A Study in the Use of Programmed Instruction in Family Life Education

Myrna Joyce Eberly

Central Washington University

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A STUDY IN THE USE OF PROGRAMMED INSTRUCTION
IN FAMILY LIFE EDUCATION

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Myrna Joyce Eberly
June, 1969
APPROVED FOR THE GRADUATE FACULTY

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Louise Tobin

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Donald G. Goetschius
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 CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

The family is the basic unit of American society. Living patterns learned in the family are reflected in relationships outside the home. Young people today are faced with decisions and responsibilities relating to family life that require mature and independent thought. They must be prepared to take marriage and parenthood seriously; to assume leadership in the community and beyond; to live harmoniously not only with their families and co-workers, but also with people of other backgrounds and cultures (6:8).

A large majority of girls now in the ninth grade will be married within five or six years, and because of early age and lack of training, they may enter marriage unprepared. Contemporary living produces less in-the-home training for girls than that produced in previous generations. This, combined with the early marriage rate, increases the cruciality of the situation and the question of how a home economics teacher can prepare young people to make sound personal and family decisions.

A Washington State Department of Public Instruction directive requires all girls to take one year of home economics to meet graduation requirements. Most girls fulfill this requirement at the ninth grade.
level. Because a short unit in the ninth grade home economics curriculum is often the only personal and family relationships training given, the teacher must utilize class time to the fullest. Personal and family relationships is a subject very often left out or sadly neglected in many schools in favor of the traditional "cooking and sewing." In the school in which this study was implemented, personal and family relationships on the ninth grade level needed more emphasis than it had been receiving.

After investigation, an educational aid called programmed instruction recently receiving increased attention among educators seemed to be a device that might be used to help provide maximum instruction in an already crowded curriculum. It is the responsibility of the individual teacher to try new methods which would possibly provide for the educational needs of students in today's increasingly technological society. The study reported here represents an experiment in "programmed instruction," designed to utilize teacher time and educational facilities in such a way as to improve personal and family life education.

Statement of the Problem

This thesis will represent a report and evaluation of teaching an experimental nineteen-day unit in personal and family relationships at the ninth grade level at Curtis Junior-Senior High School, Tacoma, Washington, during November and December, 1967.
It was the purpose of this project (1) to develop a course of study utilizing programmed materials and small group discussion as primary instructional methods; (2) to compare the progress of the class using the programmed material with a control class using the same unit plan but without the use of programmed materials and small group discussion; and (3) to draw conclusions as to the feasibility of using programmed instruction in teaching personal and family relationships at the ninth grade level.

The general hypothesis is set forth as follows: In personal and family relationships at the ninth grade level, a programmed course of study integrated with small group discussion in a grouped classroom situation will make better use of limited class time and better provision for individual differences than a similar course of study not utilizing programmed instruction and small group discussion.

Limitations of the Study

This experimental study was set up and administered to ninth grade students within the following controls: (1) the students were grouped according to achievement level in an effort to balance the control class and the experimental class according to achievement ability; (2) the same course material was taught in both the control class and the experimental class; (3) identical pre-test post-test was devised in order to statistically
analyze learning gained during the unit of study; and (4) all students in the study were from a socio-economic level of relatively the same level.

II. DEFINITIONS OF TERMS USED

Programmed Instruction

As it is used in this study, the term "programmed instruction" refers to a Skinnerian type of program, a printed instructional device having the following characteristics:

(1) an order sequence of stimulus items, (2) to each of which a student responds, being reinforced by immediate knowledge of results, (3) so that he moves by small steps, (4) thereby making few errors and practicing mostly correct responses, (5) from what he knows, by a process of successively closer approximation, toward what he is supposed to learn from the program (25:2).

Small Group Discussion

As used in this study, "small group" refers to a group approximately one-half as large as the discussion group used by the control class. There were eighteen students in each class, so a "small group" contained nine students. This method of breaking the class down to smaller groups has commonly been called "buzz" groups or "cell" groups.

Personal and Family Relationships

According to the State Board for Vocational Education, Olympia, Washington, personal and family relationships in family life education
includes study in the following areas: (1) universality of families, (2) family functions, (3) development of self, (4) interpersonal relationships, and (5) values which influence goal setting and decision making (12:4-6).
CHAPTER II

REVIEW OF RELATED LITERATURE

I. THE IMPORTANCE OF FAMILY LIFE EDUCATION

People in the United States of America live in a democratic society, a type of society that places a greater burden of responsibility upon every citizen than that imposed upon him by any other form of government. The education of a man or woman determines to a great extent his or her ability to intelligently take a place in this society.

A stable, happy family life produces a mature individual capable of taking his or her place in society. It is within the family that the basic individual beliefs and values that mold a person's character and thus the structure of society are developed. The family, as an institution, has a responsibility to support the foundations of our democratic society as well as enjoying the privilege of living in it. The school, through the home economics program and family life education, should help provide training in its curriculum that will help meet this need.

Along with American Democracy the early American family outgrew the highly institutionalized English customs which strongly emphasized the obligations of the family to the existing society of which it was a part. America developed a family pattern of its own where personal happiness and personal choices became as important as the family's
obligation to society. In this writer's opinion, the pendulum of values is at present swinging too far toward making personal desires and happiness of prime importance. What is needed is balance. We have an imbalance which is exemplified by an increasing divorce rate, an increasing number of children waiting for adoption, increasing reliance upon welfare aid, etc. Cavan states that:

> At present there is no uniformity of opinion as to the basic meaning of marriage . . . . Is marriage primarily to accomplish certain religious values? Is it to support the social order? Is its main purpose personal happiness of husband and wife? Or should marriage and family life contribute to all three functions? If so, how may the three functions best be coordinated? (2:9)

Goode expresses the opinion that the family serves as a mediation device in socialization. He states:

> What is needed is a set of social forces that resounds to the individual whenever he does well or poorly, supporting his internal controls as well as the controls of the formal agencies. The family, by surrounding the individual through much of his social life, can furnish that set of forces (11:2).

Kerckhoff states that the major tasks of family life education as seen by a sample of educators in the field are to develop more and better research and theory, to improve teaching, to develop adequate evaluation procedures, to develop higher personal and academic requirements for family life educators, and to develop common principles for family life education (5:895-896).

Ours is a changing society and continuous re-evaluation is necessary if a school is to meet the needs of its people. Little research
in the field of family life education has been reported, according to Kerckhoff.

There also have been research-based evaluation of courses and programs within the field, but probably not more than two dozen have ever been reported in the literature, and these have almost all been studies of college programs (5:904).

The Report of the President's Committee on Home and Community recommends that education for responsibilities in home and community should be thoroughly re-examined to discover more effective approaches. Experiments in content and timing, says the report, should be under the direction of school systems and public or private organizations (22:17).

Dr. Alleen A. Cross, Professor of Home Economics at the University of Georgia, summarizes the importance of education and research in the field of family life education in the introduction of her book, Enjoying Family Living. She claims that:

The field of home economics is more compelling today that at any time in our nation's history. Because family life is a necessary and valuable institution for the development of secure, well-adjusted adults of tomorrow, the job of the home economics teacher is a challenging responsibility. Sociological changes brought about by advanced technology have resulted in a restructuring of family life, necessitating a new evaluation of the roles of teachers and members of the family unit. Changes wrought by a rapidly fluctuating social atmosphere require new perspectives. More and more women are working outside the home and have an increasing need for the knowledge and skills that make providing for the needs of a family a more successful and satisfying undertaking . . . preparation for these responsibilities is of vital importance (7:T-5).
II. RATIONALE FOR USE OF PROGRAMMED INSTRUCTION

Programmed instruction is one of many teaching devices available for classroom use. Other commonly used terms that refer to or utilize programmed instruction are auto-instruction, teaching machines, self-teaching materials, and automated instruction (9:3). This method of producing learning by making students respond actively to questions and by guiding their discovery of answers is not a new idea in education; it was used by Socrates in ancient Greece and is shown in many of Plato's dialogues with his tutor, Socrates (9:3).

The first teaching machine was patented in 1866, although the device did not include all of the features that present-day auto-instructional devices incorporate. Sidney Pressey, a psychologist, developed a machine prior to 1920 that could produce measurable amounts of learning in students, but after experimenting and publishing his results, he found little enthusiasm among either educators or psychologists (9:9).

Basically, the type of device developed by Pressey follows the format of the multiple choice question.

In 1954, a paper entitled "The Science of Learning and the Art of Teaching," written by Skinner, described the laboratory techniques that reliably produce modification in the behavior of experimental subjects. He discussed in detail the characteristics and principles involved, and described their direct application to the classroom learning and the classroom teaching (9:11). Using the devices developed by Skinner, the learner must construct, rather than merely recognize correct answers to
questions \((25:64)\). About nineteen out of twenty programs being made today are Skinnerian type programs. The essential elements of the Skinnerian type of programmed instruction are:

(a) an ordered sequence of stimulus items,
(b) to each of which a student responds in some specified way,
(c) his responses being reinforced by immediate knowledge of results,
(d) so that he moves by small steps,
(e) therefore making few errors and practicing mostly correct responses,
(f) from what he knows, by a process of successively closer approximation, toward what he is supposed to learn from the program \((25:2)\).

Schramm \((25:1x)\) calls programmed instruction a revolutionary device—revolutionary, not so much in itself, as in its ability to interact with other developments in education. Some educators feel that using "programming" sacrifices learning for the sake of efficiency. Lange answers this criticism:

Unfortunately, there is a folk wisdom that assumes that a gain in efficiency must be balanced by a loss in the quality of the effect, or that a decrease in energy output of the effecting agency will result in a proportionally poorer product. Programmed instruction upsets this reasoning by establishing an acceptable standard of performance, and then researching for efficiencies without loss in the learning outcomes \((15:51)\).

Neither Pressey nor Skinner would eliminate teachers, both being interested in making more efficient use of teachers' time \((26:83)\). Schramm claims:

The argument that programmed instruction will replace the teacher is a kind of sensational and uninformed journalism which is unworthy of attention. Along with textbooks, teaching films and slides, instructional television, workbooks, chalkboards, and many other things, programmed instruction is one of an arsenal of teaching devices at the command of the teacher to help him do a better job \((25:4)\).
The responsibility of the teacher in the classroom is to provide meaningful experiences that result in maximum learning by the student. To do this the teacher must be willing and creative enough to try out new methods and devices; and to continuously evaluate and re-evaluate the curriculum in order to keep up with today's technology. According to Deterline, the important event in any classroom is the activity of the student, who either learns or does not learn and it is the responsibility of the teacher to bring about the occurrence of behavior which maximizes learning (9:1).

Rosseau as an educational theorist, claimed that the ideal learning situation would include an equal teacher-student ration, for under these conditions the teacher can devote his full attention, ingenuity, and time to the instruction of his one student. He can proceed at a pace that can be modified as often as needed to suit his student, and he can provide as many examples, as much repetition, and as much active participation by the student as he desires (9:2).

Thus the assumption is that teachers may automatically predict their teaching effectiveness to increase if there were some way to apply all of their skill and knowledge to the instruction of only one student at a time. Since programmed materials can be produced en mass, this type of tutorial presentation can be given to many students at one time. This would then "release" the instructor to use her time in some way other than presentation of the material presented by programming.
The tutor is always available when a student needs him for any reason, but much of the tutor's routine work has been lifted from him and he is more readily available to more students more of the time. Also, the tutor is able to deal with all of his students at much higher levels of discourse, since the fundamentals are being taught by his carefully sequenced program, which keeps the students actively engaged, carefully guided, appropriately corrected or praised, and permits each student to proceed at his own, self-determined rate of speed (9:2).

Various experiments have shown that programmed instruction can be adapted to a great variety of needs. Research indicates that it is an adaptable tool that may be used in conjunction with other teaching devices. According to a study conducted in the schools of the Columbia Basin in Washington State, programmed learning supplemented by systematic teacher instruction can result in a significantly superior level of achievement (32:32). Lange agrees that programmed materials are an adaptable tool.

The writers in this yearbook and authorities elsewhere consistently suggest that programs will be employed most effectively when they are wisely integrated into an instructional plan employing a variety of teaching procedures and appropriate media (15:222).

The advantages of programmed instruction are numerous. Smith and More indicate the advantage of the student's recognizing the fruits of his own labor and avoiding comparison with other students. They further state that learning is most effective if the student develops the skills and knowledge in a form which he can easily generalize to the "real life" situations for which they are intended (16:59).
The objectives of programmed instruction are compatible with the current main objectives for the personal and family relationships course, as illustrated by DeCecco:

Programmed instruction (1) impresses the need to specify instructional objectives, (2) clarifies the relationship between teaching and testing, (3) enables the student to observe the effects of variables, and (4) results in improved comprehension of the subject matter (8:1x).

A major concern of home economics educators is to prepare young people to make sound decisions based on personal and family values and goals. This preparation usually must be effected during the course of one unit of personal and family relationships at the ninth grade level. Because the extent of research in the field is limited, further experimentation in teaching methods in personal and family relationships is indicated. Such experimentation would be a major step in continuous re-evaluation to meet the needs of a changing society.

No research in using programmed instruction in a personal and family relationships unit has been discovered by this writer; however, programmed instruction has been used successfully in other fields. The adaptive advantages of programmed instruction indicate that research in using the technique in a personal and family relationships unit might prove worthwhile.

An interest in the possibilities of the use of programmed instruction and an acute awareness of the need for adequate personal family life
education promoted this study, an experiment in the use of programmed instruction in a personal and family relationships unit at the ninth grade level.
CHAPTER III

DESCRIPTION AND ORGANIZATION OF THE STUDY

This research project was developed jointly by this writer and another Central Washington State College graduate student. The study was designed so that it could be duplicated in two different areas of the state. The study was applied by this writer at Curtis Junior-Senior High School in Tacoma, Washington, and a duplicate study was conducted at Ritzville High School, Ritzville, Washington (23). The project was developed jointly including all lesson plans and materials used and then was applied separately with the assumption that some comparison of the results would be valuable.

