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Incorporating Programming in a Course of Family Life Education

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INCORPORATING PROGRAMMING IN A COURSE OF
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
Clarice Lorraine Schorzman

August, 1969

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Chapter 1

THE PROBLEM AND DEFINITIONS OF TERMS USED

As a fundamental social unit of our society, the family in recent years has undergone a multitude of changes, all of which affect the adjustment of each family member. Duvall sums up some of the more important changes:

Rapid industrialization through the twentieth century has been accompanied by many changes in American family life: (1) more men and women get married and at younger ages; (2) more persons live to complete their family life cycle; (3) more women work outside the home; (4) families have moved off farms and into cities and suburbs; (5) families have shifted from production to consumption; (6) families have more resources; (7) family members have more leisure and better education; (8) family roles have changed; (9) family instability has increased; and (10) individual family members have more freedom (9:67).

Admittedly, some of these changes are causal and some are results of the causes; nevertheless, if an individual today is not successful in personal and family relationships, his performance outside the home can be negatively influenced. A majority of girls now in the ninth grade will be married within five or six years, and because of their ages and lack of training they may enter marriage unprepared. The main problem, then, is how a home economics teacher can prepare young people to make sound personal and family decisions. Contemporary living provides less

in-the-home training of girls than that of previous generations produced. Combined with the early marriage rate, this increases the cruciality of the situation.

THE PROBLEM

Statement of the Problem

This thesis will present a report and an evaluation of teaching experimentally a nineteen-day unit in personal and family relationships at the ninth grade level at Ritzville High School, Ritzville, Washington, during March and April, 1968.

It was the purpose of this project (1) to develop a course of study incorporating the use of programmed instruction and small group discussion in a classroom situation, (2) to compare the progress of the class using the programmed instruction with a control class using the same unit plan but without programming, 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 a personal and family relationships unit at the ninth grade level, a programmed course of study integrated with small group discussion in a divided classroom situation will better utilize limited class time, and provide for individual differences and maximum progress than a similar course of study not utilizing programmed instruction and small group discussion.

Importance of the Study

A directive of the Washington State Department of Public Instruction requires all girls to take one year of home economics at ninth grade level or above 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 relations training given, the teacher must utilize class time to the fullest. Personal and family relationships is very often 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. How, then, can a teacher utilize her time to serve best this need and allow for individual differences? This study attempts to explore one of the possibilities--programmed instruction combined with small group discussion.

Limitations of the Study

The subjects used in this study number but twenty-four--twelve in each of two classes. Because this represents the total population of ninth grade girls at Ritzville High School, little could be done to increase the size of the groups used, and results of this study may well be limited in their application.

Although the use of identical pre-test and post-test allowed for statistical analysis of data, the instructor also served as evaluator in

subjectively interpreting results and in determining the feasibility of using programmed instruction in teaching personal and family relationships at the ninth grade level. The validity of this data cannot be easily determined. Both methods of evaluation might be criticized inasmuch as they tested only short-term learning and progress in a field which strives to produce long-term gains. A follow-up study might be an interesting exercise in attempting to evaluate long term progress.

Perhaps the greatest limitation, however, is inherent in the lesson plans themselves. The project entailed the manipulation of two independent variables (programmed instruction and small group discussion) and it is impossible to determine the result of using either of them independently of the other.

The lesson plans used were identical in content except for the seven instances in which programmed instruction and small group discussion were used. In these seven instances, some rearrangement of order and time was necessary (see Appendix A). Thus, one cannot determine precisely the validity of the test results, since time and order of presentation became unexpected and unmeasured variables.

DEFINITIONS OF TERMS USED

Small Group Discussion

As it is 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 twelve students in each class, so a "small group" contained six students.

Programmed Instruction¹

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

(1) an ordered sequence of stimulus items, (2) to each of which a student responds in some specified way, (3) his responses being reinforced by immediate knowledge of results, (4) so that he may move by small steps, (5) therefore making few errors and practicing mostly correct responses, (6) from what he knows, by a process of successively closer approximation toward what he is supposed to learn from the program (23:2).

Personal and Family Relationships

According to the Washington State Board for Vocational Education, personal and family relationships in family life education is an area of the home economics curriculum which includes study in the following areas: (1) universality of families, (2) family functions, (3) development of self, (4) interpersonal relationships, and (5) values (27:4-6).

¹Writers are undecided as to spelling of the term. Both "programed" and "programmed" are used; Webster's New World Dictionary prefers the first, but also accepts the second spelling. The second spelling is used by this writer for the sake of consistency, since this version was encountered first in readings.

Chapter 2

REVIEW OF RELATED LITERATURE

LITERATURE ON THE IMPORTANCE OF THE FAMILY AND FAMILY LIFE EDUCATION

Although it might seem presumptuous to assume that the family is universally found in all societies because the definition of this unit differs from culture to culture, Stephens (26:29), in his study of the family cross-culturally, concludes that although the family may not be universal to all known societies, it is almost universal. However, the importance of the family as a basic unit of American society is generally accepted. The family, according to Goode, is important in that it serves as a mediation device in socialization. Without the family, socialization is inadequate.

What is needed is a set of social forces that responds 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).

The concept of family life education is relatively new in the United States, having developed in response to the effect of poor personal and family adjustment upon academic and vocational success. Vahanian (10:viii) believes that the schools must be responsible for such education,

the main purpose of which is the stimulation of growth in self-understanding and of increasing competence in meaningful interpersonal relationships.

Force (10:36) indicates the uncertainty toward the field when she calls for a more positive attitude:

Family life education is, however, caught in the maelstrom of current educational controversy School leaders must be not only convinced but they must also be willing to stand up and be counted "Truly great educators and clear-thinking community leaders the world over recognize today that education for personal and family living is as vital to human progress as space flight or higher mathematics."²

Kerckhoff (6:895-896) indicates the value of including family life education in the school curriculum when he reports that the major tasks of family life education as seen by a sample of educators in the field were 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 education, and to develop common principles for family life education.

The extent of research in the field of family life education is limited, especially on the high school level, as indicated by Kerckhoff:

There also have been research-based evaluations 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 (6:904).

²Quoted by Force (10:36) from Esther E. Sweeney, in the Annual Report of the American Social Health Association (New York: The Association, 1960).

In her recommendations for the future of family life education, Hatcher (13:458) recommends more extensive research with increasing attention being given to the needs of families, using scientific experimentation procedures followed by more thorough reporting of the research findings to all teachers of family life education.

Christensen (6:13-17) agrees, stating that research aids in bringing about greater public acceptance which in turn lifts the level of research. He further states that improvement is basically caused by the willingness of the researchers to critically examine their results.

Caven (3:527-533) sums up this line of thought when she indicates that (1) the quality of the family life education program depends upon the preparation of the professional staff, and (2) the type and quality of research in the field of family life education may well indicate the direction which the family may take in coping with changing society.

Continuous re-evaluation is necessary if a school is to meet the needs of this changing society. The changing roles of women in today's society make this re-evaluation essential in the area of family life education. The Report of the President's Committee on Home and Community (21:47) recommends that education for responsibilities in home and community should be thoroughly re-examined to discover more effective approaches by experimentation in content and timing and under the direction of school systems and public or private organizations.

Bruner (2:54) says:

Research on the instructional process--in all disciplines--has not been carried out in connection with the building of curricula. As noted, psychologists have come upon the scene, armed with evaluative devices, only after a curriculum has already been put into operation. Surely it would be more efficient and more useful if embryonic instructional materials could be tried out under experimental conditions so that revision and correction could be based upon immediate knowledge of results.

Thus far the literature has stressed (1) the importance of the family as an institution, (2) the importance of family life education to the family, and (3) the necessity of research and re-evaluation in family life education. If research is needed in curriculum development, as Bruner indicates, what form might this research take?

LITERATURE ON THE USE OF PROGRAMMED INSTRUCTION

Close examination of teaching plans for personal and family relationships units has indicated that teachers use a variety of aids in unit presentation. One device enjoying popularity in most fields, however, was absent from the plans. This aid, programmed instruction, has been used in some home economics curricula (especially in the areas of foods and clothing) but has not been used, to this writer's knowledge, in the area of personal and family relationships prior to the present study.

As one of many teaching devices available for classroom use, programming deserves thorough investigation. The term refers to a technique which is receiving much current attention, but its origins lie in

Greece, where Socrates used the underlying principles of programming to teach his students modes of thinking. Modern developments date from the work of Dr. S. L. Pressey at Ohio State University in the 1920's, when he used the punchboard to demonstrate the effectiveness of immediate reinforcement. In the 1950's, B. F. Skinner of Harvard University developed a simple learning device based on operant conditioning (18:15). This device is what we know today as a teaching program.

New methods must be tried and evaluated to remain abreast of today's technology. The objectives of programmed instruction are compatible with the current main objectives for the personal and family relationships course; each of the following objectives is a goal of the teaching of family life education.

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 (7:ix).

The advantages of using the technique are numerous. According to Smith and More (24:59), one of the most valuable advantages of programmed instruction is the avoidance of students being compared with each other, with each student able to recognize the fruits of his own labor. They further indicate 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.

Trump, in his Focus on Change (29:7), asserts that the need for satisfaction from learning is strong in the student. He further states that one of the best ways to gain this satisfaction is to have immediate knowledge of achievement on a given task, thus reinforcing what has already been learned and providing motivation for moving on to the next step. Schramm (23:2) feels that this immediate knowledge of result is one of the strongest favorable aspects of the use of programmed instruction over other methods of presentation.

Taber, et al (28:2) believe that programmed instruction can help increase the adaptive advantages of mass education. The 1962 "Interim Report of the Joint Committee on Programmed Instruction and Teaching Machines" agrees:

An important potential advantage of individual programmed instruction is that abler learners can proceed at an accelerated rate through basic course material and thereby qualify sooner for advanced instruction. On the other hand, suitable programing may enable the slow learner to attain higher levels of proficiency than would otherwise be possible (14:58).

The efficiency of programmed instruction has been demonstrated. Its possibilities as a teaching time saver are high. In a study conducted in Washington under the auspices of the Washington State Department of Public Instruction, a comparison of achievement and teacher time expended indicated that the use of programmed instruction resulted in a substantial saving in teacher time, with no loss of achievement (31:31).

A number of qualified educators express doubts about the positive effects of efficiency. Many feel that learning is automatically sacrificed in favor of efficiency; the less time a system of presentation requires, the less the student learns, they say. Lange (15:51) answers the 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 proportionately poorer product. Programed instruction upsets this reasoning by establishing an acceptable standard of performance, and then researching for efficiencies without loss in the learning outcomes.

Experiments have shown that programmed instruction can be adapted to a great variety of needs. Research indicates that it is an excellent tool when used in conjunction with other teaching devices. In a study conducted in the schools of the Columbia Basin in Washington State (31:32), the experimentors indicated that programmed learning supplemented by systematic teacher instruction can result in a significantly superior level of achievement. Lange (15:222) states:

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.

Because discussion is important in a personal and family relationships unit, it was decided that programmed instruction could be utilized best in conjunction with discussion. Programming assumes the responsibility for presenting background information such as terminology.

It was decided, too, that the use of small group discussions might offer some advantages over those offered by large group discussion. Trump (29:24-80) agrees. A summary of the advantages as seen by him are as follows: (1) small group discussions provide a setting whereby teachers come to know and understand students better, (2) they allow students equal opportunity for leadership, (3) they create a less inhibited atmosphere for discussion, and (4) they provide students the opportunities to know their teachers on a personal, individual basis.

Schramm (23:25) feels that problem-solving is a science and that the use of programmed instruction helps provide a structure within which one may work freely. The use of small group discussions provide the means by which the work may be done freely. This would appear to be especially relevant in the area of personal and family relationships, which is by its very nature more dependent upon individual class needs than are some other areas of study.

Although many educators fear that the use of programmed instruction may be "overdone" and that teaching will suffer from this overexposure, a word of caution is implicit in the writings of even the most avid advocate of programmed instruction. Daniel Tanner (8:306-307) states:

Unfortunately, we have failed to capitalize on the great resources which are available to us. We must learn to use these resources wisely. In and of themselves they are not panaceas and cannot produce miracles. The communications media are no better than the messages which they convey or the reactions which they catalyze.

