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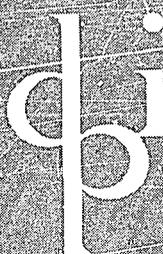
ABSTRACT

The objectives and perspective for a program with the educable mentally handicapped are presented in the Wisconsin curriculum guide. The described concepts and activities revolve around 12 Persisting Life Situations which include communicating ideas, understanding one's self and others, traveling, adjustment to various situations, health care, safety concerns, earning money, homemaking, money management, use of leisure time, appreciation of arts and beauty, and civic responsibilities. For each of the 12 situations, separate objectives and activities are suggested for primary, intermediate, and secondary levels. Approaches to learning and behavior development are discussed with implications toward programing and curriculum. The appendix treats the use of prescriptive teaching with the educable mentally handicapped and offers instructional activities in the area of psycholinguistics. A handbook which accompanies the manual is available as EC 030 036. (RD)

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# EMR CURRICULUM

**A persisting  
life needs  
approach**



Wisconsin  
Department of  
Public Instruction  
William C. Kahl, Superintendent

EC 030 035E

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ABSTRACTED - CEC ERIC

**A PERSISTING LIFE NEEDS APPROACH TO A  
CURRICULUM FOR THE EDUCABLE  
MENTALLY RETARDED**

Developed under the direction of

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William C. Kahl, State Superintendent

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## FOREWORD

This fine Curriculum Guide is the product of the combined efforts of over 250 special education teachers in 15 Wisconsin school districts and the staff of the Division for Handicapped Children in the Wisconsin State Department of Public Instruction, under Ken Blessing's leadership.

The publication is directed toward resolving the persisting life needs of the retarded children and youth. As a "follow-up" project, our agency is planning to assist local school systems in the implementation and use of this guide.

We sincerely hope this document and the subsequent implementation activities will assist you in developing retarded people into productive and happy members of our society.

**John W. Melcher**

*Administrator and Assistant  
Superintendent  
Division for Handicapped Children*

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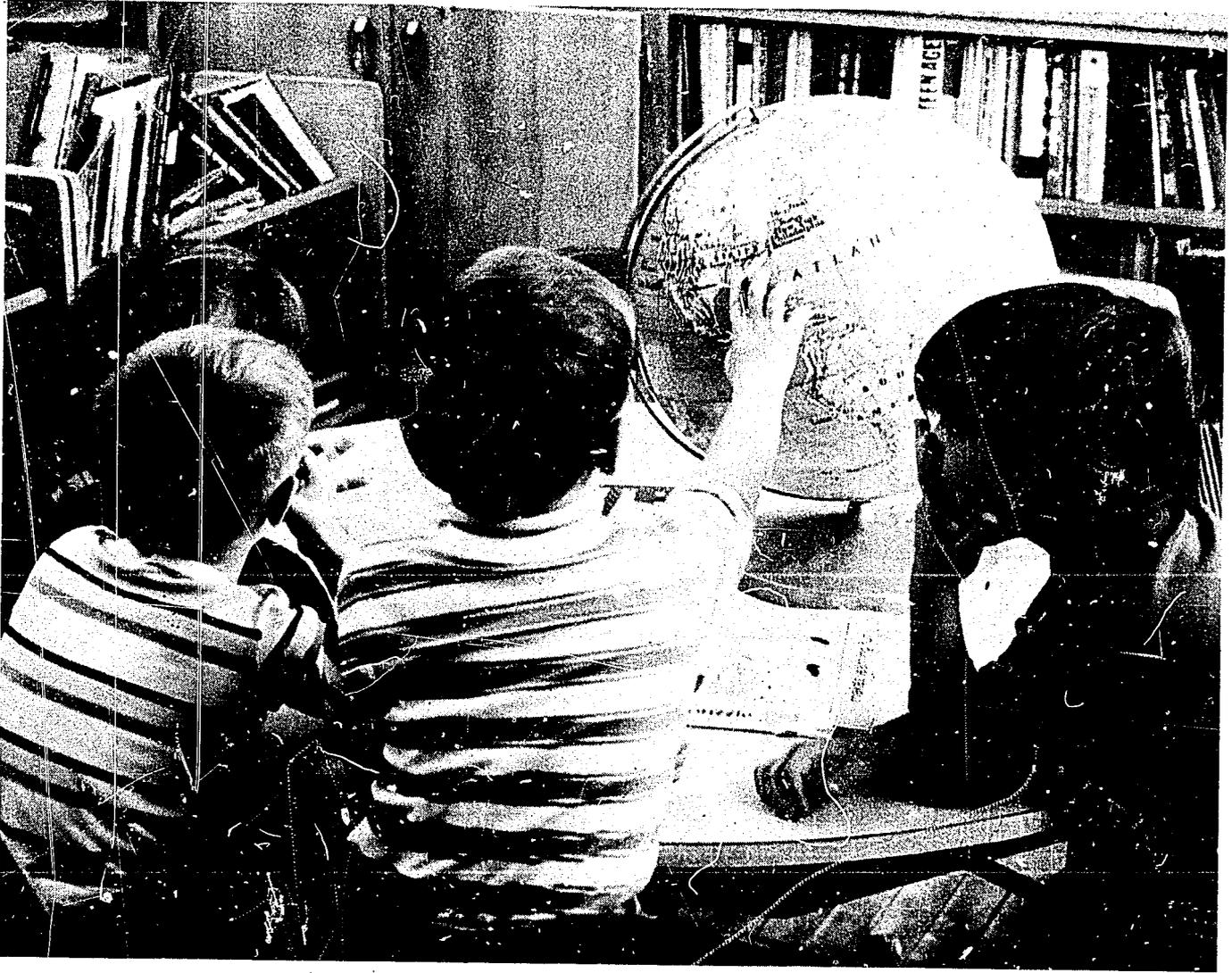
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# A PERSPECTIVE

**A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded** represents a conceptualization in curricular planning and implementation involving over 250 of the state's special education teachers. It further reflects the combined and integrated efforts of 19 curriculum study committees organized at the local district, county, and university levels under the auspices of the Division for Handicapped Children of the Wisconsin State Department of Public Instruction. Over a period of five years these curriculum study groups considered the characteristics and needs of the mild and border-line retarded, their interests and society's requirements, their abilities and their limitations. This study of the educable mentally retarded took place and was developed within the frame of reference of the persisting life situations or needs curriculum model. This curriculum model was perceived as being the most appropriate and flexible approach for the organization of the instructional program and for the incorporation of the concepts of prescriptive individualized teaching. As an educational curriculum document it stipulates the curricular content Wisconsin's special educators believe appropriate for the educable retarded as we enter the seventh decade of the twentieth century. Usage and evaluation of this curriculum will determine its educational relevance, appropriateness and required modifications.

The following pages depict the State of Wisconsin's current approach to statewide teacher, community and university involvement in the development and preparation of this curriculum guide. This is not a completed project nor is the school's work in building a curriculum ever a finished task. The active participant in curriculum building is constantly discovering new vistas, obtaining feedback from the field and assessing the efficacy of his curricular efforts.

Following the description of the organization of The Wisconsin Project is a section concerned with a learning approach to behavior development of the mentally retarded. This scholarly contribution from Dr. William I. Gardner, Chairman of the Department of Studies in Behavioral Disabilities at the University of Wisconsin, sets an unusual tone for a curriculum guide for the retarded. Traditionally, curriculum guides for the retarded tend to stress the more negative aspects of the learning characteristics of the retarded. Dr. Gardner, on the other hand, focuses on the more positive and pertinent questions of "what can be done to facilitate the most optimal learning in the educable retarded" or "under what circumstances does the retardate perform best?" Such an orientation to the basic curriculum text establishes a more positive tenor throughout the guide and avoids the more traditional self-defeating concern with the retardate's learning deficiencies.

The sections on the actual curriculum content which follow maintain this more positive point of view and are

designed to optimize learning. Emphasis is on a successful educational program for the retarded and on the academic and social behaviors which the retarded can achieve and be expected to attain.

The final section of this curriculum guide endeavors to illustrate the usability of this needs or problems approach in moving into the era of clinical or prescriptive teaching. Based upon original doctoral level research, this section highlights the use of a linguistic approach in utilizing individual abilities while seeking to improve the linguistic deficits of a group of educable retardates in a highly structured language stimulation program.

At the outset of this venture the curriculum committee agreed to focus their attention on the actual content of the educable retarded curriculum rather than lay stress on methodology of teaching in the various subject matter areas. The rationale underlying this decision centered on the fact that considerable attention has already been given to actual methodologies in previous curriculum texts, guides and in the professional literature. Therefore, this Wisconsin curriculum guide places emphasis and stress upon the content considered appropriate for primary, intermediate and secondary level retarded classes.

## Organization of Curriculum Committees

The genesis of this statewide curriculum project had its inception in the efforts of a group of P.L. 88-164 graduate fellowship recipients in mental retardation working on the campus of the University of Wisconsin in Madison under the direction of Dr. Ken Blessing of the Division for Handicapped Children. As the project evolved, additional graduate school enrollees in curriculum and methods courses for the retarded were brought into committee work on the various persisting life situations. It soon became readily apparent that experienced special educators in the field and in the classroom would need to be involved in this comprehensive effort if the project were to be successful and culminate in a curriculum guide of general application throughout the state.

During the initial planning and curriculum production stages the project received invaluable direction and assistance from a number of nationally recognized consultants in special education. Mr. John W. Melcher, Administrator of the Division for Handicapped Children in this state, Dr. Herbert Prehm, then with the University of Wisconsin and now an Associate Professor at the University of Oregon, Dr. Ernest Willenberg, Director of Special Education, Los Angeles Board of Education and Dr. LeRoy Aserlind of the University of Wisconsin were all involved with the project in its initial inception.

In the fall of 1962 Bulletin Number 20 - An Invitation

to Participate in Developing a Modern Curriculum for Retarded Children was disseminated to all special educators in local school systems having directors of special education and sufficient numbers of staff to feasibility form working curriculum study groups. The response to this invitation was quite gratifying with over 150 teachers and leadership personnel expressing a desire to volunteer their services in the production of an EMR curriculum guide. An additional 120 to 150 special educators in smaller school districts have further contributed to the related and parallel projects of creating a number of accompanying resource guides. These resource guides are based upon the persisting life situations curriculum model and are designed to suggest ways of implementing the major areas and sub-objectives of this parent curriculum guide. Thus, from inception to publication, some 250 or more special educators and leadership personnel have been involved in one way or another in this statewide project.

Before committing themselves to involvement in the project, the participants were encouraged to consider in some detail the rationale underlying the persisting life needs or problems curriculum model. This approach has been most clearly articulated by Stratemeyer, Forkner, McKim, and Passow in their text, *Developing a Curriculum for Modern Living* (2nd Edition, Revised), Bureau of Publications, Teachers College, Columbia University, New York, 1957. Committee members further studied in some detail the curriculum guides which have utilized the persisting life situation's approach.

Their commitment to the project implied acceptance of the basic philosophy underlying this curricular theory and the belief that this curriculum design was acceptable in meeting the needs and purposes of special education at the respective local levels. Inherent in their commitment was a further recognition that improvement in curriculum, fundamentally, involves improvement in teaching and learning and that this improvement follows from actual participation in curriculum change.

Curriculum participation required local administrative support and leadership assistance in the formation of working committees. A number of school administrators provided released time during the school terms to enable their teachers to participate in curriculum work. Where local board policies permitted, inservice education credits were allowed to be applied towards salary increments on the schedule. Administrative assistance was also required in the provision of facilities, resources and clerical help in order that committee work could progress. In general, participating school administrators seemed to recognize the basic principle that if curriculum development and improvement is an integral phase of the special educator's professional responsibilities, then the conditions for effective participation and planning should be arranged.

In launching this statewide project the members of the initial planning committees, after considerable study, elected to utilize twelve persisting life situations outlined in a preliminary draft of a curriculum proposal for the retarded developed by the Cincinnati Public Schools. These are described in detail on pages 432-457 of Stratemeyer, *et al.* Permission was received from Dr. Norman J. Niesen, then Associate Director of the Division of Special Education of the Cincinnati Public Schools, to use these statements as a frame of reference for curriculum design in Wisconsin. Eventually they became the twelve major objectives of this EMR curriculum guide. Dr. Niesen and his staff subsequently produced Cincinnati's Curriculum Bulletin Number 19, *The Slow Learning Program*

in the Elementary and Secondary Schools which has a similar curriculum model and is familiar to educators in the field.

Originally it had been planned to form twelve working committees, each to select one of the twelve major objectives and develop a set of experiences to be provided at the primary, intermediate and secondary levels which would meet the persisting life behavioral goals which had been established. Limitations in the availability of teachers at the secondary level in most communities prevented this initial plan from being accomplished. It became necessary to approach several large school districts and seek their assistance in developing the secondary phases of a number of the persisting life situations. This made the task of coordination and articulation of the entire statewide project somewhat more difficult to achieve. Most of the committees established overall Steering Committee Chairmen and separate primary, intermediate and secondary sub-committee Chairmen, who formed the nucleus of the local planning committee under the leadership of the local directors and coordinators of special education. Statewide coordination and liaison with each local coordinator and steering committee chairman became the responsibility of Dr. Blessing who met frequently with these groups as well as with the actual working committees.

#### STATE EDUCATIONAL AGENCY ACTIVITIES

As each local committee completed its section of the curriculum guide the rough drafts were transmitted to the state educational agency. Further editing was accomplished at the state level. A federally funded Title VI project permitted the Bureau for Special Education to procure the services of a highly qualified publications specialist, Mr. Paul Zagorski, during the 1968-69 school year. Mr. Zagorski had the monumental task of coordinating, articulating, and in some instances rewriting, the contributions from the field in order to provide for internal and external consistency throughout the curriculum guide. His efforts in this project are to be commended. Acknowledgements are also in order in recognition of the clerical and typing assistance provided by Miss Gail Coyle in developing the final manuscript for publication.

In summary, this seven-year curriculum project has been a richly rewarding experience for those involved in its inception and development. The final product provides special educators of the educable mentally retarded with the first state curricular framework for local district implementation since the early thirties when a state course of study for the mental defective was developed under the leadership of Dr. Henrietta Race. Its purpose is to provide suggested curricular content, evolved from the crucible of classroom experience, for a total program for the educable retarded. Linked with the accompanying resource guides which represent the more unique aspect of this state curriculum, it should assist the special education teacher in maximizing the learning and performance of her students. If used in concert with behavioral modification techniques and prescriptive individualized teaching, it should fill a gap in current state leadership services to local school districts. It is to these dedicated local special educators, particularly those without whose help this publication could never have been completed, and to the retarded pupils in the state, that this curriculum guide is dedicated.

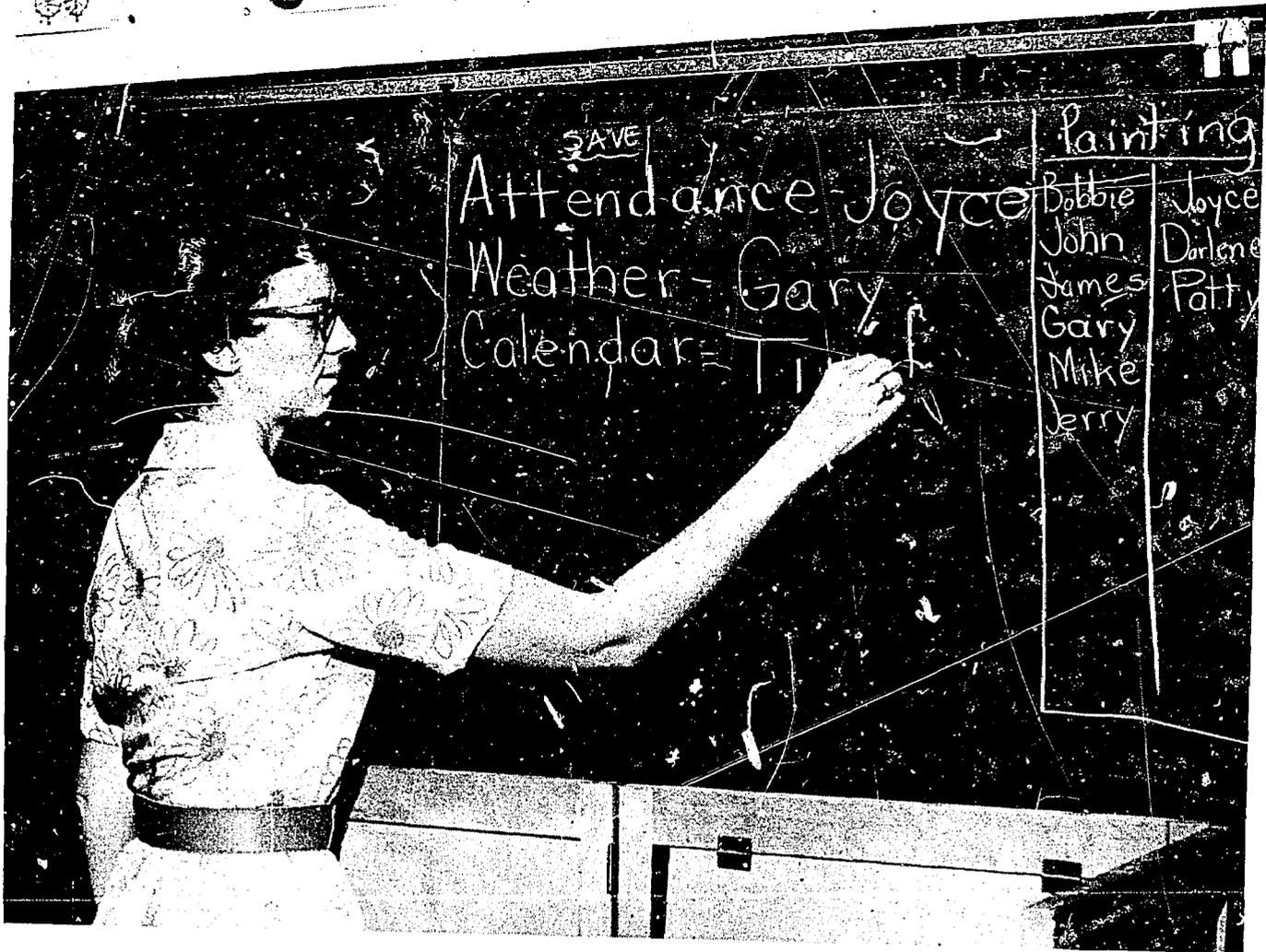
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**NOTE: Any omissions or errors are sincerely regretted.**

# Persisting Life Objectives for the Educable Retarded And The Curriculum Guide

Learning is the child's and the adult's natural and continuing means of survival, development and enhancement. It is a universal human phenomenon characterized by a remarkable range of variability in its functional manifestations. These variabilities occur within any given individual in dealing with markedly differing situations. Variability in learning abilities also occurs among groups of individuals and is particularly diverse among exceptional children and youth. With the school age child, learning is the core of his efforts to achieve satisfaction of his needs in interaction with his environment. Academic and social learning is demonstrated objectively by a characteristic change in goal-oriented behavior as a result of experience providing a sufficiently motivating degree of positive sequences. Special programming and differentiated curricular provisions for the mentally retarded are an accepted component of the total school program in Wisconsin public schools in recognition of this range of human variabilities and needs.

## Fundamental Purposes of Education

This integral relationship between learning and the satisfaction of the needs of the child in interaction with his environmental milieu provides the logical foundation for the development of the fundamental purposes of education which apply with equal relevance to the educable retarded. The fundamental purposes of education most frequently ascribed to by the public schools have been derived from the work of the National Education Association.<sup>1</sup>

These goals are:

- Self-Realization
- Human Relationships
- Economic Efficiency
- Civic Responsibility

In order to clarify the selection of the persisting life needs curriculum model in this statewide project, it is necessary to understand the more specific objectives generally ascribed to the four fundamental purposes of education. These goals have been defined by the Educational Policies Commission in terms of clusters of specific objectives as follows:

- (1) **Specific Objectives of Self-Realization**— (a) the inquiring mind, (b) speech, (c) reading, (d) writing, (e) numbers, (f) sight and hearing, (g) health knowledge, (h) health habits, (j) public health, (k) recreation, (l) in-

- tellectual interests, (m) esthetic interests, (n) character.
- (2) **Specific Objectives of Human Relationships**— (a) respect for humanity, (b) friendships, (c) cooperation, (d) courtesy, (e) appreciation of the home, (f) conservation of home, (g) homemaking, (h) democracy in the home.
- (3) **Specific Objectives of Economic Efficiency**— (a) work, (b) occupational information, (c) occupational choice, (d) occupational efficiency, (e) occupational adjustment, (f) occupational appreciation, (g) personal economics, (h) consumer judgment, (j) efficiency in buying, (k) consumer protection.
- (4) **Specific Objectives of Civic Responsibility**— (a) social justice, (b) social activity, (c) social understanding, (d) critical judgment, (e) tolerance, (f) conservation, (g) social applications of science, (h) world citizenship, (j) law observance, (k) economic literacy, (l) political citizenship, (m) devotion to democracy.

The curriculum-builders in this project accepted these fundamental purposes and specific underlying objectives as a point of departure for their work recognizing that each cluster represents a constellation of many positive behaviors, skills and characteristics. They further accepted the general principle that the public school represents the social institution devoted to the formal and specialized programs of instruction for all children designated by the constitutional mandate as having an inherent right to an appropriate educational program. The school was seen as that social institution which has the obligation and the task of fostering an enduring desire to go on studying and learning new ideas and skills throughout one's life.

It was recognized that how and what the child learns in school will vary as a function of many fundamental factors such as genetic endowment, maturational level, emotional development, physical health and vigor, maturation and drive, prevailing attitudes, dominant interests, socio-economic status and the quality of the cultural milieu especially in the early formative years. Because of the complex multivariate functioning of such a network of factors affecting the learning process, the broad extent of variability in the resulting educational and social achievement of any random group of children of any age is a major consequence and concern for any educational planning, organization, method and curriculum. It places a very complex and demanding responsibility upon the public schools

<sup>1</sup>Policies for Education in American Democracy, National Education Association, Washington, D.C., 1946.

of this nation. Nonetheless, the curriculum-builders in this project expressed an abiding faith in the public schools as the primary societal institution for achieving the fundamental purposes of education in a democracy. Special education for the retarded is considered to be one direct and observable expression of this prevailing belief that the public schools in this state can accomplish their fundamental goal of equalized educational opportunity for all.

### Varying Curricular Patterns

Having thus circumscribed the fundamental purposes of education it now becomes appropriate and essential to define and describe the particular curriculum model that was selected by the state curriculum-builders as acceptable for the purposes of special education for the educable mentally retarded. The very first task of the curriculum planning committees was the differentiation of the various components of each of the four fundamental objectives of education and the selection of an appropriate curriculum model for the attainment of these rather broad global objectives.

The literature abounds with varied proposals and philosophical bases for curriculum design, especially in terms of what curriculum specialists believe should be the scope, sequence and the organization of the curriculum. Basically these varied proposals can be narrowed down to four fairly distinct patterns:

1. Separate Subjects approach
2. Subject Fields approach
3. Broad Areas approach
4. Needs or Problems approach

### Separate Subjects Approach

The first of these, the **separate subjects approach**, designates the scope, sequence and organization in terms of separate subjects to be studied. This is the most traditional design in regular education and is probably the least suited for a curriculum for the mentally retarded. Annie Inskeep's modified curricular approach in the 1920's which "watered down" the regular curriculum by teaching fewer skills, using less material, and progressing at a slower-than-average pace came closer to following the separate subjects approach.

### Subject Fields Approach

In the **subjects fields or groups of related subjects approach** related fields of knowledge, e.g., teaching geography and history as social studies, became the basis for curriculum design. Some aspects of this curriculum approach are identifiable in special curriculum patterns currently in use.

### Broad Areas Approach

Curriculum designs which are developed around broad areas of living or around the major social functions commonly cut across subject matter fields and are referred to as **broad areas**. In some of these approaches the curriculum is organized so as to incorporate every major aspect of life, e.g., one phase might include the protection and conservation of life, property, and natural resources. In others there may be broad preplanned units which relate to pupils' personal needs and some to the world in which they live, e.g., school living or leisure time and recreation. Ordinarily these units do not necessarily contribute to all major areas of living in any one year. In special education curriculum design, the units of work based on real-life experiences which

were advocated by Christine Ingram in the late '30's reflect this broad areas emphasis.

### Needs or Problems Approach

One of the more recent of curriculum designs is the **needs or problems faced by the group approach**, broadly construed, which develops out of the persisting life needs and purposes of the learner. This approach has been most clearly articulated by Stratemeyer, Forkner, McKim and Passow in **Developing a Curriculum for Modern Living** (2nd Edition, Revised), Bureau of Publications, Teachers College, Columbia University, New York, 1957. This curriculum approach is reflected in the later emphases of specialists like Elise Martens, Samuel Kirk and G. Orville Johnson in the 1950's. It was recently elaborated upon by Herbert Goldstein and Dorothy Seigle in the Illinois State Department of Public Instruction's educable curriculum guide, **A Curriculum Guide for Teachers of the Mentally Retarded**, Curricular Series B-3, No. 12, 1958 and in the Cincinnati Public School's Curriculum Bulletin No. 119, **The Slow Learning Program in the Elementary and Secondary Schools**, 1964.

All of these curriculum approaches have been applied with some modifications and some refinements to the problem of curriculum development in both regular and special education. In actual practice there are no "pure" types. After considerable curricular research and study the decision was made to utilize the **needs or problems faced by the group curriculum model** espoused by Stratemeyer et al and the twelve persisting life functions outlined in the preliminary work of the Cincinnati curriculum committee referred to above.

### Definitions of Curriculum Terms

A definition of terms, as applied to this particular curriculum design is indicated at this point.

**Persistent life needs** are those recurring functions required of individuals living in a democracy, requirements which persist throughout the retarded individual's life. When adequately met and resolved in concerted fashion, these represent the **objectives and desirable outcomes of our special education programs**.

**Scope** refers to the selection of knowledge, facts, skills and generalizations which should be encompassed by school experiences in terms of the life space of the retarded. In this curriculum design scope encompasses the individual, his role in the family and in the broader community.

**Sequence** refers to the order in which the proposed concepts, learnings and experiences are to be developed. Sequence in this curriculum design is based upon chronological and mental age, maturity, background, interest level, needs and societal demands.

**Organization** refers to the format or the organization of knowledge, skills and generalizations for instructional purposes. In this curriculum design organization is based on the framework of the persistent life functions and includes areas of knowledge, tool subjects, special subject areas and center of interest units.

This needs or problems approach is noteworthy in that it utilizes units of work based upon the persisting life needs and functions of the individual, functions which persist throughout the life of the retarded in our culture. In addition to incorporating the persisting life functions and the unit approach of Ingram, it

also does not neglect the tool subject areas, encompassing the skill subjects in a balanced fashion and in developmental progression in relation to the developmental and maturational needs of the learner. Readily identifiable within each persisting life function are the expectancies, behaviors and skills viewed as essential to their successful performance. The behaviors and skills which are identified as being necessary to achieve any recurring life function at any stage are viewed as proficiencies in subject matter. Further, these curriculum-builders used a spiral approach in curriculum development, i.e., the expectancies, behaviors and activities range from the relatively simple to the abstract in sequential order from the primary through the secondary level in keeping with the slower intellectual maturation of the educable retarded.

The twelve persisting life functions selected by the statewide curriculum committee are listed and outlined below:

## PERSISTING LIFE FUNCTIONS<sup>2</sup>

1. **Learning to Communicate Ideas** (3 R's) involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing and arithmetic.
2. **Learning to Understand One's Self and to Get Along with Others** involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.
3. **Learning to Travel and Move About** involves the acquisition of the essential habits, attitudes and skills necessary for transporting one's self in the neighborhood, within the city and to distant places, whenever the need arises.
4. **Learning to Handle and Adjust to One's Social, Technological and Physical Environment** involves the essential habits attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment.
5. **Learning to Keep Healthy** involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.
6. **Learning to Live Safely** involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.
7. **Learning to Earn a Living** involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.
8. **Learning Homemaking** involves the essential habits, attitudes and skills necessary for the feeding, clothing and housing of oneself and one's family.
9. **Learning to Manage One's Money** involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.
10. **Learning Wise Use of Leisure Time** involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

11. **Learning to Appreciate, Create and Enjoy Beauty** involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing).
12. **Learning to be a Responsible Citizen** involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

## The Persisting Life Functions Curriculum Model

Reference to Figure 1 will serve to clarify this persisting life functions curriculum design for the reader and illustrate the relationship of one organization, scope and sequence within this educational model. Curriculum-builders require a curriculum theory and model to predict the outcomes of their instructional endeavors just as research in learning or personality needs to be pursued within the framework of some well-conceived learning or personality theory and model. If followup studies of special education graduates suggest that the outcomes of instruction are somewhat different than predicted from the model, this then permits the curriculum-builder to change or modify the curriculum design.

See Figure 1 on next page

One may visualize the curriculum model as three-dimensional in structure with **scope** representing the vertical dimension, **sequence** the horizontal and **organization** unifying the whole. Utilizing the persistent life functions approach as an organizational frame of reference, then, superimposes these recurring needs upon the individual's current state of readiness (**sequence**) wherever he might be (**scope**). And wherever he might be could be encompassed by school experiences in terms of the individual, his role in the family and in the community. Sequence in the model refers to the order in which the proposed learnings and behaviors are to be developed. These are based upon chronological and mental age, expectations, interest levels, dominant interests and other fundamental factors previously discussed.

In essence, the special educator's task is to relate the persisting life needs to the expectant environment and at the particular readiness level of the individual retarded child. Group instruction can be facilitated through the use of interest units, but within the context of group instruction, individualized teaching is imperative if the recurring and persisting life functions of the retardate are to be successfully carried out. In the model, the persisting life function of learning to communicate ideas is shaded to illustrate this concept of a communications need being experienced at any chronological age (sequence) within the expectant environment (scope). Communication, either gesturally, verbally or in printed form, then becomes a persistent life situation, a recurring function required of the individual living in a democracy. It is a requirement which persists throughout the retarded individual's life. When this need is adequately met and resolved in concerted fashion, this achievement represents attainment of one of the major objectives of the curriculum and a desirable outcome of the special education program.

<sup>2</sup> Courtesy of Cincinnati Schools.

FIGURE 1

**THE PERSISTING LIFE SITUATIONS CURRICULUM DESIGN**

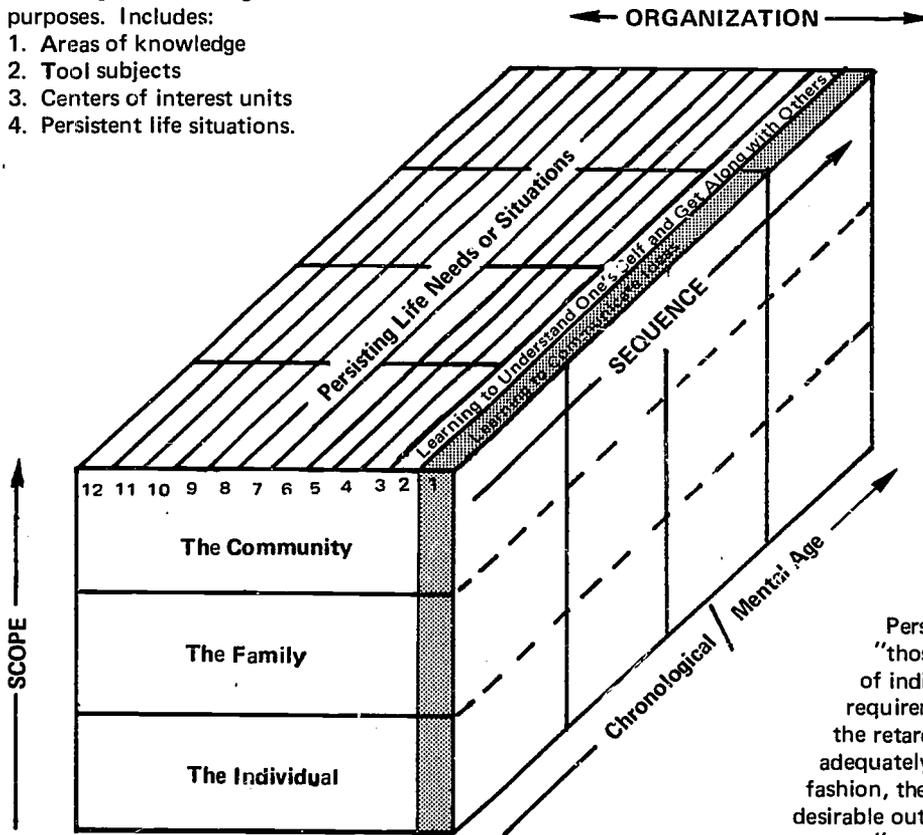
**SCOPE**—Refers to the selection of areas of knowledge, facts, skills and generalizations which should be encompassed by school experience in terms of the:

- (1) Individual
- (2) His role in the family
- (3) And in the community

**SEQUENCE**—Refers to the order in which the proposed concepts, learnings, and experiences are to be developed. Based on C.A., M.A., maturity, interest level, needs, and societal demands.

**ORGANIZATION**—Refers to the format of the organization of knowledge, skills, and generalizations for instructional purposes. Includes:

1. Areas of knowledge
2. Tool subjects
3. Centers of interest units
4. Persistent life situations.



Persistent Life Situations are:  
 "those recurring functions required of individuals living in a democracy, requirements which persist throughout the retarded individual's life. When adequately met and resolved in concerted fashion, these represent the objectives and desirable outcomes of our special education program."

## Accompanying Resource Guides

Preceding each persisting life function section is a face sheet specifying the sub-objectives and minor aims which relate back to the more global objectives. Below this listing of sub-objectives and minor aims the reader will note a reference of specific departmental resource guides, and in certain instances, to specific teaching units which relate to the major persisting life function. Figure 2 is the face sheet for the persisting life function of Learning Homemaking at the secondary level. It is reprinted here for ease of reference for the reader. As previously indicated, this is a unique feature of the Wisconsin project.

See Figure 2 on next page

The Center of Interest Units column in the actual format of this curriculum is limited to only suggestive topical units and themes to be developed by the teacher. The accompanying resource guides are actual expansions of these suggested teaching unit topics.

The following listing of resource guides, issued as a series of "We Do It This Way" publications, were conceived and developed as instructional materials enabling the teacher to implement the aims and objectives of this curriculum design. Teachers will note references to other Wisconsin curriculum publications which also have recommended units and activities related to one or more of the persisting life objectives. The "We Do It This Way" series includes:

Bulletin 21-B Primary Level Resource Guide for the EMR

Bulletin 21-C Intermediate Level Resource Guide for the EMR

Bulletin 21-D Secondary Level Resource Guide for the EMR

Each persisting life situation at each level is organized under the recurring sub-objectives into a format covering six major headings: center of interest units, introductory discussions, language art, number concepts and related activities. Suggested instructional content and activities in these columns is further broken down to relate to the minor aims which are specified in the first column. Figure 3 illustrates this format.

FIGURE 3 continues on bottom of next page.

### P.L.S. #3

#### Primary

### B. BEGINS TO LEARN THE FUNDAMENTALS OF MOVING ABOUT

Aims	Center of Interest Units	Introductory Discussions
(1) FOLLOWS SIMPLE DIRECTIONS AND UNDERSTANDS NEED FOR DIRECTIONS	Directions or traveling in school and the adjoining neighborhood	Trips Thru the school building Thru the school grounds Thru the neighborhood visiting other schools churches, stores, parks, etc.
(2) RECOGNIZES FAMILIAR LANDMARKS IN TRAVEL	Landmarks in school and in the neighborhood	What are the landmarks in the school and in the neighborhood?

**Figure 2**

## LEARNING HOMEMAKING

**P.L.S. #8** involves the essential habits, attitudes and skills necessary for the feeding, clothing, and housing of oneself and one's family.

### Secondary

- A. Understands the development of family relationships
  - (1) Reacts to the family as a unit
  - (2) Reacts to self-concept in the family
- B. Understands the development of homemaking habits and skills
  - (1) Uses of clothing
  - (2) Uses of food
  - (3) Housekeeping processes
  - (4) Child care methods

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. I, **Arts and Crafts** for homecraft and seasonal ideas related to homemaking concepts. Also see Vol. II - **The Practical Arts**, for a fairly comprehensive coverage of homemaking skills at the junior and senior high levels. See pages 5-27, for suggested and illustrative units in the area of **HOMEMAKING AND HOME MAINTENANCE**. See pages 31-40, for a unit on **BABY SITTING**. See pages 41-45, for a unit on **SEWING**. And, see pages 47-58, for units in the area of **GOOD GROOMING AND GOOD HEALTH**.

See Bulletin 21-D, pages 40-51, for related units on **LEARNING TO EARN A LIVING**. Also see pages 52-67, for suggested and illustrative units on **CONSUMER EDUCATION**, **WHAT IS A GOOD HOME?** and **HOMEMAKING AND FAMILY LIFE**.

### Language Arts

- Discussion
  - What is a landmark?
  - What is a map and why are they used?
  - Points of interest in community
- Read
  - Road signs
  - Street signs
- Recognize and Verbalize
  - Road signs
  - Street signs

### Number Concepts

- Ordinals: first, second
- Counting streets, blocks, tickets
- Time: hours of day and arrival and departure home, bus, school, classes, etc.
- Terms of time: morning, afternoon, etc.
- Terms of size: big, small, thin, fat, tall, short, etc.

### Related Activities

- Making of travel book with pictures of safety signs, maps, drawing of landmarks, time schedules, etc.
- Build model of school and or community in sand box or with toy buildings and cars
- Nursery rhymes or songs about traveling
- Dramatizations of proper behavior while traveling

Since unit teaching receives considerable emphasis in this curriculum design and in the daily instructional program, it may be appropriate at this point to consider the relationship of unit teaching to the resource guides and to the overall curriculum design. The curriculum-builders, perceive this state curriculum guide as presenting a general, broad framework within which to organize the daily, weekly and monthly instructional program. As a frame of reference it allows for local flexibility and implementation permitting the incorporation of locally developed materials of instruction. These may take the form of locally developed resource guides which, in turn, may provide sub-topics or teaching units which may be selected by the instructor as appropriate in meeting the persisting life needs of the slow learner.

A resource guide, in this context, has been operationally defined by Hanna et al<sup>3</sup> as a collection of resources related to a broad topic and organized in a functional way for use

by the classroom teacher. As an example, a Resource Guide on Travel may include a series of teaching units or sub-topics on such areas as: Travel in Our Neighborhood; in Our City; in Our State; The Bus; The Railroad Station, etc. Wisconsin's resource guides may be characterized as being broader and more inclusive in nature, i.e., they are referred to as Primary, Intermediate and Secondary Resource Guides per se.

#### Center of Interest Units

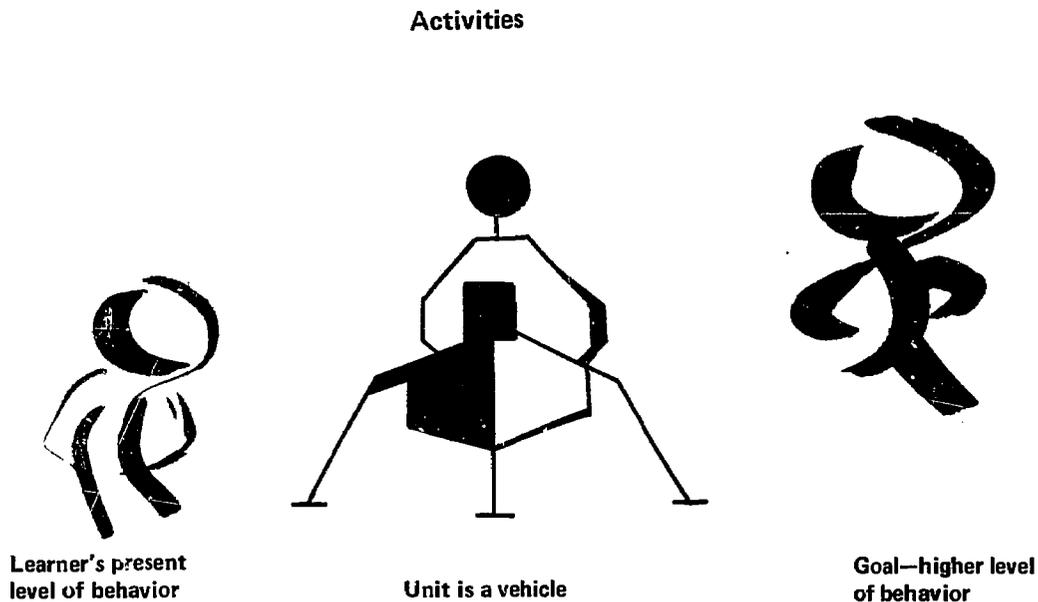
The teaching unit, Center of Interest Units on the other hand, has been defined by these authors as an organized subdivision which falls between the resource guide and the actual lesson in the classroom. The unit is seen as the vehicle which transports the pupil from a lower level to a higher level of functioning.

Figure 4 illustrates this concept of the center of interest unit.<sup>4</sup>

**Figure 4**

**FIGURE 4**

**THE UNIT IS THE VEHICLE WHICH TRANSPORTS THE CHILD FROM A LOWER LEVEL TO A HIGHER LEVEL OF FUNCTIONING**

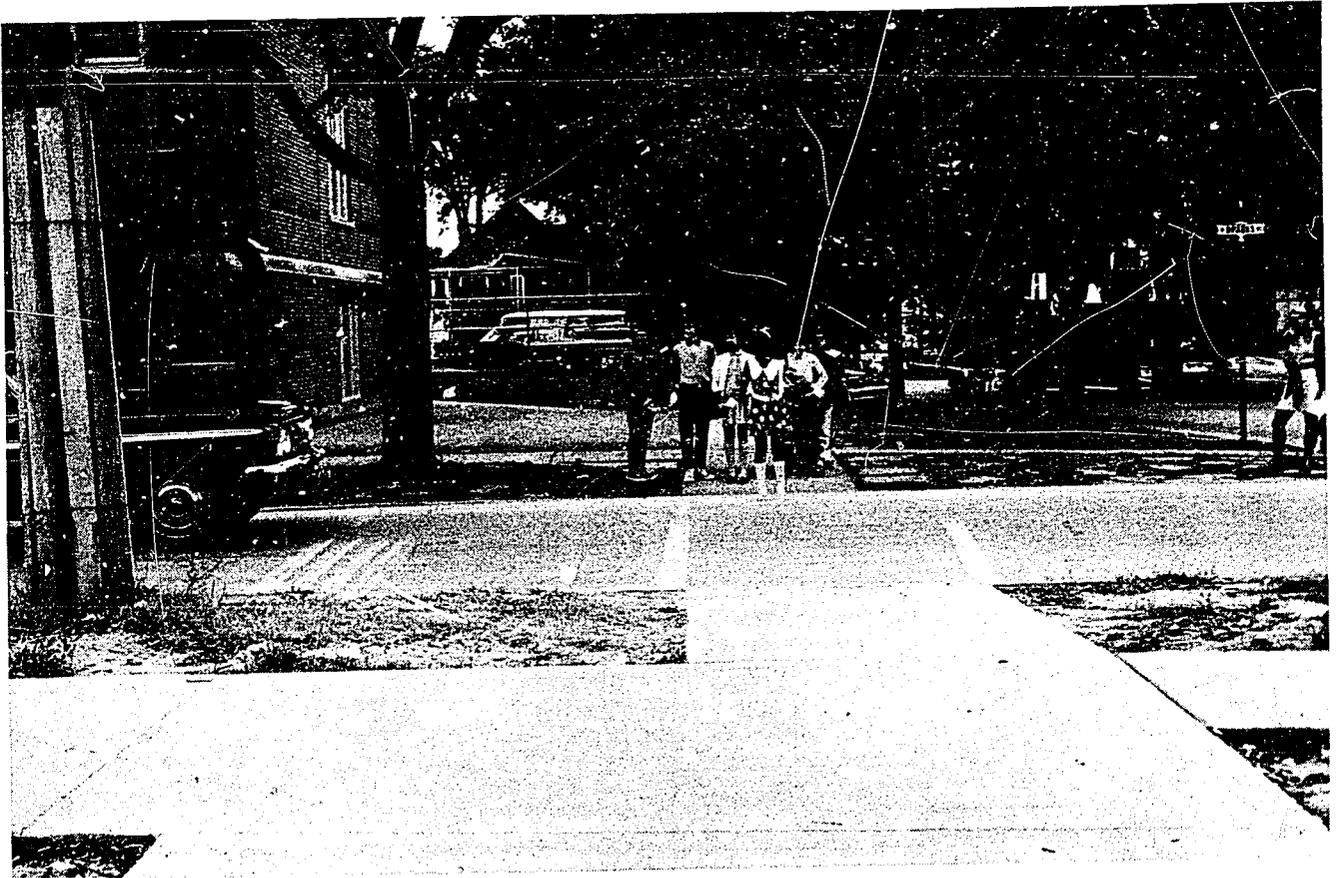


Wisconsin's resource guides departed from the traditional organization based on subject matter designation and were organized format-wise around the twelve persisting life functions. It should be recognized that arbitrarily placing a unit under a specific persistent life function creates an artificial dichotomy between objectives. Similarly this curriculum guide has been organized around each persisting life function. While this isolation of each major objective may be helpful in clarifying for the teacher the needs of the retarded in each life situation area, it tends to cloud the point that the retarded

individual does not encounter each life situation as a separate and isolated entity. In real life the retarded student is daily confronted with recurring situations, problems and needs which require the successful performance of a number of life functions. The retarded individual must be able to draw upon the learnings, resources and appropriate behaviors from several persisting life functions. This concept needs to be kept in mind by special educators using the curriculum guide, planning units and implementing these units in the classroom. This is the point at which local inservice study and consideration of this curricular approach is essential. Since not all special

<sup>3</sup>Hanna L., Potter, G., and Hagaman, N., *Unit Teaching in the Elementary School*, Rinehart Co., New York, 1958.

<sup>4</sup>Courtesy of Cincinnati Schools



educators in the state participated in this curriculum venture, leadership assistance and inservice help will be needed to effectively utilize this curriculum and the accompanying resource guides.

### A Systems Approach to Unit Instruction

As an inservice theme, an in depth study of the circular constructs in Stratemeyer's text is highly recommended. Secondly, teachers will need assistance in planning, implementing and evaluating the effectiveness of units of instruction. Particular attention will need to be paid to the objectives she intends to incorporate in developing a unit. She needs to consciously be aware of and cover these several basic persisting life objectives within the instructional unit.

Several schemata may help to clarify this type of unit planning. A primary level teacher may be considering the introduction of a unit on **The House I Live In**. A first step in a systems approach to unit instruction would involve the assessment of her primary group's current understandings and behaviors as they relate to the topic. The needs of the primary level pupils would need to be observed and specified. A second step would entail the conscious selection of instructional objectives based on the assessment of current pupil understandings and behaviors. This might entail a specification of the anticipated general outcomes followed by a more detailed delineation of each learning and social behavior under each general outcome appropriate for the level of the group.

#### GENERAL OUTCOMES (Persisting Life Objectives)

##### DETAILED OUTCOMES (Sub-objectives)

C.A. 6 - 10 - Primary

1. Learning Homemaking
  2. Learns to Understand the Environment
  3. Learns to Live Safely
  4. Learns to Communicate Ideas
  5. Learns to Enjoy Beauty
1. Learning Homemaking
    - a. Helps at home
    - b. Knows names, functions of different rooms in home
    - c. Recognizes different types of homes in neighborhood
    - d. Etc.

These sub-objectives could be further delineated into very specific and readily definable operational objectives such as:

##### Learning Homemaking

- a. Helps at home
  - (1) Routinely disposes of garbage
  - (2) Routinely dries dishes
  - (3) Keeps his (her) room in order
  - (4) Etc.

Actual teaching of the unit, *The House I Live In*, would follow with instructional emphasis being given to each of the specified sub-objectives. As indicated, the unit is construed as the teaching medium which moves the pupil's present level of learning and social behavior to the next level of desired behavior. Reinforcing techniques might be indicated, both in school and at home, to reward successive approximations towards the desired outcomes. Unit instruction involving multisensory and varied instructional techniques would be superior to a single channel approach. Group activities, discussion, role playing, use of audio-visual materials, field trips, etc. would be indicated in this instance.

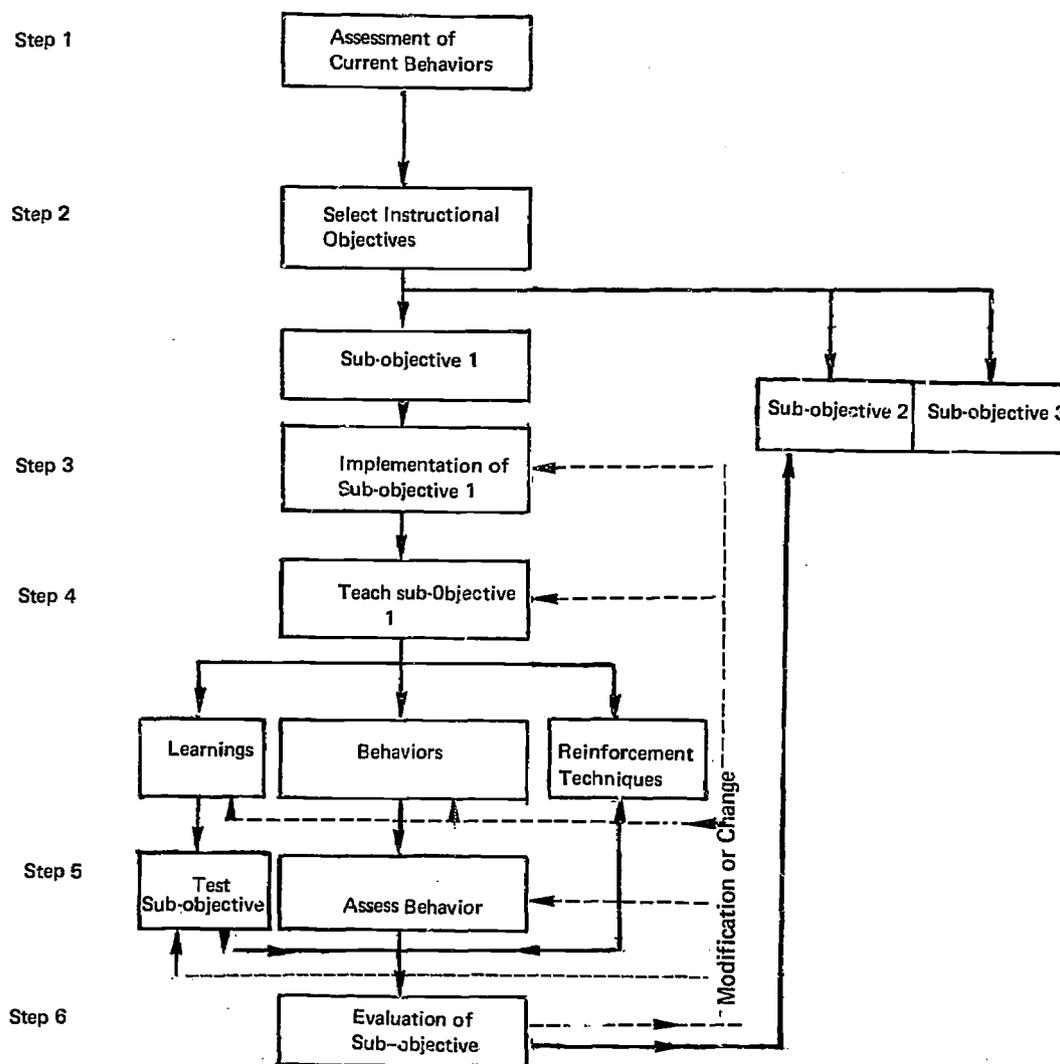
One of the persisting life objectives to be treated in this unit at the primary level is **Learning Homemaking**. Reference to the primary face sheet for this persisting life function will

reveal that Bulletin 21-B, **Primary Level Resource Guide for the EMR** contains a number of illustrative units concerned with the family and the home for teacher use. Some modifications will be necessary in order to localize this suggested instructional material.

Evaluation of the outcomes of the teaching process with provision for error analysis would complete this systems approach to unit instruction. Oral and/or written assessment of their understanding of the basic objectives, actual observation of their learned behaviors and interviews with the parents should enable the teacher to note desired changes in behavior. Error analysis of what seemed to fail to interest the pupils or of what new needs were identified should provide continuing feedback into the instructional system. Figure 5 depicts this systems approach to unit instruction.

### A SYSTEMS APPROACH TO UNIT INSTRUCTION

FIGURE 5



Another example at the secondary level will serve to illustrate this systems approach and the coverage of a number of persisting life objectives in unit instruction. This secondary unit is concerned with **How to Get a Social Security Number.**

### Background

A ninth grade class began its first occupational training experience for pay by working in the school cafeteria in a variety of jobs. Payday was approaching when it was discovered only a few pupils had carried through on obtaining social security cards.

Courtesy of Dr. Norman Niesen, Consultant to P.L. 88-164 Special Study Institute at Green Lake, Wisconsin, 1966 and Mrs. Ethel Martin, Teacher, Cincinnati Public Schools.

Assessment of pupil needs:

1. Paychecks to be withheld.
2. Only one lunchroom worker had obtained a social security number.
3. Remainder of pupils had failed to follow thru with completing social security Form 5 which had previously been provided.
4. Those receiving welfare or social security benefits were reluctant to report income for cafeteria job—thus some explanation of social security benefits was needed.
5. Interest in part-time employment was high.
6. Three pupils had never traveled downtown via public transportation.

## PERSISTING LIFE FUNCTIONS AND SUB-OBJECTIVES

### P.L.S. No. 1 - COMMUNICATING IDEAS

- Functional Reading - read Social Security Form 5.
- Keeping personal records - use home and school records.
- Seeks help of authority - discover Social Security provides help with filling out Form S.S. 5.
- Uses travel aids effectively - discover how building directory is used
- Reads and writes for information - read bus time-table
- Improve skill in writing simple business letter
  - develop skill in writing and stating a question
  - develop skill in writing complete thought
  - improve word attack skills

### P.L.S. No. 12 - RESPONSIBLE CITIZENSHIP

- Understand purpose of Social Security
- Develop responsible attitude toward contributing to own retirement insurance
- Realize need for care of Social Security card
- Realize need for changing name on records (marriage, adoption, etc.)
- Developing an appreciation for laws

### HOW TO GET A SOCIAL SECURITY NUMBER

### P.L.S. No. 7 - EARNING A LIVING

- Realize getting a Social Security card is routine step in getting a job
- Realize this is a law
- Realize paycheck may be withheld until worker complies with getting Social Security card

### P.L.S. No. 11 - MANAGING MONEY

- Realize employer contributes equal amount to Social Security fund
- Realize part of wages over \$50.00 per quarter is deducted for Social Security insurance.
- Realize that take-home pay is less than number of hours worked x rate per hour

### P.L.S. No. 6 - TRAVELING AND MOVING ABOUT

- Be able to go to Social Security office via public transportation
- Be able to locate new Federal Building
- Be able to use automatic elevator
- Be able to contact home if lost

## MULTI-SENSORY ACTIVITIES

### Oral Expression

- discuss
  - "Sources of Information"
  - "Why paychecks are withheld"
  - "Care of a Social Security Card"
  - "What is Social Security?"
- dramatize:
  - Careful vs Careless handling of Social Security Card
  - Girl requesting name change
  - Death of father in family
  - Pupil gets lost on class trip
  - Telephoning for lost card form

### Math Experiences:

- use tokyo paper to show meaning of 1%
- color squares to show deduction for each dollar earned
- use folded paper to divide 1 year into 12 months. Write names of months in blocks. Divide into quarters
- count number of weeks in a "quarter"
- compute quarterly income
- determine eligibility for Social Security tax
- compute take-home pay

### Description of Program Content

### Reading Experiences:

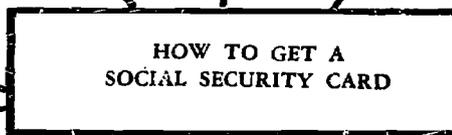
- divide key words into syllables
- add key words to picture dictionary
- read 9ds time table
- read directions on elevator
- read directions on public telephone
- read key street names
- read names of key buildings
- locate Social Security office on building directory
- read Social Security Form 5.