I. DESCRIPTION OF THE STUDY

This research project, utilizing programmed materials, was designed with the intention of increasing teacher-student rapport rather than limiting it, as many opponents of programmed instruction insist it might. The study was organized so that the course content and procedures using available aids, were prepared for use as a Personal and Family Relationships Unit at the ninth grade level. The course content was selected using Guidelines for Teaching Personal and Family Relationships (10) and the Iowa State Evaluation Materials (3; 4). Course content
included study in the following areas: (1) universality of families, (2) family functions, (3) development of self, (4) interpersonal relationships, and (5) values which influence goal setting and decision making.

Generalizations and objectives in these areas were formulated, and the lesson plans prepared. For both classes, lesson plans were made which represented the "best" lessons the authors could provide for classes. (See Appendix A.)

Two classes at Curtis Junior-Senior High School, each consisting of eighteen ninth-grade girls, were used. One class, the experimental, was divided into two groups of nine students each (A and B), while the second class remained as a single group and was used as a control. The groups (A and B) in the divided experimental class alternated between use of programmed instruction materials and small group discussion promoting individual teacher-student interaction. The control class used the basic unit plan.

The use of programmed instruction and small group discussion in the experimental class was substituted for the following control class activities: role-playing; a textbook reading assignment; and discussions of values-goals, relationships, types of love, and inherent or acquired personality traits. The generalizations remained the same for both the control class and the experimental class.
Figure 1 compares the division of one period of class time for the control class and for the experimental class. As this illustration indicates, the experimental class (divided into groups A and B) spent the same amount of elapsed time on the topics in which the programmed instruction was substituted for the basic unit plan as did the control class. While group A used programmed materials, a small group discussion was held with group B. Then the two groups switched places for the second half of the time allotted. The control class, on the other hand, participated in similar discussions as one group. The programmed materials (Appendix B) presented real-life situations as an aid to problem-solving as well as reinforcement of class learnings. The programmed instruction would, it was hoped, not only provide a background in personal and family relationships but also provide a practical application of problem-solving methods as a reinforcement to classroom activity.

Course content for the control class of comparable size and level included the same content as for the experimental class, but without the use of programmed materials and small group discussion.

II. RESEARCH INSTRUMENT

The evaluation device consisting of twenty-five multiple choice questions (see Appendix C) was to be given as a pre-test and as a post-test. In this way, learning gained within the unit could be measured
<table>
<thead>
<tr>
<th>Time Division of Class Time for Control Class and for Experimental Class</th>
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<tbody>
<tr>
<td><strong>Control Class</strong></td>
</tr>
<tr>
<td>- 15 minutes</td>
</tr>
<tr>
<td>- 15 minutes</td>
</tr>
<tr>
<td>- 15 minutes</td>
</tr>
<tr>
<td>- 15 minutes</td>
</tr>
<tr>
<td><strong>Experimental Class</strong></td>
</tr>
<tr>
<td>- Group A</td>
</tr>
<tr>
<td>- 15 minutes</td>
</tr>
<tr>
<td>- 15 minutes</td>
</tr>
<tr>
<td>- 15 minutes</td>
</tr>
<tr>
<td>- 15 minutes</td>
</tr>
<tr>
<td>- Group B</td>
</tr>
<tr>
<td>- Activity</td>
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<tr>
<td>- Discussion</td>
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statistically. In order for the test to be effective, the students taking the pre-test would then demonstrate learning gained from the unit. To determine if the test would sufficiently measure learnings gained during the experimental unit, the test was given to a dozen students in the Ritzville, Yakima, and Tacoma areas. The results of this indicated that this test would be adequate.

Each of the two classes was divided into three strata of achievement--high, medium, and low--based on scores from the Iowa Achievement Test. In this manner, results could be analyzed on an achievement-level basis as well as on an overall level. Each stratum of achievement in the control class was similar in achievement to its counterpart in the experimental class.
CHAPTER IV

RESULTS OF THE STUDY

The evaluation device (see Appendix B) consisting of twenty-five multiple choice type questions tested concepts covered in the unit taught. The test was given as identical pre-test and post-test. The pre-test was administered two weeks prior to the presentation of the unit, and the post-test was given at the conclusion of the unit. The results of the two tests formed the basis for statistical comparison of the control class and the experimental class.

After completion of the unit, test scores were tabulated and recorded. Table I shows a preliminary comparison of the mean scores for each achievement level of the control class and of the experimental class. This preliminary examination of the data indicated little difference between the two classes except that the medium and slow achievers in the control class seemed to have gained a little more than the medium and low achievers in the experimental class.

The data were subsequently subjected to an analysis of variance test and Table II presents a statistical summary. With a required F value of 3.36 at the .05 level to indicate significant difference, the F value for treatments (use of programmed instruction) was .005, which indicated that there was no statistically significant difference between the control
TABLE I

MEAN SCORES OF STUDENTS ON PRE-TEST AND POST-TEST IN CONTROL CLASS AND EXPERIMENTAL CLASS ACCORDING TO ACHIEVEMENT LEVEL, CURTIS JUNIOR-SENIOR HIGH SCHOOL

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Total No. of Students</th>
<th>Control Class</th>
<th></th>
<th>Experimental Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean Pre-test Score</td>
<td>Mean Post-test Score</td>
<td>Mean Score Gain</td>
<td></td>
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<tr>
<td>High</td>
<td>6</td>
<td>19.25</td>
<td>21.75</td>
<td>2.50</td>
<td>6</td>
</tr>
<tr>
<td>Medium</td>
<td>6</td>
<td>17.75</td>
<td>20.50</td>
<td>2.75</td>
<td>6</td>
</tr>
<tr>
<td>Low</td>
<td>6</td>
<td>17.25</td>
<td>19.25</td>
<td>2.00</td>
<td>6</td>
</tr>
<tr>
<td>Overall</td>
<td>18</td>
<td>18.00</td>
<td>20.50</td>
<td>2.50</td>
<td>18</td>
</tr>
</tbody>
</table>

* Each class of 18 students was divided into three equal strata of achievement based on scores of the Iowa Test of Basic Skills taken at 9.1 years of school. Those rating 10.1 or above were classified as high achievers; 8.5 through 10.0 as medium achievers; and those of 8.4 and below as low achievers.
**TABLE II**

**SUMMARY OF THE ANALYSIS OF VARIANCE OF THE RAW DATA**

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
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<td>Between treatments</td>
<td>.027</td>
<td>1</td>
<td>.027</td>
<td>.005</td>
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<tr>
<td>Between blocks</td>
<td>4.666</td>
<td>2</td>
<td>2.333</td>
<td>.431</td>
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<tr>
<td>Interaction</td>
<td>5.585</td>
<td>2</td>
<td>2.793</td>
<td>.516</td>
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<tr>
<td>Residual</td>
<td>162.472</td>
<td>30</td>
<td>5.416</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>172.750</strong></td>
<td></td>
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\[ F_{.05 (2/30)} = 3.32 \]
class and the experimental class. The F value for blocks (achievement levels) and for interaction between treatments and blocks was also not statistically significant. A similar study by Schorzman at Ritzville High School, Ritzville, Washington (23), indicated that, contrary to the results of the present study, the low achievers of both classes had a statistically significant higher mean gain than did the high achievers of both classes. The high achievers in Schorzman's study may have scored so high on the pre-test that they had little room in which to improve their scores. Also, the programmed material may be more effective with low level achievers than with high level achievers.
CHAPTER V

DISCUSSION AND RECOMMENDATIONS

1. DISCUSSION OF THE STUDY

The statistical analysis revealed no statistical difference between the experimental class and the control class. There are many possible reasons for this. The time of day each class was taught might influence the concentration and interest of the students within the class. Although both the control class and the experimental class included the same materials and generalizations, the programmed materials used in the experimental class required some rearrangement of order and time. The experiment included only ninth graders, but chronological age difference within that group might affect achievement. The test questions were given to several students prior to the study and individual test items were adjusted in an attempt to improve the validity of the test by providing equal choices within each item. The study was designed to test only short term learnings. The quantity of the population used in the study was small and would thus affect the validity of the study.

In Schorzman's study (23), the students were rated by scores from the Stanford Achievement test and found that those having high achievement ratings did not show high improvement over the pre-test ratings. In the present study at Curtis Junior-Senior High School, where
the students were rated according to the Iowa Test of Basic Skills, the
dered test improvement over pre-test scores corresponded more closely to
achievement level. This evokes the following question: Are some
achievement tests better adapted than others in ability to predict achieve­
ment in personal and family relationships? A further examination of the
correlation between various standard achievement tests and achievement
in personal and family relationships might be indicated here.

An examination of the mean pre-test scores and the mean post­
test scores in the present study indicates that the students scored so
high on the pre-test that they had little room in which to improve their
scores.

Data collected by the teacher-evaluator in the form of anecdotal
notes and class observation would tend to support the possibility of the
use of programmed materials in the teaching of personal and family rela­
tionships. Careful observation of the students during this study indicated
that the programmed material appeared to bore many of the higher achievers
in the experimental class after the fourth exposure. In contrast, those
students representing the medium and low achievement strata appeared
to be highly enthusiastic about the use of programming using real-life
situations. A number of these students remarked to the teacher that they
enjoyed progressing at their own speeds. It seems possible that the
lack of the usual classroom competition may have contributed to this
feeling.
The teacher-evaluator observed that the students in the control class seemed to experience more difficulty in the first part of the unit of study with vocabulary and related concepts, especially in the area of values. The experimental group appeared to grasp these concepts more quickly and with less difficulty. This may support the idea of using programmed materials for introduction and review. It also suggests that if programmed instruction is used, it should be made more challenging to the high achievers.

The use of programmed materials and small group discussion appeared to be effective in eliciting student response; students in the small groups were less reluctant to discuss the topics and seemed to open up with more ease during the time allowed for discussion than did the students in the large entire class discussions of the control class. The small group discussion technique tended to promote excellent group and individual interaction and individual student teacher interaction. The lack of the entire class sharing in the experiences seemed to be counter-balanced by this closer interaction of the small group discussions as test results indicated no significant difference between the experimental class and the control class. A further study might be indicated here which would compare student and teacher interaction and group interaction, in small discussion groups in a personal and family relationship course, since
the value of the small group discussion could not be separated from the effects of the programmed instruction in this study.

II. RECOMMENDATIONS

The conclusions of this study indicate that programmed instruction used with small group discussion may be used as an aid in teaching personal and family relationships at the ninth grade level. Medium and low achievers seemed to enjoy the use of the programmed materials while the high achievers seemed to think it was too easy for them. Thus it appears that programmed instruction may be more valuable as an aid to low achievers than as an aid to high achievers. Programmed instruction may also be valuable for presentation of introductory material and for review or absentee make up work. A repetition of the study could be considered using other than achievement test scores for stratification. A study comparing the correlation between various standard achievement tests and achievement in personal and family relationships might also be indicated.

A reliability test should be made on the evaluation device (the pre-test post-test). It is also recommended that programmed instruction as used in this study should be made more challenging to the high achievers. A study comparing the interaction in small group discussion as opposed to interaction in larger group discussions is suggested.
Conversely, a study isolating programmed instruction from the use of small group discussion would possibly clarify the value of using programmed instruction in teaching personal and family relationships.

As stated in Chapter II, continual re-evaluation and improvement of the curriculum is necessary to meet the needs of a changing society. It appears to this writer that a unit in personal and family relationships using elements from both the control class unit and the experimental class unit would better meet the needs of students than either of the units independently. The basic lesson plan would be used substituting a limited number of lessons with programming. This would make more effective use of the programmed lesson used and the students would not be "bored" with over use of programmed materials.

This study has attempted to develop a course of study in personal and family relationships which would meet the needs of the students involved. The implementation of this study created increased interest in and emphasis on personal and family relationships at Curtis Junior-Senior High School. Reactions of the school administration toward this study strongly emphasize the responsibility of the individual teacher to create interest and emphasis in a specific area of study and furthermore to make this apparent to those responsible for the development of the curriculum in the school, the administration. It is the teacher in the classroom who can provide meaningful experiences to meet the needs of
the students. It is in the classroom through personal contact of teacher-
pupil planning that the needs of the students can be faced and then met.
This study also attempted to create interest in experimental research in
personal and family relationships and provide a departure point for
additional research.
BIBLIOGRAPHY


APPENDIX A

LESSON PLANS
LESSON PLANS--CONTROL CLASS
## PRE-TEST

**Objective:** To promote student interest and to discover individual maturity levels. To provide means of evaluating progress.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials Needed</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give multiple choice test.</td>
<td>Mimeographed test</td>
<td>3 min.</td>
</tr>
<tr>
<td></td>
<td>(see Appendix C, p. 109)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>test</td>
<td>45 min.</td>
</tr>
<tr>
<td></td>
<td>collect test</td>
<td>2 min.</td>
</tr>
</tbody>
</table>
Lesson One: Values

Generalization: 1. No two individuals or families are the same because they have different values.

