpose of the clique is to discuss, plan, and rate the success of social activities. The clique usually spreads the word about planned activities which the crowd will attend. Cliques have leaders and followers. The leaders are usually more mature socially and date earlier than their peers (Dusek, 1977). Cliques offer the adolescent security and a sense of self-importance, protection against social changes, and pressure to conform to the behavioral standards of group membership.

Disadvantages of clique membership include discouragement to develop to fullest individual potential because of group pressure to conform. The individual social contacts are also limited because the clique is so small in number. The clique is selective about its membership; therefore, snobbishness may be a resulting characteristic (Dusek, 1977). Factors which affect all peer group memberships are similarity of social class, racial background, common interests, hobbies, and age (Dusek, 1977).

The most important part of the peer group relationship to adolescent social-emotional development is friendship (Munsinger, 1975). Friendship among adolescents is usually restricted to several close friends, having similar interests and concerns (Dusek, 1977). These friendship relationships give the adolescent an opportunity to learn effective interpersonal skills. Friendships create the strongest bond between the adolescent and the peer group.

Adolescents have different kinds of friends, depending upon the number of organizations and activities in which they participate. For instance, adolescents have club friends, social friends, and friends from sports activities (Dusek, 1977).

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Acceptance by friends may determine an adolescent's having a positive or negative self-concept. Friends can provide the needed loyalty and support for being one's self, without fear of being laughed at or ridiculed. Friends are people who talk over their problems and share attitudes. Friends provide reassurance to the adolescent that he/she is "thinking straight" (Munsinger, 1975; Dusek, 1977). Friendship during adolescence provides an opportunity for greater self-understanding and direction (Dusek, 1977).

When establishing friendship relationships, there are always risks involved. One of these risks is rejection. There is no more devastating experience to young persons than to be rejected or betrayed by peers who had been considered friends. Rejection is a difficult thing for adolescents to accept and may cause them to doubt their own self-worth (Dusek, 1977). It is important for the adolescent to understand why the friendship ended. Although feelings of rejection are natural in this situation, the adolescent needs to accept the experience and develop new friendship relationships.

REFERENCES

Dusek, J. B. Adolescent development and behavior. Chicago: Science Research Associates, 1977.

Kagan, J., & Coles, R. (Eds.). Twelve to sixteen: Early adolescence. New York: W. W. Norton and Co., 1972.

Munsinger, H. Fundamentals of child development. New York: Holt, Rinehart & Winston, 1975.

Sasse, C. Person to person. Peoria, Illinois: Charles A. Bennett, 1978.

SUGGESTED READINGS

Foster, J. A., Hagen, M. J., Herring, B. M., & Gieseking, A. G. Creative living. Princeton, New Jersey: Butterick Publishing Co., 1979.

Pages 44-52 comprise an excellent section on adolescent friendships.

Kelly, J., & Landers, E. E. Today's teen. Peoria, Illinois: Charles A. Bennett Co., 1977.

A text about self, family, and friends. Pages 63-66 have a section on relationships with peers and making and keeping friends.

Papalia, D. E., & Olds, S. W. A child's world, infancy through adolescence. New York: McGraw-Hill, 1975.

A text dealing with the child's development from the prenatal period to adolescence.

Riker, A. P., & Riker, C. Me: Understanding myself and others. Peoria, Illinois: Charles A. Bennett Co., 1977.

Chapter Two is an excellent resource on friendship groups.

Singer, M. A. Cults--what are they? Why now? Forecast for Home Economics, May 1979, p. 37.

An interesting article about the current popularity of cults in the United States, characteristics of cults, the kinds of persons attracted to them, and how teachers and parents can help with ensuing problems.

LEARNING ACTIVITIES

1. Title: Survey

   Description: Using "Let Me Be Me Quiz--How Well Do You Know Your Best Friend?" in Co-Ed, ask students to answer the questions about their best friends. After students have finished the quiz, have them trade papers and compare notes.
   Questions for discussion might be the following:
   1. Does your friend know more about you than you suspected?
   2. What areas of his/her life were you "right-on" about?
   This exercise is a good way to introduce students to the lesson on peer influence.

   Materials Needed: Copies of quiz

   Reference: Tener, E., & Forst, E. Let me be me quiz--How well do you know your best friend? Co-Ed, May 1979, pp. 54-55.

2. Title: Gift Certificate Exchange

   Description: Have a "Gift Certificate Exchange." This activity is especially effective at Christmas, but may be used at other times as well. Each student can prepare a certificate to promise "Babysitting in Your Place for One Night a Week," "One Week of Walking the Dog," "One Home-made Batch of Cookies," "Carrying Your Books for You Everyday for a Month," "Washing the Car," or some other thoughtful gift. Students can either auction off the gift certificates or simply draw names from a hat in order to identify a person for whom a gift certificate should be prepared. This activity should encourage students to be dependable as they "cash in" their certificates throughout the year.

   Materials Needed: Gift certificates signed by students, box for drawing-if-applicable

3. Title: Writing Assignment

   Description: Write a short paper entitled, "What I Look for in a Friend" or "Why Friends Are Important to Me." Ask for volunteers to

read their papers to the class. Note similarities and differences listed as ideals for a friend. Also note reasons listed for importance of friends. Discuss answers in class.

<u>Materials Needed</u>: None

4. <u>Title</u>: Dial-the-answer Game

<u>Description</u>: Complete the Dial-the-Answer Game (Student Handout #5).

Key:				
	1.	Peer	6.	Self-concept
	2.	Crowd	7.	Rejection
	3.	Selective	8.	Same
	4.	Friendship	9.	Couples
	5.	Emotions	10.	Snobbishness

<u>Materials Needed</u>: Copies of game

5. <u>Title</u>: Concentration Game

<u>Description</u>: Using construction paper, make three rows of pockets on a piece of poster paper. Cut sixteen pieces of construction paper and number these. On the backs of those numbered cards, write a question or an answer (could use those from Matching Game). Arrange the cards in the pockets so that only the numbers show. Students, trying to match the questions with the correct answers, take turns selecting two numbers. Give the cards to the student when a correct match is made. The student who has the most cards wins.

<u>Materials Needed</u>: Poster paper, construction paper, stapler, markers

<u>Source</u>: Adapted from television show, <u>Concentration</u>.

6. <u>Title</u>: Matching Game

<u>Description</u>: The eight questions listed will be written on slips of paper and placed in a box or bowl. The answers will be written on separate slips of paper and placed in another box or bowl.

The class will be divided into two teams. One team will pick a question from the "question box" and the other team will pick an answer from the "answer box." The first member on the answer team must decide if the answer goes with the question picked. If he/she answers correctly, his team receives one point. If he/she answers incorrectly, the other team receives a point. The game continues until all of the answers have been used and matched with the questions. If time permits, the question team becomes the answer team and the answer team becomes the question team. Repeat the game.

Questions and Answers:

1. Adolescents have needs and fears which make peer influence very strong. Name three needs or fears.

A. *The need for acceptance by friends.*
B. *The need to identify with others who are similar to self.*
C. *The fear of being unpopular or ridiculed.*

2. Identify three opportunities provided by good peer relationships.

   A. *To develop and improve self-concept and self-identity.*
   B. *To explore feelings about adult roles and to act out various roles.*
   C. *To develop and identify values.*

3. Identify three possible consequences of not being accepted by a peer group.

   A. *Low academic involvement and achievement.*
   B. *Avoidance of peers.*
   C. *Disruptive behavior.*

4. Name three organizational patterns of peer groups.

   A. *Crowds*
   B. *Cliques*
   C. *Friendships*

5. Name three characteristics of a crowd.

   A. *Persons share common interests and social activities.*
   B. *Membership is not based on as much emotional involvement as the other peer groups.*
   C. *The group offers opportunities for the transition to hetero-sexual communication.*

6. Name three functions of a clique.

   A. *Offers security and a sense of self-importance.*
   B. *Exerts pressure to conform to behavioral standards of group membership.*
   C. *Plans and rates social activities, often for the larger group.*

7. Name three disadvantages of clique membership.

   A. *Discouragement to develop to fullest individual potential.*
   B. *Limited social contact.*
   C. *Snobbishness may result because of selective membership.*

8. Name three reasons that friendships are so important to adolescent social-emotional development.

   A. *Provides an opportunity for greater self-understanding.*
   B. *Provide opportunities to learn effective interpersonal skills.*
   C. *Provides an opportunity to talk over problems and share attitudes without fear of ridicule.*

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7. VOCABULARY

1. Peer group--Group of people who are friends and who are similar in age, social class, and interests.

2. Clique--A small peer group which is largely responsible for social activities; often very exclusive.

3. Rejection--To not be accepted by a crowd, clique, friend, etc.

INSTRUCTIONAL AID

Title: Bulletin Board

Description: Fold a strip of brightly colored paper in accordian pleats. Cut out a row of old-fashioned paper dolls. Place this across the bottom of the bulletin board. The caption could be "Peer Relationships--Crowd, Cliques, and Friendship."

Materials Needed: Background, strip of colored paper, scissors, letters

EVALUATION

Title: Writing Assignment

Description: Select one of the following and react in writing.

1. List and describe three organizational patterns of adolescent peer groups. Give advantages and disadvantages.

2. Describe the needs of adolescents which support the influence of the peer group. Also describe the effects of peer relationships on self-concept, school success, and social skills.

Materials Needed: Paper, pen

Dial-the-Answer Game
Student Handout #5

Supply the correct answers to the questions below.

Use the numbers and the telephone dial as clues or as a method to check your answers.
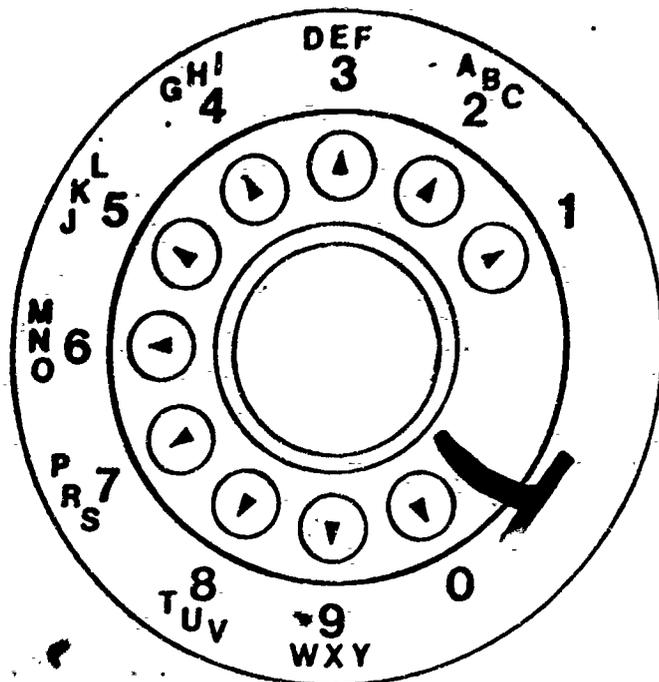
1. Outside the family, the _____ group has the most influence on adolescents.
   7 3 3 7

2. The _____ is a fairly large group which shares common activities and interests.
   2 7 6 9 3

3. A clique is a smaller group and usually is very _____ about its membership.
   7 3 5 3 2 8 4 8 3

4. The most important peer relationship of adolescence is _____.
   3 7 4 3 6 3 7 4 4 7

5. Friendship during the adolescent period is characterized by intense _____ which surface very easily.
   3 6 6 8 4 6 6 7

6. Acceptance by friends is important in developing a positive _____.
   7 3 5 3   2 6 6 2 3 7 8

7. _____ is a negative aspect of friendship because it may cause doubts of self-worth.
   7 3 5 3 2 8 4 6 6

8. Clique development usually begins with a membership of the _____ sex.
   7 2 6 3

9. Clique development usually ends when the membership begins to separate into male-female _____.
   2 6 8 7 5 3 7

10. Membership in a crowd or clique can encourage _____, conflicts with parents, and limited social contact.
    7 6 6 2 2 4 7 4 6 3 7 7

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UNIT: Growth and Development of the Adolescent

CONCEPT: School Influence

GENERALIZATIONS

1. The school environment influences the social growth of the adolescent.

2. Academic achievement is influenced by one's peer group.

3. Relationships with teachers affect development of self-concept, special interests, attitudes about subjects and academic performance.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Identify ways in which the school affects the social needs of adolescents.

2. Describe elements of the school environment that influence personal attitudes about school.

3. Tell how the school curriculum meets the needs and interests of students.

4. Give examples of how the school environment could be altered to help the potential dropout.

5. Relate the evaluation of student performance to competition and cheating among adolescents within the school.

OUTLINE

I. Functions of School

   A. Academic

   B. Social

II. Factors Affecting Student Attitudes

   A. Teachers

   B. Students

   C. Curriculum

   D. Extracurricular Activities

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III. Relevant School Issues

   A. Withdrawal

   B. Competition

      1. Cheating
      2. Grades

REVIEW OF SELECTED LITERATURE

Schools influence the social and emotional development of the adolescent. The primary functions of school for the adolescent are to provide education and a place to meet with friends (Dusek, 1977).

In the average class the adolescent is part of a group containing different individual learning capacities, cultural, and ethnic backgrounds (Munsinger, 1975). The school provides opportunities for (1) social and emotional growth, (2) learning knowledge and skills, (3) self-insight and development of a positive self-concept, (4) developing independence while participating in the learning process, (5) establishing attitudes toward learning, (6) training in vocational areas in preparation for work, and (7) observing and identifying role expectations exhibited by persons within the school environment (Dusek, 1977). Factors which affect student attitudes about school are teachers, fellow students, curriculum, extracurricular activities, school size, and school policies.

Teachers serve as role models to students (Bernard, 1970; Kagan & Coles, 1972). Students sometimes identify the teacher's behavior with that of their parents. Students often adapt some of the behavior and ideas expressed by the teacher to fit their own personal standards (Sasse, 1978). Through personal contact with students, the teacher has much effect upon the adolescent's liking or disliking school, as well as school subjects (Dusek, 1977). In fact, students often form opinions about a subject based upon what they think of the teacher (Kagan & Coles, 1972). A teacher's expressed attitude about a student's performance can influence the student to function at his or her fullest potential, or to give up (Dusek, 1977). Students generally are looking for personal qualities such as warmth and friendship as a means of judging and relating to teachers. Favorable student-teacher relationships can provide the students with positive acceptance and appreciation of themselves as human beings (Bernard, 1970; Dusek, 1977).

Faculty members such as coaches and those who teach special interest areas can help the adolescent to achieve status, self-confidence, and acceptance among peers because of the student's accomplishments in athletics, music, or art (Dusek, 1977; Sasse, 1978). Coaches often serve as role models to students; they offer students advice on behavior, how to dress, or what courses to take (Dusek, 1977).

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Fellow students also influence student attitudes about school. Acceptance by a peer group that is interested in school usually has a positive effect upon performance because students are happy and popular (Dusek, 1977). In the same way, acceptance by a peer group that is disinterested in academics may lower academic performance.

Students are also affected by curriculum. Some students attend school only because it is necessary and take required subjects because they are forced to do so. They feel that no one ever asked their opinions about what should be included in course planning and that the curriculum does not reflect their needs or interests. The result, in this case, may be a poor level of academic performance and the student may eventually drop out of school because of his/her lack of interest (Dusek, 1977).

Research has indicated that adolescents tend to view school as a social institution rather than an academic one (Dusek, 1977). Furthermore, a majority of boys wished to be remembered as good athletes, and a greater number of girls wished to be remembered as popular, rather than as being academically successful. Extracurricular activities are very important to many high school students because they give students the opportunity to interact with other students and faculty in social settings.

A characteristic attitude of adolescents in school is questioning rules and authority. It is part of the attempt to express independence that the student questions or breaks rules. Some students feel that because they had no word in policy-making, the rules do not apply to them (Dusek, 1977).

Dropouts are a major problem in today's high schools. Oftentimes dropouts, upon leaving school, experience difficulty in getting jobs; they may have problems with law officials as well as parents.

Competition for grades among adolescents who want to keep up with class members sometimes encourages cheating. Teenagers' main concern about cheating is not whether it is right or wrong, but whether they will get caught in the act (Munsinger, 1975).

Most public schools use grades as a means of evaluating students' performances. Grades can serve as a basis for students to make future vocational or educational plans. Grades may encourage students to continue performing well in order to avoid failure. At the same time, the poor-performing student continues to receive negative marks year after year. This factor may eventually cause the poorer student to drop out of school (Munsinger, 1975).

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Munsinger, H. Fundamentals of child development. New York: Holt,
Rinehart, & Winston, 1975.

Sasse, C. Person to person. Peoria, Illinois: Charles A. Bennett,
1978.

SUGGESTED READINGS

Dusek, J. B. Adolescence development and behavior. Chicago: Science
Research Associates, 1977.

A thorough text on the development and behavior of the ado-
lescent. Text is probably most beneficial to teachers as
a reference, rather than for use by students.

Sasse, C. Person to person. Peoria, Illinois: Charles A. Bennett,
1978.

An interesting text on human relationships.

Sorenson, H., Malm, M., & Forehand, G. A. Psychology for living. New
York: McGraw-Hill, 1971.

A text containing valuable information to help the student
with personal, social, educational, and vocational problems.

LEARNING ACTIVITIES

1. Title: Writing Assignment

Description: Write a short paper on "How School Has Influenced
My Life." Include ways teachers, students, and administrators
have influenced you in some positive way. Tell why you feel school
is important and list the main functions of school as you see them.
Ask three or four parents or adults who are not connected with the
school to write on the same topic. Read some of the students'
papers anonymously and read the adults' papers. Compare similar-
ities and differences in the amount and type of influence each
age group feels the school has or has not had on their development.
The following questions might serve as discussion questions:

1. Are there differences of opinion as to the functions of the
school? If so, what are they?

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~ 144

2. Do teachers and administrators have more or less positive influence on students today than they did ten or more years ago? Give reasons for your answer.

3. How important are peers in influencing your attitudes about school? Discuss your answer.

Materials Needed: None

2. Title: Debates

Description: Divide the class into eight groups. Assign a topic for debate for each group. Give students time to prepare for the mini-debates. Be sure that they understand that they must make relevant statements about their topics and that the statement can be made only once. The following topics are suggested:

Groups 1 and 2--Curriculum

Resolved: That the curriculum is not important in meeting the needs of the student. If the student has capabilities, he will succeed no matter what the curriculum.

Resolved: That the curriculum is very important in meeting the needs of the student. The curriculum should provide a number of choices to meet the interests and needs of the student.

Groups 3 and 4--School Dropouts

Resolved: That the school has no responsibility to help the potential dropout. It is the responsibility of the parents to see that their children stay in school.

Resolved: That the school has the responsibility to alter the school environment to help the potential dropout.

Groups 5 and 6--Grades

Resolved: That grades should not be used as an evaluation device because they may encourage cheating.

Resolved: That grades should be used as an evaluation device because they can serve as a means for students to plan future vocational and educational goals.

Groups 7 and 8--Extracurricular Activities

Resolved: That extracurricular activities have a negative influence because they take time away from academics.

Resolved: That extracurricular activities have a positive

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influence because they can help the student socially and academically.

After each mini-debate, other class members should be given the opportunity to ask questions and state their positions on each debate issue.

Materials Needed: Cards or dittos with debate problems stated on them.

3. Title: Presentation

Description: Develop a "This is Your Life" type of presentation about the high school or community. Find out as much as possible about the history of the school or community. Interview public officials, teachers, administrators, school personnel, and friends to find out how people feel now about their school or community and ask them to discuss some relevant experiences they can recall. Slides and tape recordings could be used effectively. The librarian or yearbook staff may have old pictures that could be used.

Materials Needed: Tape player, camera, film, slide projector, if desired

INSTRUCTIONAL AID

Title: Bulletin Board

Description: A bulletin board entitled "What School Can Do For You: (Figure #11) can be used. The bulletin board will illustrate seven opportunities that school provides and five factors that affect student attitudes about school. Let students list opportunities and attitudes about school on bulletin board.

Materials Needed: Red and white gingham, 1/4 inch checks--enough to cover bulletin board for background, white chalk, black construction paper

Reference: Adapted from bulletin board ideas. Forecast for Home Economics, December 1975, p. 30.

EVALUATION

Title: Writing Assignment

Description: Select one of the following and react in writing.

1. List and discuss seven opportunities that schools provide.
2. Describe several factors that influence student attitudes toward school.

Materials Needed: Paper and pen

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Figure #11
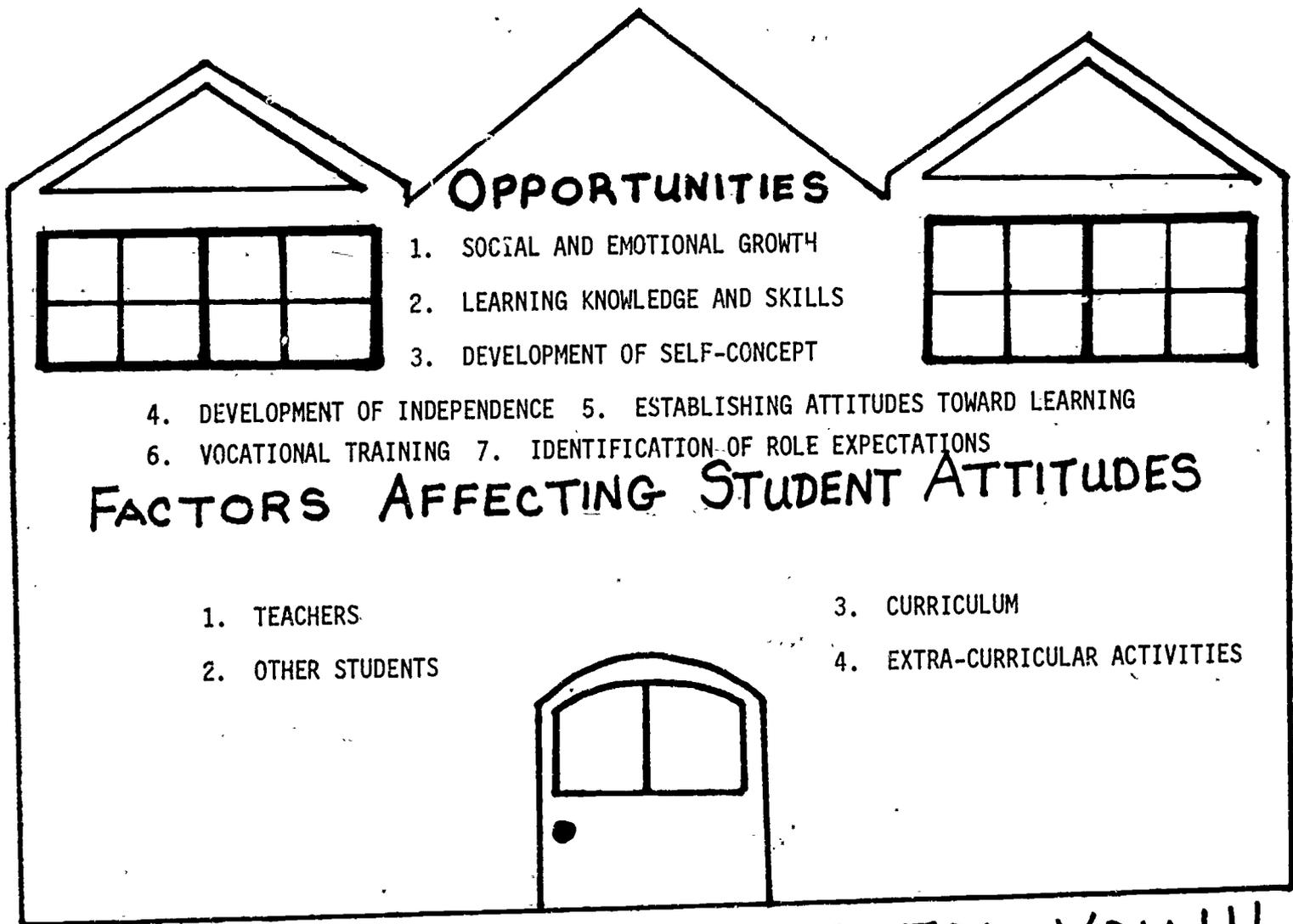
OPPORTUNITIES

1. SOCIAL AND EMOTIONAL GROWTH

2. LEARNING KNOWLEDGE AND SKILLS

3. DEVELOPMENT OF SELF-CONCEPT

4. DEVELOPMENT OF INDEPENDENCE   5. ESTABLISHING ATTITUDES TOWARD LEARNING

6. VOCATIONAL TRAINING   7. IDENTIFICATION OF ROLE EXPECTATIONS

FACTORS AFFECTING STUDENT ATTITUDES

1. TEACHERS

2. OTHER STUDENTS

3. CURRICULUM

4. EXTRA-CURRICULAR ACTIVITIES

WHAT SCHOOL CAN DO FOR YOU!!!