### Written Expression:

- write for Social Security Form 5
- write questions about personal data
- write sentences answering these questions
- use key words in sentences
- write City Transit requesting bus time-tables

### Art Expression

- make model of downtown street layout with landmarks



### Demonstrations:

- how to get a bus transfer
- how to use an automatic elevator
- how to use a bus schedule
- how to use a building kirectory
- how to use a public telephone

### Map Study

- locate New Federal building
- trace bus route of trip
- locate East-West dividing street
- determine direction of travel

### Trip:

- visit the Social Security office

### Evaluation:

1. Each pupil completed correctly Form S.S. 5.
2. Each pupil reported receipt of Social Security number.
3. Each travel group reported on experiences on automatic elevator and bus trip home.
4. Follow-ups:
  - a. more use of personal data by pupils
  - b. more experiences using public transportation
  - c. more experiences reading bus time-tables
  - d. more experiences with writing letters of request
  - e. more experiences using city map
  - f. simple tests on "Some Facts About Social Security" and "My Traveling Score."
5. Next unit planned: "What Kinds of Work May I Do?"

One of the persisting life objectives considered in this unit at the secondary level is **Learning to Travel and Move About**. Reference to the secondary face sheet for this persisting life function will reveal that Bulletin 21-D, **Secondary Level Resource Guide for the EMR** contains a number of illustrative units concerned with learning to travel and move about in the city. Since a sub-objective of this unit aims to enable retarded pupils to visit the Social Security offices via public transportation, the unit on **Reading Road Maps in our City** might be useful in this situation.

## Providing Balance in the Instructional Program

The content of the curriculum guide that follows represents the consensus and expertise of experienced special educators in the field. Many of their suggestions and activities have undergone the test of time and experience. There was no intent to provide a day-by-day, step-by-step, course of study that could be applied without variance in all special education programs throughout the state. The content materials can be used most effectively if the current status and needs of the pupils are assessed and related to the recommended activities. It is important to remember, too, that focus on a persisting life situations approach during the school day does not preclude attention being given to balance in the curriculum in terms of provision for formalized periods of instruction. Reference here is to provision for specified periods of more formalized instruction in the basic tool subjects and in the correlated non-core areas of art, music and physical education.

## Clinical Teaching in the Curriculum Design

The current stress on clinical or prescriptive teaching in no way contraindicates the employment of the persisting life needs curriculum design in the education of the educable mentally retarded. Rather, the very nature and flexibility of this curriculum model compliments and facilitates the concept of clinical teaching.

In outlining a systems approach to unit teaching, stress was laid on the need to assess the group's and individual's current understandings and behaviors as they relate to the unit topic. Transforming this concept to a systematic language development program would suggest the need to assess the pupil's current level of psycholinguistic development and then establish a set of instructional objectives based upon the profile of relative linguistic strengths and disabilities. Certainly this approach to individualized language instruction relates very closely to the persisting life function of **Learning to Communicate Ideas**. The ability to communicate ideas is only one of the persisting life needs within this context. **Learning to Travel and Move About** and **Learning to Earn a Living**, to mention but a few, would entail situations, problems and experiences that draw upon learnings in the area of communi-

cation. So, rather than negating the notion of prescriptive or clinical teaching, this curricular model encompasses and facilitates individualized instruction.

To illustrate the feasibility of incorporating the concepts of assessment, error analysis, prescriptive teaching and program evaluation, the reader is referred to Appendix A for a concrete example of teaching activities related to the persisting life need of **communicating ideas**. This section summarizes a doctoral dissertation concerned with the remediation of a specific psycholinguistic deficit in elementary level educable retarded children. The reader is referred to the primary source for a more complete and detailed description of the research design and the statistical treatment of the data. This short summary should serve to reinforce the belief in the potential of the persisting life needs curriculum design to incorporate the elements of clinical teaching within its frame of reference.

## Summary

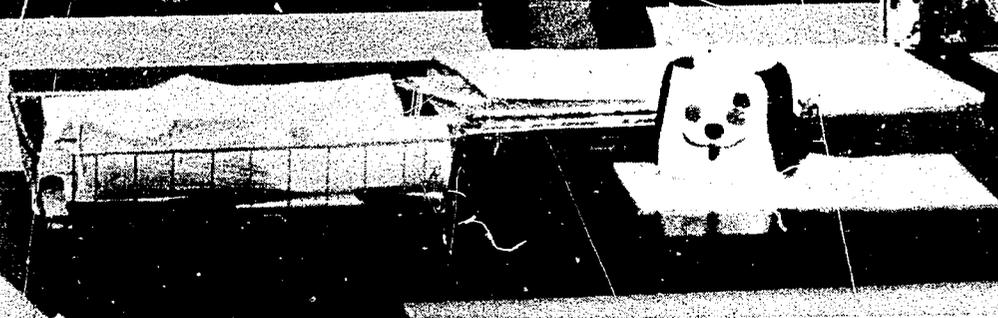
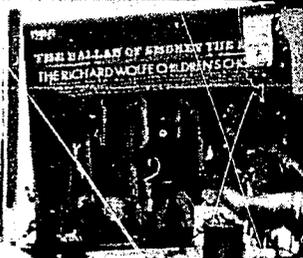
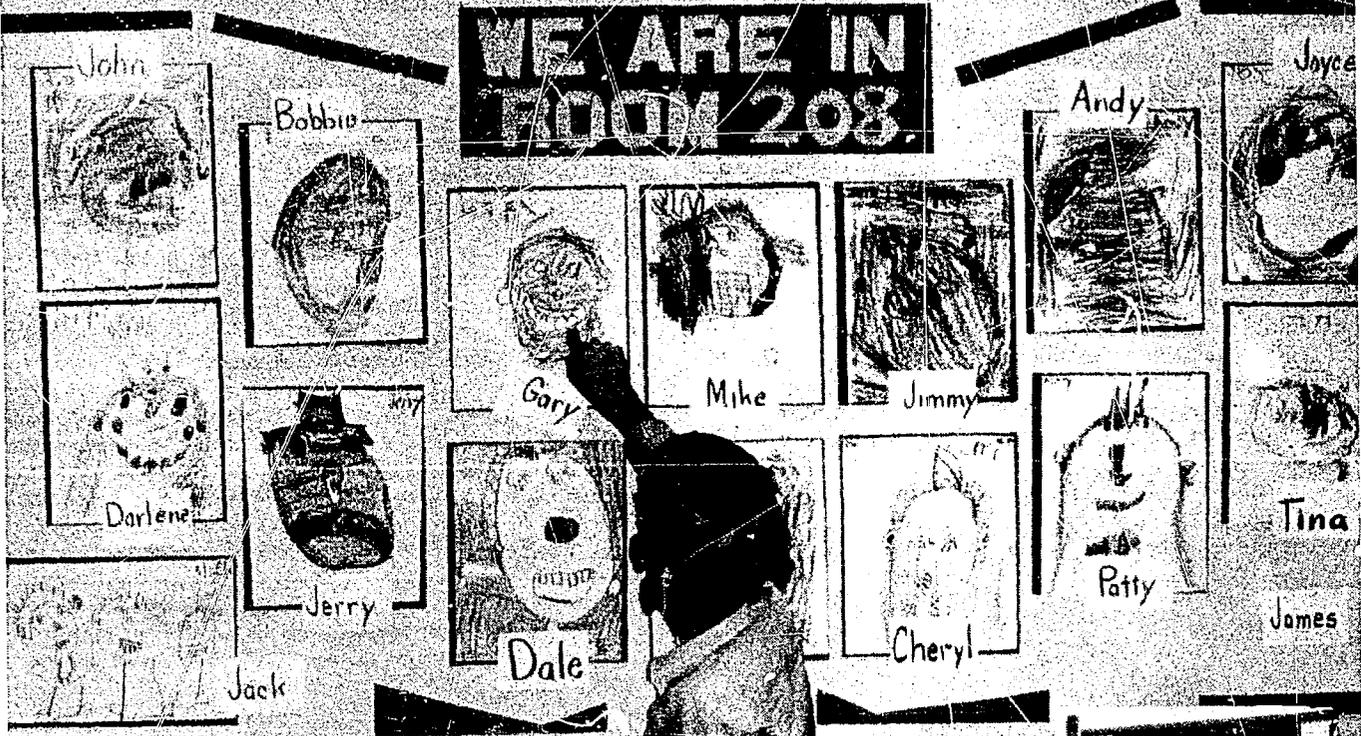
Teachers, coordinators and supervisors of special education are encouraged to study the theory underlying this curriculum guide and then to utilize the publication in developing local courses of study appropriate to their area. Since the guide provides general rather than highly specific suggestions, each teacher has a fairly wide latitude in interpreting and implementing the recommendations. If school districts have multiple level classes, it is suggested that study committees be formed to designate those portions of the scope and sequence to be treated at the various levels. It is anticipated that state consultant assistance will be sought in establishing local curriculum study committees to improve and make modifications on this initial curriculum draft. Plans are being formulated at the state level to utilize the growing network of Associate Instructional Material Centers to provide consultative and media assistance in the expansion and refinement of these curricular materials. Development of additional teaching units will be encouraged in order to complement the existing resource guide materials. Reactions and responses from the field are encouraged in order that subsequent revisions of this curriculum guide will have the benefit of those piloting this new thrust in the education of the retarded in the seventies.

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S Silly Snake Telephone Pole U Upsy Turvy Vera Vase W Waving Wings X's Criss Cross Y Yippie Yee

# WE ARE IN ROOM 208.



## A Learning Approach to Behavior Development

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It is not infrequently heard, even within special education circles, that the mentally retarded cannot develop concepts, do not generalize, do not learn incidentally, cannot deal with abstract materials, have difficulty retaining what has been acquired and are generally slow learners in the acquisition of any new behaviors. None of these statements is in fact supported by reliable experimental data. There is no suitable evidence that such a general and unitary deficiency exists. Retardates do develop concepts, they do generalize from one learning setting to other settings, they do learn materials incidentally, they do deal in abstractions and, while it is true that they do learn less rapidly than the non-retarded in many areas, they are not slow learners or poor retainers in every area of endeavor. In fact some research studies suggest that some mildly retarded children and adolescents under certain reinforcing conditions learn and retain at a rate comparable to that of their normal peers. Generally it is noted that associations once learned are fairly durable. It can be concluded that it has not been demonstrated that the retarded have a set of learning characteristics which is peculiarly descriptive of them or which separates or distinguishes them from contrast groups of nonretarded children and adolescents. For this reason, as an alternative to following the practice of the typical curriculum guide in describing the learning deficiencies of the retarded and how he differs from the non-retarded, the present chapter will focus on the more pertinent question of "what can be done to facilitate most optimal learning by the school age mildly retarded" or "under what circumstances does the retardate perform best?" This type of question takes the teacher away from the theoretical and esoteric and into the realm of the practical. Translated into classroom procedures, the general question becomes more specifically:

- What can the school environment, including the teacher, do to facilitate the efficient and effective development of new behaviors\* by the mentally retarded student?
- How are these behaviors strengthened to the point that these become a functional and natural part of the retardate's general behavior repertoire?
- How can behaviors which are present but undesirable be weakened and eliminated?
- Finally, how can the environment evoke or control appropriate behaviors in a reliable fashion?

Such an orientation avoids self-defeating concern with what the retardate cannot do and focuses on what can be done in a program designed to optimize learning. The focus then is on how the retardate can learn. The major concern is on the technology of facilitating learning and on designing an appropriate environmental setting in which learning will progress in an orderly manner. Attention will be given to the content of what is learned only in those instances where content influences or interacts with the how variables. Obviously the following curriculum chapters are concerned with the content of the learning endeavor.

Emphasis in a successful educational program for the educable mentally retarded must be a positive one. The major behavior control procedure must be based on positive reinforcement and not on such aversive techniques as threat, coercion and punishment. To insure a positive orientation, a workable motivational system must be viewed as an essential aspect of the program which seeks to strengthen academic and appropriate social behaviors. Additionally the development of prerequisite academic behaviors (study skills) must be viewed as a basic and essential program goal. This involves the strengthening of such desirable behaviors as sitting quietly, paying attention to instruction, beginning to work without undue delay, working productively for sustained periods and initiating a new task upon completion of a previous one.

As these behavior patterns are being developed, the program must also be designed to weaken and eliminate such disruptive behaviors as talking loudly, negativism, fighting, teasing, excessive motor activity and day-dreaming because these compete with appropriate study skills. These behaviors typically decrease in strength as the child experiences success in the school program. This is illustrated by a recent experience with a 16 year old mildly retarded adolescent who attended a school-work training program. He frequently complained of not feeling well or not being able to work. This verbal behavior routinely resulted in his being able to take a break or to go to the office to "lie down for a while." When placed in a workshop this verbal behavior was not attended to by the teacher and continued work behavior was systematically reinforced with the result that such verbal complaints were extinguished within a short period of time. Even though the adolescent reported initially that "I can't work," work behavior was reinforced and it continued to occur. In this

instance the verbal report "I can't work" was not a reliable predictor of the subsequent work behavior.

It should be noted that the adolescent quickly formed a discriminated response. While extinguished in the workshop, the complaining behavior continued in his social adjustment class. However, the behavior reduced in frequency in this class as it was ignored and desired behavior was reinforced. This complaining behavior apparently was being maintained and encouraged by an environment which negatively reinforced the behavior—that is, such behavior removed the adolescent from an environment which apparently was not only nonrewarding but rather even aversive to him. It was interesting to note that after being reinforced for work behavior for a few sessions, this adolescent not only refrained from complaining but instead reported that he like to work.

It appears that the positive or negative content of such verbal statements are quite related to, or even controlled by, the reinforcement which is associated with the activity. Initially, the work behavior had not been reinforced and the verbal content was negative. Following reinforcement becoming associated with the work behavior, not only did the strength of this behavior increase but further, accompanying verbal statements were of a positive nature. It seems safe to conclude that both content of verbal behavior and the work behavior were both controlled by the nature and magnitude of the subsequent reinforcing events.

If the retardate is not succeeding in the school program, one must look at the environment for the reasons underlying this lack of success and should under no circumstances assume it is the child's fault he is not learning. Placing the responsibility for inadequate behavior development on the retarded child assumes he does what he wants to or is in the mood for and controls his behavior at will. A positive environmental approach to education of the mentally retarded rejects this unacceptable position. If the child is not succeeding, then the program is at fault: the materials are too difficult, the behavior required is too complex for his present level of development, the environment is structured in a manner which does not facilitate performance or else the consequences of behavior are ineffectual for this child. This positive approach, while not an easy one to assume, is one that will result in the best satisfactory development of the retarded.

## Evaluation

Evaluation is the first step in structuring the learning environment for the child. The emphasis in evaluation is on what the child can do and not on his deficits or limitations.\* Focusing on a child's deficiencies or limitations does not benefit anyone. It merely reveals what the child cannot do. A program cannot be built on what a child cannot do, but rather must start from what the child can do. A positive teaching approach requires that we know about what the child can do in a variety of behavior areas. The child's

\*The term behavior is used in this paper to refer to the development and retention of any new response pattern, including traditional academic ones such as word recognition, speed or reading and concept formation as well as behaviors such as social graces, friendliness and self-confidence.

\*Terms such as deficit, deficiency and disability are all vicious concepts. These emphasize the negative components of a child's developmental level and in a real sense are derogatory and dangerous as we are prone to use these to explain the limited behavioral development instead of searching for environmental deficits which may be impeding learning. A positive approach would merely describe the behavior as it exists and seek to design a program which would facilitate further development. A pertinent question in this respect appears to be, "What is gained by adding another label to the child who is having difficulty enough?" The descriptive term that children differ appears to be sufficient.

behavioral limitations should be translated into present behavioral characteristics. As an example of the deficiency orientation, it might be said that a child has a short attention span, shows little persistence or does not respond to visual stimulation for extended periods of time. The positive approach, instead of emphasizing what the child cannot do, would merely describe the child in terms of his present behavioral characteristics. In illustration, this child, under certain circumstances will engage in certain behavior; this child will attend to and interact with the instructional environment for up to five minutes at a time; this child responds better to auditory stimulation than to visual stimulation in the typical teacher-student relationship. Knowing these and having knowledge or hypotheses about how learning is best promoted, the teacher is then in an optimal position to devise a program which will result in systematic growth and development.

Although not conclusive, the following types of data are valuable in providing direction to specific program planning and in selecting the particular teaching techniques deemed the most likely to succeed with the retarded student.

### INTELLIGENCE TEST DATA

Such data as mental age, intelligence quotient and the like provide some general global information which suggests guidelines as to the present level of general learning skills and to the general rate of academic development which could be expected. It should be emphasized, however, that this is a relatively gross measure as specific skills vary widely within groups of EMR's with comparable MA's or IQ's. Expected grade level cannot be predicted perfectly on the basis of the mental age of the retarded child because the relationship between level of academic skill development and mental age is not great enough for individual prediction. Although it is generally assumed that a child with a mental age of 6 to 6½ should be able to develop reading skills, many retardates in this mental age range have not acquired some of the basic preacademic skills involving such areas as visual and auditory discriminations, visual-motor coordination and vocabulary knowledge. More specific information evidently is required for individualized program development.

### ACHIEVEMENT AND DIAGNOSTIC TESTS

These tests provide more specific types of data concerning skill development or level of functioning within specific areas. General achievement tests provide knowledge of a level of functioning which can form the basis for selecting curriculum materials to which the child should respond in a successful manner. Other tests which provide information about more specific functional skills, e.g., Illinois Test of Psycholinguistic Abilities, Frostig's Developmental Test of Visual Perception, can provide information to guide specific developmental and remedial activities. There is some suggestive evidence that specific language and perceptual skill areas are "educable" and remediable.

### OBSERVATIONAL DATA

A great deal of valuable information is obtainable only through observation of the child in various structured and unstructured and in work and play settings. Examples of pertinent questions include "How long does he attend, study or engage in difficult problem solving activities?" "How well does he attend to verbal or other auditory stimulation in contrast with visually presented instruction?" "How much individual attention is required for productive work or persistence in the face of difficulty?" "How frequently does he make disruptive comments?" "What are the consequences of his undesirable behavior?" These observations should be as objective as possible. By noting that a child is able to work productively only for 5-10 minutes at a time, engages in disruptive behaviors an average of 10 times daily and does not reduce this frequency when such behavior is followed by verbal reprimand, the teacher has (1) obtained a baseline in terms of which future progress can be compared and (2) identified a behavior change procedure (i.e., reprimand) that is ineffectual. Again the objective of this evaluation procedure is to obtain data concerning the work and study skills so that a program can be provided that will be complementary to these skills.

### REINFORCING CONSEQUENCES

One of the most basic principles of learning is that behavior which is followed by a desirable consequence will increase in strength. Recognition of the crucial role which this law of reinforcement assumes in the learning of the retarded suggests a consideration of those environmental events which are reinforcing. The evaluation should identify a range of stimulus events which will influence the learning of the retarded. This frequently is a difficult undertaking because the range of individual differences among the retarded is great.

## PROGRAM OBJECTIVES

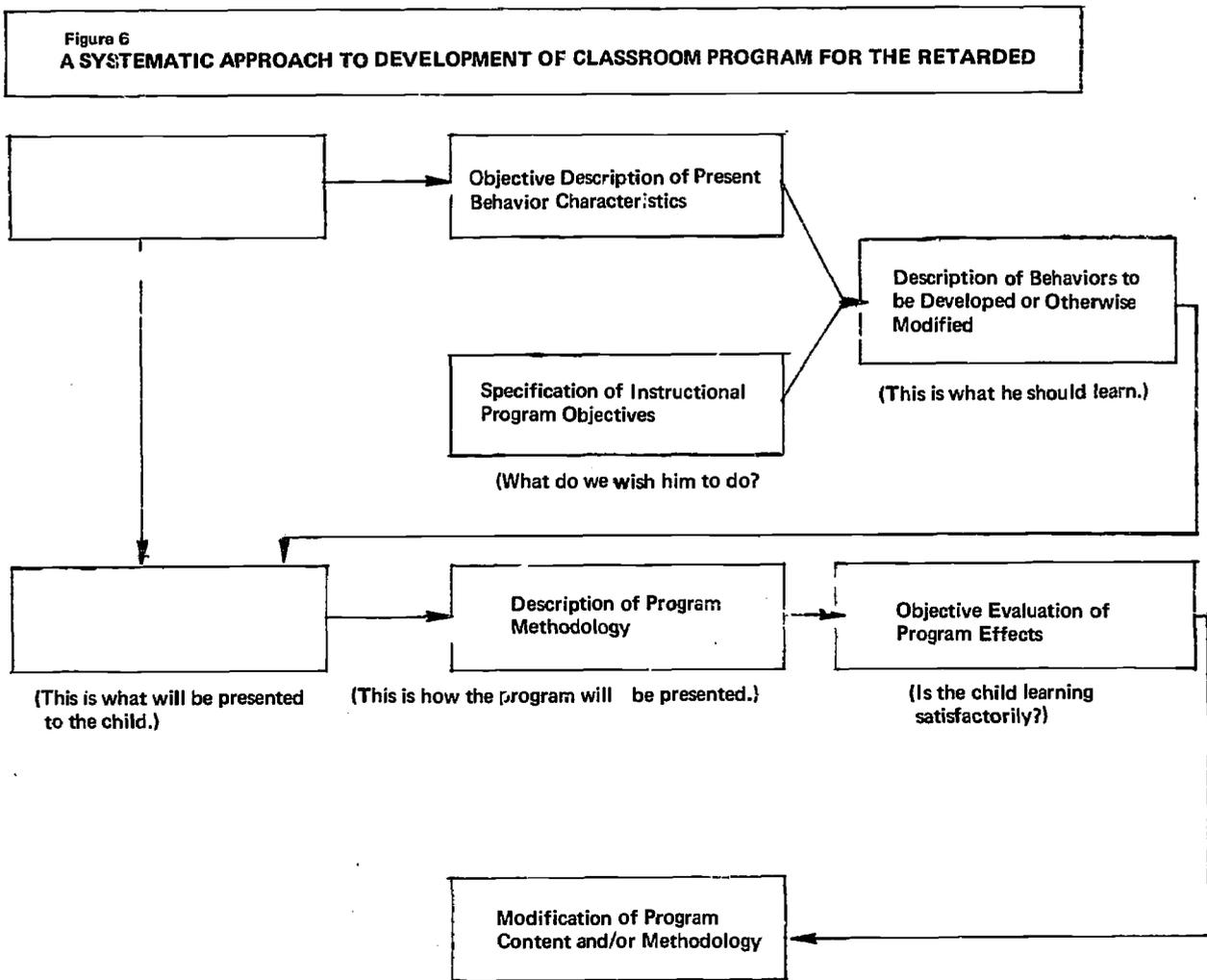
The evaluation data form the basis for the specification of reasonable program goals for the retarded student. Such goal setting should be developed in every area of behavior development and should be stated in small units of time and related specifically to the program that is presented day by day to the student. Such goal setting is an end result of an integrated process based on a variety of factors, including intelligence test data, history of rate of behavior change in similar areas, type of materials, nature of instructional program, level of skill development at initiation of program and the nature and manner of reinforcement procedures.

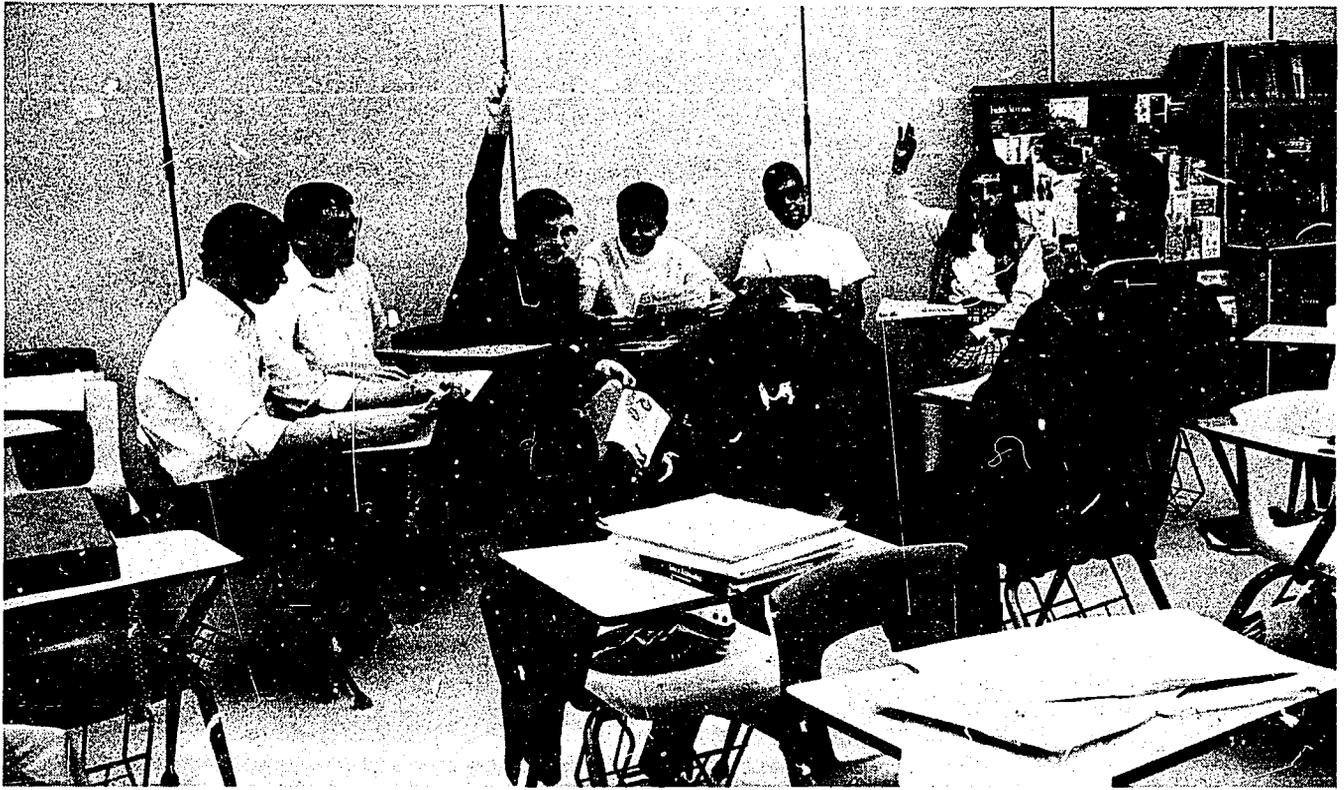
# INSTRUCTIONAL PROGRAM: CONTENT AND METHODOLOGY

The set of experiences provided the retarded student throughout the day, week and semester must be designed to meet the persisting life behavioral goals which have been set. This requires that the daily instructional program, whether in the area of teaching the child word recognition or of facilitating appropriate peer interaction, be so organized and presented that each experience adds to the development of the child. If every experience in the program does not contribute to the growth and development of the child then the legitimacy of these as meaningful elements of the program must be questioned. This requirement places a strenuous responsibility on the teacher as she must continually evaluate the effectiveness of her content and teaching methodology in promoting the program goals. The program experiences must not only be intimately related to the program goals and persisting life objectives but also must not be too easy or too difficult to impede continuous growth. In either case, appropriate progression toward the program goals is not evident. Just as much damage can be done to the child when the program is too easy as when the program is too difficult.

To summarize the program development process, the

teacher initially identifies the behaviors (e.g., reading 25 basic words, counting by two's up to 20, attending to instructions which are presented verbally, decreasing by 15 per cent the number of disagreements which John has with his peers during the recess period) to be strengthened, eliminated or otherwise altered and states these educational goals in behavioral terms: What environmental events are to be utilized (e.g., specific materials, individual study booth, verbal and visual instructions, use of the classroom aide, prompting by passing the child's desk every five minutes) in order to develop new behavior, to strengthen present behavior and to insure the continuation of present behaviors under new environmental conditions? What program will be followed in decreasing or diminating the occurrence of undesirable behaviors under certain situations (e.g., horseplay while working) or under all conditions (e.g., apathy)? If satisfactory improvement is not realized, the teacher is in a position to identify the source of difficulty (e.g., content, method of introduction, behavior requirements, or reinforcements events and procedures used) and to initiate immediate and specific change in the program. This process is illustrated in Figure 6





## Circumstances Which Facilitate Learning

The role of the special education teacher is to provide a total program which will maximize the learning and performance of her students. Although the program must be highly individualized for optimal results, a number of guides are available to assist her in her general program development endeavors. The following represent some of these.

1. The instructional materials should be selected to complement the learning characteristics of the retarded students. The content and pace of reading materials developed for instructional use with the nonretarded child, for example, changes too rapidly for effective use with the retarded child. There is not sufficient repetition of a word in such materials for the mildly retarded child to effectively acquire and retain the word.

2. Many retarded children present uneven skill development across behavioral areas and require highly individualized instruction in these specific areas of limited development. This characteristic places further demands (1) on the instructional materials selected as most materials assume even development across a number of cognitive, perceptual and motivational areas and (2) on the teaching procedures used as the retarded child usually experiences unusual difficulty of learning in these areas.

3. Effective learning is facilitated when new concepts and skills are developed through a gradual and systematic progression from what is known. Concrete materials and related experiences involving doing should be used whenever possible in fostering the development of concepts.

4. Use of materials and methods of presentation which utilize multiple sense modalities facilitates learning and performance.

5. Generalization or transfer is facilitated by a set of systematic transitional experiences. The teacher should not assume that generalization or transfer from one situation to another will occur - she must program for it. Concepts presented in recurring spiral-like fashion in varied meaningful contexts are more readily generalized than those presented in isolation.

6. Although repetition in itself does not insure learning and effective retention, repetition that results in reinforcement does strengthen behavior. This repetition to the point of overlearning should not be restricted to the initial learning experience. Once a behavior is in the student's repertoire, use should be made of this new behavior in a variety of experiences and settings. This improves both retention and transfer.

7. Learning and retention are facilitated when the materials involved are familiar and meaningful, e.g., when the associations to be formed are between familiar events. Familiar events should be used especially in teaching new concepts. Learning is facilitated whenever the retardate is able to apply distinctive verbal mediators to distinguish materials to be learned. When new materials are presented, the students should be prompted to apply verbal mediators to these materials.

8. Although the retarded do learn incidentally, best learning occurs in a systematic program. Learning should not be left to chance or to fortune. Learning is insured through a well-sequenced interesting program of experience.

9. The program should be so designed that continuous success is attained. Most retardates have experienced an excessive amount of failure and have received little systematic reinforcement for attentive and persistent work behavior. The retarded can learn. If they are not successful, the program is ill designed, i.e., requiring too much of the student at the time of failure.

10. A history of failure (i.e., nonreinforcement for problem solving attempts; aversive consequences for failure to reach the behavior goal set by an unperceptive environment) has resulted in development of numerous behavioral characteristics which interfere with effective academic, social and affective learning. Low frustration tolerance, excessive emotional outbursts, limited self-confidence and self control, hesitancy to become involved in new or competitive experiences, refusal to continue problem-solving effort in the face of difficulty and the like all have evolved out of a poor learning environment which either has failed to match behavior requirements to present behavioral characteristics or to present reinforcing consequences for appropriate behavior. These inappropriate behavioral characteristics are not inherent components of "mental retardation," but rather consequences of a retarded, insensitive and blindly-demanding environment. An environment which minimizes failure and systematically reinforces self-adequacy and self-control will greatly enhance active learning.

11. Distributed practice facilitates learning and retention. If instructional sessions are too long and require too much attention and effort, learning is inefficient.

12. Frequent review facilitates long-term retention.

13. Better learning occurs in a given period of time if a smaller number of tasks is learned to a high level of acquisition than if too many different tasks are presented, especially if the tasks are highly similar. Too many new things should not be presented at one time.

14. Memory can be facilitated if each lesson contains material which is highly dissimilar to that which precedes or follows it in the daily class schedule. Rest periods should also be provided between lessons. If materials are similar, overlearning would facilitate retention. The most important materials should be presented at the beginning or at the end, as these are materials most likely to be remembered.

15. Discrimination learning is facilitated by increasing the distinctiveness of the stimuli involved. This can be done by presenting multi-dimensional cues, by increasing the disparity between the stimuli and by teaching labels for the stimuli in pretraining sessions.

16. The program in every area of learning should proceed in small steps from the known to the unknown. Progress in academic subjects is best achieved by systematically presenting materials which gradually require more complex behaviors.

17. In various types of learning it is best to move from easy materials to difficult materials. Developing a set to succeed or a warm-up affect provides more impetus to task involvement and persistence when the problems become difficult.

18. Speed of performance (reading, writing, etc.) should not be stressed until accuracy has been attained.

19. Speech and the environmental events, objects or situations which the verbal symbols represent should be correlated in experience. For example, a verbal description of an experience should be followed by actual involvement in which the student uses the verbal behavior to describe the experience.

20. If a given task is not learned, the program should break this task into smaller, specific components and then teach these smaller segments in sequence. After acquiring skill in one, the next is then learned. All are interrelated with one serving as a building block for the next.

21. Learning is facilitated by arranging the instructional environment so that the retardate responds to and interacts with the materials presented. Attention and persistent productive work can be enhanced by presenting redundant or excessive cues for appropriate behavior, by presenting novel cues, by reducing response alternatives and by providing highly desirable reinforcing events following the behavior to be learned.

22. Behavior which is reinforced will increase in strength (frequency of occurrence). This behavior principle requires that the program (1) does have reinforcing events available which will in fact influence a given student and (2) is organized in such a manner that the reinforcement is available following desired behavior. It should be noted that what is reinforcing to one pupil may not be reinforcing to another. Although social reinforcement in the form of praise, approval or attention is effective with some retarded children, these events show quick satiation effects or are rather unreliable reinforcing events for others, especially with those who

display highly disruptive and antisocial behavior patterns. Additionally the reinforcing effectiveness of a given event (e.g., smile, grade, attention, trinket, token, privilege, peer interaction) may vary considerably from time to time. Further, the reinforcing effectiveness of certain events can be influenced by conditions of deprivation and satiation. Learning will be facilitated best in that environment which has a wide range of reinforcing consequences. Those programs which depend solely on teacher approval and grades will have considerable difficulty in influencing the entire class in a positive manner. It is frequently noted that the retarded have "low motivation," "limited interest" or a "poor attitude" toward learning. These behavioral characteristics are best dealt with by providing a varied program based on positive reinforcement.

23. Most effective learning occurs when reinforcement is provided immediately following the performance. If there is a delay between behavior and reinforcement, other irrelevant behaviors are likely to occur and be reinforced. Programmed instructional materials and the use of teacher aides to provide immediate reinforcement are particularly relevant within this context.

24. The program must carefully avoid the reinforcement of inappropriate behaviors. In a recently observed mildly retarded child, high strength disruptive behaviors (e.g., talking out of turn, laughing at inappropriate times, poking peers, getting out of chair) were reinforced by the child being sent out of the classroom and required to sit in the hall. The class, concerned with teaching quantitative concepts, was rather aversive to the boy. His being dismissed from the class removed him from the unpleasant task of working arithmetic problems, being reprimanded by the teacher for poor performance and the like. Further, social reinforcement, such as attention, is a powerful reinforcer for some retardates. A teacher who attends to a range of inappropriate and disruptive behaviors may inadvertently strengthen these behaviors. The teacher can structure her attention in such a manner that it only follows appropriate behavior. Under such conditions, desired responses are strengthened which compete with inadequate ones.

25. Behavior which is being learned can be strengthened best if reinforced on every occasion of its appearance. As learning progresses, reinforcement should be provided less and less frequently and on a varied schedule. This intermittent reinforcement procedure increases the likelihood that the behavior will be maintained for longer periods of time when the environment does not provide reinforcement.

26. In teaching new behaviors (e.g., academic, social or motor), the program should be highly distinctive and consistent during the early stages of learning. The student should know what behaviors are required and should be provided distinctive discriminative cues for these behaviors. These cues will come to control the desired behaviors if reinforcement systematically follows the behavior.

27. Development of discriminative responses should precede presentation of more complex constructed responses. Prior to requiring the child to write or to recognize a written word, for example, the child initially is providing experience in visually discriminating that word from other similar ones.

28. Approximations of the final behavior to be learned should be reinforced initially. As these occur with some frequency, behaviors which closer resemble the final target behaviors are next required prior to reinforcement. Such a procedure of rewarding successive approximations of the desired behavior requires considerable skill and patience on the part of the teacher.

29. The teacher should recognize that some behaviors are developed as these remove the student from a source of aversive or unpleasant stimulation. The retardate, for example, may learn to engage in disruptive behaviors or to complain of physical ailments as these remove him from program requirements. If these behaviors are present it must be assumed that the program is unpleasant and is not providing sufficient success experiences (i.e., reinforcement).

30. As stated, the program should provide opportunities for the retardate to use newly acquired behaviors in new situations and in increasingly difficult situations. Unless behaviors are used and reinforced these will be lost.

31. Behavior which has a low likelihood of occurrence (e.g., finishing an arithmetic assignment, working without disruption, seeking permission prior to leaving work area) can be strengthened by following the occurrence of these behaviors with an activity that the child enjoys or prefers. Any teacher can make use of this principle as every child has some activities which he prefers over others.

## CONCLUSION

Continuous positive behavior development in the EMR can be insured by a well organized program which systematically adds to current behavior characteristics. A positive educational approach provides meaningful and consistent reinforcement for learning and performance. The teacher is challenged to believe not only in the inherent worth and integrity of the mentally retarded, but also to instill an enthusiasm for learning and living by providing a systematic positive environment which constantly encourages involvement and expression.



## Learning To Communicate Ideas

**P.L.S. #1** involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing and arithmetic (3R's).

### Primary

- A. Begins to become usefully acquainted with the receptive means of communicating
  - (1) Listening with comprehension and discrimination
  - (2) Observing with comprehension and discrimination
- B. Begins to become usefully acquainted with the expressive forms of communicating
  - (1) Using comprehension and organized speech
  - (2) Using legible and organized written material

For specific skill subject areas and teaching units related to this most relevant major objective, Learning to Communicate Ideas, see any of the resource and curriculum guides published by the Division for Handicapped Children's Services. Communication between individuals and groups may take the form of the written page, verbal interaction, gesture, or any combination thereof. Each resource guide of the "We Do It This Way" series, for example, lists the tool and skill subject areas and page numbers at the beginning of each persisting life situation.

**P.L.S. #1**

**PRIMARY**

**A. Begins to Become Usefully Acquainted with the Receptive Means of Communication**

**Aims**

(1)  
**LISTENING WITH  
COMPREHENSION  
AND DISCRIMINATION**

**Center of Interest Units**

**Aesthetic Enjoyment:**  
listening to the moods of music, happy or sad, for other sounds

**Radio Programs**  
"Music Time". 1-3  
"Let's Sing". 2-3  
"Rhythm Games" K-4

**Activities:**  
stimulation  
discrimination  
reconfiguration  
identification  
isolation of faulty sounds  
using new sounds

**Safety:**  
Civil Defense  
(siren)  
fire truck  
police  
growling animal  
railroad warning

**Radio Use:**  
weather report  
warning

**Other Sounds:**  
baby crying  
water boiling  
laughing  
buzzer

**Arithmetic skill activities related to auditory discrimination of size, quantity, order and position.**

**Introductory Discussions**

**Music box and novel musical instruments, brought by children**

**Records with stories, for reading and illustrations**  
ex. Bozo, the Clown, The Lost Flute

**Sound Stories:**  
Pictures of sounds for children to color and imitate ex. Sammy, the Snake

**Recorded demonstrations of sounds for identification and guessing**

**Discussion of experiences with sounds**

**Bulletin Boards on:**  
animals  
human beings  
machines  
nature-weather  
sounds of danger

(2)  
**OBSERVATION WITH  
COMPREHENSION AND  
DISCRIMINATION**

**The Child**

**Bulletin board displays of pictures of children**

**Children's activities**

**Children's responsibilities**

**Show films on family life**

**Observe family dress for seasons, for other occasions**

**The Family**

**Observe relationship in the family**

**The Community**

**Field trip around the school to note the neighborhood**

**Arithmetic skill activities related to recognition of size, quantity, order and position; numerals and number words**

**Games for visual discrimination and comprehension ex. signals**

## Language Arts

- Read short stories
- Reproduce sounds of animals at the zoo
- Identification of the sounds of farm animals
- Sound drills for hearing sounds and pronunciation
- Discussion about telephone, door and water sounds
- Experience Charts with pictures of various band instruments
- Listening and discussions of recordings; Peter and the Wolf, etc.
- Dramatizations of ballads and stories, "I've Been Working on the Railroad," etc.

- Discussion:
  - Observation of pictures
  - Differentiate between objects in the picture-alike and different
- Note characteristics of objects that facilitate discrimination and identification, i.e., color, shape, size
- Observation of family activities and recreation
- Types of literature used in the home
- Cooperation of the family
- Role of each individual
- Observe attitudes
- Observe safe living
- Discussion:
  - Describe objects seen on field trips and classify i.e., furniture, plants, animals
- Observe different means of transportation
- Reactions and observations of behavior

## Number Concepts

- Counting in rhythmic patterns as beats of music
- Marching and beating with hands
- Fractions:
  - one-half note is one-half as long as a whole note
- Learning left from right foot

- Count people, colors, hats, toys in pictures
- Vocabulary:
  - terms of size, shape, position, height and weight, tall and short
- Count children in class, observing differences and similarities in number
- Size of family
- Groups in family
- Age range in family
- Items on grocery list
- Monthly bills
- Allowances
- Vocabulary:
  - Terms of size, shape, position
- Counting:
  - churches
  - schools

## Related Activities

- Performance by a member of the class, others listen
- Finger painting to music
- Illustrating songs through various pictures
- Rhymes and games
  - "Wizard of Oz"
  - "Giant Step"
- Folk Dancing
- Creative Dancing
- Musical instruments made from household items, tom-toms
- Field Trips

- Play games that help in the observation of color
- Make color chart
- Music participation
- Illustrate home activities
- Illustrate family fun
- Make safety posters
- Collect articles from nature and classify, i.e., leaves, rocks, trees

**B. Begins to Become Usefully Acquainted with the Expressive Forms of Communicating**

**Aims**

(1)  
**USING COMPREHENSION  
AND ORGANIZED SPEECH**

(2)  
**USING LEGIBLE AND  
ORGANIZED WRITTEN  
MATERIAL**

**Center of Interest Units**

Communication through speech

Arithmetic skill activities related to verbal descriptions of size, quantity, order and position, recitation of numerals, counting, simple addition and subtraction

Communicating through writing and organizing written materials

Arithmetic skill activities related to written descriptions of size, quantity, order and position, writing of numerals and number words, simple addition and subtraction

**Introductory Discussions**

Experience stories  
Observation of school activities  
Displays of "Share and Tell" items  
Weather report and explanation  
Riddles  
Puzzles  
Bulletin boards  
Films  
Posters  
Games  
Records

Bulletin board display  
Demonstrate how to use different media in painting  
Show simple drawings children may copy  
Write a "thank-you" note which children help to formulate  
Have a child sign his name  
Write some daily news to be copied by others

## Language Arts

Stories: Retelling, experience, dramatization, autobiography, original

Learn Common Courtesies

Introductions

Good Manners

Using the telephone

Use of intelligent questions

Recognition of labels and signs, places, etc., health

Planning of activities, parties, picnics, outings, programs

Describing such things as events, surroundings, weather, evaluation of self and others

Discussions of any class activity, community projects, field trips, community resources, current topics

Trace & copy names & familiar words

Writing of labels, greetings, shopping lists, date, name & address, invitations, daily news, "thank-you" notes, alphabets, friends' names

## Number Concepts

Learn numbers and number concepts  
Number Stories

Counting:  
articles  
balls  
beanbags  
money—coin & paper

Number Games:  
Know the number of players on a team  
Children in class

Telling time:  
Clock, calendar, mealtime, bedtime, schooltime:

Vocabulary of Size:  
Big, little, small, smaller, smallest, large, larger, largest, tall, short, height, weight, many, few, etc.

Ordinals:  
First, second, third, etc.

Simple Addition and Subtraction

Page numbers

Money symbols

Write numbers in order

Make the number words with symbols

Telephone numbers

Measure friend for height

## Related Activities

Illustrations of Stories

Games and Riddles

Puppetry:  
Paper bag and Hand Type

Dramatization of Creative and other Plays  
Pantomines

Introductions

Telephone Conversations

Songs and Rhythmical Activities

Collect pictures and make titles

Draw picture of family and labeling

Make own spelling book or card file for spelling words

Make individual calendars

Make covers for scrapbook and workbooks



## **LEARNING TO COMMUNICATE IDEAS**

- P.L.S. #1** involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing and arithmetic (3 R's).
- (2) Developing ability to use legible and Organized written materials

### **Intermediate**

- A. Develops knowledge of the receptive means of communicating
  - (1) Observing with comprehension and discrimination
  - (2) Listening with comprehension and discrimination
- B. Develops ability to use the expressive forms of communicating
  - (1) Developing ability to use comprehensive and organized speech
  - (2) Developing ability to use legible and organized written materials

For specific skill subject areas and teaching units related to this most relevant major objective, Learning to Communicate Ideas, see any of the resource and curriculum guides published by the Division of Handicapped Children's Services. Communication between individuals and groups may take the form of the written page, verbal interaction, gesture, or any combination thereof. Each resource guide of the "We Do It This Way" series, for example, lists the tool and skill subject areas and page numbers at the beginning of each persisting life situation.

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)

**OBSERVING WITH  
COMPREHENSION AND  
DISCRIMINATION**

**Individual**  
My actions

**Family:**  
Family's recreation  
Obligations of family members  
Foods unit  
Clothing unit

**Community:**  
Keeping our community safe  
Keeping our community healthy  
Good times in our community  
Traveling in our community  
History of our community  
Community Sanitation

Arithmetic skill activities related  
to recognition of size, quantity,  
order and position, measurement,  
numerals to 100.

Observation through visual aids:

films  
filmstrips  
charts  
pictures  
posters  
maps  
murals  
graphs  
charts  
diagrams

**Observing:**

Effective speech  
Effective communication through writing  
Correct manners  
Entertainment

Observe good group living in the neighborhood

(2)

**LISTENING WITH COM-  
PREHENSION AND DIS-  
CRIMINATION**

**Individual:**  
Role as a listener in the acquisition of auditory  
stimuli

**Family:**  
Role as a listener in the family

**Community:**  
Learning and acting properly through listening  
in the community

Arithmetic skill activities related  
to oral directions in computation  
drill and problem solving.

**Importance in listening to directions:**

Finding the way  
Making things

**Listening for safety:**

To directions  
To sounds

**Importance in listening for enjoyment:**

Music  
Literature  
TV, radio, etc.  
Self entertainment

**Listening as a tool in learning:**

Attention in class  
At home  
For information

**Listening in a group:**

Class discussion  
Family group  
When to listen

## Language Arts

### Observing:

Street and highway signs, by shape, color, markings and signals, islands and zones

### Observing:

Courtesies of speaking  
When another is sharing his experiences  
Proper posture, poise and expression in giving oral reports, poems, etc.  
Courtesies in others for self-betterment

### Observe:

Use of library and reference materials  
Index, table of contents  
First letters and guide words in the dictionary  
Finding correct answers and relevant data

### Listening to:

Enjoy literature, poetry and drama  
Announcements to find information  
Recorded stories and story telling  
Tape recordings for improved reading  
Phonetic sounds, initial, final, medial, rhyming  
For new and familiar sounds such as wind, birds, etc.  
For new words  
Views, ideas and experiences of others  
Others as a means of improving one's own oral expression  
Talks by visitors

### Listening to:

Telephone messages  
Relay messages to family members  
Accept responsibilities  
Enjoy family conversation  
Enjoy others  
Know what to say when another person is wanted  
Explanations  
Good TV and Radio

## Number Concepts

Arithmetic concepts in graphs and charts

Quantitative concepts in the environment such as signs, recipes, counting objects

Building arithmetic language  
Pint, quart, etc.  
Labels in stores  
Newspaper ads

Making change

Occurrence of concepts in newspapers

Identifying likenesses and differences in pictures, etc.

Describing objects accurately and realistically

Learning how to find and use related materials

### Listening to

Dictation and writing from it  
Explanations  
Learn new processes  
Building of mathematical language

### Listening

To be able to do errands involving buying  
To deliver messages involving numbers

### Listening

To find costs  
To be able to buy and make simple transactions

## Related Activities

### Individual:

Observe to learn  
Instruments in the orchestra  
Positions in the orchestra  
Band instruments  
Positions in the band

### Family:

Observe to learn to appreciate works of art in a gallery

### Community:

Observe use of proper manners and behavior in group situations such as parties, etc.

Re-enact scenes from a field trip and observe people's actions.

### Music

Listening to records, variations in music, rhythm patterns

### Art

Listening to aid in developing skills  
Listening to directions in constructing simple crafts

### Games

Listening to follow directions

**INTERMEDIATE**

**B. Develops Ability to Use the Expressive Means of Communicating**

**Aims**

(1)  
**DEVELOPING ABILITY TO  
USE COMPREHENSIVE AND  
ORGANIZED SPEECH**

**Center of Interest Units**

Individual:  
Role as a speaker or oral communicator in  
an individual situation

Family:  
Communication of needs  
Family social relationships

Foods unit

Community:  
Needs of speaker in social situations within the  
community  
Restaurant  
Stores  
School  
Travel  
Occupation

Arithmetic skill activities related to recitation of  
addition, subtraction, multiplication and divi-  
sion concepts, counting, time, measurement  
and money.

**Introductory Discussions**

Display on bulletin board showing speaking situ-  
ations

Relating individual student experiences with the  
various social and personal speaking situations

(2)  
**DEVELOPING ABILITY TO  
USE LEGIBLE AND OR-  
GANIZED WRITTEN  
MATERIAL**

Dictation—Children write exactly what teacher  
says

Practical Writing

Independent writing

Arithmetic skill activities related to written  
computations, drill and problem solving, time,  
measurement and money

Culminating activity

Desire to make reading chart

Culminating activity

Use of newspaper or magazine

List rules for effective written communication

Announcement of room activities

Bulletin board of class work

Discussion

The advantages of written communication

## Language Arts

Phonics—Drill on producing all consonant sounds in order to give proper mechanical background for production of correct speech

Auditory training  
Sound discrimination  
Phonic games and stories

Build vocabulary for basis of communication  
Use of dictionary

Telephone introductions

List rules for effective communication thru speech

Discuss different techniques of effective communication thru speech

Film strips  
Movies

Read written essays or other written material

Discuss proper communicative techniques for getting a date, asking for a loan, applying for a job, asking directions

Repeating a story sentence by sentence orally then imitating

Writing original story

Grammar:  
Sentence patterns

Punctuation:  
Period, comma, question mark, exclamation point

Capital letters

Child's own name and others in class

Writing letter, invitations, thank-you notes, requests for supplies, writing addresses, requests for permission to go on excursions

Paragraphs:  
Records  
Health chart,  
Weather chart,  
Daily activities  
Attendance

## Number Concepts

Use of correct terms to enhance accuracy of communication in relation to principals of mathematics

Recitation of mathematics concepts

Number chart

Association between word and number—5 - five

Counting items in pictures

Use of numbers in writing

Fill out questionnaire age, address, birthdate

Sentences using numbers

Report  
How money was raised for funds or activities

Individual calendars

Postage

## Related Activities

Physical Education games that require organization and explanation

Care of organs of speech and hearing as related to communication

Speaking situations adapted to classroom use

Naming foods  
Show and tell  
Playing store and restaurant  
Pledge of allegiance  
Expressing appreciation  
Greetings  
Oral reports  
Telling stories  
Describing objects  
Choral speaking  
Creative dramas  
Building oral constructions around key words or ideas

Use of correct terms to enhance accuracy to communication in relation to non-academic subjects such as shop, band, etc.

Dramatization by children

Describing a field trip

Labeling  
Exhibits, books, bulletin board, pictures

Giving and repeating simple directions

Dramatization

Field trip to newspaper

Make silhouettes of classmates with written name underneath

Application for jobs

Puzzle letter for sick child

Directions

Greeting cards

Covers for scrapbooks or workbooks



## LEARNING TO COMMUNICATE IDEAS

**P.L.S. #1** involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing and arithmetic (3 R's).

### Secondary

- A. Understands the receptive means of communicating
  - (1) Observing with comprehension and discrimination
  - (2) Listening with comprehension and discrimination
- B. Understands the expressive forms of communicating

For specific skill subject areas and teaching units related to this most relevant major objective, Learning to Communicate Ideas see any of the resource and curriculum guides published by the Division for Handicapped Children's Services. Communication between individuals and groups may take the form of the written page, verbal interaction, gesture, or any combination thereof. Each resource guide of the "We Do It This Way" series, for example, lists the tool and skill subject areas and page numbers at the beginning of each persisting life situation.

# P.L.S. #1

## SECONDARY

### A. Understands the Receptive Means of Communicating

#### Aims

#### Center of Interest Units

#### Introductory Discussions

(1)  
OBSERVING WITH COM-  
PREHENSION AND DIS-  
CRIMINATION

Individual

Observing one's own behavior: movements, thoughts and feelings

Tracing movements, thoughts and feelings to their sources

Changing behavior thru observation and discrimination

Family

Observing the members of the family and how behavior is formed by other family actions, words or obvious feelings

What does the family expect of the son or daughter

Community  
School  
Social Activities  
Business

Observing things and people at school: Classes, athletics, lunch, etc.

Observing things, actions and people at dances, get-togethers, etc.

Observing things, actions and people who work

Arithmetic skill activities related to recognition of value, decimal position, fractional parts of a whole, measurements and monetary units.

(2)  
LISTENING WITH  
COMPREHENSION AND  
DISCRIMINATION

Developing higher awareness of listening

Why we should be able to listen:

It is a social art

45% of wakeful hours spent listening

Develops language facility

A radio or TV station

How we categorize listening

Passive

Appreciative

Informative

Critical

Make an interest survey of radio or TV programs  
radio or TV personalities  
programs seen and heard  
building a set of standards to judge a program

Arithmetic skill activities related to oral directions in computation drill and problem solving.