Objectives: 1. To learn that each person is an individual.
2. To familiarize students with terminology and to stimulate practice in finding answers for themselves.
3. To aid students in self-expression, in acceptance of others' views, and in communications skills.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have class members bring baby pictures of themselves and mount on bulletin board prior to lesson. As an attention-getter, use pictures as a springboard to discussion about individual differences.</td>
<td>Pictures of students when babies. Bulletin board &quot;Footsteps&quot; (See Appendix C, p. 130)</td>
<td>15 min.</td>
</tr>
<tr>
<td>2. Give out vocabulary lists. Have each girl look up one word.</td>
<td>Dittoed lists (See Appendix C, p. 102)</td>
<td>10 min.</td>
</tr>
<tr>
<td>3. Class discussion of vocabulary words</td>
<td>Dictionaries</td>
<td>25 min.</td>
</tr>
</tbody>
</table>
Lesson Two: Values

Generalization: 1. No two individuals or families are the same because they have different values.

Objective: To recognize the differences between short-term and long-term goals and to understand that goals are the result of values.

Procedure

<table>
<thead>
<tr>
<th>Materials Needed</th>
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</table>

1. Each class member lists her "wants," including everything—large, small, material, and abstract. 10 min.

2. Class discussion: Why do you want these particular things? Have each member try to decide why she desires each item listed. 10 min.

3. In discussion, tie in the idea that the "whys" are really their values and the "wants" are goals. Discuss values and goals as they pertain to each student's "wants" and "whys." 15 min.

4. Introduce film. Look for similarities and differences in family structure, roles of family members, authority patterns, family values and goals, and family activities. Projector Screen Film: "Four Families" 15 min.

5. Show first section of film. 15 min.
Lesson Three: Values

Generalization: 1. No two individuals or families are the same because they have different values.

Objectives: 1. To show the effect of cultural differences on values.
2. To show how individual values create family values.
3. To clarify understanding through the use of visual aids.
4. To aid students in self-expression, in acceptance of others' views, and in communications skills.

Procedure | Materials Needed | Time
--- | --- | ---
1. Show remainder of film, "Four Families." | Projector, Screen, Film: "Four Families" | 45 min.
2. Assignment due at next class period: From notes taken during film, write a short paper discussing the similarities and differences in family structure, roles of family members, authority patterns, and activities of the four families. | | 5 min.
Lesson Four: Values

Generalizations:
2. Families go through a life cycle composed of a sequence of stages of family development, some of which may overlap.

3. Some values change while others are stable.
   a. Changes within the individual family life cycle.
   b. Changes in society.

Objectives:
1. To aid students in self-expression, in acceptance of others' views and in communications skills.
2. To discover how some values change within an individual family while some do not.
3. To recognize the interaction between a changing society and family values, and to discover how some values change in this society.

Procedure | Materials Needed | Time
---|---|---
1. Collect students' papers on film. | | 2 min.
2. Discussion of family life cycle, using transparencies | Overhead projector. Transparencies (ref.: Duvall, Family Development) (See Appendix C, p. 125) | 15 min.
3. Have class suggest values that fit each stage of the life cycle. Write on transparencies and discuss how the values in one stage differ from those in another. | | 10 min.
4. Use transparencies showing the difference in our society, now and in 1900. | Transparencies: dress, transportation, family groups, advertising. (See Appendix C, p. 116) | 23 min.

Discuss how values in 1900 differed from ours today. Were changes for the better? What about moderation in change? Are some values constant?
Lesson Five: Family Functions

Generalization: 4. In all societies there is a recognized family unit that assumes the functions of child bearing, child rearing, regulation of interpersonal relations, and economic support.

Objective: To understand that the family is important in all situations.

Procedure

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials Needed</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic family functions: Discuss each function—child bearing and rearing, meeting human needs (physical, emotional, social, mental, and spiritual), providing identity in the community, and transmitting culture.</td>
<td>Bulletin Board, &quot;Functions of the Home&quot; (See Appendix C, p. 131)</td>
<td>30 min.</td>
</tr>
<tr>
<td>2. Assignment: Find pictures in magazines that illustrate the functions of the home.</td>
<td></td>
<td>20 min.</td>
</tr>
</tbody>
</table>
### Lesson Six: Family Functions

**Generalization:** 5. The family meets the needs of its members in a variety of ways.

**Objective:** To better understand the functions of the family.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials Needed</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>2. Assignment due next class period:</td>
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</table>

Write an ending to this story. Make a good decision in finding a solution to the problems of this family. How can each individual's attitude help the other family members? What can each member of the family do to make the atmosphere of the home one which neutralizes daily frustrations?
Lesson Seven: Consideration for Others

Generalization: 6. Understanding and consideration of the values of others is the basis of good manners wherever you are.
   a. While conflicts cannot be eliminated, they can be controlled and handled more smoothly and harmoniously if everyone involved is aware of other points of view.
   b. Acceptance of others for what they are.
   c. Tensions should be released in socially acceptable ways.

Objectives: 1. To promote understanding through the use of real-life situations.
   2. To apply learnings in a problem-solving situation.
   3. To gain practice in critical thinking.

Procedure | Materials Needed | Time
---|---|---
1. Collect assignment (ending to story). | | 2 min.
2. Present situations to the class and have students discuss them. | Iowa Evaluation Materials (See Appendix C, p. 104) | 30 min.
3. Assign class members situations to write for next session. Choose one of the following topics:
   a. Understanding others' values is good manners.
   b. Seeing another person's point of view helps control conflicts.
   c. Learning to accept peoples' good and bad points is necessary.
   d. Tensions should be released in socially acceptable ways. | Chalkboard | 18 min.
Lesson Eight: Consideration for Others

Generalization: 6. Understanding and consideration of the values of others is the basis of good manners wherever you are.
   a. While conflicts cannot be eliminated, they can be controlled and handled more smoothly and harmoniously.
   b. Acceptance of others for what they are.
   c. Tensions should be released in socially acceptable ways.

Objectives: 1. To promote understanding through the use of real-life situations.
   2. To apply learnings in a problem-solving situation.
   3. To gain practice in critical thinking.

Procedure | Materials Needed | Time
---|---|---
1. Have class read aloud their situations.
   Ask: "How could the problem be solved?"
   Mention: There are many solutions to any one problem and your solution reflects your values.

To be turned in at end of class period.
Lesson Nine: Goal-Setting and Decision Making

Generalization: 7. Success in decision-making is essential to goal realization.
   a. Decision-making skills are learned by evaluation of previous decisions.
   b. Planning saves irritation.
   c. Goal setting and decision making are affected by family values.

Objectives:
1. To discover that decision making is a continuous process.
2. To understand that decision making is necessary to reaching a goal.
3. To learn a systematic method of making decisions.

Procedure

Materials Needed

1. Ask class what decisions each had to make this morning or last night. This should result to comments on what to wear, time to get up, what to eat, whether to eat, what time to leave for school, when to do homework.

What decisions have other members of your family had to make recently?

How long do people live? What are some decisions you will have to make during your lifetime?

2. Read dittoed sheet, "How to Make a Decision" and hand to class afterwards. Discuss each point.

What kind of decisions are involved with each role?

Lesson Ten: Goal-Setting and Decision Making

Generalization: 7. Success in decision-making is essential to goal realization.
   a. Decision-making skills are learned by evaluation of previous decisions.
   b. Planning saves irritation.
   c. Goal setting and decision making are affected by family values.

Objectives: 1. To discover that decision making is a continuous process.
2. To understand that decision making is necessary to reaching a goal.
3. To learn a systematic method of making decisions.

<table>
<thead>
<tr>
<th>Procedure</th>
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<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1. Review decision-making rules.</td>
<td>Decision-making rules</td>
<td>10 min.</td>
</tr>
<tr>
<td>2. Relate decision making to goal realization. Have class try to think of any goal that can be reached without decision making. Have students consult their &quot;wants&quot; lists and discuss how and why their goals differ from others' goals. (Different family values.)</td>
<td>Forced choice test</td>
<td>30 min.</td>
</tr>
</tbody>
</table>
Lesson Eleven: Goal Setting and Decision Making

Generalization: 8. Decisions are more apt to be strongly supported when they are arrived at through the participation of group members to the extent that their maturity allows.
   a. The more a person maintains an open mind until he has all the facts needed, the more he is likely to be fair to everyone involved in the decision.
   b. If we are wise, we accept the decisions of others until we can or are able to make adequate decisions for ourselves.
   c. Tasks are usually more effectively accomplished with satisfaction to all if each person accepts responsibility for carrying out the plans.

Objectives: 1. To gain empathy through role playing.
2. To practice evaluation of decisions.
3. To learn to accept the decisions of others.
4. To learn to accept personal responsibility in decision making.

Procedure

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<tr>
<th>Procedure</th>
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<tbody>
<tr>
<td></td>
<td>(See Appendix C, p. 133)</td>
<td></td>
</tr>
<tr>
<td>2. Give the class copies of role-playing situations.</td>
<td>Mimeographed situations from Iowa Evaluation Materials</td>
<td>10 min.</td>
</tr>
<tr>
<td>Divide class into four groups.</td>
<td>(See Appendix C, p. 103)</td>
<td></td>
</tr>
<tr>
<td>Give each group one situation and have group prepare situation for presentation at next class session. Each group will have ten minutes for presentation.</td>
<td></td>
<td></td>
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<tr>
<td>3. Preparation of presentations.</td>
<td></td>
<td>35 min.</td>
</tr>
</tbody>
</table>


Lesson Twelve: Goal Setting and Decision Making

Generalization: 8. Decision are more apt to be strongly supported when they are arrived at through the participation of group members to the extent that their maturity allows.
   a. The more a person maintains an open mind until he has all the facts needed, the more he is likely to be fair to everyone involved in the decision.
   b. If we are wise, we accept the decisions of others until we can or are able to make adequate decisions for ourselves.
   c. Tasks are usually more effectively accomplished with satisfaction to all if each person accepts responsibility for carrying out the plans.

Objectives: 1. To gain empathy through role playing.
   2. To practice evaluation of decisions.
   3. To learn to accept the decisions of others.
   4. To learn to accept personal responsibility in decision making.

Procedure

<table>
<thead>
<tr>
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<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1. Role playing presentations and discussion of each, including evaluation</td>
<td></td>
<td>50 min</td>
</tr>
<tr>
<td>(How would you have solved this?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Time permitting, class discussion on decision making in Freshman Class meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are some decisions that have been made in your class meetings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who made these decisions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could they have been improved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How?</td>
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</table>
Lesson Thirteen: Interpersonal Relationships

Generalization: 9. Being able to use good judgment in the selection of our friends is a part of growing up.
   a. The friends we have serve different needs.
   b. The more varied our interests, the more opportunities we have for making friends.

Objectives: 1. To understand the importance of good judgment in choosing our friends.
   2. To understand that we need different kinds of friendships to serve different purposes.
   3. To realize the importance of varied interests in making friends.

<table>
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<tr>
<th>Procedure</th>
<th>Materials Needed</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1. Reading assignment to class: Textbook</td>
<td>Textbook</td>
<td>50 min.</td>
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</tbody>
</table>
Lesson Fourteen: Interpersonal Relationships

Generalizations: 10. An understanding of the types of love is basic to an individual's development of relationships with members of both sexes.
11. Dating is a step in the development of the individual in preparation for marriage.

Objectives: 1. To understand the types of love and the importance of love.
2. To realize the true purpose of dating.

Procedure | Materials Needed | Time
--- | --- | ---
1. Discuss types of love (love of mother for child, friendship, self, romantic love, love of country, neighbors, hero-worship, pets, God, husband-wife). | | 20 min.
2. Discuss how dating is preparation for marriage. Include skills learned: conversation, friendliness, manners, activity skills and interests, ability to select a mate. | | 30 min.
Lesson Fifteen: Interpersonal Relationships

Generalizations:
12. Personality is influenced by friends, community, family heredity (physical and mental), and environment.
13. To become a more mature person, one must work toward being accepted by others.

Objectives:
1. To understand the factors making each person an individual.
2. To understand that everyone must work toward being a friend.
3. To discover the difference between traits which are learned and those we are born with.
5. To formulate a plan for self-improvement in friendship skills.

Procedure

<table>
<thead>
<tr>
<th>1. Have each member of the class think of a person whom she admires. List his or her physical and character traits.</th>
<th>Materials Needed</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use bulletin board, &quot;What Makes Me Me?&quot; to stimulate discussion. Replace questions with illustrations. (See Appendix C, p. 135)</td>
<td>5 min.</td>
</tr>
<tr>
<td>2. Which of these traits was he born with? Which of these traits were developed? Discuss which type of trait is more important (compare physical beauty with personality).</td>
<td></td>
<td>15 min.</td>
</tr>
<tr>
<td>3. Have each girl list her own traits; tell students to be honest, and not to exaggerate.</td>
<td>Personal Traits Evaluation (See Appendix C, p. 105)</td>
<td>10 min.</td>
</tr>
<tr>
<td>4. Have each girl answer the question, &quot;How can I improve the second column?&quot;</td>
<td></td>
<td>10 min.</td>
</tr>
<tr>
<td>5. Answer the question, &quot;How can I use my good qualities to the best advantage?&quot; in the last column. Class discussion.</td>
<td></td>
<td></td>
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</tbody>
</table>
Lesson Sixteen: Interpersonal Relationships

Generalizations:
14. Girls in most cases mature earlier than boys.
15. The social group of which you are a part influences not only what you do, but also how you think.
16. Dating customs vary from community to community.

Objectives:
1. To discover how maturity affects friendships.
2. The friends we choose influence our actions and ideas.
3. To formulate a code of dating conduct for our own community.
4. To participate in group decision making

Procedure

<table>
<thead>
<tr>
<th>Materials Needed</th>
<th>Time</th>
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<tbody>
<tr>
<td>Chalkboard, chalk</td>
<td>15 min.</td>
</tr>
</tbody>
</table>

1. Compare reactions of boys and girls to the same situations.
   Examples:
   (1) Teacher announces "sex" as topic of discussion in science class. (Girls show interest and desire to learn. Boys laugh and make jokes.)
   (2) School dances. (Girls dance, feel sorry for boys. Boys stand around, laugh.)
   (3) A student trips and falls down in classroom.