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UNIT: Growth and Development of the Adolescent

CONCEPT: Healthy Behavior and Crisis

GENERALIZATIONS

1. For the majority of families with adolescents, this stage of the family life cycle is characterized by positive feelings.

2. Crisis is a normal part of living; it is neither good nor bad; the method of coping determines the outcome of the crisis.

3. A crisis can come from external or internal sources.

4. A crisis is usually not a solitary event.

5. A stressful event for one person may not necessarily be perceived as stressful by another person.

6. Individuals and families need mental, physical, financial, and social resources when coping with crisis.

7. Preparation can make crisis less traumatic.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Comprehend that most families with adolescents view their family relationships primarily as rewarding.

2. Define "crisis."

3. Give examples of external or internal sources of crisis.

4. List several good mental health practices.

5. Explain why physical health is an important resource.

6. Give examples of how crisis can increase financial responsibilities.

7. Explain the term "social resources."

8. Tell the advantages of preparing for expected crisis.

9. Identify several coping mechanisms that are beneficial in crisis resolution.

OUTLINE

I. Healthy Family Relationships

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II. Definition of Crisis

III. Sources of Crisis

IV. Aspects of Crisis

    A. Cumulative Effects

    B. Individuality of Crisis

V. Resources

    A. Mental

    B. Physical

    C. Financial

    D. Social

VI. Preparation for Crisis

REVIEW OF SELECTED LITERATURE

Some publications paint a rather dreary picture of family life in America today. Their analysis of divorce statistics tend to give the impression that the future of the family is indeed bleak. Much of the literature about adolescence also emphasizes this stage of development as being negative. Although families do currently experience stress, many people perceive their family relationships as rewarding.

In 1977 General Mills conducted a research study entitled Raising Children in a Changing Society. The results indicated that the majority of individuals in families with children under age thirteen were optimistic about the future. Confidence and satisfaction were expressed about the way they reacted to problems, the fun that the family had, and the way they worked together.

A Michigan research project (Sontag, Bubricz, & Slocum, 1979) involving both rural, urban, and suburban families, revealed that most people were satisfied with their lives. Three-fourths of the respondents felt strongly about wanting to have children if they were faced with that choice again. In the General Mills (1977) Survey, ninety percent of all the parents voted for having children, but they cited a need for help to make their job as parents easier.

Studies of adolescents (Duvall, 1977) revealed that in spite of the strain imposed by the strife for identity and independence, adolescents had a higher opinion of adults than their parents did. Additionally, both generations had positive views about teenagers, and adolescents evaluated parent-child relationships higher than their parents did.

Adolescents and their families frequently experience crises as a natural part of growth and development during this stage of the family life cycle. No family can realistically expect to go through life without experiencing crisis and stress. If people did not anticipate crisis, they would not buy insurance, learn first aid techniques, or draw up wills!

During the teen years, adolescents will confront crises, some trivial and some very serious. The adolescent will probably depend upon the family to help meet the situations. This supportive aspect is a very important function of the family for all the members. When one member of the family experiences a crisis, all members will be affected in some way. Therefore, crisis should be viewed in light of its impact on the entire family.

Crisis has been defined in many ways, but it is generally agreed that a crisis is a crucial event which causes a change in a person's life (Glasser & Glasser, 1970; Klemer & Smith, 1975; Morrece, 1976; Ryder, 1979). These changes are not always undesirable, but crisis does cause disequilibrium and stress because a person's normal problem-solving techniques fail to work.

Crisis is sometimes defined as acute stress. Stress is an event which disturbs a person to the extent that health or psychological well-being is affected (Sorenson, Malm, & Forehand, 1971). Some stress is desirable for an exciting, vital life; in fact, people often seek out stress at sports events, suspense movies, and in dangerous hobbies such as mountain climbing. Severe and long term stress is not desirable. Many people who are under stress and in the midst of a crisis often allow themselves to become physically run down. Heart disease, high blood pressure, ulcers, backaches, headaches, allergies, and sexual dysfunctions have been linked to stress. Some physical signs of stress are depression, anxiety, insomnia, change in appetite, and increased smoking, drinking, or caffeine intake (Yates, 1979).

A crisis event can come from external or internal sources. War, political events, and natural disasters are examples of external sources. Alcoholism, suicide, and illegitimacy are examples of events which occur within a family that could be considered crises (Glasser & Glasser, 1970). Other events, such as, graduating from high school, getting a job or getting married also create a crisis situation. Even though these are generally very positive experiences they require that individuals make changes in their normal pattern of behavior, and therefore the event may create stress.

Often a crisis is precipitated by a combination of events. An individual may cope very well with the first events and then, as stress is built up, may not be able to cope with even less important events. If stressful situations continue for a period of time, the individual will find the stress becoming more severe as time passes with no resolution of the problem (Sorenson, Malm, & Forehand, 1971). Also, once a crisis has occurred, several more stressful situations can be caused (Glasser & Glasser, 1970). For example a divorced mother will not have to cope only with a divorce crisis. She may also have to deal with financial,

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occupational, parental, and sexual problems that are the result of the divorce.

An event which is stressful for one family or individual may not be perceived as stressful by another individual or family (Klemer & Smith, 1975). For example, a couple who has been trying to have a baby for five years would be excited about a pregnancy. An unwed fifteen-year-old and her family might consider a pregnancy very devastating. Glasser & Glasser, (1970) list three variables which determine whether or not a person might perceive a situation be be a crisis: (1) the hardship of the event itself, (2) the resources of the family or individual, and (3) the perception of the people involved.

Crisis is not necessarily bad for an individual or family. Many people who have overcome crisis emerge healthier, happier, and able to live more creatively. Success depends upon how the crisis is handled (Kliman, 1978). New and creative methods of coping may be learned and the individual will be able to handle the next crisis more effectively. The crisis may result in greater individual and group satisfaction with life (Glasser & Glasser, 1970). Crisis can actually pull family members together and cause them to be a closer unit (Ryder, 1979).

Crisis is a time of change. Often, during a crisis, roles, means of communication, and relationship dynamics must change to relieve the stress of a crisis. If family members refuse to adapt, a crisis can cause the family to break apart. If an individual remains rigid, the stress of the crisis experience can be overwhelming and the disequilibrium created by the crisis will continue (Glasser & Glasser, 1970). Individuals and families need mental, physical, financial, and social resources (Ryder, 1979).

Good mental health is an important resource because it can give a person the courage to change. Sometimes courage is needed to change other people's prejudices, laws, or institutions, but courage is also needed to change one's own attitudes and make new plans of action. Yates (1979) lists several good mental health practices: (1) accept oneself, (2) interact with a variety of people, (3) accomplish meaningful work, (4) participate in creative experiences, (5) develop relationships with other people, (6) take constructive action to eliminate sources of undesirable stress, and (7) use the scientific method to solve problems. Besides finding strength to cope within themselves, many people draw emotional strength from their religion (Ryder, 1979).

Good physical health is an important resource. Most people feel they can handle more problems if they are healthy. Good nutrition and plenty of rest and exercise are important at all times, especially during crisis (Ryder, 1979).

Most major crises mean increased spending. This financial increase can become another crisis. To avoid financial worry, many families and individuals make wise use of insurance protection and easily accessible savings programs. To avert financial confusion and stress in a crisis such as the death of a spouse or divorce, both husband and wife should be familiar with a family's financial affairs (Ryder, 1979).

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Social resources include relationships among family members and with friends. Family support can be the deciding factor in whether a crisis is handled in a positive or negative manner.

Children often feel confusion and guilt during a crisis. To avoid these feelings, children should be included in the adaptive process with the rest of the family. Many parents, in an attempt to protect their children, do not allow children to be exposed to small, tolerable crises. This sheltering may be depriving children of an opportunity to learn how to cope and make decisions (Kliman, 1978; Sorenson, Malm, & Forehand, 1971).

Temporary emotional support of friends and community usually comes during emergencies and is very important. Long-term help from this source may not be so available because friends have their own families to care for (Ryder, 1979). Community services and government agencies may become very important as a crisis resource. Many of these are non-profit organizations and would be available even for the financially troubled. There are self-help groups for rape victims, battered wives, abused children, single parents, families of alcoholics, mastectomy patients, and others. Many organizations have hot lines for telephone counseling in acute emergencies (Kliman, 1978).

Some crises can be expected and planned for. Preparation may make the crisis less traumatic or maybe even not a crisis at all. Discussing divorce with children before it occurs may solve many problems. Developing interesting hobbies before the empty nest stage may change parents' attitudes about children leaving home. They may look forward to having more leisure time for themselves, rather than dreading the anticipated loneliness (Sorenson et al., 1971).

In conclusion, the following general coping mechanisms may be beneficial for someone in crisis: (1) remember that often a crisis is a tragedy only if one perceives it to be, and people are capable of changing perceptions; (2) understand that absorption in others and new activities will often result in happiness, whereas excessive focus on self or actively seeking happiness may be a disillusioning experience; (3) acknowledge that stress from a crisis will not last forever; (4) realize that positive self-statements (talking to oneself in a positive manner) can serve as valuable encouragement and reinforcement; (5) recognize that flexibility and the ability to adjust to change are very important components of coping (Yates, 1979). These techniques of coping will facilitate crisis resolution.

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Kliman, A. S. Crisis--Psychological first aid for recovery and growth. New York: Holt, Rinehart & Winston, 1978.

Morrice, J. K. Crisis intervention--Studies in community care. New York: Pergamon Press, 1976.

Ryder, V. Contemporary living. South Holland, Illinois: Goodheart-Willcox, 1979.

Sorenson, H., Malm, M., & Forehand, G. Psychology for living. New York: Webster Division of McGraw-Hill, 1971.

Yates, J. E. Managing stress. New York: AMACOM, 1979.

LEARNING ACTIVITIES

1. Title: Writing Assignment

   Description: Make a list of crisis situations. Name a family member to which the crisis might happen. If the crisis happened to another family member, would it still be considered a crisis? If the crisis happened at another time in the life cycle, would it still be a crisis?

   Materials Needed: Pencil, paper

2. Title: Ranking Assignment

   Description: List ten situations that are considered to be crises. Rank first the one thought to be the most serious, down to the least serious one.

   Materials Needed: Pencil, paper

3. Title: Preparation of a Slide Presentation

   Description: Prepare a slide presentation on local community and government resources available for people in crisis. Following are some examples of the types of crises that community agencies might specifically address:

Drug Abuse	Handicapping Conditions
Family Violence	Poison Control
Alcoholism	Runaway Youths
Birth Defects	Suicide Prevention
Unwed Parents	

   Materials Needed: Camera, film, projector, list of community agencies

4. Title: Research Assignments

   Description: Research additional information on a particular crisis.

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Tell what can be done to make the crisis have a positive result. Cite problems associated with the crisis.

Materials Needed: Access to library facilities

5. Title: Group Discussions

Description: Divide into groups. Give each group one of the following crisis situations: (1) hospitalization of a family member, (2) unemployment, (3) death of a parent, and (4) divorce. As a group, determine what feelings all family members might be experiencing during the crisis. Consider the impact of crisis for a parent on the adolescent in the family. The class may wish to role play some situations that illustrate this impact.

Materials Needed: None

6. VOCABULARY

1. Crisis--A crucial event which causes change in a person's life; normal problem-solving techniques fail to work.

2. Perception--An act of realizing; comprehension.

3. Resources--A source of support that influences an individual's ability to meet and handle situations.

EVALUATION

Title: Pretest or study sheet

Description: Use the following study sheet for a pretest or review assignment. Answer the questions 1-10 as true or false.

False 1. Not everyone has to face crisis situations.

True 2. Some short term stress is desirable.

False 3. Most crises occur one at a time.

False 4. If stress continues for a period of time, it becomes less severe.

False 5. Crises are always bad.

True 6. Mental, physical, financial, and social resources are needed to cope with crises.

True 7. Flexibility and the ability to adjust are very important in coping with crises.

False 8. Preparing for a crisis will not reduce the stress associated with the event.

<u>False</u>   9. Children should be protected from all crisis situations.

<u>True</u>   10. Most crises cause a change in finances.

11. Give a brief definition of crisis.

A crucial event which causes change in a person's life; a person's normal problem-solving techniques fail to work.

12. List two crises situations in which roles may have to change.

Example answer A. Family member becomes sick and another family member takes on the role of nurse. B. Husband leaves family and wife takes on responsibility of bread winner.

13. Would everyone consider unemployment a crisis? Explain your answer.

No—If a person didn't need the money or hated the job, unemployment might not be a crisis.

<u>Materials Needed</u>: Copies of study sheet

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UNIT: Growth and Development of the Adolescent

CONCEPT: The Adolescent in Crisis: Death

GENERALIZATIONS

1. The adolescent's beliefs and feelings about death are in-
    fluenced by the family.

2. Individuals must deal with the reality of their own death,
    as well as the death of a loved one.

3. Death of a family member may cause feelings of guilt and/or
    depression.

4. Parents treat the surviving child in varying ways depending
    on the survivor's role in the death of the sibling.

5. Accepting the reality of death generally takes time and in-
    dividuals go through stages before they ultimately resolve
    the loss.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Identify factors which influence one's beliefs and feelings
    about death.

2. Analyze one's personal feelings about death.

3. Identify several emotional and physical reactions to the
    death of a loved one.

OUTLINE

I. Statistics and Causes of Deaths of Adolescents

II. Death in the Family

    A. Reactions

        1. Emotional
        2. Physical

    B. Grief and Mourning

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REVIEW OF SELECTED LITERATURE

According to information compiled from the United States census, 94.1 males and 25.3 females per 100,000 between the ages of fifteen and twenty-four died from accidents in 1976. In the same study, 45.9 per 100,000 males and fifteen per 100,000 females died of natural causes. There were 9,900 drivers under the age of twenty involved in fatal accidents (U.S. Dept. of Commerce, 1979).

During the period between 1900 and 1975, the primary cause of deaths has changed from infectious diseases to man-made diseases, of which many are related (directly or indirectly) to life styles (American Way of Life, 1977). For example, the three leading causes of death in 1975 were heart disease, cancer, and stroke, which have been associated with diet, smoking, and environmental factors. All related factors are within personal or social control. The fourth leading cause of death was automobile accidents. Half of these fatalities were caused by drunk driving.

Death has been said to be the final stage of development, and, therefore, an essential element of the study of human growth (Ryder, 1979). Unfortunately, the discussion of death has been and continues to be somewhat taboo in America. Our society has been classified as a death-denying culture partly because of a tendency to believe that medical progress will enable one to conquer nature.

What the adolescent thinks and feels about death is determined by the individual's family, religious beliefs, and past experiences. Most individuals become aware of death between the ages of three and ten through the death of grandparents or pets (Duvall, 1977). The death of a loved one often forces the individual to deal with the reality of his/her own death. The realization of one's mortality may be a very frightening experience, and in some cases the individual may refuse to accept the death of a loved one because it means accepting one's own death. Adolescents may have a more difficult time dealing with the reality of death because of their youthfulness. Fears and doubts about the process of dying can be reduced through education and open discussions about death.

Reactions to death may be emotional and/or physical. Emotional responses include feelings of pain, anger, helplessness, bitterness, relief, and guilt (Sasse, 1978).

Children are susceptible to guilt feelings about the death of a family member because they cannot reason with intellectual resources as can adolescents and adults. When a parent or sibling dies, a child may feel guilt or that the death is a punishment for misbehavior (Pearson, 1970). Depending on the circumstances, the accidental death of parents or siblings may trigger intense feelings of blame, guilt, remorse, and anger in the adolescent.

When a parent dies, the emotion of anger may be provoked because of feelings that the deceased has deserted the family. This anger

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may be misdirected toward other persons or things. There is also a
fear of how life will be without the deceased (Pearson, 1970).

When a child dies, the degree of stress experienced by the family
is related to the age of the child at death--the younger the deceased
child, the more distressing to all the family. The fact of death is
even more intensified if the deceased was between the ages of two months
and fourteen years. This young person's death is difficult to accept
because of the lack of chance at life and the young person's lack of
doing anything to increase the chances of death (Pearson, 1970).

If the adolescent had wished the parent or sibling dead for any
reason, there will be varying degrees of guilt, depending on the cir-
cumstances of the "death wish." The grief and guilt from a death
after a "death wish" may be taken out in acts of violence, theft, and
sexual promiscuity (Pearson, 1970).

Surviving siblings sometimes become whipping posts for parents if
the sibling shared in the responsibility of the death of a sister or
brother. If the death was a result of neglect, the guilt may be so
intense as to cause delinquency in the adolescent. Some parents may
become overprotective of the survivor. Other parents will have another
child, even name it after the dead child, and expect it to behave and
be the same (Pearson, 1970).

Physical reactions to death may include numbness, pain and tight-
ness in the throat, inability to eat and sleep, and feelings of tired-
ness and disorientation (Sasse, 1977). Some individuals experience
physical illnesses, ranging from colds to heart attacks.

Grief is the reaction to death that individuals experience
(Sasse, 1977). In the case of a terminal disease the grieving process
may begin long before death actually occurs and in this case is called
"anticipatory grief." Mourning is the process which enables a person
to bring emotions under control. The three stages of mourning are
(1) shock, (2) intense pain and feeling of loss, and (3) resolution.
This process enables a family to make the transition from thinking of
the deceased with pain or grief, to joy and pleasure.

Time is an asset in returning to a normal life. Ryder (1979) made
these suggestions for facilitating the adjustment:

(1) Work through the grief procedure, facing the reality of the
     loss.

(2) Accept the support of friends and family.

(3) Talk about your grief and don't be ashamed to cry.

(4) Recall the pleasant memories with the deceased.

(5) Delay any major decisions until you can think more rationally.

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Duvall, E. M. Marriage and family development. Philadelphia: J. B. Lippincott, 1977.

Pearson, L. Death and dying: Current issues in the treatment of the dying person. Cleveland, Ohio: The Press of Case Western Reserve University, 1970.

U.S. Department of Commerce. Bureau of the Census. Statistical abstract of U.S. 1978. Washington, D.C.: U.S. Government Printing Office, 1979.

SUGGESTED READINGS

American way of life: A way of death? Interchange, November, 1977.

Graphic presentation of related statistics.

Landis, J. T., & Landis, M. G. Personal adjustment, marriage and family living. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

A collection of pertinent studies.

Ogg, E. A death in the family. Public Affairs Pamphlet No. 542, New York, 1976.

Pamphlet which discusses typical phases of grief, extreme reactions, the role of mourning rites, children and death, and the role of religion. Order from 381 Park Ave. S., New York, 10016 for $0.50.

Pearson, L. Death and dying: Current issues in the treatment of the dying person. Cleveland, Ohio: The Press of Case Western Reserve University, 1970.

An open discussion on issues related to death and the treatment of the dying person.

Ryder, V. Contemporary living. South Holland, Illinois: The Goodheart-Wilcox, Co.

A discussion of death as part of the aging family life cycle.

Sasse, C. R. Person to person. Peoria, Ill: Charles A. Bennett, 1978.

An up-to-date approach to death education with excellent suggestions for related learning activities.

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LEARNING ACTIVITIES

1. Title: Questionnaire

   Description: React to the following questions about death. This
   questionnaire can serve as a pretest on preconceived ideas and
   attitudes about death. Answer the following questions in your own
   words:

   1. What would you say if you read in the paper that a person known
      to you, but not a close friend or relative, died an accidental
      death?

   2. List five adjectives that would describe your feelings if a
      close friend died an accidental death.

   3. Do you avoid discussing death with you friends? Your parents?

   4. What is one thing that has influenced your attitude about
      death more than anything else?

   5. How would you discuss or explain the death of a grandparent to
      your younger brother or sister?

   6. Do you feel that it would be harder for you to accept the
      death of a younger brother or sister that the death of a
      grandparent? Explain your answer.

   7. What do you think is meant by a "death wish."

   8. Do you think it is a sign of "weakness" for a man to cry when
      someone close to him dies?

   9. List one way that you feel is most acceptable to express grief
      for the loss of a loved one.

   After students have answered the preceding questions, use them as a
   basis for class discussion. Students may want to discuss personal
   experiences they have had with death. Take up questionnaires to
   be used as a comparison for a post-test.

   Materials Needed: Copies of questionnaire

   Reference: Adapted from Klemer, R. H., & Smith, R. M. Teaching
   about family relationships. Minneapolis: Burgess Publishing
   Company, 1975.

2. Title: Panel Discussion

   Description: Invite a minister, lawyer, counselor, and mortician
   to be on a panel to speak to the class on death. Have students
   write down questions they want answered prior to the panel

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discussion and give the questions to the participants ahead of time so that they will know the concerns of the students. After the speakers have talked to the class, allow time for further questions and comments from the students. The teacher may need to be prepared with questions of her own in order to put the class at ease, because some may still be reluctant to talk openly about death.

Materials Needed: Letters confirming time and date. Thank you letter.

3. Title: Reading Assignment and Discussion

Description: Read the book Love Story by Erich Seigal or see the movie. Some teachers may feel that because of the undesirable language in the book, they may wish to read the book themselves and "tell" the story to the class. (Talk to English teachers about required readings for students. Many books and stories deal with death and one of these might be used instead of Love Story). Discuss how the following affect feelings about death in Love Story: A. age of the couple, B. type of illness, and C. financial situation of the couple.

Materials Needed: Copy of Love Story by Erich Seigal

Reference: Adapted for Klemer, R. H., & Smith, R. M. Teaching about family relationships. Minneapolis: Burgess Publishing, 1977.

4. Title: Research Assignment

Description: Students will be given a list of topics about death. They may choose one of these topics and will be given the opportunity to do some research on the chosen topic. The students should include their personal opinions at the end of the report. Reports may be given in class (if class isn't too large) or selected reports may be given. Time should be allowed at the end of each report for questions and comments. Suggested topics include:

1. Euthanasia
2. Cremation
3. Freezing the Body
4. Mausoleum
5. Medical Science Use of the Body
6. Autopsies
7. Cost of Funerals

8. Religion and Death
9. Death Wishes
10. Guilt Feelings and Death
11. Support organizations for the terminally ill
12. Burial at sea
13. Myths and Superstitions about Death
14. Funeral Etiquette

Materials Needed: References for reports

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EVALUATION

Title: Questionnaire for Post-test

Description: Give the students the same questionnaire given as a pretest on attitudes about death. Note attitudinal changes and discuss possible reasons for these changes.

Materials Needed: Copies of questionnaire

UNIT: Growth and Development of the Adolescent

CONCEPT: The Adolescent in Crisis: Divorce

GENERALIZATIONS

1.   Divorce is a crisis that affects all family members.

2.   Divorce can result in either a positive or negative outcome.

3.   Many of the coping skills that are important in the resolution
     of other crisis are also important during the divorce experi-
     ence.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1.   Identify feelings individuals may experience during the
     process of divorce.

2.   Describe reactions of children to divorce and effective coping
     behaviors.

3.   Explain the relationship between parental adjustment to
     divorce and children's responses.

4.   Indicate an understanding of the stresses a single parent may
     experience.

OUTLINE

   I.   Divorce as a Crisis.

  II.   Divorce Adjustment Process

 III.   Effects of Divorce on Children

        A.   Feelings Experienced by Children

        B.   Coping with Divorce

  IV.   Single Parenting

        A.   Role Changes

        B.   Support Systems

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REVIEW OF SELECTED LITERATURE

Divorce is a crisis that approximately one million couples experience each year. There are numerous reports that suggest the divorce rate will continue to rise during the coming decade and that by 1990, sixty-three per cent of the marriages will end in divorce ("U.S. News," 1975). These predictions warrant the attention of those interested in the preservation of the family unit. In order to understand the crisis of divorce, it is beneficial to investigate some of the events that might precipitate divorce. It is particularly beneficial to examine experiences and characteristics of those individuals who have been successful in resolving the crisis.