SUMMARY

A major concern of home economics educators is to prepare young people to make sound decisions. 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 could be a major step in the 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. This study, then, will examine that possibility.

Chapter 3

DESCRIPTION AND ORGANIZATION OF THE COURSE

The research project involves the use of a unit designed in such a way as to increase teacher-student rapport rather than to limit it, as many opponents of programmed instruction imply it might. The course content was selected using Guidelines for Teaching Personal and Family Relationships (8) and the Iowa State Evaluation Materials (2, 3). 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. Generalizations and objectives in these areas were formulated, and the lesson plans prepared. For both classes, lesson plans were made which represented the most stimulating of those the writer could devise (see Appendix A).

DESCRIPTION OF THE COURSE

Two classes at Ritzville High School, Ritzville, Washington, each consisting of twelve ninth grade girls, were used. One, the experimental class, was divided into two groups of six students each (A and B), while the second class remained as a single group and was used as a control. 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 during seven of the nineteen lessons. The programmed materials 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 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 material as for the experimental class, but without the use of programmed materials and small group discussion; some rearrangement of time and order was necessary to facilitate the programmed instruction and the alternation of groups.

ORGANIZATION OF THE COURSE

The study was organized in the following manner: (1) course content and procedures using available aids were prepared for use as a personal and family relationships unit at the ninth grade level; (2) the evaluation device, a test to be administered two weeks prior to the unit presentation and then to be repeated upon completion of the unit, was prepared and given to ninth grade students from the Ritzville, Yakima, and Tacoma areas earlier to test its reliability. It was then assumed that the test would prove adequate for the Ritzville ninth graders, because the mean score on this "trial run" was 10.67 correct responses out of a possible score of 25

correct responses, thus allowing room for improvement made by students during the course of the unit. (3) The pre-test was administered to the subjects of the present study two weeks prior to the presentation of the unit.

(4) The control class used the basic unit plan. The use of programmed instruction and small group discussion was substituted in the experimental class for the following control-class activities: vocabulary research; written "real-life" situations; role playing of situations; a textbook reading assignment; and discussion of values/goals relationships, types of love, and inherent or acquired personality traits. The generalizations remained the same for both the experimental class and the control class; however, some rearrangement of order and time of presentation was necessary (see Appendix A).

Figure 1 illustrates the time spent by each group on the seven topics into which the programmed instruction was introduced. Each class spent a total of 430 minutes of class time on the seven topics, but the time was not always equally distributed. This was found to be necessary because the use of programmed instruction often required less time than did the use of the traditional methods; thus, either extra material was given the experimental group or extra discussion time was spent by the experimental group.

Figure 2 illustrates the division of one unit of class time for the experimental class and for the control class. In cases where the time

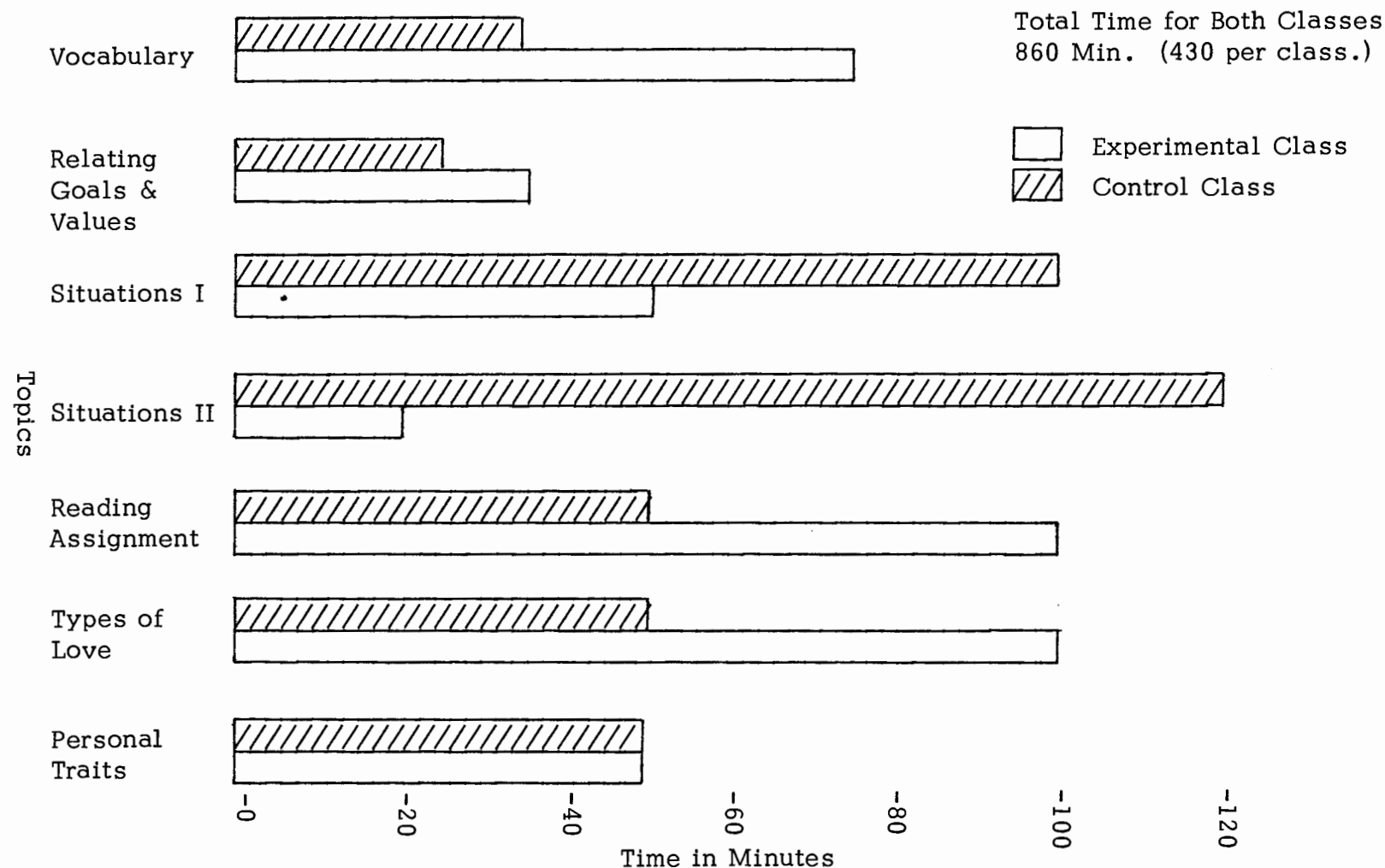






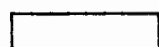
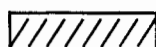


Figure 1. Apportionment of Class Time Showing Differences Between Control Class and Experimental Class.

		Minutes			
		15	15	15	15
Control Class					
Experimental Class	Group A				
	Group B				



Activity



Discussion

Figure 2. Illustration of Principles of Time Division for Control Class and Experimental Class.

spent was equal ("personal traits," Figure 1), this illustration is precise; for other cases of unequal time, only the proportion of presentation and discussion time remains stable for each group. As this illustration indicates, the experimental class (divided into groups A and B) spent half of their allotted class time on each topic in activity (programmed instruction) and half in small group discussion. The control class time was similarly divided, but the class remained together as a single unit, using traditional methods of presentation of material and engaging in larger group discussion.

(5) Each of the two classes was divided into three strata of achievement based on scores from the Stanford 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.

(6) The evaluation test (given previously as the pre-test) consisting of twenty-five multiple-choice questions (see Appendix B) was administered at the conclusion of the unit as a post-test. The results of the two test exposures formed the basis of comparison for the two classes.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Analysis of Data

After the unit was completed, test scores were tabulated and recorded. Table 1 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 high achievers in the control class seemed to have gained more than their experimental counterparts, and the low achievers in the experimental class seemed to have gained more than the low achievers of the control class.

The data were subsequently subjected to an analysis of variance, and a summary of the results is presented in Table 2. With a required F value of 3.55 at the .05 level of significance, the F value for treatments (use of programmed instruction) was 0, which indicated that there was no statistically significant difference between the control class and the experimental class. The F value for interaction was likewise not statistically significant. The F value for blocks (achievement levels), however,

Table 1

Mean Scores of Students on Pre-test and Post-test in Control Class
and Experimental Class According to Achievement Level
Ritzville High School

Achievement Level*	Control Class				Experimental Class			
	Total No. of Students	Mean Pre-test Score	Mean Post-test Score	Mean Score Gain	Total No. of Students	Mean Pre-test Score	Mean Post-test Score	Mean Score Gain
High	4	21.0	22.50	1.50	4	21.25	21.75	.50
Medium	4	16.75	21.0	4.25	4	16.75	22.25	5.50
Low	4	17.25	20.50	3.25	4	16.0	22.0	6.0
All Levels	12	18.33	21.33	3.0	12	18.0	22.0	4.0

* Each class of 12 students was divided into 3 equal strata of achievement based on scores of the Stanford Achievement Test, administered at 9.1 school years. Those having scores of 10.1 or above were classified as high achievers, those of 8.5 through 10.0 as medium achievers, and those of 8.4 and below as low achievers.

Table 2

Summary of the Analysis of Variance of the Raw Data

Source	Sum of Squares	df	Mean Square	F*
Between treatments	0	1	0	0
Between blocks	18.25	2	9.125	5.39
Interaction	5.25	2	2.625	1.55
Residual	30.50	18	1.694	
Total	54.00	23		

* $F_{.05}(2/18) = 3.55$

indicated a statistically significant difference somewhere between achievement levels at the .05 level of significance.

A table of differences between means of all three achievement levels was constructed, as illustrated in Table 3, and a t test of the data indicated that at the .05 level of significance the low achievers of both classes had a statistically significant higher mean gain than did the high achievers of both classes (both classes are regarded as a single unit for this test, since there was no difference between the two classes; the only difference was between achievement levels of the two together).

One may conclude from the statistical analysis of data, then, that the use of programmed instruction was neither more nor less effective than the methods used with the control group; however, both methods of presentation were more effective for the low achievement strata of the combined classes than for the high achievement strata.

A rather unexpected development meriting some consideration was discovered from examination of the raw data. The classes had been matched according to achievement levels, the decision to do so having been based on the assumption that high achievers would receive high pre-test scores and low achievers would receive low pre-test scores. Preliminary examination of the raw data seemed to indicate the possibility of a weaker positive correlation between achievement test levels and pre-test scores than had been suspected, because some of the high

Table 3

Table of Differences Between Means*
for Three Achievement Levels

Achievement Levels	High 1.00	Medium 1.875	Low 3.125
High - 1.00		.875	2.125
Medium - 1.875			1.250
Low - 3.125			

$t_{.05} = 1.46$

* Mean gain for achievement levels of combined classes, based on mean gain for high achievement level = 1.00.

achievers received low pre-test scores and some of the low achievers received high pre-test scores.

A correlation chart was prepared (see Figure 3) for achievement grade levels and pre-test scores. The chart indicates that there is probably some positive correlation, because the scores follow a plane from lower left to upper right, in general. In a case of perfect positive correlation of $+1.00$, the scores would all fall on a diagonal line drawn from lower left to upper right, while in a case of perfect negative correlation of -1.00 , the scores would all fall on a diagonal line drawn from lower right to upper left.

Pearson's product moment coefficient of correlation was then computed from the raw data, with the resulting coefficient of $+0.51$, indicating a positive correlation between the achievement test levels and the pre-test scores, since a coefficient for this type of data seldom exceeds $+0.60$.

The most that may be inferred from this, however, is that there is some positive correlation between the achievement test levels and the pre-test scores, but the correlation is far from being perfect. The preliminary examination might have led to the erroneous conclusion that another means of stratifying the classes should have been used; statistical analysis of the data, however, indicates that the achievement test levels seemed to be as accurate a predictor as any other means available to the writer.