Ask: What does this lead you to believe about the maturity of boys and girls your age?
Student writes comments on chalkboard.

2. Formulate a dating conduct code for your community.

   Ditto off copies for everyone for next session.
   35 min.
Lesson Seventeen: Summary

Objectives: 1. To practice relating activities and ideas.
2. To reinforce previous learnings.
3. To unify the learning experiences.

Procedure | Materials Needed | Time
--- | --- | ---
1. Pass out dittoes list of generalizations. Have room after each one for class notes. Read each generalization and ask, "What did we learn in class about this idea?" | List of generalizations (See Appendix C, p. 106) | 50 min.
Lesson Eighteen: Evaluation

Objectives: 1. To ascertain students' learnings from the preceding unit.  
2. To reinforce class learnings.  
3. To gain practice in problem solving by applying learnings.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials Needed</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1. Give test.</td>
<td>Test</td>
<td>50 min.</td>
</tr>
<tr>
<td>(Same as pre-test.)</td>
<td></td>
<td></td>
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</tbody>
</table>
LESSON PLANS--EXPERIMENTAL CLASS
**PRE-TEST**

**Objective:** To promote student interest and to discover individual maturity levels. To provide means of evaluating progress.

<table>
<thead>
<tr>
<th>Procedure</th>
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</thead>
<tbody>
<tr>
<td>Give multiple choice test.</td>
<td>Mimeographed test. (See Appendix C, p. 109)</td>
<td></td>
</tr>
<tr>
<td>instructions</td>
<td></td>
<td>3 min.</td>
</tr>
<tr>
<td>test</td>
<td></td>
<td>45 min.</td>
</tr>
<tr>
<td>collect test</td>
<td></td>
<td>2 min.</td>
</tr>
</tbody>
</table>
Lesson One: Values

Generalization: 1. No two individuals or families are the same because they have different values.

Objectives: 1. To learn that each person is an individual.
2. To familiarize students with terminology.
3. To aid students in self-expression, in acceptance of others' views, and in communications skills.

Procedure | Materials Needed | Time
--- | --- | ---
1. Have class members bring baby pictures of themselves and mount on bulletin board prior to lesson. As an attention-getter, use pictures as a springboard to discussion about individual differences. | Baby pictures
Bulletin board: "Footsteps" (See Appendix C, p. 130) | 15 min.

2. Group A: Work on programmed vocabulary. Group B: Class discussion of each student's concept of the meanings of ten vocabulary words. | Programmed vocabulary, Unit One (See Appendix B, p. 76) | 35 min.
Lesson Two: Values

Generalization: 1. No two individuals or families are the same because they have different values.

Objectives: 1. To learn that each person is an individual.
2. To familiarize students with terminology.
3. To aid students in self-expression, in acceptance of others' views, and in communications skills.

<table>
<thead>
<tr>
<th>Procedure</th>
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<th>Time</th>
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<tbody>
<tr>
<td>1. Switch groups A and B from Lesson One.</td>
<td></td>
<td>35 min</td>
</tr>
<tr>
<td>2. Evaluation of learnings: Has each member gained more insight into the meaning of values? (class discussion)</td>
<td></td>
<td>5 min</td>
</tr>
<tr>
<td>3. Each class member lists her &quot;wants&quot; including everything--large, small, material, and abstract.</td>
<td></td>
<td>10 min</td>
</tr>
</tbody>
</table>
Lesson Three: Values

Generalization: 1. No two individuals or families are the same because they have different values.

Objective: 1. To recognize the differences between short term and long term goals and to understand that goals are the result of values.
2. Practice in relating goals with values in specific situations.
3. Reinforcement of learnings through discussion.

Procedure

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials Needed</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1. Group A: Work on programmed material which relates goals to &quot;wants&quot; and values to the reasons for those particular goals.</td>
<td>Programmed Materials, Unit Two. (See Appendix B, p. 86)</td>
<td>18 min.</td>
</tr>
<tr>
<td>Group B: Class discussion of values and goals as being the &quot;wants&quot; and &quot;whys&quot; on the lists made in class from previous lesson. (Relate to values of girls from other countries.)</td>
<td></td>
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<tr>
<td>2. Switch Groups A and B.</td>
<td></td>
<td>18 min.</td>
</tr>
<tr>
<td>3. Introduce film; look for and take notes on similarities and differences in family structure, roles of family members, authority patterns, family values and goals, and family activities.</td>
<td>Projector, Screen, Film: &quot;Four Families&quot;</td>
<td>4 min.</td>
</tr>
<tr>
<td>4. Show first section of film.</td>
<td></td>
<td>10 min.</td>
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</table>
Lesson Four: Values

Generalization: 1. No two individuals or families are the same because they have different values.

Objectives: 1. To show the effect of cultural differences on values.
2. To show how individual values create family values.
3. To clarify understanding through the use of visual aids.
4. To aid students in self-expression, in acceptance of others' views, and in communications skills.
5. To reinforce previous learnings.

Procedure

<table>
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<tr>
<th>Materials Needed</th>
<th>Time</th>
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<tbody>
<tr>
<td>1. Show remainder of film, &quot;Four Families&quot;</td>
<td>Film</td>
</tr>
<tr>
<td></td>
<td>Projector</td>
</tr>
<tr>
<td></td>
<td>Screen</td>
</tr>
<tr>
<td>2. Assignment due at next class period: From notes taken during film, write a short paper discussing the similarities and differences in family structure, roles of family members, authority patterns, family values and goals, and family activities of the four families.</td>
<td>5 min.</td>
</tr>
</tbody>
</table>
Lesson Five: Values

Generalizations:  2. Families go through a life cycle composed of a sequence of stages of family development, some of which may overlap.

3. Some values change while others are stable.
   a. Individual family life cycle.
   b. Changes in society.

Objectives:  1. To aid students in self-expression, in acceptance of others' views, and in communications skills.

2. To discover how some values change within an individual family, while some do not.

3. To recognize the interaction between a changing society and family values, and to discover how some values change in this society.

Procedure

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<tr>
<th>Procedure</th>
<th>Materials Needed</th>
<th>Time</th>
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<tbody>
<tr>
<td>1. Collect students' papers on film.</td>
<td></td>
<td>5 min.</td>
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<tr>
<td></td>
<td>Transparencies (Ref. Family Development, Duvall)</td>
<td></td>
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<tr>
<td></td>
<td>(See Appendix C, p. 124)</td>
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<tr>
<td>3. Have class suggest values that fit each stage of the life cycle.</td>
<td></td>
<td>20 min.</td>
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<tr>
<td></td>
<td>Write on transparencies and discuss how the values</td>
<td></td>
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<tr>
<td></td>
<td>in one stage differ from those in another.</td>
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</table>
Lesson Six: Values

Generalizations:

2. Families go through a life cycle composed of a sequence of stages of family development, some of which may overlap.

3. Some values change while others are stable.
   a. Individual family life cycle.
   b. Changes in society

Objectives:

1. To aid students in self-expression, in acceptance of others' views, and in communications skills.
2. To discover how some values change within an individual family, while some do not.
3. To recognize the interaction between a changing society and family values, and to discover how some values change in this society.

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<tr>
<th>Procedure</th>
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<tbody>
<tr>
<td>1. Use transparencies showing differences in our society now and in 1900. Discuss how their values differed from ours. Were changes for the better? What about moderation in change? Are some values constant?</td>
<td>Transparencies: Dress, transportation, family groups, and advertising. (See Appendix C, p. 116)</td>
<td>50 min.</td>
</tr>
</tbody>
</table>
Lesson Seven: Family Functions

Generalization: 4. In all societies there is a recognized family unit that assumes the functions of child bearing, child rearing, regulation of interpersonal relations, and economic support.

Objective: To understand that the family is important in all situations.

Procedure | Materials Needed | Time
--- | --- | ---
1. Basic family functions: Discuss each function--child bearing and rearing, meeting human needs (physical, emotional, social, mental, and spiritual), providing identity in the community, and transmitting culture. | Bulletin board (See Appendix C, p. 132) | 30 min.
2. Class look for pictures to illustrate each function. | Magazines | 20 min.
Lesson Eight: Family Functions

Generalization: 5. The family meets the needs of its members in a variety of ways.

Objective: To better understand the functions of the family.

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<th>Procedure</th>
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<tr>
<td>2. Assignment due next class period: Write an ending to this story. Make a good decision in finding a solution to the problems of this family. How can each individual's attitude help the other family members? What can each member of the family do to make the atmosphere of the home one which neutralizes daily frustrations?</td>
<td></td>
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</table>
Lesson Nine: Consideration for Others

Generalization: 6. Understanding and consideration of the values of others is the basis of good manners wherever you are.
   a. While conflicts cannot be eliminated, they can be controlled and handled more smoothly and harmoniously if everyone involved is aware of other points of view.
   b. Acceptance of others for what they are.
   c. Tensions should be released in socially acceptable ways.

Objectives: 1. To promote understanding through the use of real-life situations.
   2. To apply learnings in a problem-solving situation.
   3. To gain practice in critical thinking.
   4. To reinforce learnings through programming.

Procedure Materials Needed Time

1. Collect assignment (story ending) 2 min.

   Group B: Discuss generalizations, give examples, and give situations from the students' own experiences.


4. Assign class members situations to write on for next session. Choose one of the following topics:
   a. Understanding others' values is good manners.
   b. Seeing another person's point of view helps control conflicts.
   c. Learning to accept peoples' good and bad points.
   d. Tensions should be released in socially acceptable ways. 18 min.

Chalkboard
Lesson Ten: Goal Setting and Decision Making

Generalization: 7. Success in decision making is essential to goal realization.
   a. Decision making skills are learned by evaluation of previous decisions.
   b. Planning saves irritation.
   c. Goal setting and decision making are affected by family values.

Objectives: 1. To discover that decision making is a continuous process.
   2. To understand that decision making is necessary to reaching a goal.
   3. To learn a systematic method of making decisions.

Procedure

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<th>Materials Needed</th>
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<tbody>
<tr>
<td>Return written assignments.</td>
<td>2 min.</td>
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<tr>
<td>Ask class what decisions each had to make this morning or last night. This should result in comments on what to wear, time to arise, what to eat, whether to eat, what time to leave for school, when to do homework. What decisions have other members of your family had to make recently? How long do people live? What are some decisions you will have to make during your lifetime?</td>
<td>10 min.</td>
</tr>
<tr>
<td>Read mimeographed sheet, &quot;How to Make a Decision,&quot; and hand to class afterward. Discuss each point. What kind of decisions are involved with each rule?</td>
<td>30 min.</td>
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<tr>
<td>Relate decision making to goal realization. Have class try to think of any goal that can be reached without decision making, and have them consult their &quot;wants&quot; lists.</td>
<td>8 min.</td>
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</table>

"How to Make a Decision" by Dora Albert, Family Circle, September, 1957.
Lesson Eleven: Goal Setting and Decision Making

Generalization: 8. Decisions are more apt to be strongly supported when they are arrived at through the participation of group members to the extent that their maturity allows.
   a. The more a person maintains an open mind until he has all the facts needed, the more he is likely to be fair to everyone involved in the decision.
   b. If we are wise, we accept the decisions of others until we can or are able to make adequate decisions for ourselves.
   c. Tasks are usually more effectively accomplished with satisfaction to all if each person accepts responsibility for carrying out the plan.

Objectives: 1. To gain practical experience in decision making.
   2. To learn to recognize that there may be more than one acceptable decision for any problem.
   3. To learn to accept the decisions of others.
   4. To practice evaluation of decisions.
   5. To learn to accept personal responsibility in decision making.

Procedure | Materials Needed | Time
--- | --- | ---
2. Whole class uses programmed situations on group participation in decision making. | | 20 min.
Lesson Twelve: Interpersonal Relationships

Generalizations: 9. Being able to use good judgment in the selection of our friends is a part of growing up.
   a. The friends we have serve different needs.
   b. The more varied our interests, the more opportunities we have for making friends.

14. Girls in most cases mature earlier than boys.

Objectives: 1. To understand the importance of good judgment in choosing friends.
   2. To understand that we need different kinds of friendships to serve different purposes.
   3. To realize the importance of varied interests in making friends.
   4. To discover how maturity affects friendships.

Procedure

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<tr>
<td>1. Group A: Programmed reading assignment (ref. pp. 3-27, Laitem-Miller, Experiences in Homemaking.)</td>
<td>Programmed reading assignment, Unit Five</td>
<td>50 min.</td>
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<td>(See Appendix B, p. 92)</td>
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</table>

Group B: Discussion of reactions of boys and girls to the same situations. Examples:
1. Teacher announces "sex" as topic of discussion in science class. (Girls show interest and desire to learn; boys laugh and make jokes.)
2. School Dances--(Girls dance and feel sorry for the boys; boys stand around and laugh.)
3. A student trips and falls down in the classroom.

Ask: What does this lead you to believe about the maturity of boys and girls of your age?
Lesson Thirteen: Interpersonal Relationships

Generalizations: 9. Being able to use good judgment in the selection of our friends is a part of growing up. 
   a. The friends we have serve different needs. 
   b. The more varied our interests, the more opportunities we have for making friends.

14. Girls in most cases mature earlier than boys.

Objectives: 1. To understand the importance of good judgment in choosing friends.
   2. To understand that we need different kinds of friendships to serve different purposes.
   3. To realize the importance of varied interests in making friends.
   4. To discover how maturity affects friendships.