## Language Arts

## Number Concepts

## Related Activities

### Discussion:

Grooming and self care  
Safety rules  
Emotions  
How to change

### Writing:

My good and bad points  
Physically  
Personality  
What I can improve  
How can I improve it

### Discussion:

What is a good family?  
How should families get along?  
What are our responsibilities in a family?

### Writing:

Characteristics of my family  
How can I improve my family?

### Discussion:

School plant  
School care

Dance activities  
Dance behavior

Business behavior  
Interviews  
On the job

### How Do We Listen?

#### Passive listening:

Recordings  
Radio music

#### Appreciative listening:

Stories  
Music  
Plays  
Poems

#### Informative listening:

School announcements  
Directions  
Explanations  
Telephoning  
Telegraph  
Radio - TV  
News casts  
Sports events  
Travel programs

#### Critical listening:

Evaluation of facts and opinions  
Interviews  
Speeches—sequence of thought  
Vocabulary—speech  
Manners

Demonstrations of good grooming and safety features

Problem and answer hour devoted to each person's major problem and how other's have solved it

Debates on family living: students present pro and con of common family problems such as staying out late, doing dishes, etc.

Have live job interviews with critique after each student is finished

Listening to "mood" music

Study various types of music  
Listening for style in spoken poetry

#### Cost of services

Telephone  
Telegraph

#### Cost of items

Phonograph  
Records  
Radio  
Dialing systems  
Both telephone and radio or TV

#### Bulletin board

display prominent  
radio-TV personalities

Made tape recordings  
play back for critical evaluation

**SECONDARY**

**B. Understands the Expressive Forms of Communicating**

**Aims**

**UNDERSTANDS HOW TO  
USE COMPREHENSIVE AND  
ORGANIZED SPEECH**

**Center of Interest Units**

**Direct Expression**

**Formal expression**

**Telephone**

**Arithmetic skill activities related to recitation  
and writing of addition, subtraction, multipli-  
cation concepts, counting by groups, drill and  
problem solving, time measurement and  
money**

**Introductory Discussions**

**Enunciation**

**Logical expression**

**Responding to the other person or persons**

**Speeches**

**Interviews**

**Proper speaking voice**

**Telephone courtesy**

**Emergency communications**

## Language Arts

### Discussion:

- Speaking clearly
- Pronouncing words
- Pronouncing new words

### Logical expression:

- No tangents;
- stick to discussion

Develop ability to ask questions

### Discussion:

- Organizing a speech

### Talking in an interview:

- Correct speed
- Good pronunciation
- Answering questions

Asking for or giving directions

### Discussion:

- Telephone communications
- Friendly call
- Asking information
- Placing an order
- Emergency
- Making appointments
- Asking for a date
- Replying to questions

## Number Concepts

Marking number of wrong pronunciations

How many parts in a speech?

Conveying complex numbers

Telephone numbers

## Related Activities

### Chain communication:

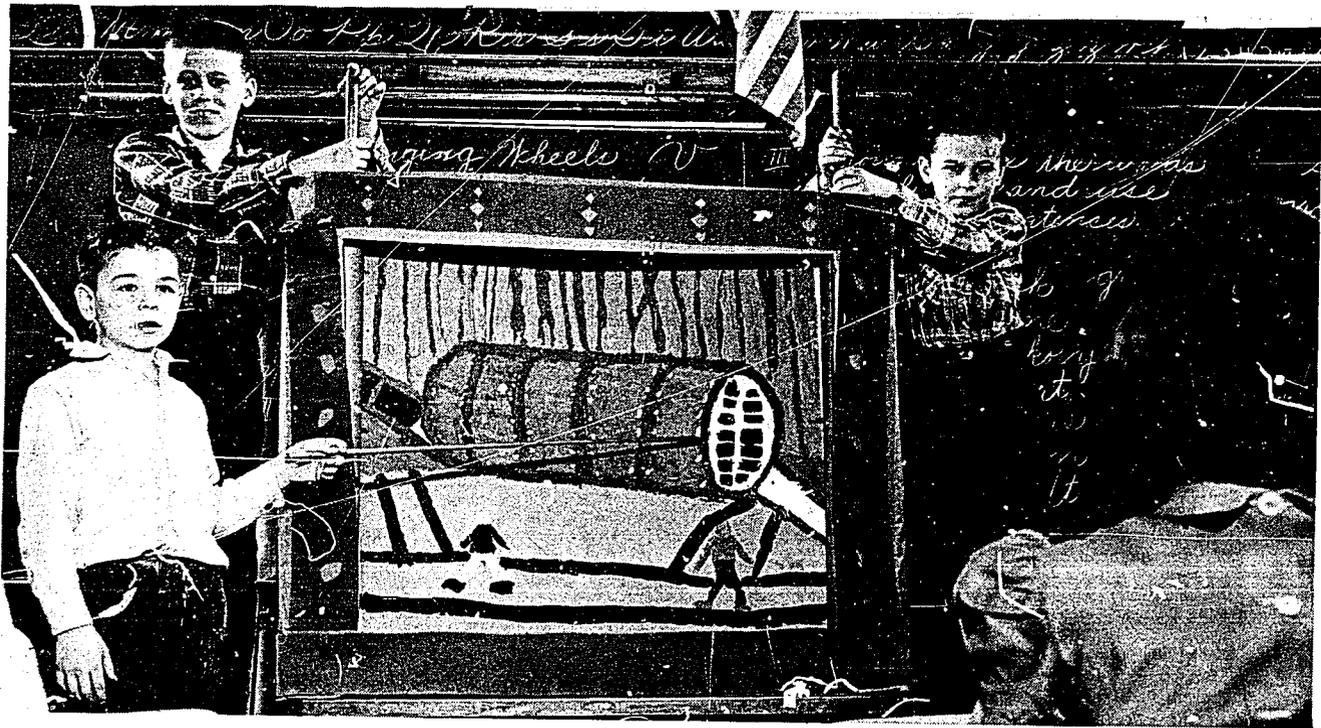
Teacher divides students into teams and orally gives first member of each team a different statement. Statement is passed on to last team member who then tells teacher what he was told. Team that comes closest to the actual message wins

**Public Speaking:** each student chooses topic and delivers a speech

**Mock interviews** with different types of situations giving students chance to react to different interviewers

**Recorded phone conversations** replayed to the class and discussed by the class members

**Scavenger Hunt:** Class is divided into teams and team captain is given list of articles that he or she must tell team members to find. First team to bring all the items wins.



## LEARNING TO UNDERSTAND ONE'S SELF AND TO GET ALONG WITH OTHERS

**P.L.S. #2** involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

### Primary

- A. Begins to establish oneself as an accepted individual through awareness of "self"
  - (1) Developing an awareness of the physical self
  - (2) Learning to care for the physical self
  - (3) Experiencing situations fostering development of a realistic understanding of personal strengths and weaknesses
  - (4) Develops sense of emotional security
- B. Begins to develop an appreciation for human fellowship
  - (1) Experiencing an adequate family relationship
  - (2) Beginning to develop adequate social relationships

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 21-B, page 19-25, for suggested units on **THE FAMILY** and **HAVING FUN WITH OUR FAMILY AND FRIENDS** in this area.

Also see pages 84-90 for units on **THE FAMILY AND THE HOME**.

**PRIMARY**

**A. Begins to Establish Oneself as an Accepted Individual Through Awareness of "Self"**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
**AWARENESS OF PHYSICAL SELF**

The human being  
"I"  
"Me"

Bulletin board display of children with body parts labeled  
Discuss different body parts  
Show film of human anatomy  
Guessing games about the body  
Display poster of people from different countries

(2)  
**CARE FOR PHYSICAL SELF**

Health  
Foods  
Grooming

Display pictures of children washing and bathing  
Show film on health and grooming  
Health posters  
Exhibit kits on personal grooming  
Display pictures of children dressed for various kinds of weather  
Chart of basic groups of food

(3)  
**UNDERSTANDING OF STRENGTHS AND WEAKNESSES**

Home and Family as related to adequate family relationships

Pictures of things  
We can do well  
We can't do well  
We like to do  
A story illustrating personal strengths or weaknesses  
Free play activities  
Supervised play activities

(4)  
**SENSE OF EMOTIONAL SECURITY**

(To be emphasized in all school activities)

## Language Arts

### Discussion:

- Of the parts of the body
- Of what the body parts do
- People from various countries

### Write:

- Label the body parts on a larger poster

### Read:

- Labels

### Discussion:

- How we keep clean
- Good health habits
- Food habits and nutrition
- School lunch program

### Write and read:

- Names of items used for grooming
- Names of foods
- Rules for health habits

### Discussion:

- Self evaluation of own work
- Criteria for making judgments
- Advantages of knowing your abilities and limitations

### Write and read:

- List of things children can do
- List of things children can't do
- Chart story about what children like to do
- List of things the children would like to do

### Listen:

- To teacher read story
- To child read story

## Number Concepts

### Count:

- Toes
- Fingers
- Eyes
- Teeth

### Vocabulary:

- Size and amount
- Light and heavy
- Tall and short

### Measurement:

- Height and weight
- Finger plays

### Discuss:

- Schedule for meals, playtime, and bed

### Measurement:

- Height and weight

### Count:

- Number of foods
- Children in class
- Spaces on health chart
- Bottles of milk

### Count strengths and weaknesses

- Add the lists that are compiled

## Related Activities

### Collect pictures of body parts

- Draw pictures of self
- Growth chart of children
- Clay models of self
- Make simple hand puppet
- Make paper silhouette
- Make pipe cleaner figures
- Sing songs about body
- Games (statue game)

### Dramatize ways to improve personal appearance

- Dramatize good and bad posture, how to wash
- Make charts for height, weight, grooming
- Cleaning up activities
- Draw picture of good and bad health habits
- Display snapshots of children's appearance

### Make scrapbook of things

- We can do
- We can't do
- We would like to do
- Make mural showing things children can or can't do
- Make developmental chart showing things children can or can't do
- Sing songs
- Learn nursery rhymes and fables emphasizing assets and liabilities
- Tape record speech

**P.L.S. #2  
PRIMARY**

**Aims**

(1)  
**EXPERIENCES FAMILY  
RELATIONSHIPS**

(2)  
**BEGINS TO DEVELOP  
SOCIAL RELATIONSHIPS**

**B. Begins to Develop an Appreciation for Human Fellowship**  
**Center of Interest Units**

Family activities

Working and Playing together:  
at home  
in the classroom  
on the playground  
"Friends"  
"The Neighborhood"  
"Good Behavior"

**Introductory Discussions**

Discuss role of family members  
(What is a family?)  
Show film about co-operation in the home and  
discuss  
Posters of family groups and discuss

Bulletin board display of family activities and  
discuss  
Discuss family tree  
Display picture of children doing various things  
together  
Read stories of children playing, and working  
together  
Free play  
Show film of cooperative behavior  
News Sharing Period (Show and Tell)  
Group games and acts (puzzles, etc.)  
Start a play center in class  
Learn each others' names

## Language Arts

### Discussion:

Responsibilities of different family members  
Sharing at home  
Consideration for others at home

### Read:

List of rules at home  
List of duties the children have  
Pictures stories of family life  
Chart story about a happy family

### Write:

Rules at home

### Discussion:

Consequences of breaking rules  
Of advantages of taking turns  
Interests that friends can share  
Of respect for other's property  
Roles of group members  
(follower and leader)  
Things to look for in friends  
Party planning

### Write and read:

Invitation to class party  
List of school rules  
Thank you notes  
School rules, why they should be obeyed  
Kind of children you like to play with

### Manners:

Telephone  
Table

### Behavior in various social settings:

Restaurant  
Bus  
Shopping  
Movies

## Number Concepts

### Count:

Number in family  
Number of duties

### Vocabulary:

Size and Amount terms

### Number recognition:

Numbers in house number  
Numbers in telephone book

### Time:

Concept of punctuality  
(morning, noon, and aft.)

### Count:

Number of rules  
Number of friends  
Number of children in class  
Number of children on teams

### Money:

Cost of items for party  
Coins  
Paper

### Time:

For party  
Days  
Weeks

### Measurement:

Calendar  
Clock

### Vocabulary:

Size and Amount terms  
Many - few  
Big - little  
Comparative terms:  
(small, smaller, smallest)

## Related Activities

Draw pictures of family members  
Match and label picture with proper family member  
Song pantomines  
Dramatize home situations involving manners  
Construct a play house  
Guessing game "Who am I"  
Make simple puppets  
Make scrapbook about family life  
Make mural of family life

### Co-operative play:

Dramatization of Co-operative activities  
Creative drama  
Singing songs  
Perform routine jobs in classroom  
Games  
Assembly line type craft activity  
Make party invitations  
Make party hats  
Decorate Room for party  
Have a classroom play, circus, etc.  
Take trips to zoos, etc.



## LEARNING TO UNDERSTAND ONESELF

**P.L.S. #2** involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

### Intermediate

- A. Develops knowledge of establishing oneself as an accepted individual through awareness of "self"
  - (1) Continuing to learn about the physical self
  - (2) Continuing to learn to care for the physical self\*
  - (3) Gaining a realistic understanding of personal strengths and weaknesses
  - (4) Developing self confidence
- B. Develops knowledge of appreciation for human fellowship
  - (1) Experiencing adequate family relationships
  - (2) Continuing to develop adequate social relationships

For specific teaching units related to this major objective, the reader is referred to the following guides:

\*See Bulletin No. 15-Vol. II, pages 47-56, for suggested units on GOOD GROOMING and GOOD HEALTH in this area.

See Bulletin No. 21-C, pages 39-61, for suggested units on GOOD MANNERS and A CLASSROOM PARTY FOR PARENTS AND FRIENDS in this area.

**INTERMEDIATE**

**A. Develops Knowledge of Establishing Oneself as an Accepted Individual Through Awareness of "Self"**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
CONTINUING TO LEARN  
ABOUT PHYSICAL SELF

Physical differences

Charts and Illustrations of anatomy  
Show films about body components  
Anatomical models  
Show film about function of body

(2)  
CONTINUE TO LEARN TO  
CARE FOR PHYSICAL SELF

Elimination  
Respiration  
Foods  
Grooming  
Posture  
Physical Education  
Rest and Sleep

Films on good eating habits  
Films on good grooming habits  
Discuss relation between physical cleanliness and health  
Posters on care of clothing  
Pictures of children in seasonal dress  
Discussion of importance of establishing good health habits including nutrition, rest and sleep and posture  
Display books on health

(3)  
UNDERSTANDS PERSONAL  
STRENGTHS AND  
WEAKNESSES

Learning how to live with strengths and weaknesses

Discuss with teacher personal problems individually  
Discuss common problems experienced by majority of class  
Film based on concept of individual differences  
Take inventory of your strengths and weaknesses and discuss with teacher

(4)  
DEVELOPS SELF-  
CONFIDENCE

(To be emphasized in all activities)

## Language Arts

### Discussion:

- Of major vital organs
- Of function of body parts (joints and muscles teeth, etc.)
- Of how joints and muscles help body movement

### Read:

- Health items, materials, texts
- Labels

### Write:

- Label body components
- Short story about what's learned or about film

### Discussion of:

- Care of body parts:  
Feet, skin, teeth, etc.
- Different hair styles
- Importance of regular elimination

### Write and read:

- List desirable habits personal cleanliness
- Write stories about proper self care

### Discussion:

- Criteria for making self-judgments
- How to overcome weaknesses
- Future plans

### Read:

- Stories about famous people
- Five oral endings to incompletd short story problem read by teacher about strengths and weakensses

### Write:

- Autobiographies
- "What I would like to be"

## Number Concepts

### Measurement terms:

- Weight and Height
- Size of wearing apparel
- Quantity terms (qts., etc.)
- Adding and subtracting weights, heights, etc.
- Rank by physical characteristics
- Learn to weigh and measure each other
- Make personal height and weight charts

### Basic food elements

- Number of hours asleep, awake, etc.
- Cooking temperatures
- Hours or time associated with certain cleanliness activities
- Newspaper ads related to food and clothing
- Amount of liquids required each day

### Health

- Record the amount of time it takes one student to reorganize himself when being described by another student

### Measurement terms:

- Weight and height
- Yard, inches, feet
- (50 yard dash)

## Related Activities

### Songs about body

- Guessing games
- Make puppets
- Assemble anatomical models
- Draw or mold with clay body components

### Clay impressions of foot, hand

- Sleep record charts
- Personal grooming kits
- Comparison of good and poor posture - using mirror, diagrams, and silhouettes
- Shoeshine kits - build and use

### Tape record speech to develop strengths, etc. - listen for errors

- Sing songs
- Hobbies and interests
- Dramatization of overcoming weaknesses
- Make individual personality charts
- Games of skill
- Keep charts of developing skills
- Learn individual exercises to strengthen weaknesses (to be carried on daily as recommended by medical authorities)
- Obtain diet sheets and practice habits of good nutrition

**P.L.S. #2**

**INTERMEDIATE**

**Aims**

(1)  
DEVELOP FAMILY  
RELATIONSHIP

(2)  
DEVELOP SOCIAL  
RELATIONSHIPS

**B. Develops Knowledge of Appreciation for Human Fellowship**

**Center of Interest Units**

You and your family

Working and playing together:  
At home  
In the classroom  
On the playground  
Friends  
The neighborhood  
Good behavior

**Introductory Discussions**

Film on family life  
Stories about family tree  
Family tree  
Bulletin board display of family activities—work,  
leisure  
Student reports on reunions, birthdays, celebra-  
tions  
Collect pictures of family groups doing things  
Display photographs of children's family

Courtesy film  
Film on team games  
Read story of group cooperation  
Discuss inter-group relations

## Language Arts

### Discussion:

- Family recreation
- Individual interests within family
- What my family did this week, etc.
- Home responsibility and chores
- Parental authority

### Write:

- Stories about the family
- Complete names of family members
- Diaries of family activities

### Discussion:

- Rules that help us get along
- What happens when rules are violated
- Group responsibilities - each member of the group, leader, etc.
- Keeping secrets and confidences
- Behavior we like and don't like
- Behavior others can expect of us
- Possible results when we can't do what others expect
- Role of self-control as applies to rules
- Cues observed in others attitudes signifying over-stepping of limits
- Relationship of physical health and behavior
- Respect of other's property
- Proper introductions

### Write and read:

- Original stories of why we need friends, or why I like them

### Question box - write out:

- Questions about unit for specific people to answer

## Number Concepts

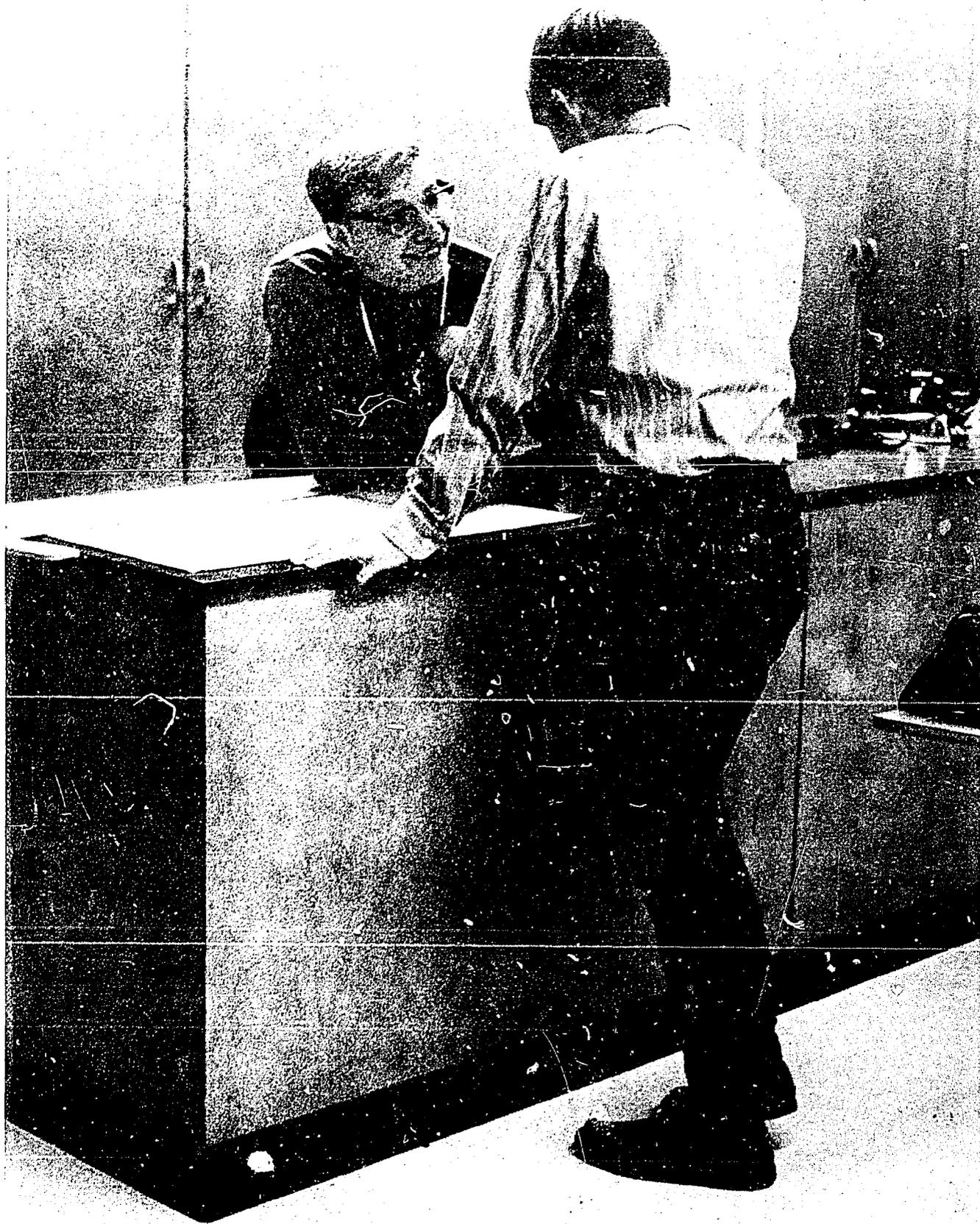
- Analyzing family budgeting
- Birthdays, months, day, year
- Age differences among family members
- Allowance as it pertains to family budget

- Scores of the games
- Costs of refreshments
- Cost of improper behavior
- Expense of breaking glass or window
- Cost of vandalism

## Related Activities

- Illustrated history of own family (picture story)
- Dramatize situations of home activities
- Charades
- Learn and practice housekeeping activities on a sharing basis
- Family fun with music

- Form committees for different activities (interest committees--party, trip, etc.)
- Dramatize situations listed in Language Arts
- Prepare personal record books (courtesies, etc.) (Teacher-controlled)
- Teacher's or mother's tea
- Sharing programs with other classrooms



## LEARNING TO UNDERSTAND ONESELF

**P.L.S. #2** involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

### Secondary

- A. Understands oneself as an accepted individual through awareness of 'self' by
  - (1) Understanding something about structure and function of the physical self
  - (2) Understanding reasons for caring for the physical self
  - (3) Accepting responsibility of perfecting strengths and in strengthening areas of weakness
  - (4) Understanding self as an emotional individual and initiating mental hygiene methods to be more able to cope with emotional problems
  - (5) Maintaining self-confidence
  
- B. Understands appreciation for human fellowship by
  - (1) Initiating activities that foster adequate family relationships
  - (2) Accepting responsibility for developing adequate social relationships\*

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

\*See Bulletin No. 21-D, pages 11-16, for suggested units on **WHAT MUST I DO TO GET ALONG WITH OTHERS?** and **DO PARENTS HAVE TO BE STRICT?** in this area.

Also see pages 48-51 for units on **WHAT MUST I DO TO KEEP A JOB?** and **VOCATIONAL GUIDANCE.**

**P.L.S. #2**  
**SECONDARY**

**A. Understands Oneself as an Accepted Individual Through Awareness of "Self"**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
UNDERSTAND SOMETHING ABOUT STRUCTURE AND FUNCTION OF PHYSICAL SELF

Physical differences  
Physical changes resulting from growth and development  
Physical disorders  
Physical handicaps  
Sex

Show film on a sports event where strength and skill are shown  
Show film on body function  
Charts and posters on anatomy

(2)  
UNDERSTANDS REASONS FOR CARING FOR PHYSICAL SELF

Body requirements  
Food  
Rest and sleep  
Protection  
Harmful agents  
  Drugs  
  Tobacco  
  Alcohol  
Disease

Make a bulletin board display showing ways our bodies may be mistreated  
  Hunger  
  Poverty  
  Deprived condition  
  Excess food or drink, etc.  
Child labor laws

(3)  
ACCEPTS RESPONSIBILITY OF PERFECTING STRENGTHS AND IN STRENGTHENING AREAS OF WEAKNESS

Our personality  
Inventory of positive and negative factors  
Recognizing and assessing strengths and weaknesses  
Adjusting to others  
Accepting one's self  
Home responsibility  
School activities

Show film where employee shows lack of cooperation  
Discuss problems experienced by students  
Self evaluation test  
Discuss in class how to accept responsibilities  
Describe model student and compare self

(4)  
UNDERSTAND EMOTIONAL "SELF" AND INITIATE MENTAL HYGIENE

YOU, all the time  
Mental self

Discuss:  
  Why we act as we do  
  How we learn to live with our handicaps  
  How other people see us

(5)  
MAINTAINING SELF-CONFIDENCE

Learning how to make use of talents, skills and knowledge  
Working and playing alone, in a group  
Community clubs, organizations and school functions

Importance of fulfilling obligations  
Importance of health habits  
Economic need for work  
Satisfaction and self-realization  
Personal choice  
Cooperation  
Jobs to consider  
Additional training at home, school, in community services  
Need for self-expression  
Need for recognition and approval  
Kinds of behavior that make people liked and popular—unliked and unpopular

(To be emphasized in all activities)

## Language Arts

### Read:

Stories of successful athletes

### Discuss:

Current sports events

### Write:

A plan for recreational program for the class  
Letters for information on physical developments

### Read:

Newspapers (medical) reports relating to topic  
Find statistics regarding death rate of other countries

### Read:

About accidents involving use of alcohol

### Read:

Teen age stories  
Teen age newspaper columns  
"Help wanted" ads

### Write:

Letters

### Discuss:

Responsibilities of family members  
Acceptable behavior and its significance

Talks by qualified experts

Read articles on mental hygiene

Write future ideas about earning a living

Film on mental health habits

### Discuss:

What we do to help at home, at school and in community

What we do well

What we cannot do

Need for adventure

Show film on grooming

### Write:

Story on "a job I once had"

How I could have done better

List situations which make us most secure

### Write about:

Punctuality

Quality of work done

A job you would like to have and why

How to behave in:

A restaurant

On a train or bus

At a public gathering

## Number Concepts

Figure batting averages

Make graph showing scores of various sports events and athletes

Prepare and keep weight and height chart (of students)

Make a chart showing sizes of wearing apparel

Figure costs of:

Hospital insurance

Hospital expense

Food

Housing

Clothing

Heat

Work loss as a result of illness

Obtain accident rates (and cost) of local industry

Compare rates of pay and other benefits of various jobs

Compile rates of "turn-over" in jobs students could hold

Payroll deductions

Learn to count money and give change

Determine a personal monthly income for self (budget) to find what you can save each month

## Related Activities

Study cell growth in microscope

Make scrapbook of ballplayers or other athletes

Have poster contest advertising school event

Visit a hospital as a group

Investigate job opportunities in hospital

Make scrap book on personal and physical care

Plan school dance or sock-hop

Plan cooperative money raising work project

Discuss non-acceptable behavior

Set up lunch room in classroom and practice correct manners

Describe someone you know (maybe yourself) when well rested and when very tired physically and emotionally

Give speeches in class to overcome weaknesses

Hold panel discussions to express ideas and thoughts

Learn proper use of phone and directory

Write out job application

Dramatize a job interview

Make scrap book pertaining to job you like

Locate on city map transportation route to various industries

Collect and classify pictures of basic necessities

Collect and classify pictures that will add to a higher standard of living

Join school clubs and music groups

Organize a hobby club

Participate in school drives

Make up ballots and hold an election

Learn how to conduct a meeting properly

Visit local museums, cultural centers, etc.

Make self-inventory of good and bad personality qualities necessary for success on the job, lunch room or bus

Take an all day train ride to some town and buy tickets, check departure and arriving time.

**P.L.S. #2**

**SECONDARY**

**Aims**

(1)  
**ACTIVITIES FOR FAMILY  
RELATIONSHIP**

(2)  
**DEVELOPING OF ADE-  
QUATE SOCIAL RELA-  
TIONSHP**

**B. Understands Appreciation for Human Fellowship**

**Center of Interest Units**

You and your family

Working and enjoying life together:  
at home  
at school  
in the community  
with friends

**Introductory Discussions**

Film on family life  
Film on holiday customs  
Holidays, birthdays and family celebrations  
Family tree  
Understanding family customs (origin)  
Bulletin board display of family activities, work  
and recreation

Film on everyday courtesy  
Individual behavior  
Display announcements of school and community  
activities  
Announcement of school project where all of  
class will share responsibility for its success  
Need for education to grow as a citizen  
Taking inventory of our behavior  
What we like and do not like in others  
Giving of oneself to own community

## Language Arts

### Discussion:

- Home responsibilities and chores
- Individual interests and hobbies
- Parental authority and rules
- Ways and means of earning money for a family member's gift
- Weekly allowance

### Read:

- Family budgets
- Good manners
- Good food habits

### Write:

- Diary of family activities
- List of ways to help at home
- Ways of entertaining guests
- Fun away from home

### Discussion:

- Neighborhood events
- Community recreation
- Rules and need of them in home, school and community
- Law enforcement
- Keeping confidences
- Proper introductions
- Leaders and followers

### Read:

- Books on etiquette
- About clubs and organizations
- How to conduct a meeting
- Proper introductions

### Write:

- Stories of club projects
- Stories of school activities
- Stories of good leaders and followers
- Stories of good and poor manners in various situations
- Lists of qualities for good leaders and followers

## Number Concepts

- Dates of family birthdays
- Ages of various members, months, weeks, days
- Dates of national holidays
- Cost of a holiday dinner
- Make out a family budget
- Work hours each week, month
- Hours of sleep each day, week, month, year

- Scores of athletic games
- Refreshment costs for large and small parties
- Cost of vandalism
- Dues for clubs and purpose
- Cost of attending school events, movies, etc.
- Cost of wearing apparel for various events

## Related Activities

### Family fun with:

- Cards, games, music, puzzles, crafts and hobbies
- Shared TV interests
- Charades
- Learn to share housekeeping activities
- Learn to prepare and serve a family meal (balanced)
- Make holiday decorations
- Make a family recipe book of favorite dishes of family
- Plan a family picnic
- Look for bargains in food ads in newspapers
- Make photo albums of family members
- Make scrap books of family activities

- Form committees for field trips, parties, etc.
- Prepare lists of community activities, names, addresses and services offered
- Plan school program for national holiday
- Make models of clay, wood, soap, etc. depicting early community life
- Give a political speech
- Study early American political leaders
- Make posters or scrap books of state and national leaders



## LEARNING TO TRAVEL AND MOVE ABOUT

**P.L.S. #3** involves the acquisition of the essential habits, attitudes and skills necessary for transporting one's self in the neighborhood, within the city and to distant places, whenever the need arises.

### Primary

- A. Begins to learn various ways to travel
  - (1) Traveling by private vehicles
  - (2) Traveling by public vehicles
  
- B. Begins to learn the fundamentals of moving about
  - (1) Follows simple directions and understands need for directions
  - (2) Recognizes familiar landmarks in travel
  - (3) Becomes familiar with simple maps and how to use them in travel
  - (4) Learns appropriate social and personal behavior in travel
  
- C. Begins to learn about sources of help for traveling
  - (1) Learns need for schedules and punctuality
  - (2) Learns appreciation of human relationships
  - (3) Develops awareness of existing agencies

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 2- **A Developmental Vocabulary Check-List for the Mentally Retarded** for a basic functional vocabulary related to community and highway travel. See Bulletin 4a - **Aids to Motoric and Perceptual Training** for a movement oriented curriculum. See Bulletin 15b - **A Potpourri of Ideas for Teachers of the Retarded: Practical Arts** and page 79 for a functional approach to the recognition of signs and simple directions.

See Bulletin 21-B, pages 69-74, for suggested and illustrative units on **THE SCHOOL BUS** and **PASSENGER PLANES** in this area. Also see pages 16, 156 and 322 of this same publication.

## **P.L.S. #3**

### **PRIMARY**

#### **Aims**

(1)  
TRAVELING BY PRIVATE  
VEHICLES

(2)  
TRAVELING BY PUBLIC  
VEHICLES

## **A. Begins to Learn About Various Ways of Traveling**

### **Center of Interest Units**

Bicycle  
Car  
Boat

Bus  
Public  
School  
Train  
Airplane  
Taxi

The Railroad Station  
The Bus Depot  
The Airport Terminal

### **Introductory Discussions**

How do people travel by bicycle, car or boat?

How do people behave?

How do people travel by bus, train, plane or taxi?

How do people behave?

What does one do in a bus depot, railroad station or airport terminal?

### **PRIMARY**

#### **Aims**

(1)  
FOLLOWS SIMPLE DIRECTIONS AND UNDERSTANDS NEED FOR DIRECTIONS

(2)  
RECOGNIZES FAMILIAR LANDMARKS IN TRAVEL

(3)  
BECOMES FAMILIAR WITH SIMPLE MAPS AND HOW TO USE THEM IN TRAVEL

(4)  
LEARNS APPROPRIATE SOCIAL AND PERSONAL BEHAVIOR IN TRAVEL

## **B. Begins to Learn the Fundamentals of Moving About**

### **Center of Interest Units**

Directions for traveling to school and in the adjoining neighborhood

Landmarks in school and in the neighborhood

Studying simple maps of the school and neighborhood

Appropriate behavior in traveling

### **Introductory Discussions**

Trips:  
Thru the school building  
Thru the school grounds  
Thru the neighborhood visiting other schools, churches, stores, parks, etc.

What are the landmarks in the school and in the neighborhood?

What is a map?

How do we behave while traveling? To school, to church, to the store, to the park, etc.

## Language Arts

### Discussion:

Private and public transportation  
Appropriate behavior  
Bicycle, car, etc.  
Airport, railroad terminal, etc.  
Parts of bike, car, etc.  
Safety habits

Spell simple words used in travel

Introduce simple names of cars, jet or propeller planes, etc.

Make alphabet book with learned words

Fill-in blank spaces in sentences using words of travel

### Recognize and Verbalize:

Different types of transportation  
Different types of cars

Slow-slower

Fast-faster

## Language Arts

### Discussion:

What is a landmark?  
What is a map and why are they used?  
Points of interest in community

### Read:

Road signs  
Street signs

### Recognize and Verbalize

Road signs  
Street signs

### Writing:

Make simple maps of school room, school, bus route or route taken to school and neighborhood

List rules of good travel behavior

Tell story about favorite visiting place or form of travel

## Number Concepts

### Parts of Vehicles:

How many wheels?  
Bike  
Car  
Airplane

How many students have ever ridden:

Bike  
Car  
Airplane  
Train  
Boat

### Speed:

Miles  
Miles/hour

## Number Concepts

Ordinals: first, second

Counting streets, blocks, tickets

Time: hours of day and arrival and departure — home, bus, school, classes, etc.

Terms of time: morning, afternoon, etc.

## Related Activities

Draw pictures of different methods of traveling

Build model of road system showing lines for roads, stop lights, stop signs, school zones, crossing guards and then have children play with cars in driving on the roads and following signs and directions

Role playing: a ride on the school bus or following directions of a crossing guard or policeman

Rhythmic experiences

Play airplane perhaps with "runways" on the floor.

Run-Run-Run

### Songs

The Bus  
The Cars Go Up and Down  
The Little Engine that Could

## Related Activities

Making of travel book with pictures of safety signs, maps, drawing of landmarks, time schedules, etc.

Build model of school and/or community in sandbox or with toy buildings and cars

Nursery rhymes or songs about traveling

Dramatizations of proper behavior while traveling

**P.L.S. #3**  
**PRIMARY**  
**Aims**

(1)  
**LEARNS NEED FOR  
SCHEDULES AND  
PUNCTUALITY**

(2)  
**LEARNS APPRECIATION  
OF HUMAN RELATIONSHIPS**

(3)  
**DEVELOPS AWARENESS OF  
EXISTING AGENCIES**

**C. Begins to Learn About Sources of Help for Traveling**

**Center of Interest Units**

**Schedules:**  
School bus  
Commercial bus  
Train  
Airplane  
Daylight or Central Time

**Community helpers for  
Traveling:**  
Policeman  
Traveling information givers  
Crossing guards or bus drivers

**Tourist or travel information:**  
Telephoning  
Writing  
Talking

**Introductory Discussions**

The use of schedules in traveling  
Making plans for traveling by using schedules  
Planning time by using schedules  
Preparing to leave  
Time to bus depot  
Time spent in traveling

Who helps us travel and how can we be nice  
to them?  
Policeman or crossing guard visit classroom

Where do we go to get information?  
Telephone book  
Bus Depot  
Airline  
Train Depot  
Look for policeman

## Language Arts

How to locate information number  
Calling for information  
Asking questions  
Writing down information

### Writing:

Information  
One's name and address  
Schedule for travel  
Good manners—how to speak to people: how to ask questions, thank people, etc.

Spelling—simple travel words

## Number Concepts

Problems involving transportation schedules  
Time  
Concept of A.M. & P.M.

House numbers  
Floor numbers  
Room numbers  
Telephone numbers

## Related Activities

Planning a trip—call to obtain information, how long to destination, cost, etc. Teacher plays the role of travel agent, information giver and whenever necessary policeman. When students have become acclimated to play traveling, students can take over roles of travel agent, information giver and police.

Dramatizations—eating in a restaurant or dining car

Helping someone looking for directions

Using telephone to call home



## LEARNING TO TRAVEL AND MOVE ABOUT

**P.L.S. #3** involves the acquisition of the essential habits, attitudes and skills necessary for transporting one's self in the neighborhood, within the city and to distant places, whenever the need arises

### Intermediate

- A. Develops knowledge about various ways to travel
  - (1) Traveling by private vehicles
  - (2) Traveling by public vehicles
- B. Develops knowledge of the fundamentals of moving about
  - (1) Following directions and planning trips
  - (2) Reading maps and using landmarks

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a basic functional vocabulary related to community and highway travel. See Bulletin 4<sup>4</sup> - **Aids to Motoric and Perceptual Training** for a movement oriented curriculum.

See Bulletin 21-C, pages 67-90, for suggested and illustrative units on **TRAVEL BY TRAIN, PLANE AND BOAT** in this area. Also see pages 27-28 of this same publication.

## **P.L.S. #3**

### **INTERMEDIATE**

#### **Aims**

(1)  
TRAVELING BY  
PRIVATE VEHICLES

(2)  
TRAVELING BY  
PUBLIC VEHICLES

### **INTERMEDIATE**

#### **Aims**

(1)  
FOLLOWING DIRECTIONS  
AND PLANNING TRIPS

(2)  
READING MAPS AND  
USING LANDMARKS

### **A. DEVELOPS KNOWLEDGE ABOUT VARIOUS WAYS TO TRAVEL**

#### **Center of Interest Units**

Car or Bike traveling  
thru the area, town or  
city we live in

Taking trips

School bus  
Commercial vehicles

### **B. Develops Knowledge of the Fundamentals of Moving About**

#### **Center of Interest Units**

Following directions

Planning trips

Detailed map reading and use

#### **Introductory Discussions**

The various aspects of the area we live in  
and what was seen while traveling

Different forms of traveling on trips: cars,  
planes, boats, trains, bikes, mobile homes,  
motorcycles and balloons

What is needed to take a trip with each of the  
above vehicles

Appropriate behavior

Preparing for trips

Maps

Schedule information

Travel time

Clothes

Planning ahead

#### **Introductory Discussions**

How to follow directions

Write down directions

Use landmarks

Ask help if not sure

Pupil report of family or individual trips

Planning detailed trips

Within area, town or city

Within county, state

Across country

Overseas

What is a map?

Using a map when lost

Figuring miles

Locating areas and towns

Map symbols

## Language Arts

### Discussion:

Students' reactions to traveling: visits, sightseeing, picnics, school, sporting events, etc.

### Reading and spelling and word meanings:

Stop, go, wait, walk, turn, left, right, detour, private, public, dead end, merging, narrow bridge, parking, cross walk, road, street  
East, west, north & south

### Writing:

Town, street, park and landmark names

### Recognize and verbalize:

Traffic signs

## Language Arts

### Discussion:

Reasons for trips  
Visiting friends or relatives  
Leisure time  
Hobby  
Sports  
Business

### Read:

Travel books

### Write:

Stories of trips: planning, money and actual experiences

### Recognize and Verbalize:

Towns and cities  
States  
Countries

### Spelling:

Towns and cities, states

### Public Speaking:

Talk on where student would like to go on a trip and why

## Number Concepts

Counting number of blocks, buses, etc.

Cost of fares

Figuring out travel time

Measuring distance

Computing gas mileage or gas needed

## Number Concepts

Money, mileage taught thru the student's actual budgeting in preparation for a trip:

How many people going; how far; how much gas will be used, cost of gas, cost of food, etc.

## Related Activities

Cut out magazine stories and pictures and different forms of traveling

Make traffic signs to hang on wall and occasionally test ability to identify sign by shape

Have students figure out shortest way between two points on road maps

## Related Activities

Figure the mileage game with maps: students will each be given two towns or cities and will be asked to compute the mileage between the localities

Making a travel scrapbook

Drawing pictures of traveling

Use of large map so students can find location of country mentioned in travel ads they cut out of their paper. Each student could read the ad to the class and the others could be asked if they know anything else about the spot

Singing travel songs  
The Happy Wanderer  
Road to Anywhere



## LEARNING TO TRAVEL AND MOVE ABOUT

**P.L.S. #3** includes the acquisition of the essential habits, attitudes and skills necessary for transporting one's self in the neighborhood, within the city and to distant places, whenever the need arises.

### Secondary

- A. Understands various ways to travel
  - (1) Personal travel with private vehicles
  - (2) Personal travel with commercial vehicles
  - (3) Effects of modern transportation on our world
  
- B. Understands fundamentals of moving about
  - (1) Travel at the community level
  - (2) Travel away from home
  - (3) Accommodations away from home
  - (4) Appropriate behavior and safety precautions
  - (5) Wardrobe for traveling
  
- C. Understands sources of help for traveling
  - (1) Agencies that help travelers
  - (2) How money helps traveling

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a basic functional vocabulary related to community and highway travel.

See Bulletin 21-D, pages 30-39, for suggested and illustrative units on MEXICO. A TRIP ACROSS THE UNITED STATES and READING ROAD MAPS IN OUR CITY, COUNTY AND STATE in this area. Also see page 29 of this same publication.

# **P.L.S. #3**

## **SECONDARY**

### **Aims**

(1)  
**PERSONAL TRAVEL WITH  
PRIVATE VEHICLES**

(2)  
**PERSONAL TRAVEL WITH  
COMMERCIAL VEHICLES**

(3)  
**EFFECT OF MODERN  
TRANSPORTATION ON  
OUR WORLD**

## **A. Understands Various Ways to Travel**

### **Center of Interest Units**

Means of personal travel:

- Bike
- Car
- Mobile homes or campers

Responsibilities of personal travel

Commercial transportation:

- Bus
- Plane
- Train
- Ship
- Subway

Effects:

- Social
- Economic
- Educational
- Political

### **Introductory Discussions**

Bike licenses and safety precautions

Car travel: insurance, licenses, state motor laws

Mobile home and camper laws

Learning how to drive, proper licensing, sufficient insurance, tollway driving

Advantages and disadvantages of commercial transportation

Development of commercial transportation

Possible jobs in commercial transportation

Detailed discussion of effects of transportation

Possible future development of transportation

The concept of a mobile society

## Language Arts

### Discussion:

- Responsibilities of private vehicle operation
- Appropriate behavior

### Read:

- Articles and books on safety and car operation and insurance

### Write:

- Trip taken or desired

### Discussion:

- Travel information
- Possible world trips

### Read:

- Travel brochures
- Travel books

### Write:

- Letters to travel companies or airlines or trains requesting information

### Discussion:

- Future forms of transportation
- Types of propulsion systems

## Number Concepts

- License and insurance costs
- Upkeep of car
- Budgeting for trips
- Stopping distances at various speeds and on different road conditions
- Accident figures

- Travel costs on different types of commercial transportation
- Travel time for each form and compare each time
- Timetables
- Mileage by land, sea and air

- Miles to the moon and length of travel time

## Related Activities

- Panel discussion on safety features: those present now and those needed for the future
- Policeman or driver training teacher to give talk on driver education, safety and other topics
- Role playing of bad driving: drunk, asleep, talking or arguing with passengers, thinking of something else
- Visit to local commercial transportation company
- Socio-drama of good and bad behavior
- Each student develop full travel information on one spot they would like to visit
- Writing Chambers of Commerce for information on own area as well as others
- In-depth study of space travel with models of space capsules and future space travel

**P.L.S. #3**  
**SECONDARY**

**B. Understanding Fundamentals of Moving About**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
 TRAVEL AT THE  
 COMMUNITY LEVEL

Community

Important areas, buildings, maps, etc.

County

Important areas, buildings, maps, etc.

(2)  
 TRAVEL AWAY FROM  
 HOME

Developing planning and moving skills

Gathering information and deciding on schedules, reservations, tickets, luggage, planned tours, depots and terminals, pets, car or trailer rentals  
 Customs' practices

(3)  
 ACCOMMODATIONS  
 AWAY FROM HOME

Hotels, motels, camping or trailers

Gathering information on length of stay, need for overnight accommodations, rentals, food recreation, etc.

(4)  
 APPROPRIATE BEHAVIOR  
 AND SAFETY PRECAUTIONS

How to act correctly and safely

Good manners  
 Safe behavior

(5)  
 WARDROBE FOR  
 TRAVELING

Choice of clothes

What clothes to wear  
 Planned activities  
 Weather conditions  
 Amount of luggage required

**SECONDARY**

**C. Understanding Sources of Help for Traveling**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
 AGENCIES THAT HELP  
 TRAVELERS

The American Automotive Association (AAA)

What is the AAA?

Gas companies and gas stations

Obtaining help from gas companies and gas stations

Travel Agencies

The function of a travel agency

Traveler's Aid

What is Traveler's Aid?

Police

What police can do

(2)  
 HOW MONEY HELPS  
 TRAVELING

How to use and protect money while traveling:  
 Traveler's checks  
 Carrying cash  
 Credit cards

How can we protect our money when we travel?  
 What is a credit card?  
 Traveler's checks?

## Language Arts

### Discussion:

Recreation, eating places, theatres, etc.  
in area

County recreation, eating places, etc.

### Read:

Area and county history  
History of landmarks

### Discussion:

What is needed for a trip?  
How to pack clothes

### Read:

Restrictions on luggage, pets, etc., on  
commercial transportation

### Discussion:

How much should be spent for rooms,  
foods, etc.

### Read:

Brochures or information from hotels, motels,  
etc.

### Discussion:

How much clothing is needed and what  
type

## Language Arts

### Discussion:

Where are AAA and Traveler's Aid  
located?

### Write:

Requests for information from AAA

What does a gas station have to offer to the  
traveler?

### Write:

To gas companies for maps and information

### Discussion:

How to find travel agencies

### Write:

For information from travel agencies  
Also traveler's aid

### Discussion:

What is a Traveler's check?  
How does a credit card work?  
How can we protect our money and credit  
cards?

## Number Concepts

Computing age of events,  
landmarks, county, etc.

Figuring mileage between  
points in area or county

Estimating travel time and  
costs of trip

Computing gas mileage, weight  
limitations

Figuring customs duties

Computing room, food and  
recreation expenses

Counting number of clothes  
needed; taking enough tooth  
paste, soap, etc.

## Number Concepts

Travel statistics and costs

Comparing costs between  
different gas stations

Comparing prices from different  
travel agencies

Keeping a record of all bills

Checking bills and interest  
charged to credit cards

Writing checks and keeping an  
account

Making payments

## Related Activities

Field trips to landmarks or points of interest  
whenever possible

Make own maps for area and check with  
regular maps

Speakers on area, county or state history

Trips to parks or recreation areas and walking  
tours thru the woods to familiarize students  
with paths and woods travel

Socio-drama with students calling for infor-  
mation, making reservations, reading and  
ordering from menus, etc.

## Related Activities

Let students plan and work out complete trip  
Develop unit on consumer protection to teach stu-  
dents to watch for correct change, correct  
charges, for gas, oil, food, etc. Test children by  
using play gas pumps and see if they catch the  
"attendant" charging too much.

Make a world trip unit with each student giving  
a presentation of each place he or she would  
like to visit; visual aids, posters, etc. may be  
utilized.

Use play money and checks to make sure  
each student is aware of proper handling  
of money and where to keep it

Month budget: Give each student monthly  
charges and bills and certain amount of  
money and let student develop budget  
abilities



## LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

**P.L.S. #4** involves the essential habits, attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment

### Primary

- A. Begins to interact with the social environment
  - (1) Appropriate responses
  - (2) Appropriate manners
  - (3) Social experiences
  - (4) Cooperative enterprises
  
- B. Begins to interact with the technological environment
  - (1) Common tools
  - (2) Household tools
  - (3) Common instruments of communication
  - (4) Common means of transportation
  
- C. Begins to interact with the physical environment
  - (1) Atmospheric conditions
  - (2) Becomes acquainted with surface features of the local environment
  - (3) Becomes aware of the universe
  - (4) Participates in various experiences involving plant and animal life
  - (5) Reacts appropriately to various signals

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

Practical Arts, pages 75-79, for illustrative activities on TYPES OF CLOTHING CLOSURES, SWITCHES, LATCHES AND OPENERS and TEACHING AIDS FOR RETARDED CHILDREN.

See Bulletin 21-B, Vol. II, pages 94-145 for suggested and illustrative units on THE CALENDAR, THE WEATHER, TEMPERATURE AND THERMOMETERS, THE SEASONS, ANIMALS, THE SCIENCE FAIR and other related units. Also, see pages 10-13, 15-18, 65-67 and 72-73 of Vol. I.

**P.L.S. #4  
PRIMARY**

**A. Begins to Interact with the Social Environment**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
APPROPRIATE RESPONSES

Community Helpers and Protectors:  
Fireman  
Policeman  
Mailman  
Etc.  
Family and Friends

Discuss various responses to people in relation to bulletin board display of various members of the community

(2)  
APPROPRIATE MANNERS

Manners at Home, School, Play  
Manners appropriate to social outings:  
Luncheon, Playground, Schoolroom,  
Home

Discuss "Magic" words - Please, Thank you, Excuse Me, You're Welcome, Etc.  
Pictures of Situations in which you use manners

(3)  
SOCIAL EXPERIENCES

The Store  
Transportation  
Holidays - Halloween, Thanksgiving, etc.

Class goes to store  
Class rides on bus  
Participates in free play

(4)  
CO-OPERATIVE  
ENTERPRISES

Home, Family and School

Why Cooperate?  
Pictures of children playing co-operatively  
Pictures of children working together

## Language Arts

### Discussion:

Various types of people found in community  
Activities of various people  
How we respond to them: greeting; taking leave

### Write:

List of various people  
Common expressions: "hello"; "how are you?"; "good-bye"

### Discussion:

Kinds of "magic" words  
When we use the "magic" words

### Write:

List of "magic" words

### Discussion:

Things to do at the store  
What we see at a store  
Other places to go:  
Shoe store, movie, circus, etc.

### Tell:

About when they went to a store, a circus, etc.

### Write:

Places to go  
Kinds of stores  
Good manners

### Discussion:

Kinds of rules they have at home  
The general all-school rules: kinds of rules needed in their room, the various room duties, who should do which jobs

### Write:

List of classroom duties  
List of classroom rules

### Tell:

Things we can do to help others  
Show and tell

## Number Concepts

### Count:

Number of people

Count the kinds of things to do

Size & Amount terms:

Big store - little store

Money types

Paper - coin; value

Location

First - last; begin - end; etc.

### Time:

Days of the week

Time to perform duties - morning, afternoon, etc.

### Count:

Children; jobs in the classroom

## Related Activities

Sing songs about various people in the social environment  
Draw or collect pictures of people greeting each other

Dramatize good manners - at the table  
Classroom party appropriate to time of year  
Eating in the lunchroom

Play Store: decorate room like a store  
Draw pictures of favorite vacation activity  
Collect pictures of things they can do: go to movies, go swimming, go to store, go to circus, etc.  
Stage a show - "sell" tickets, etc.  
Classroom party

Sharing time at easel  
Collect pictures of jobs that can be shared at home and in school  
Practice sharing - in games; at activity table  
Draw pictures of home duties; work activities requiring more than one person  
one child cannot lift something, but 2 can  
"assembly line" type craft activity

**B. Begins to Interact with the Technological Environment**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
**COMMON TOOLS**

School tools

Discuss Classroom Equipment:  
Pencil Sharpener, desks, work tables, peg board, tool rack, rulers, scissors, chalk, pencil  
Walk around building on a "Tool Hunt."

(2)  
**HOUSEHOLD TOOLS**

Family Living  
Safety at Home

Classroom display of household tools: toaster, iron, etc.  
Bulletin board display of household tools  
Discuss tools found at home

(3)  
**COMMON INSTRUMENTS  
OF COMMUNICATION**

Conveying a Message:  
Speaking  
Phone  
Radio, etc.

Telephone display sent by the Telephone Company  
Bulletin board display of various means of communication: television, radio, telephone, newspaper, etc.  
Movie on communication

(4)  
**COMMON MEANS OF  
TRANSPORTATION**

Transportation:  
Bus  
Car  
Train

Take a trip using some form of transportation  
Display of transportation facilities  
Bulletin board display of common forms of transportation

## Language Arts

### Discussion:

Use and care of equipment  
Who should care for equipment  
Importance of each doing his duty

### Write:

Names and duties  
Schedule for performing duties

### Read:

Names and duties

### Discussion:

Kinds of tools found in house  
The uses of various tools

### Write:

Names of the tools

### Read:

Chart story about tools in the house

### Discussion:

Kinds of communication tools  
How these tools are used  
When to use these tools

### Stories

Tell story of various pictures to develop ability to stick to the point

### Message Passing Activity:

Speaking clearly

### Discussion:

Kinds of transportation  
Uses of various kinds of transportation  
Rules for using various kinds of transportation: manners, safety, etc.

### Write:

Invitation to take trip  
Story of trip

### Read:

Places to be visited  
Road signs

### Tell:

About trip

## Number Concepts

### Time:

Days of week; schedules,  
promptness (concept of)

### Count:

Amount of equipment

### Vocabulary:

Place and position terms  
under - over, bottom - top,

Comparative terms  
big - small, short - long

### Measurement:

Acquaintance with ruler;  
yardstick

### Count:

Number of tools found

### Measurement:

Gallon, half gallon, quart  
thermometer, teaspoon, etc.