A crisis has been defined as any experience that requires that an individual incorporate new coping mechanisms and make modifications in typical patterns of behavior. Because a crisis is not by definition a positive or negative experience, it remains important to recognize that the divorce experience can result in either disorganization and disruption or creative problem solving and growth (Hansen & Johnson, 1979). It should be acknowledged that for some persons experiencing divorce, the crisis results in emotional trauma, persistent attachment feelings, and decline in positive psychological functioning (Brandwein, Brown & Fox, 1974; Weiss, 1975). It is also necessary to acknowledge that divorced individuals and their families have the potential for adjustment, stability, and internal strength (Peterson & Clemenshaw, 1980). A realistic view of divorce recognizes the possibility of both the positive and negative consequences of marital separation.

Weiss (1975) views divorce as a process through which individuals progress at varying rates and with varying degrees of success. The adjustment is primarily one of making the transition from a married state to a single state. The most traumatic experiences seem to occur during the transition period. During this time individuals often become overwhelmed by feelings of loss--the loss of lifestyle, the loss of status, or the loss of a past relationship. Individuals also may experience a variety of emotions including loneliness, depression, bitterness, guilt, confusion, or resentment as a result of the loss of the partner. This emotional adjustment is often compounded by financial problems, tension between the separating partners, and concern for children, if there are children involved. Couples without children are often able to completely sever their relationship ties and absolve any attachment to each other. The couple with children is generally not able to make such an absolute and complete break with each other.

Upon examining the effects of marital dissolution, it is evident that the impact is even greater and more widespread when divorce is viewed in light of the family, rather than simply as a marital phenomenon. Over one million children under age eighteen are affected by the divorce of their parents each year. Children are most likely to be from age five to twelve at the time of divorce, but increasing numbers of children are preschool age (Weiss, 1975). The significance of

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this figure becomes more apparent when one considers the almost complete dependence of young children upon their parents for physical care and emotional gratification. Parents, particularly those parents with custody of the children, experience additional adjustment during the divorce experience because they must deal not only with their own needs, but with the needs of their children. This frequently complicates the divorce adjustment process.

Children often experience divorce as an extremely stressful crisis situation (Kelly & Wallerstein, 1979) and may maximize their contributions to the divorce by assuming that they are responsible for the separation of their parents (Kelly & Berg, 1978). As a result, children may experience irrational, but nonetheless very real, feelings of guilt. The fear of abandonment or rejection becomes apparent among some children. The marital disruption threatens the child's sense of security and belonging. Children tend to act out their feelings in a variety of ways and may show changes in their social behavior and cognitive functioning as a result of the divorce (Kelly & Wallerstein, 1977). Some children develop very strong attachments to teachers and seek reassurance through these relationships. Children may withdraw and become depressed, or they may become more aggressive and rebellious. Particularly for children over twelve, the response to others is frequently one of indifference or inappropriate anger. Kelly and Wallerstein (1979) found that the behavior of children experiencing divorce often alienated them from peers who normally provided companionship, which further intensifies the feelings of loss.

Although divorce is generally recognized as disruptive, it is not equally stressful to all children. Just as some parents are more capable of seeing the more positive side of divorce, so some children are more able to cope with the crisis (Peterson & Clemenshaw, 1980). Coping behaviors for the child are often closely linked to the parents' coping behaviors. Peterson and Clemenshaw (1980) have identified three factors that are associated with adjustment for children. First, those children who were aware of problems in their parents' marriage and who had a realistic view of the relationship experienced less trauma and had greater coping abilities than children who were shocked to learn of the termination of the parents' marriage. Second, the children's perception of the parents' post-divorce relationship as positive contributed to adjustment. Finally, the availability of other people who served as surrogates such as relatives, friends, or teachers may enhance positive social behavior. The ability to adjust seems strongly related to the social network of the child, which includes the quality of support provided by parents and peers.

One of the primary concerns of couples who seek a divorce is the effect it will have on their children. The personal crisis a parent experiences also becomes a family crisis that must be dealt with in the context of the family. It becomes apparent that the parental response to divorce may either facilitate or retard the child's adjustment. The parent who has custody (in nine out of ten cases the mother) will probably make more significant contributions to the child's

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adjustment than the non-custody parent, although that parent, too, may play an important role.

Single parents are confronted with new role responsibilities. Rather than being one of a pair, the single parent has sole responsibility for the child or children. As a result of this responsibility, many single parents experience feelings of overload (Glasser & Navarre, 1965). They may feel a great deal of pressure and burden from parenting alone. When the role of parent becomes overwhelming in a two-parent family, the second parent can serve in a reserve capacity and thereby allow the other parent some release time. The single parent often does not have anyone to call on as a "reserve." The solo parent not only has to fulfill all family functions, but also has no relief from the burden. The single parent when fatigued may experience emotional overload as a result of not having anyone to intervene and take over the responsibility of parenting. During the divorce process, a parent may be depleted emotionally and therefore unable to respond to the emotional needs of his/her children. When disorganization is intense and the custodial parent's personal adjustment to divorce is poor, the parent-child relationship may be adversely affected. Parents experiencing divorce may punish more frequently or severely, behave less rationally, and become less supportive of their children (Weiss, 1979).

There seem to be certain coping behaviors and attitudes that facilitate adjustment to divorce and single parenting and therefore allow for a successful resolution of the crisis. Individuals, parents as well as children, who do not define divorce as an indicator of deviance in society will adjust more easily. This is often a difficult task because society has labeled single-parent families as "broken," "disorganized," and "disintegrated" rather than recognizing them as a widespread, viable alternative family form. Individuals who are unwilling to accept the label of deviant will make more active attempts to demonstrate their competence and discredit the inaccurate label. Unfortunately, many people accept the label, see themselves as inadequate, and are then unable to meet their own needs or the needs of their children (Glasser & Navarre, 1965)

The parent who is able to identify personal feelings and deal constructively with those feelings will also cope more effectively with divorce. Persons may experience difficulty in sorting out their feelings during a divorce. It may be beneficial for an individual or family to seek counseling during this crisis experience. A counselor may be able to help individuals identify their feelings, express those feelings in a constructive way, and resolve any unsettling or destructive feelings.

When the parent is able to handle his/her feelings, the children involved will also be more likely to express and deal with their feelings. Children experience many of the same feelings in response to divorces as their parents, and they have a need to express them

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(Hozman & Frocland, 1977). Parents can help their children by allowing the expression of feelings.

Maintaining kinship ties and friendship networks is extremely important to adjustment. The single parent must be able to look beyond the household for emotional attachments and for relationships that provide for the parent's interpersonal needs (Weiss, 1975). Groups such as Parents Without Partners can be beneficial in providing a common support system for parenting responsibilities. The person who adjusts to divorce and who helps his/her children adjust is one who is willing to acknowledge a need for social and family support and seek out that support.

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with divorce, and the question of custody after divorce.

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Affairs Committee, 1978.

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divorce.

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are coming apart. New York: David McKay, 1976.

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Tener, E. Let me be me: How I coped when my family split up. Co-Ed,
November 1978, pp. 57-57, 60.

A story in dialogue for students. Tells how a family faced
the crisis of divorce.

LEARNING ACTIVITIES

1. Title: Class Discussion

Description: List on the chalkboard adjectives that describe a
divorced person. How many of the words are negative? Are there
any positive adjectives? Discuss the changing attitudes toward
divorce. Is the frequency of divorce a sign that the country is
"falling apart" or that the remaining families have stronger mar-
riages than ever before?

Materials Needed: None

2. Title: Research Assignment

Description: Select one of the following topics to research.
Write a summary and report to the class.

1. Compare divorce laws of different societies. What are the
effects on family stablilty?

2. Define "no-fault" divorce. How many states have no-fault divorce laws and what is the effect of these laws on family stability?

3. Report on local counseling that is available to help individuals with divorce adjustment. Also report on any free legal help available in the parish.

Materials Needed: References

3. Title: Guest Speaker

Description: Invite a lawyer to speak to the class about divorce. Ask the speaker to explain procedures involved in divorce in Louisiana. What are legal grounds for divorce? How long do the separation and divorce procedures take? How expensive is a divorce? Students may have other specific questions.

Materials Needed: Letter confirming time and date, thank you letter

4. Title: Interviews or Panel Discussion

Description: Interview people who have been through the divorce procedure or invite these people to participate in a panel discussion. Try to determine how divorce affected these individuals emotionally, socially, and financially. How were any children affected? What were the major adjustments?

Materials Needed: Letter confirming time and date, thank you letter (if a panel discussion is used)

5. Title: Writing Assignment

Description: Write a fictional story about a family going through the divorce process.

Materials Needed: Paper, pen

6. Title: Field Trip

Description: Visit a divorce court. Write a summary of the causes given for divorces, the custody decisions, the financial settlements, and any emotional reactions observed.

Materials Needed: Permission to attend the court proceedings, transportation arrangements, permission slips

7. Title: Guest Speaker

Description: If there is a support group such as Parents Without Partners in the local area, invite a guest speaker to explain the organization to the class.

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Materials Needed: Letter confirming time and date, thank you letter

8. Title: Story

   Description: Read "How I coped when my family split up," in Co-Ed. Ideas for discussion and other activities related to the story are given in Forecast.

   Materials Needed: Copies of the story

   References: Tener, E. How I coped when my family split up. Co-Ed, 1978, pp. 56-57, 60.

   Instant ideas from Co-Ed. Forecast for Home Economics, November 1978, p. 80.

INSTRUCTIONAL AID

   Title: Transparency

   Description: The transparency on "Factors That Contribute to Better Adjustment for Children" (Figure #12) can be used when discussing this topic.

   Materials Needed: Transparency materials, overhead projector

EVALUATION

   Title: Written Assignment

   Description: Write a summary of the stresses a single parent may experience. Name several common responses a child might have when divorce occurs. List four factors that might contribute to a better adjustment for children in a divorce situation.

   Materials Needed: Paper, pen

Figure #12

DIVORCE

FACTORS THAT CONTRIBUTE TO BETTER ADJUSTMENT FOR CHILDREN

1. BEING AWARE OF FAMILY PROBLEMS BEFORE THE DIVORCE

2. VIEWING THE RELATIONSHIP AFTER DIVORCE AS A POSITIVE ONE

3. HAVING OTHER PEOPLE (RELATIVES, FRIENDS, OR TEACHERS) THAT CAN SERVE AS A REPLACEMENT FOR THE ABSENT PARENT

4. HAVING PARENTS WHO CAN SUCCESS-FULLY DEAL WITH THEIR OWN CRISIS

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UNIT: Growth and Development of the Adolescent

CONCEPT: The Adolescent in Crisis: Teenage Pregnancies

GENERALIZATIONS

1. Teen-aged mothers account for nearly one in five births in the United States.

2. Teen-aged mothers have a greater chance of giving birth to babies weighing less than average.

3. Statistics indicate that over half of teen marriages end in divorce.

4. Teenage pregnancy may limit young people's educational and career choices.

5. The crisis of teenage pregnancy can be handled in a constructive manner and many of the risks reduced and problems prevented.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Cite some risks to mother and baby that may be more prevalent when the mother is teen-aged.

2. Explain the importance of good prenatal care for a pregnant teenager.

3. Identify ways teenage pregnancies may limit young people's future life choices.

OUTLINE

I. Teenage Pregnancies

A. Incidence of Teenage Pregnancy

B. Problems Confronted by Teen-aged Parents

1. Physical health
2. Health of baby
3. Economic
4. Limited career choices
5. Marital

II. Teenage Pregnancy as a Crisis

   A. Threat or Challenge

   B. Methods of Assisting the Resolution of the Crisis

REVIEW OF SELECTED LITERATURE

   During adolescence an individual becomes increasingly aware of
sexual feelings and sexual desire. This awareness may result in feelings
of excitement and arousal while at the same time inciting feelings of
ambivalence and confusion for the adolescent. The teen years may be
a time of sexual experimentation and doubts about one's sexuality; the
question of how to synthesize feelings and information about sex, love,
and emotional maturity must be considered. For an estimated fifty per-
cent of the individuals under age nineteen, premarital sexual intercourse
is one way of dealing with sexual needs. The remaining fifty percent
choose to meet their sexual needs in other ways by possibly prolonging
gratification or being involved in less intimate type of sexual behavior
than intercourse. Adolescents must make decisions regarding sexual be-
havior as they become more involved in opposite sex relationships.
Sexual intercourse may be motivated by the desire to gain information,
meet emotional needs, or learn more about oneself and one's partner.
Sexual involvement may also be a way of rebelling against parents or
established norms, or a chance to prove manhood or womanhood. For some
teens, intercourse occurs without full knowledge of the sexual act or
full understanding of the potential for pregnancy to occur.

   Over one million teen-aged girls each year become pregnant outside
of the marital relationship. Although some pregnancies are intentional,
approximately two-thirds occur as a result of unplanned and/or un-
protected intercourse (Tener, 1980). It is estimated that sixty percent
of the sexually active teenagers do not use any form of contraception
(Rice, 1979).

   Once conception occurs, the adolescents will need to make decisions
regarding their relationship and the unborn child. The options avail-
able include (1) marriage, (2) adoption, (3) single parenthood, or (4)
abortion. Of the one million teens who become pregnant each year, two-
thirds choose to have the baby, although one-third decide to have
abortions. Approximately sixty percent of the unwed prospective parents
will marry prior to the birth of the child, and twenty-five percent of
the women, remaining single, will choose to keep the child (Polley, 1979).

   Teenage pregnancy is frequently viewed as a crisis for the teens
involved and their families. The pregnancy is perceived as a crisis-
producing event because it causes a change in the lives of the indi-
viduals involved. Unplanned pregnancy can cause disequilibrium in the
family, and it frequently creates stress among family members. There
would seem to be a critical need to examine methods of effectively
resolving the crisis produced by the pregnancy. If the crisis can be

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dealt with in a positive, constructive manner, there is the possibility that the long term negative consequences will be reduced. In order to achieve this goal, the individuals involved will need to recognize the potential risks and problems associated with teenage pregnancy. Once these risks are identified, the individuals can develop strategies for reducing the risks and preventing the problems.

Teenagers may be less prepared physically, economically, and emotionally to bear and raise a child than women over the age of twenty. Physically, the primary concern is for the health of the mother and child during pregnancy. The pregnant adolescent is subject to all of the medical risks of the mature mother with an additional vulnerability resulting from incomplete physical development and tendencies toward poor nutrition (Howard, 1979). For those mothers below the age of twenty, the risks to her and the child increase. The risk of maternal death during childbirth is sixty percent higher for teenagers than for women over the age of twenty (Tener, 1980). Young mothers seem more susceptible to anemia, toxemia, prolonged or sudden labor, and post-partum infection than the mature mother (Cobe, 1976).

The developing fetus may be affected by the age of the mother in that the teen-aged mother is more likely to give birth to an infant with low birth weight. Low birth weight at birth can lead to handicapping conditions such as circulatory and respiratory defects, mental retardation, and crippling of the child (Cobe, 1976; Howard, 1979).

There is a particular need to encourage prenatal care among teenagers. Women should not smoke, drink, or use drugs during pregnancy. Proper diet and exercise are critical to the health of both the mother and the child. Many of the risks of teenage pregnancy can be minimized through proper prenatal care. Under the direction of a physician, the teen-aged girl can work to combat some of the potential health problems of early pregnancy.

In addition to the health problems the teen-aged mother may experience, there are other conditions that may contribute to the long-term effects of the pregnancy. From a financial standpoint, the women may experience a particular problem. Seventy-five percent of the teen-aged girls who have a child by age seventeen do not finish high school. The lack of education in our society generally limits the choices for young people who are in the job market, and the implications of not finishing high school may affect their job opportunities for the rest of their lives (Howard, 1979). As a result, many will never reach their full potential educationally and may not receive the financial benefits of educational achievement.

It becomes apparent that one of the needs of the pregnant teenager is the opportunity to continue her education. Communities and school systems are beginning to acknowledge the need to provide continuing educational opportunities for women during pregnancy and following the birth of the child (Rice, 1979). One result of this awareness has been the establishment of programs that allow pregnant girls to continue in

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regular classes and also to participate in special classes that provide information about prenatal and postnatal care, and parenting (Cromwell & Gangel, 1974).

Those teenagers who choose to enter into a marital relationship as a result of the pregnancy will be confronted by the adjustments newly-married couples must make, in addition to the pressures placed on the relationship by the birth of a child. Even in well-established, mature relationships, parenthood is viewed as a crisis time by the couple. Although many couples are able to handle the demands of early marriage and early parenthood, it is estimated that only two in five marriages induced by a pregnancy will remain intact after five years of marriage (Sarrel, 1974; Tener, 1980).

The level of commitment in the premarital relationship will be a factor in the success of the marital relationship. The crisis of the early marriage and parenthood can cause conflict for the young couple. This conflict can be resolved if the couple is committed to the relationship and is willing to openly acknowledge that the conflict exists. In some cases marriage counseling can be extremely helpful, particularly if the couple will seek assistance early in the relationship before conflicts multiply. If the couple is open and willing to acknowledge their possible need of outside help, they will then be more likely to seek assistance. Marriage counseling and educational programs may serve a very positive function in helping the couple adjust to marriage and parenthood. It becomes apparent then that the crisis of teenage pregnancy can be handled in a constructive manner by the teenagers and their families. Those individuals who can view the crisis as a challenge rather than a threat, and who can seek new ways of coping with the pregnancy will be more likely to resolve the crisis. If the families can view the crisis of teenage pregnancy from a positive perspective, they will be much more capable of adjusting their lifestyles and adapting to the changes created by a teenage pregnancy. It is entirely possible for the crisis event to result in increased problem-solving ability and greater cohesiveness between the individuals involved in crisis resolution (Glasser, 1970).

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Rice, P. Marriage and parenthood. Boston: Allyn & Bacon, 1979.

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Tener, E. Coping: Teenage Pregnancy--One girl's true story. Co-Ed, February 1980, pp. 53-55; 71.

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Barkman, R. D., & LaRowe, A. W. Sex education: How are schools coping? Forecast for Home Economics, February 1980, pp. 40-41.

> Article which includes current statistics on teenage pregnancies and gives suggestions to teachers for teaching sex education in the classroom. A current resource list is given.

Howard, P. Chance teenage pregnancy or choice? Teen Times, November 1977.

> The entire magazine issue focuses on teenage parenting. Excellent source for students and teachers to read and discuss.

Howard, P. Healthy babies--Chance or choice? Teen Times, December 1979, pp. 12-15.

> This issue focuses on friendships, parenting, families, and love. Excellent for provoking thought and discussion.

Teenage Parenthood: What's it really like to be teenage parents? Co-Ed, June 1978, pp. 68-69; 73; 82.

> Article tells the teen-aged mother and the teen-aged father's story. Excellent for teaching the consequences of behavior. Tells the statistics and the facts about money, maturity, etc., needed. Also discusses alternatives to being teen-aged parents.

Tener, E. Coping: Teenage pregnancy--One girl's true story. Co-Ed, February 1980, pp. 53-55; 71.

> An excellent story in dialogue for students. It is a sensitive and touching interview with a 16-year-old mother who explains her fears, choices, and decisions related to an unplanned pregnancy.

Tener, E. Coping: Teenage pregnancy--From a guy's point of view. Co-Ed, March 1980, pp. 20; 22; 56; 58.

> An excellent article that gives a new perspective to the problem of teen-aged parents when a teen-aged father explains his feelings, conflicts, and decisions about a son he cares about deeply, but whom he'll never know.

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LEARNING ACTIVITIES

1. **Title:** Stories and Discussion

   Description: Read "Teenage Pregnancy--One Girl's True Story" and "Teenage Pregnancy--From a Guy's Point of View," in <u>Co-Ed</u>. Discuss questions from "Ideas for Using <u>Co-Ed</u> in the Classroom," in <u>Forecast for Home Economics</u>.

   Materials Needed: Copies of stories and discussion questions

   References: Tener, E. Teenage Pregnancy--One girl's true story, <u>Co-Ed</u>, February 1980, pp. 53-55; 71.

   Tener, E. Teenage Pregnancy--From a guy's point of view. <u>Co-Ed</u>, March 1980, pp. 20; 22; 56; 58.

   Ideas for using February <u>Co-Ed</u> in the classroom. <u>Forecast for Home Economics</u>, February 1980, p.60.

2. **Title:** Interview

   Description: Prepare a list of questions about teenage pregnancy and parenthood. Use these questions as the basis of interviews with young people who have experienced the problems of unplanned pregnancy. Tape record the interviews and listen to the tape in class.

   Materials Needed: Tape recorded, tape

3. **Title:** Guest Speaker

   Description: Invite a guest speaker from an adoption agency to talk about laws in Louisiana. Find out what kind of homes and adoptive parents are found for infants that are put up for adoption.

   Materials Needed: Letter confirming date and time, thank you letter

EVALUATION

Title: Writing Assignment

Description: Choose any two of the following and answer briefly:

A. Explain the importance of good prenatal care for a pregnant teenager.

The pregnant adolescent is subject to all the medical risks of the mature mother plus an additional vulnerability resulting from incomplete physical development and tendencies toward poor nutrition. A physician will make the mother aware of potential dangers involved in smoking, drinking, and drug use. Early diagnosis of any problems is important in providing good health for the mother and baby.

B. Identify ways teenage pregnancies may limit young people's future life choices.

Teenage parents often do not pursue their education and this may affect their potential for financial benefits for the rest of their lives. Those teenagers who choose to enter marriage will most likely find it difficult to handle pressures of marriage and the birth of a child. It is estimated that only two out of five marriages induced by pregnancy will remain intact after five years of marriage.

C. Identify ways in which teen-aged parents and their families can reduce the negative consequences of an early pregnancy.

Those individuals who can view the crisis as a challenge rather than a threat and adjust to the changes brought about by the unexpected pregnancy will probably feel fewer of the negative consequences.

D. List four options for an unwed expectant mother.

(1) Marriage, (2) Adoption, (3) Single parenthood, (4) Abortion

Materials Needed: Paper, pen•

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UNIT LEARNING ACTIVITIES (Growth and Development of the Adolescent)

1. **Title:** Word Puzzle

   Description: There is a word search puzzle on the teen years in the December, 1979 issue of Forecast for Home Economics.

   Materials Needed: Copies of word puzzle

   Reference: The teen years search. Forecast for Home Economics, December 1979, p. 21.

2. **Title:** Adolescent Checkers

   Description: Two players and one question-reader can play. The game is similar to basic checkers except every time a player "jumps the opponent," a capture question must be answered correctly before that player can keep the opponent's checker. If a player fails to make a possible capture, the opponent may take the checker that should have made the capture. Put the questions on cards; stack these beside the checkerboard. After questions are asked, replace at the bottom of the stack. Below is a list of questions, and additional questions could be added.

   1. Name two important parts of communication skills.

      Self-disclosure and empathy.

   2. Why is self-disclosure so important in relationship development?

      Implies trust and lets the other person know that one wants the relationship to grow. Encourages intimacy.

   3. What are skills, knowledge, and functions that an individual should acquire during a specific period of life?

      Developmental tasks

   4. Explain the difference between primary sex characteristics and secondary sex characteristics.

      Primary sex characteristics are those directly related to reproduction. Secondary characteristics include all the physical characteristics that distinguish male from female but which are not directly related to reproduction.

   5. Why is good nutrition especially important during adolescence?

      Because adolescence is a time of rapid growth and because habits developed at this time will continue into adulthood.

   6. Define alcoholism.

      Excessive consumption of alcohol that seems uncontrollable

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and often leads to damage to the organs of the body and even to death.

7. Name three sexually transmitted diseases.

   a. Gonorrhea, b. syphilis, c. genital herpes

8. Define morality.

   That behavior which is considered acceptable in a particular society.

9. Define crisis.

   A crucial event which causes change in a person's life; a person's normal problem solving techniques fail to work.