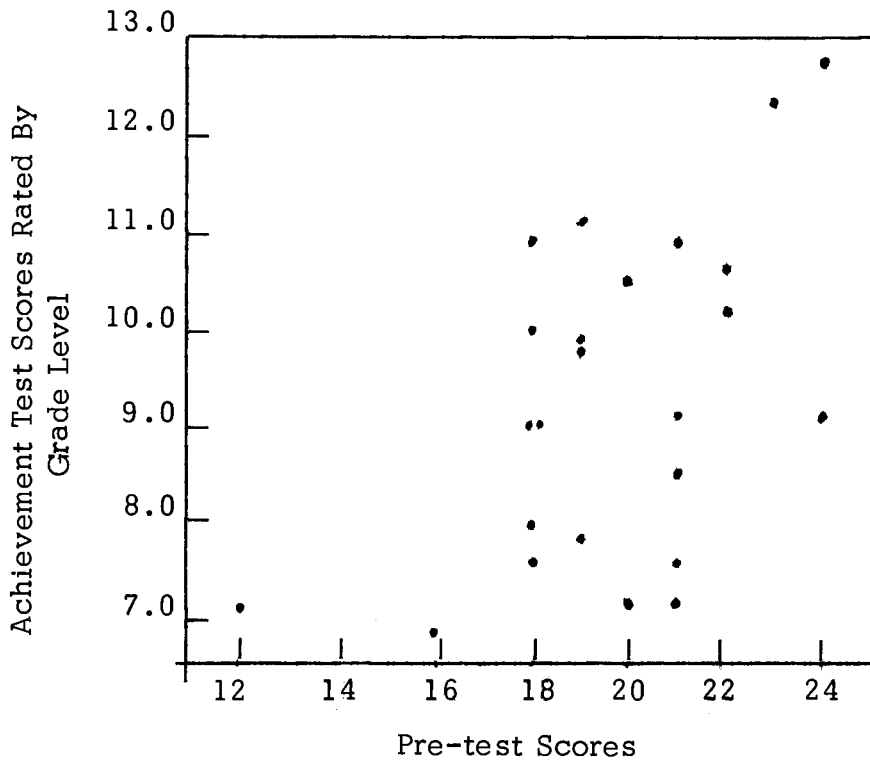


Figure 3. Correlation Between Pre-test Scores and Stanford Achievement Test Levels.

Pre-Test Correlation

Although the pre-test had been used in a "trial run" on ninth grade students from schools in the Ritzville, Yakima, and Tacoma areas prior to the present study, the samples were obviously representing populations which differed from the population of the classes used in the present study. The mean score for the "trial run" was 10.67 correct responses out of a possible score of 25, while the mean score for the pre-test in the present study was 18.17 correct responses out of a possible score of 25. Thus, the pre-test scores in the present study averaged 7.50 points higher than did the "trial run" scores, placing a "ceiling" on achievement of the classes in the present study. In other words, the students in the present study scored so high on the pre-test that they had little room in which to improve their scores. This "ceiling" could be expected to particularly affect those students having the higher pre-test scores. Because there is a positive correlation between achievement level and pre-test scores, one could therefore assume that the high achievers would be affected most, which might account in part for the difference between high and low achievers of both groups as noted in Table 3, page 25. In a replication of the study, more care should be taken in testing the reliability of the evaluation device.

Internal Contamination

A major difficulty was introduced into the analysis of the study by the nature of the use of programmed instruction. It was discovered that it usually required the students less time in which to assimilate programmed material than it took them to assimilate the material presented in any other form except textbook reading. In the reading assignment (see Figure 1, page 18), the programmed materials required more time to assimilate. There seemed to be a limited number of methods that were available for use in compensating for the time difference and yet keep the total time of 430 minutes constant for both groups. The methods were as follows: (1) the experimental class could be exposed to more material, as was done with the vocabulary study; (2) the experimental class could do all work in class instead of being given homework, as was done in the reading assignment; and (3) the experimental class could be exposed to a longer discussion time, as was done with the lesson on love. Varying the time in this manner compensated for the extra time required by the control class to understand the situations which were presented twice during the unit.

This led to another difficulty. The variation of time spent then required a slight revision of the order of presentation of some of the material in one class so that the lessons could be made to fit into the standard 52-minute class periods.

The problem, of course, was that the amount of time spent on each generalization was unequal for the two groups, and thus one might

be led to question the validity of the test results. Since there was no statistically significant difference between the two classes, could one not ask whether there might have been a significant difference between the classes had the time spent on each generalization remained the same for both classes?

If a replication of the study were to be attempted, a major "overhaul" of the lesson plans would be necessary to rid the study of these extraneous variables of time and order of presentation.

Subjective Evaluation

The following subjective data were gathered from classroom observation and subsequent anecdotal notes made during the teaching of the unit. Careful observation of the students indicated that the programmed materials appeared to bore many of the higher achievers in the experimental class after the fourth exposure, as evidenced by a general attitude of boredom observed in students who usually displayed interest in class proceedings. This suggests, first, the possibility of using programming in lower concentrations, perhaps for introduction and review. It also suggests that if programmed instruction is used, it should be made more challenging to the high achievers, who appeared to have little respect for material that could be so simply presented. This further suggests that perhaps the whole area of personal and family relationships could deal with much more difficult concepts on a lower level than has previously been suspected.

The teacher-evaluator observed that the students in the control class experienced more difficulty early in the unit, with vocabulary and related introductory concepts, especially in the area of values. The experimental class appeared to grasp these concepts more quickly and with less difficulty. This might also indicate the use of programming for introductory vocabulary material.

On the positive side, those students representing the medium and low achievement strata of the experimental class 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 going at their own speeds. Perhaps the lack of the usual classroom competition contributed to this feeling.

The use of small group discussion appeared to be effective in eliciting student response; students in the small groups were less reluctant to discuss the unit, and seemed to be more at ease during the time allowed for discussion. This technique seemed to promote both individual-student/teacher interaction and overall group interaction. The disadvantage of the entire class not sharing in the discussion experiences seemed to be counteracted by this closer interaction. A further study might be indicated here which would compare student and teacher interaction and group interaction in small group discussions with interaction in larger discussion groups in a personal and family relationships class, since the value of the small group discussion could not be isolated from the effects

of the programmed instruction in this study. The value of small group discussion, on the other hand, may simply lie in improved teacher-student rapport, in which case a test measuring student attitudes included in the pre-test/post-test might suffice.

RECOMMENDATIONS

The conclusions of this study indicate that programmed instruction used with small group discussion techniques may be used in teaching personal and family relationships at the ninth grade level; however, it appears that it may be more valuable as an aid to low achievers than to high achievers. It may also prove to be more valuable for presentation of introductory material and for review or absentee make-up work than for continual or random use.

A more careful reliability test should be made on the evaluation device, the pre-test/post-test. Because the entire population of twenty-four Ritzville High School ninth grade girls was used in the present study, the experimenter was forced to use another population for her "trial run" of the test. The use of a larger population might enable the experimenter to test the evaluation device on a sample of the same population which he intends to use for his study.

It is emphatically suggested that any replication of the study be constructed in such a manner that the manipulated lessons are all the same length and are presented in the same order in both classes, perhaps

substituting programmed instruction only for one type of presentation such as reading assignments.

It is also recommended that programmed instruction as used in this study should be made more challenging to the high achievers, which further suggests the possibility of making the personal and family relationships unit more "meaty" for all students. Might we not be "watering down" the curriculum too much?

A closer look at interaction in small group discussion as opposed to interaction in large group discussion is suggested, perhaps by using a student attitude test in conjunction with the pre-test/post-test.

Conversely, a study isolating programmed instruction from the use of small group discussion might possibly clarify the value of using programmed instruction as an aid in teaching personal and family relationships.

A limitation of this study, as stated in Chapter 1, was that the evaluation device tested only short-term learnings in an area which stresses the importance of long-term learnings. A follow-up study approximately eight to ten years hence might remedy this situation by using a questionnaire based on the generalizations used in teaching the unit.

Another limitation stated in Chapter 1 was the use of subjective data gathered by the teacher for evaluation. A possibility for improvement

might be the use of attitude tests and the addition of student and parent evaluations of the unit.

As stated in Chapter 2, 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 might better meet the needs of students than either of the units independently. One should consider, however, the possibility that both units might require considerable supplementing in conceptual material to truly meet the needs of today's students. A realistic look at these needs as indicated by student comments might prove valuable as a starting point.

This project has attempted to develop and to evaluate a course of study in personal and family relationships at the ninth grade level at Ritzville High School. It has fallen short of goals in many instances, but it has shown to this writer the vast areas into which further investigation must be made. It has created interest in and emphasis on personal and family relationships at Ritzville High School.

To reiterate, the creation of interest in and emphasis on a specific area of study is the responsibility of the individual teacher. It is furthermore his responsibility to make apparent the need for interest and emphasis to those responsible for the development of the school curriculum.

It is also the responsibility of the educator to create interest in experimental research in curriculum improvement in his given field of study

and to provide departure points for further research. It is the hope of the writer that this responsibility has been fulfilled.

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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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
Give multiple choice test.	Mimeographed test (see Appendix C, p. 134)	
instructions		3 min.
test		45 min.
collect test		2 min.

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.

<u>Procedure</u>	<u>Materials</u>	<u>Time</u>
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.	Pictures of students when babies. Bulletin board "Footsteps" (See Appendix C, p. 159)	15 min.
2. Give out vocabulary lists. Have each girl look up one word.	Dittoed lists (See Appendix C, p. 116) Dictionaries	10 min.
3. Class discussion of vocabulary words		25 min.

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	Materials Needed	Time
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 <u>why</u> 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"	
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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Show remainder of film, "Four Families."	Projector Screen Film: "Four Families"	45 min.
2. Assignment due at next class period:		5 min.

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.

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, <u>Family Development</u>)	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.	(See Appendix C, p. 153)	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. 145)	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	Materials Needed	Time
1. Basic family functions: Discuss each function-- child bearing and rearing, meeting human needs (physical, emotional, social, mental, and spiritual), pro- viding identity in the com- munity, and transmitting culture.	Bulletin Board "Functions of the Home" (See Appendix C, p. 161)	30 min.
2. Assignment: Find pictures in magazines that illustrate the functions of the home.		20 min.

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.

Procedure	Materials Needed	Time
1. Use taped story, "One of Those Days," by Eleanor Glaze, <u>Redbook Magazine</u> , September, 1965.	Tape recorder. Taped story.	50 min.
2. Assignment due next class period:		
<p>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?</p>		

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.	<u>Iowa Evaluation</u> <u>Materials</u> (See Appendix C, p. 118)	30 min.
3. Assign class members situations to write for next session. Choose one of the following topics:	Chalkboard	18 min.
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.		

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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
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.		50 min.

Lesson Nine: Goal-Setting and Decision Making

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

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

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
<p>1. Ask class what decisions each had to make this morning or last night. This should result in 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.</p> <p>What decisions have other members of your family had to make recently?</p> <p>How long do people live? What are some decisions you will have to make during your lifetime?</p>		20 min.
<p>2. Read dittoed sheet, "How to Make a Decision" and hand to class afterwards. Discuss each point.</p> <p>What kind of decisions are involved with each role?</p>	<p>"Ten Easy Ways to Reach a Decision," by Dora Albert, <u>Family Circle</u>, September, 1957. (See Appendix C, p. 120)</p>	30 min.

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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Review decision-making rules.	Decision-making rules	10 min.
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 "wants" lists and discuss how and why their goals differ from others' goals. (Different family values.)		10 min.
3. Forced choice test. Compare results of test with goals (wants).	Forced choice test (See Appendix C, p. 125)	30 min.

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.
- 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.
 - If we are wise, we accept the decisions of others until we can or are able to make adequate decisions for ourselves.
 - Tasks are usually more effectively accomplished with satisfaction to all if each person accepts responsibility for carrying out the plans.

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

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Brief discussion about bulletin board.	Bulletin board: "Privileges and Responsibilities" (See Appendix C, p. 163)	5 min.
2. Give the class copies of role-playing situations. Divide class into four groups. Give each group one situation and have group prepare situation for presentation at next class session. Each group will have ten minutes for presentation.	Mimeographed situations from <u>Iowa Evaluation Materials</u> (See Appendix C, p. 117)	10 min.
3. Preparation of presentations.		35 min.

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.
- 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.
 - If we are wise, we accept the decisions of others until we can or are able to make adequate decisions for ourselves.
 - Tasks are usually more effectively accomplished with satisfaction to all if each person accepts responsibility for carrying out the plans.