### Size & Amount terms:

More - less, big - little,  
Long - short, etc.

### Numbers:

Recognition  
Rational counting

### Time:

Concept of length of time  
Schedules

### Size & Amount terms

Location terms

### Money:

Penny, nickel, dime, token,  
spend, etc.

Form discrimination

## Related Activities

Sort tools into groups

Play with building blocks

Decorate boxes used for storage of materials

Make a chart with list of duties - when and who

Make a gift for parents

Sing a song of tools

Creative play using household tools

Collect pictures for notebook or household tools

Make a one-dimensional house, pasting in pictures of various tools in appropriate rooms

Collect pictures of communication tools

Make scrapbook of communication tools

Creative play:

On telephone

TV story (show)

Tape record stories

Creative play - act out bus trip

Make a mural

Build a car, plane, etc.

Collect pictures for scrapbook

Sing songs about cars, boats, trains, etc.

Build road system

**P.L.S. #4  
PRIMARY**

**C. Begins to Interact with the Physical Environment**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
**ATMOSPHERIC  
CONDITIONS**

**Weather:**  
Rainy, snowy, etc.  
**Seasons:**  
Autumn  
Winter  
Spring  
Summer

Discuss the bulletin board display of the various kinds of weather; seasons  
See film(s) about weather; seasons  
Take a walk to observe the signs of the various seasons

(2)  
**THE LOCAL ENVIRONMENT**

The Classroom  
The School  
Where it is  
What it looks like  
The Neighborhood

Take a walk around school property  
Take a walk around neighborhood. Note physical features of locale  
Talk about the physical features of the locale

(3)  
**THE UNIVERSE**

Earth and Its Neighbors

Discuss map of Solar System  
Discuss observable features of Solar System: stars, moon, sun, clouds, etc.  
Discuss mobile of Solar System

(4)  
**PLANT AND ANIMAL  
LIFE**

Our Plant Friends  
Trees, grass, flowers, etc.  
The Farm  
Pets & Their Care  
Our Animal Helpers  
Cows, horses, etc.  
The Zoo

Discuss bulletin board display of common animals and common plants  
Discuss care of common animal and plant life  
Take a trip to: a farm; a zoo; an aquarium  
See films about plant and animal life  
Classroom display of animals and plants

(5)  
**SIGNALS**

"Signs & Signals"  
Stop  
Warning signs  
Direction signs  
Sirens  
Flashing lights - railroad; stop  
Horns  
"Obeying Commands"

Bulletin board display of various types of signs: railroad, poison, stop, etc.  
Listen to various sounds: railroad crossing bell, siren, car horn, etc.  
Discuss classroom: commands

## Language Arts

### Discussion:

Characteristics of weather and seasons  
Appropriate dress and activities for day and seasons

### Write and Read:

List of kinds of days and their activities:  
rainy, sunny, windy  
Seasonal stories

### Listen:

Weather story read by teacher  
To children make sounds of thunder, wind, rain, etc.

### Discussion:

What things are seen around the room;  
school; neighborhood

### Write and Read:

Chart story about walk around school;  
neighborhood

### Safety in travel -

List of safety rules

### Discussion:

Earth's composition - land; water; etc.  
The Sun's function - light; heat  
Earth's neighbors

### Write and Read:

Chart story about earth and its neighbors

### Discussion:

Various kinds of animals  
What they do  
How we use them

### Write and Read:

Chart story about trip to farm; zoo

### Listen:

To stories read by teacher about plants and animals

### Tell:

About pets and their care

### Discussion:

Various signs and signals: characteristics, use, what we should do in response

### Write and Read:

List of signs and signals  
Behavior appropriate to signs and signals

## Number Concepts

### Size & Amount terms:

Many - few  
High - low  
Short - long  
More - less, etc.

### Time terms:

Day - night  
Today - tomorrow - yesterday  
Month - week - year

### Counting:

Rote  
Rational

Number recognition  
on calendar

### Vocabulary:

#### Location terms

Under - over; left - right; far - near; in front of - in back of; next to; etc.

### Count:

Houses on walk; children on walk

### Count:

Earth's neighbors  
Abstract forms  
Time terms:  
Day, night, evening, etc.

### Directions

East; West; etc.  
High - low; overhead

### Count (Rationally)

Animals; plants

### Vocabulary

Size & Amount terms;  
Location terms  
Comparative terms;  
Small - er - est;  
Big - ger - est; etc.

### Time:

Morning, noon, afternoon, etc.

### Abstract forms

Circle, square, hexagon, triangle, etc.

## Related Activities

Make a classroom calendar for pictures  
Place appropriate weather pictures on calendar each day  
Paint pictures illustrating types of weather and seasons  
Seasonal decoration of room  
Play games appropriate for weather and season  
Sing songs about weather and seasons

Draw map of the classroom; school area; neighborhood  
Build sand-table map of neighborhood  
Draw pictures of things seen on walks  
Label room walls - North; South; East; West

Draw pictures of day-time activities; night-time activities  
Sing songs about Earth and Planets  
Make a scrapbook - put in pictures of day and night phenomena: moon, star, sun, etc.

Sing songs about animals  
Rhythmic activity - imitating gait & sounds of animals  
Listen to records of animal sounds  
Clay models of animals  
Classroom garden, aquarium, terrarium, menagerie  
Gather and identify items which are products of plants and animals  
Play games with plants and animals - "Lotto"

Make warning signs  
Play a game involving behavior in response to signs  
Sing songs involving auditory recognition of signals  
Play matching game with signs



# LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

**P.L.S. #4** involves the essential habits, attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment.

## Intermediate

- A. Develops ability to interact with the social environment
  - (1) Learns reasons for appropriate responses
  - (2) Learns value of appropriate manners
  - (3) Learns more social experiences
  - (4) Learns the value of cooperation
  - (5) Learns to interpret the responses of others
- B. Develops ability to interact with the technological environment
  - (1) Becomes acquainted with tools and sources of energy
  - (2) Begins to select and use appropriate tools
  - (3) Begins to use household tools
  - (4) Begins to use common instruments of communication
  - (5) Begins to use common means of transportation
- C. Develops ability to interact with the physical environment
  - (1) Adjusts to atmospheric conditions
  - (2) Expansion of local environment
  - (3) Exploring the universe
  - (4) Plant and animal life
  - (5) Reacting to signals

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

Practical Arts, pages 81-86. for an illustrative unit on USING A RULER

See Bulletin 21-C, pages 117-165, for suggested and illustrative units on THE DAIRY, THE FARM, FOODS IN OUR LOCALITY, THE GROCERY STORE, HATCHING CHICKS AT SCHOOL, THE POST OFFICE, RESTAURANTS and SUPERMARKETS.

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)

**REASONS FOR APPROPRIATE RESPONSES**

The Post Office  
The Gas Station  
Community Workers  
Gas station attendant  
Mailman  
Bus driver  
Community Protectors  
Fireman  
Policeman

Discuss the way we respond to various people  
Various ways of responding  
Various community members talk to class:  
doctor, policeman, etc.  
Class visit: fire dept., police dept.

(2)

**THE VALUE OF APPROPRIATE MANNERS**

Good Manners  
Courtesy  
In speaking  
In doing  
In writing

See film on Courtesy  
Bulletin board display of pictures of children cooperating  
Present a sociodrama about courtesy

(3)

**MORE SOCIAL EXPERIENCES**

Recreation in Our City  
Shopping in Our City  
Visiting:  
Schools  
Museum  
Family  
Etc.

Bulletin Board display showing various social settings  
Display posters describing various activities  
Discuss characteristics of various social situations: the theater, the restaurant, home, neighbors  
Take a trip to various places to experience a "social situation"  
Receive an invitation to a social activity

(4)

**THE VALUE OF COOPERATION**

Cooperation:  
At home  
At school  
At play  
At work

Bulletin board display of:  
People working or playing cooperatively  
A fund raising drive  
Socio-drama showing both co-operativeness and uncooperativeness  
Discuss the concept of cooperativeness  
See films on cooperation  
Observe the "fruits" of cooperation - project completion, etc.

## Language Arts

### Discussion:

- Services the various people perform in relation to pup<sup>le</sup>
- Distinguishing characteristics of various public servants
- Equipment used by the public servants

### Read and Write:

- Chart story about the various helpers
- List of jobs which the parents have

### Spell:

- Words in the unit

### Listen:

- Stories read by the teacher
- Pupils tell about parents' jobs

### Discussion:

- What manners are
- Observations of good manners and courtesy in others
- Ways pupils can improve their own manners
- Appropriate manners for various social experiences
- Why we use good manners

### Write and Read:

- "Thank you" notes
- Invitations
- Simple letters and cards

### Listen:

- Without interrupting
- For inclusion and exclusion of appropriate manners

### Discussion:

- Appropriate behavior and attire

### Write and Read:

- List of social settings
- Appropriate behavior - rules of
- Chart story about class trip

### Tell:

- About personal experiences in various social settings

### Discussion:

- Characteristics of a cooperative person
- The value of cooperation
- Situations in which cooperation is a part

### Write and Read:

- The characteristics of cooperativeness
- Chart story about value of cooperation
- Story from book illustrating cooperation
- Classroom duties

## Number Concepts

### Count:

- Kinds of public servants
- Kinds of equipment

### Vocabulary:

- Size & Amount terms
- Comparative terms
- Computation based on situational problems

### Time and dates:

- Length of visit - how long to stay and the interval before which to write a "thank you" note

### Number recognition:

- Addresses, telephone numbers, room numbers

### Money:

- Coin value, stamps, etc.
- In buying and mailing courtesy gifts

### Time

- Minutes, hour, half-past, tomorrow, week, etc.

### Measures

- Clock, watch, calendar, etc.

### Money

- Penny, nickel, dime, etc.
- Pay, price, admission, etc.

### Compute

- Cost of various activities
- Cost of transportation
- Amount of food for party
- Distance

### Time

- Schedule for performance of classroom duties
- Dates on calendar
- Budgeting of time

### Money

- Counting money collected in fund drive

### Budgeting

## Related Activities

- Dramatizations with students responding to public helpers
- Creative play depicting the roles of various community helpers and the proper responses to them
- Trips to various locations: stores, post office, doctor's office, etc.
- Make a scrapbook of the community helpers and protectors
- Make a mural depicting the jobs of the parents and the role of the various community helpers

- Socio-drama of situations which require the use of manners
- Trips to various places to practice using good manners: theater, museum, restaurant, etc.
- Send letters and cards
- Have a classroom "host" and "hostess"

- Mural showing various social experiences
- Make a scrapbook of pictures of various activities

- A map of city showing places for social experiences

- A bulletin board display of proper attire for various social settings

- Committee work to draw up rules for behavior for the various social experiences

- Have classroom dance and/or party

- Free play in cooperative games
- Supervised cooperative play
- Dramatization of experiences relative to cooperation
- Mural depicting cooperative activities
- Craft activities involving cooperation
- Children bring to class an item as part of a larger project
- Fund drive
- Performance of classroom duties
- Scrapbook correlated with units

## P.L.S. #4

### Aims

### Center of Interest Units

### Introductory Discussions

(5)

INTERPRETING RESPONSES  
OF OTHERS

Reading Expressions:  
Facial  
Gestural  
Etc.

Creative drama showing various responses to acts performed by pupils  
Bulletin board display of various facial expressions

## INTERMEDIATE B. Develops Ability to Interact with the Technological Environment

### Aims

### Center of Interest Units

### Introductory Discussions

(1)

ACQUAINTANCE WITH  
MORE TOOLS AND  
SOURCES OF ENERGY

Caring for Tools  
How We Work  
Sources of Energy  
How We Make Things Go

Bulletin board display of common tools: scissors, paper cutter, sewing machine, compass, screw drivers, etc.  
Bulletin board display of sources of energy: horse and wagon, sail boat, electric train, etc.  
Free play with various toys: electric train, boats in water, magnet, etc.  
Discuss kinds of tools and activities involving the use of these tools  
Demonstration of how tools work

(2)

SELECTING APPROPRIATE TOOLS

Tools and Their Jobs

Display of various kinds of tools used for jobs: plumbing, minor electrical, carpentry, etc.  
Discuss kinds of jobs and the relationship to tools: shovel - digger, snow; tractor - farmer; etc.  
Film or slides about tools

(3)

USING HOUSEHOLD TOOLS

Household Tools  
Homemaking

Display of common household appliances  
Bulletin board display of common household tools: toaster, measuring cups, electric mixer, etc.  
Take a trip to an appliance store

## Language Arts

### Discussion:

Various emotions

How emotions manifest themselves

The meaning of various expressions of others in relation to themselves

### Write and Read:

Stories: tell whether they are "happy" or "sad"

### Spell:

Words in unit

### Tell:

When and why they experienced emotions

Show how they acted and describe how they felt

## Language Arts

### Discussion:

Care, use, cost and storage of tools; where tools are purchased

Kinds of energy: electric, wind, water, muscle, etc.

### Write and Read:

Expand list of tools

How tools are used

Where tools are purchased

List of kinds of energy

### Spell:

Names of tools

Names of stores

Kinds of energy

### Tell:

About new toys that "go"

### Discussions:

Of slides - "Who is this?"

What kind of job does he do? What tools does he use?

What tools are appropriate to various jobs

How their fathers use various tools

### Write and Read:

List of jobs and the tools used for them

List of rules for the use of tools

### Discussion:

Uses of household tools

Care of household tools

Daily, weekly, seasonal

Storage of household tools

Efficient management of equipment: location, cost, maintenance, purchase, work habits - cleanliness, safety, etc.

### Write and Read:

List of household tools

Simple operating instructions

### Spell:

Words in unit

## Number Concepts

### Time:

Scheduling

### Place and Position terms

#### Comparative terms:

Fast - slow

Weak - strong

Heavy - light, etc.

#### Measures

Rules, clocks, cups, quarts, etc.

#### Combining numbers

Adding lengths of time, physical materials, figuring amount of time spent in duties

#### Measurement problems:

Adding and subtracting

#### Money:

Value

Comparing costs - expensive - inexpensive

#### Measurement:

Measuring cups; quantities used for baking and construction; time required for using household tools

#### Computation problems

## Related Activities

Group creative play - expressing feelings of being happy, sad, etc.

Make a scrapbook of the various expressions of emotion and give their meanings

Socio-drama on how to deal with another person's anger

## Related Activities

See film about tools and their development

Perform duties using tools

Make a simple tool chest

Hand sew small covering to protect small tools

Make a mural showing historical development of tools - hammer, ax, etc.

Build boat and sail it

Fly kites

Acquaint selves with various types of electric switches

Build windmill - windvane that is operated by heat

Make various items with tools: tool chest, patchwork quilt, cage for classroom pets, book stand, creative stitchery

Display items which the children have made

Bulletin board display of jobs and the tools used for them

Role playing showing proper and improper use of tools

Make simple repairs

Make a "Do It" Book

Furnish a doll house

Using household tools for simple jobs

Bake cookies; etc.

Make a scrapbook of household tools and their jobs

Take an inventory of tools used at home

## P.L.S. #4

### INTERMEDIATE

#### Aims

(4)  
USING COMMON INSTRUMENTS OF COMMUNICATION

(5)  
USING COMMON MEANS OF TRANSPORTATION

### B. Develops Ability to Interact with the Technological Environment

#### Center of Interest Units

Delivering a Message  
Sources of Information  
The History of Communication

Transportation  
Traveling

#### Introductory Discussions

Distribution of *Weekly Reader*  
Discuss

The various modes of communication  
How we use these modes of communication  
Modes of communication as a source of information

Take a trip to

The public library, a radio station, TV station, etc.

Bulletin board display of modes of communication: newspaper, magazines, letters, record player, etc. "Message to Garcia" type of games

See film about means of transportation

Discuss a teacher-made mobile

Display travel posters from a travel agency

Display pictures with various modes of transportation

Display of models of the various types of transportation

Children report of family trips they have made

### INTERMEDIATE

(1)  
ADJUSTING TO ATMOSPHERIC CONDITIONS

(2)  
EXPANSION OF THE LOCAL ENVIRONMENT

### C. Develops Ability to Interact with the Physical Environment

In and Out of Season  
Clothes  
Food  
Measuring the Weather  
Weather  
Seasonal Activities  
Baseball  
Ice Skating  
Basketball  
Etc.

The City  
The County  
The State

Bulletin board display of various weather conditions

Picture display of the four seasons

Take a walk

Picture display of appropriate clothing for weather and seasons

Discuss

Preparation for seasonal changes

Characteristics of the seasons

The relation of the seasons to activities

Seasonal foods

Take a bus trip to a neighboring city; town

Discuss

A simplified map of the state

The shape, size, physical features - hills, plains, rivers, lakes, etc. of the state

Display pictures of various surface features - hills, plains, rivers, etc.

## Language Arts

### Discussion:

Good telephone habits  
Relationship of needs to means of communication

Where to find information

Jobs related to various means of communication

### Write and Read

Stories about early means of communication

### Letters to one another

New items brought in by class members

### Spell:

Words in unit

### Vocal Expression:

Clear speaking

Connected thought

### Discussion:

Kinds of transportation

Advantages and disadvantages of the different modes in respect to locale

Advantages and disadvantages of the various modes

Commercial use of transportation

Ways the family can take a trip

### Write and Read:

Ways of traveling

Experience charts

Stories of transportation

History of transportation

Safety rules of transportation

Read directions

Time table

### Tell:

About family trips

### Discussion:

Kinds of clothing

Preparation for the seasons

Seasonal safety precautions

Elementary factors influencing the weather

What is done at home to prepare for the seasons

### Write and Read

Weather stories; forecasts

Chart story to illustrate seasonal activities

List of safety precautions

### Discussion:

State history

Things seen on class trip

Travel safety

Other trips the children have taken - what they saw

### Write and Read:

Story of class trip

Story of trips

Chart story about city and state

Names of features of the environment

Simplified state history

## Number Concepts

### Time:

Sequence

Length of time needed

for various means

of communication:

telephone, letter,

telegram etc.

Schedules for radio

and TV programs

### Computation

Cost of telephone

calls, newspapers,

magazines

### Money

Making change

### Compute:

Costs of travel

Travel time

Distance

Comparative costs

### Distance terms

Mileage

### Quantity terms

Direction terms

Measurement terms

### Money

Recognition of coins, bills, etc.

Making change

### Measurement

Thermometer

Humidity

Wind speed and

direction

Calendar: dates - relation

to season.

### Computation:

Temperature changes

Amount of precipitation

### Size and Amount terms

Distance terms

Relative population

Comparative terms

## Related Activities

Make a simple telephone directory

Prepare a classroom newspaper

Use of various means of communication: telephone, letter, radio, TV, etc.

Drama of historical aspects of communication

Classroom news program: TV or radio type

Play information—giving games

Display pictures of the different modes of transportation

Draw, color, paint the modes of transportation

Make a survey of local transportation facilities

Take a trip using as many modes of transportation as possible

Trace the path of a product shipped commercially - send for a product or for information

Make a scrapbook of a class or a family trip

String painting using colors appropriate to season

Knitting simple scarfs

Make bird house; boot scraper

Make a barometer

Make seasonal diagrams

Classroom cleanup - store seasonal equipment

Sing songs about season

Participate in seasonal sports

Look at scenic slides of state

Visit: the museum; the State Historical Museum

Classroom display of state products

Make a scrapbook of the history of the community

Make a mural showing the physical features of the local environment

Sing songs

**P.L.S. #4**  
**INTERMEDIATE**

**C. Develops Ability to Interact with the Physical Environment**

**Aims**

(3)  
EXPLORING THE  
UNIVERSE

**Center of Interest Units**

Our Planet  
A Trip to the Moon  
Our Skies

**Introductory Discussions**

See film about the Solar System  
Discuss mobile of the Solar System  
Mechanical model of Solar System - display and discuss  
Display of space vehicles: airplane, weather balloons, rockets, space ships, etc.  
Display of materials of which the earth is composed: soil, rocks, sand, water - fresh and salt, etc.

(4)  
PLANT AND ANIMAL  
LIFE

Pet Day at School  
Products From Plants and Animals:  
Food  
Clothing  
Etc.  
Caring for plants and animals

Display of plants and animals (adding to the number of wild and domestic animals and plants from the primary level)  
Display of products from plant and animal life  
Take a trip to: a farm, a zoo, an arboretum, aquarium, a fish hatchery, etc.  
See films about plants and animals

(5)  
REACTING TO SIGNALS

A Day at  
The Firehouse  
The Police Station  
The Hospital  
Signals

Discuss: safety posters; warning signs - danger, poison, handle with care, etc.  
Have visitors in class: an ambulance driver, a traffic officer, a railroad engineer, etc.

## Language Arts

### Discussion:

The earth's composition. Land forms:  
continent, island, oceans, etc.  
Neighboring planets  
The effect of the sun and moon on the  
earth: day and night  
Space travel

### Write and Read:

Chart story about the earth, its neighbors,  
space travel

### Read:

News story about preparation for space travel  
Story about space - land: Mars

### Discussion:

Gross characteristics of  
Plants - leaves, buds, stems, etc.  
Animals - body parts  
Products received from plants and animals  
(raw to finished products)  
Care of pets  
Care of classroom plants  
Trip(s) - what was seen  
Uses of products  
Plants and the seasons  
Schedule of caring for classroom plants  
and animals

### Write and Read:

List of foods: where they come from;  
meals used in  
List of clothes: where they come from;  
relationship to weather and season  
An animal story

### Read:

Instructional material about the care of  
plants and animals  
High interest-low vocabulary science stories  
Newspaper ads

### Spell:

Words in the unit

### Discussion:

Various kinds of signs and signals: warn-  
ing signs, traffic signs, directional signs  
Appropriate behavior in response to the  
various signs and signals  
Rules for fire drill  
The importance of signs and signals

### Write and Read:

List of safety rules  
List of responses appropriate to the various  
signs and signals

### Spell:

The words in the unit

## Number Concepts

### Size & Amount terms

Comparative terms

Distance terms

Computation:

Addition and subtraction of  
problems relevant to unit

### Computation

Costs of caring for pet for  
one week; for one month

Problems about raising plants:  
number of pots, cost of  
seeds, space needed, etc.

Costs of clothing

Schedule for caring for plants  
and animals: amount of  
time, when, etc.

### Abstract forms

## Related Activities

Construct simple mobile of the Solar System

Begin rock collection

Collect pictures for a scrapbook

Flannel-graph display

Make "space suits"

Creative drama

A trip around the earth

A trip to a planet

Draw pictures of space vehicles

Construct a space puzzle

Take a trip to a planetarium

Care of classroom animals and pets at home

Collect pictures for scrapbook showing animals  
and plants and their products

Collect different species of plants, etc.

"Species Hunt"

Make a terrarium

Raise plants from seed

### Have fire drill

Classroom display of various signs

Listening games - for signals

Practice safety on class trips



## LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

**P.L.S. #4** involves the essential habits, attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment.

### Secondary

- A. Understands interaction with the social environment
  - (1) Initiates various types of social contacts
  - (2) Takes responsibility for the use of proper manners
  - (3) Takes responsibility for his behavior in various social experiences
  - (4) Takes responsibility for cooperating with others
  - (5) Begins to behave in accordance with the responses of others
  - (6) Begins to generalize his modes of behavior to new situations
  
- B. Understands interaction with the technological environment
  - (1) Makes use of appropriate tools to perform routine jobs
  - (2) Uses household tools in the service of others and oneself
  - (3) Takes responsibility for correctly using tools
  - (4) Makes use of appropriate means of communication to meet his needs and the needs of others
  - (5) Takes responsibility for the proper use of the various means of communication
  - (6) Makes use of and develops the ability to select the means of transportation suitable to his needs
  
- C. Understands interaction with the physical environment
  - (1) Adjusts to atmospheric conditions
  - (2) Develops an understanding of environmental characteristics
  - (3) Understands the nature of the universe
  - (4) Participates in various experiences involving plant and animal life
  - (5) Takes responsibility for appropriate actions in response to various signals

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - *A Potpourri of Ideas for Teachers of the Mentally Retarded*, Vol. II, Practical Arts, pages 5-14 for illustrative units in the area of **HOMEMAKING AND HOME MAINTENANCE** and pages 15-26 for units on **HOME MECHANICS**.

See Bulletin 21-D, pages 63-67 for units entitled **PAPER UNIT** and **WILL I BE ABLE TO DRIVE A CAR?** Also see related units on pages 75-85 dealing with **THE LAW, CITIZENSHIP** and **LOCAL, STATE AND FEDERAL GOVERNMENT**. Also see pages 25-29 and 40-51.

**P.L.S. #4**  
**SECONDARY**

**A. Understands Interaction with the Social Environment**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
INITIATES VARIOUS  
TYPES OF SOCIAL  
CONTACTS

Making Friends  
Interest in other people

Bring a new pupil to the lunchroom so he would not be alone: Introduce new pupil to class, the principal, the guidance director, etc.  
How to make friends in your neighborhood  
Fill out a questionnaire  
"What kind of friend are you?"

(2)  
TAKES RESPONSIBILITY  
FOR THE USE OF PROPER  
MANNERS

Developing  
Good manners in conversation  
Dating  
While eating  
With a guest  
At home  
At school  
At church  
At a theater

Film  
Social courtesy  
"Mind Your Manners"  
Bulletin board  
With the magic words  
Thank you  
Pardon me  
Excuse me

(3)  
TAKES RESPONSIBILITY  
FOR HIS BEHAVIOR IN  
VARIOUS SOCIAL EX-  
PERIENCES

Shopping in our town  
A theater party  
A mixer at school  
A dinner party

Attend a dinner sponsored by a local club or organization  
Discussion  
Good manners at a dinner party  
Chart  
Rules for making introductions at a dinner party

(4)  
TAKES RESPONSIBILITY  
FOR COOPERATING  
WITH OTHERS

The value of cooperation:  
At home  
At School  
At play  
At work  
With community helpers

On the chalkboard  
Questions to answer true or false  
Do you like to help others  
Do you like to cooperate in work and play activities with others  
Are you a cooperative person

Film  
"Cooperation"

(5)  
BEGINS TO BEHAVE IN  
ACCORDANCE WITH THE  
RESPONSES OF OTHERS

Emotional growth:  
Dating

What is emotional growth:  
Film "Dating: Do's and Don'ts"  
A visitation to classroom of the Guidance Director to discuss problems of dating  
A class survey  
Present each pupil with a questionnaire  
How frequently should you date  
Should girls ask boys for dates

## Language Arts

### Discussion:

- Why we should be interested in people
- What is a friend

### Spelling:

- Friend
- Friendly
- Friendliness
- Cheer
- Cheerful
- Cheerfulness

### Discussion:

- What are good manners
- Ways pupils can improve their own manners

### Speaking:

- Tell stories stressing good manners

### Listening:

- To tape recording of their conversation

### Spelling:

- Spell the magic words

### Discussion:

- The desirable characteristics of a good guest

### Writing:

- An invitation to the dinner party
- Thank you notes

### Vocabulary development:

- Social relationships
- Social maturity
- Introductions
- Self consciousness

### Write:

- A list of ways one can share things

### Spelling:

- Vocabulary words
- Cooperative words
- Helpful
- Cooperate
- Cooperation
- Cooperative

### Listening:

- How other pupils have cooperated in different ways

### Discussion:

- How do you act your age

## Number Concepts

### Comparative terms

- Number recognition
- Addresses and telephone numbers of friends in class

### Money

- Coin values
- Time
- Length of conversation

### Money

- Cost of the Dinner
- Transportation to and from

- Time schedules for performing certain duties
- At school, home, at work, etc.

### Money:

- Contributions to fund drives within their community

### Time:

- Hour to get in
- Money:
- The family car
- Cost
- Depreciation
- Budgeting
- Expenses on a date
- Flowers
- Food

## Related Activities

### Role Playing:

- How to develop the habit of friendliness, cheerfulness and being complimentary

### Chart

- Good Habits:
- Habit of friendliness
- Habit of cheerfulness
- Habit of giving compliments

### Telephone conversation

- Calling a new pupil

### Film

- "The Act of Being Thoughtful"

### Chart

- Listing the magic words

### Role Playing

- Illustrate *good* and *poor* manners in different social experiences
- Dating, while in a cafeteria

### Arts and crafts

- Cartoons
- Using magic words

- Collection of pictures on bulletin board showing teenagers at a party

### Role Playing

- Person to person contact—thanking for the dinner party

### Chart

- Rules of Emily Post
- A class dinner party

### Posters

- For fund drives

### Dramatizations

- Showing how to cooperate in a classroom
- Games requiring cooperation

### Panel discussion on

- Problems centering around dating such as going steady, hours to get in, necking, etc.

### Chart

- Dating manners for girls
- Dating manners for boys
- Role playing
- Boy calling for a girl
- The girl introducing boy to her parents

## P.L.S. #4

### SECONDARY

#### Aims

(6)  
BEGINS TO GENERALIZE  
HIS MODES OF BEHAVIOR  
TO NEW SITUATIONS

### A. Understands Interaction with the Social Environment

#### Center of Interest Units

Crisis Encountered:  
Loss of parents  
"Too" early marriage  
Moral decisions  
Accepting foster parents  
New privileges and new obligations  
Freedom  
Owning your own car  
Earning your own money

#### Introductory Discussions

Film  
"Sharing Work"  
"Wise Buying"  
Socio-Drama  
Between two teenage people over the use  
and up-keep of the car  
Role Playing  
I'm a wise spender

### SECONDARY

#### Aims

(1)  
MAKES USE OF APPRO-  
PRIATE TOOLS TO PER-  
FORM ROUTINE JOBS

### B. Understands Interaction with the Technological Environment

#### Center of Interest Units

Different Kinds of  
Tools  
Plumbers  
Mechanics  
Carpenter  
Janitorial  
Garden tools  
Common household tools

#### Introductory Discussions

Displaying, identifying and using tools  
Bulletin board  
Display of the different kinds of seeds  
Film  
"Types of Tools and Their Uses"

(2)  
USES HOUSEHOLD TOOLS  
IN THE SERVICE OF  
OTHERS AND ONESELF

Domestic Labor  
Butler  
Maid  
Child care attendant

Visitation to class by an employer  
Field trip to the Employment Office  
Film  
"Vocations"

(3)  
TAKES THE RESPONSIBI-  
LITY FOR USING THE  
VARIOUS HOUSEHOLD  
TOOLS CORRECTLY

Household Tools  
Safety  
Responsible use and care of household  
tools

Field trip to an Appliance Store  
Bulletin Board display of safety posters  
Film  
"Household Safety"

## Language Arts

### Discussion:

What age should we assume our own responsibility

### Vocabulary development:

Obligation  
Privileges  
Freedom

### Writing:

List the things you could do at home if you are able to be recognized as an adult member of the family

## Language Arts

### Discuss:

Care and use of tools

### Writing:

Business letter ordering seeds from a seed catalog

### Reading:

Planting instructions or directions on how to plant seeds

### Spelling:

Kinds of tools  
Kinds of seeds  
A garden vocabulary

### Discussion:

Location of a garden  
Kind of soil best suited for different seeds  
Value of fertilizer  
Watering

### Writing:

Letters to the Employment Office — applications for employment  
Answering an ad in the local paper  
Evaluation of field trip

### Discussion:

An oral evaluation about the field trip  
Proper use of tools as an employee  
Proper conduct of a maid  
Personal grooming

### Listening:

Follow directions given orally by employer

### Chart:

The proper use of household tools

### Writing:

Making a list of household tools used daily, weekly, or seasonally

### Discussion:

Quality vs. price  
Importance of every day maintenance  
Danger of faulty equipment

## Number Concepts

### Money:

Cost of the car  
Gas  
Miles per gallon  
Budgeting your earnings  
Distance:  
Reading  
Highway maps  
Distance between places  
Geometric forms

## Number Concepts

Making to scale-model of a garden plot

### Measurements:

Number of seeds per inch  
Planting depths

### Time:

When planted  
When sprouted

### Time:

Making a time schedule  
Money  
Wages  
Budget

### Installment Buying

Life expectancy and appliances  
Warranty  
Guaranty

### Measurements:

Appropriate amount of ingredients, etc. to be used  
 $\frac{1}{4}$  cup soap, etc.

### Time Cycle:

Reading the meter  
Water meter  
Electric meter

## Related Activities

### Chart

Listing the ways you can accept new obligations with your new responsibilities

### Demonstration

Showing that the person is responsible when it comes to driving a car

### Bulletin board

Standard highway signs

## Related Activities

### Experiments

Planting—garden seeds in different kinds of soil

Field trip to a greenhouse

A visitation to class by a community resource person

County Agent

### Role Playing

Telephoning—asking Floral Company to visit their greenhouse

### Role Playing

How to apply for the job of a maid  
Visitation to class by a former pupil stating his personal experiences

### Demonstrations

Proper use of  
Steam iron  
Vacuum cleaner  
Washer and dryer  
Other home appliances by the Home Agent

### Film

"Safe Use of Tools"

### Illustration:

On bulletin board on safety—posters

### Demonstrations

How to repair electric cords

### "Match Ups"

Repairing appliances

## P.L.S. #4

### Aims

(4)

MAKES USE OF APPROPRIATE MEANS OF COMMUNICATION TO MEET HIS NEEDS AND THE NEEDS OF OTHERS

(5)

TAKES THE RESPONSIBILITY FOR THE PROPER USE OF THE VARIOUS MEANS OF COMMUNICATION

(6)

MAKES USE OF AND DEVELOPS THE ABILITY TO SELECT THE MEANS OF TRANSPORTATION SUITABLE TO HIS NEEDS

### Center of Interest Units

#### History of Communications

Communication  
Telegraph  
Cable  
Wireless  
Hot line  
Radio  
TV  
Telephone

#### Proper Use of the TV, Radio, Telephone

#### Modes of Travel Suitable to our Needs

Car  
Bus  
Railroad  
Airplane

### Introductory Discussions

Mock phones from the Telephone Company  
The telephone kit  
Bulletin Board  
Many modes of communication  
Film  
"Bell"

Community Resource Person  
Telephone service man  
How does a telephone help us in daily living  
Film  
"Proper Use of Telephone"

Display of Travel Posters  
Films  
"Completion of the First Continental Railroad"  
"Travel in the U.S. in 1840"  
"Travel in the U.S. Today"

## SECONDARY

### Aims

(1)

ADJUSTS TO ATMOSPHERIC CONDITIONS  
Learns to distinguish between various types of weather and seasons  
Participates in activities appropriate to various kinds of weather and seasons

## C. Understands Interaction with the Physical Environment

### Center of Interest Units

#### Weather Factors:

Temperature  
Humidity  
Wind  
Condensation  
Air Pressure

#### Forecasting

#### Storm Areas:

Local storms  
General storms

### Introductory Discussions

Film  
Type of storm  
TV weather report  
Bulletin board  
Weather maps from local papers  
Field trip  
The local weather station

## Language Arts

### Reading:

Read the biography of Bell  
Reference work in library on communications

### Spelling:

All words in this unit

### Discussion:

Proper usage of the telephone  
How to handle telephone in emergencies  
Police  
Fire

### Writing:

Make a list of our responsibilities in taking care of the various means of communication

### Spelling:

Words correlated with this unit prefix tele

### Discussion:

Wording telegrams  
Business  
Friendly

### Discussion

Mode of travel each pupil would prefer and why  
Imaginary journey across U.S. in 1840 - 1970

### Reading:

History and transportation  
Important inventors

### Spelling:

Words to correlate with unit, example:  
Transport  
Transporting  
Exports  
Imports

## Language Arts

### Discussion

Different kinds of storms found in local area—state, nation and world  
Hurricane  
Cyclones  
Typhoons, etc.

### Reading

Visitation to the Public Library. Each pupil will get a book on storms  
Reference work in school library on various kinds of storms

### Writing

Write a descriptive paragraph about each different kind of a storm  
Letter to insurance company asking about wind insurance

### Spelling

Words in unit

## Number Concepts

### Time:

When all the modes were invented or discovered  
Phone Rates  
Extra phones  
Long distance calls  
How the phone directory is set up  
Code numbers on bells

### Money:

Operation of a pay phone  
Comparative study in regards to dates when these various means of communications were invented

### Comparative Study

in the modes of travel in 1840 and 1970

### Cost of a trip by

Car  
Bus  
Railroad  
Airplane  
Trailer or  
Mobile home

### Mileage

Miles per hour

### Directions

Figuring the mileage on maps (scale)

### Time

How fast by car, bus, rail and air

## Number Concepts

### Air pressure

At sea level  
On surfaces of tables, etc.  
Measurements  
Barometer  
Relative humidity  
Temperature

## Related Activities

### Role Playing:

Telephone conversation  
Social  
Emergencies  
Business  
Party lines

### Bulletin Board

Display the list made in Language Arts  
Posters  
Do's and Don'ts in the use of the telephone  
Panel Discussions  
Radio vs. TV  
Telephone vs. telegram

### Make Models of Airplanes

Scrapbook on modes of travel  
Mural

Depicting the progress in the history of transportation

### Role Playing

Buying your ticket at a railroad station, bus depot, airport

## Related Activities

### Bulletin Boards

Pictures of types of cloud formations

### Crafts

Windicators  
Barometers

### Experiments—Demonstrations

Evaporation of water  
Water cycle  
Air pressures

### Log

Day to day log of local weather

## P.L.S. #4

### Aims

(2)

DEVELOPS AN UNDER-  
STANDING OF ENVIRON-  
MENTAL CHARACTER-  
ISTICS

### Center of Interest Units

Material Resources

Located in local area. State. U.S. and  
World

Physical Features of our City. County. State.  
U. S. and World

### Introductory Discussions

Field trip to the Experimental Station

Display on

Bulletin boards of various surface pictures  
— hills, plains, forests, mountains, etc.

Films

Showing the terrain of other countries

(3)

UNDERSTANDS THE  
NATURE OF THE  
UNIVERSE

Our Planet

The sun

Our sky

Other planets

Trip to the moon

Mechanical model of the Solar System

Field trip to the nearest telescope

(4)

PARTICIPATES IN VARI-  
OUS EXPERIENCES IN-  
VOLVING PLANT AND  
ANIMAL LIFE

Begins to Identify various  
kinds of plants and  
animals

Helps to conserve and care  
for various kinds of  
plants and animals

Use the products of plants  
and animals

Raising plants

Products of Plants

Raising Animals

Products of Animals

Field trip to slaughter house

Display table of many products from animals  
and plants

(5)

TAKES RESPONSIBILITY  
FOR APPROPRIATE AC-  
TION IN RESPONSE TO  
VARIOUS SIGNALS

Signs and Signals

School have a Fire Drill and Evacuation  
Drill

Community resource person

The fireman

The ambulance driver

## Language Arts

### Discussion

Why the people of other countries build their houses differently

### Grammar

Adjectives to describe each of the physical features; or nouns — rolling hills

### Spelling

Spelling geographical words: hill, plain, forest, lakes, rivers, mountains, etc.

### Discussion

Discuss the articles in the newspapers and magazines about the progress on the trip to the moon  
Composition of the moon

### Reading

Read library books about space and prepare a book report

### Writing

Keep an imaginary diary of the trip to, on and from the moon

### Spelling

Words in unit

### Discussion

Origin of the various products  
What are the important uses of the products  
Consumer buying

### Reading

Read — Wisconsin the Dairy State

### Spelling

Words that correlate with unit

### Writing

A letter asking permission to visit a cheese factory

### Reading

Read directions on card about fire drills  
Evacuation drills in the school and in city buildings

Ability to read these signs instantly

Danger

Caution, etc.

Read pedestrian and traffic signs

Read such signs as "No Smoking"

### Spelling

Be able to spell words like

Danger

Caution

Stop, etc.

## Number Concepts

### Comparative Terms

#### Lakes

Great Lakes

Size

Shape

Interior Lakes

Altitudes

### Comparative terms

Size of the earth and moon

Weight — human

Time elements

Night and day

### Circumference

Radius

Diameter

Area of a circle

### Percentage

The amount of the different materials in the finished product

### Cooperative study

Quantity and price relationship

Problems in consumer buying

### Charts

Keep an account of each drill, the minutes and seconds

### Comparative study

Speed limits

Various seasons

Winter Summer

Braking time

When applying brakes

### Costs

Various kinds of insurance

## Related Activities

### Scrapbook

Identification of many important physical features throughout the world

### Mural

Showing physical features of local area

### Crafts

Relief maps

### Role Playing

Plan an imaginary trip to the moon

Field trip to the Library to get books for space

### Scrapbook

Begin scrapbook about the moon

All articles found in newspapers and magazines

Make model space crafts

### Bulletin Board

A mural depicting the stages from raw to the finished product

### Field trip to

Milk drying plant

Ice cream factory

Cheese factory

### Crafts

Make miniature signs and signals

### Role Playing

Various emergencies

Using the fire alarm

Call the Fire Department ambulance

Emergency survival shelter

Plan and develop a display for inclusion in a bomb shelter



## LEARNING TO KEEP HEALTHY

**P.L.S. #5** involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.

### Primary

A. Begins to understand and practice good physical health

- (1) Our bodies
- (2) Good nutrition
- (3) Personal health and cleanliness
- (4) Rest
- (5) Good posture

B. Begins to understand health services

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 15+A **Potpouri of Ideas for Teachers of the Mentally Retarded, Vol. II The Practical Arts**, pages 59-74, for games and activities at the primary level under the section **KEEPING HEALTHY THROUGH PLAY**.

See Bulletin 21-B, Vol. I, pages 3-13, for suggested units on **KEEPING HEALTHY** and **SKILLIE THE SKELETON: BASIC FOODS**. Also see pages 15-18, for the unit **WHY TEACH SAFETY AND HEALTH?**

In Vol. II, pages 84-89, see the activities on health and safety in **THE HOME**. Also see pages 116-119, for health concepts in the unit **PETS**, and pages 126-129, **THE CIRCUS**.

**P.L.S. #5  
PRIMARY**

**A. Begins to Understand and Practice Good Physical Health**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
OUR BODY

Motor Function  
Arms, hands, etc.  
Organic Function  
Digestive Tract  
Circulatory System  
Skeletal System  
Nerve System  
Keeping body working well  
Good food  
Rest, sleep and relaxation  
Exercise  
Recognizing illness and self care  
Cleanliness

Identify and discuss each part of the external body  
Identify and discuss each organ system  
Need for good food, exercise, rest, etc.

(2)  
GOOD NUTRITION

Animal and plant needs for good health and growth  
Human needs for good health and growth  
Good nutrition  
Proper diet  
Balanced meals  
Good eating and chewing habits

What do we need for good health and growth?  
Introduce concepts of body needs for vitamins, minerals, oxygen, water, etc.  
Basic good foods eaten daily  
Introduce idea of too much or too little of the right foods

(3)  
PERSONAL HEALTH AND  
CLEANLINESS

Clothing  
Proper seasonal clothing  
Care of clothing  
How clothing protects us  
Health  
How doctor and dentist help us  
Prevention of diseases  
Reason for vaccination, inoculation, etc.  
Health habits  
Washing  
Bathing  
Brushing teeth  
Cleaning fingernails  
Combing hair  
Use of handkerchief  
Toilet habits  
Proper diet  
Daily inspection

Care of body, functions of body, prevention of sickness and disease  
Proper clothing and good grooming  
Children washing, brushing teeth, etc.  
Proper seasonal clothing  
Correct clothing for boys and girls, articles of good grooming (comb, toothbrush, soap, etc.)  
Human body with labels

(4)  
REST

Importance of rest and sleep to good health  
Physical Education  
Teach "quiet" games  
Music  
What music is restful

Need for sleep, rest and relaxation  
Relaxation  
Quiet games and soft music  
Tell a story

## Language Arts

Discussion  
Each part of external body and its function

Writing  
Simple body parts  
Labeling parts of body

Discussion  
Each organ system and its function

Writing  
Basic organ parts

Labeling  
Organ parts

Discussion  
Body needs

Discussion  
Naming of foods  
Foods associated with meals and special occasions: picnics, parties  
Good between meal snacks

Trying new foods  
Avoiding waste of food

Recognize and Verbalize  
Names of common foods  
Nutritional value  
Food containers

Discussion  
Body care  
Reasons for cleanliness  
Good health habits  
Good grooming habits  
Recognition of danger from contagious disease  
Recognition of illness  
Self care when sick

Read and Write  
Terms for parts of body  
Health habits  
Experience charts  
Names of articles of clothing  
Names of grooming articles

Discussion  
Good ways to rest during the day  
How we feel if we don't get enough sleep and rest  
Why we need sleep  
Growth  
Health and energy  
Proper sleeping habits

Reading  
Oral reading of the chart story

Writing  
Pupils copy chart story

Spelling relate. words  
Sleep, rest, play

## Number Concepts

Daily, bi-weekly or weekly growth charts with height and weight

Counting toes, fingers, etc.  
Adding—five fingers and five fingers, etc.

Reading scale and height measurements; learning pounds, ounces, feet, inches

Learning beat to music: one, two, three or other beat times

Counting time  
Cost of basic foods such as milk, bread, etc.  
Counting milk cartons, coins, etc.

Time  
When to practice health habits  
Frequency of practicing health habits  
Length of time to spend on each health habit

Money  
Cost of grooming articles  
Clothing prices (relate to proper care)

Counting  
Articles of clothing  
Grooming articles  
Stars, etc., on good grooming charts

Make clock faces on paper plates  
Show time to go to bed  
Time to get up  
Time for rest period

Group chairs for storytime relaxation  
Count the chairs needed

## Related Activities

Have each student compose a "What I Am" booklet containing height and weight charts, color of eyes, hair etc., a photo if available and a set of fingerprints showing how each child is an individual regardless of apparent similarities

Pictures of external and internal bodies with student attached labels may also be included

Rhythm dances emphasizing each external body part and using that part

Using biological samples to show internal structure of animal life and how the systems are basically the same. Use fish to show difference between lungs and gill system. Allow children to explore samples on their own and answer questions they ask  
Begin to introduce the student to good care and nutrition section by giving them plants to grow and care for

Eating together  
Setting a table  
Table manners  
Use of play or real food prepared, if possible, and served by students

Eating in a restaurant  
Ordering from a menu (milk, cookies, etc.)

Collect pictures of favorite foods from newspaper and magazines and to "What I Am Book"

Make good grooming chart  
Practice dressing and undressing  
Displays of good grooming articles  
Displays of clothing for different occasions  
Scrapbook of clothing and grooming articles  
Make seasonal clothing for paper dolls  
Dress and undress dolls  
Cleaning up activities  
Care of "sick" dolls  
Visit a doctor or dentist's office to observe equipment, etc.

Collect pictures of people and animals resting and sleeping  
Demonstrate comfortable resting positions  
Form habit of taking regular rest period  
Make name tag for rest mat or rug

**P.L.S. #3  
PRIMARY**

**A. Begins to Understand and Practice Good Physical Health**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(5)  
**GOOD POSTURE**

Good posture rules  
Physical Education  
Play games or do exercises that aid in  
developing good posture  
Hopscotch  
Hopping along chalk line  
Stepping stones

Posters  
Display posters stressing good posture  
Magic Mirror  
Look in the mirror to observe sitting,  
standing and walking  
Strip film  
Show strip film stressing good posture and  
its relationship to good health  
Demonstrations  
How to sit properly  
How to stand properly  
How to walk properly

**PRIMARY**

**B. Begins to Understand Health Services**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

**A BETTER UNDER-  
STANDING OF HEALTH  
SERVICES**

Socio-drama  
Visit to doctor  
Children take parts of doctor, nurse  
and patient  
House call by doctor. Children take parts  
of parents, doctor and patient

A visit from the school nurse, public health  
nurse or state psychologist  
A visit from a local doctor or dentist  
Film of a child visiting a doctor or dentist  
How to get help  
When to get help

## Language Arts

### Discussion

- Do we have good posture?
- How can we improve our posture?
- Why do we need good posture?
  - Health
  - Appearance

### Writing

- Group contributes sentences about good posture for chart story

### Dramatizations

- Good posture habits
- How people look when they stoop or slouch
- Pointing toes straight when walking

### Reading

- Read chart stories

## Language Arts

- Have children tell about their visit to a doctor or dentist
- Discuss public health nurse visits to homes in the community

### Experience chart

- Why it is important that the community has doctors, nurses, dentists—hospitals, clinics, etc.
- Use related words like doctor, dentist, nurse, well, sick, germs, etc.

## Number Concepts

### Counting

- Count steps, jumps or hops in physical education activities

## Number Concepts

### Number of visits

- Doctor for periodic checkup or treatment
- Dentist for treatment or periodic check
- Visit to dentist for cavities

## Related Activities

### Make silhouettes of pupils

- Observe posture
- Collect pictures to use in making posters or health booklets
- Make cartoons illustrating good posture and poor posture

### Music

#### Action songs

- "This is the way we walk and stand"—to the tune "Here We Go Round The Mulberry Bush"
- Suit actions to the words

## Related Activities

- Scrapbook of cut-outs of doctors, nurses, hospitals, ambulances, etc.
- Have children draw pictures of doctor, nurse, hospital, etc.

GOOD HEALTH



## LEARNING TO KEEP HEALTHY

**P.L.S. #5** involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.

### Intermediate

- A. Develops ability to practice good health measures
  - (1) Our body
  - (2) Good Nutrition
  - (3) Cleanliness
  - (4) Community health

- B. Develops knowledge of health services

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 15— **A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II, The Practical Arts**, pages 59-74, for games and activities at the intermediate level under the section **KEEPING HEALTHY THROUGH PLAY**.

See Bulletin 21-C, pages 3-16, for suggested activities in **DEVELOPING GOOD HEALTH PRACTICES**. Many of the other sections of this resource guide have illustrative activities related to learning to keep healthy. Health concepts are considered on pages 43-57 in **GOOD MANNERS AT THE TABLE** and in other social situations. Pages 129-136, treat health in the unit **GROCERY STORE**.

**P.L.S. #5**  
**INTERMEDIATE**

**A. Develops Ability to Practice Good Health Measures**

**Aims**

(1)  
**OUR BODY**

**Center of Interest Units**

Motor functioning

Organ functioning

Cell function

Keeping fit

**Introductory Discussions**

Moving the different parts of our body—the muscular system

What are organs in our body and what are they used for

Skeletal

Circulatory

Digestive

Nerve

What are the basic things which compose all of our organs?

Structure and function of the cell

Cell needs

What good are exercise, good food, rest, relaxation and sleep for the proper functioning of our cells?

(2)  
**GOOD NUTRITION**

Aspects of good nutrition

Social Studies

Sources of food—where does our meat come from, etc.

How food gets to us

People who help with our food

Physical Education

Types of activities for good digestion

Music

What music is good to eat by?

Different kinds of food, preparing meals, etc.

Basic 7, balanced meals, people eating, contrast well-fed child with poorly fed child, etc.

(3)  
**CLEANLINESS**

Science:

Protective covering of animals

Show how uncleanness promotes germs

Magnifying glass on skin

Germs in eating

Experiment with decay

Family

Family activities in cleanliness

Leaving the bathroom clean

Health

Measures which prevent disease

Cleaning cuts and bruises

Songs about brushing teeth

Film

Good Grooming

Care of clothing and body

Pictures of children in various types of clothes

Start a morning inspection

## Language Arts

### Discussion

- The different parts of the body and how they function
- How our senses work
- The changes in our body
- Understanding individual differences in bodies

### Recognize and verbalize

- Body parts and organs and their function

### Reading

- Relevant picture stories

### Writing

- Short descriptive words on body parts giving simple explanation of function (may be used with drawings of pictures)

### Discussion

- Good and bad appetite
- "It's smart to eat a good breakfast"
- Food in relation to good health
- Types of food and uses
- Comparison of plant and tree growth
- Comparison of cafeteria meal with Basic 7
- Willingness to try new foods

### Read

- Basic 7—list favorite foods under each category
- Health books and pamphlets
- Newspaper articles about food
- Articles on diet

### Write

- Balanced menus
- Grocery lists
- Rules of good eating habits
- List of food children eat for a week

### Discussion

- How personal cleanliness helps prevent sickness
- Everyday practices in cleanliness
- How to keep our clothes and shoes neat and clean
- Proper dress for the weather
- Clothes for various activities
- Why is the dentist our friend?
- Danger of gum disease

### Write

- A check list of desirable grooming habits
- List of articles used in personal cleanliness

### Read

- Articles and books on good grooming

### Spelling

- Words relating to clothing and grooming

## Number Concepts

- Be familiar with terms of measurement: weight, size, amount, etc.
- Compute the cost of food for a meal, a week of meals, etc.
- Keep a record of height and weight
- Chart the time for regular meal habits

- Make a well-balanced time schedule for 24 hours
- List hours spent for specific habits
- Compare and compute cost of articles used
- Record number of times teeth brushed

## Related Activities

- Talk by nurse or biology teacher on the body
- Experiments with plants involving importance of sunlight, water, food and carbon dioxide. Show what happens to plants deprived for a period of these necessary elements (To be used with unit 3 on cell function)
- Use bulletin board to list each child's height and weight
- Make silhouettes of body shapes
- Read poems about the body and its functions
- Use movement songs to stress need for exercise, fresh air, etc.
- Creative drawings of body and the shape of the body while in a particular position
- Demonstrations in how to use the body in lifting and carrying heavy objects

- Make large posters showing the right foods
- Collect pictures for a recipe book
- Class mural on sources of food
- Show slides and pictures on food
- Take a trip to a store and purchase some items
- Plan a breakfast for the class
- Set a table properly
- Play "eating out"
- Have a small vegetable garden
- Prepare and serve raw vegetables
- Visit a dairy to show importance of milk
- Have a food-testing party

- Make a picture notebook of personal cleanliness habits
- Collect and exhibit basic articles needed for cleanliness and grooming
- Make a chart exhibiting a sound tooth
- Demonstrate
  - Kinds and care of toothbrushes
  - Care of hands and nails
  - Care of combs
  - Care of hair
- Make charts of suitable clothes for warm, cold and rainy days, school and parties
- Visit a laundry
- Visit the nurse for a personal inspection

## P.L.S. #5

### Aims

(4)  
COMMUNITY HEALTH

### Center of Interest Units

#### Science:

Sanitation guards against illness  
Find source of water supply  
See bacteria under a microscope  
Social relationships  
People who keep our community clean  
How we can make the community a  
better place in which to live  
What we can do to keep our house clean

### Introductory Discussions

Health department posters—sanitation  
Films on community health

## INTERMEDIATE

### Aims

HEALTH SERVICES

## B. Develops Knowledge of Health Services

### Center of Interest Units

Do a unit  
About a hospital or clinic  
Who the workers are  
What they do  
Visit to a hospital  
How do you get an appointment  
Role of the drug store and pharmacist  
A medical clinic

### Introductory Discussions

Visit from school nurse, public health nurse,  
state psychologist, or speech correctionist  
Visit from a local doctor or dentist  
Show film of child visiting doctor or dentist  
How do we get help  
When do we need help

## Language Arts

### Discussion

- Proper garbage disposal
- Using disposable tissue
- Safe drinking water
- Correct use of drinking facilities
- Diseases obtained from animals and rules about it

### Read

- Rules about sanitation
- Habits of cleanliness
- Ads of drugs and their evaluation
- Biographies of a few great scientists

### Write

- Chores done by mother to keep house clean

### Community

- School
- Cafeteria
- Classroom
- Gym
- Washrooms

## Number Concepts

- Take a sanitary survey of home and community
- Time schedule for cleaning

## Related Activities

### Visit

- Board of Health
- Water supply
- Garbage removal
- Garbage disposal
- Public hazards
  - Swamps (mosquitoes)
  - Ditches
- Invite the city superintendent of water and sewage to speak
- Collect pictures of community protection for health
- Make posters for "Clean-Up Week"
- Make a booklet "Stopping the Germ Parade"
- Posters—dangers of improper garbage disposal
- Practice washing dishes
- Clean the classroom

## Language Arts

### Discuss

- Children's visits to doctor or dentist
- Their personal reaction and general experience of visit
- Why a community needs doctors, nurses, pharmacists, dentists

### Writing activities

- About their visit to a doctor or dentist
- Related words: doctor, dentist, nurse, germs, medicine, sick, healthy, etc.
- Name of their family doctor or dentist
- Experience chart
- What a hospital is like

## Number Concepts

### Discuss

- Importance of keeping appointment
- How often child should visit dentist
- Cost of services, dental, glasses, doctor, medicine, etc.
- Cost of insurance
- Emergency use of telephone
- Keep record of important phone numbers
- Emergency identification
- Use of calendar for setting up appointments
- Dangers involved in excessive use of drugs and medicines

## Related Activities

- Make a scrapbook of pictures of doctor, nurse, dentist, hospital, clinic
- Draw pictures of hospital, clinic
- Make bulletin board display of various services

## LEARNING TO KEEP HEALTHY

**P.L.S. #5** involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.

### Secondary

- A. Understands good physical health practices
  - (1) Understands our bodies
  - (2) Good nutrition
  - (3) Hygiene and self care
  - (4) Understands role in the community
  
- B. Understands mental health
  - (1) Self concept
  - (2) Appropriate behavior
  - (3) The emotions
  - (4) Social interaction

For specific teaching units related to this major objective the reader is referred to the following resource guides.