10. What is the transitional period between childhood and adulthood?

    Adolescence

11. Name four options for the unwed pregnant teenager.

    a. Abortion, b. adoption, c. marriage, d. single parenthood

12. Name the drug in tobacco which is addictive.

    Nicotine

13. Identify several characteristics of emotional maturity.

    a. Empathizing with others, b. giving, as well as receiving, expressions of emotion, c. adaptability, d. accepting reality, e. learning to assess situations critically, and f. accepting responsibility

14. Name two female hormones and one male hormone.

    a. Progesterone, b. estrogen, and c. testosterone

15. What is a physiological or psychological dependence on a substance?

    Addiction

16. List Kohlberg's six stages of moral development.

    a. Avoidance of punishment stage, b. reward stage, c. "good boy" and "good girl" stage, d. law and order stage, e. personal conviction stage, and f. individual principle and conscience stage.

17. What is the purpose of value clarification?

    To develop one's own value system so that good choices will

be made and appropriate behavior will result.

18. What is the first step of the decision making process?

    Identifying the problem or decision.

19. What is a peer group?

    A group of people who are friends and who are similar in age, social class, and interests.

20. Name some factors which affect adolescents' attitudes toward school.

    a. Teachers, b. other students, c. curriculum, d. extra-curricular activities.

Materials Needed: Checkerboard, checkers, capture questions (about 20) on cards

Reference: Adapted from Schmelzel, C. Grooming checkers. <u>Forecast for Home Economics</u>, December 1976, p. 14.

3. <u>Title</u>: Vocabulary Lists

<u>Description</u>: The vocabulary lists given with each lesson could be used in several ways. Their main purpose is to make the lesson easier for the students.

A. Games similar to Password, Concentration, or Charades

B. Spelling words

C. Put on a flip chart in the corner of the classroom. Have students copy these during roll call.' A regular assignment for students to do as soon as they come into the classroom gives the teacher time to complete routine tasks with fewer discipline problems.

D. View the definitions on a transparency. The first student who can write the correct terms wins. ·

E. Use a bulletin board entitled "Keep in Step...Know these Terms," (Figure #13) that can teach the terms and definitions. Each day before the new lesson begins, add new terms for the day.

Materials Needed: A. Concentration board made from a sheet of poster paper and construction paper; Password and charade game would require terms written on small pieces of paper. B. None C. Flip chart and easel D. Transparency, overhead projector E. Paper, markers

4. <u>Title</u>: Magic Square Game

<u>Description</u>: As a review, fill in Magic Square Game (Student Handout #6).

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Key:

2 A	7 B	18 C	12 D
8 E	5 F	11 G	15 H
13 I	17 J	6 K	3 L
16 M	10 N	4 O	9 P

Materials Needed: Copies of game

Reference: Adapted from Brisbane, Holly E. <u>The developing child:</u>
<u>Student guide</u>. Peoria, Illinois: Charles A. Bennett, 1980.

5. Title: Board Game

Description: Game entitled, "Getting It All Together," about value
judgments and personal responsibility found in <u>Forecast</u>.

Materials Needed: Game board, dice, tokens, cards, copy of <u>Forecast</u>

Reference: Arthur, P. Getting it all together. <u>Forecast for Home</u>
<u>Economics</u>, December 1977, p. 49.

UNIT INSTRUCTIONAL AIDS

1. Title: Bulletin Boards

Description: "Aid for Growing Pains" (Figure #14) may be used for
letting students know of sources of help when they have problems.
The sources should be local and available to the students. The
leaves could be blank at the first of the unit. As students learn
of resources, they could add these or resources could be written
on leaves, laminated, and then covered with large bandaids. The
bandaids could be peeled off to reveal resources.

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Materials Needed: Jungle or fern pattern wrapping paper for back-
ground, construction paper, letters, bandaids, laminating equipment

2. **Title:** Merit Badges

   Description: In *Tips and Techniques for Homemaking Teachers*, Shirley
   Brackett states that recognition is a fundamental need and suggests
   giving merit badges to students who normally do not receive awards.
   See page 110 of her book for a list of suggested awards.

   Materials Needed: Construction paper, markers, glitter or tin foil,
   straight pins

   Reference: Brackett, S. *Tips and techniques for homemaking*. Tony,
   Wisconsin: Homemaking Research Laboratories, 1975.

3. **Title:** Mailbox

   Description: Place a mailbox in an easily accessible location in
   the classroom. Before the beginning of the unit, students should
   be encouraged to write letters containing any questions or comments
   pertaining to the topics in the unit. Depending on student response,
   the discussion may be (1) the last thirty minutes of each Friday,
   (2) during one class period at the end of the unit, or (3) with the
   lessons on related topics.

   Materials Needed: Mailbox

UNIT EVALUATION

1. **Title:** Written Quiz

   Description: The Unit Test can be used to evaluate comprehension of
   material for the entire unit. Write "true" in the blank if the state-
   ment is true or "false" if the statement is not true.

   False   1. Primary sex characteristics include voice change, develop-
                  ment of axillary, facial, and pubic hair, and development
                  of the breasts.

   True   2. Because the adolescent period is a time of rapid growth,
                  good nutrition is especially important.

   True   3. Women who smoke are more likely to have small or still-
                  born children.

   False   4. Alcohol contains no calories and has no nutritive value.

   True   5. Many women who have sexually transmitted diseases have
                  no symptoms.

   False   6. Intelligence is the ratio between an individual's chron-
                  ological age and mental age.

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*True*___ 7. Creativity is an ability which must be practiced.

*True*___ 8. Morality is the behavior which is considered acceptable in a particular society.

*False*___ 9. The most meaningful friendships are those in which one person is a leader and the other is a follower.

False 10. Preparing for a crisis will not reduce the stress.

Select the best answer and write the letter in the blank.

___*B*___ 1. The transitional period between childhood and adulthood is

    A. Menarche
    B. Adolescence
    C. Adjustment
    D. None of the above

___*A*___ 2. Secondary sex characteristics begin to appear during

    A. Prepubescent stage
    B. Pubescent stage
    C. Postpubescent stage
    D. None of the above

___*C*___ 3. The thick-walled muscular organ in women which will hold the developing embryo is the

    A. Ovaries
    B. Cervix
    C. Uterus
    D. None of the above

___*B*___ 4. The drug in tobacco that is addictive is

    A. Caffeine
    B. Nicotine
    C. Marijuana
    D. All of the above

___*A*___ 5. The most common of all the sexually transmitted diseases is

    A. Gonorrhea
    B. Syphilis
    C. Genital Herpes
    D. None of the above

__A__ 6. Standards that an individual develops that help guide actions and attitudes, and a belief that something is important are

   A. Values
   B. Goals
   C. Resources
   D. None of the above

__D__ 7. A cause of heightened emotionality in adolescents is

   A. Inadequate nutrition
   B. School problems
   C. Adjustments to new environments
   D. All of the above

__D__ 8. Membership in a crowd or clique has several advantages, but it also can encourage

   A. Snobbishness
   B. Conflict with parents
   C. Limited social contact
   D. All of the above

__C__ 9. The percentage of teen-aged girls who have a child by age seventeen that do not finish high school is

   A. Twenty-five percent
   B. Fifty percent
   C. Seventy-five percent
   D. None of the above

__A__ 10. The three stages experienced in the mourning process are

   A. Shock, intense pain or sense of loss, and resolution
   B. Denial, anger, and depression
   C. Acceptance, depression, and intense pain or sense of loss
   D. None of the above

Answer these questions

1. List eight developmental tasks of the adolescent as identified by Robert Havighurst.

   1. *To achieve more mature relations with peers.*
   2. *To adopt a socially approved sex role.*
   3. *To accept one's own body.*
   4. *To achieve emotional independence from parents.*
   5. *To develop a personal attitude toward marriage and family living.*
   6. *To select and prepare for an occupation.*

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7. To establish a set of values.
8. To adopt socially responsible behavior.

2. List six steps in the decision-making process.

   1. Identify the problem
   2. Gather information
   3. Think through choices
   4. Make a choice
   5. Accept responsibility for the decision
   6. Evaluate the decision

3. Describe several characteristics of a close friendship.

   The relationship usually feels comfortable and effortless. The friends are supportive of each other, being understanding and accepting. A good friend is usually dependable. In a close friendship, the individuals can be outspoken as well as quiet at times.

4. Give a brief definition of crisis.

   A crucial event which causes change in a person's life; a person's normal problem solving techniques fail to work.

5. List four options for the unwed pregnant teenager.

   1. Abortion
   2. Marriage
   3. Adoption
   4. Single parenthood

Materials Needed: Copies of quiz

2. Title: Grade Contract

Description: Using the Grade Contract (Student Handout #7) have students decide what grade they would like to make, and what they will do to earn that grade. At the beginning of the grading period, explain the requirements for receiving an "A," "B," or "C." These requirements should be determined by the teacher. To emphasize quality as well as quantity of work, include checklists or rating scales so students will be aware of how their work will be evaluated.
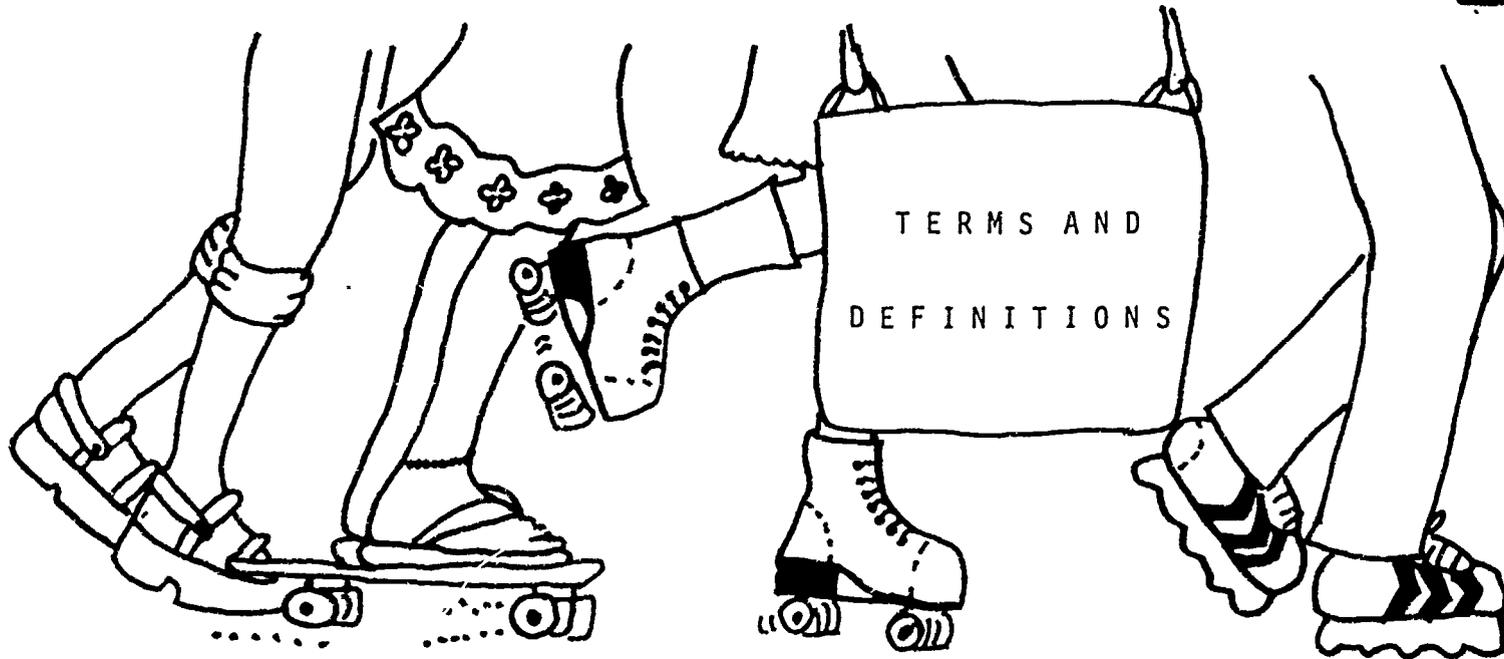
Materials Needed: Copies of contract
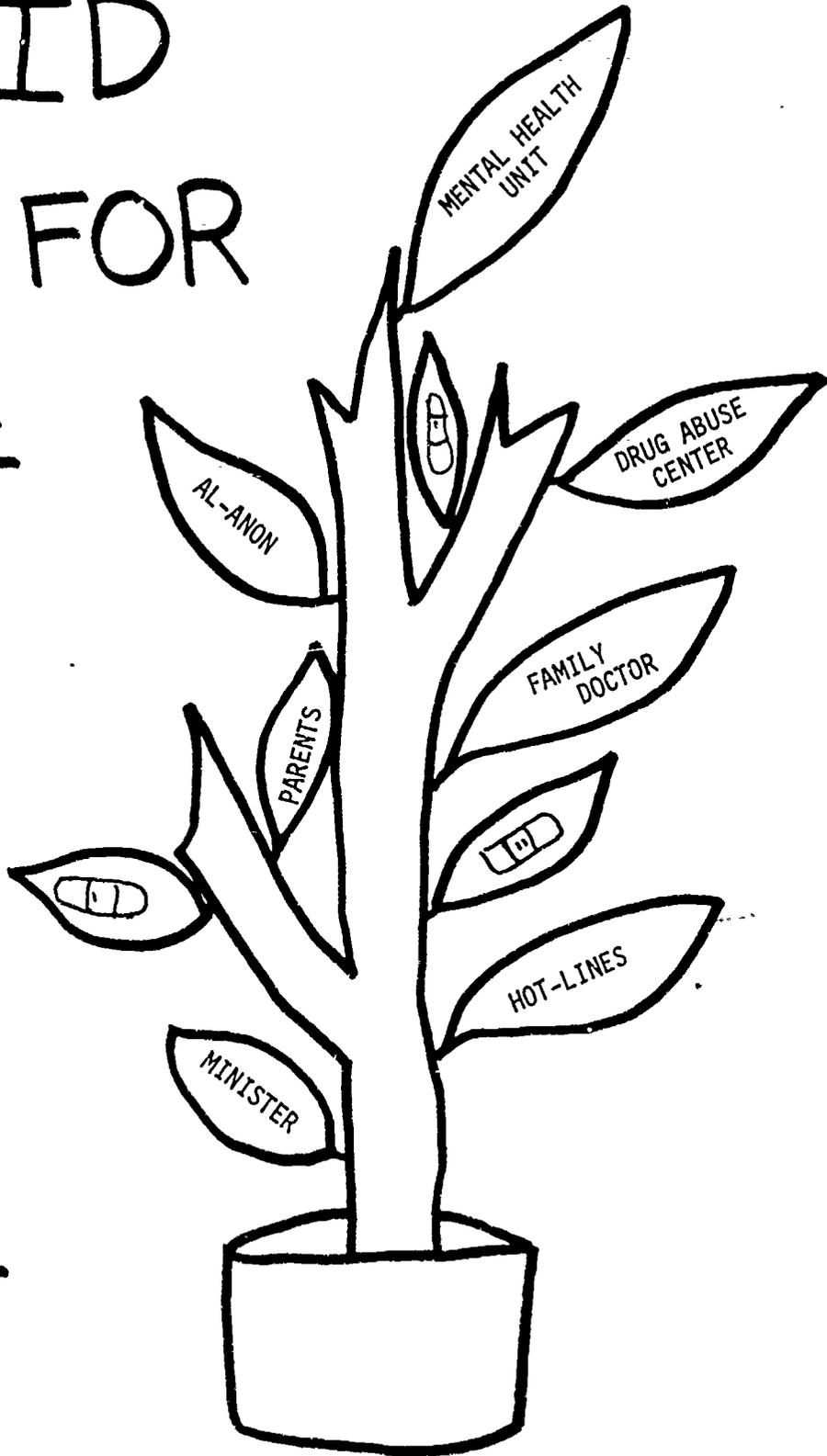
Figure #13

KEEP IN STEP

KNOW THESE TERMS

TERMS AND

DEFINITIONS

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Figure #14

AID FOR GROWING PAINS

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Magic Square Game
Student Handout #6

Match each term with the correct definition. Put the number of the
correct term in the space in each lettered square. To check your answers,
add the numbers on each vertical row and add the numbers on each hori-
zontal row. The totals should be same each way.

Terms

1. Intelligence
2. Peer groups
3. Nutrition
4. Venereal disease
5. Adolescence
6. Antagonism
7. Rejection
8. Developmental task
9. Self-concept

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

10. Addiction
11. Esteem
12. Conscience
13. Self-confidence
14. Attention

15. Puberty
16. Obesity
17. Anxiety
18. Morality

Definitions

A. People of about the same age that are friends.
B. To be unaccepted by a crowd, clique, or friend.
C. That behavior which is acceptable to a particular society.
D. Knowing the "right" and "wrong" of one's own actions.
E. Skills, knowledge, functions that an individual should acquire during
    a specific period of life.
F. The transitional period between childhood and adulthood.
G. Admiration; respect.
H. An overlapping period which encompasses the last years of childhood
    and the beginning of adolescence.
I. A positive belief of one's own abilities.
J. An overwhelming sense of fear or worry.
K. Actively expressed hostility or dislike.
L. The study of the relationship between foods and the health of human
    bodies.
M. Extreme overweight.
N. A compulsive need for something.
O. Severe communicable diseases that are usually spread by sexual contact.
P. An individual's perception of the total self.

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Grade Contract
Student Handout #7

Name_____   Grade desired for this unit_____

Class_____

In order to obtain the grade given above, I plan to do the following:
(Use extra pages if needed)

I plan to complete my work by_____.
I realize that the quality, not just the quantity, of my work will be
evaluated. In order to receive the grade I desire, I will complete the
above activities. Failure to complete my work will result in a lower
grade.

Signed_____Student

_____Teacher

_____Date

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UNIT: The Adolescent in the Family

CONCEPT: Changes in the Family

GENERALIZATIONS

1. The family is a group of people who share a common home, are committed to common interests and goals, and who see their identities as attached to the group.

2. The structure of the family has changed as a result of changing lifestyles.

3. Family functions change because of changes in our society.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Identify three family structures evident in society.

2. Identify the current functions of the family.

3. Identify factors that have contributed to changes in family structure and functions.

4. Define the terms "family," "nuclear family," and "extended family."

5. Analyze the student's own family to determine the structure of the family and the functions performed by the family.

6. Identify skills that are important for effective family functioning.

OUTLINE

I. The Family

A. Definition

B. Structure and Function

C. Societal Trends Affecting Family Structure

1. Working women
2. Divorce
3. Blended families
4. Single parent families
5. Childless couples

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6. Nonmarital cohabitation
7. Decreased family size
8. Decline in extended families
9. Changing sex roles
10. Postponing marriage

II. Future of the Family

A. Stresses Created by Changes in the Family

B. Skills Needed for Family Functioning

REVIEW OF SELECTED LITERATURE

The structure of the American family has undergone a number of
changes during the past few decades. Twenty years ago it would have been
unnecessary to describe the structure of the family. The "traditional"
family was composed of a "permanently" married couple and a child or
children; the husband was the breadwinner and the wife, the homemaker.
In recent years the increase in the number of working mothers, the inci-
dence of divorce and remarriage, and the increase in the number of chil-
dren born to single mothers have altered the structure of the family
significantly (Chilman, 1979; "The Future," 1977; Udry, 1977). It has
become difficult to define the "typical" American family. In a 1978
survey, less than eight percent of the households in the United States
could be classified as "traditional" families (Glick, 1979).

Family structures, roles, functions and behaviors have changed;
therefore, a definition of the family needs to emphasize adaptability
and flexibility within families and to recognize the diversity of family
forms. Chilman (1979) has defined the family as a "small group which
has a clear identity of its own" (p. 5). This definition lists the
centrally important characteristics of family structure, including small
size, intimacy, commitment, group identity, and attachment. Other defi-
nitions elaborate on this term by including the functions of the family,
such as reproduction, socialization of children, economic stability, in-
heritance, and security. The primary issue is one of defining "families"
and not "the family." A realization of changes in society and in family
function and structure needs to be reflected in any definition of
"families."

The increase in the number of working mothers has had a marked in-
fluence on the structure of the family unit. In 1978, thirty-six percent
of the mothers with preschool children were employed as compared with
thirteen percent in 1948 (Chilman, 1979). Women working outside the
home have created a need for developmental child-care facilities and
have forced employers to examine the need for flexible work times for
both men and women. There is a growing concern for the well-being of
young children who lack adequate substitute care. Kanter (1971) empha-
sizes the importance of employer awareness of family needs including
provisions for day-care facilities that provide for the maximal growth
of the child. Low income families seem particularly vulnerable to the

economic pressures that force the mother into the work force and the high cost of quality child care that makes such care prohibitive (Fraiberg, 1977).

The working mother has produced changes in the role of the husband/ father in the family. Although the primary role of the male remains that of wage earner, he has acquired new roles not traditionally defined as masculine (Rice, 1979). Particularly in the case of middle-classed couples, males may be contributing more time and energy to housekeeping, food preparation, and parenting activities (Bowman & Spanier, 1978).

Trends within the family unit are altering the structure of the family. Family size has decreased, and more couples are voluntarily choosing to remain childless (Rice, 1979). Families are more "nuclear" than in previous years. In 1978, seventy-six percent of the households in the United States were described as nuclear family units, composed of a married couple and a child or children (Glick, 1979). Traditionally, couples were part of a larger extended family network, involving grand-parents and other family members (Rice, 1979). Increased mobility of families and the increased desire for independence from the family of orientation have helped to diminish the extended family (Rice, 1979).

The divorce rate has also created changes in family structure. The number of reconstituted or blended families has increased as a result of remarriage following divorce. Approximately eighty-five percent of those who divorce will eventually remarry. Two-thirds of the children of divorced parents in 1978 lived with one natural parent and one step-parent (Glick, 1979). The number of children living with a single parent has doubled since 1960 (up from nine percent to nineteen percent).

In addition to the number of single parent households created by divorce, a rising percentage of unmarried women are choosing to have children and rear them as a single parent. It is estimated that eighty percent of the single women who have a child outside of marriage make the decision to keep the child (Polley, 1979).

Changes occurring within the family unit reflect a number of alter-native family structures that are variant from the "traditional" family. Young adults have been increasingly postponing entrance into the marital relationship. Factors related to this delay include the increase in the number of individuals that complete college, the increase in the employment of women, and the higher incidence of nonmarital cohabitation. Individuals who completed college are more likely to postpone marriage until they have entered the work force and become established in their careers (Glick, 1979). The consequence of individuals postponing mar-riage may be an increase in the number of individuals who remain un-married throughout life. Eight or nine percent of young adults in the 1980s will experience lifetime singleness, whereas four percent of those in their twenties in 1940 never married (Glick, 1979).

Changes in the structure of the family have been accompanied by modifications in the functions the family performs. Governmental and

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social agencies have taken over functions that were once performed exclusively by the family. Industrialization and urbanization have increased job opportunities for men and women, and children are no longer an economic asset. A family is no longer a self-contained unit, but functions as one system within a much larger social system (Chilman, 1979).

Although certain functions are no longer performed exclusively by the family, there are still important functions that the family unit does provide that continue to qualify it as a viable social institution. These primary functions include (1) economic care, (2) reproduction, (3) socialization of members, (4) emotional support, and (5) adaptation (Duvall, 1977; Kenkel, 1977; Landis & Landis, 1970; Smart & Smart, 1977). The fulfilling of these functions by the family is of prime importance to the maintenance of society (Landis & Landis, 1970).

The family unit is fundamentally involved in providing the emotional support and the climate for individuals to experience growth and personal development. No other social institution seems able to provide the level of intimacy that is allowed within marriage and family relationships. Research indicates that on the national level eighty percent of the parents find their children mostly enjoyable; sixty-seven percent of husbands and wives rate their marriages as mostly happy; and the majority of individuals identify family life as the major source of life satisfaction (Chilman, 1979). These findings support the assumption that families are units capable of providing intimacy, nurturance, support, and a sense of belonging. In a society with a high mobility rate, impersonal working conditions and an emphasis on "self-sufficiency" the family can fulfill an extremely critical function necessary for life satisfaction. The family continues to be the institution within which the majority of individuals seek the fulfillment of their emotional needs.

Problems arise when individuals have an expectation that their emotional needs will be met within the family, but family members are unable to fulfill these important emotional needs. When needs go unmet, there is an increase in the potential for dissatisfaction and stress in relationships. One of the changes occurring in our society is the gradual realization that there are important skills of communication and problem-solving that an individual needs to have in order to provide for emotional satisfaction in marital and familial relationships. As individuals become more aware of the need to learn these skills, there will potentially be a change in the level of satisfaction experienced within family relationships (Olson, 1976). The future of the family is dependent upon those individuals who recognize the significance of the family unit and invest their energies in learning ways to most effectively meet their own needs and the needs of their family members.