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

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Role playing presentations and discussion of each, including evaluation. (How would <u>you</u> have solved this?)		50 min.
2. Time permitting, class discussion on decision making in Freshman Class meetings.		

What are some decisions that have been made in your class meetings?

Who made these decisions?

Could they have been improved?
How?

Lesson Thirteen: Interpersonal Relationships

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

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

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Reading assignment to class: Read pages 3-27, Laitem-Miller, <u>Experiences in Home-making</u> . Answer questions on pages 12, 18, and 26. Hand in questions at next class meeting.	Textbook	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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
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.
4. To practice self-evaluation.
5. To formulate a plan for self-improvement in friendship skills.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Have each member of the class think of a person whom she admires. List his or her physical and character traits.		5 min.
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).	Use bulletin board, "What Makes Me Me?" to stimulate discussion. Replace <u>questions</u> with <u>illustrations</u> . (See Appendix C, p. 165)	15 min.
3. Have each girl list her own traits; tell students to be honest, and not to exaggerate.	Personal Traits Evaluation (See Appendix C, p. 119)	10 min.
4. Have each girl answer the question, "How can I improve the second column?"		10 min.
5. Answer the question, "How can I use my good qualities to the best advantage?" in the last column. Class discussion.		

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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
<p>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.</p> <p>Ask: What does this lead you to believe about the maturity of boys and girls your age? Student writes comments on chalkboard.</p>	Chalkboard, chalk	15 min.
<p>2. Formulate a dating conduct code for your community. Topics: Where to go? With whom? Time? Consideration for opposite sex, parents. Restrictions.</p>	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 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. 131)	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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Give test. (Same as pre-test.)	Test	50 min.

LESSON PLANS--EXPERIMENTAL CLASS

PRE-TEST

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

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
Give multiple choice test.	Mimeographed test.	
	(See Appendix C, p. 134)	
instructions		3 min.
test		45 min.
collect test		2 min.

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. 159)	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. 88)	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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Switch groups A and B from Lesson One.		35 min.
2. Evaluation of learnings: Has each member gained more insight into the meaning of values? (class discussion)		5 min.
3. Each class member lists her "wants" including everything--large, small, material, and abstract.		10 min.

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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Group A: Work on programmed material which relates goals to "wants" and values to the reasons for those particular goals. Group B: Class discussion of values and goals as being the "wants" and "whys" on the lists made in class from previous lesson. (Relate to values of girls from other countries.)	Programmed Materials, Unit Two. (See Appendix B, p. 98)	18 min.
2. Switch Groups A and B.		18 min.
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.	Projector Screen Film: "Four Families"	4 min.
4. Show first section of film.		10 min.

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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Show remainder of film, "Four Families"	Film Projector Screen	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, family values and goals, and family activities of the four families.		5 min.

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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Collect students' papers on film.		5 min.
2. Discussion of family life cycle. Present cycle on transparencies.	Overhead projector Transparencies (Ref. <u>Family Development</u> , Duvall) (See Appendix C, p. 153)	25 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.		20 min.

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.

Procedure	Materials Needed	Time
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?	Transparencies: Dress, transportation, family groups, and advertising. (See Appendix C, p. 143)	50 min.

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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Basic family functions: Discuss each function-- child bearing and rearing, meeting human needs (physical, emotional, social, mental, and spiritual), pro- viding identity in the community, and transmitting culture.	Bulletin board (See Appendix C, p. 161)	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.

Procedure	Materials Needed	Time
1. Use taped story "One of Those Days," by Eleanor Glaze, <u>Redbook Magazine</u> , September, 1965.	Tape Tape recorder	50 min.
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?		

Lesson Nine: Consideration for Others

- Generalization: 6. Understanding and consideration of the values of others is the basis of good manners wherever you are.
- 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.
 - Acceptance of others for what they are.
 - Tensions should be released in socially acceptable ways.

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

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Collect assignment (story ending)		2 min.
2. Group A: Work on programmed situations. Group B: Discuss generalizations, give examples, and give situations from the students' own experiences.	Programmed situations from <u>Iowa Evaluation Materials</u> , Unit Three. (See Appendix B, p. 100)	15 min.
3. Switch Groups A and B.		15 min.
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.	Chalkboard	18 min.

Lesson Ten: Goal Setting and Decision Making

- Generalization: 7. Success in decision making is essential to goal realization.
- Decision making skills are learned by evaluation of previous decisions.
 - Planning saves irritation.
 - Goal setting and decision making are affected by family values.
- Objectives:
- To discover that decision making is a continuous process.
 - To understand that decision making is necessary to reaching a goal.
 - To learn a systematic method of making decisions.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Return written assignments.		2 min.
2. 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?		10 min.
3. Read mimeographed sheet, "How to Make a Decision," and hand to class afterward. Discuss each point. What kind of decisions are involved with each rule?	"How to Make a Decision" by Dora Albert, <u>Family Circle</u> , September, 1957. (See Appendix C, p. 120)	30 min.
4. 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 "wants" lists.		8 min.

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.
- 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.
 - If we are wise, we accept the decisions of others until we can or are able to make adequate decisions for ourselves.
 - Tasks are usually more effectively accomplished with satisfaction to all if each person accepts responsibility for carrying out the plan.

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

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Forced Choice Test. Compare results of test with goals (wants list). Teacher makes bulletin board during forced choice test. ("Rights & Responsibilities" See Appendix C, p. 163)		30 min.
2. Whole class uses programmed situations on group participation in decision making.	Programmed materials, Unit Four. (See Appendix B, p. 102)	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.
- The friends we have serve different needs.
 - The more varied our interests, the more opportunities we have for making friends.

14. Girls in most cases mature earlier than boys.

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

Procedure	Materials Needed	Time
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- | | | |
|--|--|---------|
| 1. Group A: Programmed reading assignment (ref. pp. 3-27, Laitem-Miller, <u>Experiences in Homemaking.</u>) | Programmed reading assignment, Unit Five
(See Appendix B, p. 104) | 50 min. |
|--|--|---------|

Group B: Discussion of reactions of boys and girls to the same situations. Examples:

- Teacher announces "sex" as topic of discussion in science class. (Girls show interest and desire to learn; boys laugh and make jokes.)
- School Dances--(Girls dance and feel sorry for the boys; boys stand around and laugh.)
- 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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
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	Materials Needed	Time
1. All class members write paper on What is love? (What does the term mean?) About 1/2 page.		20 min.
2. Group A: Work on programmed material on types of love (love for mother, love of a mother for her child, etc.)	Programmed materials, Unit Six. (See Appendix B, p. 109)	30 min.
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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Switch Groups A and B from Lesson Fourteen.		25 min.
2. Whole class (re-write paper on love--refer to Lesson Fourteen).		25 min.

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.
 7. To practice self-evaluation.
 8. To formulate a plan for self-improvement in friendship skills.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Formulate a dating conduct code for your community. Topics: Where to go? With whom? Time? Consideration for opposite sex and parents; restrictions. (Ditto off copies for everyone for next session.)	chalkboard	20 min.
2. Bulletin board to stimulate thinking.	Bulletin board: "What makes me me?" (Questions are replaced with illustrations.) (See Appendix C, p. 166)	

Lesson Sixteen: Interpersonal Relationships (Continued)

Procedure	Materials Needed	Time
3. Group A: Programmed Traits	Programmed materials, Unit Seven. (See Appendix B, p. 112)	15 min.
Group B: Have each girl list her own traits; tell students to be honest and not to exaggerate.	Personal Traits Evaluation (See Appendix C, p. 119)	
Each girl should answer either "How can I improve my poor qualities?" or "How Can I use my good qualities to the best advantage?" in the last column.		
4. Switch groups A and B		15 min.

Lesson Seventeen: Summary

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

<u>Procedures</u>	<u>Materials Needed</u>	<u>Time</u>
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. 131)	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.

<u>Procedure</u>	<u>Materials Needed</u>	<u>Time</u>
1. Give test (same as pre-test).	Test	50 min.

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

Duvall, Evelyn Ruth. Family Development. Philadelphia: Lippincott & Company, 1962, 532 pp.

Laiten, Helen, and Francis Miller. Experiences in Homemaking. New York: Ginn and Company, 1960. Pp. 12, 18, 26.

SHORT STORY

Glaze, Eleanor. "One of Those Days," Redbook Magazine, September, 1965. Pp. 78-79, 130-135.

ARTICLE

Albert, Dora. "Ten Easy Ways to Reach a Decision," Family Circle, September, 1957. Pp. 23, 67, 69-70.

TEACHING GUIDES

Chadderton, Hester. Evaluation Materials in Family Relations--Ninth Grade. Ames, Iowa: Iowa State University, 1961. 22 pp.

Chadderton, Hester. Evaluation Materials in Family Relations--Tenth Grade. Ames, Iowa: Iowa State University, 1961. 17 pp.

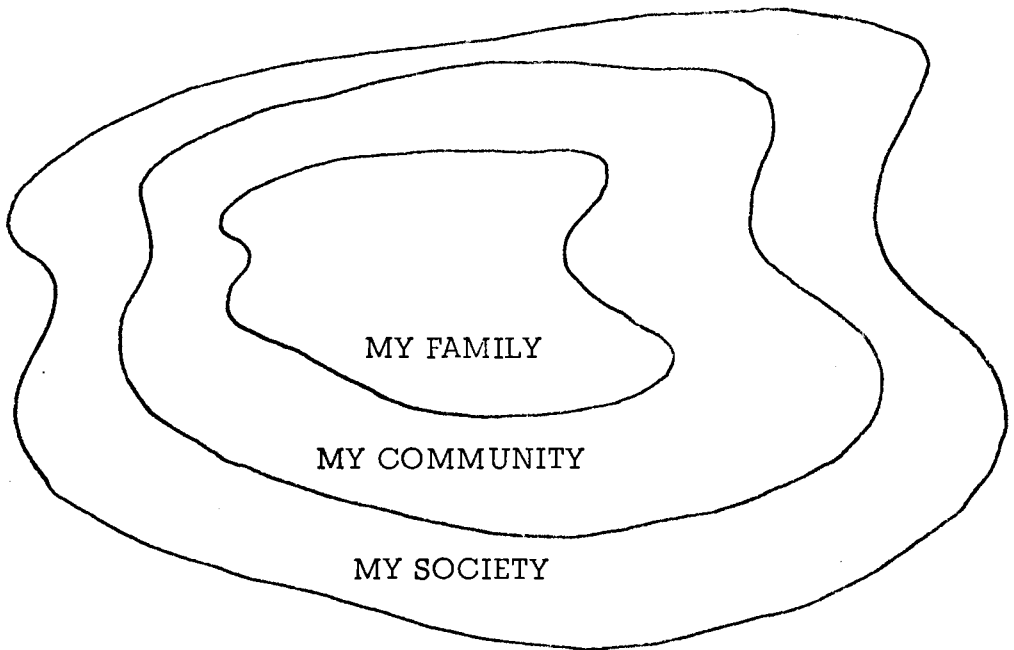
Guidelines for Teaching Personal and Family Relationships. Olympia, Washington: State Board for Vocational Education, 1967. 183 pp.

APPENDIX B

PROGRAMMED MATERIALS

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.