See Bulletin 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**. Vol. II. **The Practical Arts**, pages 25-26, for illustrative activities in HOME SANITATION and HOME LIGHTING. Also see pages 47-58, for secondary level units on BATHING, IT'S WISE TO BE CLEAN, CARE OF THE FACE, NECK, HANDS, DENTAL HEALTH, CARE OF TEETH AND HAIR, and LOOKING WELL-GROOMED.

See Bulletin 21-D, pages 3-9, for suggested and illustrative units on HOW DO I KEEP MY BODY HEALTHY?, GROOMING PROBLEMS FOR ADOLESCENT GIRLS, and GOOD GROOMING. Also see pages 68-70, for related health concepts in SPENDING THE FOOD DOLLAR.

**P.L.S. #5  
SECONDARY**

**A. Understands Good Physical Health**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
UNDERSTANDS OUR  
BODIES

Intensive study of the cell

What is a cell?  
Characteristics of a cell  
Cell function: nerve, blood, bone, muscle cells  
Cell needs  
What is a body organ?  
Identify organs—heart, brain, kidney, lungs,  
etc.

Intensive study of cell systems  
The organs

Characteristics and function  
Needs of organs—oxygen, food, rest, etc.  
How do the organs work together to make a  
body?

Intensive study of the total body

Body functions

Movement

Eating

Talking

Thinking

Seeing, etc.

Homoestatics—natural balance of the body under  
normal conditions

Maintenance of a regular body temperature  
Food and oxygen requirements to maintain  
homeostasis

Illness as disrupter of body balance

Change in body temperature

Nausea, etc.

Maintaining good health

How can we maintain healthy body and  
natural body balance?

Good food

Oxygen or good breathing

Sleep and rest when needed

Hygiene and self care

Exercise

(2)  
GOOD NUTRITION

Various types of nutrition  
Oxygen and smoking

What kinds of food does our body need?

Effects of smoking on the body

Cuts down oxygen

Dulls senses

Dulls thinking (lack of all important oxygen  
to brain)

Cuts down muscle response time

Creates excessive stomach acid flow which  
may create conditions for development  
of ulcers

Possible cause of lung cancer

Upsets homeostatic balance of body

Alcohol

Alcohol as a depressant

Physical

Dulls senses and decreases reaction time

Upsets homeostatic balance of body

Psychological

Decreases thinking ability and controls  
one has over the emotions

Has deteriorating effect on self-concept

Social

Looses social inhibitions (one major cause  
of broken homes)

## Language Arts

### Discussion

- How does a body grow?
- What does our skin do?
- How do we feel things?
- Similarities and differences between bodies
- Central importance of the brain and its needs

### Recognize and verbalize

- Complex body parts and their function

### Writing

- Assignments on individual organs to give students indepth knowledge of at least one organ

### Spelling

- More difficult words

## Number Concepts

## Related Activities

Unit on child growth and development

First aid

Intensive study of muscular system particularly voluntary and involuntary muscles

Muscle function and development with special emphasis on exercise and muscle tone.

Assign students to write on favorite activity and try to determine what muscles are used and developed

### Discussion

- Why do cells need oxygen?
- How does cell react to insufficient oxygen? no oxygen?
- How does smoking affect the body: follow smoke, step by step, from the cigarette to the cell

### Writing

- Have each student write detailed study of the step by step effects of smoking

### Discussion

- What is influence of alcohol on the cells?
- What specific organs are hurt by too much alcohol?
- What is an alcoholic?
- How do they function in society?
- Why is it bad to mix alcohol and driving?
- How do people act when they've had too much to drink?

Discuss in detail why young people want to try smoking and drinking. Stress that although being curious is a normal human trait, using something that may be harmful is not sensible. Analogue: why don't we drink poison?

Have two plants which show the difference between sufficient and insufficient oxygen. They could be enclosed under bell jars

Have students demonstrate and describe to class what happens when a person runs and does not have sufficient oxygen

Have student explain in detail how he feels immediately after running

Demonstrate physical effects of alcohol by slowly putting alcohol into fishbowl

Use a dramatic setting to show how people look when they are drunk

Driving a car

In police station

In the home (Eugene O'Neill's *Ah, Wilderness* has an interesting dinner scene with one man drunk)

Drunkness and arguments

Have students collect news stories on drunken people and what they've done

Divide class into different groups and work with each group in preparing the dramatic presentation

**P.L.S. #5  
SECONDARY**

**Aims**

**A. Understands Good Physical Health Practices**

**Center of Interest Units**

**Introductory Discussions**

(2)  
**GOOD NUTRITION**  
(continued)

Drugs

What is a drug and what is its effect on the body?  
Point out difference between drug and medicine  
Beneficial when used under direction of doctor to cure something wrong with the body  
Harmful when taken without doctor's orders  
Marijuana  
Heroin  
Opium, etc.  
Glue sniffing  
LSD  
STP  
Effects of drugs on body  
Disrupts organ functioning  
Brain, heart, etc. (particularly brain damage resulting from glue sniffing)  
Disrupts homeostatic balance  
Creates changes in cell chemistry  
Craving for drugs  
Addiction when body must have drugs to operate  
What happens when a drug addict stops taking drugs?  
Withdrawal

(3)  
**HYGIENE AND SELF CARE**

Personal hygiene

Why should we practice personal cleanliness and good grooming?  
Personal reasons  
Minimize effects of germs and bacteria to maintain or improve health and stop or control illness  
Periodic baths or showers to maintain clean body  
One way of minimizing skin problems  
Proper care of eyes, ears, teeth, hair & skin  
Proper cleaning and care of clothes  
Appropriate seasonal clothing  
Family and Social reasons  
Improve social relations  
Develop social confidence  
Economic reasons  
Job interviews  
Job advancement  
Job satisfaction

## Language Arts

## Number Concepts

## Related Activities

### Discussion

- Why do people take drugs
- Should there be laws against drugs?
- What can be done about glue sniffing?
- If we find out about some one who is selling drugs, what should we do?

### Reading

- Books on drugs; factual biographical and autobiographical

### Writing

- What is the important influence of curiosity in smoking, drinking and taking drugs

- Have students compile list of habit forming drugs
- Collection of newspaper stories on drugs and users

### Discussion

- What is the structure of the ear? teeth?
- What effect does dirt have on clothes?
- What causes skin problems?
- What is expected of you in social situations?
- What is expected of you at a job interview and on the job?

### Recognize and verbalize

- Type of cleanliness problems and methods of taking care of them

### Reading

- Books on cleanliness and good grooming
- Books on job interviews

### Writing

- How important is cleanliness and good grooming to me?
- How important to other people?

- Develop consumer unit on various toothpastes, deodorants, soaps, etc.
- Recognize which is best and the best bargain regardless of "Sale" signs
- Have a class "Dress Up" day and work individually in improving their grooming habits
  - Boys—show how to knot ties, choose color combinations, etc.
  - Girls—use color combination ideas and show various ways of fixing hair
- Teacher can bring hair style books and equipment and allow girls to fix hairdos in class

**P.L.S. #5  
SECONDARY**

**A. Understands Good Physical Health Practices**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(4)  
INDIVIDUAL'S ROLE IN  
THE COMMUNITY

The home as a small community

What can we do to make our homes healthy?  
Sanitary water supply  
    Periodic water tests to determine purity  
Garbage disposal inside the house and outside  
Sewerage disposal  
    Health habits in the toilet and maintain  
    functioning septic system  
Proper care of food  
    Keep refrigerated  
    How to identify spoiled food  
    Freezing  
Keeping the house clean  
    Daily or weekly cleaning chores—toilet,  
    kitchen, other rooms—keeping dirty clothes  
    in specific areas, where to use disinfectant,  
    etc.

Community health

Why is community health as important as  
personal or family health?  
    Control germs  
    Minimize chances for spreading disease  
Ways community health is used  
School  
    Cafeteria—cleaning, cooking (pork-  
    trichinosis)  
    Classroom—heated, clean, ventilated  
    Gym—heated, clean, showers, footbaths  
    Washrooms—heated, ventilated, cleaned,  
    disinfectant  
Community  
    Garbage disposal  
    Water supply  
    Food and drug inspection  
    Grocery inspection  
    Meat processing and wrapping  
    Dairy products  
    Drugs and medicine  
    Eating places

**SECONDARY**

**B. Understands Health Services**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

COMMUNITY HEALTH  
SERVICES

Doctors  
Dentists  
Clinics  
Food and drug administration  
Health department  
List of emergency numbers  
    Doctor  
    Fire department  
Emergency identification  
Emergency use of telephone  
Use of calendar to keep appointments  
Regular visits to the dentists  
Yearly physical exams and chest x-rays  
Understanding, buying and using health insurance  
    General coverage  
    Catastrophe coverage

What groups in the community offer health  
services?

What do we have to do to use health  
services?

## Language Arts

## Number Concepts

## Related Activities

### Discussion

- Why must we have city planning?
- What do we have to do now to make a healthy environment for the future?
- What is our responsibility to maintain community health?
- Where do we go with complaints about unsanitary conditions?

### Recognize and verbalize

- Common germs and methods of protection against these
- Common food contaminations

### Reading

- Community health books
- History books—sections on plagues, contagions, etc.
- Collect newspaper articles on community health

### Writing

- Reports on various aspects on community health
- Letters requesting information from local, state and federal health groups
- Thank you letters to people submitting information

- Class project on community health and planning
- Assign different groups to do report on aspects of community health in terms of their own make believe community
- Groups present plans to class for discussion; present final cohesive community health planning platform
- Information from state and federal groups
- Visits to local health facilities coordinated with above project
- Economic effects of good or bad community health
  - Real estate value
  - Diseases
  - Medical costs

- Formation of groups to voice their opinions on community health to legislative groups (example: a student group on pollution)

## Language Arts

## Number Concepts

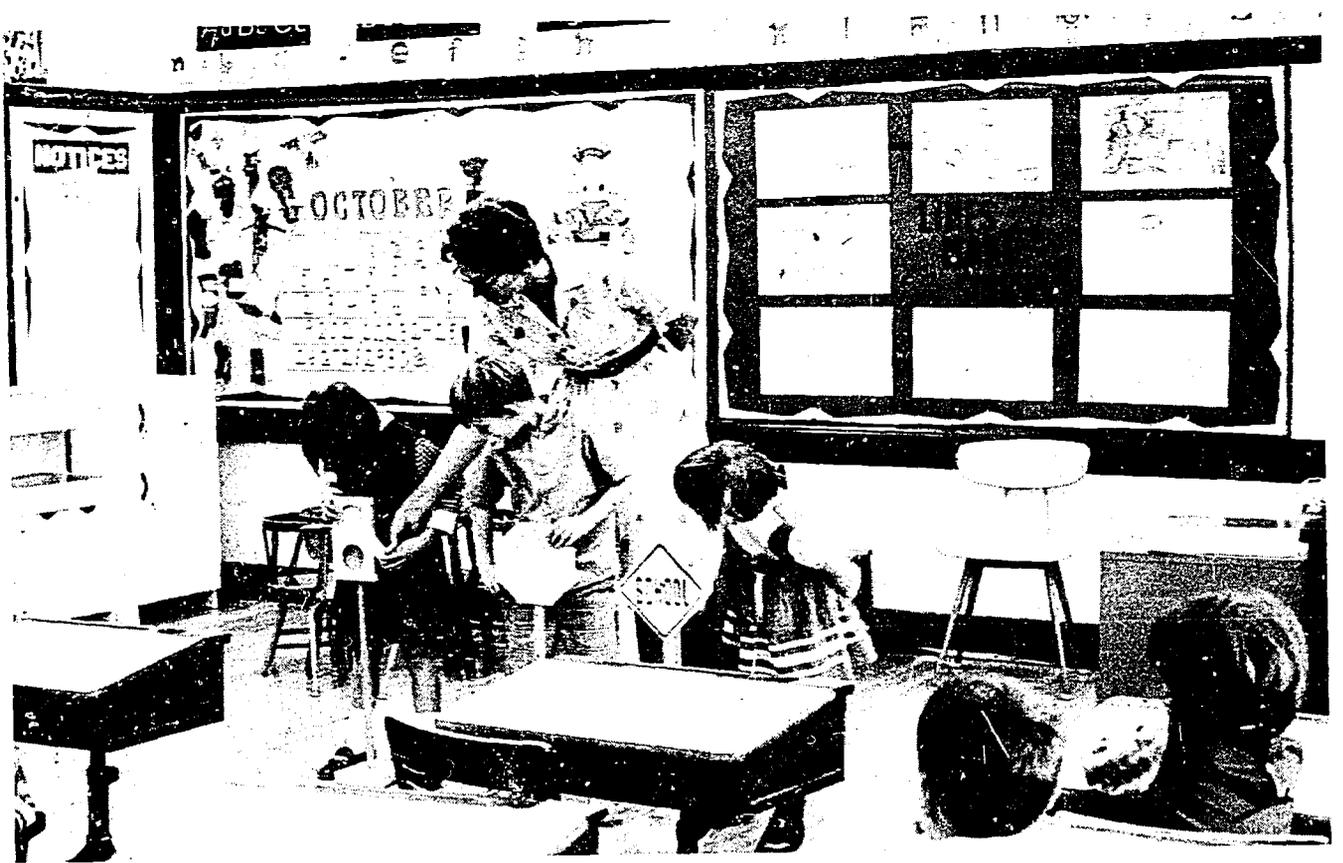
## Related Activities

### Writing

- Students' visits to doctors and dentists and how they reacted to the visits
- Health records
  - Illnesses and doctors' and dentists' visits

- Computing bills, insurance, etc.

- Each student develops a health services booklet containing visits to health services, location, costs, medicine, etc.



## LEARNING TO LIVE SAFELY

**P.L.S. #6** involves the essential habits, situations and skills necessary for safety in play, in work, in locomotion and in emergency.

### Primary

- A. Begins to learn about safety at home
  - (1) Prevention of accidents
  - (2) Accident care
- B. Begins to learn about safety at school
  - (1) Safety in the classroom
  - (2) Safety in the non-classroom areas
- C. Begins to learn about safety in recreation
  - (1) Avoid dangerous objects
  - (2) Avoid dangerous actions
- D. Begins to learn about safety on streets and highways
  - (1) Street and highway signs and signals
  - (2) Safe street or highway behavior

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a listing of safety, protective and highway signs and words primary level retarded pupils should be exposed to. Also see Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**. Vol. II - **The Practical Arts**, pages 67-69 for suggested musical activities with a focus on safety concepts.

See Bulletin 21-B, Vol. I, pages 14-18, for suggested and illustrative activities on **LIVING SAFELY**. Also see pages 64-65 and 71, for related units on **THE USE OF THE TELEPHONE** and **SAFETY ON THE SCHOOL BUS**. Vol. II also has a number of units with minor emphasis given to the objective of safety.

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - **Speech Development and Improvement for the Mentally Retarded Child** and Bulletin No. 26 - **Language: A Curriculum Guide for Special Education**.

**P.L.S. #6  
PRIMARY**

**A. Begins to Learn About Safety at Home**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
PREVENTION OF  
ACCIDENTS

Dangerous objects  
Poison  
Hot liquids  
Small objects placed in mouth or ear  
Toys on floor  
Bathroom hazards  
Electrical equipment  
Gas stoves  
Dangerous actions  
Throwing things  
Running too fast  
Handling knives or sharp or dangerous tools  
Unsafe climbing

Do students know of someone who had an accident at home—what caused it?  
What are other causes of accident?

(2)  
ACCIDENT CARE

Treatment of accident injuries  
Burns  
Cuts  
Poison  
Broken bones  
What to do with  
Someone's clothes on fire  
Someone who is not breathing

Discussion of accident injuries and methods of treatment  
Demonstrations of treatments particularly mouth to mouth resuscitation

**PRIMARY**

**B. Begins to Learn About Safety at School**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
SAFETY IN THE  
CLASSROOM

Sitting  
Walking  
Use of equipment  
No horseplay

How can we keep from having accidents in the classroom  
Correct behavior  
Proper care and placement of toys and equipment  
Following directions

(2)  
SAFETY IN NON-CLASS-  
ROOM AREAS

Participating in school activities  
Sports  
Social  
Disaster or fire drills  
General behavior  
Hallways  
Washrooms  
Lunchroom  
Outside school  
School patrols

Delineate the safe and unsafe aspects of participation in school activities

Delineate safe and unsafe behavior in school

## Language Arts

Recognizing danger signs such as symbol for poison, etc.  
Learning how to follow directions both written and verbal  
Develop enunciation and pronunciation with group and individual with works on safety  
Relating individual experiences with accidents

## Number Concepts

Learning to dial phone in emergency  
Using measurements in medicine  
Regulating medicine taking with clock

## Related Activities

Actual demonstrations by students on how to handle accidents. Emphasize first aid  
Talks by school nurse or other safety personnel on home accidents and accident care

## Language Arts

Discuss  
Accidents children have had in school  
Dangerous behavior in school  
Helping students who are hurt  
Read  
Stories on safety  
Proper behavior at school and at events

## Number Concepts

Counting toys taken out and put away  
Counting days without a classroom accident  
Counting tokens or stars given for safe and careful behavior

## Related Activities

Taking students on guided tours of the school until they are familiar with the areas and exits and know the important rooms  
Allow students to guide themselves around the school  
Practice disaster and fire drills until the students know what to do and where to go  
Talk by school administrator on school accidents, what caused them and how they could have been avoided

## **P.L.S. #6**

### **PRIMARY**

#### **Aims**

(1)

**AVOID DANGEROUS  
OBJECTS**

### **C. Begins to Learn About Safety in Recreation**

#### **Center of Interest Units**

#### **Introductory Discussions**

Learning to recognize dangerous objects  
Old refrigerators  
Fallen wires  
Holes in the ground  
Rusty metal or broken glass

How do children get hurt while playing?  
What are dangerous objects?  
Selecting a safe recreation area

(2)

**AVOID DANGEROUS  
ACTIONS**

Running into streets  
Throwing objects at people, particularly  
stones or metal  
Playing near cliffs or quarries  
Swimming after eating  
Jumping or diving into shallow water  
Swimming without lifeguard around

Learning safe recreation behavior through discussion and classroom dramatization or game playing

Ask students where they go for recreation or play and take them on tours of the recreation areas and also take to dangerous areas or point out unsafe conditions.

### **PRIMARY**

#### **Aims**

(1)

**STREET OR HIGHWAY  
SIGNALS**

### **D. Begins to Learn about Safety on Streets and Highways**

#### **Center of Interest Units**

#### **Introductory Discussions**

Traffic lights or signs

How do we know when to cross a street or stop?  
Red and green lights  
Walk or Do Not Walk signals  
Obeying traffic signs  
Do Not Cross, etc.  
Following lane, markings

(2)

**SAFE STREET OR HIGHWAY  
BEHAVIOR**

Learning safe behavior

Looking both ways before crossing intersections, streets, highways or alleys  
Obeying traffic officer or patrol boys  
Don't play in streets  
Be careful when roads are icy  
Riding bikes on roads

## Language Arts

### Discuss

- Proper use of outdoor equipment
- Picking up and disposing of dangerous objects
- Rules for safe play

### Read

- Books on safe recreation
- Keeping areas clean
- Anti-litter material

## Number Concepts

Counting number of unsafe objects

Counting number of significant characteristics on poison plants

Counting number of flowers or trees seen on a trip

## Related Activities

Reading from Red Cross book or other material on water safety and taking children to pool to practice water safety

Learning appropriate behavior at playground or on picnic

Teach special unit on sunburn and how to tan without getting badly burned. Also teach on poison plants and trees by taking children out and showing them poison ivy, etc.

## Language Arts

### Discuss

- Meaning of traffic signs, etc.
- Following directions given by police or patrol boys

### Read

- Books on street and highway safety
- Stories on unsafe conditions or accidents resulting therefrom

### Labeling

- Pictures of unsafe conditions

## Number Concepts

Have children learn street and house number systems

Learn highway numbering systems

Counting the number of streets to school

## Related Activities

Walks thru the area and along side or across streets, highways or alleys

Create life-like situations in the classroom so children may directly experience safety measures i.e. mark out an 'intersection' and have child crossing street

Have other children acting as cars driving down the street

Teach or another student can act as policeman or patrol boy

Collections of stories or pictures on street accidents

## LEARNING TO LIVE SAFELY

**P.L.S. #6** involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.

### Intermediate

- A. Develops knowledge about safety at home
  - (1) Prevention of accidents
  - (2) Accident care
- B. Develops knowledge about safety at school
  - (1) Safety in the classroom
  - (2) Safety in non-classroom areas
- C. Develops knowledge about safety in recreation
  - (1) Avoid dangerous objects
  - (2) Avoid dangerous behavior
- D. Develops knowledge about safety on streets and highways
  - (1) Traveling
  - (2) Street signs and signals
  - (3) Safe street and highway behavior

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a listing of safety, protective and highway signs and words intermediate level retarded pupils should be exposed to. Also see Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II, The Practical Arts**, pages 15-26 for suggested units in the area of HOME MECHANICS.

See Bulletin 21-C, pages 17-38 for suggested and illustrative units on SAFE BICYCLING and SAFETY AND FIRST AID. Also see other units in this publication which have incorporated concepts of safety in their overall theme.

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - **Speech Development and Improvement for the Mentally Retarded Child** and Bulletin No. 26 - **Language: A Curriculum Guide for Special Education**.

INTERMEDIATE

A. Develops Knowledge of Safety at Home

Aims

Center of Interest Units

Introductory Discussions

(1)  
PREVENTION OF ACCIDENTS

Dangerous objects  
Poison  
Hot liquids  
Equipment left on floor  
Bathroom hazards  
Electrical equipment  
Gas stoves  
Unsafe equipment; old ladders, rotten steps  
Dangerous actions  
Horseplay  
Throwing things  
Handling sharp knives  
Not thinking of other person is cause of accidents

Discuss various accidents that have happened in homes or could happen and how students could avoid, help themselves or help others after the accident  
Discuss safety hazards in the students' homes and how to eliminate hazards  
Discuss the frame of mind of the person who usually causes accidents either on the highway, in school or at home. What was the student thinking about when she or he caused an accident?

(2)  
ACCIDENT CARE

Putting out fire  
Administering First Aid

Science of fire and different ways of extinguishing  
Helping injured people particularly those who have stopped breathing

INTERMEDIATE

B. Develops Knowledge of Safety in School

Aims

Center of Interest Units

Introductory Discussions

(1)  
SAFETY IN THE CLASSROOM

Sitting  
Walking  
Use of equipment  
No horseplay

Keeping from having accidents in the classroom  
Correct behavior  
Proper care and use of material and equipment  
Following directions

(2)  
SAFETY IN NON-CLASSROOM AREAS

Participating in school activities  
Sports  
Assemblies  
Social  
Disaster or fire drills  
General behavior  
Hallways  
Washrooms  
Lunchroom  
Outside school  
School patrols

Delineate and discuss the safe and unsafe aspects of participating in school activities  
  
Delineate and discuss safe and unsafe behavior in school  
Helping smaller children

## Language Arts

### Discuss

- Handling of electricity around water
- Carrying heavy objects
- Walking in dark, particularly basement
- Putting objects on shelves
- Painting or washing walls or ceilings
- Fuse boxes and overloaded circuits

### Vocabulary

- Danger
- Caution
- Flammable—inflammable

## Number Concepts

- Keep track of the number of accidents at home
- Count the number of injuries, what caused them, etc. in order to produce their own graph on home accidents
- Calling emergency numbers

## Related Activities

- Checking out home to make sure it is safe including some fire extinguishers

- Master First Aid and mouth to mouth resuscitation
- Make sure children never admit strangers into house regardless of what they say about needing to get in
- Make floor plan of home showing exits in case of emergency

## Language Arts

### Discuss

- Accidents children have had in school
- Dangerous behavior in school
- Helping students who are hurt

### Read

- Stories on safety
- Proper behavior at school and at events

## Number Concepts

- Counting toys taken out and put away
- Counting days without a classroom accident
- Counting tokens or stars given for safe and careful behavior
- Counting speed in leaving during fire or disaster drill and keeping records to show slowness or improvement

## Related Activities

- Taking students on guided tours of the school until they are familiar with the areas and exits and know the important rooms
- Allow students to guide themselves around the school
- Practice disaster and fire drills until the students know what to do and where to go
- Talk by school administrator on school accidents, what caused them and how they could have been avoided

**P.L.S. #6**

**INTERMEDIATE**

**C. Develops Knowledge of Safety in Recreation**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
AVOID DANGEROUS  
OBJECTS

Learns to recognize and take care of dangerous  
objects  
Old refrigerator  
Fallen wires  
Holes in ground  
Rusty metal or broken glass

How do children get hurt while playing?  
What are dangerous objects?  
Selecting a safe recreation area

(2)  
AVOID DANGEROUS  
BEHAVIOR

Running into streets or across highways or alleys  
without looking  
Safe bike riding  
Throwing objects at people, particularly stones  
or metal  
Playing near steep dropoffs or quarries  
Swimming without lifeguard around or after  
eating  
Jumping or diving into shallow water

Learning safe recreation thru discussion and  
classroom and outside demonstrations or  
game playing  
Find out where students go to play and take  
class to inspect areas and comment on safety  
Show safe recreation areas

**INTERMEDIATE**

**D. Develops Knowledge of Safety on Streets and Highways**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
TRAVELING

Behavior  
In school bus  
In car  
On bike

Safety while traveling  
Don't distract or bump driver  
Don't block mirror  
Correct behavior

(2)  
STREET SIGNS AND  
SIGNALS

Learning more difficult street and highway signs  
and signals  
Obeying signs and signals

Have students guess meaning of sign from just  
showing shape  
Stop lights and pedestrian controls

(3)  
SAFE STREET AND HIGH-  
WAY BEHAVIOR

Learning safe behavior in classroom play settings  
and in tours of streets, highways or alleys

Basic safety rules  
Look both ways before crossing street, high-  
way or alley  
Obey traffic officer or patrol boys  
Don't play in streets  
Icy or slippery roads mean danger whether  
you're walking or riding

## Language Arts

### Discuss

- Proper use of outdoor equipment
- Picking up and disposing of dangerous objects
- Rules for safe play

### Read

- Books on safe recreation

### Keeping areas clean

- Anti-litter material

## Number Concepts

Counting number of unsafe objects

Counting number of flowers or trees seen on a trip

## Related Activities

Reading from Red Cross book or other material on water safety and taking children to pool to practice water safety

Learning appropriate behavior at playground or on picnic

Teach special unit on sunburn and how to tan without getting badly burned. Also teach on poison plants and trees by taking children out and showing them poison ivy. etc.

## Language Arts

### Discuss

- Meaning of traffic signs, etc.
- Following directions given by police or patrol boys

### Read

- Books on street and highway safety
- Stories on unsafe conditions or accidents resulting therefrom

### Labeling

- Pictures of unsafe conditions

## Number Concepts

Have children learn street and house number systems

Learn highway numbering systems

Counting the number of streets to school

Counting number of cars using different streets

## Related Activities

Walks thru the area and along side or across streets, highways or alleys

Create life-like situations in the classroom so children may directly experience safety measures i.e. mark out an 'intersection' and have child crossing street. Teacher or another student can act as policeman or patrol boy

Collections of stories or pictures on street accidents  
Visits by driver education instructor or policeman to give talks on safety



## LEARNING TO LIVE SAFELY

**P.L.S. #6** involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.

### SECONDARY

- A. Understands safety in the home
  - (1) Extending consciousness of dangerous objects and actions
  - (2) Safety in the home is a total family effort
- B. Understands safety in recreation
- C. Understands safety on the streets and highways
  - (1) Highway rules and regulations
  - (2) Proper behavior
- D. Safety at work
  - (1) Proper handling of tools and equipment
  - (2) Safe work behavior and attitudes

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a listing of safety, protective and highway signs and words secondary level retarded pupils should be exposed to. Also see Bulletin II, **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. II, **The Practical Arts**, pages 15-26, for concepts of safety considered under a series of units under the topic HOME MECHANICS. Also see pages 31-40, for a comprehensive unit on BABY SITTING.

See Bulletin 21-D, pages 12-14 and 66-67, for related safety concepts in the units DO PARENTS HAVE TO BE STRICT? and WILL I BE ABLE TO DRIVE A CAR?

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - **Speech Development and Improvement for the Mentally**

**Retarded child** and Bulletin No. 26 - **Language: A Curriculum Guide for Special Education**.

# P.L.S. #6

## SECONDARY

### Aims

(1)  
EXTENDING CONSCIOUS-  
NESS OF DANGEROUS  
OBJECTS AND ACTIONS

(2)  
SAFETY IN THE HOME IS  
A TOTAL FAMILY EFFORT

## SECONDARY

### Aims

HANDLING DANGEROUS  
OBJECTS WITH SAFETY

## A. Understands Safety in the Home

### Center of Interest Units

Sources of potential danger in the home

All accidents result from individual neglect or carelessness

Making conditions safe for others as well as yourself

### Introductory Discussions

Name dangerous objects in the home  
Knives

Stairs  
Hot liquids or metals  
Slippery floors  
Rugs  
Bathroom hazards  
Electrical hazards  
Poisons  
Medicines

Carelessness or neglect of dangers will result in accidents: developing positive attitudes  
Picking up things on the floor  
Handling hot, electrical or sharp things with care

Roles of other family members in maintaining a safe home or in correcting unsafe conditions or actions

## B. Understands Safety in Recreation

### Center of Interest Units

Fire safety  
Gun safety  
Boat safety  
Swimming

Camping

Using play or recreation areas

### Introductory Discussions

How to build, control and watch a fire  
How to handle a gun or rifle  
Learning how to handle a boat  
Learning safe swimming practices  
Developing swimming ability  
Knowing characteristics of lake, river, etc., you are swimming in  
Keeping an eye on others  
Don't eat before swimming  
Never swim alone

Obtain knowledge of area to be used and check for possible hazards such as wild animals, dryness of grass and woods, etc.

Proper care of equipment particularly matches and rifles

Proper behavior and use of equipment  
Cleaning up

## Language Arts

### Discuss

- Individual safety habits
- Good and bad
- Improving safety habits
- How to help younger members of family practice safety in the home

### Read

- Books on safety in the home
- Reports on types and numbers of home accidents

### Write

- Essay on safety conditions in the home
- Means of improving unsafe conditions
- Accidents in the home

## Number Concepts

### Frequency of accidents

## Related Activities

Intensive study of safety in the home with written reports on unsafe conditions, means of remedying conditions and different methods used. Allow students complete freedom in finding, calling and giving information concerning an accident to the fire department, hospital, doctor, gas company, electric company and police department. Students should make lists of emergency numbers and carry them on their person at all times.

## Language Arts

### Discuss

- Accidents occurring during recreational activities
- A person's responsibility to others
- Importance of cleaning up particularly after something is broken in area

### Reading

- State recreation
- Department brochures on public safety: camping, fishing, etc.
- Learning rules

### Writing

- Essays on rules and good behavior
- Stories about accidents resulting from unsafe conditions or other's mistakes

## Number Concepts

### Developing graph on accidents and their causes

## Related Activities

Talks by public recreation and safety specialists. Actual visits to picnics or activities planned for nearby recreation areas. Check for unsafe conditions.

**P.L.S. #6  
SECONDARY**

**C. Understands Safety on the Streets and Highways**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
HIGHWAY RULES AND  
REGULATIONS

Rules applicable to highways and other roads

Bicycle rules and regulations

(2)  
PROPER BEHAVIOR

Expanding consciousness of safe behavior

Playing near streets or highways  
Riding  
Bike  
Motorcycle  
Driving  
Tractor  
Car

**SECONDARY**

**D. Safety at Work**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
PROPER HANDLING OF  
TOOLS AND EQUIPMENT

Develop units on specific jobs students have or  
will have and cover safety features on each  
job

Safety as a housewife  
Safety as a worker  
Handling tools or equipment  
Proper care of tools and equipment

(2)  
SAFE WORK BEHAVIOR  
AND ATTITUDES

Responsibility for other workers:

Helping others work safely  
Developing safe attitudes towards fellow workers  
and their jobs

## Language Arts

### Discuss

- Pedestrian safety and hazards
- Passenger safety and hazards
- Drivers' safety and hazards
- Requirements for driving
- Rules and regulations of the road

### Reading

- Books and pamphlets on street and highway safety

### Writing

- Essays or stories on personal experiences
- Public speaking
- On different aspects of safety

## Number Concepts

- Assembling statistics on highway accidents and highway use
- Learning number concepts involved in driving
- Developing space judgements on distance
- Proper speeds

## Related Activities

- Talks by State, County or local police or safety personnel
- Intensive study of particular street or highway situations
- A student or group of students can make study and then report to class
- Unit on study of accidents with reports and pictures of accident
- If school has driver education, work out unit in conjunction with driver education

## Language Arts

### Discuss

- Types of jobs students are interested in
- Types of safety hazards involved in these jobs
- How to handle these hazards and how to perform the job safely

### Read

- Books on job safety

### Write

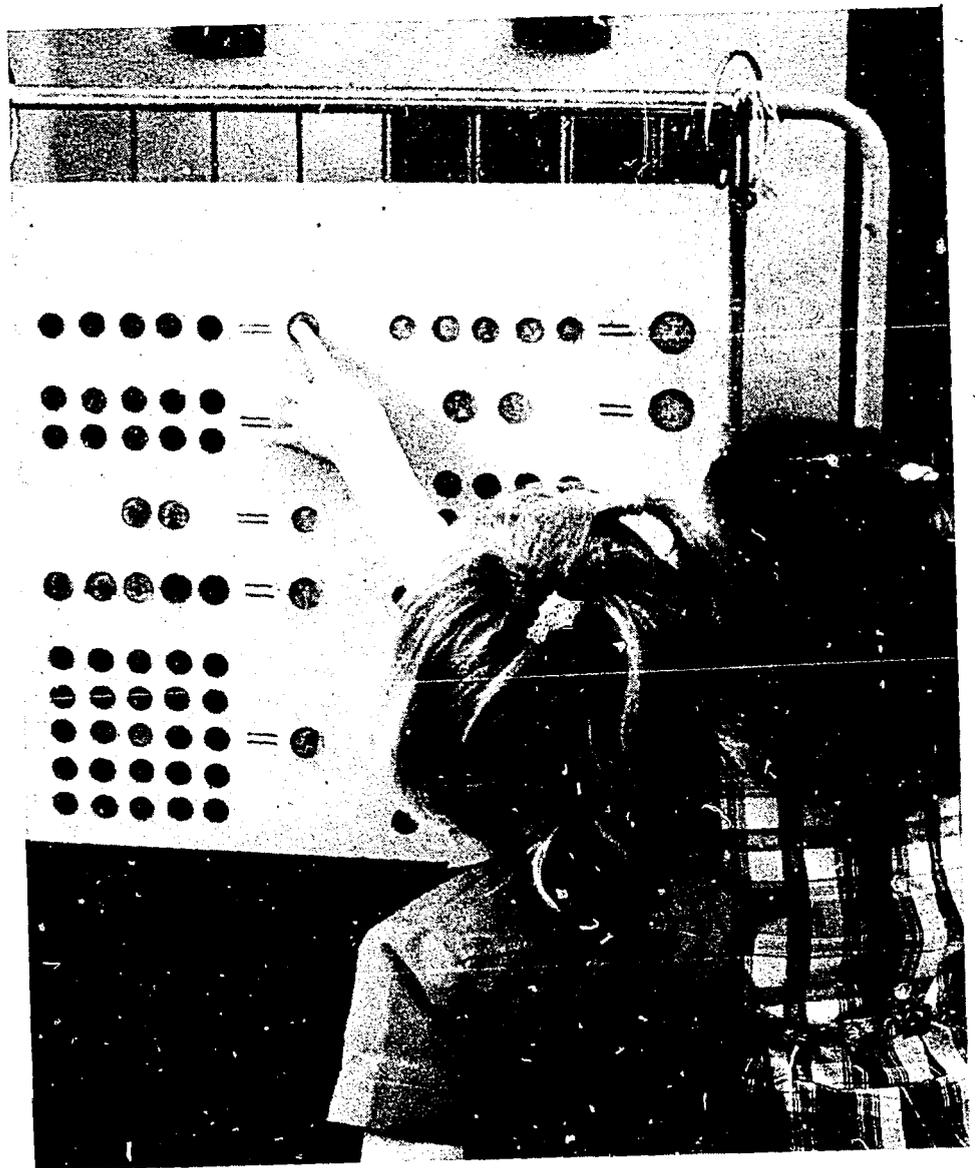
- Experiences on present jobs and information on parents' jobs
- Obtaining information from local employers on number of accidents, types, number of man-hours lost, etc.

## Number Concepts

- Study of work hazards and types of accidents
- Making graph of number of man-hours lost at one company

## Related Activities

- Visits to local businesses to view safety campaigns conducted by companies
- Obtain safety literature and posters from companies
- Have each student do an in-depth study of the work he or she is planning on doing after graduation and detail the safety aspects of this occupation



## LEARNING TO EARN A LIVING

**P.L.S. #7** involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

### Primary

- A. Begins to learn about training for a job
  - (1) Work in the area
  - (2) One's own abilities and limitations
- B. Begins to learn about choosing and getting a job
  - (1) Requirements for employment
  - (2) Ways of getting a job
  - (3) Service and agencies that assist in job finding
- C. Begins to learn about working on the job
  - (1) The rights of the worker
  - (2) Benefits available to the worker
  - (3) Responsibilities of the worker
  - (4) Growth in social and personal skills

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 21-B, Vol. II, pages 77-80, for suggested units on *THE FARMER'S WORK* and *THE BAKER*.

It should be kept in mind that while the curricular emphasis is not necessarily occupationally oriented at the primary level, the pupils are exposed to the concepts and attributes required of successful, self-sufficient community workers from the time of their initial entry into the program. So the child is taught to clean up after spilling his milk, not as a punishment, but as a natural consequence and follow-up activity. Proper attitudes and habits are reinforced, so that this same behavior is reflected in the adult retarded. Thus, the worker on a bench lathe keeps his area clean and swept for the safety and protection of his fellow workers.

**P.L.S. #7  
PRIMARY**

**A. Begins to Learn About Training For A Job**

**Aims**

(1)  
WORK IN THE AREA  
IN THE HOME

**Center of Interest Units**

Family Workers  
Father  
Mother  
Children  
Other members

**Introductory Discussions**

Read to class - What They Do All Day  
Class discussion on the need of work  
Picture display of workers at home and away

IN THE SCHOOL

School Workers  
Teacher  
Principal  
Librarian  
Nurse  
Custodian  
Speech Therapist  
Bus Driver  
Student Helpers  
Cook

School Jobs  
Visit the entire school plant to find what workers are necessary  
Filmstrip - School ground Discoverer - Society for Visual Education  
Use one of school workers as resource person

(2)  
ONE'S OWN ABILITIES  
AND LIMITATIONS

Develop an awareness of each child's strong areas - (art, story telling, athletics. etc.)

What we like to do and what we can do well at home and at school

**PRIMARY**

**B. Begins to Learn About Choosing and Getting A Job**

**Aims**

(1)  
REQUIREMENTS FOR  
EMPLOYMENT  
IN THE SCHOOL

**Center of Interest Units**

Education  
Advantages of going to school to staying at home  
Personal appearance  
Self-care (teeth, hair, clothes, body, etc.)  
Personality  
Friendliness (taking turns, sharing)  
Character  
Honesty  
Courtesy  
Respectfulness  
Punctuality  
Daddy's work  
Requirements for parent(s) job(s)  
Mother's work away from home  
Work of older brothers and sisters  
Work I do  
School helpers  
Teacher  
Principal  
Other Students

**Introductory Discussions**

Why we go to school  
Discussion on getting ready to go to school in the morning  
Movie No. 4005 - Kindness to Others  
Read stories of country's heroes (Washington, Lincoln, etc.)  
Discuss how Daddy got his job  
Mother  
Brother and sister  
Discuss how I earn money  
Discuss how child gets help with unfamiliar school tasks

(2)  
WAYS OF GETTING A JOB  
IN THE HOME

(3)  
SERVICES AND AGENCIES  
THAT ASSIST IN JOB  
FINDING

## Language Arts

### Discussion

How do you help at home?

Different types of work fathers do

Dramatize work mother does at home

Make a list of workers in the school and tell what each does

Plan a daily schedule for classroom helpers

Read - **About School Helpers**  
(Malmont Pub. Co.)

Test of rules for bus safety  
Read story

**Ugly Duckling**

**Crooked Colt**

**Little Engine That Could**

## Language Arts

Chart story on

**Why We Go To School**

Dramatize getting ready to go to school in morning

List ways of being friendly

Chart Story - on importance of a desirable character

Chart story on discussion

List the types of work mother does away from home

Older - Younger

Bigger - Smaller

Tell class of work

Dramatize work done

## Number Concepts

Counting members of the family

1st, 2nd, 3rd -

Recognizing pennies, nickles, dimes

Days - when work is done

Room numbers

Number of people in room

Number of seats in room

Days school is attended

Tall - Short

Big - Little

Fat - Thin

Like - Unlike

## Number Concepts

Time of School Day

First, second, third, etc.

Time when Daddy goes to work and when he comes home

Time when Mother goes to work and when she comes home

Counting members of family

Discuss allowances

## Related Activities

Drawing pictures of different types of work

Filmstrip - **Father Works For The Family**  
(Long Films Slide Service)

Child interviews father regarding his work

Making puppets for dramatization of work at home

Play corner of mother's work

Draw a map of the school

Filmstrip - **The Custodian** (Am. Films)

Song - **The School Bus** (Am. Singer p. 184)

Filmstrip - **School Helpers** - (CBF)

Film - **The Bus Driver** (CBF)

Make pictures or booklet of what they like to do at school, home and play

## Related Activities

Movie No. 1163 - **Kitty Cleans Up**

Daily health inspection

Group games involving taking turns

Read story - **Boy Who Called Wolf**

Draw - pictures of

Daddy's work

Mother's work

Brother's and Sister's work

Draw pictures of work "I Do"

**P.L.S. #7  
PRIMARY**

**C. Begins to Learn About Working on the Job**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
**THE RIGHTS OF THE  
WORKER**

Privileges involved in classroom duties

Classroom appearance and duties

(2)  
**BENEFITS AVAILABLE TO  
THE WORKER**

Rewards of a job well done

Discuss jobs that children can and should do  
around the house and yard

Each member of the family has a responsibility  
for a successful home unit

Jobs children are expected to do as their  
responsibility

All jobs are not rewarded with money

(3)  
**RESPONSIBILITIES OF THE  
WORKER IN THE HOME**

Responsibilities at home  
Care of pets  
Helping with household tasks  
Care of personal property

Why you have to be a responsible person to have  
and work with pets

Importance of care of personal property

**IN THE SCHOOL**

Responsibilities at school  
Keeping school clean  
Caring for school property

Why we all have to be responsible for work  
in classroom

(4)  
**GROWTH IN SOCIAL AND  
PERSONAL SKILLS**

Continue interests in activities started and  
broaden interests

How we can improve ourselves

## Language Arts

List classroom duties

List jobs children do at home

Discuss how to spend money wisely

Chart stories on care of pets

Cost of personal items

Write story on why we have to have room responsibilities

"Many hands make light work"

## Number Concepts

Days of the week

Number of days in the week

Number of school days in the week

Spending allowance

Value of money

Number cards using sets of pets

Number of kinds of pets in homes of class members

Cost of personal items

## Related Activities

Weekly assignments to jobs

Draw pictures of their individual jobs

Movie No. 2931 - City Pets

Show - showing responsibility of caring for pets

Film - Beginning Responsibility (Coronet)

Read story - Little Engine That Could

Sharing of toys in classroom



## LEARNING TO EARN A LIVING

**P.L.S. #7** involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

### Intermediate

- A. Develops ability to train for a job
  - (1) Work in the area
  - (2) One's own abilities and limitations
- B. Develops knowledge about choosing and getting a job
  - (1) Requirements for employment
  - (2) Ways of getting a job
  - (3) Services and agencies that assist in job finding
- C. Develops knowledge about working on the job
  - (1) Rights of the worker
  - (2) Benefits available to the worker
  - (3) Responsibilities of the worker
  - (4) Growth in social and personal skills

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - Vol. II. **The Practical Arts**, and pages 9-46 and 79-86, for suggested units and meaningful activities related to the world of work.

See Bulletin 21-C, pages 91-95, 99-113, 115-163, for suggested units on **A CRAFTS PROGRAM FOR RETARDED BOYS. THE DAIRY. THE FARM, THE GROCERY STORE, THE POST OFFICE, RESTAURANTS, and THE SUPERMARKET** in this area.

**P.L.S. #7**

**INTERMEDIATE**

**Aims**

(1)  
WORK IN THE AREA

(2)  
ONE'S OWN ABILITIES  
AND LIMITATIONS

**INTERMEDIATE**

**Aims**

(1)  
REQUIREMENTS FOR  
EMPLOYMENT  
SELF CARE

SELF APPRAISAL

**A. Develops Ability to Train for a Job**

**Center of Interest Units**

- Community helpers:
  - Protection
    - Fireman
    - Policeman
    - Weatherman
- Communication jobs:
  - Postman
  - Newsman
  - Telephone and Telegraph
  - Radio and T.V.
- Food jobs:
  - Farmer
  - Dairyman
  - Stores
  - Restaurants
- Transportation jobs:
  - Truck
  - Train
  - Airplane
  - Taxi
  - Boat
  - Auto
  - Bus

- Know limitations:
  - Physical
  - Mental
  - Emotional

**Introductory Discussions**

- Series of Filmstrips  
(For all helpers)
- Movie - #3715 **The Policeman** and #0708  
**The Fire Engine**
- Bell Telephone Company material
- Newspaper jobs
- Telegraph, telephone, radio and T.V. jobs
- TV Guide  
Discussion
- Picture display  
Food charts  
Movie - #3098 **The Farmer**  
Discuss other jobs
- Movie - #0564 **Development of Transportation**  
History of transportation

Discuss individual differences in size, color of hair and eyes, weight, etc.

**B. Develops Knowledge About Choosing and Getting A Job**

**Center of Interest Units**

- Education
  - Importance of attending school regularly
- Personal appearance:
  - Grooming
  - Health habits
  - Cleanliness
- Personality:
  - Pleasant disposition
  - Friendliness
  - Fairness
- Character:
  - Punctuality
  - Honesty
  - Self-control
  - Loyalty
  - Courtesy
  - Dependability
  - Respectfulness
  - Co-operative

**Introductory Discussions**

- List two reasons why we go to school - and discuss
- Display of posters of proper and improper grooming
- Filmstrip - **Let's Get Ready For School (SVE)**
- Discussion on why we like our friends and why we disapprove of some children

## Language Arts

### Writing

- Arranging field trips
- Class discussion
- Short stories after field trips

### Book - Fireman Fred

### Dramatization

- Write newspaper article for school paper
- Telephone courtesy
- Correct letter forms

### Discussion of interrelation of farmer and stores

### Stories of value of food to our health

- Reading and understanding traffic signs
- Safety story on travel

### Spelling words involved in transportation

- Read stories where handicapped people have succeeded in life - such as

Helen Keller  
President Roosevelt

### Read want ads

- Discuss handicaps of children in school and community

## Number Concepts

- Expense of trip
- Reading thermometer
- Tape code of police and firemen

- Telephone numbers
- Telephone bills
- Price of mail delivery

- Prices of food
- Money - have a store (change money concepts)
- Dozen, pint, quart, etc.

- Cost of transportation (train, air, taxi, bus and auto)

- Measurement miles-gallons
- Directions

### Budgeting

- Computing wages from want ads

- Recognizing adequate wages

- Size - tall, short, big and small

## Related Activities

- Songs
- Drawings
- Field trips
- Fire station
- Police station
- Weather station

### Filmstrip - Family Helpers (SVE)

- Stamp collecting
- News Bulletin Board
- Set up Post office

### Filmstrip - Postoffice Workers and The Postman (SVE)

- Scrapbook
- Make butter
- Trip to dairy farm

### Filmstrip - The Grocer (SVE)

- Trip to airport
- Mural of transportation
- Short train trip
- Strip films on handicapped people

### Read the story: The Little Lame Prince

### Movie - Helen Keller

## Language Arts

- Plan daily school day with children

- Write dialogue for puppet show to illustrate types of personality

- Read to class
- Snow White and the Seven Dwarfs

- Discuss names and traits of seven dwarfs

### Conversation and Dramatization

### Job interviews

- Reading want ads
- Filling out application

## Number Concepts

- Hours
- Minutes
- Telling time

- Measurements
- Inches
- Feet
- Yards

- Keeping appointments

## Related Activities

### Filmstrip - Good Day In The Third Grade

- Make puppets
- Puppet show
- Health inspection

### Filmstrip - Clean As A Whistle (Young America)

### Filmstrip - Getting Along With Yourself

- Picture of each dwarf showing character types

### Filmstrip - Working Together

## **P.L.S. #7**

### **Aims**

(2)  
WAYS OF GETTING A JOB

### **Center of Interest Units**

Ways of getting a job:  
Making inquiries  
Friends  
Neighbors  
Teachers  
Relatives

### **Introductory Discussions**

Discuss ways members of the family obtained their job or positions

(3)  
SERVICES AND AGENCIES  
THAT ASSIST IN JOB  
FINDING

Employment agencies:  
Local  
State  
Private  
Want ads

## **INTERMEDIATE**

### **Aims**

(1)  
RIGHTS OF THE WORKER

## **C. Develops Knowledge About Working on the Job**

### **Center of Interest Units**

To understand privileges involved in classroom duties

### **Introductory Discussions**

Teacher and pupil discussion on classroom appearance

(2)  
BENEFITS AVAILABLE TO  
THE WORKER

Rewards of a job well done  
Family responsibility for a successful home unit  
All jobs are not rewarded with money

Jobs that children can and should do around the house and yard  
Jobs children are expected to do as their responsibility

(3)  
RESPONSIBILITIES OF THE  
WORKER  
IN THE SCHOOL

Loyalty to classmates and instructors

Discussion on what is meant by loyalty to classmates, teachers and school

IN THE COMMUNITY

Pride in a job well done

Why we should do a good job

Dependability in completing the job

Filmstrip - Our Job In School (EBF)

Care of personal property

Story of the Boy and the Dike

Discuss importance of caring for possession

(4)  
GROWTH IN SOCIAL AND  
PERSONAL SKILLS

Accepted by classmates and adults

Acceptable personal traits

Continue interest in activities started and broaden interests

## Language Arts

## Number Concepts

## Related Activities

### Language Arts

List classroom duties

List jobs children do at home  
Discuss how to spend money wisely

Read and discuss the story of **Benedict Arnold**

Draw pictures of  
Before and After of  
Jobs  
Plants  
Bookshelves  
Desks, etc.

Discussion of **Boy and the Dike** and  
**The Boy Who Cried Wolf**

Write chart story on characteristics of a good friend

### Number Concepts

Spending allowance wisely  
Value of money  
Budgeting allowance

Cost of items owned

### Related Activities

Monthly assignments to room jobs

Draw pictures of their own job  
Plan a budget  
Make money charts

Filmstrip - **Part Of The Team** (EBF)

Filmstrip - **Jimmy Didn't Listen** (Simmel-Meserney)



## LEARNING TO EARN A LIVING

**P.L.S. #7** involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

### Secondary

- A. Understands about training for a job
  - (1) Work in the area
  - (2) One's own abilities and limitations
- B. Understands about choosing and getting a job
  - (1) Requirements for employment
  - (2) Ways of getting a job
  - (3) Services and agencies that assist in job finding
- C. Understands about working on the job
  - (1) Rights of the worker
  - (2) Benefits available to the worker
  - (3) Responsibilities of the worker

For specific teaching units related to his major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - Vol. II. *The Practical Arts*, and pages 9-46 and 79-86, for suggested units and meaningful activities related to the world of work.

See Bulletin No. 21-D, pages 40-51 and 64-65, for suggested units on *LANDING A JOB, WHAT CAN I DO TO GET A JOB? WHAT TYPE OF JOB CAN I DO? WHAT MUST I DO TO KEEP A JOB, VOCATIONAL GUIDANCE, A PAPER UNIT, and WILL I BE ABLE TO DRIVE A CAR?* in this area.