Procedure  Materials Needed  Time

1. Switch groups A and B from Lesson Twelve.  50 min.
Lesson Fourteen: Interpersonal Relationships

Generalizations: 10. An understanding of the types of love is basic to an individual's development of relationships with members of both sexes.

11. Dating is a step in the development of the individual in preparation for marriage.

Objectives: 1. To understand the types of love and the importance of love.
2. To realize the true purpose of dating.

Procedure

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<tr>
<td>Programmed materials, Unit Six. (See Appendix B, p. 97)</td>
<td>30 min.</td>
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</table>

1. All class members write paper on What is love? (What does the term mean?) About 1/2 page.

2. Group A: Work on programmed material on types of love (love for mother, love of a mother for her child, etc.)

Group B: Discuss how dating is preparation for marriage. Include skills learned in dating:

- Conversation
- Friendliness
- Manners
- Activity skills and interests
- Ability to select mate
Lesson Fifteen: Interpersonal Relationships

Generalizations:
10. An understanding of the types of love is basic to an individual's development of relationships with members of both sexes.
11. Dating is a step in the development of the individual in preparation for marriage.

Objectives:
1. To understand the types of love and the importance of love.
2. To realize the true purpose of dating.

Procedure

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<tr>
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<tbody>
<tr>
<td>1. Switch Groups A and B from Lesson Fourteen.</td>
<td></td>
<td>25 min.</td>
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<tr>
<td>2. Whole class (re-write paper on love--refer to Lesson Fourteen).</td>
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<td>25 min.</td>
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Compare the two papers. Have your ideas about love changed? How? Does the term "LOVE" mean more to you now? How?
Lesson Sixteen: Interpersonal Relationships

Generalizations: 15. The social group of which you are a part influences not only what you do, but also how you think.
16. Dating customs vary from community to community.
12. Personality is influenced by friends, community, family, heredity (physical and mental), and environment.
13. To become a more mature person, one must **work** toward being accepted by others.

Objectives: 1. To understand that the friends we choose influence our actions and ideas.
2. To formulate a code of dating conduct for our own community.
3. To participate in group decision making.
4. To understand the factors making each person an individual.
5. To understand that everyone must work toward being a friend.
6. To discover the difference between traits which are learned and those which we are born with.
8. To formulate a plan for self-improvement in friendship skills.

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<tr>
<td>2. Bulletin board to stimulate thinking.</td>
<td>Bulletin board: &quot;What makes me me?&quot; (Questions are replaced with illustrations.) (See Appendix C, p. 135)</td>
<td></td>
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Lesson Sixteen: Interpersonal Relationships (Continued)

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<tr>
<th>Procedure</th>
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<th>Time</th>
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<tbody>
<tr>
<td>3. Group A: Programmed Traits</td>
<td>Programmed materials, Unit Seven. (See Appendix C, p. 100)</td>
<td>15 min.</td>
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<td></td>
<td>Group B: Have each girl list her own traits; tell students to be honest and not to exaggerate.</td>
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<td></td>
<td>Each girl should answer either &quot;How can I improve my poor qualities?&quot; or &quot;How Can I use my good qualities to the best advantage?&quot; in the last column.</td>
<td></td>
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<tr>
<td>4. Switch groups A and B</td>
<td></td>
<td>15 min.</td>
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Lesson Seventeen: Summary

Objectives:

1. To practice relating activities and ideas.
2. To reinforce previous learnings.
3. To unify the learning experiences.

Procedures

Materials Needed

| Procedures | 1. Pass out dittoed list of generalizations. Have room after each one for class notes. Read each generalization and ask, "What did we learn in class about this idea?" | List of generalizations. (See Appendix C, p. 106) | Time | 50 min. |
Lesson Eighteen: Evaluation

Objectives:
1. To ascertain students' learnings from the preceding unit.
2. To reinforce class learnings.
3. To gain practice in problem solving by applying learnings.

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<th>Procedure</th>
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<th>Time</th>
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<tbody>
<tr>
<td>1. Give test (same as pre-test).</td>
<td>Test</td>
<td>50 min.</td>
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</table>
RESOURCES
RESOURCES

FILM

"Four Families"--60 minutes b&w, National Film Board of Canada, 1959.

A comparison of family life in India, France, Japan, and Canada, centering attention in each case on a year-old baby in the family of a farmer of average means.

Author—anthropologist, Margaret Meade, discusses how the upbringing of a child contributes to a distinctive national character, and summarizes the typical national characteristics of the four countries.

BOOKS


SHORT STORY


ARTICLE


TEACHING GUIDES


FAMILY LIVING

A PROGRAM OF SELF INSTRUCTION

RIPPLES ON A POND -- WITH THE FAMILY AS THE CENTER
INTRODUCTION

This is not an ordinary book or workbook. The material presented consists of a number of "frames" or numbered units. Each tells you something about the subject, then asks questions about the material.

Get ready to use the program by covering up the answers on the first page with your margin mask. Write your answers on the margin mask as you go along.

To absorb the information properly, you must always write the answer. Merely "thinking" the answer is not enough. Unless the answer is written, the learning process will not be complete.

Write your answer to the first frame. Slide the margin mask downward to see if you are right. Now proceed to the next frame. Always check your answer immediately in this manner. By following these instructions you will receive the full value of the program.

Work at your own pace. You are not competing against anyone in a race against the clock. It is important to realize that this is not a test. Don't worry if you make mistakes. You are not being checked or graded, so follow instructions carefully.
PART I

1. This lesson is about a family—let's call them the Sharps—and some of their needs. Mr. and Mrs. Sharp have a typical middle class income and three normal, healthy children. Jani, 16, is the oldest, followed by Jimmie, 13, and Randi, 6 years of age.

When Randi was a baby, she had many needs, including food, warmth, and lots of sleep. One of her most important needs, though, was for ______. love

2. Everyone needs love. Everyone needs someone to whom they may give it, also.

As Randi grew older, she began hugging and showing affection for her family and some special toys. This shows that an essential part of growing up is learning to ______ others in return. love

3. If Randi had no family, whom could she love besides herself? It is in the environment provided by the ______ that children and adults have opportunities to love and be loved in return. family

4. There's more going on in the Sharp family than loving. Jani is a teen-ager with school, dances, and activities filling her days, and Jimmie is "wrapped up" in baseball and other sports activities. Even Randi will be starting school and will be having a life of her own this year. Nevertheless, it is in the family that each member's ______ develops and he personality becomes an individual.

5. Personality is all of you, the way you look, act, speak, and react. No two personalities are ______ identical in every way.
6. The Sharp family likes to go to the lake. In fact, their whole summer is spent with activities relating to water. Jani and Jimmie are expert water skiers, and Randi is a regular seal in the water. If the Sharps were asked what was most important to them in the summer, they'd all probably chorus, "Water!"

Something that is important to a family or to an individual, like water to the Sharps, is called a _____.

7. Jani Sharp's values are different from yours because you are each an _______.

8. The family plans to get a bigger boat for skiing next year, and Mr. and Mrs. Sharp eventually hope to retire to a lakeside cabin after the children are grown. This is a natural desire, because water is so important to the family.

Our values help determine our aims in life, which are called _______.

9. Our goals may be short-term goals, like the Sharp's boat, or long-term goals, like retiring to the lake.

The Johannsens also enjoy the water, and often accompany the Sharps to the lake. They, too, hope to have a boat and a lake cabin someday. Families with similar values and goals are often _______ in other ways (interests, likes, and dislikes, for example).

10. When vacation time approaches, Mr. Sharp calls a family council meeting to decide where to go. He feels that since all of the family participates in the vacation, they all should help decide where to go.

Every family needs goals, and someone must determine a family's direction by making _______.

11. In families, decisions are made by one or both parents, or by the whole family. A family's _______ determine who makes the decisions.
12. The Sharps live in Plainfield, a suburb of a large city. When Jani goes downtown in Plainfield, she usually wears pants or cut-offs, but when she goes to the city she feels out of place in anything but a dress.

Families live in communities, and each community has set its own ________, against which all behavior is measured.

13. Individual families have standards, too. A family's standards are what determine what is ________ or bad for the family and its members.

14. A family down the street from the Sharps has a rather unkempt house and yard. Randi remarked one day to her mother that the Larson family wasn't a very nice family because their house was so dirty. Mrs. Sharp answered, "Maybe they think we're not very nice because our house and yard are neat!"

We must learn to accept others for what they are and realize that we are no better than they. Because of our different values, goals, and standards, we must learn to be ________ toward those whose values, goals, and standards are different from ours.

15. Tolerance toward others is the basis of our democracy and the concept upon which our country's theory of ________ is based.

16. Randi still couldn't understand what her mother meant when she commented on the Larsons' house, but Jani suddenly remarked, "I understand! The Larson family and our family are equal, so their dirty house is no worse than our clean house. But I still can't see why they like it that way." "Well," answered Mrs. Sharp, "Put yourself in Mrs. Larson's place. She may have things to do that are more important to her than cleaning house."

Because all persons are equal, and because our values, goals, and standards differ, we must "put ourselves into the other person's skin" and learn to understand why he is different. This is called ________.
If we have empathy for others, it is easier to understand our families, our friends, and people throughout the world.

17. Summary Quiz

Answer the following questions on your margin mask. If you miss any words, re-do part I. If all are correct, go on to Part II.

a. One of a person's most important needs is _____.
   - love

b. It is in the family that adults and children learn to ________ and ________ love.
   - give and receive

c. The way you look, act, and react is called your ________.
   - personality

d. No two personalities are ________ in every way.
   - identical

e. A ________ is something that is important to a family or an individual.
   - value

f. Persons have different values because each is an ________.
   - individual

g. Our aims in life are called ________.
   - goals

h. Someone must make the ________ in a family to determine the family's direction.
   - decisions

i. A family's ________ determine who makes the decisions.
   - values

j. Each family and community has ________ for judging what is good or bad for its members.
   - standards

k. We must learn to be ________ toward those who are different from us.
   - tolerant

l. Tolerance is the concept behind our democratic theory of ________.
   - equality

m. "Putting yourself in the other man's shoes" is called ________.
   - empathy
PART II

1. "Why am I alive? I can't do anything right!" Jimmie stormed into the house and threw down his baseball glove. Mrs. Sharp wisely said nothing, knowing that his anger at himself would subside. Just then Jani came in from the dining room.

"Why are we here?" she asked. "I get a different answer every time I ask myself or anyone else."

"True," said Mrs. Sharp, "because each person has an idea just a little different from anyone else's."

Why are we here? This question has been asked by people for centuries. Everyone seeks answers to questions about the universe, about God, about good and evil. The beliefs of agreeing people who try to find answers to these questions are called _______.

2. Different religions, cultures, and individuals all have different _______ of life.

3. Each religion has a strong belief in its philosophy of life, which it accepts as being true. This belief is called _______.

4. Faith in one's God, faith in the goodness of Man, and faith in one's self all are important to everyone. Without this faith, life would have no _______.

5. Most religions strive for a meaningful life as one step toward a goal of becoming eternal. This is called _______.

6. As the Sharp family works and enjoys life, they are achieving fulfillment. Each member, Jani, Jimmie, Randi, Mrs. Sharp, and Mr. Sharp, is discovering that life is worthwhile and fascinating.

Not long ago when Jimmie was told by his mother that he could have only two cookies, he took three. Later Jani caught him stealing quietly back to return the
third cookie. When she asked him why he was putting a cookie back, he answered, "I felt guilty about taking too many."

In this instance, Jimmie was guided by his _______. conscience

In working for fulfillment, we are guided by an inner conscience into ways acceptable to our standards.

7. Summary Quiz

Answer the following questions on your margin mask. If you miss any words, re-do Part II. If all are correct, go on to Part III.

a. The beliefs of agreeing persons who try to find answers to the question, "Why are we here?" are called _______. religions

b. Different people have differing _______ of life. philosophies

c. A strong belief that one accepts is called ___. faith

d. Without faith, life would have no _______. meaning

e. Eternal life means that man is, in a sense, ___. immortal

f. Our _______ guides us by causing guilt feelings when we break our standards. conscience

* * * *

PART III

1. The form of government in our nation is called a _____. democracy

2. The Sharps have a firm belief in our democracy. Mr. Sharp told Jimmie and Jani that in order for our form of government to succeed, we must be committed to it. "Huh?" said Jani. "I'm not too sure I understand what you mean by 'committed.'"
"I mean," answered her father, "that we must believe in our democracy and be willing to support it in every way." "I see," said Jani. "If we're committed to our country's goals, we are considered a good citizen."

3. "Just as you are committed to democracy," answered Mr. Sharp, "a citizen of the Soviet Union is committed to communism."

4. "If a communist has a commitment," mused Jimmie, "then why do they do things all wrong?"

Mr. Sharp considered the question. "Because of commitments to values, goals, and standards different from ours, communists can justify actions of which we do not approve."

5. "Well, they sure do stupid things!" muttered Jimmie. Again Mr. Sharp thought for a moment. "Even though this justification, to us, has little meaning, it's reasonable to anyone who has similar beliefs. Sometimes we call people 'stupid' because of their beliefs, but the beliefs and their actions are in accordance with their commitments. Different beliefs are not an indication of low intelligence."

"Hmm," said Jani. "I think I can see now why everyone in the world has so much trouble understanding everyone else."

6. Summary Quiz

Answer the following questions on your margin mask. If you miss any words, re-do Part III. If all are correct, go on to Part IV.

a. Our form of government in the United States is called a democracy.

b. If we are committed to our nation's goals and values, we're considered to be a good citizen.
c. A Russian citizen is probably committed to _____.  communism

d. Those who believe differently from us can _____  justify
   actions of which we do not approve.

e. Different beliefs are no indication of low ______. intelligence

* * * *

PART IV

1. As Jani Sharp and her friend Ginny walked home one
   afternoon, Ginny asked Jani if she had done the big
   English assignment that was due the following day.