UNIT 1

FAMILY LIVING VOCABULARY

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 becomes an individual.

personality

5. Personality is all of you, the way you look, act, speak, and react. No two personalities are _____ in every way.

identical

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 _____. value

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

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 _____. goals

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). similar

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 _____. decisions

11. In families, decisions are made by one or both parents, or by the whole family. A family's _____ determine who makes the decisions. values

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. standards

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

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. tolerant

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

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 _____. empathy

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 _____.

religions

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.

philosophies

faith

meaning.

immortality

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 _____ actions of which we do not approve." justify

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

reality

"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. skill

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 _____. selfishness

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. vain
conceited

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. inferiority

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 _____. small
2. Some of your wants, like the Sharp's wanting a boat,
are called _____, because they are "touchable." tangible
3. One of the items on Jani's list of wants is "happiness."
"Happiness" is not touchable, so it is not tangible. intangible
It is an example of an _____ want. abstract
4. Another of Jani's wants is a piano of her own. This
want or desire is often called a _____. goal
5. All of our wants can be called _____. goals
6. The chocolate cake you want for dessert, the love and
happiness you want in your home, all are _____. goals
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. important
valuable
8. Something that is important to an individual or to a
family, like Jani's music, is called a _____. value
9. Jani's wanting a piano is a _____. goal
10. The reason, or "why" for wanting a piano (her love of
music) is called a _____. value
11. Values influence our desires or _____. goals
12. No two individuals or families are the same because
their goals are influenced by different _____. values
13. Are your goals exactly like those of others in your
group? No

14. Why are they different?

Values are
different

15. We might say, then, that the things you want in life
() are influenced by what is important to
you ().

goals
values

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 _____ the rights of other family members. consider
 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 _____ ways. acceptable
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 _____ 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

UNIT 4

GOAL SETTING AND DECISION MAKING

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. facts
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 to explain. unfairly
6. If we are wise, we accept the decisions of others until we can or are able to make adequate _____ for ourselves. decisions

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.

decision

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

responsibility

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 making the trip possible.

part

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 _____. everyone else's
4. Attractive clothes that are suitable will help a girl gain poise, but they must be kept _____ and _____. neat 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) _____. learn to do one thing 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 _____. making 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 _____."

bossed

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 _____.

choices
ideas

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.

work

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 _____.

others

* * * *

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.

friends

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 _____.

personality

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 _____ you have, the more opportunities you have to make friends. interests
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 _____ to boys. adjustment
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 _____ men. judge

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. well liked
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 _____. etiquette
4. As we mention some of these rules, you will see that all of them are based on _____ for others. thoughtfulness
consideration
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. cooperation
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. courteous

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 _____.

conversation

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 _____ him down the aisle.

precede

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. love
2. As an infant, Jani Sharp received love from her _____. parents
family
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. giving and
receiving
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. patriotism
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) _____. increased
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 _____. marriage
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. returned
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. chivalry

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. normal

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 _____.
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 _____!"

good
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:

<u>Good</u>	<u>Undesirable</u>
neat	big nose
good sense of humor	too tall
friendly	too thin
good posture	big feet
energetic	
thoughtful	
polite	
loyal	
poised	

When she looked more closely at the list, Jani discovered that the "undesirable" traits of her Aunt Marian were all _____ characteristics.

physical

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 _____.
important
4. Most of Aunt Marian's good traits were developed--that is, she was not _____ with them.
born
5. However, her big nose and her height are what we call _____ traits.
inherited
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.
minimize
7. Desirable traits can be _____.
developed
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 _____.
any acceptable answer
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)

Name _____

VOCABULARY

- | | |
|----------------|-------------------------|
| 1. LOVE | 15. Immortality |
| 2. Family | 16. Conscience |
| 3. Personality | 17. Democracy |
| 4. Values | 18. Citizen |
| 5. Goals | 19. Communism |
| 6. Individual | 20. Justification |
| 7. Decision | 21. Intelligence |
| 8. Standards | 22. Rationalize |
| 9. Tolerance | 23. Reality |
| 10. Equality | 24. Task |
| 11. Empathy | 25. Skill |
| 12. Religion | 26. Selfishness |
| 13. Philosophy | 27. Vanity |
| 14. Faith | 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 house-cleaning. 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?

(7)

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.

PERSONAL TRAITS EVALUATION

GOOD	NEED IMPROVEMENT	* * *

TEN EASY WAYS TO REACH A DECISION

From Family Circle, September, 1957. By Dora Albert.

The satin pillbox with the little veil, or the casual bow--which shall I buy? Shall I wear the blue velvet dress or the green one to Ann's party? Shall I send a silver place setting or a percolator to Grace as a wedding gift? And how in the world shall I decide which make of appliance to buy?

These decisions seem trivial to many men, and if you were to ask your husband about them, he might well say, "Oh, for heaven's sake, it doesn't really matter, does it? Just make up your mind!"

"Just make up your mind"--there's the catch. For many a woman, making up her mind is a process that not only requires time and endless thought; it involves frequent remaking of a decision already made.

Why? Business people usually claim that they have no such difficulties because for each decision they take only the amount of time the problem warrants. Isn't it about time we women adopted some of their methods?

I used to be one of those women who takes forever to make up her mind. I was finally cured by following two bits of advice. One came from a friend who pointed out that the great American psychologist and philosopher William James said it is better to take ANY action--right or wrong--than to worry, fret, and stew interminably. Action, James pointed out, is positive; worry is negative.

The second piece of advice came from a charming character called Chatterer the Red Squirrel in one of Thornton W. Burgess's nature stories. Says Chatterer:

"Though right or wrong, you're bound to get relief in making up your mind."

Many women who are prone to vacillation have some cockeyed vision of a magic plan that will enable them to be 100% right in making decisions. Now, most business people are smart enough not to expect such perfection of themselves. As one prominent business executive said, "The difference between a successful executive and an unsuccessful one is the difference between being right 52% of the time and being right only 48% of the time."

This is a far cry from the goal of the "average" woman, who wants to be right ALL of the time in ALL of her decisions. If you've set up for yourself a target like that, why not lower your sights a bit? If you're right 60% of the time, that's a much higher average than that which most executives achieve.

In making decisions, I have found 10 rules that have helped me and will, I think, help other women:

1. GATHER TOGETHER AS MANY FACTS AS YOU CAN THAT MIGHT INFLUENCE YOUR DECISION.

Successful business people consider this just about the most important rule for making decisions. And the more important the decision, of course, the more careful you should be to get the facts right. Alfred N. Steele, chief executive officer and chairman of the board of directors of Pepsi-Cola Company, told me, "My cardinal rule is to never guess at anything. Before making any important decision, we always gather the facts pertaining to it."

So in deciding whether to buy the party-type hat or the casual bow, the woman on a budget might ask herself, "How often will I be able to wear the dressy one? If I tire of the veil, can I remove it and dress up the hat with a jeweled pin or some other trimming? If I decide on the casual bow, will I get a great deal of wear out of it? In which type of head covering do I look better?

The woman who is undecided about giving her friend Grace the silver place setting or the percolator might first ask Grace if she HAS a percolator or if she has already STARTED a silver set. Just by getting the facts, the donor may save herself the tedious task of exchanging a gift that duplicates something her friend already has. Even though she might like to surprise the bride, there is often more satisfaction in giving her what she really needs.

When it comes to household appliances, the buyer must decide exactly what she wants in a particular machine. Recently I had to decide between two washing machines, one of which cost \$15 more than the other. The less expensive machine could be set only for a long washing cycle; the other could be set for either a long or a short cycle. I wanted the short cycle for the more delicate fabrics and decided that the extra \$15 was a good investment.

In choosing between two similar-looking articles at different prices, a woman should always ask the dealer what additional feature or features the more expensive article offers.

2. IF A DECISION REQUIRES SPECIALIZED INFORMATION, DON'T TRY TO ECONOMIZE BY CONSULTING A LAYMAN.

If you have a medical problem, Aunt Mary's guess as to the best medicine for you is not only open to debate; it may be downright dangerous.

In the same way, if you have an important legal problem to solve or a will to make out, it pays to see a lawyer. When a woman tries to save money with a homemade will, she often leaves her estate in chaos.

3. MAKE AS MANY OF THE EASIER DECISIONS AS AUTOMATIC AS POSSIBLE, SO THAT YOU CAN RESERVE YOUR STRENGTH FOR SOLVING THE REALLY DIFFICULT PROBLEMS.

William James summed up the importance of this rule when he said, "There is no more miserable person than one in whom nothing is habitual but indecision, and for whom the lighting of every cigar, the drinking of every cup, the time of rising and going to bed, and the beginning of every bit of work are subjects of great deliberation."

Start laying out a pattern for the organization of your time--the time you wake up, the time you take your morning shower, and so forth--and stick to that pattern as much as possible so that you don't waste energy fretting about things that should be automatic.

4. MAKE UP A BALANCE SHEET FOR THOSE DIFFICULT DECISIONS, WRITING THE PROS IN ONE COLUMN, THE CONS OPPOSITE.

After you've gathered all the facts, give each pro and con a rating of from one to ten points, according to your estimate of its importance. Add up the point values of the pros and cons and see which seems to carry more weight.

5. IF A DECISION SEEMS TO BE ONE OF VITAL IMPORTANCE AND ONE WHICH REQUIRES GUIDANCE BEYOND THE POWER OF ANY HUMAN TO PROVIDE, TURN TO PRAYER.

Although I list this rule fifth, it is actually the most important of all in moments of crisis or when you need more strength than you believe you have. One of the most remarkable businesswomen I know, Mrs. Olive Salembier of Specification Packaging Engineering Corp., told me, "I believe that there is an answer to every problem, and that we can get the answers if we turn to a Higher Power. The answers were there, even before the questions were, but we must find them."

Most spiritual advisors tell us that we should pray not for material blessings but for the privilege of earning them; not that we may win every battle but that we may fight our battles with courage and a good conscience; not that grief may pass us by but that we may have the strength and understanding to overcome it.

6. ALWAYS MAKE AN IMPORTANT DECISION FROM THE "LONG" VIEW, NOT JUST FROM THE POINT OF VIEW OF IMMEDIATE EFFECT.

If your husband, for example, is offered a job at more pay than he is now getting and asks you how you feel about it, examine with him the consequences of taking the new job. Will it offer more advancement or just more pay in the immediate future?

Edward O. Morgan, vice-president in charge of sales for Kierulff & Company, told me that many a wife who influences her husband to change jobs just to make an extra \$100 or \$200 a year could offer better advice by persuading him to remain in the same job, where he might eventually make more money over the long pull and get better raises.

7. DON'T LET YOURSELF BE RUSHED INTO MAKING AN IMPORTANT DECISION; IF SUCH A DECISION MUST BE MADE HURRIEDLY, AT LEAST TRY TO "SLEEP ON IT."

Following this rule will allow your subconscious mind time to work on the problem. Locked in your mind's store of memories are facts and figures of which you are not always immediately conscious. But while you sleep, the mind can be working on those facts, enabling you to come up with the answer in the morning without realizing just where the answer came from.

8. DON'T LEAVE TO FATE OR CHANCE THE OUTCOME OF ANY DECISION.

While you shouldn't hurry your decisions, you shouldn't stall either. If you are worried over something about which decisive action CAN be taken, take it.

Many an unfortunate woman has worried for months about a lump on her breast or some other sign of cancer. Likely the lump is non-cancerous, but there is no way of being sure until she submits to an examination. It is far better to have a doctor smilingly tell you that you have nothing to worry about than to realize that you consulted him too late. If an operation is needed, it is better to know than to wait and wonder.

Someone has said that if you put off making all decisions for a month, most of the problems will solve themselves. I once mentioned this to a noted psychologist, and he replied, "Yes, that's true--but usually the problems would be solved to your disadvantage."

9. IF THE CONSEQUENCES OF A DECISION IN ONE DIRECTION OR ANOTHER SEEM ABOUT EQUAL, TOSS A COIN!

Naturally this doesn't apply to grave and important decisions like those concerned with marriage or divorce. But the coin toss is OK in deciding between two newspapers, two movies, two vacation trips, and so forth.

Don't ignore your hunches, however. They are often a valuable product of your subconscious mind. Just examine your hunch to see if it coincides with a wish. If it does, it's suspect. But if the hunch goes contrary to your deepest wishes, respect it. The subconscious mind may be trying to give you guidance.

10. ONCE YOU HAVE MADE A FIRM DECISION, STOP WORRYING ABOUT WHAT EFFECTS IT MAY HAVE.

Accept the possibility that your decision may be a mistake, but remember that supposedly good judgement has often resulted in many errors in the past.

A successful businessman was once asked to what he attributed his success. "To my judgement," he said. "And to what," continued his questioner, "do you attribute your good judgement?" "To my bad judgement," the executive answered. "I have made many mistakes, but I've learned from them."

There is nothing shameful about making an honest mistake, but if you follow these rules for reaching decisions, you should get into the habit of making SOUND ones.

Above all, stop worrying. Like Chatterer the Red Squirrel, you'll find great relief in making up your mind and never altering your decision--unless new facts come up that JUSTIFY a change of mind.