**P.L.S. #7**  
**SECONDARY**

**A. Understands About Training for a Job**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
WORK IN THE AREA  
JOBS AVAILABLE

Survey of local job opportunities:  
Part or full time  
Location  
Use of maps

Discuss jobs listed in want ads  
Survey friends and relatives of the class for jobs  
List jobs held by students

NATURE OF THE JOB

Service establishments  
Food  
Cleaning and Laundry  
Maintenance  
Household Services  
Service Stations  
Baby Sitting  
Institutional

Survey of local industries to determine the nature of available work:  
Wages  
Chance for advancement  
Skilled or unskilled  
Active or sedentary

Use yellow pages for names and number of concerns where specific jobs are available

(2)  
ONE'S OWN ABILITIES AND  
LIMITATIONS  
SELF ANALYSIS

My abilities and limitations

Utilize aptitude, interest and achievement tests  
Discuss meaning of abilities and limitations

SELF APPRAISAL

Personal appearance

Discuss importance of appearance - clothing, self, etc.  
Film on good grooming

**SECONDARY**

**B. Understands About Choosing and Getting A Job**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
REQUIREMENTS FOR  
EMPLOYMENT

Work Permit and how it is obtained

General and specific requirements i.e. drivers license, age, vision, physical, mental, social, others

Skills and assets needed

Discuss personal aspects needed in getting and holding a job

(2)  
WAYS OF GETTING A JOB  
PREPARATION

Ways of getting a job:  
Personal contact  
Written application  
Want ads  
Telephone  
Friends

Discuss ways of getting a job  
Film (BAUI #3040 Getting a Job)  
Read and discuss a want ad

APPLICATION

Job interview

How does one prepare for a job interview

## Language Arts

Letters to local employers  
Job applications  
Types of jobs

Thank you letters

Write descriptive paragraph about job visits

Discuss means of transportation to jobs

Spelling names of local businesses

Read and report on different types of jobs  
from the Finney Series **Finding Your Job**  
or other work series

Reports to class on the **On The Job Training**

Interview employed students  
Have an employed student talk to class

List job possibilities according to abilities and  
aptitudes shown by test

Socio-dramas with designated liabilities, capabilities  
and disabilities

Theme on kind of work I am interested in and  
how I am fitted to do the job

Theme on areas for self-improvement

Read and discuss newspaper articles and  
columns on grooming

Analyze self thru  
theme listing strong and weak  
points in personal grooming

Scrapbook showing examples of good grooming

Role playing  
Good vs. poor grooming

## Language Arts

Socio-drama  
Making application for work permit and  
steps involved

Write to same asking for prerequisite to  
employment

Write requesting an interview  
Answer a want ad

Fill in job applications

Practice telephone usage

## Number Concepts

Street and telephone numbers of  
industries  
Know street numbering system

Cost of transportation to job

Comparison of wage with types  
of jobs  
Range of wages

Relate area jobs to number  
concepts needed  
Sales slips  
Receipts

Determine percentage of students  
employed  
Total hours students work  
Figure out average student wage

Analyze arithmetic deficiencies  
on achievement list  
Analyze numerically classroom  
records of attendance, comple-  
tion of assignments, etc.  
Compute time lost thru absence

Cost of work clothing and  
proper dress

Cost of good grooming

## Number Concepts

Age limitations to employment -  
months, days, years. Physical  
factors: weight, height, vision,  
hearing

Analyze letters to find math.  
required for specific job

Cost of transportation and job  
hunting

Practice writing seven digit  
numbers from dictation

## Related Activities

Film - (BAVI) #1342 **How to Investigate**  
Vocations

Career Day

Employment counselor speak to class

Filmstrip - on **Factory Workers**, (Ed.  
Proj. Inc. 10 E. 40th St. N.Y. 17, N.Y.)

Visit industries and other places of employment

Film - (BAVI) #1084 **Introducing Alice**  
the Waitress

On the job training  
Scrap books containing pictures and job infor-  
mation

Film - (BAVI) #5465 **When I'm Old**  
Enough Goodbye

Bulletin board showing people at work in  
different kinds of jobs

Review cumulative records with students  
Attendance  
Health

Study of report cards

Compare citizenship grades with academic grades

Filmstrip - (McGraw-Hill) **Are You**  
Adaptable?

Do you win arguments and lose friends

What I want to be

Film - (BAVI) #0701 **Finding Your**  
Lifework

Utilize charts to discuss good grooming

## Related Activities

Filmstrips in series occupational educational -  
(Eyegate House #2, 3, 4, 6, 7, 8, 9)

Finding your job (Finney Co. Minneapolis,  
Minn.)

Compilation of personal data record

Film - #0700 (BAVI) **Find the Right Job**

Filmstrip - **Job Interview** (Eyegate  
House)

## P.L.S. #7

### Aims

(3)  
SERVICES AND AGENCIES  
THAT ASSIST IN JOB  
FINDING

### Center of Interest Units

Wisconsin and U.S. Employment Services  
Private employment agencies

### Introductory Discussions

Bulletin board display of employment agencies  
Discussion of agencies and services  
U.S.E.S. (Wis.)  
Vocational Rehabilitation  
Private agencies

## SECONDARY

### Aims

(1)  
RIGHTS OF THE WORKER  
ON THE JOB

## C. Understands About Working on the Job

### Center of Interest Units

Labor unions  
Closed and open shop  
Employee-employer relationships  
Rights as union member  
Safe working conditions  
Living wage  
What is it?  
Minimum wage (legal)

### Introductory Discussions

Have students discuss unions as they see them  
Pros and cons of unions  
Discuss what are rights of worker  
Ask students what minimum wage means and  
how much it is - discuss

OUT OF A JOB

Unemployment compensation

Discuss unemployment compensation and right  
employee has to same

(2)  
BENEFITS AVAILABLE TO  
THE WORKER  
ON THE JOB

O.A.S.I.:  
Benefits derived  
How funds obtained  
Why necessary  
Who is covered

Discuss Social Security

Find out if any one student now is on Social  
Security

OFF THE JOB

Insurance Plans:  
Health and Accident  
Life

Discuss student insurance and insurance in gen-  
eral

IN RETIREMENT

Pension and Retirement plans

What is a pension?  
Bulletin board of ads about retirement

Workman's Compensation

Discuss - What is Workman's Compensation?  
What does Compensation mean?

(3)  
RESPONSIBILITIES OF THE  
WORKER TO GOVERNMENT

Income Taxes  
Local, State and Federal

What is Income Tax?  
Why is it necessary?

TO EMPLOYERS

Obligations to employer  
Punctuality  
Care of tools and  
equipment

Film - (BAVI) #2511 You and Your Work

Discuss why employee has obligations toward  
employer

Film - (BAVI) #3414 Wrong Way Rutch

TO SELF AND FELLOW  
EMPLOYEES

Safety Rules

Discuss importance of safety in industry  
Bulletin board display on industrial accidents  
reported in paper  
Have representative from safety council speak

## Language Arts

Socio-drama - on job interview  
Fill in U.S.E.S. forms  
Practice job interview with U.S.E.S.  
Discuss and/or write what agencies can do for one  
Analyze fallacious advertising of correspondence and home study schools

## Language Arts

Write invitation to union leader to speak to class  
Write to various unions for descriptive literature  
Write essay on rights of worker  
Discuss living wage and why it's different for everyone  
Write to  
    Determine criteria of eligibility for unemployment compensation

Fill in O.A.S.I. form

Write for O.A.S.I. brochures detailing cost and benefits

Discuss insurance and kinds  
Write to local industries and ask for benefits they extend to workers  
Theme "What I want to do when I retire"

Write to Industrial commission to determine who is entitled to workman's compensation and why

Reading a tax manual and tax form  
Write to local tax office for information  
Writing a check  
Demonstrations  
Speeches on care of hand tools  
Discussion on why a day's work for a day's pay  
Discussion on why is the habit of punctuality important?  
What is courtesy at work?  
Write safety slogan  
Why do we have child labor laws?  
Why are certain minimum wages necessary for some jobs?

## Number Concepts

Number of people served by U.S.E.S.  
Study cost of employment agencies  
Cost or fees for job  
Percentage of salary

## Number Concepts

Dues for unions and their deduction from check  
Determination of wages from hourly and time employed  
Discuss cost of living and what it means  
Compare unemployment compensation - amount one might collect

Percentage taken from salary for O.A.S.I.

Difference between gross and take home pay  
Cost and value of insurance  
Yearly premium for insurance  
Cost of retirement plans

What would it cost to live at 65

Value of benefits derived from Workman's Compensation

Computing tax

Reading a tax schedule

Value of tools, parts, repairs, etc.

Time and pay lost thru accidents

## Related Activities

Visit U.S.E.S.  
Have U.S.E.S. counselor visit class  
Movie on Employment Agencies  
Film - (BAVI) #1035 **I Want A Job**

## Related Activities

Union official speak to class  
Bulletin Board of newspaper clippings on union activities  
Film - (BAVI) #3046 **Good Place to Work**  
Bulletin board of clippings on unemployment problems

Film on O.A.S.I.

Obtain a Social Security card

Bring ads of various kinds of insurance and different companies

Bring in policies and examine same

Survey of students' family and age of people who have received Workman's Compensation

Film - (BAVI) #1002 **How to Keep a Job**

Display of tools

Film - (BAVI) #5307 **ABC of Hand Tools**

Visit local industries to see safety precautions and rules

Check school for safety signs and precautions

Make collection of safety signs



## LEARNING HOMEMAKING

**P.L.S. #8** involves the essential habits, attitudes and skills necessary for the feeding, clothing, and housing of oneself and one's family.

### Primary

- A. Begins to develop family relationships
  - (1) Reacts to the family as a unit
  - (2) Reacts to self-concept in the family
  
- B. Begins to learn homemaking habits and skills
  - (1) Uses of clothing
  - (2) Uses of food
  - (3) Housekeeping processes
  - (4) Child care methods

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. I, **Arts and Crafts** for homecraft and seasonal ideas related to homemaking concepts. Also see Vol. II - **The Practical Arts**, pages 28-30, for an illustrative primary unit on **WASHING THE FAMILY CAR**.

See Bulletin 21-B, Vol. I, pages 19-25, for suggested and illustrative units on **HAVING FUN WITH OUR FAMILY AND FRIENDS** and **THE FAMILY**. Also see Vol. II, pages 81-91, for another unit on **THE FAMILY AND THE HOME**.

**P.L.S. #8  
PRIMARY**

**A. Begins to Develop Family Relationships**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
REACTS TO THE FAMILY  
AS A UNIT  
THE FAMILY PURPOSE

Purposes of the family:  
Social-Cultural  
Economic  
Education  
Recreation

Discussion to be held after playing house (or  
with a doll house)  
Subject - What things do we do as a family?

THE FAMILY ROLES

Activities of family members:  
Mother  
Father  
Sister  
Brother  
Grandparent

Make a scrap book of the children's own  
families and discuss who are the members  
of the family

THE FAMILY CUSTOMS

General family customs:  
Family celebration of holidays. etc.

When a disagreement arises over family prac-  
tices, differences in family customs may be  
discussed stressing that there is no one right  
way to do anything

THE FAMILY IN THE  
COMMUNITY

Responsibility of the family to the community:  
Neighborliness  
Family helpers  
Institutions of the community

(2)  
REACTS TO SELF-CONCEPT  
IN THE FAMILY

Privileges of family membership  
Responsibilities of family membership

Discuss the role of "me" in the family, after  
discussing the other family roles

**PRIMARY**

**B. Begins to Learn Homemaking Habits and Skills**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
USES OF CLOTHING  
NEATNESS AND CARE

Neatness and care

Function and location of cloakroom, lockers,  
...elves  
Arrangement of coats, boots, umbrellas, scarves,  
etc.

SUITABILITY OF  
CLOTHING

Suitability to climate and occasion

Daily, weekly, seasonal care of clothing:  
washing, mending, ironing, folding  
Equipment for the care of clothing: hangers,  
brushes. etc.  
Kinds of clothes during winter, summer  
Styles used for school, church. etc.  
Pointers to follow in the choice of material:  
quality, color, etc.

## Language Arts

### Read:

Stories to children about families and what they do

### Discuss:

Make lists and write of things children do in their families

Things we learn at home

List activities of family members

Importance of each role to the family; all activities are important

Bring in and share family customs

### Read:

Stories about famous family practices in history

Poems and stories appropriate to each holiday

### Discuss:

Meaning of each holiday

How each child's family celebrates each holiday

How doctor, dentist, grocer, etc., help us

What good neighbors are and do

The place of church, industries, etc., in the community

### List:

Things children could do to be better neighbors at school

### Discuss:

Good manners

### List:

Privileges and responsibilities of living in a family

### Dramatize:

Good manners in different situations

Role play and discuss how other family members feel when we act a certain way

## Language Arts

Give words, phrases and then short sentences

Example: a coat red coat, a heavy red coat; Joan has a heavy red coat

Recognize and verbalize types of clothing

## Number Concepts

Counting - list the activities of the family

How many members in the family

Use of relationship words, e.g., big - little, old - young

Make a holiday calendar

Count contributions to charity drives made by children

Count number of relatives of each child

## Number Concepts

Size:

Big - small

Tiny - large

Light - heavy

Count:

Objects in the room

Cards in the room wearing red sweater, blue skirt

Boys in the room wearing brown pants, black shoes

## Related Activities

Make pictures of family activities

Make a bulletin board of the purposes of a family

Guess Who game of family members

Songs about family members

Play house with appropriate props, characteristics and activities

Make pictures of different members in their activities

Dramatize some family customs

Celebrate the major holidays with parties

Sing holiday songs

Make presents for the family for Christmas

Make Valentines

Make picture stories about holidays

Make holiday decorations for school and home use

Visit family helpers

Visit institutions of the community

Make pictures of activities that a good neighbor does

Guess Who game with family helpers

Collect pictures of family helpers

Role play family helpers

Make a bulletin board about relation of self to all family members

Make pictures about a child's responsibilities to his family

## Related Activities

Have pupils demonstrate proper way of hanging coats, folding scarves or placing in an orderly way - articles kept in the lockers

Have pupils demonstrate how these are kept in closets, shelves in their own room at home

**P.L.S. #8  
PRIMARY**

**B. Begins to Learn Homemaking Habits and Skills**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

<p>(1) (Continued) <b>MATERIALS USED IN CLOTHING</b></p>	<p>Textiles</p>	<p>Different kinds of textiles: Cotton, silk, wool, etc. Which is best for what occasion and season</p>
<p><b>SHOPPING FOR CLOTHING</b></p>	<p>Shopping</p>	<p>Discuss: How to behave when going shopping Emphasize use of courteous expressions such as - Please, may I, would you mind, etc.</p>
<p><b>MAKING OF CLOTHING</b></p>	<p>Construction</p>	<p>Display of common sewing tools Examine and identify tools Function of needle, scissors, etc. Using each properly Correct way of threading, holding the needle and making a knot Holding and passing the scissors Placing pins on a pin cushion and not in one's mouth</p>
<p>(2) <b>USES OF FOOD NEED FOR FOOD</b></p>	<p>Types of food Food production for health Cleanliness in eating Balancing diet Food from other areas (Various workers, climate, kinds of products)</p>	<p>The importance of family meals A balanced diet Health values of food Developing health habits Sources of food (seeds, etc.) Food habits of families in other places Foods produced in own community</p>
<p><b>SHOPPING FOR FOOD</b></p>	<p>How to shop for food</p>	<p>How to make shopping lists What to consider in buying food What to do in planning for a shopping trip What locations to consider in buying food Savings entailed in buying in large quantities Reading can labels for price and quality Safety in shopping Discuss and plan trips to creamery, bakery, etc.</p>
<p><b>PREPARING FOOD</b></p>	<p>Preparing food: Cleaning Recipes Right quantity</p>	<p>Mother's part in preparation of foods Child's part in helping Community preparation of foods (restaurant, factory workers) Grouping of ingredients and foods for cooking How to follow recipes Cooking equipment Cleanliness in preparing foods Adequate quantity of food for certain number served</p>

## Language Arts

Comparative terms:  
Soft - hard  
Rough - smooth  
Printed - plain  
Thick - transparent

Dramatize proper way of shopping

Comparative term:  
Hard - soft  
Dull - sharp  
Dull - shiny

Dramatize:  
Family at dinner  
Cleaning up for dinner

Write:  
Foods necessary for health  
New words learned in relation to unit

Read:  
Food production  
Go thru magazines for pictures and labels on food

Report:  
On new foods they tried

Write:  
Shopping list with prices  
List ingredients in foods

Dramatize:  
Shopping in a supermarket

Report:  
On whole trip (include safety)

Read:  
Books on these various places (bakery, etc.)

List:  
Foods or products from these places

Dramatize:  
Mother's role in cooking  
Play kitchen (make imaginary food)

Write:  
Foods and ingredients needed in food preparation  
Make out or write up recipes

## Number Concepts

Discuss:  
Measurements  
Yardstick  
Foot  
Inches

Count:  
Number of objects displayed  
Discuss size and shape of tools used

Compute:  
Cost of each sewing tool  
Cost of complete sewing equipment

Count:  
Family at dinner  
Foods in each meal  
Fingers for washing  
Objects on face for washing (mouth)

Compare:  
Size of foods  
Different types of apples, etc.

Grouping:  
Group foods into major food groups (fruits, etc.)

Group foods into three meals for a day

Count:  
Ingredients in foods  
Foods needed on list

Add:  
The prices of foods

Compare:  
Labels  
Size of cans, boxes  
Size of solid objects (apples)

Quantities:  
Pint, quart, pound, etc.  
Light - heavy  
Small - large

Count:  
Household equipment used in cooking  
Number of foods and ingredients

Budgeting Time:  
How long to cook various foods

## Related Activities

Prepare a scrapbook and label properly what each dress is for  
Use cutouts and ask them to identify the clothes  
Prepare a scrapbook with the different kinds of cloth properly labeled

Field trip to a dry goods store

Have pupils bring to class some of the sewing equipment discussed in class  
Demonstrate simple, basic stitches and students may be allowed to make simple household objects of their choice such as  
Placemats  
Hankies  
Scarf (triangle, rectangle)

Make food models and practice selecting nutritious meals  
Make a hotbed or cold frame in early spring  
Open grain of corn and find seed  
Make a seed collection  
Plant bean seeds near the window and watch them grow  
Collect magazine pictures of foods and animals related

Write a shopping list  
Collect pictures of foods in a supermarket  
Collect pictures, labels and types of supermarket  
Make maps of locations of bakery, etc.  
Take trips to food areas (parent and teachers included)

Manipulate and operate household utensils, equipment and machines  
Organize class for sharing group work  
Model or draw representation of foods used in cooking  
Collect recipes in a self-made recipe book

**P.L.S. #8**  
**PRIMARY**

**Aims**

**B. Begins to Learn Homemaking Habits and Skills**

**Center of Interest Units**

**Introductory Discussions**

(2)  
**USES OF FOOD**  
**PREPARING FOOD**  
(Continued)

**SERVING FOOD**

Serving of food  
Practicing setting the table  
Colors and textures used in table setting  
Passing of food  
Correct posture  
Cleanliness of appearance  
Thinking of food needs of others  
Family and holiday customs  
Food situations (picnics, parties)

How to set the table  
How to make the table more beautiful: dishes, silverware, flowers, etc.  
How to utilize good manners  
How to treat a guest  
Polite table conversation  
Customs and situations in food serving

**CLEANING UP AFTER MEALS**

Correct handling of dishes in clearance  
How to manipulate wash cloth, towels, etc.  
Ways to handle articles such as glasses  
Carefulness in approaching heated foods  
Handling of knives and sharp objects  
Wiping off table and cleaning of work area  
Helping to dispose of garbage  
Helping to keep the floor clean

Discuss  
Clearing food away  
Washing dishes

Safety principles

Cleanliness principles

**PRESERVING FOOD**

Make-up and use of refrigerator  
Types of perishables and their placement in the icebox (Meat at the top, under or in freezer)  
Placement and convenient arranging of supplies on shelves  
Placing correct sizes of covers on correct containers

Use of refrigerator in preserving foods  
Correct placement of perishables in the refrigerator  
Using cool, dark storage for root vegetables  
Using clean dry shelves for staples  
Using covered containers  
Kinds of foods to be stored or conserved

## Language Arts

### Read:

Directions in recipes

### List:

Ways to use cleanliness in food preparation

### Diagram and Label

A table setting

### List:

Kinds of colors that blend well  
Kinds of flowers suitable on table

### Dramatize:

Good table manners in a serving situation

### List:

Ways good manners are shown

### Write:

About a holiday celebration

### Label:

Various stacks into which dishes are placed  
in cupboard

### List:

Popular brands of dish soap  
Ways of handling foods and objects safely  
Ways of safely cleaning appliances  
Ways of cleaning up

### List:

Kinds of perishables placed in refrigerator  
Foods appearing on shelf

### Discuss:

Allowances  
How to save money  
What kinds of things to buy, other expenses  
Sources of family income

## Number Concepts

### Measurement:

How much of what to add  
to make whole or finished  
goods

### Subtraction:

How much to take away  
when too much is added

### Count:

Silver and dishes used

### Formation of concepts:

Enough  
Too many  
Too little  
Balance  
Size and shapes of objects  
(symmetry)

Concept of like objects placed  
together

Compare size of wash cloth and  
towel

Compare size of boxes of soap,  
etc.

Inventory of supplies and perish-  
ables

Concept of size and shape of  
containers

Weight of containers

Count money and make change  
Make out simple budget

## Related Activities

Take trip to restaurant or bakery (observe  
safety and sanitation utilized in cooking  
and baking)

Set table for a social function  
Practice arranging flowers and blending colors  
Practice correct way of serving others  
Carry over good conversation into everyday life  
Collect holiday scrapbook and recipe book of  
meals

Practice clearing away of dishes  
Practice washing dishes  
Practice safety principles  
Practice cleanliness principles  
Model or draw representation of model of work  
area with labels for sections needing cleaning

Diagram a refrigerator inside and outside  
Diagram shelves and sketch and label in sup-  
plies

Dramatize shopping experiences with play money  
Take a trip to a store, bank, post office  
Dramatize family discussion about money  
matters

# P.L.S. #8

## PRIMARY

### Aims

(3)  
HOUSEKEEPING PROCESSES  
FAMILY MONEY

TYPES OF HOMES

FURNITURE AND  
FURNISHING

CLEANING AND  
REPAIRING

HEALTH AND SAFETY IN  
THE HOME

(4)  
CHILD CARE METHODS  
LEARNING ABOUT NEW  
LIFE

GETTING READY FOR A  
NEW BABY

TAKING CARE OF THE  
BABY

CARING FOR A YOUNG  
CHILD

## B. Begins to Learn Homemaking Habits and Skills

### Center of Interest Units

Family finances

Choosing the home

Furnishing the home

Maintaining the home

Health and safety

Reproduction

Preparing for a baby

Care of baby

Care of young children

### Introductory Discussions

Discuss:

What a budget is

Who earns money at home, who spends it

Show pictures of different kinds of homes (different types, sizes, designs)

What goes in a house

Furniture

Curtains

Rugs

Lamps

Sheets, towels, etc.

Discuss:

Keeping own rooms straight and clean

Daily, weekly, seasonal tasks of the home

Health habits (baths, brushing teeth; eating habits)

Accidents, accident prevention

Fire prevention

Dangers of gas, guns, electricity

Leaving toys on floor

Pictures of plants

Book or story about a new baby

Advantages and disadvantages of having new baby in family

How to help mother before baby is born

What new babies are like, what they do, what mother does

Helping with the baby

Helping with younger brothers and sisters

## Language Arts

Discuss the purposes of different types of dwellings

Discuss:

What kinds of furniture and equipment go in different rooms in a house  
Aesthetics in the home - color schemes

List:

Chores at school  
Chores at home

Discuss:

Appearance of home and surroundings

Discuss:

About accidents that have happened and their causes  
About food we eat

Make:

Simple charts on health and safety principles

Discuss:

Pets at home and their care  
Baby animals (cat - kitten, dog - puppy)

Read:

Stories about animals

Discuss:

Fetal development and show pictures  
Difficulties experienced by pregnant women  
When mother goes to the hospital

Discuss:

How we feel about new babies, how we act around babies

Learn:

Simple songs, rhymes and finger plays for young children

## Number Concepts

Count number of houses

Measure rooms, compare sizes  
Make simple floor plan

Count silverware  
Size of silverware

Measure amounts of medication (number of aspirin, etc.)

Charts: time chart  
Measure growth of plant

Sizes of newborn babies (e.g. with present height and weight)

Growth rates

Feeding and sleeping schedules

How many brothers and sisters do you have?

## Related Activities

Build different kinds of houses with blocks, cardboard  
Walk around neighborhood to identify kinds of homes  
Trip to see houses being constructed

Fix up doll house  
Make furniture  
Material scraps for curtains and rugs  
Make scrapbooks of houses, furniture, appliances

Assign cleaning jobs at school  
Water plants  
Put away toys  
Clean doll house corner  
Singing and games about home care  
Make scrapbooks of family members at their tasks

Gather first aid kit  
Dramatize  
Being cut with knife  
Play yard accidents  
Practice calling doctor, fireman, police on toy telephone  
Make scrapbooks  
Home accidents  
Accident prevention  
Food essentials

Growth of tadpoles into frogs  
Hamsters  
Watch egg hatch or visit hatchery  
Visit farm  
Growth of plant; beans germinating

Dramatize helping mother when she's expecting

Doll house; dramatize care for dolls, wash clothes, feed, change diapers  
Scrapbook of babies

Scrapbook of games and toys for young children



## LEARNING HOMEMAKING

**P.L.S. #8** involves the essential habits, attitudes and skills necessary for the feeding, clothing and housing of oneself and one's family.

### Intermediate

- A. Develops knowledge of family relationships
  - (1) Reacts to the family as a unit
  - (2) Reacts to self-concept in the family
- B. Develops ability to use homemaking habits and skills
  - (1) Uses of clothing
  - (2) Uses of food
  - (3) Housekeeping processes
  - (4) Health and safety in the home
  - (5) Child care methods

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - A Potpourri of Ideas for Teachers on the Mentally Retarded. Vol. I, Arts and Crafts for homecraft and seasonal ideas related to homemaking concepts.

See Bulletin 21-C, pages 93-96, for a suggested and illustrative unit on HOME LIFE designed for the intermediate level.

# P.L.S. #8

## INTERMEDIATE

### Aims

(1)

REACTS TO THE FAMILY  
AS A UNIT  
THE FAMILY PURPOSE

THE FAMILY ROLES

THE FAMILY CUSTOMS

THE FAMILY IN THE  
COMMUNITY

(2)

REACTS TO SELF-CONCEPT  
IN THE FAMILY

## A. Develops Knowledge of Family Relationships

### Center of Interest Units

Understands the family purpose:  
Activities in which family cooperation is required  
Games and other related activities that the family as a whole or part can participate in  
Learning of various social graces  
Learning to cooperate and achieve similar goals  
Duties of all members in the family

Understands the family roles:  
The roles of father, mother, brother, sisters and others living with the family i.e., grandfather and grandmother  
Who they are and what they do

Understands the family customs:  
Community celebrations  
Family celebrations relative to holidays and special occasions  
Folk dancing and social games

Understands the family in the community  
Community agencies as related to health services, financial help advisory help, or social and spiritual advice

Relationship of self in conjunction with those in the family  
Work  
Play

### Introductory Discussions

Display of pictures which involve the family in educational, social, vocational and recreational pursuits  
Show film on family living  
Tell stories about families or family living

Film on the family engaged in various roles  
Slides on family members performing numerous duties

Movie on local or national customs and holidays  
Discovering pupil's birthday  
Report of students' experiences within the family group (birthdays, anniversaries)  
Stories about celebrations and holidays

Field trip to hospital, business section, post office, churches, police department, industries and fire station  
Movie or film strip on the family involved in community activities  
Visit from professional personnel describing their civic duties and what they expect from citizens

Report on duties in the home  
Movie or film strip on duties or problems that develop in the home

## Language Arts

### Read:

Book on family life

### Write:

Experiences in achieving family purposes

### Discuss:

Learning to cooperate in planning and working together; examples of cooperation in the family

### Read:

Book on family life

### Write:

Short report on each member of family and explain what each one does; names of family members

### Discuss:

What each member in the family does; compare activities of members in various families

### Read:

Stories about customs, holidays and celebrations

### Write:

Ways family celebrates special events; list and compare all events celebrated

### Dramatize:

Performing and showing family customs

### Read:

How to be a good neighbor; what organizations do for us and what we should do for them; safety rules in home and community

### Write:

List safety rules in the community; recognize signs (stop, R.R. crossing, danger)  
About people who live near you

### Discuss:

How to help one's neighbor  
About people in the community who serve us such as the milkman, fireman, policeman and postman

### Dramatize:

Role play the policeman, doctor, nurse, postman, milkman and fireman

### Read:

Articles on family living; books on family living

### Write:

Duties toward father, mother, brothers and sisters; what the family should expect from you and what you should expect from the family

### Discuss:

The role of the self and others in selecting planning and carrying out leisure time activities; differentiate between leisure time and time for duties and tasks

## Number Concepts

List six activities carried on in the home and then compare activities that have been put on the list

### Number in family

Age

Weight

Size

Birthdate of members in the family

Old-er-est

Young-er-est

Dates of birthdays, holidays, anniversaries and other special events

Locations of buildings by street and numbers

Phone numbers of hospital, doctor, police, fireman, friends and home

Students list a number of activities done in the home and then compare activities with others

## Related Activities

Collect photographs of family involved in family activities

Make puppets and dramatize family experience relative to cooperation in home

Keep record of individual duties carried out in the home

Collect pictures of family members performing various duties

Learn and practice home activities which can be carried over into the home

Draw members of family going about performing various family functions

Bulletin board on special events

Listen to records concerned with special events

Make and wrap gifts for different occasions

Sing birthday songs relative to holidays or other events

Make a map of community showing where students live and where major buildings are

Collect pictures of local groups in action

Draw pictures of people serving the community

Bulletin boards which display danger and warning signs such as stop, high voltage, school crossing and exit

Bulletin board showing numerous duties performed by students while at home

Pictures showing family doing things together

Keep record of duties carried out in the home

# P.L.S. #8

## INTERMEDIATE

### Aims

(1)

USES OF CLOTHING  
NEATNESS AND CARE

## B. Develops Ability to Use Homemaking Habits and Skills

### Center of Interest Units

### Introductory Discussions

Neatness and care

Discuss classroom lockers or cloakroom; location; arrangement of articles; brush off excessive dust or snow

Discuss home care daily; weekly; seasonally

Discuss dry cleaning

SUITABILITY OF  
CLOTHING

Suitability to climate and occasion

Choose pupils appropriately dressed for school.

Discuss and analyze the reasons for the choice: simplicity; comfort; quality; fit; etc.

SHOPPING FOR  
CLOTHING

Shopping

Discuss past shopping experiences

Discuss the different types of stores: department, shopping center, clothing (men or women), shoe store

MATERIALS USED IN  
CLOTHING

Textiles

Discuss how cloth is made: spinning; weaving-plain and variations; finishes applied after

Pupils judge materials being worn in class as to probable ease of upkeep

CONSTRUCTION OF  
CLOTHING

Construction

Discuss safety rules: cut thread with scissors, not teeth; put pins in pin cushion, not teeth; pass handle of scissors

(2)

USES OF FOOD  
NEED FOR FOOD

Need for food:

Health habits

How to select well balanced meal to keep healthy

Basic seven foods

A unit on food from other areas

Various workers

Climate

Type of products

Uses of food to the human body

The specific functions of each in the human body (simple idea) carbohydrates, proteins, fats, vitamins, minerals and water

High and low caloric foods

Source and kinds of food

Need for local and food from other areas

SHOPPING FOR FOOD.

Shopping:

Selecting a market to make shopping

Selecting foods from the store

Budgeting

Factors influencing the price of food in markets

Selecting fresh or good stored foods

Comparison between the prices of different markets

Shopping list use

## Language Arts

### Reading:

Identify locker by name; color; object  
Names on articles like boots  
Labels on boxes which have seasonal clothes packed in them

### Vocabulary:

Old or new clothes

### Reading:

Labels of brands, sizes, etc.

Situation of mother and pupil on shopping trip  
Point up possibilities, conflicts and difficulties  
Discuss ways of improving

### Spell:

Fabrics used in clothing  
Cotton, linen, wool, nylon, orlon, rayon, dacron

### Vocabulary:

Sharp and dull  
Pair, pear, pare  
Not, knot

### Discuss:

What is this picture  
Classify kinds

### Read:

About food production, magazines, newspapers, malnutrition cases

### Write:

Food lists

### Spell:

Names of foods

### Tell:

About your home meal and evaluate

### Discuss:

Price lists of different markets

### Reading:

Store ads

### Write:

Foods to buy; for a day, for a week

### Compare:

Lists of food and prices

## Number Concepts

### Count:

2 gloves; bats; rubbers  
Sizes of shoes; half sizes  
Change at the laundromat

### Vocabulary:

2 meaning pair

### Time:

Length of seasons; more winter or summer clothes

### Directions:

North, south, east, west

### Count:

Label of sizes  
Personal sizes  
List amount of each article to be purchased

Make list of clothes and check costs

Totaling cost of wardrobe

### Measurement:

Number used to designate thickness of thread  
Types of textiles

### Time:

Work schedule for completion of weaving  
Count weaves completed each day to see if on schedule

### Measurement:

Measure or estimate length of yarn to be used in the weaving

Counting daily grams, calories for daily requirement for adult and child

### Count:

Number of each kind needed  
Price of the food bought after shopping

Problems on shopping

Formation of concepts

Small, some, light, heavy, ounces, pounds, pints, quarts, etc.

## Related Activities

Locker inspection duty by pupils taking turns  
Class go to laundromat  
Use of drawers; closets for hanging clothes  
Polish shoes

Make posters of cutouts from magazines, old pattern books, to demonstrate: part; school; casual; downtown; sleep wear

Take a shopping trip by using a mail order catalog

### Dramatize:

A skit in which shoppers show the right and wrong attitude and actions

Principal weaves illustrated with drawings and samples such as: satin; pile; basketweave; plain; twill

Study fabrics in relation to easily soiled surfaces; colors which show soil; washable or require dry cleaning

Necessary tools for sewing: needles; thread thimble

Correct way of threading, holding needle, making knot

Weave pot holder and other similar projects

Films on "Food and Human Body"

Suggesting meals and reporting on these meals

Grouping plants and products

Collecting magazines, newspapers and special journals on food

Book on foods eaten daily

Trip to the local market

Sending letters to big stores to have their lists

Preparing personal shopping lists; for a day, or for a week

Checking store ads

# P.L.S. #8

## INTERMEDIATE

## B. Develops Ability to Use Homemaking Habits and Skills

### Aims

### Center of Interest Units

### Introductory Discussions

(2)  
USES OF FOOD  
(Continued)

#### PREPARING FOOD

Preparing food:  
Planning simple menu for simple meal  
Sharing in cooking a simple meal, in classroom or in home  
Kitchen facilities and usage

Patterns of food in day meals  
Planning menus for meals  
Class tea party  
Cooking  
Effect of cooking on food and procedure to follow to prevent destroying and discarding of nutrition  
Customs from different foreign countries in cooking, preparing the different kinds of food  
Service schedule discussion  
Cleanliness

#### SERVING FOOD

Serving food:  
Arranging table  
Serving a guest on the table, a meal, party  
Customs

How to set the table  
General appearance of the room  
Placement of table, chairs, tools  
Decoration of table  
Where guests and hostess can sit  
How to serve  
Handling different plates  
Bread, biscuits, cakes  
Filling glasses or cups

#### CLEANING-UP AFTER MEALS

Cleaning up:  
Cleaning up equipment from the table  
Cleaning equipment and tools after use  
Arranging table and kitchen after use

Cleaning  
Removing plates, spoons, knives, forks from the table  
Washing equipment  
Using soap  
Removing grease from pots, stove  
Check on equipment after use

#### PERSERVING FOOD

Conserving food:  
Vegetables, eggs, cheese, meat, for a period of time in  
Home  
Class  
Using refrigerator  
Shelves  
Containers

What kinds of food can be stored  
The causes of food spoilage  
Molds, yeast, bacteria  
Prevention of spoilage  
Cooling, sterilization, removal of moisture, exclusion of air, refrigeration, using vinegar, sugar, salt  
Correct placement of food for preserving

(3)  
HOUSEKEEPING PROCESSES  
FAMILY FINANCING AND  
BUDGETING

Family finances  
Ways in which a family earns money

Discuss ways to earn money by working for others, owning a business, renting property, or receiving aid from social agencies

Things that influence family expenses

Discuss selling homemade articles, keeping roomers and boarders, working part time

How a family should plan its spending

Study and discuss how following items influence family expenses: food, clothing, utility bills, rent, upkeep, medical expenses, insurance, transportation, education, organization memberships, recreation and savings

Discuss the meaning of budgets, planning budgets in family conference and recording individual contributions

## Language Arts

### Reading:

Recipes and current home making magazines, cooking books and discuss

### Report:

Ways to prepare a particular kind of food  
Washing  
Cutting

### Vocabulary:

Kitchen terms

Use lists

Matching, completion, multiple choice questions

### Discuss:

Decoration for several purposes  
Use charts and pictures of table setting  
Table etiquette

### Read:

Read in etiquette books

### Discuss:

Report on different equipment and tools used in a meal at a party after use

### Read:

Changes in food such as milk, meat, bread, fruits, if not stored by a good way  
List food placed in refrigerator, on shelves

### Write:

Short stories about experiences in earning money  
"The Family Pocketbook"

### Tell:

About experiences in the family's working hours, places of work and the earnings a family receives

### Discuss:

How the following items influence family spending  
Amount family has to spend  
Size of family  
Age and health of family members  
Spending habits of friends

## Number Concepts

### Problems to count weight,

size and different measurements

### Budgeting time for cooking

different kinds of foods

### Watching clock or using an alarm clock

### Count:

Number of tools, equipment going out to table for a particular number of people  
Check number of tools and equipment in cupboard before and after serving

### Check number of tools and

equipment out for a meal or a party and back to the kitchen

### Count:

Inventory of supplies and perishables  
Formation of concepts  
Volume  
Size  
Weight  
Problems of conserving

### Count:

Keep record of income and expenses

Choose a budget plan and compute total income and list expenses from a "family"

## Related Activities

### Visits to school restaurant or cafeteria

Preparing sandwiches, simple cakes, quick bread, biscuits, eggs, bacon, soup, vegetables, cookies, salads, potatoes, macaroni, desserts, holiday food

### Make a class tea party

Compare and discuss the difference between class meal and commercial one

Pupils may record their meals and evaluate

Have pupils make diagram of cupboard arrangements. Labeling and locating each piece of equipment

Demonstrate waitress services

Setting table and decoration

Serving

Use quiz games to promote learning

Names and uses of utensils

Demonstrate table etiquette and sitting

Rotate responsibility for the different cleaning chores until each child is familiar with all the phases of cleaning up

Refrigerator use and cleaning and arranging after

Put some kinds of food in hot place and observe after a time

Slides of molds, yeast, bacteria under microscope  
Trips to companies to observe canning, freezing, adding chemicals

Arranging exhibition of containers and other supplies needed for home conserving

Dramatize a family conference regarding ways of earning and spending money

Show ways to reduce costs and save money (home canning, mending, decorating, re-pairing, etc.)

Collect pictures of things for which a family spends money

Take a trip to the utility companies

Learn to make simple household repairs

# P L.S. #8

## INTERMEDIATE

### Aims

(3)

(Continued)

TYPES OF HOMES

FURNISHINGS AND  
FURNITURE

CLEANING AND  
MAINTAINING

## B. Develops Ability to Use Homemaking Habits and Skills

### Center of Interest Units

Learning about the home

Things to consider when choosing a home

What things should be considered when furnishing a home?

How can we make a home more serviceable, acceptable and attractive?

Learning about the home

Maintaining the home

Keeping the home clean

Keeping the home in repair

### Introductory Discussions

Discuss what is available in housing

Discuss values of single homes, income flats and bungalows, housekeeping flats, light house-keeping rooms

Discuss the adjustments that families make to inconveniences in homes

Discuss things needed for a home: furniture, drapes, curtains, pictures, floor coverings, household appliances, cleaning implements, kitchen utensils, dishes, silverware, bedding, linens

Discuss efficient provision and utilization of storage shelves

Discuss the efficient kitchen, dining area, efficient arrangement of clothing and cleaning closets

Discuss general art principles

Discuss following a color scheme

Study colors and the use of a color wheel

Discuss placing furniture so the room will be more attractive

Care and appearance of buildings, lawns, yards and fences

Division of responsibilities in the care of the home - routines in caring for the home and for the doing of laundry

Efficient methods of performing household daily tasks:

Bedmaking

Preparing meals

Setting tables

Serving meals

Washing dishes

Weekly tasks:

Cleaning

Caring for the refrigerator and stove

Yearly tasks and monthly tasks:

Washing walls

Draperies

Windows, etc.

Discuss the values of simple household repairs; techniques and needed equipment, costs of doing own work contrasted with hiring repairman, money saved by keeping things in good repair, hazards reduced by keeping things in good repair

Discuss home decorating technique and needed equipment

Discuss household repairs that can be done by the family safely

## Language Arts

### Discuss:

Make an experience chart on ways to arrange a home for greater convenience

### Study:

Make a list of names of rooms with the correct furnishings, etc.

Label diagrams of houses and rooms and match furnishings and equipment with the proper rooms

Make an experience chart on ways to obtain correct lighting

### Study:

Room background and types and styles of furniture

### Discuss:

Things one can make to beautify the home  
Types of furniture arrangements

### Write:

Letters to get directions for making household articles

Letters to obtain information on color schemes, decoration, etc.

Care and use of appliances and furniture, the money saved by taking care of appliances, the usefulness of the appliance if handled properly

"Family discussion" on division of work if both members of the family are employed

Ways children can help when both parents work.

Interesting activities made possible as the result of the time saved by efficient housekeeping (needed rest and relaxation, hobbies, improvement of a person's appearance)

### Write:

About good housekeeping procedures

Ways for caring for appliances and furnishings

Duties of family members to the care of each room

Show how one can have more fun time if work is planned

Satisfactions gained from working efficiently

## Number Concepts

Measure rooms of a model home and compare the sizes with own home

Compute costs of various furniture and furnishings and make estimates of the cost of furniture for each room

Compute the cost of buying drapes, compared with making them

Make a "time chart" showing the division of work in a housewife's day and week

Make a schedule for monthly and yearly tasks

Learn to measure amounts of soap for laundry and other cleaning agents used for general washing and cleaning

Compare cost of repairing and decorating one's self with that of hiring workmen

## Related Activities

Make a house and furnish it

Make a scrapbook of furnishings, appliances, home equipment

Crafts and construction: make model furniture and equipment from clay or wood

Make paperies, towels, pot holders, pillow slips, dresser scarves, lamp shades, shoe bags, slip covers, book ends, shelves, tie racks, show cases, towel racks

Make window boxes for plants

Visit department stores to see model rooms

Plant carrot tops and beet tops to make growing table center pieces

Add interest in beauty to rooms with simple, inexpensive growing plant arrangements using discarded glass containers

Make book shelves using plywood and building blocks

Frame prints from magazines

Decorate the classroom to make it attractive

Choose roles and dramatize the different tasks usually performed by family members

Show members of the family at their household jobs

Show ways to simplify or eliminate household tasks

Delegate responsibilities in the cleaning of the classroom: dusting, sweeping, scrubbing

Demonstrate bedmaking, setting tables and preparing meals

Learn to use cleaning supplies and equipment

Have pantomimes showing household tasks like washing dishes, stretching curtains, etc.

Collect commercial advertisements and labels describing cleaning products

Choose roles and dramatize the work of workers who come to the home to make repairs, to build or to decorate

Workshop: Go to a fuse box and learn how to change a fuse

Learn to repair cords, fix steps, replace glass, the caps of storm windows and screens

**P.L.S. #8**

**INTERMEDIATE**

**Aims**

**B. Develops Ability to Use Homemaking Habits and Skills**

**Center of Interest Units**

**Introductory Discussions**

(4)

**HEALTH AND SAFETY IN  
THE HOME**

Learning about home safety

Common causes of home accidents: fires, electrical hazards, falls, sharp instruments, cleaning fluids and poisons, excessive wax, use of chairs for climbing, careless smoking, etc.

Recognize safety hazards and preventing accidents

Family provisions for safety  
The responsibilities of older members of the family for preventing home accidents

Steps to take in case of accidents; first-aid and getting assistance

Health

The importance of a clean house  
Sanitation in the home:  
Killing insects. fly traps, spray, fly swatter,  
killing rodents with mousetraps and poison  
Importance of clean and unspoiled food  
Medications in the home  
Develop an understanding of family illness  
Caring for the ill  
Ways to help family when there is an illness in the family

(5)

**CHILD CARE METHODS  
LEARNING ABOUT NEW  
LIFE**

Reproduction

Show pictures on plant and animal growth and discuss  
Human fetal development  
Birth

**PREPARING FOR A NEW  
CHILD**

Preparing for baby

Discuss future birth of younger brothers and sisters, students' hopes and reactions

**TAKING CARE OF A  
BABY**

Care of Baby

Discuss the saying "as helpless as a baby"  
Why does a baby need so much care?

**CARING FOR A YOUNG  
CHILD**

Care of young children

Discuss babysitting responsibilities

## Language Arts

### Write:

Causes of home accidents and ways to avoid them

Posters of various aspects of home safety

List housekeeping practices that would make a home safer

Caring for burns or injuries

### Make:

Guide to suggest how accidents to children may be avoided

A set of common safety rules for the home

Have home inspection inventory to check on existing hazards and plan ways to make the home safer

Enrich the vocabulary with health and safety terms

### Discuss:

Ways to guard against acquiring and spreading germs

### Write:

About the relationship of food that has spoiled and food poisoning and the relationship between disease and dirty food

Paragraph on the value of boiling sickroom articles

List approved home remedies found in the medicine cabinet plus medical supplies

Label bottles containing harmful drugs

List hatching times for various animals

Baby - babies film

Discuss

How a baby effects the family - finance, etc

Dramatize care of baby

Write

Story about what life of baby is like

### Discuss:

Interesting stories to tell to children

Rhymes

How younger children act at different ages (expect different behavior at different ages)

## Number Concepts

Determine safe heights for keeping undesirable objects away from children

Make a list of important telephone numbers

Learn to measure medicine

Learn to use a thermometer

Keep a record of a child in the class while he has been ill

Measurement of growth of plant

Twins, triplets

Feeding and sleeping schedules

Weight and measure

Ages

## Related Activities

Have a fireman come to the school to discuss fire hazards and home safety

Make scrapbooks of ways to prevent and avoid accidents and what safety rules and measures should be used in the home

How to treat someone who took a poison

Practice on a toy telephone calling the fire department, police, doctor and the gas and electric company

Find out where the fire alarm box is in your neighborhood

Practice the school fire drill

Demonstrate how good cleaning practices are related to health

Have a sanitation officer tell the class what is done to keep the city clean

Examine superstitions about health practices

Have a mother come to discuss "Family Responsibility for Good Health"

Arrange a medicine cabinet

Have a skit on desirable and undesirable visitors in the sickroom

Make favors for hospitals

Have a public health officer discuss public health services

Germination of seeds

Tadpoles

Hatching of egg

Growing own plants

Fetal development chart

Visit to hospital maternity and nursery ward

Layettes and equipment preparation

Sterilization of milk

Scrap book of baby care

Bring in a baby: how to hold, bathe, feed, change clothes

Have a party for a group of small children



# LEARNING HOMEMAKING

P.L.S. #8 involves the essential habits, attitudes and skills necessary for the feeding, clothing, and housing of oneself and one's family.

## Secondary

- A. Understands the Development of Family Relationships
  - (1) Reacts to the family as a unit
  - (2) Reacts to self-concept in the family
- B. Understands the Development of Homemaking Habits and Skills
  - (1) Uses of clothing
  - (2) Uses of food
  - (3) Housekeeping processes
  - (4) Child care methods

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - *A Potpourri of Ideas for Teachers of the Mentally Retarded, II - The Practical Arts*, for a fairly comprehensive coverage of homemaking skills at the junior and senior high levels. See pages 5-27 for suggested and illustrative units in the area of HOMEMAKING AND HOME MAINTENANCE. See pages 31-40 for a unit on BABY SITTING. See pages 41-45 for a UNIT ON SEWING. And, see pages 47-58 for units in the area of GOOD GROOMING AND GOOD HEALTH.

See Bulletin 21-D, pages 40-51, for related knits on LEARNING TO EARN A LIVING. Also see pages 52-67 for suggested and illustrative units on CONSUMER EDUCATION, WHAT IS A GOOD HOME? and HOMEMAKING AND FAMILY LIFE.

**SECONDARY**

**Aims**

(1)  
REACTS TO THE FAMILY  
AS A UNIT  
THE FAMILY PURPOSES

THE FAMILY ROLES

THE FAMILY CUSTOMS

THE FAMILY IN THE  
COMMUNITY

(2)  
REACTS TO SELF-CONCEPT  
IN THE FAMILY

**A. Understands the Development of Family Relationships**

**Center of Interest Units**

Family purpose  
Activities and goals of the family

Family roles  
Roles and duties of each person in the family

Family customs  
Celebration of special events

Family in the community  
Relation of family to community agencies

Understand the relation of self to the family

**Introductory Discussions**

News report of families  
Show film strips on family life  
Discuss the purpose of the family

Bulletin board with pictures of families  
Show slides or make home movie with families  
performing different duties

Have resource person discuss national customs  
Discuss national customs and holidays of different  
countries as related to the family  
Have students tell about special events

Have a movie on the family involved in com-  
munity activities  
Invite resource persons from various civic or-  
ganizations

Discuss problems of the teenager in the family  
Report on duties in the home

**SECONDARY**

**Aims**

(1)  
USES OF CLOTHING  
NEATNESS AND CARE

SUITABILITY AND  
APPROPRIATENESS OF  
CLOTHING

**B. Understands the Development of Homemaking Habits  
and Skills**

**Center of Interest Units**

Neatness and care  
Cleaning clothes  
Making necessary repairs  
Proper storage

Suitability to climate and occasion  
Seasonal clothes  
Appropriate dress for work,  
leisure  
Suitability to individual  
figure

**Introductory Discussions**

Posters illustrating well-kept closets and storage  
areas  
Bulletin board on proper and improper care of  
clothing  
Trip to dry cleaners, shoe repair, laundry

Field trip to department store to have woman  
discuss and exhibit proper styles and acces-  
sories for various figures  
Examine pattern books or catalogs for basic  
dresses and appropriate styles

## Language Arts

### Discuss

- Learning to cooperate with family group
- Movie on family life
- Read books and magazines on family life

### Report on the roles of the family and their importance

- Discuss the customs in your community as they relate to the holidays
- Read books and magazines on customs and special events

### Write safety rules in the community Discuss being a good neighbor

### Dramatize

- Teenage leisure time
- Read articles on family living
- Write what parents or brothers or sisters like or dislike in students

## Language Arts

### Discuss:

- Keeping an orderly clothes closet
- How to properly store all types of clothing for daily or long term use
- "A stitch in time saves nine"

### Write:

- Rules for daily, weekly and seasonal care of clothes
- List of safe cleaning agents
- Make a notebook on care of clothing:
  - Hanging clothes up
  - Cleaning
  - Ironing

### Discuss:

- Relation of colors, designs and sizes of clothing and accessories to individual figure
- Fad vs. style
- Suitable clothing
  - When applying for a job
  - When working in various businesses
- Prepare an individual notebook on most appropriate styles, colors and patterns of clothing and accessories

## Number Concepts

### Family schedules as they relate to work, play

### Use measurements in making table cloth, place mats for table setting

### Figure cost of holiday meals eating in and out

Compare the two

### Write dates of birthdays, holidays, anniversaries and other special events

### Compute cost of special event project

### Space concepts

- Locate streets and buildings
- Know numbers of phone you could call in case of emergency

### Plan and budget teenage allowance

- Clothing
- Recreation

### Management of time

## Number Concepts

### Compute:

- Costs of cleaning agents
- Costs of cleaning winter clothes

### Compare cost of professional dry cleaning and coin operated cleaners

### Compute cost of basic wardrobe Compare cost of costume jewelry

## Related Activities

### Dramatize

- Family working in cooperation with the community
- Plan activities for family use of leisure time

### Keep records of duties carried out in the home by family member

- Have a collection of pictures showing family performing various duties

### Make a bulletin board on special events

- Plan a party for a special event

### Field trips to various community agencies

- Make a map of the community
- Art project on traffic signs and signals

### Make a bulletin board showing duties of teenagers

## Related Activities

### Sewing projects:

- Mending
- Darning
- Sewing buttons
- Patching

### Demonstrate

- Proper cleaning agents and techniques for all types of materials, emphasizing safety
- Techniques in pressing special fabrics
- Removal of stains
- Shoe care

### Correctly wash various types of clothes and use proper method of completion (spin dry, drip dry, ironing)

### Use correct methods of handling, putting on and taking off clothes

- Collect pictures illustrating combinations of clothing according to season, occasion and style
- Work out a suitable minimum wardrobe for their age

### Analyze what makes clothes pretty

- Try on different types of accessories to find most becoming

### Experiment with colors to find attractive combination

**P.L.S. #8**  
**SECONDARY**

**B. Understands the Development of Homemaking Habits  
and Skills**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

**SHOPPING FOR CLOTHING**

**Shopping:**  
Wise buying  
Understanding advertising

**Film on techniques in buying**  
**Display various clothing labels and tags**  
**Trip to clothing store**

**TEXTILES USED IN  
CLOTHING**

**Textiles:**  
Use of materials  
Care of fabrics

**Bulletin board of fabrics, illustrating type of  
garment**  
**Trip to retail store specializing in all types of  
fabrics**  
**Film on modern fabrics**

**CLOTHING CONSTRUCTION**

**Construction:**  
Ability to use basic sewing tools  
Construction of simple garments

**Trip to store to see sewing demonstration**  
**Speaker on choosing and using patterns**

## Language Arts

Discuss principles of wise shopping  
Importance of labels, brand names  
Types of stores  
Guarantees  
Quality vs. quantity  
Characteristics which determine value

Compile guides for buying (brand names, quality grading)

Prepare inventory of wardrobe needs

Discuss:  
"What is a bargain?"

Discuss:  
Uses of the various materials (synthetics, cotton, wool)  
Ease in care of various materials (wash-wear, dry clean)

Prepare notebook on proper laundering techniques for each type of fabric

Vocabulary  
Names of common fabrics

Discuss:  
Most desirable materials (cost, ease in handling, design)  
Problems in sewing  
Selecting a pattern  
Safety in sewing

Clarify meaning of pattern symbols

List minimum sewing supplies

Vocabulary  
Sewing terms

## Number Concepts

Compare:  
Prices from newspaper ads or catalogs  
Out of season and in season buying  
Make a clothing budget  
Meanings of various sizes

Make change  
Compute savings gained by purchasing at sales and discount prices

Compare cost of materials:  
Price per yard  
Price of finished product

Take correct measurements  
Adjust patterns  
Estimate materials, equipment and costs of project

## Related Activities

Develop ability to read and analyze modern advertising techniques  
Show relation of cost, maintenance and durability with longevity, appearance and comfort  
Examine expensive and inexpensive dress: compare quality and price

Dramatize what to consider when purchasing a wool sweater, nylons, shoes, etc.