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SUGGESTED READINGS

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    A good background source for all areas of marriage and family
    development, including information on changes in the family
    in the United States.

Family life of American children. Social Education, 1977, 43(1), 47.

    An article on current family life trends.

The future of the family. Forecast for Home Economics, September 1977,
        p. 144.

        An interesting and informative article on the future of the
        American family.

LEARNING ACTIVITIES

1. Title: Group Discussion

    Description: If possible sit in a circle and discuss the following
    questions:

    1. What does the term "family" mean?

    2. What are some functions of the family?

    3. How are families today different from those of your grandparents'
        day? Why have these differences arisen?

    4. What are some different family types?

    5. What are the things that make people happy within their families
        (or unhappy)?

    Materials Needed: None

2. Title: Writing Assignment

    Description: Write a description of the structure of your family.
    Also identify another family you know that is different in structure
    from yours.

    Materials Needed: Paper, pen

3. Title: Collage

    Description: Make a collage representing different family structures
    and various family functions.

    Materials Needed: Old magazines, scissors, construction paper, glue,
    markers

4. Title: Research Projects

    Description: Complete research projects on the following trends.
    Express an opinion on how each trend would affect family structures.

    1. Increased number of working women

    2. Decreasing family size

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3. Increased mobility

4. Increased number of blended families

5. Increased number of single parent families

6. Increased number of childless couples

Materials Needed: Reference books and periodicals

5. Title: Research Assignments

   Description: Research the family structures and the functions of the family in other countries.

   Materials Needed: Reference books and periodicals

6. Title: Homework Assignment and Discussion

   Description: Name a television show, movie, or story that depicts the following family types:

   1. Traditional nuclear family

   2. Extended family

   3. Nuclear family with working mother

   4. Blended family

   5. Single parent family

   6. Childless couple

   7. Nonmarital cohabiting couple

   8. Communal family

   Discuss as a class.

   Materials Needed: None

7. Title: Guest Speaker

   Description: Invite a lawyer to speak on Louisiana marriage laws.

   Materials Needed: Letter confirming time and date, thank you letter

8. VOCABULARY

1. Nuclear family--A married couple and their children.

2. Extended family--A nuclear family that also includes grandparents and/or other family members.

3. Blended family--A family which is composed of members from divorced or widowed families.

INSTRUCTIONAL AIDS

1. <u>Title</u>: Bulletin Board

   <u>Description</u>: Use the bulletin board on the "Changing Family" (Figure #15), when discussing this topic.

   <u>Materials Needed</u>: Background materials, illustrations, letters, construction paper, markers

2. <u>Title</u>: Transparency

   <u>Description</u>: Use the transparency on "Purposes of Families" (Figure #16), when discussing this topic.

   <u>Materials Needed</u>: Transparency materials, overhead projector

3. <u>Title</u>: Family Fact Sheet

   <u>Description</u>: The teacher may wish to use the following fact sheet on "Family Functions" as an activity sheet.

   Changes in family structure have been accompanied by modifications in family functions. Other institutions, such as governmental and social agencies, have taken over functions that were once performed exclusively by the family.

   1. Name the institutions which have taken over the following functions:

      A. Protection against crime <u>Police</u>.

      B. Health care <u>Medical profession, hospitals</u>.

      C. Fire protection <u>Fire departments</u>.

      D. Religious training <u>Churches and other institutions</u>.

      E. Production of food <u>Agricultural industry</u>.

      F. Education <u>Schools</u>.

      G. Recreation <u>Public parks</u>.

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2. The family still retains several primary functions. Name several of these

   A. *Economic care*

   B. *Reproduction*

   C. *Socialization of members*

   D. *Emotional support*
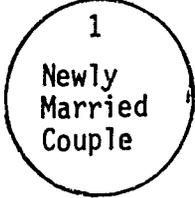
   E. *Adaptation*

3. What function of the family requires interpersonal skills?

   Providing emotional support and encouragement of personal growth.

   Materials Needed: Fact sheet

4. Title: Transparencies and Discussion

   Description: Duvall has defined eight stages of the traditional family life cycle. Prepare nine sequential transparencies on the family life cycle. On transparency number nine have each stage represented by a plain circle with the title "Family Life Cycle." After class discussion, have students recall the stages by recording each stage in the appropriate circle. There are many kinds of families and not all kinds would follow the predictable pattern of Duvall's life cycle. List some family structures that would deviate from the family life cycle and explain how they would differ.

---

① Newly Married Couple	The childbearing years
Newly married couple	--childbearing
--establish satisfying marriage relationship	--adjusting to infant
--establish relationship with in-laws	--infant development
--adjust to pregnancy	--establishing a satisfying home life
--prepare for parenthood	② Childbearing years
Time: About 2 years	Time: From birth of first child to age 2½ years

The family with preschool children

--meeting needs and promoting growth of preschoolers

--coping with decreased energy

--lack of privacy for parents

(3 Preschool family)

Time: From the time the oldest child is 2½ years to age 6 years

The family with school aged children

--fitting into the community of school age children

--encouraging the educational achievement of children

(4 School age family)

Time: From the time the oldest child is 6 years until 13 years

The family with teenagers

--parents must balance freedom with responsibility

--parents may begin to seek careers and interest outside the home

Time: About 7 years

(5 Family with teens)

The launching stage

--young adults enter work, college, special training, military service, marriage

--parents maintain supportive base

(6 Launching stage)

Time: Begins when the oldest child leaves home and lasts until the youngest child leaves

The middle-aged family

--keep in touch with younger and older family members

(7 Middle-aged family) --adjust to retirement

Time: From empty nest to retirement

(8 Aging family) The aging family

--cope with bereavement and living alone

--adjust to change in living arrangements

Time: From retirement to death of both spouses

Materials Needed: Overhead projector, transparency materials

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EVALUATION

1. <u>Title</u>: Pretest

   <u>Description</u>: The following questions could be used to note students'
   ideas about families. Remember, everyone knows something about
   families because they come from family situations.

   1. What does the word "family" mean to you?

   2. What functions do you think families serve?

2. <u>Title</u>: Tic Tac Toe

   <u>Description</u>: Divide into two teams and play tic tac toe. Before an
   "X" and "O" can be drawn, the team must answer a question correctly.

   Suggested questions:

   True/False

   False   1. A family consists of those related by blood only, and
             who live in the same household.

   True   2. One of the primary functions of the family is economic
             care.

   True   3. Individuals seek love, affection, and emotional security
             within the family today.

   False   4. Mobility of families has not affected the changes that
             family members must face.

   True   5. Childbearing is a universal family function.

   Questions

   6. Name two current trends that are influencing today's family life.

      Working women, divorce, blended families, single-parent families,
      childless couples, cohabitation, smaller families, changing sex
      roles.

   7. Identify two interpersonal skills that are important for family
      members to have.

      1. *Problem-solving*

      2. *Communications*

   8. Name two ways some employers are helping families with working
      mothers.

      1. *Day-care facilities*

      2. *Flexible working hours*

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9. Explain the difference between a nuclear family and an extended family.

    The nuclear family consists of a married couple and their children; the extended family includes these people plus grandparents and/or other family members.

10. Name three groups that make up the group called "single parents."

    Divorced parents who have custody of their children
    Widowed parents
    Unmarried women who choose to have children and rear them

Materials Needed: Chalkboard, chalk, list of questions

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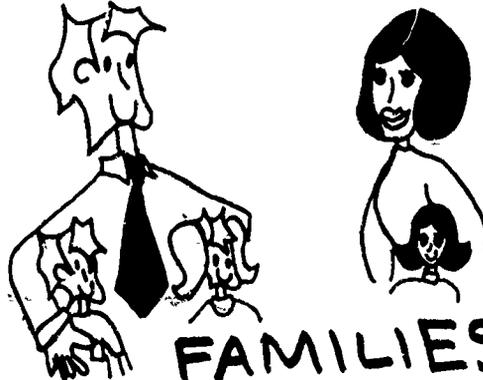204

Figure #15

SINGLE PARENT

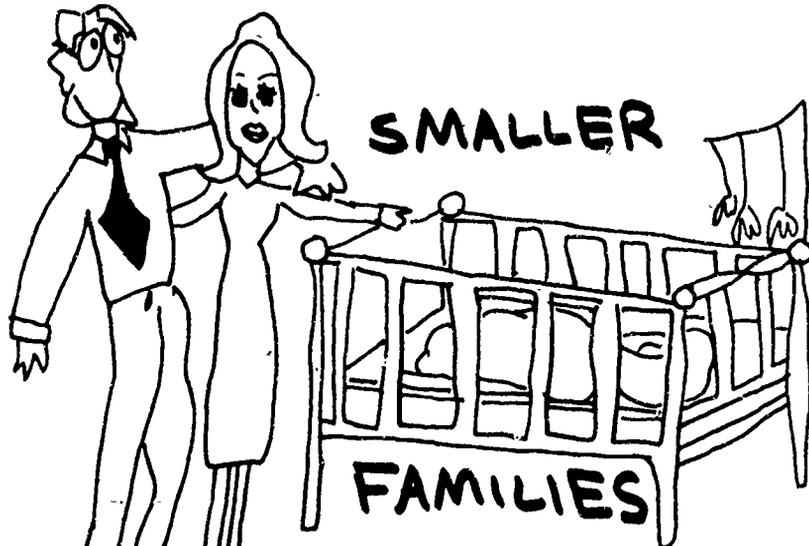FAMILIES

THE CHANGING
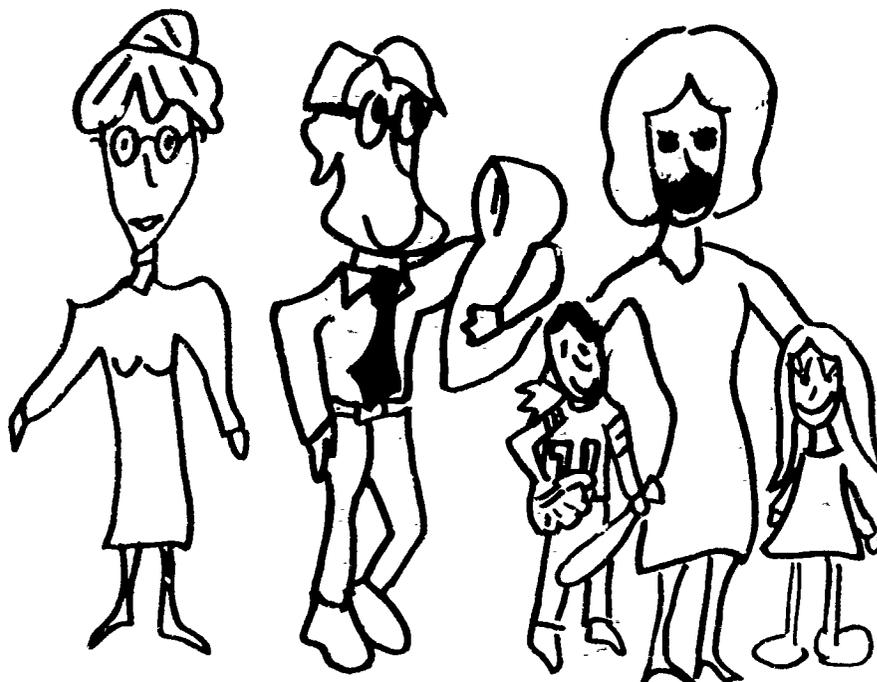
FAMILY

CHANGING

BLENDED

FAMILIES

SEX ROLES

SMALLER

FAMILIES

Figure #16

PURPOSES OF FAMILIES

1. INTIMACY AND COMMITMENT

2. GROUP IDENTITY

3. REPRODUCTION

4. SOCIALIZATION OF CHILDREN

5. ECONOMIC STABILITY

6. SECURITY

UNIT: The Adolescent in the Family

CONCEPT: Parent-Adolescent Interaction

GENERALIZATIONS

1. Adolescents must move from a stage of parental dependence to
   independence before they are considered mature.

2. The emotional "gap" fe t between parents and adolescents is
   detrimental to the expression of warmth and acceptance.

3. Communication, even conflict-producing communication, is ex-
   tremely important to the parent-adolescent interaction.

4. Adolescents use some of the values of peers and some of the
   values of their parents to formulate and internalize a value
   system workable for them.

5. Adolescents are preparing for adulthood, and parents are
   instrumental in that preparation.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Discuss the three stages of adolescence in relation to depen-
   dence upon/independence from parents and peers.

2. Describe the major areas of conflict between parents and ado-
   lescents at the three stages of development.

3. Tell why forming an identity is important to adulthood.

4. Recognize and evaluate approaches used in dealing with conflicts
   between parents and adolescents.

OUTLINE

 I. Impact of Adolescent Development on the Family

II. Struggle for Independence

     A. Early Adolescence--Peer Attachment

     B. Middle Adolescence--Dependence/Independence Conflict

     C. Late Adolescence--Adult-Adult Relationships

III. Parent-Adolescent Interaction

   A. Sources of Conflict

      1. Parents' mid-life developmental needs
      2. Adolescent's developmental needs
      3. Parental values
      4. Lack of communication

   B. Relationship Enhancement

      1. Communication
      2. Support and freedom
      3. Problem solving
      4. Significance of peers

REVIEW OF SELECTED LITERATURE

Erikson (1963) has identified three major tasks of the adolescent:
(a) emancipation from the family of origin; (b) attainment of a firm
sense of identity; and (c) development of greater capacity for intimacy.
The changes needed to complete these tasks will involve the adolescent's
family and will have an impact on family functioning. The task that re-
quires emancipation from one's family seems to be the most threatening
to family relationships and therefore influences parent-adolescent
interaction.

The adolescent is striving for independence, and the process of
gaining independence is often frustrating as well as exciting.
Lefrancois (1977) has identified three stages adolescents may go through
before attaining independence. Early adolescence is the stage of high-
est dependence. Parents are important socially, emotionally, and physi-
cally for psychological support and the physical comforts. However,
adolescents are beginning to develop attachments and seek acceptance
within a peer group. At this time conflicts may begin because the ado-
lescent feels that the parent is exerting too much control and inter-
fering with his/her social life. The parent may feel reluctant to let
the adolescent make decisions. The second stage is a gradual separation
from parental control. With this separation the adolescent leaves the
security and stability of a structured family where expectations, re-
wards, and punishments are known and enters a relatively unknown world.
At this point the adolescent may feel caught between the dependence of
childhood and the independence of adulthood. The teenager may experience
resentment or hostility towards parents both when control is felt and
when freedom is given. The new freedom allows the adolescent to experi-
ence life alone without parental guidance and initially may be fright-
ening and threatening. The third and final stage is independence from
parents. This is the stage when both parents and adolescents perceive
the adolescent as being independent from the family of origin. This
independence often paves the way for a new more rewarding adult-adult
relationship (Blood & Blood, 1978).

Some adolescents and their families move through these three stages with ease and minimal stress, although others experience an intense amount of conflict and disruption. Identification of variables that influence a family's response to this potentially stressful period is helpful.

Adolescence comes at a time when both parents and the adolescent children are experiencing changes in their development. Parents are attempting to reconcile their own lives, accomplishments, and frustrations of mid-life, while the adolescent is seeking to become an adult. Ado-.escents may envy the power and freedom of adults, while adults envy the vitality and prowess of youth. Both parents and adolescents are needing to make adjustments, and internal conflicts may result in relationship conflicts.

As adolescents begin to seek independence and control over their own actions, they may question their parents' values and investigate alternative attitudes. When parents see the adolescent exhibiting values contrary to their own value system, they may feel alienated from their child and unable to relate to the child's viewpoint. This can create an emotional and psychological gap. At this point, communication between the parents and the adolescent becomes crucial. Teens often avoid discussions with their parents because they anticipate that they will disagree and they would rather not have conflicts. Parents may also avoid discussion because they are unwilling to listen to what their child might say, particularly if they don't agree. Manaster (1977) suggests that adolescents usually exaggerate the communication problem, and parents frequently minimize the problem of noncommunication. In summary, teens often avoid communication because they are fearful of negative outcomes, and parents may not recognize or acknowledge the lack of communication although it exists in the relationship.

When parents and adolescents are unable to talk to each other, the consequences can be debilitating to the relationship. Avoidance of communication creates feelings of alienation and generally results in misunderstandings. Chronic avoidance makes problem-solving virtually impossible. When parents and adolescents are not talking about the issues that concern them, they are probably unable to communicate acceptance, love, and warmth in the relationship, also. The true breakdown occurs when these positive feelings are not expressed. Ginsberg (1978) stresses the importance of parental acceptance in facilitating adolescents' acceptance of self. Whenever communication is stifled, stress in the relationship is intensified, and the period of adolescence becomes much more difficult.

Improvements in relationships result when parents begin to realize their sons and daughters are not children, but maturing adults. As a result, the adolescents are given privileges and expected to assume more responsibilities and work in connection with family living. Parents can improve relationships when they try to understand the adolescent and make an attempt to listen to the thoughts and feelings that are being experienced. Ideas on issues that have the potential to create disagreements,

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such as choice of friends and values, should be expressed by parents and adolescents alike without fear of evaluation or rejection.

Konopka (1976) found an unusual amount of close, positive relationships between parents and adolescent girls in environments where there was genuine cooperation among family members, and where the girls were respected and treated as persons. Adolescents seem to respond best to a flexible combination of support and release (Blood & Blood, 1978). Kandel and Lesser (1972) found that adolescents who felt their parents gave them support and freedom turned most frequently to their parents for counsel.

Parents must recognize the impact of the peer group and acknowledge its significance to the adolescent. Peers play an important role in social development. Identification with a peer group is often what reduces dependence upon the family. Blood and Blood (1978) indicate that this emancipation from family, including the shift of personal ties from parents to peers, is essential for the readiness of the individual to establish significant relationships, such as the marital relationship. The final task of the adolescent is to develop a greater capacity for intimacy with individuals outside the family. A positive parent-adolescent relationship can enhance the adolescent's ability to develop intimate relationships.

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      High school textbook covering types of families, trends,
      getting along with friends, siblings, and stepparents.

Elkind, C. Growing up faster. Psychology Today, February 1979,
      pp. 38-45.

      Stresses the development of "hurried" children and parental
      expectations and the disappointment of children when parental
      and societal expectations are not accomplished.

Hurlock, E. B. Developmental psychology. New York: McGraw-Hill, 1976.

      Excellent information on conditions influencing self-concept;
      physical and psychological hazards of adolescence; signs of
      immaturity.

Konopka, G. Young girls: A portrait of adolescence. Englewood Cliffs,
      N.J.: Prentice-Hall, 1976.

      An excellent source on a research project with twelve to
      eighteen year-old girls as subjects. Beneficial reading for
      anyone working with adolescents.

Sasse, C. R. Person to person. Peoria: Charles A. Bennett, 1978.

      Excellent resource on solving conflicts. Gives situations and
      thought-provoking illustrations for high school students.

LEARNING ACTIVITIES

1. Title: Debate

   Description: Debate whether or not the media represents an accurate
   picture of parent-adolescent interactions in most families.

   Materials Needed: Newspaper articles, magazine articles

2. Title: Advice Column Discussion

   Description: Locate letters that are written by adolescents or parents to advice columnists about problems related to teenage independence. Read the questions, discuss possible replies, and then read the columnist's answer. Discuss.

   Materials Needed: Advice column letters

3. Title: Listing Assignment

   Description: Make a list of specific items that are sources of conflict in your home. Label each as one of the following:

   1. Conflict of developmental needs
   2. Conflict of values
   3. Lack of communication

   Materials Needed: Paper, pen

4. Title: Panel Discussion

   Description: Invite a panel of older adolescents or young adults to discuss their experiences with parent-adolescent interaction. What kinds of issues became conflicts? How were conflicts resolved? How has the parental relationship changed over the years?

   Materials Needed: Letters confirming time and date; thank you letters

5. Title: Case Study

   Description: Read the following case study and discuss the questions at the end. Write about an experience you have had that has taught responsibility.

> Rodney has id his own paper route since he began junior high school. Although he spends some of his money on expenses, he is saving most of it for a car of his own. Before going to school each morning, Rodney must get up very early to deliver his papers. When he first started to work, his mother had offered to wake him so that he could start deliveries on time, but Rodney elected to get up on his own. One morning Rodney overslept and missed his ride to school because he was late delivering his papers. Arriving late at school, he missed his Home Economics I class. This was Rodney's favorite class, and his teacher was concerned with his tardiness. The teacher told Rodney that because he was late, he would have to make up the test or receive a failure for that day's lesson. After that experience, Rodney managed his time more wisely so that he could have the rest he needed and get up in time to finish his paper route without being late for school. Rodney is now excelling

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in his Home Economics I class, and he is doing well with his
paper route, too. All of his customers are pleased with his
promptness in delivering papers. Rodney has also received
another route for certain days of the week and his fund for a
car of his own is growing steadily.

Questions:

1. What did Rodney's experience teach him about the relationship
   of responsibility to independence?
2. What else did he gain from his experience?
3. Was his mother right in respecting Rodney's wishes and not waking
   him the morning he overslept?
4. What was his mother helping him learn?

Materials Needed: Copies of story and questions

6. Title: Writing Assignment

   Description: Trust is often the focus of parent-peer conflict.
   Write a paper about trust. Include a description of people you
   trust, how to decide whom to trust, and why trust is so important.

   Materials Needed: Paper, pen

7. VOCABULARY

   1. Conflict--Disagreement, clash

   2. Independence--Freedom; not being dependent upon on. s parents.

INSTRUCTIONAL AIDS

1. Title: Bulletin Board

   Description: Construct a bulletin board which has a real apron and
   a pair of large scissors made from cardboard and aluminum foil.
   The caption could be "Everyone has to cut the apron strings sometime."
   Ask students to write suggestions on ways to make the experience of
   becoming independent a less painful one. Put these in the pocket of
   the apron. Read aloud later in class or the next day.

   Materials Needed: Background, letters, cardboard, aluminum foil,
   apron with a pocket

2. Title: Transparency

   Description: Use the transparency entitled "From Dependence to
   Independence" (Figure #17) when discussing this topic. Discuss how
   people become more independent in the area of clothing selection.

Transparency sequence should focus on one subject--for example: Clothing.

1. Total dependence--parents are wholly responsible for selecting, dressing, and care of infant's clothing.

2. Parents select clothing--lay out and assist with dressing.

3. Parents help determine appropriateness of clothing.

4. Parents purchase and care for clothing; child selects clothing to wear daily and dresses self.

5. Parents and pre-teen purchase and care for clothing jointly.

6. Parents provide guidance and funds for clothing purchase.

7. Independence realized.

Other areas could be traced from infancy through adolescence.

Materials Needed: Transparency materials, overhead projector

EVALUATION

Title: Writing Assignment

Description: Describe the major areas of conflict between parents and adolescents. Describe ways that the parent-adolescent relationship can be enhanced.

Materials Needed: Paper, pen

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Figure #17

FROM DEPENDENCE TO
INDEPENDENCE!

UNIT: The Adolescent in the Family

CONCEPT: Nonverbal Communication

GENERALIZATIONS

1. The communication process is composed of nonverbal and verbal messages.

2. Nonverbal signals usually appear in clusters and should be congruent with each other.

3. Most emotions can be expressed by more than one nonverbal signal.

4. Acceptable nonverbal actions vary according to social class and geographical location.

5. Verbal and nonverbal messages should be congruent.

6. In important relationships, it is usually desirable to clarify any confusion about nonverbal messages.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Define "nonverbal communication."

2. Describe the importance of nonverbal messages in the communication process.

3. Display nonverbal messages for several emotions.

4. List possible causes for misinterpretation of nonverbal messages.

5. Evaluate several nonverbal messages and seek feedback to determine accuracy of evaluation.

OUTLINE

  I. Definition

 II. Congruency of Nonverbal Clusters

III. Causes of Misinterpretation

    A. Variety of Nonverbal Expressions

    B. Various Social Classes or Geographical Locations

C. Complexity of Human Emotions

D. Incongruity with Verbal Messages

IV. Clarification

REVIEW OF SELECTED LITERATURE

The fact that a child can communicate before being able to talk is generally acknowledged by experts and parents alike. Through the use of gestures, facial expressions, and changes in tone and pitch, ir'ants can make themselves understood, especially to their parents and other caregivers. This is the beginning of the communication process which includes verbal and nonverbal messages. Nonverbal communication consists of manner of dress, posture, gestures, facial expressions, eye contact, tone of voice, spatial distance, and touch. Nonverbal signals are especially important in conveying feelings (Johnson, 1981).