FORCED CHOICE TEST

* This test has no "right" or "wrong" answers. It is designed to help you discover what is important to you (your values).

Instructions: Circle one of the two choices in each category, even if you do not feel that either is important. Select the choice which you consider more important.

1 - to be reasonably sure about the future for my family and myself.
12 - to do things well.

3 - to have people think well of me.
5 - to have as much freedom as possible to do the things I want to do.

11 - to have as many good things as possible.
12 - to do things well.

6 - to do new and different things often.
11 - to have as many good things as possible.

7 - to have friends.
10 - to have things neat, orderly, and organized.

6 - to do new and different things often.
8 - to arrange for a family atmosphere that makes for good living.

3 - to have people think well of me.
9 - to do what is right according to my beliefs.

8 - to arrange for a family atmosphere that makes for good living.
10 - to have things neat, orderly, and organized.

4 - to do things for my family and others.
11 - to have as many good things as possible

10 - to have things neat, orderly, and organized.
12 - to do things well.

2 - to have influence with people.
12 - to do things well.

4 - to do things for my family and others.
12 - to do things well.

4 - to do things for my family and others.

7 - to have friends.

5 - to have as much freedom as possible to do the things I want to do.

8 - to make a family atmosphere that creates good family living.

2 - to have influence with people.

3 - to have people think well of me.

7 - to have friends.

8 - to make a family atmosphere that creates good family living.

5 - to have as much freedom as possible to do what I want to do.

12 - to do things well.

3 - to have people think well of me.

11 - to have as many good things as possible.

6 - to do new and different things often.

12 - to do things well.

9 - to do what is right according to my beliefs.

12 - to do things well.

1 - to be reasonably sure about the future for myself and my family.

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3 - to have people think well of me.

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10 - to have things neat, orderly, and organized.

SCORING THE TEST:

Count the number of times each number in the test is circled. Rank all the statements from one to twelve beginning with the statement selected the greatest number of times. After the statements have been ranked, use the key to identify values represented.

<u>Number of times circled</u>		<u>Rank</u>
_____	1. To be reasonably sure about the future for myself and my family	_____
_____	2. To have influence with people	_____
_____	3. To have people think well of me	_____
_____	4. To do things for my family and others	_____
_____	5. To have as much freedom as possible to do the things I want to do	_____
_____	6. To do new and different things often	_____
_____	7. To have friends	_____
_____	8. To create a family atmosphere that makes for good family living	_____
_____	9. To do what is right according to my beliefs	_____
_____	10. To have things neat, orderly, and organized	_____
_____	11. To have as many good things as possible	_____
_____	12. To do things well	_____

KEY:	1. Security	5. Freedom	9. Religion
	2. Influence	6. New Experiences	10. Orderliness
	3. Recognition	7. Friendship	11. Wealth
	4. Helpfulness	8. Family Life	12. Workmanship

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

Name _____

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.

TRANSPARENCIES

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 PRICE 20c

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 24½ inches breast measure.

Before cutting carefully compare all pieces of pattern with chart.

YARDS OF MATERIAL REQUIRED

	For Outer Garment				Short Sleeve Underwaist			Long Sleeve Underwaist		
	27-in.	32-in.	36-in.	44-in.	27-in.	32-in.	36-in.	27-in.	32-in.	36-in.
2 yrs.	1¾	1¾	¾	¾	1½	¾	¾	1½	¾	¾
4 yrs.	1½	1¾	1	¾	1¼	1	¾	1¾	1½	¾
6 yrs.	1¾	1¾	1¾	1	1¾	1¼	1	1½	1¾	1

Separate collar ¾ yard
14-inch material.

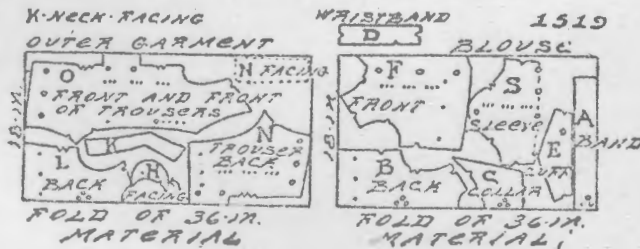
DIRECTIONS FOR CUTTING AND MAKING.

- Match Notches in closing seams.
 - Large Triple Perforations—No seam, lay on lengthwise fold.
 - Three Small Perforations—Lay straight of goods.
 - Single Large or ○ Small Perforations—Fortucks, plaits, etc.
 - ◎ Large Double Perforations—Gatherings and Shirrings.
- ¾ 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 1 inch hem at front edge of front. Lap left front over right matching large perforations (center-fronts) and finish 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 (S, D, E):—Close seam. Gather lower edge between double large perforations. Sew wristband to sleeve with seams even. Close seam of cuff (E) 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 (K) underneath front with edges even. If desired work eyelets at the small perforations near front edge for lacing. 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 finish for closing. Turn lower edge of either length under 1¼ inch for hem. Underface upper back edge of trousers 2¼ 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.



1519

Age

4

CLOTHING · 1912

\$.70

McCall's
time saving
Quickie
PATTERNS
DRESSMAKER TESTED

65¢
75¢ IN CANADA

8184
SIZE 12
BUST 32

McCall's
PRINTED PATTERN



MISSES' DRESS

**CLOTHING
TODAY**

' \$7 '

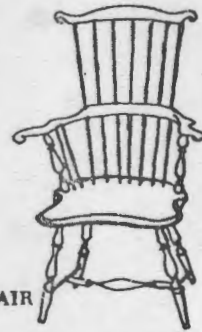


EARLY AMERICAN

Styled 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.