Speaker with samples of natural and synthetic fibers to explain qualities and uses  
Demonstrate  
Effect of heat of iron on different fabrics  
Color fastness and shrinkage  
Show importance of finishing processes in relation to ease in care (Sanforized, sunfast, crease-resistant)

Choose a simple garment to construct  
Use appropriate tools and equipment correctly in project  
Demonstrate  
Different methods of marking  
Preparation of fabric for cutting  
Types of seam finishes  
Faults in pressing (shine, seam edges, home-made look)

**B. Understands the Development of Homemaking Habits  
and Skills**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(2)  
USES OF FOOD  
FOOD VALUE AND NEED

Learning about need  
Recognizes a well-balanced meal  
Understands basic food charts  
Health  
Growth  
Prevention of disease  
Develops nutritional habits

Discuss how the human body utilizes food  
Film to show function of carbohydrates, protein,  
fats, vitamins, minerals to body  
Pictures to show contrast in bodies of well nour-  
ished and undernourished children  
Discuss relation of food to adolescent devel-  
opment

SHOPPING FOR FOOD

Learning about shopping:  
Selection of markets  
Selection of food  
Budgeting  
False or misleading advertising

Discuss  
Comparison of prices of various  
Qualities of foods  
Different types of markets  
Economical size of package  
Seasonal buying  
Make a display of labels explaining informa-  
tion given  
Film on shopping techniques

PREPARING FOOD

Learning about preparation:  
Use of kitchen facilities  
Menu planning  
Proper method of preparing foods  
Preserve vitamins  
Color and texture

Plan menus for family meal and special occasions  
Discuss foreign cookery and cultural patterns  
Demonstrate principles involved in preparing veg-  
etables and fruits  
Filmstrip and demonstration on baking, including  
packaged mixes  
Discuss overweight and underweight; fad vs. well-  
balanced diet

SERVING OF FOOD

Learning about serving:  
Arranging the table  
Serving guests at meal or party  
Proper etiquette

Demonstrate  
How to set a table and evaluate according to  
general appearance  
Discuss  
How to serve guests and family  
Films  
Setting a table  
Etiquette

CLEANING-UP AFTER  
PREPARATION AND MEALS

Cleaning after preparation:  
Techniques in cleaning work area, dishwash-  
ing, laundry

Demonstrate use of work areas  
Make check list for desirable work habits and  
for keeping kitchen clean

PRESERVING AND PRO-  
CESSING OF FOOD

Preservation and processing:  
Methods of canning fruits and vegetables, pre-  
serving, pickling and jelly making  
Proper food storage  
Short and long term

Read and discuss history of food preservation  
Discuss factors to consider in determining whether  
or not to preserve food for  
Economy  
Diet improvement  
Providing creative satisfaction  
Film on canning fruits and/or vegetables  
Visit from home economics teacher to discuss  
sanitary measures in relation to food preser-  
vation

## Language Arts

Read about malnutrition

Discuss Basic Seven food charts

Analyze sample menu as to supplying nutritional needs

Spelling:

Carbohydrates

Protein

Vitamin

Mineral

Read:

Magazines about new foods and shopping interest

Discuss:

Wise buying to avoid waste

Compare ads to decide best buys

Compile guides for buying (brand names, quality grading)

Read:

Homemaking magazines, cookbooks for new ideas

Report ways to prepare foods

Discuss what makes food palatable, digestible, attractive

Read and discuss

Types of cakes

Methods of mixing

Vocabulary

Kitchen terms

Read and discuss

Table etiquette

Make up a chart of basic rules of etiquette

Read about table planning and serving for special occasions

Report on need for cleanliness in preparing food, both before and after

List cleaning agents and utensils

Read recipes

Discuss causes and prevention of food spoilage

Spell words needed in unit

Formulate list of supplies needed

## Number Concepts

Compile calorie charts for family depending on type of person and activity

Count calories

Problems of weight and measurement

Compute amount of food needed for specified family for day or week

Compute cost of food per day

Problems in making change

Problems of weight, size and various cooking measurements

Determine time to be allotted for preparation of food on menu

Determine amount of room needed for a table setting

Compute number of pieces of china and silverware needed for certain number of guests

Compute cost of cleaning agents according to size and quantity

Make a time chart required for processing various foods

Compute cost of project

## Related Activities

Films on foods and body

Plan balanced meal

Obtain booklets or pamphlets on malnutrition

Films on nutrition and disease

Trips to various types of food stores

Prepare shopping list according to planned menus

Plan a guest meal and other family meals

Evaluate above meals

lunch and dinner

Plan proper sequence of preparation of various meals

Field trip to gas and/or electric company to observe home economist demonstrate cooking techniques

Arrange kitchen equipment and supplies for most efficient operation

Set an attractive table and include an appropriate centerpiece

Role playing

Serving food

Practicing good table manners

Prepare bulletin board to illustrate proper table manners and table setting

Field trip to a restaurant

Demonstrate effectiveness in the use of cleaning agents

Prepare bulletin board on cleaning agents

Science

Experiment showing effect of bacteria on food

Use several methods to can fruits and vegetables

Make scrapbook of favorite recipes

Science

Heat and temperature and their implications for cooking

Make a scrapbook of menus for breakfast.

**B. Understands the Development of Homemaking Habits and Skills**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(3)  
**HOUSEKEEPING PROCESSES  
FAMILY FINANCES AND  
BUDGETING AND  
BUYING**

**Family finances and budgeting**  
Earning money  
Influences on spending  
Keeping a reasonable budget

**Visit from graduate to describe his job and how he uses income**  
**Students show ads representing articles they want to obtain**  
**Film on saving**  
**Have insurance agent work out a family savings plan**

**Installment buying**  
**When to use credit**  
**Types of credit**  
**Consequences of not meeting payments**

**Speaker from credit department to explain various plans**  
**Display of various credit forms**

**TYPES OF HOMES**

**The home: Choosing a certain design**  
**Construction**  
**Location**  
**Design**

**Use newspapers to find out what type of housing is available (cost, size)**  
**Trip to Parade of Homes to see types of homes and construction**

## Language Arts

List items in a budget and proportionate role of each  
Discuss effective financial adjustment to  
Lay-off from job  
Fired from job  
Long-term illness  
Loss of home (fire)  
Reduction in income (job transfer)

Discuss

"Planning for saving" vs. "Saving what is left over after bills are paid"

Advantages and importance of various types of insurance

Curbing impulse buying

Vocabulary

Credit terms and concepts

Discuss

Necessity vs. luxury

Cash payments vs. time payments

Discuss necessity of

Regular payments

Restricting total obligations

Procedures for dealing with inability to pay

Keeping receipts for proof of payment

Write

Basic information for credit application

Discuss advantages and disadvantages of renting, leasing and purchasing

Discuss

Function aspects of a home (utilities, space)

Qualities of beauty in and about a home

Location of home in regard to convenience

Responsibility to landlord, neighbors and community

## Number Concepts

Plan, prepare and keep a personal income and expense record  
Compute costs of various leisure-time activities

Compute extra costs due to credit on various purchases (service charges, interest)

Compare

Costs of various housing

Buying vs. rent

## Related Activities

Plan a hypothetical budget for various types of families (single, married with and without children)  
Display posters and pictures showing various savings plans  
Visit bank and observe deposits, withdrawals, credits

Demonstrate ways of "stretching the dollar"

Good planning

Wise buying

List ways to earn money

Illustrate circumstances where borrowing is required

Fill out and understand terms of several credit contracts

Dramatize shopping and credit experiences

Illustrate and list advantages and disadvantages of apartments, houses and trailers

Make small group visits to apartments and houses advertized for rent

Report on available facilities

Individual plan for searching for place to live

Reasons for selecting ad

List things they would ask realtor about the housing

**P.L.S. #8  
SECONDARY**

**B. Understands the Development of Homemaking Habits  
and Skills**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(3)  
(Continued)

**FURNITURE AND  
FURNISHINGS**

Furnishing for function and beauty:  
Basic furnishings for establishing a home

Discuss "harmony" in color, textures, styles  
Go window shopping and report on principles  
of color and arrangement used  
Field trip to furniture store, drapery shop

**HOMECARE AND  
MAINTENANCE**

Process for maintenance:  
Cleaning  
Repairing  
Good home management

Demonstrate some basic home repair techniques  
Visit shops of the vocational school  
Demonstrate efficient methods of performing  
daily household tasks

**HEALTH AND SAFETY IN  
THE HOME**

Reasons for health and safety:  
Prevention of accidents  
Recognition of safety hazards  
What to do in emergencies

Bulletin board on safety  
Discuss home accidents which can be prevented  
Film: accidents, prevention and emergency  
treatment  
Invite instructor to teach basic first aid procedures

(4)  
**CHILD CARE METHODS  
LEARNING ABOUT NEW  
LIFE**

Reproduction:  
Simple study of main organs of body and their  
functions

Film: Reproduction  
Have school nurse talk with class

**LEARNING PRENATAL  
CARE**

Prenatal care:  
Importance of balanced diet  
Personal appearance  
Dental care  
Exercise  
Rest

Demonstrate use of doctor's apparatus (school  
nurse)  
Discuss physical care of the mother

**CARING FOR THE  
INFANT**

Care of infant:  
Helping mother care for baby

Pediatric nurse discusses physical and mental  
growth pattern of pre-school child  
Film on infant care  
Display of books from State Department of  
Health on health and proper infant care  
Display of baby pictures

**TAKING CARE OF A  
YOUNG CHILD**

Care of a young child:  
Prevention and care of  
diseases  
Health and cleanliness

Demonstration by nurse on care of young child  
Bring in young child  
List the different things he does in a given  
length of time

## Language Arts

### Write

Letters for materials on interior decoration and home projects

List basic furnishings for establishing a home

### Discuss:

Efficiency in determining furniture and layout  
Obtaining good value at low cost

### Write:

Methods of preserving home equipment for greater use and little expense

### Read:

Directions for operating and maintaining appliances

### Discuss:

When to call repairman  
Ways of improving outside appearance  
Appropriate duties of family members in caring for house

### Report:

Precautions for safety in the home

### Discuss:

Obligation to protect yourself and others from hazards  
Sanitation in the home

Write on the health of the mother

Write letters to send for company-distributed kits

Read book on physical growth and development

Report on doctor's apparatus

### Discuss:

Importance of physical examination  
Following doctor's orders  
Attitude of parents and other children

### Discuss:

Acceptance and responsibilities of new sibling  
Helping with new baby

Read magazines or articles about infant care

Make a notebook about information learned about care of babies

### Write:

Places where family may obtain help  
Family agencies  
Medical and health services  
Free clinics and hospitals

### Discuss:

What to do in case of serious illness

### Read:

Names and symptoms of communicable diseases

## Number Concepts

Plan expenditures needed to furnish apartment for young couple

Furniture  
Appliances  
Accessories

Estimate materials, tools and costs for home repair project

Compare home repair cost with professional service

Compute

Standard service charges for various appliances

Plan work schedule for cleaning (daily, weekly, monthly)

List important telephone numbers for emergencies

Compute cost of medical expenses

Determine desirable heights for keeping undesirable objects and poisons away from children

Compute cost of laboratory services, hospital and doctor, and insurance plan

Compute and compare costs of

Medicine  
Doctor  
Insurance

Chart heights and weights of infant

Prepare a time schedule for baby

Figure cost of baby food, medicine, doctor, etc.

Financial responsibilities connected with an additional member in family

Compute:

Cost of life insurance, hospital insurance

Make a growth chart of a young child

Read a body thermometer

## Related Activities

Illustrate styles of furniture and equipment in the home

Apply basic rules of color in choosing items for furnishing and decorating various rooms

Improve furnishings by making practical low-cost accessories

Choose several simple home repair projects

Carpentry, plumbing, etc.

Display home repair tools and equipment on peg-board

Study types of cleaning solutions, waxes, polishes

Experiment and evaluate

Demonstrate ways to simplify or eliminate tasks

Practice cleaning procedure by actually cleaning

Identify some of the common problems in safety; accidents, poisons, etc.

Dramatize accidents which occur in the home

Decide which could be prevented

Illustrate value in knowing safety rules

Carefully planned work schedule

Strict observance of directions

Keeping mind on job

Collect literature concerning various agencies and make a file

Project on health and accident insurance

Visit community facilities available to family in time of need

Film: Prenatal Care

Role playing

What to do in case of serious illness

Study art of baby-sitting

Prepare bulletin board displaying various materials pertaining to child care, baby-sitting and play activities of babies and pre-school children

Use life-sized doll to practice washing, dressing, feeding and handling of child

Visit community facilities available to families in time of need or emergency

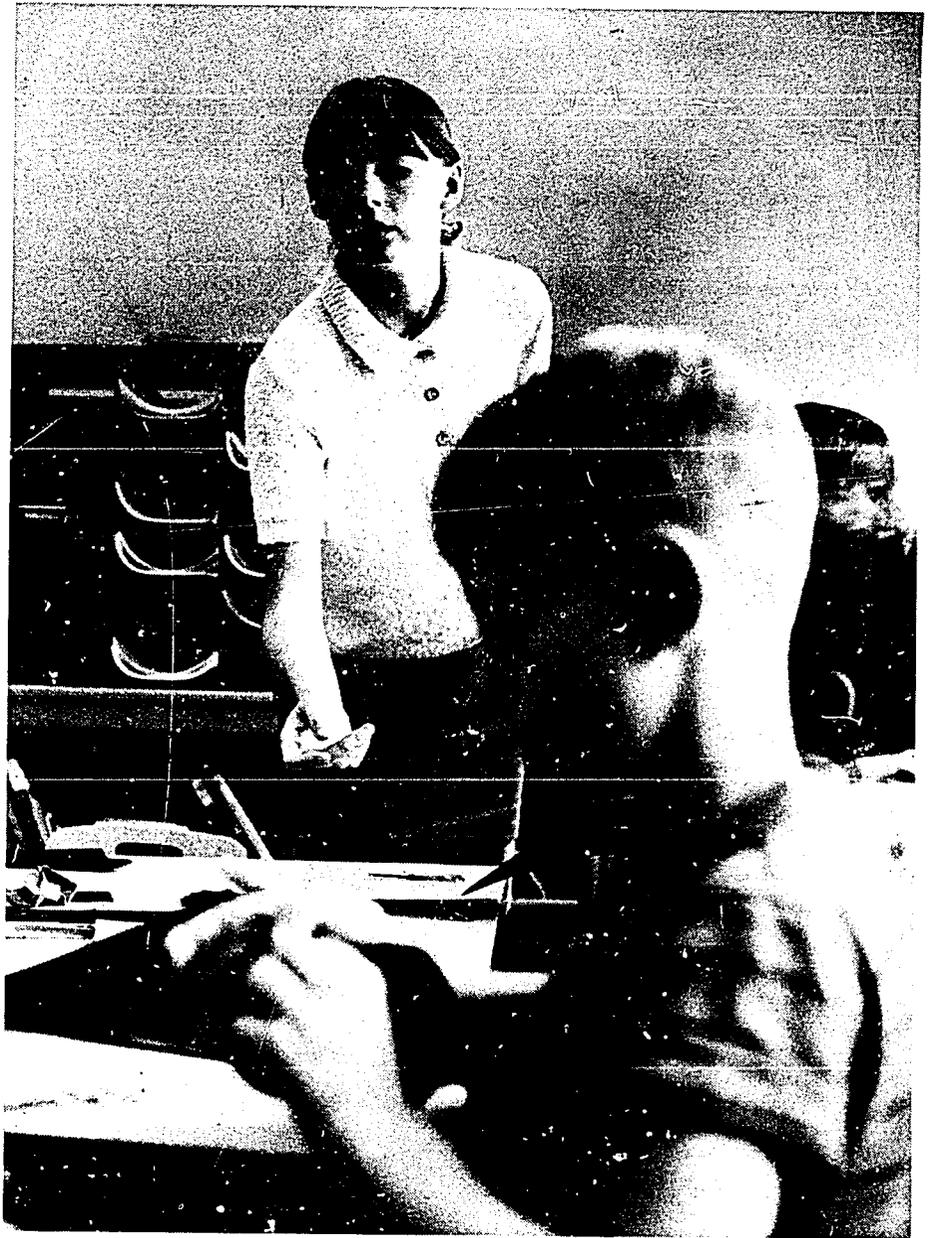
Display of books

Role playing

Calling a doctor

Asking a neighbor for help

Handling emergencies



## LEARNING TO MANAGE ONE'S MONEY

**P.L.S. #9** involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

### Primary

- A. Begins to become acquainted with the nature and value of money
  - (1) The purposes of money
  - (2) Types and proportions of money
- B. Begins to learn of those activities dealing with acquiring money
  - (1) Individual and family money activities
  - (2) Earning money
  - (3) The concepts and practices of unearned money
- C. Begins to direct thinking toward adult financial world
  - (1) Promotes understanding of values in spending or giving money
  - (2) Investigates ways of saving money
  - (3) Explores responsibilities and rewards of donating to charities, others, etc.

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 46 - Readiness Activities for Mentally Retarded Children for activities designed to stimulate quantitative thinking and other higher mental processes of the pre-primary and primary level. Also see Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded. Vol. II, pages 27-30, for an illustrative unit on CAR WASHING.

See Bulletin 21-B, Vol. I, pages 43-63, for suggested activities and AIDS IN TEACHING FUNCTIONAL ARITHMETIC VOCABULARY to primary level retardates. Also see pages 70 and 74. See No. II, pages 142-145, for an illustrative unit on OUR SCHOOL STORE. Other persisting life objectives in this resource guide cover related number concept activities for the primary level.

**P.L.S. #9**  
**PRIMARY**

**A. Begins to Become Acquainted with the Nature and Value of Money**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
THE PURPOSES OF MONEY

Money identification collections  
Money uses:  
For products  
For services

Discuss money: 1¢, 5¢, 10¢, 25¢, 50¢ \$1.00  
Discuss varieties of money  
Paper bills  
Checks  
Money orders  
Stamps  
Credit cards  
Play money

(2)  
TYPES AND PROPORTIONS OF MONEY

Money and different combinations  
Developing shopping responsibility:  
Remembering items wanted  
Choosing correct items  
Handling money safely  
Checking costs and receipts

Increasing ability to identify and use money  
Price or bills and money needed to pay  
Getting or making change

**PRIMARY**

**B. Begins to Learn of Those Activities Dealing with Acquiring Money**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
INDIVIDUAL AND FAMILY MONEY ACTIVITIES

Individual and family finances:  
Income  
Expenses

Sources of individual and family income  
Allowances  
Work earnings  
Savings  
Expenses  
Food  
Clothing  
Rent  
Supplies, etc.

(2)  
EARNING MONEY

Earning a living in the community  
Community workers  
Policeman, fireman, etc.  
Shopkeepers  
Food stores, clothes stores, etc.  
Semi-professional people  
Office workers  
Management  
Skilled Laborers  
Truckers  
Mechanics  
Plumbers  
Carpenters  
Teachers

## Language Arts

### Discussion:

- Money experiences
- Chart stories

### Recognize and verbalize:

- Types of money
- Reading
- Labels or price tags
- Newspaper ads
- Stories involving money with both teacher and pupil participation

### Writing:

- Lists of purchases
- Price lists (store purchases)
- Stories involving purchasing

### Discussion:

- Money for lunch, candy, etc.
- Purchasing things

### Writing:

- Interpreting parental list
- Writing list for purchases

### Spelling:

- Penny, nickel, etc.

## Language Arts

### Discussion:

- How to earn money
- Steady job
- Odd jobs

### Allowances

- Should they be given and how much

### Writing:

- How I help the family

### Discussion:

- How their parents earn money
- Chart work

### Teacher reading

### Reading:

- Pupil reading
- Oral
- Silent

### Writing skills:

- Writing stories
- Manuscript
- Cursive

### Vocabulary:

- Written

### Oral

## Number Concepts

### Concrete counting with coins

- or play money

### Simple addition

### Simple subtraction

### Basic adding

### Addition and subtraction

### Different combination for same amount

### Measurements:

- dozen, pound, etc.

## Number Concepts

### Advanced addition and subtraction with money

### Basic multiplication

### Counting money collected:

- UNESCO
- Red Cross
- March of Dimes
- United Fund
- Church collections

### Counting money earned

- Paper drive
- Jobs (home)
- Scout cookies
- Refunds (bottles)

## Related Activities

### Showing and telling of shopping experiences

### Shopping and use of money

### Buying and selling with real or play money:

- "sell" treats for play money

### Games

### Monopoly

### Easy Money

### School store activity

### Collecting items

### Pricing items

### Quantitative grouping

- 10¢ each

- 3 for a quarter

### Ability to choose correct items

### Amounts

### Varieties

### Value (best value for cost)

### Added school activities

### Concepts developed by organized games

### Recognizing

### Counting

### Adding

### Subtracting

### Equating (teams)

### Estimating

### School lunch program

### Buying tickets

### Counting places needed

### Distribution of utensils needed

## Related Activities

### Classroom allowance with play or real money to

### teach child how to budget. "Sell" child milk,

### candy, treats for set amounts so student will

### have to decide a choice and manage allowance

### Teacher explain her budgeting

### Classroom "jobs" to earn money

### Arts and Crafts

### Scrap books

### Drawing

### Shadow boxes

### Paper mache figures

### Scenes for exhibits

### dioramas

### Participation in organized community drives such

### as Scouts, Red Cross, etc.

## P.L.S. #9

### Aims

(3)

THE CONCEPTS AND PRACTICES OF UNEARNED MONEY

### Center of Interest Units

Receiving money gifts  
Christmas  
Birthdays  
Mother's and Father's Day  
Religious occasions  
Contributions  
Classroom  
Community  
National and International  
Finding money  
Allowances  
Family circumstances  
Peer groups  
Family differentiations

### Introductory Discussions

Receiving and giving money as gifts  
Money  
Bank account  
Bonds (U.S.)  
Gift certificates  
Finding money  
Correct procedure  
Inform parents or authorities  
Place money in official hands  
Child claims if not claimed by original owner  
Allowances  
Differences in allowances

## PRIMARY

### Aims

(1)

PROMOTES UNDERSTANDING OF VALUES IN SPENDING OR GIVING MONEY

## C. Begins to Direct Thinking Toward Adult Financial World

### Center of Interest Units

Individual shopping:  
Desires and needs  
Personal  
School  
Supplies  
Lunch money  
Keeping up with peer group  
Family shopping  
Differences in shopping habits  
Socio-economic level  
Good-versus-poor budgeting  
Community contributions:  
Classroom collection for child in need  
Classroom collection for  
P.T.A.  
Scouts  
Red Cross

### Introductory Discussions

Discussion of personal needs  
Independent  
Peer group  
Discussion of family needs  
Discussion of community need

(2)

INVESTIGATES WAYS OF SAVING MONEY

Banks:  
Personal (piggy banks)  
Family (group saving for item)  
Federal (Christmas Clubs)  
Savings bonds  
Saving merchandise stamps

Accumulating money  
Saving part of allowance  
Saving gift money  
Ways to save  
Banks  
Penny bank  
Budgeting  
Allowance

(3)

EXPLORES RESPONSIBILITIES AND REWARDS OF DONATING TO CHARITIES, OTHERS, ETC.

School participation  
Donations  
Junior Red Cross  
March of Dimes  
P.T.A.  
Drives  
Goodwill clothing  
Bake sale (school-P.T.A.)  
Candy sale (school-P.T.A.)  
White elephant sale

School  
Toys  
Treats  
Home  
Toys  
T.V. programs  
Church  
Contributing to funds  
Activities  
Community  
Donations

## Language Arts

### Discussion:

- Receiving and giving gifts
- Social amenities: please, thank you

### Reading:

- Teacher-pupil story
- Independent reading of stories

### Writing skills

- Thank you notes
- Simple letter writing
  - Letter
  - Addressing envelope

## Number Concepts

Depositing money in bank (with parental assistance)

## Related Activities

- Field trip to bank
- Children's parties with gifts of money
- Sociodrama
  - Receiving - giving gifts
- Free play
  - Play bank
  - Play house with getting allowance
- Arts and Crafts
  - Poster signs
  - Drawing
  - Making a bank

## Language Arts

### Discussion:

- Experiences in shopping
- Stories and poems read by teacher

Visual and auditory observations on Advertising

- Billboard advertisements
- T.V.
- Radio

Newspapers and magazines

### Written Communication

- Story related to shopping
- Preparing detailed shopping lists: foods, drugs, etc.

## Number Concepts

Keep track of school and home spending

- 1¢ to \$1.00
- Counting items on list
- Counting change known
- Budgeting

## Related Activities

- Arts and Crafts
  - Store construction
  - Pictures
  - Scrap books
  - Items from store
    - Signs
    - Boxes
    - Price tickets

### Discussion:

- Field trip to bank
- Using a savings deposit book

### Reading:

- Individual
- Pupil to pupil reading
- Teacher reading

### Writing:

- Story related to savings

### Discussion:

- Experiences with giving
- Need for donation

### Reading:

- Individual
- Pupil to pupil
  - People who need help for medical research

### Written communication

- Story writing related to giving
- List of charities

Keeping record of savings

- Additions
- Withdrawals
- Concept of interest

Arts and Crafts

- Construction of individual banks
- Making play money
- Construction of bank with property
- Scrap books
- Sociodrama
  - Saving
  - Budgeting

Counting

- Milk
- Treats
- Straws
- Napkins
- Coins
- Sorting and counting objects
- Clothes
- Books, magazines, papers
- Candy and cookies

Arts and Crafts

- Make posters
- Make gifts for sale or giving
- Veteran contributions
- Socio-drama
  - Giving
  - Contributions
  - Visit to needy or crippled in area

## LEARNING TO MANAGE ONE'S MONEY

**P.L.S. #9** involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

### Intermediate

- A. Develops knowledge about the nature and value of money
  - (1) The history of money
  - (2) Develops an understanding of the purposes of money
  - (3) Recognizes types and proportions of money
- B. Develops knowledge of activities dealing with acquiring money
  - (1) The roles of the individual and his family
  - (2) Widens understandings of experiences dealing with earning money
  - (3) Enlarges concepts and practices of unearned money
- C. Develops knowledge about the adult world of financial living
  - (1) Values involved in the spending of money
  - (2) Investigate the ways of saving money
  - (3) Explores responsibilities and rewards of donating to charities. etc.

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 21-C, pages 57-61, for an illustrative unit on A CLASSROOM PARTY FOR PARENTS AND FRIENDS. Also see pages 146-163, for units on RESTAURANTS and SUPERMARKETS. Other persisting life objectives in this resource guide cover related number concept activities for the intermediate level.

**P.L.S. #9**  
**INTERMEDIATE**

**A. Develops Knowledge About the Nature and Value of Money**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
 THE HISTORY OF MONEY

Displays  
 Pictures, magazine articles, items, collections  
 Filmstrip, movies (Historical development)

Origins of Money  
 Our Country's Money (Historical Development)  
 Who uses money (from past to present)  
 People (and money) around the world

(2)  
 DEVELOPS AN UNDER-  
 STANDING OF THE PUR-  
 POSES OF MONEY

Gold stored in vaults (Store of value)  
 Paychecks (Right or claim)  
 Money as medium of exchange  
 Exchange of money for work  
 Exchange of money for goods or services  
 Amount of money circulating determines value  
 Inflation (too much money)  
 Deflation (not enough money)

Money buys goods and services  
 Barter, trade (substitute forms of money)  
 Money in other lands (universal need)  
 Needs with stress on part money plays  
 Intercontinental and Intra-World Trade  
 (Interdependence for existence)

(3)  
 RECOGNIZES TYPES AND  
 PROPORTIONS OF MONEY

American currency  
 Differences  
 Similarities  
 Foreign currency  
 Differences  
 Similarities

Variations in money  
 Coins  
 Paper  
 Pictures  
 Words  
 Money in other lands

**INTERMEDIATE**

**B. Develops Knowledge of Activities Dealing with Acquiring Money**

(1)  
 THE ROLES OF THE INDI-  
 VIDUAL AND HIS FAMILY

Individual and family money  
 Source of family income  
 Family expenses  
 Individual income and expenses

Individual income  
 Services in lieu of wages  
 Cash jobs: paper route, snow shoveling, etc.  
 Keep records of income and expenses  
 Family income  
 Sources: father, mother, siblings  
 Incidental income: roomers, working for  
 rent, etc.  
 Family expenses  
 Distribution of income  
 Who spends what

(2)  
 WIDENS UNDERSTANDINGS  
 OF EXPERIENCES DEALING  
 WITH EARNING MONEY

The ways people earn money  
 Jobs  
 Interest  
 Investments  
 Property income

Family  
 Individual  
 Jobs  
 Wages - salaries  
 Fair pay rate/amount of work done  
 Cash or cash equivalents  
 Full time - part time  
 Different jobs students have done  
 How to apply  
 How to succeed

## Language Arts

### Reading:

- Articles on money (Encyclopedia, magazine, newspapers)
- Advertisements re money and equivalents
- Picture reading

### Writing:

- For information and catalogues
- To arrange field trips
- Parents' permission
- Thank you
- Write-ups on trips

### Discussion:

- Gold in Ft. Knox
- Effects of deflation and inflations on purchasing power

### Reading:

- Ads (money buys goods and services)
- Stories and articles on purposes of money

### Reading and discussing money characteristics

- General desirability
- Great value in small bulk
- Durability
- Uniform quality
- Divisible without harming value
- Easily recognized
- Stability of value
- Can be exchanged for other types of wealth

### Discussion:

- Financial problems
- Helping family
- Choosing what to spend money on

### Writing:

- What budget is best
- Students' financial needs

### Discussion:

- Students' jobs
- Finding a job
- What students would like to do

### Writing:

- Job experiences
- Fair wages for different types of work
- Job application

### Spelling:

- Material to be put on application

### Reading:

- Material on job description

## Number Concepts

Money substitutes and what they purchased (in terms of then and now)

Compare face value with collection value of coins in coin collection

Money values from barter to symbol usage

### Intermediate

- Adding, subtracting and multiplying
- Computing prices for objects to be sold
- Budgeting
- Income
- Expenses

- Cardinal numbers
- Ordinal numbers
- Understanding and manipulating numbers
- Symbol usage
- Equivalent values
- Money substitutes
- Social usages
- Measurements
- Comparing weights
- Weigh ten silver dollars
- Weigh ten paper dollars

Introduction of graphs and pictorial symbolization

- Who earns money income (pie graph)
- Where family money comes from

Discover relationship between family size and operational expense

- Compute earnings at hourly rates, weekly rates
- Compute amount of money needed to support family for one month (a year)
- Fundamental processes - actual problem situations
- Rebudgeting

## Related Activities

- Field trips (Museum, banks)
- Art work (Peoples and money in natural settings around the world)
- Sociodrama - Playlets

Classroom Economics - have students earn, spend or save playmoney earned in classroom duties. Determine prices on goods to be bought (treats, milk, etc.) and have each student or small group budget for day to day or week to week "living"

- Field trips to stores
- Handling money
- Remembering items
- Making lists
- Choosing items
- Using items
- School collections and drives
- Games (Monopoly)

Sociodrama - Play roles of family members

Bulletin board: Student-made graphs

- Concept development
- Direction (Money coming in or going out)
- Motion (How fast is money coming in or going out)
- Time (Applying, on job, waiting for pay)
- Comparison (jobs and returns)
- Prepare class booklet (illustrated)
- Jobs in community
- Description
- Availability
- Conditions and pay
- Job histories (actual student histories)

## P.L.S. #9

### Aims

(3)  
ENLARGES CONCEPTS AND  
PRACTICES OF UNEARNED  
MONEY

### Center of Interest Units

Unearned money  
Gifts - donations  
Borrowed  
Benefits  
Charity  
Relief  
Damages  
Inheritance  
Contests - Prizes  
Rewards - awards  
Allowances  
Lost - found

### Introductory Discussions

Obtaining money without working for it  
(stress legal while avoiding getting involved  
with non-legal means)  
Gifts of money children have received or given  
Inherited money  
Relationship of money to other gifts given or  
received  
News items (local paper, TV) concerning gifts,  
inheritances, etc.

## INTERMEDIATE

### Aims

(1)  
VALUES INVOLVED IN THE  
SPENDING OF MONEY

## C. Develops Knowledge About the Adult World of Financial Living

### Center of Interest Units

Family - Individual spending  
Necessary Wisely Necessities  
Unnecessary Unwisely Luxuries  
Recreation - Travel  
Dues - incidental  
Taxes  
Budgeting  
Bank visit for both spending and saving in-  
formation

### Introductory Discussions

Listen to speaker on taxes or budgets  
See film on family spending  
Discuss role of parents as family purchasing  
agent

(2)  
INVESTIGATE THE WAYS  
OF SAVING MONEY

Savings:  
Individual  
Family  
Poster: Bank interior with many people putting  
money into a huge "piggy bank" or posters  
of animals saving nuts for future needs

Why save?  
Savings program  
Formal (banks, savings and loan, credit union)  
Personal  
Class project: planned savings for picnic or  
outing  
Individual: real savings programmed for de-  
sired purchase; Christmas, birthday, self

(3)  
EXPLORES RESPONSIBILITIES  
AND REWARDS OF DONAT-  
ING TO CHARITIES, ETC.

Films, conducted activities of charitable agencies  
Newspaper promotions of local campaigns  
Photos of people in want - local, national,  
universal

Local and National Agencies  
Why do they exist?  
What do they do?  
How do they get the money to do it?  
Visit local agencies  
Conduct class or school campaign for support  
of a recognized fund  
Personal contributions in school and out

## Language Arts

Read newspaper articles describing gifts or prizes  
Write story of most unforgettable gift  
Tell of planning for giving a gift  
Listen to appropriate stories about gifts from more difficult books

## Number Concepts

Basic concepts  
Value and damages  
Profit and loss  
Compute value of gifts received on birthday or other occasion

## Related Activities

Bulletin board preparation  
By students and teacher  
Pictures and stories dealing with previously described activities

## Language Arts

### Discussion:

Film on family living  
Individual spending

Written preparation for visits to bank, loan company - parental permission, arrangements, what to look for, how to act

Written follow-up - reports, thank you notes

### Discuss:

How to conduct savings program

### Writing:

"Ads" for class savings projects forms and financial reports

Keeping savings budget

Phone arrangements for visits, reports, or evaluations of savings programs

### Plan fund campaign

P.A. announcements

Ways to stimulate interest

Write "throw away ads"

Prepare and give talks to other classes

Keep running records and summary of results

Appreciation announcements

Discuss films from charitable organizations

## Number Concepts

Sales tax - what it is and how to live with it  
Budgets - short and long term individual and family  
"Select" and "buy" some desired article for cash and on time  
Sample buying of necessities and luxuries using - ads and flyers  
Payment receipts, sales slips, bills

### Planned savings program

Relationship between amount deposited per unit of time . . . .  
for a given time period - month, semester, year

Compute total and individual costs of picnic or outing . . . .  
what is the money goal? How can we reach that goal?

Discuss financial reports of agency

Keep account of class or school contributions

Prepare master report - large graph

## Related Activities

Cafeteria spending practices  
Buying as economic voting - wants and choices of wants  
Consumer vs. producer  
Planning, budgeting and buying for a class picnic

Use tokens for special work or as recognition and have students save tokens for different desired activities: watching a special movie, special games period, etc.

Make posters, bulletin boards showing progress, stimulate response  
Have speakers on charities



## LEARNING TO MANAGE ONE'S MONEY

**P.L.S. #9** involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

### Secondary

- A. Understands the nature and value of money
  - (1) Understands history of money
  - (2) Understands the purposes of money
  - (3) Understands types and proportions of money
- B. Understands activities dealing with acquiring money
  - (1) Clarifies, compares and computes the roles of the individual and his family in acquiring money
  - (2) Understands experiences concerned with earning money
  - (3) Understands concepts and practices of unearned money
- C. Understands the adult world of financial living
  - (1) Understands values involved in spending money
  - (2) Understands ways of saving money
  - (3) Understands responsibilities and rewards of contributing to charities, etc.

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 21-D, pages 68-74, for illustrative units on SPENDING THE FOOD DOLLAR, WHAT IS A BARGAIN?, WHAT SHOULD I DO WITH THE MONEY I EARN? and INSURANCE. Also see pages 52-61, for related units on CONSUMER EDUCATION, WHAT IS A GOOD HOME?, and HOMEMAKING AND FAMILY LIFE. Other persisting life objectives in this resource guide cover related number concept activities for the secondary level.

## P.L.S. #9

### SECONDARY

#### Aims

(1)

UNDERSTANDS HISTORY OF MONEY

Origin and development of money  
Bartering  
Early medium of exchange  
Money

#### Introductory Discussions

Origin of terms such as "pin money", "not worth a continental", "not worth his salt", "salary"  
Barter  
Early mediums of exchange  
Wampum  
Values of coins  
Wages of early times compared with present day wages

(2)

UNDERSTANDS THE PURPOSES OF MONEY

Everyday uses of money

Personal money needs in school:

Cafeteria  
School fees  
School activity plan  
School functions such as  
Parties  
Homecoming  
Graduation  
Book store  
Clothes and upkeep  
Transportation

(3)

UNDERSTANDS TYPES AND PROPORTIONS OF MONEY

Types of money  
U.S.  
Foreign  
Proportion of money

Naming currency  
U.S.  
Foreign

### SECONDARY

#### Aims

(1)

CLARIFIES, COMPARES AND COMPUTES THE ROLES OF THE INDIVIDUAL AND HIS FAMILY IN ACQUIRING MONEY

Individual  
Family  
Importance of earning a living  
Personal needs  
Recreation  
Security (present and future)

#### Introductory Discussions

Ways pupils may earn money  
Ways pupils; parents and friends earn living  
Various local job possibilities  
Military service

(2)

UNDERSTANDS EXPERIENCES CONCERNED WITH EARNING MONEY

Getting a job  
Holding a job

Discussions of the following concepts concerning employment: importance of teamwork; organizing and completing a job; good habits, such as completing a job; good habits, such as punctuality, consistency and good grooming; the importance of good personality traits for success on the job

(3)

UNDERSTANDS CONCEPTS AND PRACTICES OF UNEARNED MONEY

Unearned money

Kinds of "unearned money"; gifts, borrowed, unemployment compensation, inheritances, contests  
Social Security benefits  
Saving surplus unearned money

## Language Arts

Read and report on articles concerning history of money  
Panel discussions  
Written reports  
Simple outlining using Roman numerals and Arabic numerals  
Talks by pupils having coin collections

### Reading

School paper  
Local paper (ads and news)  
Magazines  
Books

### Oral

Improving and acquiring better business vocabulary  
Reports on expenses  
Writing and spelling skills on business themes  
Improvement of ability to make simple outlines

Writing chart with type of U.S. coins and paper money and their value  
Exercises both oral and written on changing prices into different numbering combinations 2¢ 5 nickles and 4 pennies etc.

## Language Arts

### Reading

Books, pamphlets about various kinds of jobs  
Newspaper and magazine articles for jobs

### Writing

To various industrial concerns for occupational information  
Reports concerning field trips  
"Thank you" notes  
Figure individual income tax

### Reading

Newspaper and magazine articles relating to employment

### Writing

Write want ads and how to find a job  
Requirements for various jobs  
Fill out application forms

### Speaking

"The Kind of a Job I Would Like"  
"What Are the Reasons for Job Failure"

### Reading

Application for social security card or social security benefits

### Writing

Record of school drive or community drive  
Application for social security card or social security benefits

### Speaking

Reports on newspaper and magazine articles

## Number Concepts

Comparison of values of early money with present values  
Reading and writing of Roman numerals I-XV  
Identification and adding and subtracting of coins

Further development of understanding and use of cardinal and ordinal numbers

Making change: real money - quantitative values of money

Keeping account of weekly income and expenses

Reading and writing of cardinal numbers

Comparative values in buying  
Estimating amounts of materials  
Eg. bulletin board

## Number Concepts

Accounts and records of money earned

Compute proportions of income deducted for income tax, social security, union dues, etc.  
Figure hourly, daily, weekly, monthly and yearly pay  
Compute wages for various familiar jobs

Estimation of distances to various business places  
Concepts of time  
Figuring earnings  
Difference in cost of doing own laundry versus having done  
Clothing costs

Budgeting of an allowance  
Keeping of records

## Related Activities

### Films

Trip to museum  
Bulletin board  
Scrap books  
Display of coin catalogue  
Telling time - clock with Roman numerals  
Starting classroom or individual coin collections

### Bulletin board

Sociodramas  
Use of book store and cafeteria  
Shopping trips  
Games - learning to make change

Chart - listing and describing briefly kinds of U.S. coins

Make out a menu within certain monetary limitations

Study making of money  
Coin collections

## Related Activities

Display of pictures and materials of local industries  
Map showing public transportation routes  
Scrapbooks of various kinds of jobs  
Arrange actual earning experiences in school  
Eg. - selling programs, tickets, snow shoveling etc.

Tape recording of employer employee interview  
Chart on good grooming  
Sociodramas on jobs and job interviews  
Obtaining jobs in school or neighborhood  
Games figuring out best and shortest way to get to work  
Exhibit of proper letter forms

Sociodrama - Getting unearned money: "What would you do"  
Talks from Social Security and Unemployment Compensation people  
Saving for a rainy day - unit with posters on different forms of savings or investments

**C. Understands the Adult World of Financial Living**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
UNDERSTANDS VALUES  
INVOLVED IN SPENDING  
MONEY

Budgeting  
Credit and credit cards  
The Bank  
    Personal, property or auto loans  
    Checking accounts  
Paying bills

Discussions  
Budgets and records for an individual and family  
Getting your money's worth  
    Buy from reputable dealer  
    Careful examination  
    Comparison of items  
    Suitability of goods for individual  
    Taking advantage of sales  
Buying on credit  
    Obtaining credit  
    Desireability of good credit rating  
    Costs of installment buying  
Borrowing  
    Where, when, how and costs  
Ways of sending payments  
    (checks, postal money orders, registered letters,  
    express money orders, telegraph money orders,  
    bank forms)  
    Caution against mailing cash  
Importance of saving receipts and cancelled checks  
Buying a home  
    Advantages and disadvantages in buying  
    and renting  
    Risks  
    Costs  
Hospital and doctor bills

(2)  
UNDERSTANDS WAYS OF  
SAVING MONEY

Savings accounts  
Savings on good buys

Discussions of savings programs  
Purposes of saving  
Various ways of saving  
    Savings accounts  
        Banks  
        Building and loan assoc.  
        Credit unions  
    Governmental aids in saving  
        Postal savings  
        Bonds  
    Life insurance  
    Services  
    How to open an account  
    How to withdraw  
Importance of not accepting checks from unidentif-  
ied strangers  
What to do if a check is lost  
What to do if check is no good  
Importance of saving cancelled checks  
Ways to save by wise buying  
Proper care of household items and clothing as a  
saving

(3)  
UNDERSTANDS  
RESPONSIBILITIES AND  
REWARDS OF  
CONTRIBUTING TO  
CHARITIES, ETC.

Charities  
Helping others

School, local and national charity drives  
Purposes  
Organization  
How money obtained  
Importance of a good citizen doing his share  
Individual responsibility in time of disaster  
Effort materials  
Our interdependence for a happy life

## Language Arts

### Reading

- Newspaper ads
- Labels and directions on various items
- Statements of account
- Homes for rent and for sale in the paper
- Telephone directory
- Car ads in the paper

### Menus

### Writing

- Budgets
- Budget a vacation
- Filling out replicas of such items as checks, money orders
- Letter forms
- Menu selections
- Fill out car accident forms

### Reading

- Material on checks, signature cards, etc.
- Recipes which utilize left-over foods or are economical

Newspaper sales ads to determine amount of saving

### Writing

- A list of items for which a student would have to save
- A list of items for which a family might have to save
- A Christmas shopping list
- Improvement of writing skills by filling out signature cards, deposit slips, withdrawal slips, checks, etc.
- A list of family emergencies which could be handled by savings
- Grocery list showing economical food buys

### Reading

- Newspaper and magazine articles concerning local drives
- Accounts of disasters and how agencies helped

### Writing

- Description of work done by some charitable agency
- List of local agencies and their locations
- Ways to help in times of disaster

### Speaking

- Reports on progress of drives
- Talk concerning experiences as a member of a group, i.e., scouts, Y.M.C.A. or Y.W.C.A.
- Talk concerning individual experiences and accomplishments in a drive

## Number Concepts

- Price comparisons
- Comparisons of articles according to size, quality and quantity
- Cash versus credit buying
- Cost of borrowing
- Importance of knowing annual rate
- Avoidance of debts that cannot be paid without taking money needed for living
- Costs of owning a home
  - Taxes
  - Insurance
  - Upkeep
  - Depreciation
  - Interest
- Cost of traveling by car
- Compute cost of union dues and various insurance programs
- Cost of doctors, medicine and hospital

### Simple percent

- Further proficiency in adding, subtracting, multiplying and dividing
- Savings by buying quantity but after careful examination of labels and according to practicability
- Understand of liquid and dry measurements used in food preparation
- Saving by planning a home party rather than going out

### Concept of sharing

- How monies are allotted
- Simple percentage
- Simple fractions
- Record keeping
- Costs of disaster
- Comparisons in progress of drives

## Related Activities

### Panel discussions

- A good shopper
- Why Rent (or why own) a home
- A good second hand car
- Going steady

### Role-playing

- Store-keeper and customer
- Registering in a motel
- Ordering a meal
- Making a phone call for an appointment
- Making a date with a boy or girl

### Practical problems on

- Installment buying
- Mileage between various points
- Gas mileage
- Sales tax on various items
- Budget for a wedding
- Make out receipts
- Log and financial report of family vacation
- Show insurance policy
- Plan an imaginary teen-age party

### Map exhibit and cards received by students

### Displays

- Pamphlets and material from Telephone Co.
- Pictures of homes and costs
- Floor plans of "dream home"
- Merchandise catalogues
- Various kinds of cars along with corresponding prices

### Practical problems

- Problems on figuring money returned from savings
- Problems on amount saved by buying for cash on sales items
- Amount saved, plus the satisfaction, by making a pizza at home

### Displays

- Deposit slips, bankbooks, signature cards, with drawal slips from local banks

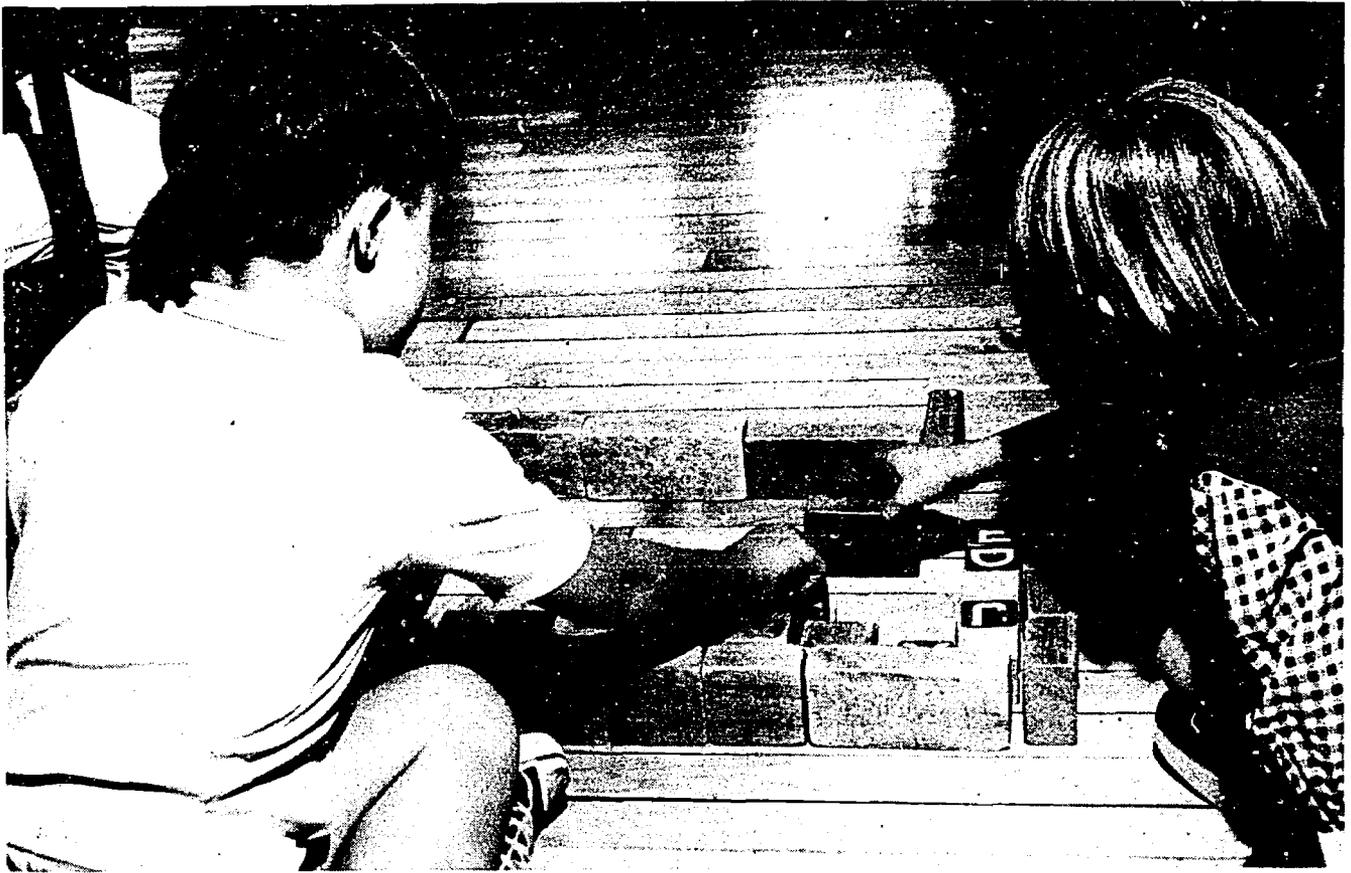
### Movies

- Bank services
- Filmstrip on opening an account
- Bar graph showing how money regularly deposited grows throughout the years
- Booklet on suggestions to baby sitters
- Booklet on "economy meals"

### Examine pledge cards

### Displays

- Red Cross, Care, Community fund, etc. Posters
- Articles and pictures showing people in need and what is being accomplished
- Large map showing locations of various agencies
- Charts showing progress of drives
- Graph showing how money is used
- Demonstrate proper way of wrapping and addressing a package
- Role-playing
- Soliciting for drive



## LEARNING WISE USE OF LEISURE TIME

**P.L.S. #10** involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

### Primary

- A. Begins to learn about selection and location of appropriate activities
- B. Begins to learn about participating in a socially acceptable manner
- C. Begins to learn about proper use of equipment and facilities
- D. Begins to learn about selection of desirable companions

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. I, Arts and Crafts. Also see Vol. II, **The Practical Arts**, pages 59-62, for activities related to **KEEPING HEALTHY THROUGH PLAY**, and pages 63-74, for **MUSICAL RECREATION FOR THE MENTALLY RETARDED** at the primary level.

See Bulletin 21-B, Vol. I, pages 66-68 for an illustrative unit on **OUR LIBRARY BOOKS**. Also see pages 20-21 for a related unit on **HAVING FUN WITH OUR FAMILY AND FRIENDS**.

**A. Begins to Learn About Selection and Location of Appropriate Activities**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

TYPES OF LEISURE TIME  
ACTIVITY  
AT HOME

Group Activities  
Fishing  
Family barbecue  
Holiday Activities  
Individual Activities  
Colorbooks  
Cut and paste  
Backyard swings  
Watching TV

Teacher reads stories  
Utilize pupil comments for discussion

AT SCHOOL

Group or individual  
Out-of Doors -  
Seasonal games, etc.  
Indoor Activities  
Puzzles  
Building Blocks  
Bead Stringing  
Drawing  
Play house  
Play school

Teacher reads stories  
Utilize pupil comments for discussion  
Display pictures

THE COMMUNITY

Group Activities  
Playgrounds  
Swimming pools or beaches  
Camping out  
Ice skating  
Cub scouting

Community activities

**PRIMARY**

**B. Begins to Learn About Participating in a Socially Acceptable Manner**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
LEARNING APPROPRIATE  
PATTERNS OF BEHAVIOR  
AT HOME

Group activities  
Games  
Picnics  
Parties  
When Guests Visit  
Introductions  
Good manners  
Children with adults  
Children with children  
Eating

Show pictures of well mannered children  
At table  
While playing games  
While watching TV  
While playing records  
Teacher reads stories  
Discussion

AT SCHOOL

Acceptable Behavior  
Classroom  
Playground  
Cafeteria  
Hallways

What is acceptable behavior in school

## Language Arts

- Writing
  - Good manners
- Oral expression
  - Talks by children
  - Dramatization
  - Good manners
- Reading
  - Stories about home
  - Life and activities
- Writing
  - Rules of games
  - Word rhymes
- Oral expression
  - Discussion
    - on good sportsmanship
    - on sharing
    - on use of materials
- Reading
  - Stories about school fun
  - Poems
- Writing
  - Rules to observe at pools, beaches, playground.
  - Invitations
  - Seasons for activities
- Oral expression
  - Pupils talk about experiences
  - Discussions on suitable apparel and regulations

## Language Arts

- Writing
  - Good manners
  - Individual name and address
- Listening
  - Talks by pupils
  - Stories
- Oral Expression
  - Dramatication
  - Songs and poems
- Writing
  - Rules for games
  - Rules for conduct in the building
- Listening
  - Pupil talks
  - Stories and poems
- Oral expression
  - Dramatize games, rules
  - Dramatize indoor conduct

## Number Concepts

- Comparative Concepts
  - large - small
  - big - little
  - old - young
- Time
  - clocks
  - calendar
- Counting
  - TV channels
- Comparative concepts
  - tall - short
  - many - few
  - late - early
  - old - new
  - win - lose
  - Keeping score
- Clock
  - Hours activities are available
- Counting

## Number Concepts

- Comparative sizes
- Times of TV shows
- Number who can play
- Comparative sizes
- Counting
- Keeping score

## Related Activities

- Snow sculpturing
- Singing
- Playing records
- Dress-up-play
- Sand table modeling
- Paper cut-outs
- Drawings and paintings
- Paper sculpturing
- Preparing for camping by writing lists of necessary items
- Visits to community facilities
- Safety
  - Swimming
  - Ice skating
  - Camping

## Related Activities

- Drawings
- Paintings
- Dramatization
- Collect pictures of proper clothing
- Cut out pictures of family and guests

## **P.L.S. #10**

### **Aims**

THE COMMUNITY

### **Center of Interest Units**

Groups

Manners at activities

Appropriate apparel

Activities to enjoy at beach, pools, etc.

### **Introductory Discussions**

Beaches

Pools

Playgrounds

Zoo

Skating rinks

## **PRIMARY**

### **Aims**

AT HOME

### **C. Begins to Learn About Proper Use of Equipment**

#### **Center of Interest Units**

Outdoor

Use of swings and backyard playthings

Use of toys: bikes, sleds, etc.

Indoors

Table games

Cutting and pasting

Puzzles - clay

Record player (use of)

#### **Introductory Discussions**

Show pictures

Bulletin board display

Utilization of pupil comments for discussion

AT SCHOOL

Outdoor

Use of playground equipment

Use of balls, bats, etc.