   "Not yet. I've been busy. My mother's planning a
   trip to the city, we're planning a barbecue for
   tomorrow night, and well, I've simply got to get my
   dress done for the prom!"

   "You're just making excuses," Ginny retorted.

   When a person tries to "make excuses" for something
   he has done or something he hasn't done, he is trying
   to make himself and others believe that he has done
   the right thing. This is called _______.  rationalizing

2. If one rationalizes too often, one soon becomes
   unable to tell fact from fiction. We begin believing
   ourselves. We then are unable to face_______.  reality

3. Jani faced reality later that day by doing her English
   assignment. "You've got a big job ahead of you,"
   commented Mrs. Sharp.

   "Yes," answered Jani, "and I wish I had listened
   more carefully in class this week instead of day-
   dreaming."

   The job which one must do, just as Jani had to do
   her English assignment, is called a _______.  task
4. Each task we face, no matter how small or large, becomes easier as we acquire more ____ in doing it.

5. If Jani had acquired more skill by listening more carefully in class, her task (the assignment) would have been easier.

Too often we, like Jani, think only about our own pleasures, forgetting other people or other tasks. This "thinking only of yourself" is called _______.

6. Often selfishness is harmless, for everyone is a bit selfish at times, but it can become a bad habit.

Jani's classmate Myra has one selfish habit. During class, at home, and when she is with friends, Myra admires herself openly. Her greatest concern in life is how "pretty" she looks.

"Boy, she sure loves herself!" is Ginny's comment about Myra.

Myra is considered to be ______ by her classmates.

7. When one becomes too vain, it is hard to see things in the correct perspective, but some people have other problems which are just as troublesome.

Another classmate, Barbara, is continually "running herself down," saying "I can't do anything right. I'm not worth anything." This behavior might be reflecting an _______ complex.

As a member of a happy and well adjusted family, Jani has learned to be neither vain nor to have many feelings of inferiority. Her family's adjustment is reflected in her and she has few really serious problems.
8. Summary Quiz

Answer the following questions on your margin mask. If you miss any words, re-do Part IV. If all are correct, STOP HERE. DO NOT GO ANY FURTHER.

a. Making excuses to justify an act is called _____. rationalizing

b. When one can't tell fact from fiction, he is unable to face _______. reality

c. Any job which one must do is called a _______. task

d. Each task becomes easier as one acquire more _______. skill

e. Thinking only of your own pleasures and not of others is called _______. selfishness

f. Admiration for one's self is called _______. vanity (being vain)

g. One who thinks he is incompetent in his life is said to have an _______ complex. inferiority

STOP HERE
UNIT 2

GOALS AND VALUES

1. You have just completed a list of things you want. Some of your wants are large, some are _______.
   
2. Some of your wants, like the Sharp's wanting a boat, are called _______, because they are "touchable."
   
3. One of the items on Jani's list of wants is "happiness." "Happiness" is not touchable, so it is not tangible. It is an example of an _______ want.
   
4. Another of Jani's wants is a piano of her own. This want or desire is often called a _______.
   
5. All of our wants can be called _______.
   
6. The chocolate cake you want for dessert, the love and happiness you want in your home, all are _______.
   
7. Why does Jani want a piano? Is it because her family provided the opportunity for her to take lessons? Why did they provide lessons for Jani? Music must be _______ to the Sharps.
   
8. Something that is important to an individual or to a family, like Jani's music, is called a _______.
   
9. Jani's wanting a piano is a _______.
   
10. The reason, or "why" for wanting a piano (her love of music) is called a _______.
   
11. Values influence our desires or _______.
   
12. No two individuals or families are the same because their goals are influenced by different _______.
   
13. Are your goals exactly like those of others in your group? No
14. Why are they different?

15. We might say, then, that the things you want in life (________) are influenced by what is important to you (________).
UNIT 3
CONSIDERATION FOR OTHERS

1. Understanding and consideration for the values of others is the basis of good _______ wherever you are. manners

2. Jani's friend Ginny brought several friends home after a game for snacks. Her parents were out, but they raided the refrigerator anyway. The next morning when her mother found the kitchen in a mess, her mother said, "You can't bring your pals home for a snack unless you clean up the kitchen." Ginny should have shown more _______ for her mother. consideration

3. Mrs. Barnes told Ada that others in the family were complaining because of the amount of time she spent in the bathroom. Ada said, "I want to look like the other girls when I go places." Ada should _______ consider the rights of other family members.

4. While conflicts cannot be eliminated, they can be handled more smoothly if everyone involved understands other people's _______. ideas

5. Jani and Marcia are friends and are together frequently. Recently, however, Jani has noticed that her parents seemed to disapprove of Marcia although they haven't said anything about the girls' being together. Jani decided to ask her parents how they really felt about Marcia and why. She also decided to tell them why she liked Marcia.

Disagreements often can be worked out if family members _______ how others feel about things. understand

6. We must learn to _______ both the good and bad qualities of others. accept

7. Marsha was very upset when she discovered that her mother had many "outdated" ideas regarding cooking. She became even more upset when her mother refused
to change. When she discussed this with her home economics teacher, Miss Smith could see no reason to be upset. Miss Smith probably believed that parents are sometimes "set in their ways" and we must learn to ________ their ideas.

accept

8. Tensions should be released in socially ________ acceptable ways.

9. Tammy did not have her assignment completed, and when Miss Jones asked her why she had not finished it, Tammy stuck her tongue out at her teacher. This behavior was unacceptable because one cannot ________ behave any way one may desire at any time.

behave

10. When report cards were handed out last quarter, Jani's brother Jimmie dumped his desk over. When Mrs. Sharp visited school, she was concerned when Mrs. Snodgrass commented about Jimmie's display of temper. Mrs. Sharp was probably concerned because Jimmie has had difficulty learning where and when to release his ________.

tensions
1. Decisions are more apt to be strongly supported when everyone in the group ________ in making the decision. participates

2. There is a quarrel almost every evening at the Taylor's. The two boys, Bob and John, want to hear one TV program at 7 PM; Martha wants a different program. Their mother thinks that the three children should work out a plan so each can see a program he likes some evenings. All should participate so each will be ________ with the satisfied plan.

3. Mildred, Marlys, and Alice help their mother with Saturday housecleaning. Mrs. Johnson has been telling each of them which tasks to do. Recently she asked them to decide how to divide the tasks. They should make the decision of how to divide the tasks because they will be more ________ to do their jobs. willing

4. Before reaching a decision, keep an open mind until all ________ are gathered in order to be fair to everyone involved.

5. Edward was chairman of the decorations committee for the freshman spring party. When the other members of the committee started to decorate, Edward had not shown up. Oscar said, "I think Edward must be so busy working to get money to buy his date a corsage that he can't do his duty here." Irene said that she thought Oscar should wait to see what had really happened before deciding that Edward was not willing to do his share. Irene felt this way because Edward could be ________ judged if he didn't have a chance unfairly to explain.

6. If we are wise, we accept the decisions of others until we can or are able to make adequate ________ decisions for ourselves.
7. Randi, age 6, was terribly upset when Mrs. Sharp refused to allow her to go downtown alone to select a dress for her friend's birthday party. "Jani gets to buy her own clothes!" sobbed Randi, "so why can't I?

Mrs. Sharp refused Randi's request because Randi is not yet old enough to make a wise _______ in selecting a dress.

8. Tasks are usually more effectively accomplished with satisfaction to all if each person accepts _______ responsibility for carrying out the plans.

9. Mr. and Mrs. Simmons, Carl, and Evelyn have planned a three-weeks vacation trip. There are many jobs to be done at home before the Simmons' can leave. They are dividing the tasks and making each person responsible for doing the tasks assigned him. This is a good plan because everyone will feel that he had a _______ in part making the trip possible.
UNIT 5

WHAT ARE YOU REALLY LIKE?

Part I: How Can You Be Popular?

1. Is there a girl like Jani Sharp in your school?—A girl with a smile and a friendly way with everyone? Everyone likes Jani, boys and girls alike, and yet she's far from being the prettiest girl in the class. She is attractive looking, but certainly not as pretty as many of her classmates, some of whom aren't too well liked. So, apparently beauty does not necessarily make a person ________. popular

2. Girls are (more, less) ________ likely than boys to think that clothes are important to popularity. more

3. Actually, however, clothes alone will make no one popular. Like Jani, the most outstanding girl in the school has clothes that are about the same as ________. else's

4. Attractive clothes that are suitable will help a girl gain poise, but they must be kept ________ and ________. clean

5. Usually any girl is happier if her clothes are similar to ________. her friends'

6. Ginny has no problem with clothes, but she does lack self confidence because she isn't outstanding in anything. One sure way for Ginny to gain self-confidence would be for her to (learn to do one thing well; not participate in activities) ________. well

7. Of course, everyone should learn to take part in as many activities as possible, but when a choice must be made, it is good to concentrate on an activity which gives one the most opportunities for ________. friends

8. Jani's classmate Rhonda has a different problem. She is poised and well dressed, and yet not very well liked. She assumes leadership in many activities.
One day she asked Jani and Ginny why no one liked her. Jani answered, "Every group enjoys having leaders, but very few groups enjoy being _______."

9. The natural leader should try to bring out other members. Instead of imposing the will of one or two on the majority, he should allow other members of the group to indicate their _______.

10. Occasionally it is possible that someone may have good manners, be neat and attractive, and still not be accepted. This happened to Lorie, a new girl at Jani's high school. All of the girls belong to their own groups, and Lorie knew that if she was too forward, she would be labeled "pushy," and if she did nothing, she would be a "wallflower." So, Lorie found several other girls who were lonely and who wanted friendship, and as a group they were accepted into school life. Soon they were invited to social activities by other groups.

Sometimes a person has to ______ to make friends.

11. "What good are friends, anyway?" asked Jimmie. "We're always arguing!" Mrs. Sharp looked at her son. "You'd feel differently if you had no friends," she answered.

Every human being needs understanding from _______.

* * * *

Part II: Keeping Friends

1. Whether or not you have friends depends upon your own qualities and your attitude toward other people. If you are a sincere, unselfish, dependable person who is interested in people and enjoys being with them, the chances of having many _______ are great.

2. Through being a friend you gain in character building. You learn among other things to be unselfish, loyal, reliable, and sincere. Not only does friendship develop your character, but it also offers many opportunities for the improvement of your _______.
3. A true friend will not flatter you by giving you more praise than he really feels is due. He will, however, be generous in his approval of your accomplishments. Honest approval creates a feeling of confidence.

4. The more friends you have, the broader your interests are likely to be, and the more chance you have to find out about yourself. It is also true that the more interests you have, the more opportunities you have to make friends.

5. Perhaps you are thinking, "But I do not need so many friends. I like to have just one friend at a time." You will do yourself a great injustice if you confine yourself to one friend. Each person has many sides or phases to his personality that should be developed. It is therefore important in your effort to become a well-rounded person that you have a wide circle of friends, each of whom you may enjoy for the different reason.

6. The Sharp's backyard is equipped for such games as badminton and croquet, besides having a grill and picnic table. The lure of this equipment and Jani's friendly spirit have led the young people of the neighborhood to make the Sharp's home their headquarters. No doubt Jani's ability to get along well with others is in part due to the constant association she has had with this large group of boys and girls of her own age.

7. From this description of Janie, you can see that she has friends because she knows how to be a friend.

8. The girl who learns early in life to understand boys and to enjoy their friendship is said to have made a wholesome adjustment to boys.

9. One important reason why a girl during her early teens should have many different boy friends is that as she associates in a friendly way with boys of her own age, she is learning to understand them intellectually and spiritually. Therefore, when she comes to the time of considering marriage, she will have built up some ideals and standards by which to judge men.
10. The girl who has given herself the opportunity to know different boys will be able to recognize various types of personalities and know the kind of man which pleases her most and with whom she can blend her personality to produce the most satisfying ________ life for both of them.

* * * *

Part III: Courtesies that Help to Strengthen Friendships

1. Even in an age that is noted for its informality and for its lack of ceremony, good manners are still one of the marks of a ________ person.

2. The basis of good manners in any day is the desire to make others feel at ease by showing a genuine interest in their comfort and by knowing the correct thing to say and do so that neither you nor anyone else will be ________ embarrassed.

3. Through the years people have found, by experience, the responses that make life together most comfortable. These customs have become established as rules of ________.

4. As we mention some of these rules, you will see that all of them are based on ________ for others.

5. Some matters of etiquette involve the classroom. The activities of a class are among the most important things done at school. In order that all members of a class may receive the fullest benefit from the work carried on, ________ is needed.

6. One of the results of using a truly courteous approach in voicing a disagreement is that you are only then likely to remain unruffled and therefore able to think clearly, to evaluate another's opinion better, and to state your own position more convincingly if you yourself are exhibiting a ________ tone and manner.
7. Many of the rules of conduct for behavior at school apply also to conduct in public places. Polite people do not make themselves conspicuous by loud talk and laughter in public. When they stop on the street to talk a few minutes with a friend, they step aside and do not block the way for others.

The rules for conduct in public places are of course applicable for movies. A polite person assumes that people who have come to a movie are interested in seeing and hearing the show; they cannot if their neighbors carry on a _______.

8. When it is necessary to pass in front of people in the theater, you should say, "Excuse me, please." If a boy and a girl go to the movie together, the boy asks the girl her choice of seats, gives this information to the usher, and steps back so that the girl may _______ precede him down the aisle.
UNIT 6

LOVE

1. Love is the most powerful force known to man. It is also the most difficult to describe. Love implies concern for someone or something. Love also implies receiving _______ in return.