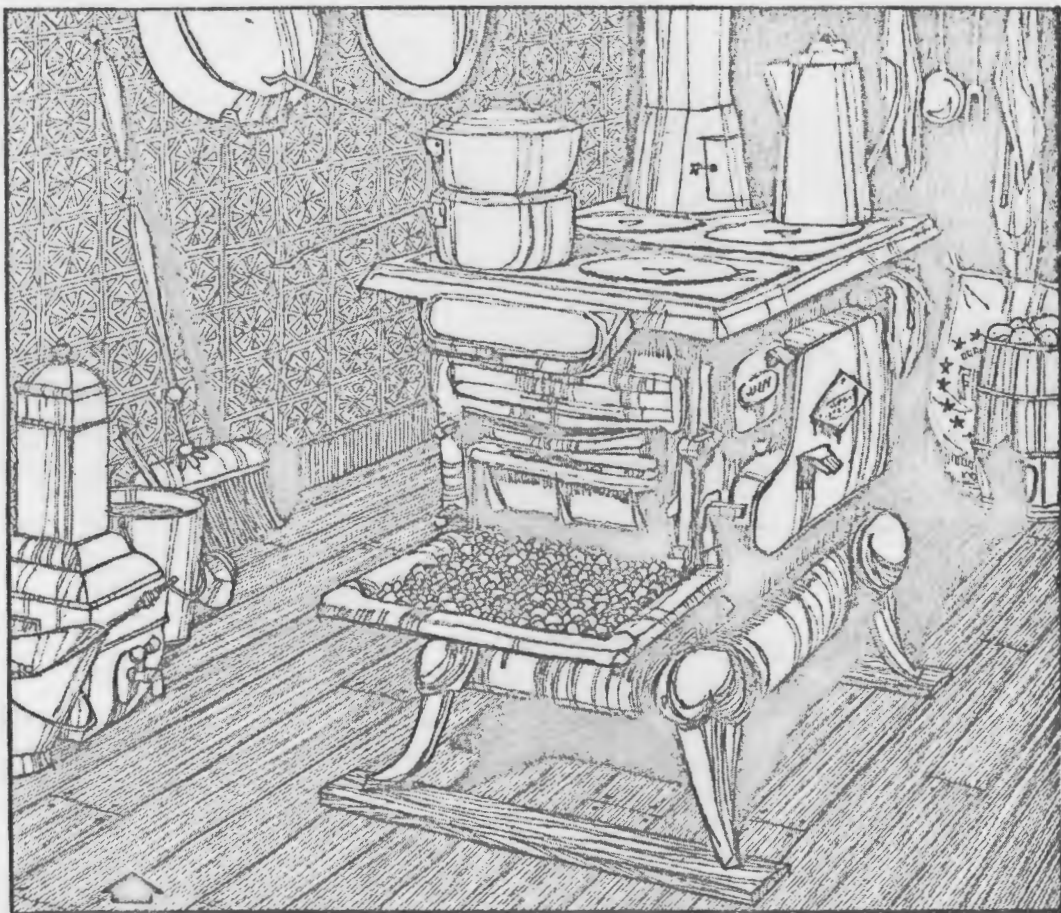


MIES CHAIR



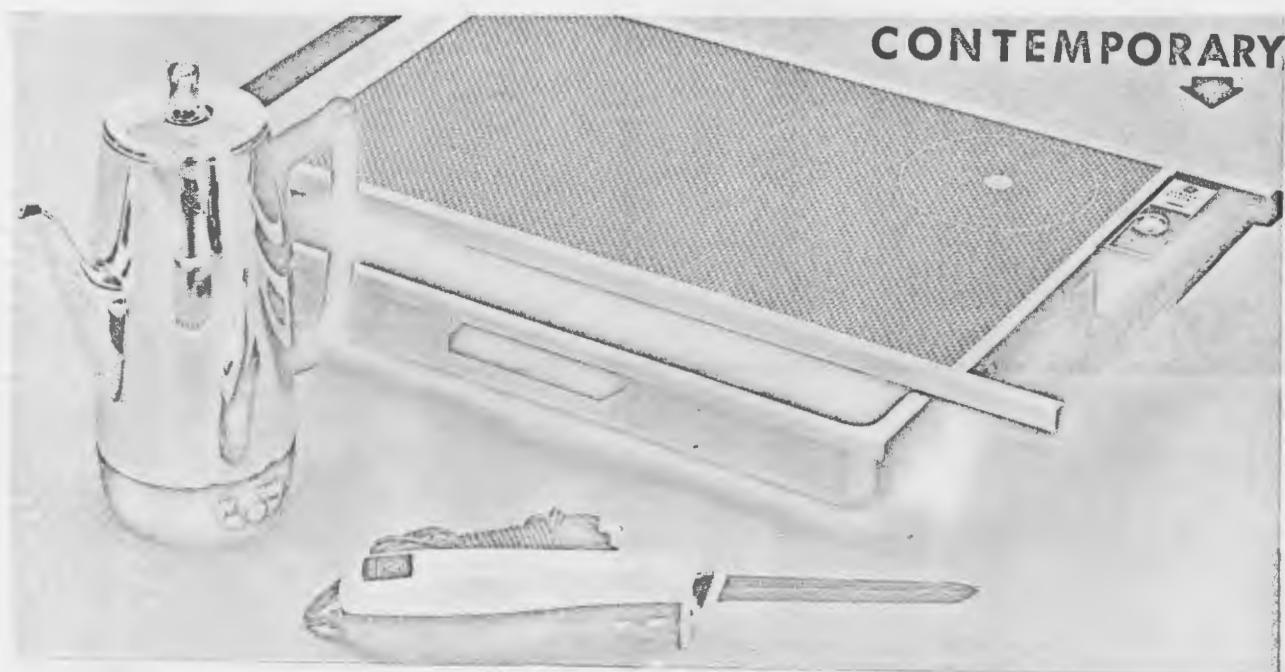
SAARINEN CHAIR

1968



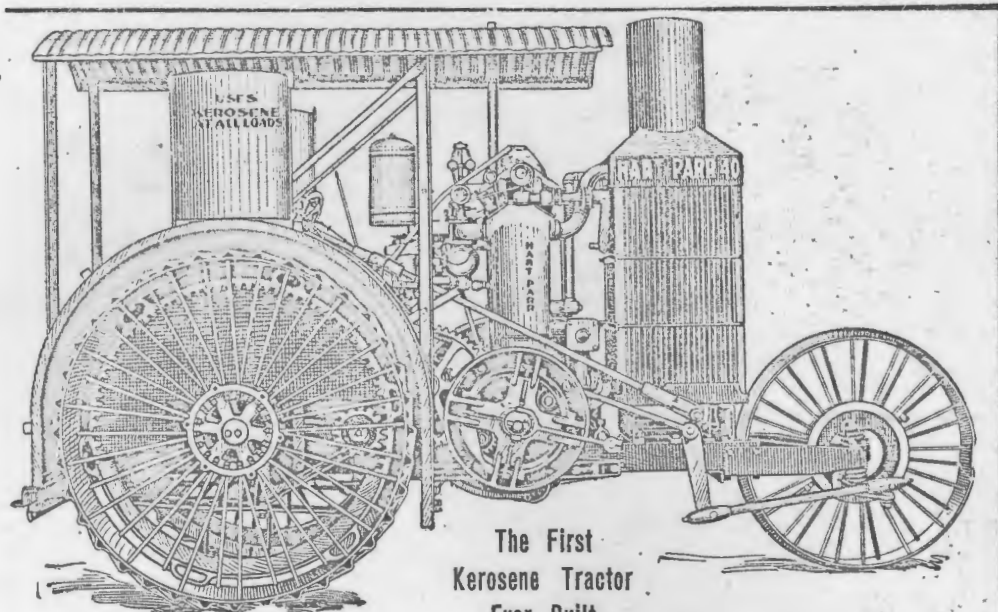
1913

(



CONTEMPORARY

• THE KITCHEN •



The First
Kerosene Tractor
Ever Built

1914 •
\$800

A Modern Farm Horse for Large Farms

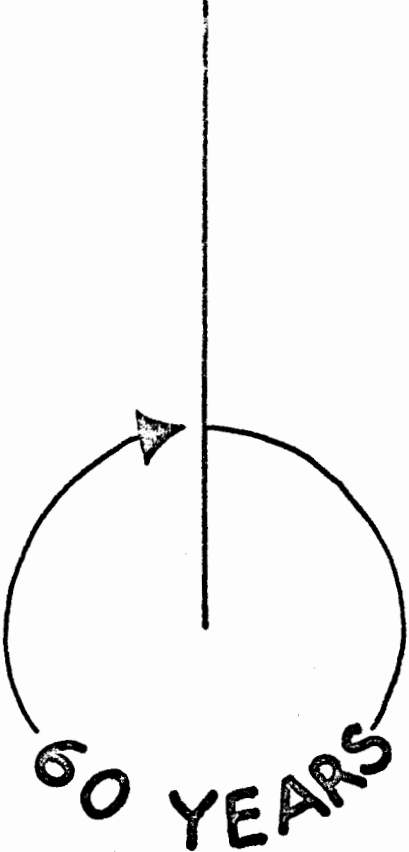
• • **MACHINERY** • •



**TODAY •
\$8000**

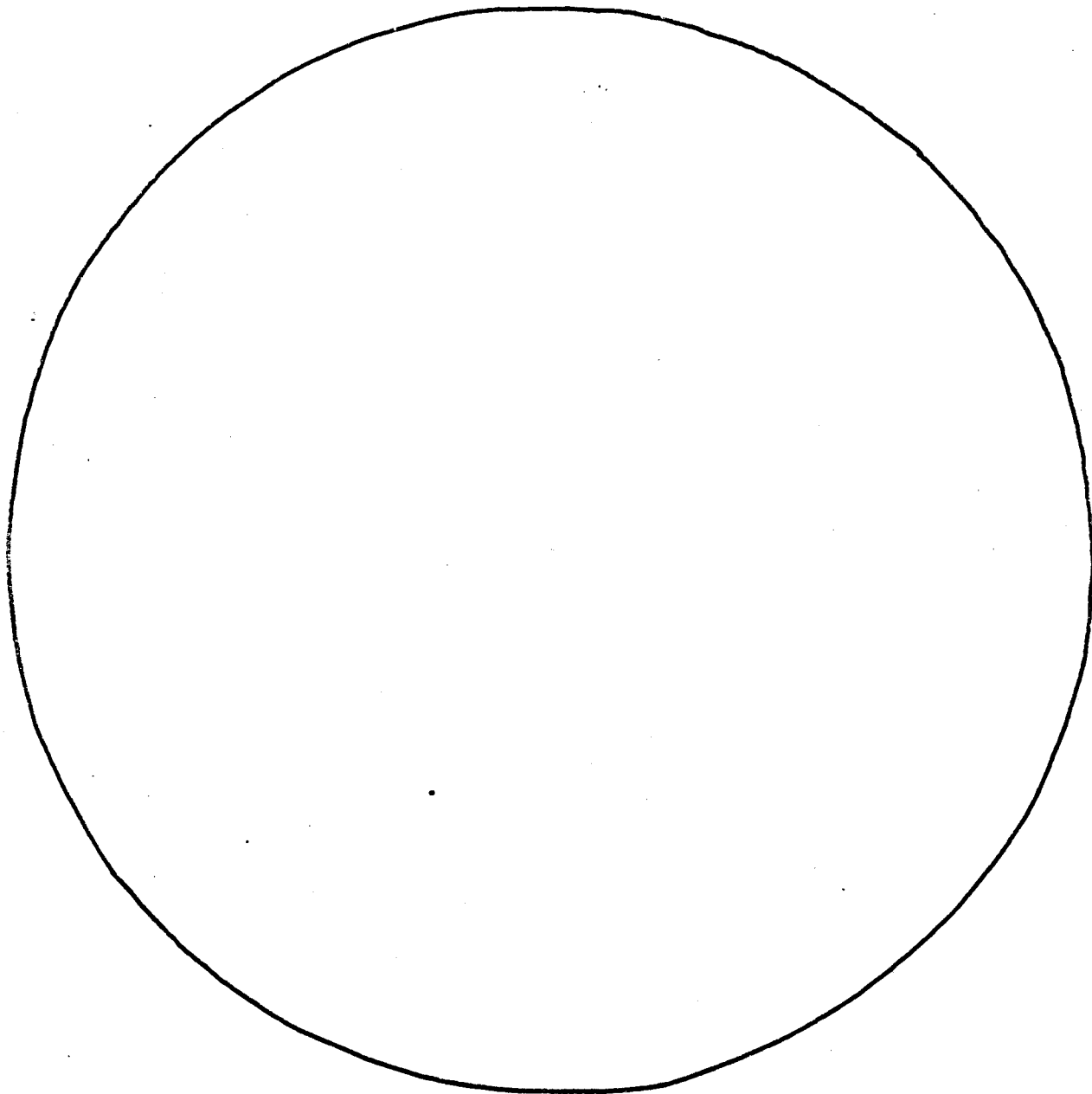
FAMILY LIFE CYCLE TRANSPARENCIES

The following transparencies (four) are used with the overhead projector in discussing values as related to families.