It is within the family that children learn methods of verbal and nonverbal communication. This learning occurs during direct interaction such as conversation and also indirectly in other settings. When family members are interacting indirectly, such as when viewing television, they may still maintain contact with each other through the use of close spatial distance, touching, and positive facial expressions (Brody & Stoneman, 1981). It is within the family that individuals have the freedom to explore the meanings of nonverbal messages. By questioning other family members, the individual begins the process of understanding nonverbal behavior.

When trying to determine the feelings behind nonverbal messages, the perceiver should be reluctant to make assumptions based on isolated nonverbal signals. When one makes an assumption, all the nonverbal clues should be considered. The adolescent who gives a nervous laugh when questioned about the dented fender on the family car is a good example of incongruent messages. Although the individual may be laughing, other body signs, such as nervous arm and leg movements, usually indicate that the adolescent is not in a humorous situation. Rather, the individual may be feeling insecure, frightened, and/or guilty. When one conveys feelings, all the nonverbal signals should be congruent. To indicate feelings of warmth and fondness toward her child, a mother might use a nonverbal cluster that includes a soft tone of voice, a smile, relaxed posture, direct eye contact, open gestures, and close spatial distance (Johnson, 1981).

Facial expressions are the most readily observed group of gestures. The entire face is often involved in the expression of emotions. For example, during conflict the facial expression may include a frown with the lips very tense, eyebrows lowered, and the head or chin thrust forward (Nierenberg & Calero, 1971).

Eye contact is especially important in showing attentiveness and interest (Williams, Van Horn, & Howells, 1973). Nierenberg and Calero (1971) state that when two individuals look at each other more than sixty

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percent of the time during a conversation, they may be more interested
in each other than in what is being said. Eye contact is also strong
during conflict, but may be more difficult to maintain. The absence
of eye contact can also be indicative of various feelings. Most people
will avoid eye contact when discussing a subject that makes them feel
uncomfortable, guilty, insecure, or shy. Avoidance of eye contact is
often interpreted as a lack of interest. When two strangers avoid eye
contact, they could be relaying feelings of awkwardness or discomfort.

Everyone has a distinctive walk or posture, but many times a person's
emotional state is reflected in the way he/she moves or stands. People
who are dejected may walk with their feet dragging, hands in pockets,
and heads down. People who are grappling with a problem may walk with
heads down, hands clasped behind their backs, and at a slow pace
(Nierenberg & Calero, 1971).

Nonverbal signals can be easily misinterpreted for several reasons.
Misinterpretations may occur because the same feelings can be expressed
in several different ways. For example, anger can be shown by jumping
up and down, but also by standing perfectly still. Happiness can be
expressed by both laughter and tears. To further complicate the inter-
pretation process is the fact that several different emotions could
trigger one nonverbal signal, such as a blush (Johnson, 1981). Because
human feelings are very complex, an individual may feel more than one
emotion at one time. When the individual expresses two feelings at one
time, a "mixed" or "double" message is conveyed (Williams et al., 1973).
These mixed messages can make the receiver feel uncomfortable and unsure
of the feelings of the sender. Misinterpretations can often be avoided
if the receiver has not made the assumption that people are simple and
easy to understand (Johnson, 1981).

Also, nonverbal communications can be misinterpreted if an individual
is interacting with someone from a different social group or geograph-
ical location. There is probably no single universal gesture. Even the
same gesture has different meanings in different societies. For example,
in the southern part of the United States, a smile indicates good manners,
although New Englanders may not smile in order to maintain polite reserve
(Davis, 1973). Another example of cultural differences is the manner
in which a man crosses his legs. The American male often crosses his legs
with one ankle propped on the other knee. European males are more likely
to hold their feet and legs parallel. Because this parallel position is
common for American females, the gesture may appear effeminate to
Americans (Davis, 1973).

Communication misinterpretations occur when verbal and nonverbal
messages are not congruent. Every face-to-face encounter should include
verbal messages that are reinforced, not contradicted, by nonverbal mes-
sages. Contradictory messages are confusing and may result in the
receiver's having doubts about the intent of the message and the honesty
of the speaker. Nonverbal messages are generally considered spontan-
eous, genuine expressions of emotion. If a verbal message contradicts
the nonverbal behavior, it is more likely that the nonverbal message
will be believed, rather than the verbal message (Davis, 1973; Johnson,
1981; Nierenberg & Calero, 1971; Williams et al., 1973). At times

incongruent messages may be used to indicate true feelings when an individual feels it would be inappropriate to verbalize true feelings. Most people have experienced a time when a teacher, parent or employer has asked them for a favor. Since it may be unwise to verbally refuse, individuals reveal their dissatisfaction (and true feelings) by nonverbal behavior.

To prevent misinterpretation of nonverbal clues, the speaker should express verbally the same messages as those transmitted by the nonverbal signals. If the speaker fails to accomplish this, the receiver might say, "You look as if you are confused." The sender can then affirm this assumption or deny it, thus clarifying the message (Williams et al., 1973). This attempt to determine the validity of the spoken message may at first produce awkward feelings in both the speaker and receiver. Furthermore, seeking this type of feedback may not be appropriate at all times, but with family members and many friends and colleagues, it can enrich the relationship by increasing understanding. Ideally, verbal and nonverbal messages will work hand-in-hand for effective communication--the goal of all good speakers. However, whenever there appears to be some contradiction, the receiver may sometimes clarify the situation with a little probing.

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Williams, J., Van Horn, J., & Howells, C. Nonverbal communication. Unpublished manuscript. Pennsylvania State University, 1973.

SUGGESTED READINGS

Johnson, D. Reaching out. Englewood Cliffs, New Jersey: Prentice-Hall, 1981.

    This is a very good book on interpersonal skills. It includes information on self-disclosure, self-concept, communication skills, and resolving conflicts. The chapters include comprehensive tests and exercises.

Nierenberg, G., & Calero, H. How to read a person like a book. New York: Hawthorn, 1971.

    Specific nonverbal signals for various emotions are given. Students might enjoy reading about gestures that indicate

confidence, nervousness, boredom, courtship, suspicion, etc. Illustrations are included and are helpful in explaining various gestures.

LEARNING ACTIVITIES

1. Title: Charades

   Description: Divide into groups and play charades. Act out various emotions. Can the other students guess the feelings from nonverbal messages? Below are a list of feelings that might be used:

1.	Dignified	11.	Kind
2.	Fearful	12.	Modest
3.	Foolish	13.	Proud
4.	Friendly	14.	Resentful
5.	Greedy	15.	Selfish
6.	Guilty	16.	Sentimental
7.	Happy	17.	Shy
8.	Hostile	18.	Stubborn
9.	Independent	19.	Vain
10.	Jealous	20.	Worried

   Materials Needed: List of feelings

2. Title: Television Observation

   Description: Watch five to ten minutes of a television program without the sound. Answer these questions.

   1. Is there very much body motion?
   2. What kind of nonverbal messages can you observe?
   3. Determine what is happening without any verbal clues.

   Turn the volume up and determine if the answer for question three is correct.

   Materials Needed: Television

3. Title: Listing Assignment

   Description: Make a list of well-known phrases that describe non-verbal messages. Examples: "A look that would kill," "a come-hither look," "poker-face." Portray these to the class.

   Materials Needed: None

4. Title: Survey

   Description: Survey students to determine if there is a relationship between interest in a course and where they choose to sit in the class-room. Also determine if the surveyed students tend to arrive earlier for classes they like.

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Materials Needed: Survey Questions

5. Title: Group Activity

Description: Divide into groups. Read the following descriptions. Name at least two feelings that might be causing the nonverbal messages.

1. Blushing
2. Crying
3. Laughing
4. Leaning away from another person
5. Loud tone of voice

6. Frowning
7. Avoiding eye contact
8. Pacing
9. Looking over glasses
10. Clenched fist

Materials Needed: None

6. Title: Paired Activity

Description: Divide into pairs. Think of something sad, funny, or exciting that has happened to you lately. Tell your partner about it, but try to give no nonverbal messages while describing the event. Discuss.

Materials Needed: None

7. Title: Written Observation

Description: Observe parents' nonverbal messages for several days. Also try to determine some of your own nonverbal signals. In writing, compare your nonverbal messages with those of your parents. What gestures, expressions, tone of voice, etc., are similar?

Materials Needed: Paper, pen

INSTRUCTIONAL AID

Title: Activity Sheet

Description: Use "Nonverbal Cues" (Student Handout #8) to discuss gestures, facial expressions, and posture. What feelings are being expressed?

Materials Needed: Copies of illustrations

EVALUATION

Title: Written Assignment

Description: For each of the following, name several nonverbal signals that might indicate that emotion.

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1. Affection

   Smile, close spatial distance, strong eye contact, touching, soft tone of voice

2. Hostility

   Strong eye contact (glaring) or no eye contact, tightness around mouth, clenched fist, loud tone of voice, arched eyebrow

3. Grief

   Slumped shoulders, crying, hand held to forehead, trembling lip

4. Excitement

   Laughing, loud tone of voice, not being able to sit still, jumping up and down

5. Boredom

   Tapping foot or fingers, yawning, closed eyes, slumped posture, weak eye contact

<u>Materials Needed</u>: Paper, pen

FOR EACH ILLUSTRATION LIST
THE NONVERBAL SIGNALS YOU
SEE.   THEN NAME THE FEELINGS
THAT ARE EXPRESSED.

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UNIT: The Adolescent in the Family

CONCEPT: Models for the Adolescent

GENERALIZATIONS

1. The relationship between adolescent and parent is in a state of continuous change.

2. Parents and grandparents and other significant adults are models for adolescent behavior, values, and concepts.

3. Parents have different styles of decision-making that may affect the adolescent's behavior and decision-making style.

4. Effective families give support and guidance as well as love and firmness.

5. Schools, books, and television provide models for adolescents.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Explain the relationship between styles of parental decision-making and their effect on behavior of the adolescent.

2. Identify specific factors that make successful families and independent, self-confident adolescents.

3. Specify and evaluate qualities of adolescents that could develop into specific traits in adults.

4. Cite various types of models that influence adolescents and recognize negative and positive aspects of each.

OUTLINE

I. Parents as Models

    A. Styles of Parental Decision-Making

        1. Autocratic
        2. Authoritative
        3. Equalitarian
        4. Permissive
        5. Laissez-faire

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B. Traits of Parent Models

    1. Love
    2. Constructive discipline
    3. Consistency
    4. Clarity
    5. Reasonable and understanding
    6. Flexible
    7. Decreased dependency
    8. Authoritative

C. Characterisitics of Environment

II. Other Behavior Models

A. Teachers

B. Grandparents

C. Television

REVIEW OF SELECTED LITERATURE

    The relationship between parents and adolescents is continually changing. Adolescents analyze their parents' competencies for decision-making and view and evaluate their parents' and other adults' behavior (Rogers, 1977). Adults become models for adolescents. A model is a person or "ideal" that serves as a pattern for behavior. Parental behavior has a significant impact on the child from birth through adolescence and adulthood.

    Parents may utilize different styles of decision-making with their children. Some parents use only one style, while others may vary the style based on the decision and the age of the child. Parenting styles regarding decision-making may include the following: (1) autocratic style--the parent may be more inclined to tell the child/children what to do than include them in decision-making; (2) authoritarian style--the parent will allow children to participate, but a final decision will be made by the parent; (3) equalitarian style--the parent encourages the child's involvement in decision-making and views the relationship as one without role differences; (4) permissive style--the parent allows the balance in decision-making to tilt in the direction of the adolescent, and (5) laissez-faire style--the parent gives the adolescent freedom to follow or disregard parental wishes. From autocratic to laissez-faire, attitudes involve a gradual increase in participation of the adolescent in self-direction and concurrent decrease in participation of the parents in decision-making.

    Schaefer (1978) conducted a study that included fifty parents who had reared successful children. The parents were found to have very definite ideas on what made their relationships successful. They believed that

they were generous with their love which included hugging and praise without worrying about spoiling the child. It would seem that love that is constant and unconditional gives a sense of security, belonging, and support, and smoothes out the rough edges in a family.

Parents who were interviewed disciplined constructively, set and adhered to standards of behavior, gave clear directions, enforced limits, and were firm. Being consistent and clear in setting rules and limits was also a characteristic noted.

A few simple rules spelled out clearly in advance created fewer family problems when dealing with adolescents. Of upmost importance was being reasonable and understanding. Most parents agreed that it was best to understand the adolescent's point of view, but they were not afraid to say "do this now" or "this way" because "it has to be done."

All parents agreed that methods that worked with one child would not work with the next. This difference in the personalitites of children makes it necessary to be flexible and bend rules or bargain with adolescents. Parents also agreed that it was necessary to diminish dependency by giving the adolescent an ever-expanding role in making decisions that affect his or her life.

Schaefer (1978) summarized that successful parents spent time with their adolescents, playing, talking, teaching, and encouraging family activities. Adolescents were assigned chores and responsibilities and were encouraged to treat others with respect, honesty, and kindness. Mutual respect existed within the family unit.

Lefrancois (1977) concluded that children of relatively demanding, but loving, parents tend to be better adjusted, more independent, and more self-reliant. Parents of discontented and withdrawn children exercise much control, but are detached rather than warm and loving. Parents of children lacking in self-reliance were warm, but highly permissive.

Helms and Turner (1976) reviewed characteristics of favorable home environments and found an atmosphere of democracy. Respect for others was exhibited. There was a lack of serious emotional conflicts, which enabled individuals to learn favorable ways of interacting; consistent, fair, and objective discipline was administered. Parents tended to be well-adjusted. Responsibilities were given so that decision-making could take place with parental support.

Adolescents who are raised in families that are characterized by mutual decision-making and openness to and acceptance of authority will probably exhibit such attitudes in other relationships that involve decision-making and authority. In the same way an adolescent who has been raised in an autocratic family will probably feel less confident in decision-making because he/she has not actively participated in family decision-making. On the other hand, individuals whose parents adhered more to the lassiez-faire style may not be able to clearly define limits

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or feel comfortable in relationships where one person is in a position of authority (Mussen, Conger, & Kagan, 1979). In this way parents serve as models for decision-making. Parents are also the primary model of parenting skills. Individuals will generally adopt the same parenting style as the one their parents portrayed. Therefore, during adolescence individuals are learning behaviors they will utilize when they become parents.

In addition to parents, a number of other models emerge during adolescence. The models may arise from literature, movies, verbal and written instructions, religious tenets, folk heroes, or television programs. In a technological society, models are often symbolic rather than living people (Lefrancois, 1977).

Adolescents in the socialization process create an "ideal" image from models. The "ideal" may be a prestigious or well-known society figure, heroes they have read about, or screen/television personalities. Older adolescents tend to compile characteristics into an imaginary "ideal" character to replace the parent and teacher as a model (Helms & Turner, 1967). Adolescents may substitute rock musicians, athletic stars, and teachers for parent models (Erickson, 1978).

Grandparents are role models. Studies indicate that these individuals are affected differently by their roles. Some are made to feel younger although others view such a position as moving closer to death. Youthful grandparents may prefer to be called by their first names in order to avoid the "grandparent role" and instead function as friends. Many grandparents appear to enjoy grandchildren more than their own children, and some create the role of surrogate parent and resource person. They serve as models for the specific tasks of growing old gracefully and with integrity and learning to cope with retirement, grief, poverty, and illness (Goldberg, 1977).

Because of the number of hours viewed by family members, television could be considered as a model for the adolescent. Before the age of eighteen years, approximately 22,000 hours are spent watching television. Young children, adolescents, and the elderly are the main groups who watch television. Mussen et al. (1979) observed that in laboratory settings where violent programs were watched, adolescents reacted with higher levels of physical and verbal aggression than usual. The observed group ranked aggression as a method of dealing with conflicts. Violence on television may have the effect of reducing the frequency of self-control, tolerance for frustration, cooperation, helping, sharing, social constructiveness, and family social interaction. However, it is difficult to discern the consequences of watching television on individual behavior.

High tension levels were also found in families with habitual television viewing. There was a strong relationship between the number of conflicts, arguments, disagreements, and complaints over television and the amount of time spent watching. Sometimes television was used as a method to prevent tense interaction in households that were so crowded that people could not easily use spatial separation to control interaction.

The conclusion was that when television watching was associated with troubled families, it could produce frustration and tension, but also served as a coping tactic and means of escape (Rosenblatt, 1976).

It is possible, however, for television characters to act as models of helping, sharing and sympathetic behavior and nurturance. Therefore, quality programming offered in the home could serve to teach constructive methods of problem solving (Mussen et al., 1979).

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project of adolescent behavior. Research consists of project
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Excellent overview of growth and development of children. Case
studies are quoted frequently.

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ality. New York: Harper & Row, 1979.

Thorough information on types of families and their influence
on self-concept.

LEARNING ACTIVITIES

1. Title: Role Play

   Description: As a class, decide on several common conflict situations
   with parents. Role play each situation in five ways according to
   parent styles of decision-making: (1) autocratic style, parents may
   be inclined to tell their young what to do rather than include them
   in the decision-making; (2) authoritarian style, parents allow
   children to participate, but a final decision is made by parents;
   (3) equalitarian style, parents view the role differences between
   the parents and adolescents as minimal; (4) permissive style, parents
   allow the balance in decision-making to tilt in the direction of
   the adolescent; and (5) laissez-faire style, parents give the adoles-
   cent freedom to follow or disregard parental wishes.

   Materials Needed: None

2. Title: Survey

   Description: Survey five to ten friends on how they feel about
   parental attitudes and discipline. Have them respond to the following
   questions: A--always, S--sometimes, or N--never.

   _____Are your parents reasonable and understanding?

   _____Are they flexible?

_____Do they allow you to make certain decisions for yourself?

_____Do they expect you to do chores and handle other responsibilities?

_____Do you often question your parents' competence for decision-making?

_____Do you often feel the relationship between you and your parents has changed a great deal since you were a child?

Compute the results of the survey and present them to the class.

Materials Needed: Copies of questions

3. Title: Debate

Description: Debate these questions: Are parents today more permissive or more strict with their children than their parents were with them? Do strict parents or permissive parents rear independent, self-confident adolescents?

Materials Needed: Reference books and periodicals

4. Title: Writing Assignment

Description: Write a theme on "Who or What Has Influenced Me the Most." In addition to one's parents, possible examples whould be grandparents, friends, characters from television, literature, movies, and religious tenets. Discuss the themes in class.

Materials Needed: Paper, pen

5. Title: Collage

Description: After completing the above writing assignment, make a collage illustrating different behavior models.

Materials Needed: Old magazines, construction paper, scissors, glue

6. Title: Guest Speaker

Description: Invite a prominent member of the community as a guest speaker. Have the individual relate views of family influences on social, educational, and economic areas of life. Follow the presentation with time for speaker-student interaction.

Materials Needed: Letter confirming time and date, thank you letter

7. VOCABULARY

1. Model--Example; a pattern for behavior.

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INSTRUCTIONAL AID

    <u>Title</u>: Transparency

    <u>Description</u>: Use the following transparency "Can You Remember"
    (Figure #18) when discussiong various models for adolescents.

    <u>Materials Needed</u>: Transparency materials, overhead projector

EVALUATION

    <u>Title</u>: Pretest and Post-test

    <u>Description</u>: The following questions could be used as a basis of
    evaluation.

    Write the word "true" if the statement is true or "false" if the
    statement is false.

    True   1. The relationship between parents and adolescents is
                constantly changing.

    True   2. Research indicates that authoritative parents who explain
                reasons for their rules are more likely to have adoles-
                cents that are self-confident, high in self-concept, and
                responsibly independent.

    False 3. Methods that work when disciplining one child will always
                work for another child.

    False 4. A close relationship with both parents does not help off-
                spring to learn to handle situations, deal better with
                separation, or have successful contact with strangers.

    True   5. A child may model a parent and, in turn, pass this mode
                of reacting to the next generation.

    True   6. Autocratic parents' offspring are characterized by lack
                of confidence, dependence, a lower self-concept, less
                creativity, and less flexibility in solving everyday
                problems.

    True   7. Grandparents do affect an individual and serve as a role
                model.

    False 8. Television viewing could not be considered as a model for
                an adolescent.

    <u>Materials Needed</u>: Copies of the test

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Figure #18

CAN YOU REMEMBER ANY TIME
THAT YOU TRIED TO IMITATE

1) YOUR PARENTS

2) AN OLDER BROTHER OR SISTER

3) GRANDPARENTS/ANOTHER RELATIVE

4) TV CHARACTER

5) MOVIE PERSONALITY

6) TEACHER OR COACH

7) A CLOSE FRIEND

8) AN OLDER PERSON AT SCHOOL

9) PASTOR, PRIEST, OR OTHER RELIGIOUS LEADER

10) POLITICAL OR SOCIAL PERSONALITY

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UNIT: The Adolescent in the Family

CONCEPT: Sex-Role Expectations

GENERALIZATIONS

1. Individuals are socialized to perform certain roles in society.

2. Sex-role identity is influenced by socialization.

3. Sex-role development begins at birth and continues throughout life.

4. Family members, and people in the community, and society have modeled standards by which individuals identify sex roles.

5. Sex-role identification is influenced by the individual's information and experience, regarding male and female behavior.

6. Stereotyping is a result of traditionally expected behavior patterns for males and females.

7. Adolescents may encounter many conflicts in their search for sex-role identification.

8. Adolescent attitudes about sex-role expectations are being affected by changing trends in American society.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Define "gender," "sex role," "sex-role expectation," and "stereotyping."

2. Explain how parents, communities, literature, education, and the media influence sex-role concepts.

3. Relate sex-role stereotyping to sex-role attitudes in the school and community.

4. Determine how current social trends are affecting adolescent concepts about sex-role expectations.

OUTLINE

I. Learning Social Behavior

A. Roles

B. Expectations

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II. Sex Roles

    A. Definitions

    B. Development

    C. Learning

REVIEW OF SELECTED LITERATURE

Individuals learn social behavior through the process of socialization. Part of the socialization process of children irvolves teaching them the roles they will play in society. A role is a position or part that one assumes in relationships with others, or it may be a part that is assigned. Some roles are given at birth, such as "girl," "son," or "brother." People choose additional roles as they grow up and decide on vocations, club affiliations, and life styles. Some examples of chosen roles are "husband," "teacher," or "parent" (Sasse, 1978).

Each of the many roles a person may play has a set of rules or norms or expectations. These expectations help people to know how to behave in various situations and to know what kind of behavior to expect from others. When a person performs a role in the expected manner, there may be a form of reward from the group, possibly in praise or acceptance. When role behavior is significantly different from group expectations, there may be some form of pressure to cause the person to conform (Duvall, 1977; Sasse, 1978).

Sex role is one of the major roles that individuals are socialized to perform. Sex role refers to the individual's conception of appropriate behavior, based on masculinity and femininity. Stereotyped concepts of masculinity and femininity restrict an individual's choice of appropriate behavior to those behaviors that are determined by gender identity (i.e., male or female). To be masculine means to behave in ways that are "manlike." Characteristics such as self-reliance, independence, assertiveness, and decisiveness have typically been associated with males, and, as a result, have been viewed ac masculine traits. On the other hand, femininity involves exhibiting behaviors defined as "womanlike." Because characteristics such as being sensitive, loyal, gullible, emotional, and illogical have traditionally been associated with women, these are typically called feminine characterisitcs (Bem, 1974).

Sex-role development begins at birth. The baby's gender identity generally determines the adult's response to the child. Male infants are usually dressed in blue and girls are dressed in pink. Bem (1974) found that adults handled male babies more roughly than females, and the female babies were cuddled and talked to more than males.