2. As an infant, Jani Sharp received love from her ___.

3. Soon she began to return their love. Later, she loved her puppy, and he showed his concern for her by wagging his tail and yipping. He, too, was _____ and _______ love.

4. Jani loved her best friend, and learned to love God at an early age. She showed her love for her country, often called _______, by being loyal to it.

5. Each type of love that Jani gave and received as a child was a bit different from each other type of love. As she grew older, her ability to love many things in many ways (increased, decreased) _______.

6. As her ability to love increased, Jani was required to give just a bit more of herself to those she loved. Why do you think this is necessary? Learning to develop abilities to love others helps prepare one for _______.

7. Jani's first "love" of the opposite sex came when she was in junior high. She could think of no one but the handsome eighth grader, Walt. When he snubbed her in the hall one day, the "love" ended. This episode was not love because her feelings were not _______ by Walt.

8. On TV, in movies, and in books we all hear about "falling in love," "love at first sight," and wild, improbable tales about how "he was the only man I could ever love." This idea of love is called "romantic love." It was the basic idea behind the _______ during the time of knights in shining armor.
9. As we stated before, love must develop. Therefore, is it possible to love someone at "first sight?" Is it possible to "love only one person" when we have been loving many people all of our lives? No!

10. Of course not. Jani loves many things, for instance, her parents, relatives, friends, pets, God, and her country. These loves are all steps leading to the most complex love of all, that of a husband and wife.

11. Jani and her friends have often thought they were experiencing true man-woman love with boys. Each of these loves was incomplete in some way, however, because their abilities to love were not fully developed.

12. What is this complex relationship between two people? Man has attempted to define it for centuries, yet no one has defined it in a way that is satisfactory to everyone.

The Apostle Paul says, "Love is patient and kind, love is not jealous or boastful; it is not arrogant or rude. Love does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrong, but rejoices in the right."

--I Corinthians 13:4-7

Human relations professor F. Alexander Magoun states, "Love is concerned with the realities of life . . . Love is self-fulfillment through healthy growth with and for the other person."

A well known philosopher says, "Love is a part of personal education; through love, the self learns to grow."

A great educator says, "Love involves more or less empathy with the loved one."

13. Ginny was upset when her parents had an argument. "How can they love each other and yet argue?" she asked Mrs. Sharp.
Mrs. Sharp dried her hands and sat down. "Mr. Sharp and I argue," she answered. Ginny was aghast. Mrs. Sharp continued, "That's part of married love. If we didn't work out our problems by discussing them, how would either of us know how the other feels? How could we solve our problems? Jani and I argue and become upset at each other just like you and your mother do, but when two people care for each other, they're concerned about solving problems and they learn to accept each other's good and bad points."

Mrs. Sharp has said that arguments are _______ in any love relationship.

14. Love is giving. It must be given by both persons to each other. There are many ways of expressing love by giving. Preparing breakfast for the family, providing the family income, putting a band-aid on a cut finger, changing a diaper, and setting the table for Mother are all ways of expressing love by _______.

giving

15. In a marriage relationship, love can be expressed by giving as well as receiving. Sexual love is merely one way of expressing _______.

love

16. Sexual relationships are meaningful as an expression of love only if love already exists; they do not CREATE love. Alone, without all of the other expressions of love that come in a marriage relationship, sexual relationships are _______.

meaningless

17. This is why young people are often urged by "the old folks" to refrain from sexual relationships until a marriage relationship is established.

During the dating years, young adults are constantly changing and growing in their abilities to give and express love. Until this ability is fully developed, marriage relationships are difficult because the couple is still _______.

changing growing

18. Statistics show only that young marriages have a high rate of _______, but they do not show why.

divorce failure
UNIT 7
INTERPERSONAL RELATIONSHIPS

1. Jani's home economics teacher had given her class an assignment to think about overnight. "Think of someone you especially admire and respect and make a list of qualities that person possesses. Include both desirable and undesirable traits." Jani thought this would be easy. She had always admired her Aunt Marian and wanted to be just like her.

Mrs. Sharp asked Jani about her homework for the evening and Jani told her about the home economics assignment. "Why is Aunt Marian so attractive?" Jani mused. "She isn't really pretty."

"Well, why don't you make a list, like your teacher suggested?" answered her mother. Jani began her list. After a few minutes, her list looked like this:
- neat
- good sense of humor
- friendly
- fun
- good posture
- energetic
- thoughtful
- polite
- loyal
- poised

"Mother!" Jani exclaimed after a few minutes. "These qualities are all desirable!"

2. Her mother smiled. "Well, why don't you add another column and list all the less desirable qualities of Aunt Marian?" she answered. "Let's see," said Jani, "Aunt Marian has a big nose, but I don't really notice it!"
After a few minutes more her list looked like this:

<table>
<thead>
<tr>
<th>Good</th>
<th>Undesirable</th>
<th>Physical</th>
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<tbody>
<tr>
<td>neat</td>
<td>big nose</td>
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</tr>
<tr>
<td>good sense of humor</td>
<td>too tall</td>
<td></td>
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<tr>
<td>friendly</td>
<td>too thin</td>
<td></td>
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<td>good posture</td>
<td>big feet</td>
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<td>energetic</td>
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<td>loyal</td>
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<td>poised</td>
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When she looked more closely at the list, Jani discovered that the "undesirable" traits of her Aunt Marian were all _______ characteristics.

3. Why do you suppose Jani never really noticed her aunt's big nose? Perhaps it was because her aunt's good traits were more _______.

4. Most of Aunt Marian's good traits were developed—that is, she was not _______ with them.

5. However, her big nose and her height are what we call _______ traits.

6. Aunt Marian cannot change her inherited traits, but she can _______ them by developing other, more important traits which make her physical appearance less obvious.

7. Desirable traits can be _______.

8. Some undesirable traits can be changed if they are developed and not inherited. Examples of this would be nail biting, a quick temper, and _______.

9. Personality is the sum of a person's traits, desirable or undesirable. Most aspects of personality can be controlled, because they are developed. What can YOU do to improve your personality?
APPENDIX C

EXHIBITS OF INSTRUCTIONAL MATERIALS
TEACHING AIDS (PRINTED)
VOCABULARY

1. LOVE  
2. Family  
3. Personality  
4. Values  
5. Goals  
6. Individual  
7. Decision  
8. Standards  
9. Tolerance  
10. Equality  
11. Empathy  
12. Religion  
13. Philosophy  
14. Faith  
15. Immortality  
16. Conscience  
17. Democracy  
18. Citizen  
19. Communism  
20. Justification  
21. Intelligence  
22. Rationalize  
23. Reality  
24. Task  
25. Skill  
26. Selfishness  
27. Vanity  
28. Inferiority complex
(11) Act out your solution to each of the following problems.

1. There is a quarrel almost every evening at the Taylors'. The two boys, Bob and Tom, want to hear one TV program at 7 p.m.; Martha wants a different program. What shall they do to solve their problem?

2. Mildred, Marlys, and Alice help their mother with Saturday housecleaning. Mrs. Johnson has been telling each of them which tasks to do. Recently she asked them to decide how to divide the tasks. How shall they decide which tasks each will be responsible for?

3. Edward was chairman of the decorations committee for the freshman spring party. When the other members of the committee started to decorate, Edward had not shown up. What should be done? Why?

4. Mr. and Mrs. Simmons, Carl, and Evelyn have planned a three-week vacation trip. There are many jobs to be done at home before the Simmons can leave. How can the work be completed in time?
1. Jani's friend, Ginny, brought several friends home after a game for snacks. Her parents were out, but they raided the refrigerator anyway. The next morning, when her mother found the kitchen in a mess, her mother said, "You can't bring your pals home for a snack unless you clean up the kitchen."

2. Mrs. Barnes told Ada that others in the family were complaining because of the amount of time she spent in the bathroom. Ada said, "I want to look like the other girls when I go places."

3. Jani and Marcia are friends and are together frequently. Recently, however, Jani has noticed that her parents seemed to disapprove of Marcia although they haven't said anything about their being together. Jani decided to ask her parents how they really felt about Marcia and why. She also decided to tell them why she liked Marcia.

4. Janet was very upset when she discovered that her mother had many "out dated" ideas regarding cooking. She became even more upset when her mother refused to change. When she discussed this with her home economics teacher, Miss Smith could see no reason to be upset.

5. Tammy did not have her assignment completed, and when Miss Jones asked her why she had not finished it, Tammy stuck her tongue out at her teacher.

6. When report cards were handed out last quarter, Jani's brother, Jimmie, dumped his desk over. When Mrs. Sharp visited school, she was concerned when Mrs. Snodgrass commented about Jimmie's display of temper.
<table>
<thead>
<tr>
<th>GOOD</th>
<th>NEED IMPROVEMENT</th>
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1. No two individuals or families are the same because they have different values.

2. Some values change while others are stable. Changes occur within the individual family life cycle and within society as time passes, while changes do not occur with some values.

3. Understanding and consideration of the values of others is the basis for good manners wherever you are.

4. While conflicts cannot be eliminated, they can be controlled and handled more smoothly and harmoniously if everyone involved is aware of other points of view.

5. Accept others for what they are.

6. Tensions should be released in socially acceptable ways.

7. Success in decision making is essential to goal realization.

8. Decision-making skills are learned by evaluation of previous decisions.

9. Planning saves irritation in decision making.

10. Decisions are more apt to be strongly supported when they are arrived at through the participation of group members to the extent that their maturity allows.

11. The more a person maintains an open mind until he has all the facts needed, the more he is likely to be fair to everyone involved in the decision.
12. If we are wise, we accept the decisions of others until we can or are able to make adequate decisions for ourselves.

13. Tasks are usually more effectively accomplished with satisfaction to all if each person accepts responsibility for carrying out the plans.

14. Being able to use good judgment in the selection of our friends is a part of growing up.

15. The friends we have serve different needs.

16. The more varied our interests, the more opportunities we have for making friends.

17. Girls in most cases mature earlier than boys.

18. The social group of which you are a part influences not only what you do, but also how you think.

19. Dating customs vary from community to community.

20. In order to become a more mature person, one must work toward being accepted by others.

21. Being friendly is a complex skill which we all can learn.

22. Families go through a life cycle composed of a sequence of stages of family development, some of which may overlap.

23. In all societies there is a recognized family unit that assumes the functions of child bearing, child rearing, regulation of interpersonal relations, and economic support.
24. The family meets the needs of its members in a variety of ways.

25. An understanding of the levels of love is basic to an individual's development of relationships with members of both sexes.

26. Dating is a step in the development of the individual in preparation for marriage.

27. Personality is influenced by friends, community, family heredity (physical and mental) and environment.

28. Goal setting and decision making are affected by family values.
PRE AND POST TEST
In the following questions place an X in the blank next to the best answer.

1. A divorce may be granted in some parts of the world to a man whose wife is unable to bear a child, since some religions believe that a man is incomplete unless he has an heir. This reflects which of the following?

   ___ a. Some religions have ridiculous ideas.
   ___ b. This could never happen in the United States.
   ___ c. Values differ from place to place.
   ___ d. A woman should not be required to have children unless she wants them.

2. Lucie is 17 years old. While discussing dating with her grandmother, Lucie said that she didn't necessarily believe that she had to kiss a boy on the first date, as did some of her friends. Her grandmother was shocked that teenagers would behave in this way.

   ___ a. Standards of conduct have changed during recent years.
   ___ b. Her grandmother is a prude.
   ___ c. Lucie and her friends are immoral.
   ___ d. One should not discuss things of this nature with anyone else.

3. An attitude of consideration for others can be developed most effectively in a child by parents who

   ___ a. set an example of consideration for the child.
   ___ b. explain to the child why he should be considerate of others.
   ___ c. are consistent in punishing the child for lack of consideration.
   ___ d. let the child have his own way most of the time.

4. Madeline, 15, the youngest of 5 children, becomes annoyed when her parents introduce her to strangers as their "baby." She often gives the family friends a very poor impression of herself with such remarks as "Do I look like a baby?" or "When will you ever stop calling me a baby?" What should Madeline do?

   ___ a. tell her parents to stop calling her a baby.
   ___ b. act as if she is proud to be called the baby.
   ___ c. Talk it over with her parents.
   ___ d. Make a joke of it, when her parents say such things.
5. Earl, age 16, idolizes his Uncle Harold, a former racing car driver. Recently Harold was involved in an auto accident and admitted that it was his fault. Earl is crushed. He cannot accept his uncle's being anything but a perfect driver. Earl should not be upset because

___ a. He needs to realize that no one is perfect.
___ b. His uncle can beat the charge in court.
___ c. Auto accidents are not important.
___ d. His friends might think his uncle's a poor driver.

6. Sally did not have her room cleaned, and when her mother asked her why she had not finished it, Sally shouted, "Susie's room isn't clean either!" Her shouting at her mother is unacceptable behavior because

___ a. Her mother had no right to ask Sally about her room.
___ b. Susie might mimic her.
___ c. Sally might be punished.
___ d. One can not behave anyway one may desire at any time.

7. Many teen-aged girls are faced with deciding between an early marriage and continuing their education. Which of the statements below is supported by research evidence?

___ a. Happier marriages result when the wife has much less education than her husband.
___ b. Excessive education for the wife will result in marital discord and tension.
___ c. The more education a couple has, the more apt they are to have a happy marriage.
___ d. The education of the wife has nothing to do with the success of her marriage.