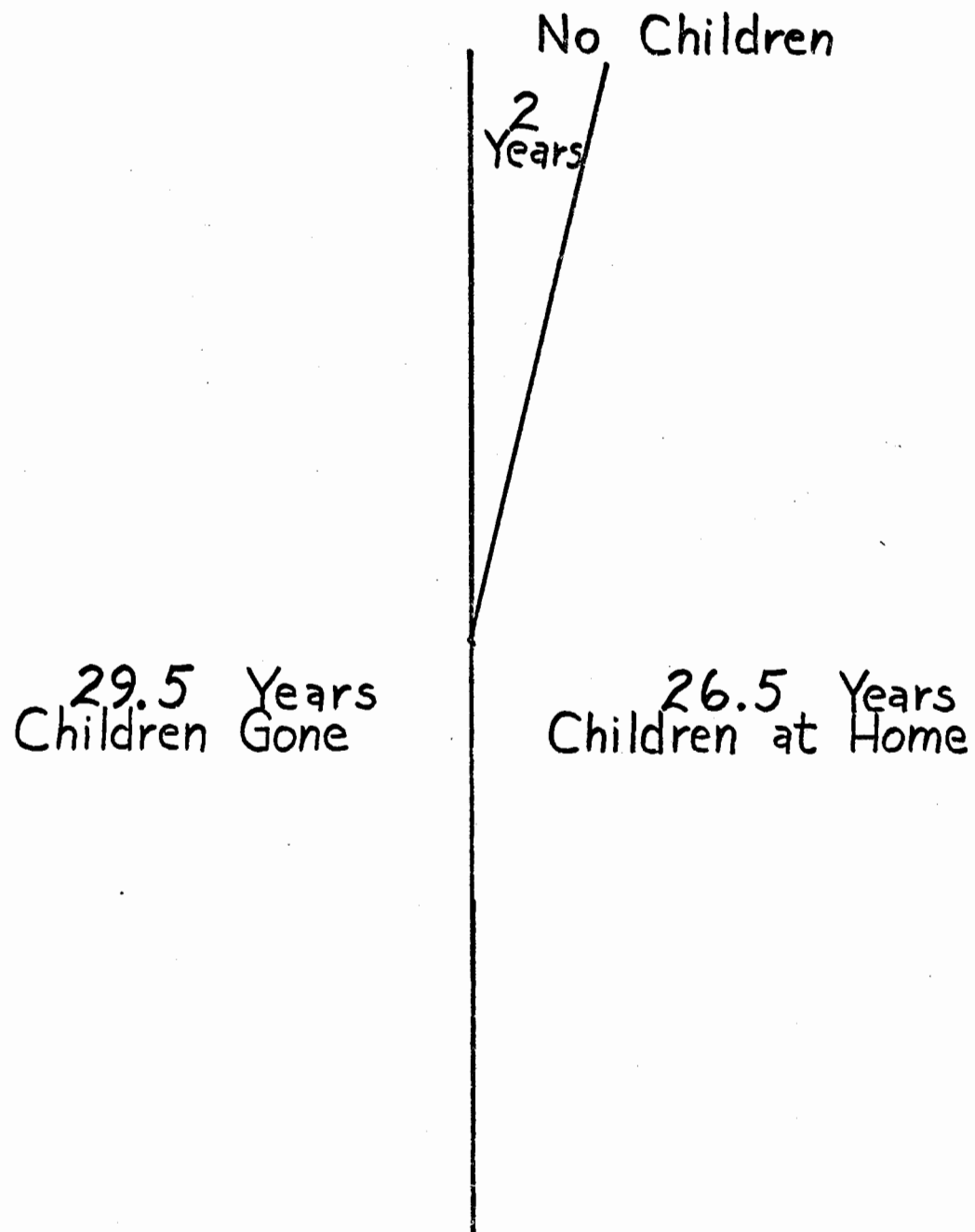


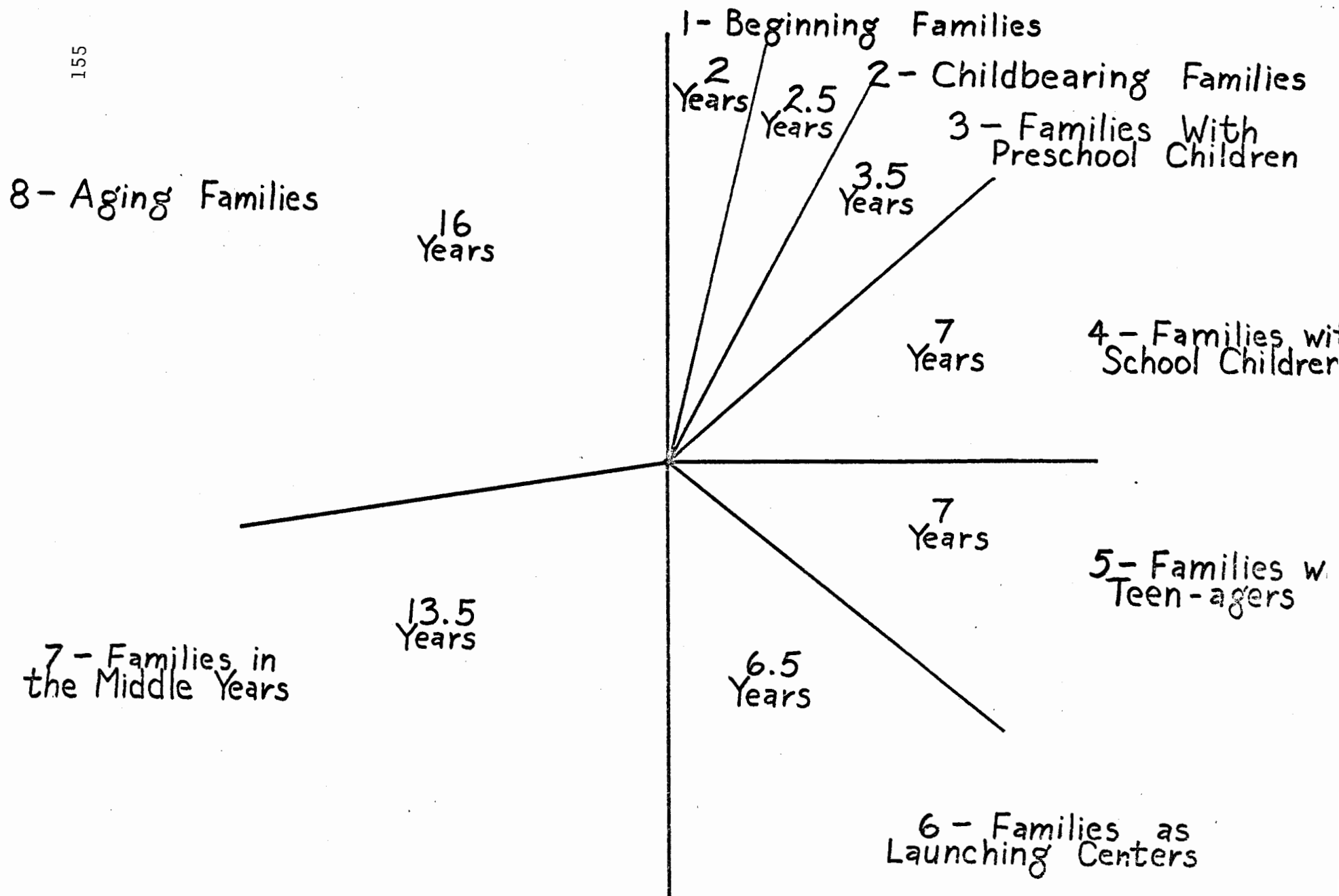
60 YEARS

FROM MARRIAGE TO DEATH OF BOTH SPOUSES



THE FAMILY LIFE CYCLE





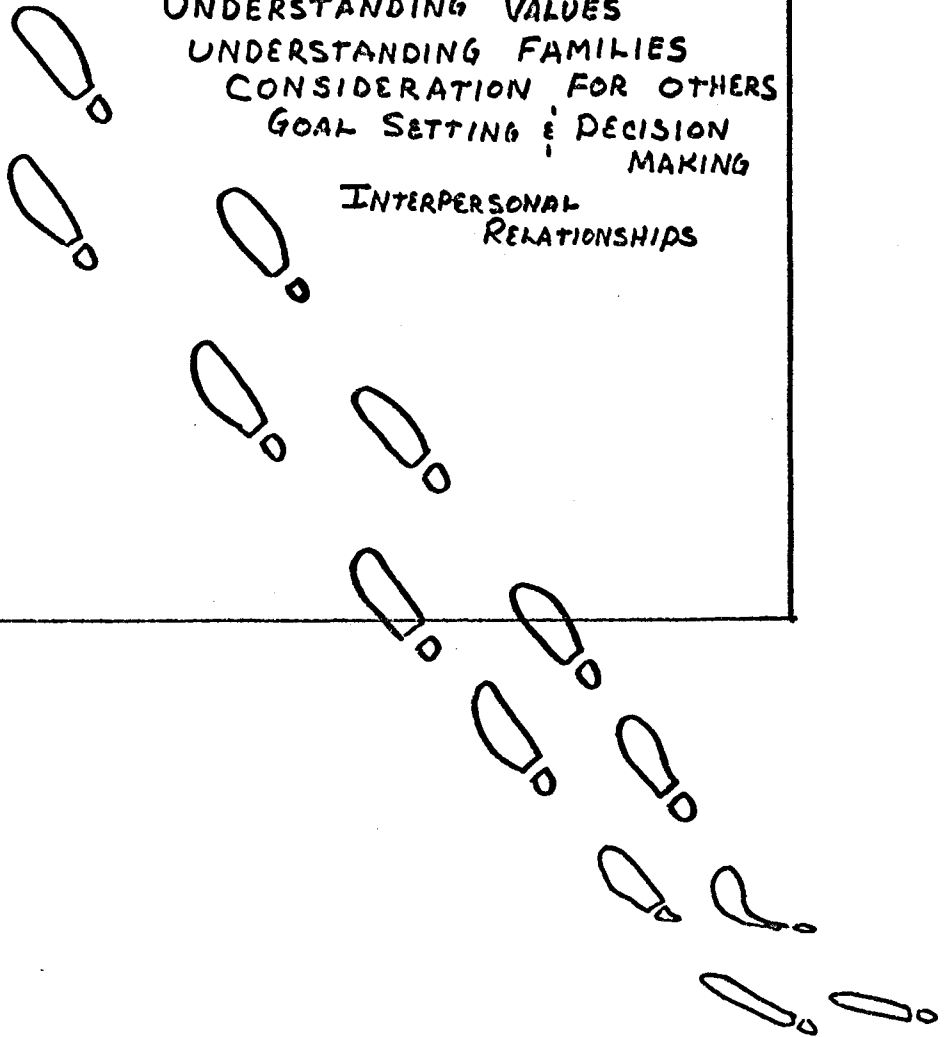
BULLETIN BOARDS

"FOOTSTEPS"

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.

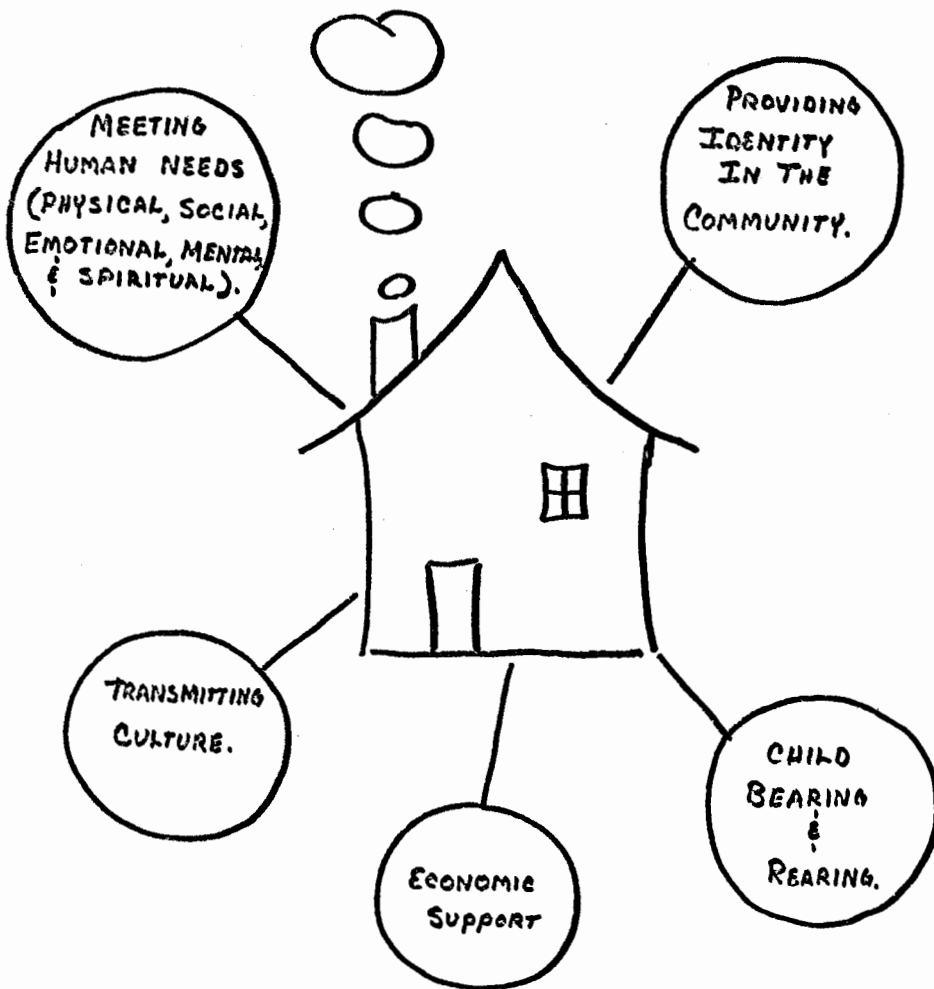
FOOTSTEPS To

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.



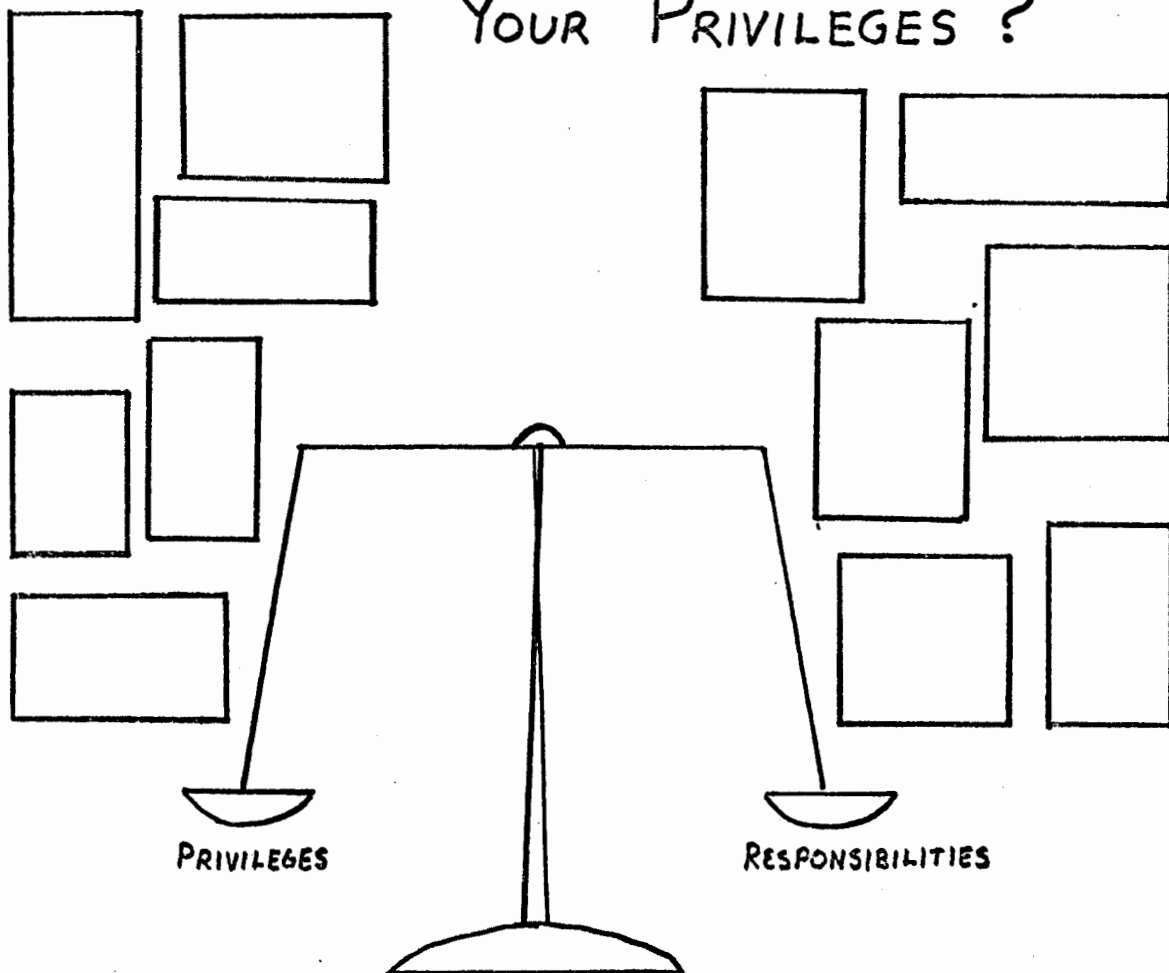
FUNCTIONS OF THE HOME

"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 ?