As a result of various influences, young persons may learn to place themselves in categories based upon "male" or "female" behavior expectations. Parents consciously and unconsciously teach sex-role expectations

by repeatedly emphasizing speech, body movements, gestures, posture, emotional expression or repression, clothing, grooming, and likes and dislikes associated with males and females (Duvall, 1977). Until recently, parents have generally socialized their children according to traditional definitions of masculinity and femininity. In experimenting with sex roles, young persons also learn what is expected from them by the way other individuals react to their behavior, either approvingly or disapprovingly (Manaster, 1977). As a result, individuals may behave in traditionally sex-appropriate ways even when they do not want to and when they feel restricted by the sex-role stereotype (Manaster, 1977; Westlake, 1977). Stereotyping is a result of these basic teachings whereby individuals have been placed into male and female categories because of expected behavioral characteristics (Riker & Riker, 1977). When persons are stereotyped, they are not seen for their own individual qualities, but as part of the group (Sasse, 1978).

Approaching the adolescent period with sex-role concepts derived from family and societal influences, young persons often experience conflicts in searching for appropriate adult sex roles. The traditional thought about males being superior to females still has much influence upon sex-role expectations. Adolescents, in their awareness of changing sex roles, are exploring and testing more non-traditional aspects of sex-role expectations in careers as well as within the family. The result will possibly be a different concept about sex-role expectations than those of their parents or even those they accepted as children (Manaster, 1977).

Changing attitudes about sex roles and sex-role expectations are being influenced by several factors. Traditional sex roles limit and restrict the development of individual potential. The selection of an appropriate sex role should be based upon qualities found in either or both sexes which are best suited for the individual, instead of the traditional male or female qualities limited to only one sex (Manaster, 1977).

Modern thinking about sex-role expectations is leading toward a more flexible and less restricted view of sex roles. For example, men are becoming more involved in parenting and are exhibiting such characteristics as nurturance and warmth. In a like manner, women are entering the work force and can be characterized as competent and assertive, as well as sensitive and understanding. People are no longer following traditional ideas; instead, they are selecting roles to fit their own individual needs and interests. The roles of men and women are becoming more related and interchangeable. Individuals choose behaviors based upon the situation and their own interpersonal needs, rather than on what is appropriate because a person is a male or a female. The advantages of being able to choose include a better understanding among members of the opposite sex, increased skills in getting along together and a feeling of adequacy of the individual--male or female (Westlake, 1977).

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> Discusses masculine or feminine mystique and new role expectations. List of resources is included.

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> A collection of materials on sex bias and sex-role stereotyping in home economics.

Steps out of stereotyped teaching. Forecast for Home Economics, October 1976, pp. 60-61.

LEARNING ACTIVITIES

1. **Title**: Listing and Discussion

   Description: Make a list of adjectives that would describe the stereotyped male and make a list of adjectives that would describe the stereotyped female. For each adjective on the list, discuss an example of a situation in which the characteristic would be desirable for the opposite sex.

   Materials Needed: None

2. **Title:** Writing Assignment

   Description: As more mothers enter the work force, fathers are learning to assist with parenting responsibilities. Describe advantages for the baby, the father, and the mother as a result of this change in traditional sex roles.

   Materials Needed: Paper, pen

3. **Title:** Special Reports

   Description: Select one of the following and write a report:

   A. The women's movement and its effect on sex roles.

   B. How sex roles are taught to children.

   C. Define "sexism"; describe examples.

   D. The sexual double standard and its relationship to sex roles.

   Materials Needed: Reference books and periodicals

4. **Title:** Writing Assignment

   Description: Recall incidents in childhood that affected sex-role identity. For example, girls dressed in pink and boys in blue, girls playing with dolls and boys playing with sports equipment, father took daughter hunting or mother taught son to cook. Share with class.

   Materials Needed: None

5. **Title:** Guest Speaker

   Description: Invite a male who works in a traditionally female job and a female who works in a traditionally male occupation to speak to the class. What difficulties did they encounter? What advantages did they feel they had?

   Materials Needed: Letters confirming time and date; thank you letters

6. **Title:** Collage

   Description: Make a collage of examples of non-stereotyped jobs, play activities, school activities, and household tasks.

   Materials Needed: Magazines, construction paper, and glue

7. VOCABULARY

1. Gender--Sex; male or female

2. Sex role--Behavior that is assumed by each sex.

3. Stereotype--A simplified idea of what an entire group is like; lacking originality or individuality.

INSTRUCTIONAL AID

Title: Bulletin Board .

Description: Construct a bulletin board with magazine pictures of a female doing what is considered a male's job and a male doing what is considered a female's job. Examples are women law enforcement officers, women firemen, male nurses, and male telephone operators. The caption could be "In choosing a job, which is more important--one's sex or one's qualification for the job?"

Materials Needed: Magazine or drawn pictures of the occupations, background, letters

EVALUATION

Title: Writing Assignment

Description: Select one of the following and describe how you feel sex roles are influenced by them: parents, communities, literature, education, and television.

Materials Needed: Paper, pen

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UNIT: Adolescent in the Family

CONCEPT: Child Abuse

GENERALIZATIONS

1. An abused child can be identified by certain symptoms.

2. Typical characteristics of an abusing parent have been determined.

3. In recent years many very effective programs have been developed to help abusive parents and their families.

4. All states and the federal government have passed laws on child abuse.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Define "child abuse."

2. Identify the symptoms of an abused child.

3. Describe the characteristics of an abusive parent.

4. Describe programs developed that help abusive parents and their children.

5. Explain how to report child abuse cases in the state of Louisiana.

OUTLINE

I. Kinds of Child Abuse

   A. Physical

   B. Mental

   C. Emotional

   D. Sexual

   E. Neglect

II. Characteristics of the Abusive Parent

III. Characteristics of the Abused Child

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IV. Predicting and Preventing Child Abuse

    A. Treatment Programs

    B. Parents Anonymous

    C. Legislation

REVIEW OF SELECTED LITERATURE

Child abuse has become a major concern in America today. It has been stated that there are 360 reported cases of child abuse for every one million children in the United States (Schmidt, 1976). This figure does not reflect the number of actual incidences, only the reported cases. This statistic also does not include cases of emotional abuse, sexual molestation, or reported cases of neglect. A study by DeFrancis (1977) stated that in 1977 there were 289,837 cases of child neglect and abuse reported. Information from the National Center on Child Abuse and Neglect indicated that 2000 children die each year from child abuse. Many more have permanent physical and emotional damage (Mayfield, 1979).

According to the Child Abuse Prevention and Treatment Act, child abuse and neglect is defined as (1) physical injury; (2) mental injury; (3) emotional injury; (4) sexual abuse; (5) negligent treatment; or (6) maltreatment of a child under the age of eighteen by a person who is responsible for that child's welfare. Mental abuse includes forcing or encouraging a child to commit a crime, demanding an unrealistic amount of work from a child, criticizing a child excessively, etc. Child neglect includes such behavior as leaving a child at home with no supervision, not dressing a child adequately, improper feeding of the child (poor nutrition), or not seeking medical attention for the child when needed (Mayfield, 1979).

There is much research being done on the causes of child abuse. Some of the characteristics of abusive parents are listed below:

1. Truesdell (1977) reported that abusing parents are often isolated, lonely, and convinced of their personal worthlessness.

2. Most authors stated that many abusing parents were abused as children. According to Mayfield (1979), almost one-third of these parents were abused children, while Truesdell (1977) maintained that ninety percent of the abusing parents were themselves abused.

3. Many of these parents saw physical punishment as a reliable means of encouraging desired behavior. Most child abusers were reported to have unrealistic expectations of children (Mayfield, 1979).

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4. Abuse is sometimes the result of displaced aggression. The woman who has been beaten by her husband may abuse her child (Delsordo, 1963).

5. Abusers usually do not have close friends, do have quick tempers, and do not communicate well with their children (Bush, 1978).

6. Child abuse is not limited to any racial, religious, or economic background (Truesdehl, 1977); however, there are a greater number of reported abuse cases among the poor, probably because parents face more crises.

7. Mayfield (1979) stated that most abusive parents are not alcoholic or addicted to drugs. However, drug and alcohol addicts do center their lives around their need for drugs and alcohol. Thus, their children are often neglected and abused (Decourcy & Decourcy, 1973).

The American Humane Society has established a list of characteristics to look for in the abused child (Block, 1974):

1. A child who is frequently late to school or absent.

2. A child who comes to school early and stays late may not be welcome at home.

3. A child who is unkempt and/or inadequately dressed. A neglected child may have clothing that is dirty, torn, and not appropriate for the weather. He/she will probably be habitually unwashed.

4. A child who often bears bruises, welts, burns, and other injuries.

5. A child who is hyperactive, aggressive, disruptive, or destructive in behavior may be acting out hostility. Also, the child who is shy, passive, and withdrawn may be the abused child who has regressed into his/her own safe world.

6. A child who is undernourished. This condition may be from neglect or caused by actual poverty.

7. A child who is always tired and tends to fall asleep at school. The child may be sick and not receiving medical attention, or the parents may be neglecting to regulate the child's routines. The child may not be able to get the proper amount of rest because of family problems.

Hurt (1975) reported that a child may suffer permanent damage through the combination of malnutrition and inadequate medical care at vital stages in life. The long term psychological effects of abuse and neglect may be more subtle, but equally serious, and may remain with the child for life.

The great majority of child abusers are treatable. They need to be shown ways to substitute positive parent-child interaction for the abusive

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behavior (Schmidt, 1976). Cobe (1979) stated that child abuse treatment and prevention programs have been started in every part of the United States. The National Center for Child Abuse, private sources, the YMCA, Legal Aid, the Bureau of Indian Affairs, and the American Red Cross have begun effective programs. During the past three years, more than 6000 Head Start employees have been trained on the subject of child abuse and neglect.

Schmidt (1976) suggested that programs should aim at building parental self-image. They should help the parent end the feeling of isolation and establish outlets for the frustration that the parents feel. Morris and Tanega-Jaisinghani (1976) stated that high quality, neighbc-hood-based social services should help reduce stresses on family life and especially on the mothers who carry the major responsibility for the child-rearing function.

Parents Anonymous is described as a nationwide self-help organization for child-abusing parents (Bush, 1978). About 250 chapters have a sponsor who is usually a social worker, psychologist, psychiatrist, or counselor. The groups meet on a weekly basis to provide a nonjudgmental atmosphere in which individuals share understanding, support, and encouragement. Schmidt (1976) reported that members provide baby-sitting for each other free of charge, and there are no fees for attendance.

MacFarlane and Lieber (1978) found that eighty-three percent of the Parents Anonymous members were female and seventeen percent were male. Only seven percent were court-ordered members, and ninety-three percent were voluntary members.

After joining Parents Anonymous, members reported an almost immediate decrease in both physical and mental abuse. Members tended to become more socially active, better able to handle stress, and felt they had a better understanding of children's needs (Bush, 1978).

During the last decade, all fifty states have enacted child abuse legislation (Chase, 1975). In 1974, the Child Abuse Prevention Act was signed into law. This law created the National Center on Child Abuse and Neglect. The law directs the center to conduct research into the causes of child abuse and neglect. The center is under the administration of the Office of Human Development, United States Department of Education.

Fraser, in a book by Helfer and Kempe (1974), summarized the Louisiana law on child abuse. Abuse occurs whenever physical or mental injury is inflicted upon a child, causing some type of deterioration. Abuse also includes the exploitation or overworking of a child to the degree that the child's health, moral, or emotional well-being is threatened. The law applies to children under the age of seventeen. Licensed physicians, interns, residents, nurses, hospital staff, teachers, social workers, and other persons or agencies having the responsibility for the care of children are required by law to report cases of suspected child abuse. There is an immunity to persons reporting child abuse; they do not have to participate in any judicial proceeding resulting

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from reports. To report suspected child abuse, the citizen may go to the parish child welfare unit, to the parish agency responsible for the protection of juveniles, or to any local or state law enforcement agency.

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Truesdell, W. H. Child abuse: Shadow on the classroom. Teacher, 1977, 95 (4), 52-54.

SUGGESTED READINGS

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        University of Chicago Press, 1974.

        This book has a lot of information, including legal aspects,
        role of the social worker, psychiatric study of abusive parents,
        and medical information. It gives a summary of all states'
        child abuse legislation.

Howard, P. Who would hurt a child? Teen Times, April 1979, p. 14.

        Interesting and well-written article on child abuse.

Justice, B., & Justice, R. The abusing family. New York: Human Science
        Press, 1976.

        This book describes the family situations and ways of preventing
        child abuse.

LEARNING ACTIVITIES

1. Title: Guest Speaker

    Description: Invite a lawyer, a representative from the Human
    Resources office, a representative from Head Start, and/or a counselor
    from a child abuse center to speak to the class about child abuse. If
    the speakers are not available to come to the school, a few students
    might be able to record interviews with resource people. The tape
    could then be used for the entire class. The teacher may wish to
    record the speaker or panel if they come to the class. Video taping,
    if equipment is available, should be effective. Suggested questions:
    How should suspected child abuse be reported? What kind of evidence
    is required for prosecution? What happens to the children while
    their parents are involved in legal battles? What kinds of rehabili-
    tation programs are available locally? Is rehabilitation usually
    successful?

    Materials Needed: For a guest speaker--letter confirming time and
    date, thank you letter. For interviews--permission to record interview.
    Recording equipment.

2. Title: Discussion

    Description: Read excerpts from books and articles on child abuse.
    Discuss the difference between discipline and abuse. Discuss the
    family relationships in a home where a child is abused. Classify
    abusive behavior as either physical, mental, or emotional injury,
    sexual abuse, or neglect.

    Materials Needed: Books, articles

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Source: A popular book about child abuse that could be used for excerpts--Crawford, Christina. Mommie dearest. New York: William Morrow, 1978.

3: VOCABULARY

1. Child abuse--Injury of a child by a person who is responsible for that child's welfare; can include neglect and mental abuse.

2. Child neglect--Negligent or careless treatment of a child; not making an effort to meet a child's physical and/or emotional needs.

3. Displaced aggression--Hostile actions which are directed toward an innocent person or object and not toward the cause of the hostility.

INSTRUCTIONAL AIDS

1. Title: Transparency Overlay

Description: Use a transparency entitled "Everybody Seems Confused About Child Abuse" (Figure #19). Make transparency overlays for each type of abuse (Figure #20) to use when defining each term.

Materials Needed: Transparencies, overhead projector

2. Title: Bulletin Board

Description: Look for famous people who were abused or neglected as children. Did they overcome this experience in a positive or negative way? Find pictures of these people. Laminate and use on a bulletin board entitled "Abuse and Consequence."

Materials Needed: Pictures, laminating materials, backing, letters for caption

3. Title: Videotaped Show

Description: Record a current television show about child abuse on a home video-recorder. Use attached "Child Abuse Television Program Observation Sheet" (Student Handout #9) when students watch the program. If a video recorder is not available, check TV listings for programs students could watch at home.

Materials Needed: Video recording equipment, copies of observation sheet

EVALUATION

Title: Role Play

Description: One student is selected to be the abusive parent on trial. This student sits in a chair in the front of the room facing the class. Each student is allowed to ask the abusive parent one question. Students should ask questions they think a judge or lawyer would ask. Their questions should show the teacher they understand common characteristics of abusive parents. They might ask questions such as (a) How do you respond to your child when his/her behavior is unacceptable to you? (b) Do you drink, and were you drinking at the time you allegedly abused the child? (c) Have you had special problems lately, such as marital or job problems? The student who is the parent can answer the questions as he/she wishes. Either the teacher or one of the students summarizes the information for the class. Based on the answers received and the students' knowledge of rehabilitation centers, legislation, foster home situations, etc., each student decides on a verdict and a solution. The teacher may wish to let students tell their decisions aloud and discuss or write their decisions.

Materials Needed: None

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Figure #19

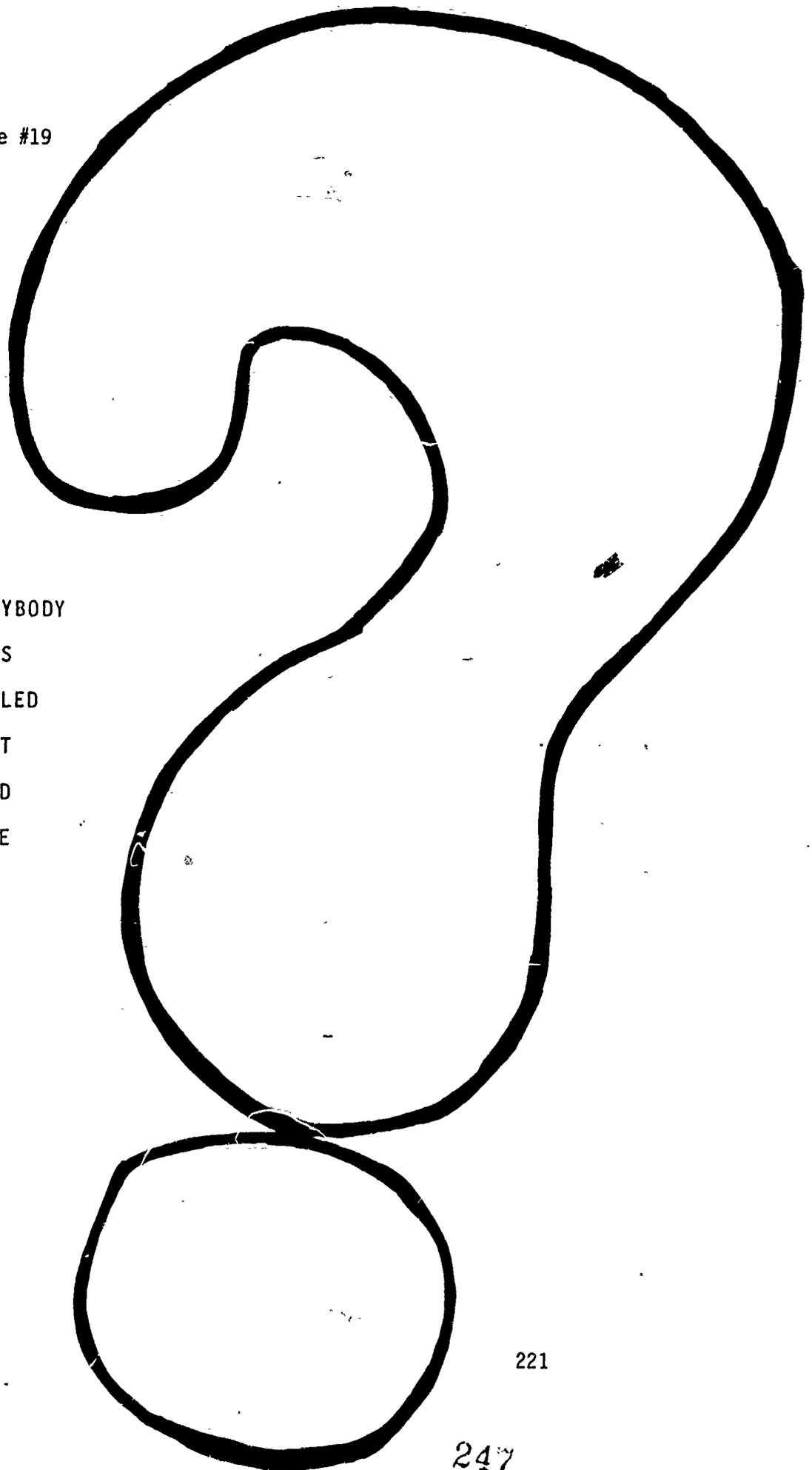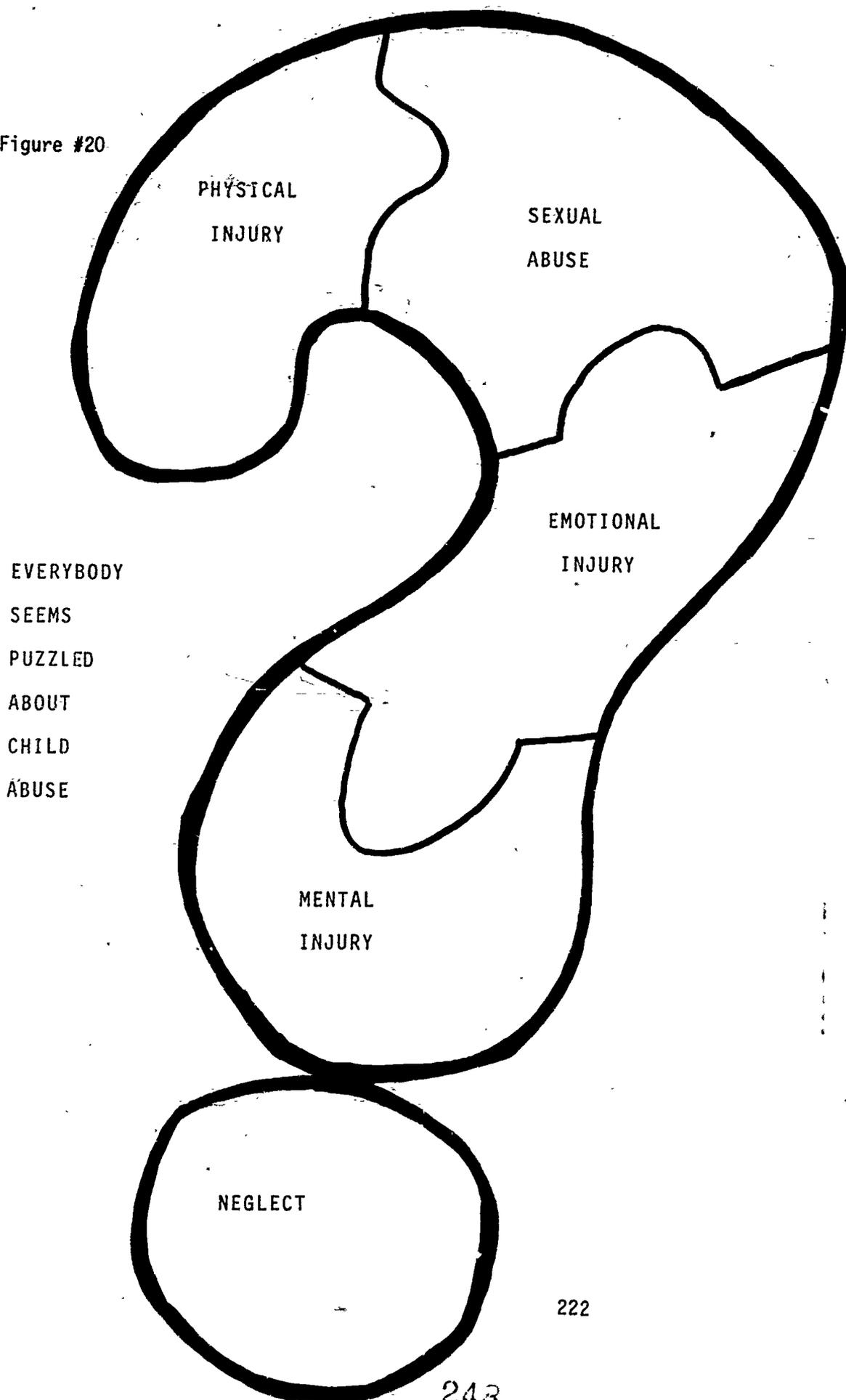EVERYBODY
SEEMS
PUZZLED
ABOUT
CHILD
ABUSE

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Figure #20

PHYSICAL
INJURY

SEXUAL
ABUSE

EMOTIONAL
INJURY

EVERYBODY
SEEMS
PUZZLED
ABOUT
CHILD
ABUSE

MENTAL
INJURY

NEGLECT

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Child Abuse Television Program
Student Handout #9 (Observation Sheet)

NAME:

DATE:

1. Title of show:

2. Describe briefly the type of child abuse discussed on the program.

3. Describe the child receiving the abuse. What signs were evident that the child was abused?

4. Describe the abusive parent.

5. Were both parents abusive or was only one?

6. Give reasons for the child's abuse.

7. What was the legal solution to the problem?

8. Were counseling or rehabilitation programs used as solutions? Describe.

9. How successful were the solutions?

10. What alternative solutions could you offer?

11. What was your overall feeling about the program?

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UNIT LEARNING ACTIVITIES (The Adolescent in the Family)

1. Title: Picture Story

   Description: Select one of the following topics and prepare a
   picture story using drawings, magazine pictures, or photographs.
   Give a presentation to the class explaining the story. Topics:
   An Adolescent in the Family; Getting Along with Parents; Models
   for Adolescents; Brothers and Sisters; A Family Life Cyce; Com-
   municating with Others.