8. Two weeks ago while staying with Aunt Emma, Jane stayed up long past her usual bed time to watch the late show on T. V. The next day Jane felt sleepy and irritable all day. Last weekend, even though a good movie was on the late show, Jane went to bed early. Jane decided to go to bed early because

___ a. She learned from her previous experience that she needs more sleep.
___ b. She doesn't like movies with unhappy endings.
___ c. She is not old enough to decide for herself when to go to bed.
___ d. She wanted to please her parents.
9. Sally, a junior in high school, was elected to serve as president of a youth group in her community. She is employed 15 hours per week at the local drug store, and she has been getting behind on her home work. She should have thought her decision over before accepting the position because

___ a. she has a steady boy friend.
___ b. no one should be expected to handle that much responsibility.
___ c. she is in poor health, anyway.
___ d. planning saves irritation.

10. In order better to use their leisure time, the Smiths want to plan a vacation that the entire family will enjoy. Which of the following is the best way to reach a decision in this matter?

___ a. Let Mr. Smith decide, because he has to pay for the vacation.
___ b. Let Mrs. Smith decide, because she knows the family's needs and interests.
___ c. Have the whole family concentrate on each person's favorite recreation in turn.
___ d. Hold a family discussion and base the choice on general agreement.

11. Jeannine had decided that Leona wouldn't be very desirable for a friend when Leona came to school improperly dressed. Later in the year Jeannine and Leona had to work together on a history project and Jeannine discovered, much to her surprise, that Leona was really a nice girl. Why was Jeannine's first decision a poor one?

___ a. Because she made a decision before she had all the facts.
___ b. Because Leona might not like her now.
___ c. First impressions are always unreliable.
___ d. Because a dirty and unkempt appearance usually indicates a poor character.

12. Sandra, age 16, told her parents that she thought she was old enough to make most of her own decisions. Several nights later when Sandra went out with friends, her parents didn't tell her what time to return home, but agreed that she would make the decision. It was very late when Sandra arrived home. The next morning her parents told her that she would not be allowed to make this decision again for a while. Sandra agreed that her parents were right. Check the best reason for Sandra's agreeing with her parents.
a. It's easier to let someone else make your decisions for you.

b. She proved that she was not yet mature enough to make this decision.

c. She took advantage of her parents' decision to let her make a choice.

d. She didn't like to go out with friends, anyway.

13. The Jacksons are planning a family reunion and there are many jobs to be done. They are dividing the tasks and making each person responsible for the tasks assigned him. The best reason for this plan would be

a. it's more efficient.

b. no one will get anything done unless he's assigned a job.

c. everyone will feel that he had a part in making the reunion possible.

d. everyone should do as much as he is capable of doing.

14. The Smyths have moved to a new community. Sue, age 16, enjoys social activities and makes friends easily. How can she best become a part of her new community?

a. Join the group at school that has the highest social standing.

b. Take her time in becoming a definite part of any group.

c. Become the best friend of the girl next door.

d. Choose friends from her economic level.

15. Marie asked her father to take her across town to Betty's house one evening. Her father said, "If you want to visit someone, why can't you visit Alice? She's close by." Marie answered, "But father, I can't talk to Alice about dates and things like that. Alice is fun to go to shows with, but Betty is the only one I can talk to about boys." Which of the following best explains Marie's wanting to talk to Betty?

a. Marie likes Betty better.

b. Some girls can be trusted more than others not to tell what they talk about.

c. Betty is more friendly than Alice.

d. Teenagers like to be with different friends for different reasons.
16. Kay, 14, spends much of her free time reading. She has always read a lot and has no other hobbies. Kay's mother thinks Kay's interests should be much more varied, so she is trying to persuade her to join one of the hobby classes at the "Teen Club." Why does Kay's mother want Kay to learn to enjoy more than one activity?

___ a. Kay could do many things to fill her spare time.
___ b. Too much reading isn't good for her.
___ c. It becomes boring to do one thing all the time.
___ d. Many interests broaden one's personality.

17. Judy, age 14, was excited about the school dance. Her twin, Jerry, was unenthusiastic and cared only for basketball. He probably wasn't interested in the dance because

___ a. dancing is dull and uninteresting.
___ b. girls become interested in social activities at an earlier age.
___ c. his sister was boy-crazy.
___ d. he was too mature for such childish behavior.

18. Janie, age 15, was shocked at first when she discovered everyone drinking beer at a party she attended, but since she didn't want the rest of the group to think she was a "wet blanket," she drank some, too. She probably drank because

___ a. If everyone does it, it's all right.
___ b. her desire to conform was stronger than her will power.
___ c. she had low moral standards.
___ d. there's nothing wrong with having a few drinks.

19. Hilda, 14, was invited to visit her friend Harriet, 14, for the holiday. They had a good time but when Hilda returned home she remarked to some of her friends, "We went to lots of parties but, gee, it was kid stuff. The fellows didn't even walk the girls home from the party." What reason would best explain why the fellows acted differently in these two towns?

___ a. The boys thought they were too young to date.
___ b. The girls in Harriet's town neglected the boys.
___ c. The boys were afraid of being teased if they dated girls.
___ d. Boys from different areas may differ in their dating practices.
20. Sharon dates Ken, who is the top student in the class and who is very intellectual. She is uncomfortable with his friends because she doesn't understand many of the things they discuss. The best solution would be for her to

___ a. remain quiet when his friends are around.
___ b. associate only with her own friends.
___ c. try to learn more about the topics they discuss.
___ d. break up with Ken, because they have nothing in common.

21. Joseph, 15, needed a date for the class party because all of the other fellows had dates. He had not been very friendly with girls before and because of this had difficulty getting a date for the party. Several of the fellows in Joseph's class decided to help him with this problem. What is the best reason for his friends' concern?

___ a. He would be missing a lot without dates.
___ b. Everyone should be dating by the time they are fifteen.
___ c. Everyone can learn to be friendlier.
___ d. Joseph's lack of interest in girls is abnormal.

22. Jackie and Alice, both 15, are good friends. Jackie is the youngest child in the Watson family, while Alice is the oldest in her family, the Andersons. Jackie frequently gets upset with her parents because they seem to show little interest in her activities, while Mr. and Mrs. Anderson actively sponsor several teenage activities. When Jackie's older brother and sister were her age, her parents were active but since retired Mr. Watson does not seem interested in Jackie's activities. The reason for the difference between the Watsons and the Andersons might be that

___ a. the Watsons are not interested in Jackie.
___ b. Mr. Watson has poor health.
___ c. The two families are in different stages of life.
___ d. The Andersons are spoiling their children by giving them too much attention.

23. Joe, 17, was experiencing some difficulty in his relationships with others at school following a divorce between his parents. Which of the following is NOT a possible reason for his behavior?

___ a. Family harmony is important in learning how to get along with others.
___ b. The other students are avoiding him because of the divorce.
c. He felt responsible for the breakup.
d. Joe has inherited the traits of a born troublemaker.

24. Nancy, 15, told her mother that her sister Barbie, 10, and Barbie's best girl friend, Diane, were holding hands as they walked home. "I think it is terrible for girls to hold hands," exclaimed Nancy. Her mother replied, "It's just a normal stage." Why was Nancy's mother unconcerned about the young girls' display of affection?

a. Nancy is overly critical of her little sister.
b. Any display of affection should be confined to the marriage relationship.
c. Nancy's mother did not want to upset Nancy about the younger girls' abnormal behavior.
d. Everyone experiences different stages of love as they grow up.

25. Mrs. Duncan was worried about her daughter Janis, 15, because she is considering accepting a ring from Tom, the only boy she has ever dated, and whom she has only known for two months.

a. Janis is not old enough to make this decision.
b. Mrs. Duncan is unhappy in her marriage and does not want Janis to get serious about any boy.
c. Mrs. Duncan realizes that Janis has not had enough dating experience to be prepared for marriage.
d. Accepting a boy's ring means Janis intends to marry Tom.
1900 AND TODAY COMPARISON TRANSPARENCIES

The following transparencies were used in comparing today's life and values with those of the early 1900's.
Melissa was born with an Oneida spoon in her mouth.

• ADVERTISING •

TODAY
Iodized Salt

Help keep your family goiter free!

- Advertising -

1927
PEERLESS SEAM ALLOWING PATTERN

BOYS' SUIT, Blouse Closed at Front, with Long or Short Sleeves; the Front of Body and Trousers Cut in One, and Back in Two Sections. 12 Pieces.

Cut in sizes 2 4 6 years.
21 23 24¼ inches breast measure.

Before cutting carefully compare all pieces of pattern with chart.

YARDS OF MATERIAL REQUIRED

<table>
<thead>
<tr>
<th></th>
<th>Short Sleeve Underwaist</th>
<th>Long Sleeve Underwaist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27-in. 32-in. 36-in. 44-in.</td>
<td>27-in. 32-in. 36-in. 44-in.</td>
</tr>
<tr>
<td>2 yrs</td>
<td>1½ 1½ ¾ ¾ ¾ ¾ ½ ½ ½ ½ ½ ¼</td>
<td></td>
</tr>
<tr>
<td>4 yrs</td>
<td>1½ 1½ 1 1 ¾ ¾ ¾ ¾ ¾ ¾ ¾ ¾</td>
<td></td>
</tr>
<tr>
<td>6 yrs</td>
<td>1½ 1½ 1½ 1½ 1 1 ¾ ¾ ¾ ¾ ¾ ¾</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Separate collar ¾ yard 14-inch material</td>
<td></td>
</tr>
</tbody>
</table>

DIRECTIONS FOR CUTTING AND MAKING.

> Match notches in closing seams.
> Large Triple Perforations—No seam, lay on lengthwise fold.
> Single or Small Perforations—Fortucks, plackets, etc.
> Double Perforations—Gatherings and Shirtings.

½ inch has been allowed on all edges for seams and finishing.

For shorter sleeve, cut (S) off along line of large perforations.

For shorter trousers cut off lower edge along large perforations.

WAIST (F, B, A)—Close seams. Turn under ¼ inch hem at front edge of front. Lap left front over right matching large perforations (center-fronts) and stitch for closing. Stitch band (A) on waist with the lower edge along crossline of small perforations.

COLLAR (C)—Sew to neck edge of waist as notched.

SLEEVE (D, E)—Close seam. Gather lower edge between double large perforations. Sew waistband to sleeve with seams even. Close seam of cuff (D) and sew edge having single large perforation to short sleeve with seams even. Sew sleeve in armhole as notched placing large perforation at shoulder seam.

Arrange neck facing (B) underneath front with edges even. If desired work cyclones at the small perforations near front edge for facing. Close underarm and shoulder seams. Sew facing (H) to left front matching notches and single small perforations.

Close leg seams (N, O) leaving edges open above extension. Close center seam leaving open at facing and above single large perforation in front. Turn extension in back under on large perforations, lap on front (O) to 2 large perforations and stitch for closing. Turn lower edge of either length under ¼ inch for hem. Underface upper back edge of trousers ¼ inch (cut). Work buttonholes at single small perforations. Stitch a band across back (L) with upper edge along line of small perforations and sew buttons to correspond with buttonholes.

Chart shows size 4 laid on material.

CLOTHING 1912

$ .70
EARLY AMERICAN

Style mainly after English designs, Colonial furniture generally has a rustic look as a result of crude detailing and proportion. Ornamentation consists of turnings, strap-work, patterns, spindles, round or oval wooden handles, carving, and painting. More refined styles appear in the latter part of the 17th century.

1700-1900

WINDSOR CHAIR

- FURNITURE -
- STYLES -

MODERN

This style began in the early 1900's in the Bauhaus School in Germany. The philosophy behind it is "form follows function." Styles have an architectural quality. Seating units stress comfort, mobility, and easy maintenance. Furniture materials include plastic, glass, metal, leather, rubber, plywood veneers, and other synthetics.

1968

MIES CHAIR

SAARINEN CHAIR
THE KITCHEN
The First Kerosene Tractor Ever Built

A Modern Farm Horse for Large Farms

1914
$800

MACHINERY

Today
$8000
FAMILY LIFE CYCLE TRANSPARENCIES

The following transparencies (four) are used with the overhead projector in discussing values as related to families.
FROM MARRIAGE TO DEATH OF BOTH SPOUSES

60 YEARS
Children at Home 26.5 Years

Children Gone 29.5 Years

2 Years

No Children
8- Aging Families

7- Families in the Middle Years

6.5 Years

6- Families as Launching Centers

13.5 Years

5- Families with Teen-agers

7 Years

4- Families with School Children

8.5 Years

3.5 Years

3- Families with Preschool Children

2.5 Years

2- Childbearing Families

16 Years

1- Beginning Families
BULLETIN BOARDS
Bulletin board used throughout the units. Prior to unit, footsteps cut from black construction paper were mounted to promote interest and student curiosity. Lettering was added as unit progressed through the areas of study.
Footsteps To

Understanding Values
Understanding Families
Consideration for Others
Goal Setting & Decision Making
Interpersonal Relationships
"FUNCTIONS OF THE HOME

Lettering in circles was added as students determined functions, then illustrations were added for each function by the class.
FUNCTIONS OF THE HOME

MEETING HUMAN NEEDS (PHYSICAL, SOCIAL, EMOTIONAL, MENTAL & SPIRITUAL).

TRANSMITTING CULTURE.

ECONOMIC SUPPORT.

CHILD BEARING & REARING.

PROVIDING IDENTITY IN THE COMMUNITY.
"DO YOUR RESPONSIBILITIES BALANCE YOUR PRIVILEGES?"

Boxes in the diagram represent illustrations of privileges (dating, money, use of T.V., use of telephone, having pets, having friends in), and illustrations of responsibilities (outside chores, household chores, homework, care of pets, manners, music practice).
Do Your Responsibilities Balance Your Privileges?
"WHAT MAKES ME ME?"

Question marks in illustration are replaced with pictures of typical personality traits (sense of humor, getting along with others, spiritual and patriotic values, hobbies, manners, grooming, studying, work at home).
WHAT MAKES ME ME ME?