   Materials Needed: Poster paper, markers, drawings, magazines,
   photographs, glue or tape

2. Title: Graffiti Board

   Description: Establish a graffiti board for questions, comments,
   cartoons, etc. At the end of the unit, take time to answer any
   questions or respond to comments.

   Materials Needed: Large piece of poster paper, string, marker
   (tie the marker to the poster)

3. Title: Interviews

   Description: Interview several families about adolescent-parent
   relationships, sibling relationships, and the importance of the
   family. Compile results and report findings to the class.

   Materials Needed: A list of questions developed by students

4. Title: Family Analysis Writing Assignment

   Description: Choose a family, either your own or one from tele-
   vision or literature. Describe the family and determine the
   answers to these questions:

   1. What functions does the family perform?
   2. In what stage of the family life cycle is the family?
   3. What roles are played by each member? What sex-role expecta-
       tions are evident?
   4. What kind of relationship exists among the siblings?
   5. What kinds of decision-making style is used by the parents?
   6. Who serves as models for the children?

   Materials Needed: Paper, pen

5. Title: Model Writing Assignment

   Description: Choose someone you would desire to model. Write a
   paper explaining why you chose that particular person.

   Materials Needed: Paper, pen

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6. <u>Title:</u> Password

<u>Description:</u> Select four people to play each round. Two people are on each team. One person on each team is shown a term. By giving only one-word clues alternately, these team members try to get their partners to guess the word first. The team that guesses the word first gets the point. The roles of the partners are exchanged during the second part of the round. If one team gets both points, that team wins the round; if both teams have one point, one more word is played to determine the winner. Four new players have the opportunity to play. When all class members have played, the winning teams play each other. One team will be the overall class winner.

<u>Materials Needed:</u> List of words

7. <u>Title:</u> Family Checkers

<u>Description:</u> Two students can play and one student can serve as reader and referee. A checkerboard and checkers are set up between the two players. Play is similar to basic checkers except that when a player jumps the opponent's checker, he/she must answer a question correctly in order to keep that checker. If the player fails to answer the question correctly, the player's checker is given to the opponent. Below is a list of questions, and additional questions could be added.

1. Describe a "traditional" family.

   Composed of a permanently married couple and a child or children, with the husband being the breadwinner and the wife, the homemaker.

2. List four functions of families.

   a. Intimacy and emotional support, b. group identity, c. commitment, d. attachment, e. reproduction, f. socialization of children, g. economic stability, and h. security

3. Define a blended family.

   A family which is made up of members from divorced or widowed families.

4. Name four family types other than the "traditional" family.

   a. Extended, b. nuclear with working mother, c. blended, d. single parent, e. childless couple, f. nonmarital cohabiting couple, and h. communal

5. Give some examples of nonverbal communication.

   a. *Dress*
   b. *Posture*
   c. *Gestures*
   d. *Tone of voice*

   e. *Facial expressions*
   f. *Eye contact*
   g. *Spatial distance*
   h. *Touch*

6. What happens when verbal messages are not congruent with non-verbal signals?

   The receiver may become confused and have doubts about the honesty of the speaker. The nonverbal signal is more likely to be believed.

7. List several role models for adolescents.

   a. *Parents*
   b. *Grandparents/other relatives*
   c. *Teachers, coaches*
   d. *Peers*
   e. *Religious leaders*
   f. *Political or movie personalities*

8. Name three sources of parental-adolescent conflict.

   a. *Conflict of parents' mid-life developmental needs and adolescent's developmental needs*
   b. *Parental values*
   c. *Lack of communication*

9. List five styles of parental decision-making.

   a. *Autocratic*
   b. *Authoritative*
   c. *Equalitarian*
   d. *Permissive*
   e. *Laissez-faire*

10. What is the disadvantage of stereotyping?

    People are not seen for their individual qualities and abilities, but rather they are seen only as part of a group.

Materials Needed: Checkers, checkerboard, list of questions

Reference: Adapted from Schmelzel, C. Grooming checkers. Forecast for Home Economics, December 1976, p. 14.

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UNIT INSTRUCTIONAL AIDS

1. **Title:** Objective Window

   Description: Construct a bulletin board or poster to look like a window. Use a real roller shade or pair of curtains. At the beginning of a class, ask a student to open the curtain or roll up the shade to reveal the day's objectives. If the classroom has venetian blinds, the objectives can be written on paper and taped to the blinds. Have the blinds open, ask a student to close the blinds to reveal the objectives.

   Materials Needed: Bulletin board or poster paper or venetian blinds, construction paper, roller shade or curtains, markers, tape

2. **Title:** Bulletin Board

   Description: To introduce unit, use bulletin board on "Helping Hands." (Figure #21).

   Materials Needed: Background, construction paper, letters

3. **Title:** Interpersonal Library

   Description: Start a library of popular books on interpersonal relationships, family structures, and communication skills. Place in a large basket with a big bow. "A tisket, a tasket, some help for you in this basket" could be written on a large tag and attached to the basket.

   Materials Needed: Several books with library check-out cards in them, basket, bow, large tag, and marker

UNIT EVALUATION

1. **Title:** Written Unit Test

   Description: The following questions could be used as a basis for evaluation.

   Write "true" in the blanks of the true statements and "false" in the blanks of the false statements.

   False 1. The majority of households in the United States could be classified as "traditional" families.

   True 2. There is a trend toward smaller families.

   True 3. If nonverbal signals and verbal messages are incongruent, the nonverbal signals are more likely to be perceived as truthful.

True 4. Nonverbal behavior is first learned from the family in the home.

False 5. Parents are the only important role models for children and adolescents.

Write the correct terms in the blanks.

Blended 6. A family which is made up of members from divorced or widowed families.

Extended 7. A family that includes grandparents and/or other family members.

Authoritarian 8. Style of parental decision-making in which parents allow children to participate, but without a final voice in the decision-making process.

Permissive 9. Style of parental decision-making in which parents allow the balance in decision-making to tilt in the direction of the adolescent.

Model 10. Anything that serves as a pattern for behavior.

Role 11. A part or position that people assume in their relationship with others.

Answer the following questions.

12. List six functions of families.

    a. *Intimacy and emotional support*
    b. *Group identity*
    c. *Commitment*
    d. *Attachment*
    e. *Reproduction*
    f. *Socialization of children*
    g. *Economic stability*
    h. *Security*

13. List and define four family types other than the "traditional" family.

    a. *Extended--includes the nuclear family and other family members.*
    b. *Nuclear families with working mother--the "traditional" family with a mother in the labor force.*
    c. *Blended--family made up of members from other divorced or widowed families.*
    d. *Single Parent--one parent and a child or children.*
    e. *Childless Couple--a married couple with no children.*
    f. *Nonmarital Cohabitation--couple living together without marriage.*
    g. *Communal--living in a group situation.*

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14. Name three sources of parental-adolescent conflict.

    a. Conflict of parents' mid-life developmental needs and adolescent's developmental needs

    b. Parental values

    c. Lack of communication

<u>Materials Needed</u>: Copies of quiz

2. <u>Title</u>: Review Tree

<u>Description</u>: Paint a flower pot a bright color, write this caption on the pot: "See What's Hanging Around." Put a real tree limb on the pot, anchor in place with rocks. For each lesson, write several review questions and attach to the tree. At the end of a lesson or at the beginning of the next lesson, students pick a question and answer it.

<u>Materials Needed</u>: Flower pot, paint, tree limb, rocks, tags, string
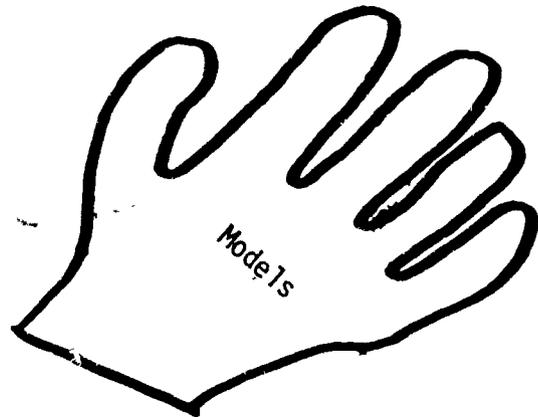
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Helping Hands
IN
Family Relationships

Understanding Family Functions

Communication Skills

Models

Parent - Child Interaction

Sex Role Expectations

Figure #21
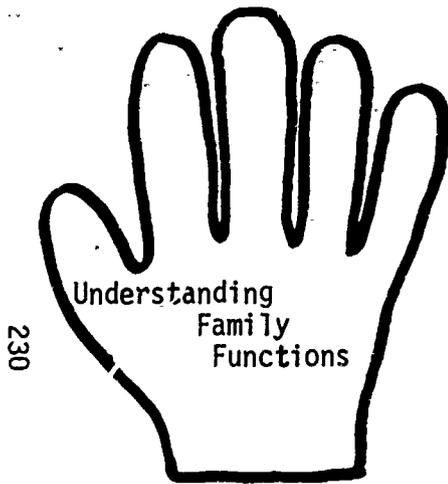
230
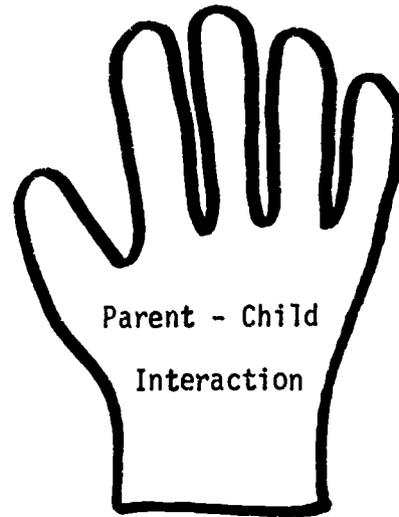
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APPENDIX

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GUIDELINES FOR INSTRUCTION OF

SEX EDUCATION

IN LOUISIANA

BULLETIN NO. 1557

LOUISIANA STATE DEPARTMENT

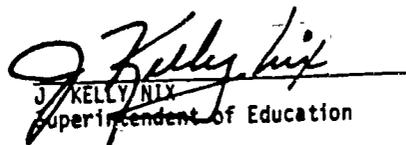OF EDUCATION

DECEMBER, 1979

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CONTENTS

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FOREWORD

Since 1970, we have operated under La. R.S. 17:281 which prohibited the teaching of a course entitled "Sex Education" in Louisiana schools. During the 1979 Legislative Session, a new sex education law, Act 480, was passed. Instruction in sex education within existing courses of study is permitted on a local option basis with parental permission required.

The sole responsibility for determining whether topics designated "sex education" shall be included in any part of the school curriculum rests with the local school boards. The State Department of Education will provide assistance to all local school systems interested in including sex education topics within the curriculum of their schools.

This informational guide was prepared to assist local school boards in understanding, interpreting, and complying with Act 480.

The Louisiana State Department of Education is pleased to make this guide available to the local school systems in Louisiana.

J. KELLY NIX
Superintendent of Education

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ACKNOWLEDGEMENTS

Sincere appreciation is extended to the Ad Hoc Sex Education
Committee for their contributions to the development of this
guide.

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IMPLICATIONS OF ACT 480*: SEX EDUCATION IN PUBLIC SCHOOLS

1. ACT 480 ALLOWS, BUT DOES NOT REQUIRE, ANY PUBLIC ELEMENTARY OR SECONDARY SCHOOL IN LOUISIANA TO OFFER INSTRUCTION IN SUBJECT MATTER DESIGNATED AS "SEX EDUCATION," PROVIDED SUCH INSTRUCTION AND SUBJECT MATTER IS INTEGRATED INTO EXISTING COURSES OF STUDY SUCH AS BIOLOGY, SCIENCE, PHYSICAL HYGIENE, OR PHYSICAL EDUCATION.

   Sex education is not limited to only those areas,

   but may also be included in courses such as home economics,

   sociology, psychology, or life sciences.

2. WHETHER OR NOT INSTRUCTION IS OFFERED AND AT WHAT GRADE LEVEL IT IS TO BE OFFERED, SHALL BE AT THE LOCAL OPTION OF EACH SCHOOL BOARD. HOWEVER, NO INSTRUCTION SHALL BE OFFERED IN GRADES K-6.

   Any subject matter classifed as "Sex Education" presently being

   taught in grades K-6 should be discontinued.

3. ANY CHILD MAY BE EXCUSED FROM RECEIVING INSTRUCTION IN "SEX EDUCATION" AT THE OPTION AND DISCRETION OF HIS PARENT OR GUARDIAN.

   It is up to the local school board to set up the proper

   procedures for administering this section.

4. ALL INSTRUCTION SHALL BE IDENTIFIED AND DESIGNATED "SEX EDUCATION."

   As an example - A "unit" in a particular course could be

   entitled "Sex Education - Venereal Diseases." You should not

   try to hide the subject matter that is being taught under the

   general topic "Sex Education."

*SEE APPENDIX A

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5. "SEX EOUCATION" SHALL MEAN THE OISSEMINATION OF FACTUAL BIOLOGICAL OR PATHOLOGICAL INFORMATION THAT IS RELATEO TO THE HUMAN REPROOUCTIVE SYSTEM ANO MAY INCLUDE THE STUOY OF VENEREAL OISEASE, PREGNANCY, CHILD-BIRTH, PUBERTY, MENSTRUATION, ANO MENOPAUSE.

   This does not limit the information to those topics listed.

   You may also include other information, for example: birth control,

   prenatal and postnatal care, and statistics related to human sexuality.

6. "SEX EDUCATION" SHALL NOT INCLUDE RELIGIOUS BELIEFS, VALUES, CUSTOMS, PRACTICES IN HUMAN SEXUALITY NOR THE SUBJECTIVE MORAL AND ETHICAL JUOGEMENTS OF THE INSTRUCTOR OR OTHER PERSONS.

   This is the section that limits topics under Sex Education.

7. STUDENTS SHALL NOT BE TESTEO, QUIZZEO OR SURVEYED ABOUT THEIR PERSONAL OR FAMILY BELIEFS OR PRACTICES IN SEX, MORALITY, OR RELIGION, AND NO PROGRAM SHALL COUNSEL OR ADVOCATE ABORTION.

   Factual information on abortion may be taught, but you cannot

   advocate or counsel about it, or refer students to an abortion

   agency. If abortion is taught, all methods of abortions, in-

   cluding natural, should be included. If you teach just one

   method, it may be interpreted as "advocating" that kind of

   abortion.

8. QUALIFICATIONS AND SELECTION OF ALL TEACHERS IN "SEX EOUCATION" SHALL BE MADE BY THE LOCAL SCHOOL BOARO ANO ALL MATERIALS USED IN INSTRUCTION IN "SEX EDUCATION" MUST BE APPROVEO BY THE LOCAL SCHOOL BOARD AND BY A PARENTAL REVIEW COMMITTEE.

   This parental review committee should be set up by the local

   school board. See Section III on establishing a parental review

   committee.

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9. FEDERAL FUNDING OR FEDERAL INVOLVEMENT IN PROGRAMS OFFERING "SEX EDUCATION" IS PROHIBITED.

    This provision needs to be studied carefully. Faculty, staff, materials, and facilities provided through federal agencies should not be used.

10. IN THE EVENT OF ANY VIOLATION OF THE PROVISIONS OF THE ACT, THE LOCAL SCHOOL BOARD SHALL TAKE APPROPRIATE ACTION TO CORRECT THE VIOLATION AND PUNISH THE OFFENDING PARTY.

. . . .

Separation of classes by sex was amended out of Act 480, but final Health Education and Welfare Department regulations allow separate sessions for boys and girls at the secondary school level during times when the materials and discussion deal exclusively with human sexuality.

3

SELECTION OF TEACHERS

Each local school system shall develop guidelines and procedures for the selection of teachers of sex education to be taught as a multi-disciplinary subject appropriate and applicable in such areas as health, home economics, social science and pure science. Instruction should be handled by teachers certified in these respective areas.

In the selection of faculty members to teach the units identified as "Sex Education," the following may be considered:

- Professional preparation may include study in either the biological, physical, or behavioral sciences. These studies may include, for example, courses in human biology, anatomy, physiology, bacteriology, chemistry, psychology, sociology, cultural anthropology, family living, child development, human sexuality, and home economics.

- Proficiency in content and comfort in presenting the material.

- Ability to create a favorable emotional classroom atmosphere for class discussion.

- Abilit to assume the role of an unbiased, neutral, and objective discussion leader.

- Possess good rapport with students and have the respect and trust of parents.

- Sensitive to the emotional, physical, and intellectual needs of the students.

Pre-service and staff development programs should be designed to improve a teacher's competencies in teaching strategies, utilization of available resources and materials, and command of subject matter and related areas.

Persons within the community who can offer invaluable assistance in staff development include medical and health professionals, social service personnel, and college faculty members.

Consultants from the State Department of Education can also offer assistance.

4

ESTABLISHING A PARENTAL REVIEW COMMITTEE

This committee should be set up by the local school board. A workable committee would consist of 10-12 members all of whom are parents having children currently attending the district's schools.

The committee shall review and approve materials used in instruction in sex education and make recommendations to the school board. In addition to the required approval of materials, the local board of education may wish to authorize the parental review committee to act in an advisory capacity and (1) review state and local guidelines pursuant to Act 480 and make recommendations to the local board of education, (2) function as liaison between school and community, (3) assess local needs and reactions, and (4) foster understanding and acceptance of the program.

The review committee should work closely with the school board in the formation and implementation of this program. Their input and active support represent the key factors in making this a viable program.

5

ADMINISTRATIVE POLICY FOR DEVELOPING

and/or

COORDINATING PRESENT PROGRAM

The determination whether any sex education materials or topics will be offered at the local level is the responsibility of the school boards. The need for and interest in such a program should be reviewed with input from students, parents, teachers, administrators, and local civic and medical groups.

A. Suggested Guidelines for Program Approval

1. Review the Law and the implications with the school board and secure administrative and school board approval for coordination of the program.

2. Identify, review, and assess present instructional programs dealing with sex education topics.

3. Screen and review available resources and materials of instruction.

4. Organize content outlines, indicate grade and subject areas, and suggest student and teacher activities to be used in various units.

5. Identify local guidelines and establish parishwide goals and objectives.

6. With the school board approval, appoint a local Parental Review Committee.

7. Have Parental Review Committee approve all materials used in instruction and possibly review the proposed programs.

8. Present the proposed program to the local school board for approval.

9. Identify, and assign supervisors and teachers who will be involved in the program.

10. Determine needs for inservice education for school staffs.

11. Provide inservice workshops for the teachers involved in teaching sex education topics.

12. Notify parents of students who may be enrolled in classes offering sex education information of their rights to excuse their child from the class or unit of instruction.

13. Implement program by incorporating instruction into existing courses in the curriculum.

14. Arrange for periodic evaluation of this program as well as continued review of instructional materials by the Parental Review Committee.

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B. Procedures for Parent Notification*

As stated in Act 480, "Any child may be excused from receiving instruction in Sex Education at the option and discretion of his parent or guardian."

The Law does not specify how this provision should be administered; therefore, it is up to the local board to set up procedures they deem appropriate. The form and content of the notice should be determined by the local board and used throughout the parish.

A notice in written form should be sent to all parents of students who may be scheduled in a class offering sex education information. This notice should be sent each school year to advise parents of their right to excuse their child from such instruction without penalty or loss of academic credit.

General notices may be published in local newspapers to inform the public of the intent of the school system to teach subjects designated as Sex Education. This should also inform parents of their right to request that their child be excused from those units. It is recommended that this type of parent notification be used in addition to a written notice sent to each parent, and not as the sole method of notification.

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*SEE APPENDIX B - Notice to Parents

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APPENDICES

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APPENDIX A

SEX EDUCATION IN PUBLIC SCHOOLS

Act 480

AN ACT

To amend and reenact Sub-Part D-1 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of Section 281 thereof, relative to prohibited courses of study, to provide for instruction in sex education in Louisiana public schools; to provide with respect to the intent of the legislature; to authorize local or parish school boards to determine whether or not instruction shall be offered and at what grade levels it shall be offered; to prohibit the offering of such instruction in kindergarten and in grades one through six; to provide that such instruction shall be offered within the confines of an existing course of study; to provide for the establishment of qualifications for and selection of teachers of sex education; to provide for the selection of instructional materials; to provide that parents may excuse their children from such instruction; to prohibit counseling or advocating abortion as part of such instruction; to prohibit the solicitation, acceptance, or use of federal monies to fund such instruction; to provide for corrections of violations of this Act; and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Sub-Part D-1 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:281, is hereby amended and reenacted to read as follows:

SUB-PART D-1. PERMITTED COURSES OF STUDY

§281. Instruction in sex education

A. Any public elementary or secondary school in Louisiana may, but is not required to, offer instruction in subject matter designated as "sex education," provided such instruction and subject matter is integrated into an existing course of study such as biology, science, physical hygiene, or physical education. Whether or not instruction in such matter is offered and at what grade level it is to be offered shall be at the option of each public local or parish school board, provided that no such instruction shall be offered in kindergarten or in grades one through six. All instruction in "sex education" shall be identified and designated "sex education". It is the intent of the legislature that, for the purposes of this Section, "sex education" shall mean the dissemination of factual biological or pathological information that is related to the human reproduction system and may include the study of venereal disease, pregnancy, childbirth, puberty, menstruation, and menopause. It is the intent of the legislature that, for the purposes of this Section, "sex education" shall not include religious beliefs, values, customs, practices in human sexuality nor the subjective moral and ethical judgments of

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Act 480

the instructor or other persons. Students shall not be tested, quizzed, or surveyed about their personal or family beliefs or practices in sex, morality, or religion.

B. Nothwithstanding* any other provisions of law, the qualifications for all teachers or instructors in "sex education" shall be established and the selection of all such teachers or instructors shall be made solely and exclusively by the public local or parish school board.

C. All books, films, and other materials to be used in instruction in "sex education" shall be submitted to and approved by the local or parish school board and by a parental review committee, whose membership shall be determined by such board.

D. Any child may be excused from receiving instruction in "sex education" at the option and discretion of his parent or guardian. The local or parish school board shall provide procedures for the administration of this Subsection.

E. In the event of any violation of the provisions of this Section, the public local or parish school board in charge of administering and supervising the school where said violation has occurred, after proper investigation and hearing, shall correct the violation and take appropriate action to punish the offending party or parties responsible for said violation.

F. No program offering sex education instruction shall in any way counsel or advocate abortion.

G. No program offering sex education instruction shall be funded in any manner with federal funds nor shall such funds be solicited or accepted. Federal involvement in programs offering sex education instruction is expressly prohibited.

Section 2. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items, or applications of this Act which can be given effect without the invalid provisions, items, or applications, and to this end the provisions of this Act are hereby declared severable.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

Approved by the Governor: July 13, 1979.

Published in the Official Journal of the State: August 11, 1979.

A true copy:

PAUL J. HARDY
    Secretary of State.

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*As it appears in the enrolled bill.

APPENDIX B

N O T I C E   T O   P A R E N T S

Student's Name   Date

Address

The School Board has established a program of instruction in which topics

designated as "Sex Education" by Act 480 will be taught. These topics will

be taught within existing courses such as biology, science, health and

physical education, and home economics. According to the Law, you have the

right to excuse your child from participation without penalty or loss of

academic credit. If you wish to exercise your right to excuse your child,

please indicate below.

> Sincerely

> Superintendent of Schools
> (Or Designated Representative)

_____ My child does not have my permission to attend those segments of
          existing courses designated as "sex education."

Parent or Guardian's Signature

NOTICE TO PARENTS

Student's Name _____ Date _____

Address _____

The School Board has established a program of instruction in which topics designated as "Sex Education" by Act 480 will be taught. These topics will be taught within existing courses such as biology, science, health and physical education, and home economics. According to the Law, you have the right to excuse your child from participation without penalty or loss of academic credit. Please indicate your choice below.

<div style="text-align:right">

Sincerely,

Superintendent of Schools
(Or Designated Representative)

</div>

_____ My child has permission to attend those segments of existing courses designated as "sex education."

_____ My child does not have my permission to attend those segments of existing courses designated as "sex education."

_____
Parent or Guardian's Signature