Indoors

Use of indoor equipment

Demonstrate use of equipment

What are the school facilities

How does one properly use them

THE COMMUNITY

Use of swimming pools and beaches

Conduct at a zoo

Neighborhood ballgames

Grandstands at sports events

Rest rooms at public places

Demonstrate use of facilities

What facilities are available in the community

How does one properly use them

## **PRIMARY**

### **Aims**

BEGIN TO DEVELOP AN  
AWARENESS OF ACCEPTABLE  
PEER GROUP BEHAVIOR  
PATTERNS

### **D. Begins to Learn About Selection of Desirable Companions**

#### **Center of Interest Units**

Active games that show proper behavior

Parties

A guest

A host

Introductions

Why we like certain people (apparel)

At a theater, Musical sports activity

Unsupervised activities

#### **Introductory Discussions**

What is a desirable companion

What is a friend

How do people exert pressure in a group

How do we choose a companion or friend

How do we act

## Language Arts

- Writing
  - List good manners
  - Experience charts
- Listening
  - Pupil talks on clothing
- Oral expression
  - Dramatization
  - Pupil talks
  - Say name and address

## Language Arts

- Writing
  - Rules for safety at home
- Listening
  - Talks by children
  - Talks by teacher
  - Stories read
- Oral expression
  - Dramatization
  - Songs
  - Poems
  - Talks by children
- Discuss
  - Rules of school
  - Conduct
  - Dress
  - Safety
- Write
  - Rules
- Discuss
  - Community facilities
  - Rules of each
  - Dress
  - Safety
- Write
  - Rules

## Language Arts

- Writing
  - Lists of good manners and conduct
  - List of characteristics of people one likes
- Listening
  - Pupil talks
  - Teacher talks
  - Poems (Wise Old Owl)
- Oral Expression
  - Talks by children
  - Dramatization
- Comparative terms
  - friendly - unfriendly
  - kind - unkind
  - pleasant - unpleasant
  - quiet - loud
  - slowly - quickly
  - costs - comparatively

## Number Concepts

- Time
  - Calendar
  - Clock
  - Cost of admittance
  - Cost of clothes and equipment

## Number Concepts

- Number able to use equipment or toys safely
- Counting
- Keeping score
- Learning opening and closing times and class hours
- Care of equipment

## Number Concepts

- Hours at facilities
- Number of activities
- Depth of swimming pools, rivers or lakes

## Related Activities

- Plan beach, camping, etc. activities with lists of items and costs

## Related Activities

- Use record player
- Make picture collections
- Drawings
- Paintings
- Paper sculptor

- Dramatize school activities
- Visits to school facilities

- Dramatize community activities and use of facilities
- Visits to Community facilities

## Related Activities

- Dress-ups
- Dramatization
- Puppet shows
- Play-parties



## LEARNING WISE USE OF LEISURE TIME

**P.L.S. #10** involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

### Intermediate

- A. Develops knowledge about selection and location of appropriate activities
- B. Develops knowledge about participating in a socially acceptable manner
- C. Develops knowledge about proper use of facilities and equipment
- D. Develops knowledge about selection of desirable companions

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - *A Potpourri of Ideas for Teachers of the Mentally Retarded*, Vol. I. Arts and Crafts. Also see Vol. II. *The Practical Arts*, pages 41-45. for a UNIT ON SEWING pages 57-58, for A 4-H CLUB FOR GIRLS, pages 59-62. for activities related to KEEPING HEALTHY THROUGH PLAY, and pages 63-74. for MUSICAL RECREATION FOR THE MENTALLY RETARDED at the intermediate level.

See Bulletin 21-C, pages 97-113. for a related unit on a CRAFTS PROGRAM FOR RETARDED BOYS.

**P.L.S. #10**

**INTERMEDIATE**

**A. Develops Knowledge About Selection and Location of Appropriate Activities**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

AT HOME

Outdoor games  
Indoor games  
Watching TV  
Making a garden  
Painting (furniture)  
Using tools  
Reading

List of all those available, name favorites  
Bulletin board of family fun  
Films showing family fun  
Show newspaper ads for equipment

AT SCHOOL

Dolch Reading Games  
Arithmetic games  
Art and Crafts  
Card Games (Old Maid, etc.)  
Outdoor game  
Equipment

Pictures of children playing together  
Bulletin board of children in school  
Location of games

THE COMMUNITY

YMCA - YWCA - PYC - CYO  
Bowling alleys  
Lakes, rivers  
Bicycle routes  
Parks and playgrounds  
Scouting

Community activity brochures  
Notices from service agencies  
Purpose of Community Chest

**INTERMEDIATE**

**B. Develops Knowledge About Participating in a Socially Acceptable Manner**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

AT HOME

Group activities  
Thoughtfulness  
Awareness of other's rights  
Honesty  
Children dressed appropriately for various activities

Pictures of happy families, conforming behavior  
Social studies books  
Family living  
Fair play

AT SCHOOL

Good sportsmanship, courtesy on playground and in schoolroom  
Unselfishness  
Sharing  
Attentiveness

Pictures of friends  
Films of children playing  
Meaning of popularity  
Desire for popularity

THE COMMUNITY

How to find out what rules prevail in public places  
Good behavior

Proper dress for activities  
How does one act at a picnic, dance etc.

## Language Arts

Discussion of equipment  
Find equipment in catalogs  
Read and explain rules  
Books on using equipment

Read, interpret game directions

Read newspaper accounts and announcements  
of activities  
Look at city maps, locate activity  
Read street names  
Learn to ask directions

## Language Arts

Choose reading story  
Discuss which points it illustrates  
Role playing  
Choosing sides  
Reading and speaking

Find and read story to illustrate points in  
social studies  
Role playing (Good manners)  
Write and read classroom and playground rules

Role playing  
Write stories  
List ingredients of proper conduct  
Recognize and obey signs in public places  
Reporting lost and found articles

## Number Concepts

Timing, taking turns  
Cost of equipment  
How to order from catalogue  
Measuring - height of  
basket, length of rope  
Keeping score  
Counting jumps, etc.  
Using TV Guide

Grouping concepts (couple,  
team, pair, some, too  
many)

Where money comes from to  
support YMCA, etc.  
Scoring, cost, distance  
Pattern of street naming,  
building numbering in  
your community

## Number Concepts

Time length of turn  
Keep score correctly  
Write legible numbers  
Remembering sequence of  
play  
Trading equipment of equal  
value  
Dividing materials  
Size of groups

Know money available  
Borrowing from friends  
Discuss estimates and  
guessing distances

## Related Activities

Cut pictures from magazines  
Catalogs to show and interest parents  
Learn songs to sing at home  
Plan a home picnic with parents

Bring games from home to share

Map location of specific activities  
Plan bicycle trip route

## Related Activities

Fun pictures of do's and don'ts  
Act out troublesome family situations

Plan and execute a class excursion  
Invite another class to a contest or party  
Keep areas in use clean

Practice standing in line paying at window  
Make zoo using puppets and act out zoo visit

# P.L.S. #10

## INTERMEDIATE

### C. Develops Knowledge About Proper Use of Facilities and Equipment

#### Aims

#### Center of Interest Units

#### Introductory Discussions

##### AT HOME

Proper use and care of  
Tools  
Outdoor equipment  
Lawns, gardens  
Indoor equipment  
Home installations (pipes, fixtures)  
Safe use of equipment

Pictures of equipment - point out valuable parts

##### AT SCHOOL

Proper care of  
Games  
Materials  
Building  
Safety in the school

Inspect leisure time equipment damage - discuss how it happened  
Inspect areas used for abuse

##### THE COMMUNITY

Proper care of  
Game equipment  
Walls, floors, windows  
Personal property of others  
Natural resources  
Rest rooms  
Waste materials  
Safety in the community

Discuss damage to bicycles, game equipment, etc.  
Desirable appearance of areas  
Visit of a policeman, fireman, etc.

## INTERMEDIATE

### D. Develops Knowledge About Selection of Desirable Companions

#### Aims

#### Center of Interest Units

#### Introductory Discussions

DEVELOPS AN AWARENESS  
OF ACCEPTABLE PEER  
GROUP BEHAVIOR  
PATTERNS

Elements of friendship  
Sharing  
Courtesy  
Fair play  
Helping others  
How to find and choose friends  
Know others first  
Be a friend  
What to do if a mistake is made  
Fighting group pressure

Pictures of harmonious groups  
Films in lift situation areas  
Newspaper stories of juvenile troubles  
Discuss what led to them  
Personal experiences  
Visit of police officer

## Language Arts

Make a check list chart for home use  
Read and discuss instructions accompanying  
equipment

Make, post signs to insure greater care

Make a check list of don'ts for child to take with  
him when he goes to one of these places, observe,  
report

## Number Concepts

Cost of equipment and repair

Proper speed and needle  
for records

Money required to repair, re-  
place damaged facilities  
Measuring water depth

## Related Activities

Use home equipment in class

Repair damaged articles

Plan a tour to really look at a place well cared  
for and one that isn't  
Sponsor Clean-Up Committee or Week

## Language Arts

List desirable traits  
Write stories about the do's and don'ts of friend-  
ship  
Read magazine stories about activities of congen-  
ial children  
Write an article for a newspaper about something  
you and your friend might do  
Tell imaginary experience

## Number Concepts

Time telling - what time to  
be home

## Related Activities

Find pictured examples of approved behavior  
Make chart using pictures and traits  
List vocabulary appropriate to picture -  
relate to language arts  
Use puppets for role playing  
Dramatize group pressures exerted to bet individ-  
ual to do something he or she doesn't like,  
drinking liquor, smoking, stealing, destroying  
property, etc.



## LEARNING WISE USE OF LEISURE TIME

**P.L.S. #10** involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

### Secondary

- A. Understands the selection and location of appropriate activities
- B. Understands about participating in a socially acceptable manner
- C. Understands about proper use of facilities and equipment
- D. Understands about selection of desirable companions

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. I, Arts and Crafts. Also see Vol. II, The Practical Arts, pages 57-58, for a 4-H CLUB FOR GIRLS.

See Bulletin 21-D, pages 25-29, for suggested and illustrative units on OUR PARKS and HOW CAN I USE MY LEISURE TIME?

**P.L.S. #10  
SECONDARY**

**A. Understands the Selection and Location of Appropriate Activities**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

**AT HOME**

Table games  
Physical games  
Parties  
Hobbies  
    Let students explain hobbies  
Crafts  
    Display crafts  
    Teaching crafts  
Watching TV  
Reading  
Listening to records

Demonstrations  
Name  
    Different table games  
    Physical games, etc.  
Display of hobbies of students, parents or teachers  
Display of crafts  
Teaching crafts

**AT SCHOOL**

Display of educational games  
Reading  
Types of clubs  
Types of sports available in the school

Educational games  
Visit to library to show books and records  
Discussion of clubs  
Activities and sports

**THE COMMUNITY**

Recreational facilities  
Outdoor activities

Visit any available in community  
Display of equipment used in pursuit of an outdoor activity  
Films  
Equipment catalogs  
Watch demonstration

**SECONDARY**

**B. Understands About Participating in a Socially Acceptable Manner**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

**AT HOME**

Group activities  
    Unit on manners  
        Respect for parent  
        Respect for property  
        Respect for neighbor  
Parties

Newspaper  
    Human interest stories  
    Travel section  
    Entertainment section

Film strips  
Movies on manners  
Books on family customs  
Television and radio

**AT SCHOOL**

Study of clubs  
    Requirements  
    Purpose  
    Cost  
    Location and time  
    Making choice for participation

Awareness of different school activities

**THE COMMUNITY**

Study community organizations  
    Requirements  
    Purposes  
    Cost  
    Location and time  
    Selection of choice

Community organizations  
    Guest speaker  
    Field trips  
Movies  
Social activities

## Language Arts

Read and discuss rules  
Planning for activities  
Writing invitations  
Appropriate refreshments  
Party games  
Read directions  
Give reports  
Discuss 33 1/3, 45 and 78 r.p.m.

Reading and following instructions and rules  
Map puzzles  
Dolch word games  
Research in library  
Rules and regulations at clubs  
Rules and regulations of sports

Use newspaper to determine where and when activity takes place  
Filling out order blanks  
Rules and regulations involved

## Language Arts

Keeping notebooks  
Family pictures  
List of manners  
Types of games  
Planning for activities  
Invitation  
Communicating by phone  
Introductions  
Reading information pertaining to clubs  
Writing for information  
Seeking information by conversation  
Critical listening

Reading information pertaining to clubs  
Writing for information  
Seeking information by telephone or conversation  
Critical listening  
Independent city traveling  
Bus schedules

## Number Concepts

Counting (keeping score)  
Consideration of cost of equipment and supplies  
Consider time allotment  
Cost of party  
Prizes for games  
Refreshments  
Decorations

Dominoes  
Quizzmo  
Cost of membership  
Use of membership funds  
Learning to time and score

Fees required  
Consider transportation cost  
Time involved  
Order from catalog  
Number  
Postage  
Total cost  
C.O.D.  
Weight

## Number Concepts

Playing Flinch  
Cost of equipment  
Time allotment for activities  
Budgeting  
Using TV Guide and radio listings  
Cost  
Dues  
Equipment  
Budgeting Time  
Size of group

Cost of transportation  
Dues  
Street number: directions  
Budgeting of time  
Spending

## Related Activities

Have games tournaments for girls and boys  
Hobby Day for students with hobbies  
Craft Day for students with crafts (let crafts student teach other interested students the craft)

Picture puzzles  
Checkers  
Rugers Reading  
Plan with high interest-low vocabulary books  
Collecting Club  
Square dancing  
Rifle club  
Intramurals

Community centers and other activity groups  
Classroom planned community activities

## Related Activities

Hobbies  
Records  
Reading  
Serving-girls  
Model building-boys  
Dancing  
Intramurals  
Assembles  
Use of library  
Puzzles  
Checkers  
Dancing  
Civic and church organizations  
Theaters  
Fairs  
Sports Events  
Concerts  
Library  
Voluntary Service Clubs

**P.L.S. #10  
SECONDARY**

**Aims**

**C. Understands About Proper Use of Facilities and Equipment**

**Center of Interest Units**

**Introductory Discussions**

**AT HOME**

Construction of series of cartoons showing regard and disregard of safety in use of facilities and equipment

Use of newspaper accounts and pictures of personal injuries and accidents  
Using difficult or hazardous equipment

**AT SCHOOL**

Construction of models, use of pictures as they apply to school rules for understanding safety  
Unit of First Aid

Demonstrate, discuss rules for use of equipment, safety rules and reasons for same  
Talk about any accident that occurs  
Discussion of First Aid facilities

**THE COMMUNITY**

Use of city map  
Location of facilities  
Traffic signs and their meaning

Safety films on bicycling, swimming, etc.  
Use of various other safety films as they relate to safety in the community  
Field trips

**SECONDARY  
Aims**

**D. Understands About Selection of Desirable Companions  
Center of Interest Units**

**Introductory Discussions**

**TO DEVELOP AN  
AWARENESS OF  
ACCEPTABLE PEER  
GROUP BEHAVIOR  
PATTERNS IN GROUP  
LEISURE TIME ACT-  
IVITIES IN HOME,  
SCHOOL AND COM-  
MUNITY**

**What to look for in a friend:**

Courtesy  
Fair play  
Respect  
Honesty  
Consideration of others  
**How to choose your friends**  
Know person well  
Ability to give and take  
Allow for mistakes  
Have more than one friend

**Films**

Dating  
Clubs

**Discuss:**

What types of people join what activities and display what actions  
Why do we have friends  
Read newspaper articles of "Successes and Delinquents" and discuss reasons for each  
Pictures showing teenage friends participating in variety of acceptable activities, display them  
Bulletin board of appropriate and approved behavior

## Language Arts

Reading directions  
Giving directions  
Develop rules for personal safety as it applies to facilities or equipment  
Make written list of safety rules

Make and post warning signs in danger areas  
Verbal and written description of specific situations that occur as they relate to school rules regarding safety.

Read traffic, other precautionary, public signs  
Read and interpret regulations governing city facilities  
Read and discuss safety rules and regulations applicable to various community facilities  
Reports on field trips

## Number Concepts

Income lost due to personal accidents  
Numbers in relationship to operation  
Cost of repair to equipment  
Time lost in regard to use of equipment

Safe depth of water-concept of 5 ft., etc.  
City travel and its use  
Time allotment  
Cost  
Reading city maps  
Distances  
Directions

## Related Activities

Make safety posters  
Minor repairs to objects abused

Keep playground, lunch room any space used for leisure time in addition to equipment free of safety hazards  
Give rewards for student reporting unsafe condition or equipment

Incidental to field trips - point out hazards

## Language Arts

Write or discuss  
The do's and don'ts of friendship  
About what you and your friends have done  
"Who's your favorite friend and why"  
(don't discuss by name)  
Different types of activities that can be shared with friends  
Read or make available for reading, stories and articles of true friendship

## Number Concepts

Time  
For meeting friends  
For picking up date  
To be home  
Money and use of it as it relates to activities  
Cost of show  
Cost of bowling  
Other examples  
Keeping score  
Bowling  
Miniature golf  
Archery  
Other examples

## Related Activities

Dramatization of a play illustrating friendship  
Puppet show



## LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

**P.L.S. #11** involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing).

### PRIMARY

- A. Begins to learn about enjoyment of beauty
- B. Begins to learn about appreciation of beauty
- C. Begins to learn about creation of beauty

For specific teaching activities and units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - *A Potpourri of Ideas for Teachers of the Mentally Retarded*, Vol. I. *Arts and Crafts* for activities related to the primary level. Also see Vol. II-*The Practical Arts*, pages 63-74, and the section *MUSICAL RECREATION FOR THE MENTALLY RETARDED*.

See Bulletin 21-B, Vol. I, pages 67-68, for a suggested and illustrative unit on *OUR LIBRARY BOOKS*. Also see Vol. II, pages 92-93, for another unit on *TREES AND LEAVES*. See pages 83-91 for a related unit on beauty in *THE HOME* and page 114 for a unit on *ANIMALS OF THE WOODS*. Refer to other units in this resource guide which have suggested activities designed to stimulate primary level pupils to enjoy, appreciate and create beauty in their lives.

**P.L.S. #11  
PRIMARY**

**A. Begins to Learn About Enjoyment of Beauty**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

ENJOYING THE BEAUTY  
AROUND US

Enjoying living things  
Enjoying non-living things  
Color  
Texture  
Shape  
Enjoying the seasons and their various beauties  
Enjoying nature  
Enjoying food

Animals: pets, cats, dogs, rabbits, fish, frogs, etc.  
Materials that can be shown in the classroom: and  
sponge, money, blocks, rocks, glass, cork, cloth  
Color  
Texture  
Shape  
Students' preferences and why  
Temperature  
Snow or rain  
Sunshine  
Leaves  
Nature walks listening to song birds and outdoor  
sounds. Trip to the zoo  
Tasting different foods and liquids

**PRIMARY**

**B. Begins to Learn About Appreciation of Beauty**

**Aims**

APPRECIATING BEAUTY IN  
SIGHT, SOUND AND ODOR

**Center of Interest Units**

Foods  
Music  
Art - can go along with any unit topic

**Introductory Discussions**

Present objects with different odors  
Sounds of different instruments in the rhythm  
band.  
Making music  
Discuss pictures - their beauty, humor, action

**PRIMARY**

**C. Begins to Learn About Creation of Beauty**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

CREATING BEAUTY

Colors - painting  
Forms - blocks on drawings  
Textures - paints or cloth  
Growing plants  
Health and appearance  
See Bulletin 21-B pp. 66-68

Creating beauty  
Color  
Form  
Texture  
How to care for plants  
Give each child a flower plan  
Neatness in dress and body care

## Language Arts

### Discussion

Different pets, list adjectives describing characteristics of different pets

Compose a story about your pet

Various materials. See if others can guess what item is described by what has been said. Discuss where you would go to get each item

How temperature effects you: How does the room feel when comfortable? What clothes do you wear in different temperatures?

The sound of a woods, a storm, of different animals

Discuss the sounds made in a kitchen when foods are being prepared

## Number Concepts

Counting number of pets the children have. How many times are they fed?

How many objects shown?

How many are smooth? soft? hard?

Numbers on the thermometer.

What do they measure?

How many different sounds did you hear?

Did they sound far or near?

Above you or below?

Count the cooking and eating utensils in class or at home

## Related Activities

Make pictures of pets

Make a scrapbook of pictures of pets found in magazines and newspapers

Make collages of various textured materials

Make booklets showing how people dress for different temperatures

Draw or find pictures of what animal or thing had made the sounds discussed

What sounds are warning sounds Take snapshots of animal at the zoo

Make a booklet of favorite foods. Identify foods by taste, touch and color

Plan food for a party

## Language Arts

### Discussion

Smells in the kitchen

How the different instruments sound

Why the pictures are pretty, humorous. Make a story about the picture

## Number Concepts

Count different smells in different situations

Count the instruments in the band. Which are big, little? Heavy, light?

Count the different subjects in the picture. colors, shapes

## Related Activities

Use of hand lotion

Pictures of how odors help safety

Learn several songs using instrument. Play them for another class.

Make a class collection of interesting and pretty pictures

Make a color chart. Make a chart of shapes - and pictures that contain the particular shape

## Language Arts

### Discussion

Colors as being used or seen around the room and in pictures

Dramatize good painting or work and play habits

Discuss neatness - evaluate room, self, etc.

## Number Concepts

How many colors, forms or textures do you see?

How many times do you see the same color, form or texture?

Number of "rules" that apply to good work habits

How many things and tools help us in keeping neat?

## Related Activities

Make charts showing colors, and pictures that contain the particular color

Make pictures of do's and don'ts in regard to work habits

Have the nurse come in and discuss neatness



Modern Paper Mills Are  
Good places to Work.

Modern paper mills have  
benefit for their workers. They  
pay good wages and most  
have a rest period or coffee  
break. There are other benefits  
such as group insurance,  
Blue Cross and Blue Shield  
paid vacations and  
and recreation for  
all people.

have a chance for promotion.  
Some are trained on the job.  
One of the best things  
of working in a paper mill  
is that we all need paper  
every day so there will be  
work for many people here.

What The Paper  
Mills Have Done for America

Every one of the day  
Americans are in contact  
with paper in some form.  
Americans use more of the world's  
supply of paper. Each American  
uses on an average of 418 pounds of paper  
a year. There is no way paper  
mills to supply what our country  
wants is the paper line.

This is  
for the  
the help  
please to  
like the  
and the  
le...  
Can help  
clothing

## LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

**P.L.S. #11** involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing.)

### Intermediate

- A. Develops ability to enjoy beauty
  - (1) Greater awareness of enjoyment of nature
  - (2) Greater awareness of enjoyment of sounds and music
- B. Develops ability to appreciate beauty
- C. Develops ability to create beauty

For specific teaching activities and units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. I, **Arts and Crafts** for activities related to the intermediate level. Also see Vol. II - **The Practical Arts**, pages 63-74, and the section **MUSICAL RECREATION FOR THE MENTALLY RETARDED**.

See Bulletin 21-C, pages 98-114, for a suggested and illustrative unit on a **CRAFTS PROGRAM FOR RETARDED BOYS** designed for the intermediate level. Also, refer to other units in this resource guide which have suggested activities designed to stimulate intermediate level pupils to a greater appreciation of beauty in their lives.

## **P.L.S. #11**

### **INTERMEDIATE**

#### **Aims**

(1)

**GREATER AWARENESS OF  
ENJOYMENT OF NATURE**

(2)

**GREATER AWARENESS OF  
ENJOYMENT OF SOUNDS  
AND MUSIC**

### **A. Develops Ability to Enjoy Beauty**

#### **Center of Interest Units**

Natural sounds and color

Manmade sounds and color

#### **Introductory Discussions**

Nature studies field trips  
Field trips to the zoo, city parks, etc.

Attend school band concerts  
Listening to orchestra recording, as well as recordings of harbor sounds, city sounds, popular music  
The Basic Pure colors  
Mixing colors

### **INTERMEDIATE**

#### **Aims**

**TEACH STUDENT TO APPRECIATE BEAUTY IN COMMON PLACE, EVERYDAY ASPECTS OF COMMUNITY LIFE**

### **B. Develops Ability to Appreciate Beauty**

#### **Center of Interest Units**

Store and community  
Farms and community  
Foods  
Home and community  
Health  
Listening

#### **Introductory Discussions**

Trip to a supermarket  
Discuss what we want to see and do  
Trip to the dairy  
Plan to discuss what we will see and do  
Take a walk thru a residential area and a business district  
Audiometric tests

### **INTERMEDIATE**

#### **Aims**

**TO ENCOURAGE THE CHILD TO FOLLOW HIS OWN MEANS OF EXPRESSION IN THE CREATION OF BEAUTY**

### **C. Develops Ability to Create Beauty**

#### **Center of Interest Units**

Crafts  
Arts  
The utilization of songs, stories or poems pertaining to the current unit topic

#### **Introductory Discussions**

Plan and conduct a craft show, demonstrating items which they have made themselves  
Listen to tape recording of poems, songs or stories  
Discuss how the class can make their own recording

## Language Arts

### Discussion of trips

What you liked best, writing a story or poem about the visit

Write a thank you letter to the host

### Discussion

Trips and things student liked

Why students like certain things

Types of sounds and instruments. Identification of sounds on records. How they make up city life e.g. What do we need buses for

Different cities and which ones students like

## Number Concepts

How many kinds of animals and birds did you see? How many city parks are there in your town? How far did we have to go? How much did the trip cost?

How many instruments in a band or orchestra? How many instruments can you name?

How many colors are there?

## Related Activities

Listening to bird sounds, sounds of wind and sounds made around us. Try to imitate. Color pictures of birds and animals.

Doing imitations of sounds and recording. Recording sounds in the classroom. Identifying sounds of classmates voices from tape recordings

Finger painting

Mixing colors

## Language Arts

Discussion of different colors, arrangements and tastes

Write or tell a story of the visit

Discussion of types of homes and buildings

Write "What makes a home beautiful" and "what I liked about the building"

Discuss why hearing is important

How can we save our hearing

## Number Concepts

Comparison of prices, of total amounts spent on imaginary shopping tour

Discuss numbers of animals, number of quarts of milk from one cow and from herd

How many homes in one block  
Were they large or small homes. How many people work in the stores and buildings

## Related Activities

Using pictures, of foods, make an attractive imaginary store display

Make a "movie" of our trip to the farm

Draw a picture of a home you would like to live in  
A building you would enjoy working in

See film or filmstrip on ears and hearing. Play listening games

## Language Arts

Plan what they would like to make and at the show tell the class how they made it

Actual recording and practicing of class poems, songs and stories on the recorder

## Number Concepts

Keep itemized account of the cost of items such as glue, paint, etc.

Have each child keep track of the hours spent on the project. Discuss measures used

Timing on tape, how much each child can have on the tape, how long is total tape. What is the linear length of the tape

## Related Activities

Actual construction of model boats, planes, doll clothes, etc.

Creating music or sound effects on tape. Play the recordings for another class or the parents

## LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

**P.L.S. #11** involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing.)

### Secondary

- A. Understands, enjoys, appreciates and creates personal beauty
- B. Understands, enjoys, appreciates and creates beauty in the home
- C. Understands, enjoys, appreciates and creates beauty in the community

For specific teaching activities and units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. I, **Arts and Crafts** for activities related to the secondary level. Also see Vol. II - **The Practical Arts**, pages 63-74, and the section **MUSICAL RECREATION FOR THE MENTALLY RETARDED**.

See resource Bulletin 21-D for units which have suggested activities designed to stimulate secondary level pupils to a greater appreciation of beauty in their lives.

**P.L.S. #11  
SECONDARY**

**A. Understands, Enjoys, Appreciates and Creates Personal Beauty**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

UNDERSTANDS, ENJOYS,  
APPRECIATES AND  
CREATES PERSONAL  
BEAUTY

Clothes  
Styles  
Dressing for the occasion  
Body proportions and styles  
Colors  
Textures  
Appropriate combinations of colors, materials and textures  
Personal grooming  
Display and demonstration of musical instruments  
Fine art

Current and out of date styles  
Field trip to clothing stores or clothing manufacturer  
Flannel board presentation of materials and color-texture combinations  
Effects of various combinations  
Personal grooming and its value  
Display of items used in grooming (boys and girls)  
Display and demonstration of musical instruments  
Films and records  
Demonstrate various kinds of art: (graphic, performing, structural, decorative)  
Discussion with examples illustrating discipline of successful artists

**SECONDARY**

**B. Understands, Enjoys, Appreciates and Creates Beauty in the Home**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

UNDERSTANDS, ENJOYS,  
APPRECIATES AND  
CREATES BEAUTY  
IN THE HOME

House painting: interior, exterior  
Household maintenance  
Arrangement and selection of tasteful furnishings and accessories  
Home decoration for special events  
Gardens, trees, shrubbery, etc.  
Care of car, appliances, tools

Movies or slides illustrating aspects of architecture, home care and gardening which add beauty  
Interior decorator as guest speaker  
Field trip or discussion with landscape artist  
Demonstrations of tool and appliance care and maintenance

**SECONDARY**

**C. Understands, Enjoys, Appreciates and Creates Beauty in the Community**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

UNDERSTANDS, ENJOYS,  
APPRECIATES AND  
CREATES BEAUTY  
IN THE HOME

Appreciating and preserving natural resources  
Opportunities for entertainment  
Developing an appreciation of the community

Interview with Ranger, policeman, etc.  
Movie on conservation  
Civic newspaper  
Local historical material presented as a skit by teachers or selected pupils

## Language Arts

Read current magazines and papers  
Oral and written reports on styles  
Letter to guest speaker  
Reports on history, source and origin of various fabrics and dyes  
Job interview skits (dress for occasion)  
Read, report and discuss health materials

Personal request for demonstration of musical instruments  
Read and report on origin of dances, music and musical instruments and art forms and musicians and artists  
Discuss the development of writing from an art to a skill  
Create or find captions for pictures  
Themes, skits and panels on **What beauty means to me**

## Language Arts

Write for instruction manuals on gardening, etc.  
Newspaper garden section  
Use of color chart  
News ads and auction or sales catalogues for used furniture  
Invitations to visitors, ordering supplies  
Interpretation and use of written directions and guarantees

## Language Arts

Create and maintain a current activities calendar  
Write or produce a skit related to civil responsibility  
Report of visits to places and performances  
How to use a newspaper

## Number Concepts

Prices of new items  
Price discounts and sales  
Savings through alterations  
Clothing budget  
Comparison of cost of various fabrics  
Cost of good grooming

The mathematical basis of rhythm  
Time line for development of music instruments  
Value of artist's work  
Amount of time needed to produce a symphone, painting, book or sculpture  
Mathematics in photography (distance, f stops, shutter speed, etc.)

## Number Concepts

Yield of garden  
Scale plan of garden  
Growing season  
Costs of paints and equipment  
Budgeting party expenses  
Cost of purchasing and maintaining  
Cost of car operation and repair

## Number Concepts

Costs involved in camping hunting and fishing  
Costs of different kinds of entertainment

## Related Activities

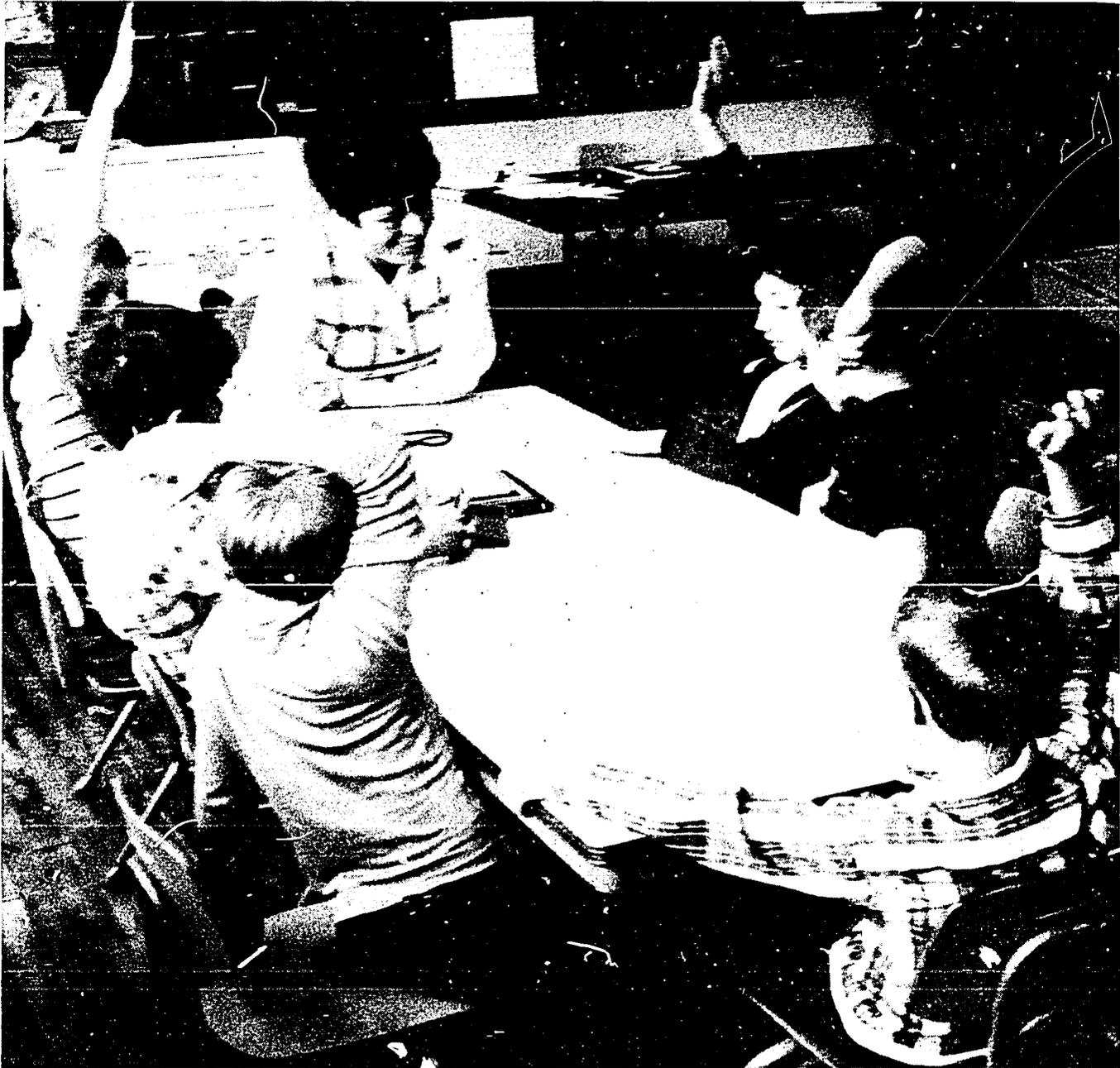
Scrapbook  
Movies and slides  
Student model  
Make color wheel  
Display of matching and contrasting materials  
Movie on origin and manufacture of fabrics, etc.  
Demonstration of various grooming practices  
Movies and slides on grooming and health  
Practice good grooming  
Hair setting  
Shoe polishing  
Supportive helps in personal hygiene from physical education department  
Correlate with assembly or TV program  
Learn folk and social dances  
Take and develop pictures  
Learn to play instrument  
Join a vocal group  
Work in various art media  
Participate in photo contest or display  
Join photo club, annual staff, square dance club

## Related Activities

Scrapbooks and models  
Classroom garden  
Scale model of rooms in home  
Furniture refinishing  
Hosting a party  
Visit to an open house  
Keep records of auto expenses

## Related Activities

Assemble collection of programs from community activities  
Print program for skit or play  
Field trips to park, nursery, fish hatchery  
Field trips to stores



## LEARNING TO BE A RESPONSIBLE CITIZEN

**P.L.S. #12** involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

### Primary

- A. Begins to develop an understand of our American heritage
  - (1) Family heritage
  - (2) Our country's heritage (Recurring holidays)
  - (3) Our natural resources then and now
  
- B. Begins to develop an understanding of the structure and function of our Government
  - (1) Develops an appreciation for Democratic rules and procedures
  - (2) Simple structure of government
  
- C. Begins to develop an understand of our privileges and responsibilities as a citizen
  - (1) At home
  - (2) At school
  - (3) In the community
  - (4) As a member of society

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - A Developmental Vocabulary Check-List for the Mentally Retarded which includes vocabulary and understandings required by responsible primary aged citizens in their communities.

See Bulletin 21-B, Vol. I, pages 14-18, for a suggested and illustrative unit on LIVING SAFELY. See pages 21-25 for a related unit on THE FAMILY which suggests responsibilities and privileges of a primary level pupil in the family setting. Also, see pages 66-68 for a related unit on OUR LIBRARY BOOKS. See Vol. II, pages 146-161, for specific units related to this major objective including HELPING RETARDED CHILDREN BECOME GOOD CITIZENS IN THE SCHOOL, BEING GOOD CIIZENS IN OUR HEIGHBORHOOD and THE NEIGHBORHOOD.

**P.L.S. #12  
PRIMARY**

**A. Begins to Develop an Understanding of our American  
Heritage**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
FAMILY HERITAGE

Local special days  
Ancestors  
Nationality  
Race

Local persons to give talks about special days,  
visits to old country, etc.  
Pictures

(2)  
OUR COUNTRY'S HERITAGE  
STUDY OF RECURRING  
HOLIDAYS

Columbus Day and Indians  
Thanksgiving

How Columbus discovered America

Reason for Thanksgiving  
Filmstrips  
Movies

George Washington's birthday

Stories  
Filmstrips  
Recordings  
Bulletin board display

Abraham Lincoln's birthday

Who was Abraham Lincoln

Memorial Day

Discussion of pictures  
Military, flag, parades

(3)  
OUR NATURAL RESOURCES  
THEN AND NOW

Water and land

Use of maps  
Observation of practices of soil conservation;  
source of local water supply

Forests, plants and animals

Trip to zoo  
Trip to farm, woods, school, forest, tree nursery,  
game preserves

## Language Arts

Discussion of immediate family relatives and learning names of family members and close relatives - family tree, using chart stories and chart illustrations

Word recognition with pictures

Read story of Columbus to students

Act out landing of Columbus

Dramatization of landing of Pilgrims

Films

Weekly Readers

Vocabulary

Read stories

Weekly readers

Discuss type of schooling and materials used then

Act out cherry tree story

Scrapbooks on Lincoln

Teaching of ideals Lincoln practiced

Honesty

Kindness

Dependability

Humbleness, etc.

Honoring the dead

Participation in ceremonies and other types of activities

Discussion

Conservation of water as a useable thing

Chart stories

Poems

Discussion

Animal and plant characteristics identification, growth needs, adaptation to surroundings

Seasonal changes

## Number Concepts

Counting persons in family

How long ago ancestors came

Birthdates - as many as possible

Recognition of American money

and foreign money

1492 - as being very long ago

Number of people making trip

Thanksgiving Day on Calendar

(Month and day)

Calendar - Feb. 22

Date of Birth - year, month

day

13 colonies

Things Lincoln did at various

years of age

As a boy

As a young man

As a young adult

When he lived

Monthly calendar pointing

out February 12

May 30

Count - March time (4 4)

Date started

Comparing land and water areas

Some idea of mileage on

a map (county, state, township)

Grouping and counting plants and animals

Measure growth of plants

and animals

Telling age of trees

Comparison of sizes of

plants and animals

Higher - taller

Shorter - longer

Use of ordinals

## Related Activities

Dances and costumes

Displays of things from other countries (stamps, money, etc.)

Simple family tree chart

Visit local celebrations to watch for things discussed

Puppetry showing Columbus' three ships sailing the ocean

Indian dance

Puppet shows

Prepare Thanksgiving foods

Miniature Indian homes of that area

Making Pilgrim caps and collars

Making Indian headdress

Pipe cleaner figures

Dances of that time

Pictures of Washington's home and George Washington costumes

Songs about Lincoln

Make Lincoln silhouettes

Dances of that time

Dramatize Lincoln stories

Parade - Field trip and participation

Songs

Table-top paper mache relief map

Visiting local historical sites and plaques

Smokey the Bear materials

Planting seeds, bulbs, bushes

Making booklets - plants, animal

Paper-mache

Dramatizations

Animal sounds

Chart of forests and their uses

**P.L.S. #12  
PRIMARY**

**B. Begins to Develop an Understanding of the Structure  
and Function of our Government**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
DEVELOPS AN  
APPRECIATION FOR  
DEMOCRATIC RULES  
AND PROCEDURES

Home rules  
School rules  
Fair play  
Bus rules  
Community

Why we need rules  
Who makes the rules

(2)  
SIMPLE STRUCTURE OF  
GOVERNMENT

Office of the President of the United States

What does President do  
How elected  
Requirements

Senate  
House of Representatives

What do they do  
How elected

Supreme Court

What does Supreme Court do  
How chosen

**PRIMARY**

**C. Begins to Develop an Understanding of our Privileges  
and Responsibilities as a Citizen**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)  
AT HOME

Family  
Individual family roles  
Duties  
Care of pets  
Care of possessions  
Sharing  
Time  
Ideas  
Possessions  
Acceptance of individual differences  
Emotional control  
Safety  
Learning to pick up toys  
Fire safety  
Bicycle safety

Who is in your family  
What do they do  
Duties  
Privileges  
Activities  
How to care for baby  
Rights and privileges of the individual

## Language Arts

### Discussion

When and how rules should be altered to fit a particular situation

Story and picture chart to show what happens when rules are not followed

Apply democratic procedure in solving a classroom situation

### Discussion

Past Presidents

My Weekly Reader

Writing a simple skit demonstrating voting procedures

### Discussion

Function of legislative

Diagram of legislative

## Number Concepts

Number of people following rules

Taking turns (use of ordinals)

Numbering the rules listed on chart

Size of government unit

Age of President

Required age of President

Number of people in President's family

Number of Presidents our country has had

How many Senators and Representatives

How many justices

Number of cases each year

## Related Activities

Dramatization of rules and safety

Drawings to illustrate rules

Scrapbooks

Songs

Scrapbook

Acting out voting procedure

Trip to polls

Classroom Senate and House

Utilize classroom as model of government: Student President, Senate, House and Supreme Court (perhaps the teacher)

## Language Arts

Make a book: All About Me

Dramatizations

Role playing

Telling or reading stories

Spelling and vocabulary

## Number Concepts

Number and ages of family members

Birthdates

Address

Telephone number

Use of clock

Bus time

Bed time

Setting table

## Related Activities

Recognition of home furnishings through use of model homes, charts, etc.

Songs

Performing mother's, father's, brother's, etc. duties

## **P.L.S. #12**

### **Aims**

(2)

**AT SCHOOL**

### **Center of Interest Units**

Individual school roles  
Pupils  
Teachers  
Janitor  
Keeping a time schedule  
Bus  
Lunchroom, etc.  
Lavatory  
Readiness for Class  
Assignments  
Equipment and materials  
In the lunchroom  
Manners and courtesy  
Handling food  
Acceptance of lunchroom routine  
Neatness  
Care of possessions  
Care of equipment  
Wise use of materials  
On the school bus  
Seating  
Courtesy

### **Introductory Discussions**

Consideration of and respect for others  
Respect for authority  
Acceptance of individual differences  
Emotional control  
Safety  
Fire safety and drill  
Bicycle safety  
Bus safety  
Learning to pick up materials  
Correct use of play equipment indoors and out

(3)

**IN THE COMMUNITY**

Community helpers  
The worker's role  
The citizen's role  
Community regulations  
Obeying signs  
Road  
Building  
Public transportation

Preparations for field trips  
The Where and the Why of trips

(4)

**AS A MEMBER OF SOCIETY**

Traffic signs  
Other signs  
Litter problem  
Community safety  
Sanitation  
Protection (seek individual help)

Develop rules for behavior  
Field trips  
Grocery store  
Fire station  
Post office  
Library  
The meaning and importance of rights, responsibilities and privileges with respect to all races and creeds

## Language Arts

Role playing  
Telling or reading stories  
Flag  
  Care, salute, stories and history  
Discussion of  
  Sanitation  
  Handling food  
  Handwashing  
  Making signs about safety, travel, etc.  
Care, display and history of flag  
Other flags  
Discussing and setting up rules  
Make a book: **All About School**  
Developing evaluation techniques  
  Behavior  
  Work  
  Product

Role playing  
Chart stories  
  Planning field trip  
  Evaluation of field trip  
Work of individual helpers

Dramatizations  
  Practice correct telephone usage  
Stories  
  Developing listening skills  
Chart stories  
  Rights and privileges of the individual and of the group  
Reading and telling stories

## Number Concepts

Number, ages of classmates  
Address of school  
School telephone number  
Use of clock  
  Bus  
  Lunch  
  Recess  
  Special classes (art, music, phy. ed.)  
  Dismissal  
Calendar  
  Days of week  
  Birthdays  
Flag  
  Number of stars, stripes, colors  
Understand and follow a time schedule  
Construct a time schedule  
Construct a calendar  
Lunch money

Location of community agencies  
Bus fare  
Cash  
Tokens

## Related Activities

Recognition of school furnishings through models  
Silhouettes of students, principal, teachers, janitor, secretary (include association of names with above)  
Pictures of school and staff  
Songs  
  America  
  Star Spangled Banner  
  America the Beautiful  
  God Bless America  
  Battle Hymn of the Republic  
Recordings such as Stars and Stripes Forever  
Daily display of flag

Songs  
Filmstrips  
Records  
Practice in use of public transportation

Films  
  Bus travel  
Draw pictures of individual and responsibility in family, school, community and society



## LEARNING TO BE A RESPONSIBLE CITIZEN

**P.L.S. #12** involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

### Intermediate

- A. Develops knowledge of our heritage
  - (1) The significance of holidays
  - (2) Appreciates differences between democratic and other ideologies
  - (3) Appreciates natural resources and conservation
  - (4) Respects various minority and religious groups
  - (5) Evaluates past and present standards of living
- B. Develops and understand of the structure and function of our government
  - (1) The democratic group processes in the family
  - (2) The democratic group processes in school
  - (3) The various local governmental services
- C. Develops an understanding of our privileges and responsibilities as citizens
  - (1) Accepts written and unwritten social standards
  - (2) Privileges and ethical obligations of a citizen
  - (3) Learns and practices written and enforced laws

For specific teaching units related to this major objective, the reader is referred to the following resource guides.

See Bulletin No. 2 - A Developmental Vocabulary Check-List for the Mentally Retarded which includes vocabulary and understandings required by responsible intermediate aged citizens in their communities.

See Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II, The Practical Arts, pages 79-80, for a related activity entitled A DUTY ROSTER.

See Bulletin 21-C, pages 167-185, for suggested and illustrative units on RESPONSIBLE SCHOOL CITIZENSHIP and LEARNING ABOUT LOCAL GOVERNMENT.

# P.L.S. #12

## INTERMEDIATE

### Aims

(1)

THE SIGNIFICANCE OF  
HOLIDAYS

(2)

APPRECIATES DIFFERENCES  
BETWEEN DEMOCRATIC  
AND OTHER IDEOLOGIES

(3)

APPRECIATES NATURAL  
RESOURCES AND THE  
CONSERVATION

(4)

RESPECTS VARIOUS  
MINORITY AND RELIGIOUS  
GROUPS

(5)

EVALUATES PAST AND  
PRESENT STANDARDS  
OF LIVING

## Develops Knowledge of our Heritage

### Center of Interest Units

#### Holidays

Columbus Day  
Thanksgiving  
Washington's birthday  
Lincoln's birthday  
Labor Day  
Veteran's Day  
Memorial Day  
Flag Day  
Fourth of July  
Other historical personages and events

Democracy  
Communism  
Totalitarianism

Water conservation  
Forest conservation  
Mineral conservation  
Soil conservation  
Geographical study of conservation with State map

#### Social Studies

Location of ethnic groups  
Local  
Wisconsin (state)  
National

Transportation - Then and Now  
Communication - Then and Now  
Education - Then and Now:  
Buildings and facilities  
Curriculum  
Teachers  
Textbooks  
Home life:  
Housing  
Clothing  
Foods  
Appliances  
Industry  
Farming  
Factories  
Sanitation and Health  
Pure Food Laws

### Introductory Discussions

The background and meaning of each holiday  
Seasonal decorations  
Teacher-read stories and poems

What is Democracy?  
Communism? Totalitarianism?

What does conservation mean?  
What are some conservation programs?  
Where are some major conservation areas?

Brotherhood week  
Posters  
Radio and TV programs  
Ethnic groups  
Music (e.g. Marian Anderson)  
Folk songs  
Negro spirituals  
Folk dances  
Costumes  
Cultural exhibits  
Holidays and Festivals

Antiques  
Question on conditions in each area "then and now"

## Language Arts

Oral Expression  
Discussion  
Talks by students

Listening  
Records  
Talks by others

Reading  
Spelling vocabulary words pertaining to holidays  
Stories: High interest, low level

Creative Writing  
Chart stories  
Poems

Songs  
Letter writing  
School newspaper

Reading  
Stories of Children of other lands

Listening  
Talks  
Reports (e.g. pupils and others)

Oral and written reports on ways individuals and their families have contributed to democracy, conservation, minority groups

Debate on conservation  
Play writing  
Experience chart stories

Discussion  
Each student's nationality, background  
Foreign expressions adopted by Americans  
Good morning  
God bless you, etc.

Writing  
Chart stories  
Poems

Reading  
Poems  
Stories  
Old Publications  
Interviewing senior citizens  
Study local historical sites

## Number Concepts

Comparative Concepts  
Earlier - later  
Before - after  
Now - then  
Long ago - today - tomorrow  
Many - few  
All - none  
Past - present - future  
Time  
Calendar - make one  
Time line

Distances  
Standards of living (economic comparisons)  
Map making  
Map reading

Graph making and reading  
Map making and reading (scale)

Distances  
Time concepts (century)  
Money  
Measurements  
Liquid measure  
Dry measure  
Linear measure

Population ratio  
Fractions

Comparison of living costs  
Coin Collections  
Stamp Collections  
Comparisons of travel and communication time  
Means of marketing  
Recipe reading and measuring

## Related Activities

Drawing pictures  
Painting murals  
Sketching scenery  
Dancing (tie in with time)  
Sculpture  
Mapmaking  
Table models  
Tape recording  
Play production  
Slide production  
Notebooks

Puppets  
Games involving taking turns and choosing partners  
Field trips  
Poster display (pupil made)

Salt maps  
Model farms  
Camping program  
Trees for tomorrow  
Collections  
Dramatizations  
Childmade movie

Role playing (e.g. taking the part of a child who is different)  
Music activities  
Listening  
Folk dancing  
Sewing  
Cooking  
Manual arts  
Compiling foreign cookbook

Trips to  
Museum and Historical sites  
Historical sites  
Business places  
Airport and Railroad station  
Post Office  
Supermarket  
TV station

Dramatizations  
Drawing pictures  
Painting murals  
Sketching scenery  
Bring items from home  
Teacher Demonstrations  
Soap making  
Butter churning  
Ice cream making

**P.L.S. #12**  
**INTERMEDIATE**

**B. Develops an Understanding of the Structure and Function of our Government**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)

THE DEMOCRATIC GROUP  
PROCESSES IN THE FAMILY

Family Recreation  
Family Responsibility  
Sharing responsibilities and privileges  
Care of pets  
Acceptable family behavior (respect)  
Courtesy  
Cooperation among siblings  
Discussing problems  
Making decisions  
Privacy  
Respect for property

What is the role of each person in the family  
How can decisions be made  
Should children have a role in decision making

(2)

THE DEMOCRATIC GROUP  
PROCESSES IN SCHOOL

Cooperative Planning and Sharing  
Teacher-pupil planning  
Creating a good public image  
Health  
Good mental attitude toward learning to obey rules, for games, subject matter, obedience

Discuss  
Cooperation  
Building  
Tour of building  
Kindness, loyalty and respect  
Following School rules  
Should students have a role in deciding some school rules

(3)

VARIOUS LOCAL GOVERN-  
MENTAL SERVICES

Government structure  
Local  
State  
National  
Governmental Services  
Library  
Sanitation  
Police Department  
Fire Protection  
Schools  
Courts  
Public Assistance  
Health Services  
Post Office

Trips  
Court house  
City-County building  
Police station  
Fire station  
Post office  
Polls

(see Bulletins 15 and 21c)

## Language Arts

Plan meals  
Courtesy  
Introduction  
Taking turns  
Telephone Courtesy  
Creative Writing and Speaking  
Furnish endings for stories  
Clothes care

Developing rules for safety  
Buildings  
Playgrounds  
Streets  
Use of equipment and facilities  
Conveyances  
Sports  
Conducting and participating in a business meeting  
Discuss role of school employees  
Writing articles for school newspaper

Vocabulary:  
Quorum  
Majority  
Minority  
Plurality  
Election  
Polls  
Ballot  
Platform  
Candidate  
Citizen  
Civil rights  
Campaign  
Letter writing  
Reading newspapers  
Listening speeches

## Number Concepts

Sequential Order  
(see Que puzzles)  
Budgeting  
Money  
Allowance  
Family money  
Time  
Personal  
Family

Schedule  
Budget time  
Promptness

Taxes  
Salaries  
Tuition  
Costs  
Election Returns  
Postage  
Fine  
Traffic  
Library  
Licences

## Related Activities

Cooking - planning menus  
Housework  
Odd jobs  
e.g., mowing, raking  
Table Manners  
(conversation)  
Simple Repairs  
Dramatization of family problems and discussions

Duties  
Plan and carry out school party and program  
Games  
Club meetings  
Planning sessions  
School newspaper  
Entertaining

Mock elections  
Visiting polls at election times  
Mock trial  
Construct play post office  
Construct model community

**P.L.S. #12**

**INTERMEDIATE**

**C. Develops an Understanding of our Privileges and Responsibilities as Citizens**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)

**ACCEPTS WRITTEN AND UNWRITTEN SOCIAL STANDARDS**

Health  
Good food  
Cleanliness  
Rest  
Acceptable group behavior  
Acceptable individual behavior  
Buses  
Lunch program in school building  
To and from school  
Home  
Church  
Community  
Sports  
Safety

What are social standards?  
Dress  
Behavior  
Personal hygiene

(2)

**PRIVILEGES AND ETHICAL OBLIGATIONS OF A CITIZEN**

American Constitution  
Privileges  
Bill of Rights  
Civil Rights  
Obligations  
Bill of Rights  
Civil Rights  
Military  
Privileges  
Obligations  
Significance of  
Patriotic symbols  
Flag  
Eagle  
Flag salute  
National anthem

What is a privilege?  
What is an obligation?

## Language Arts

### Oral Expression

- Group discussion
- Completion stories
- Various social situations-protocol

### Written expression

- Completion stories
- Request stories
- Thank-you letters
- Sympathy letters
- Invitations
- Regrets

### Oral Expression

- Clear conveyances of ideas
- Reports of various experiences
- News reports
- Conducting simple business meeting

### Written expression

- Reports of experiences
- Clear conveyance of ideas
- Letters to former classmates in service

### Listening

- Tolerance of others
- Listening to others

## Number Concepts

### Ordinals (first, second, etc.)

Page numbers

### Money

- Tips
- Change

### Time

- Promptness
- Appropriateness
- Duration
- Seasonal adaptations
- Clothing
- Courtesy

### Recreational fee tax

Luxury tax

Property tax and income tax and uses

### Money

- Expense involved in field trips

Duration of elected offices

Military services

Dates of election

Fund drives

Gas tax

Selective sales tax

(put across from tax benefits point of view)

## Related Activities

### Role playing

Daily group feedback

Puppets

Games

Dramatization

Scrapbooks

Telephone courtesy

### Speakers

Military personnel (former classmates)

Red Cross

Civil Defense

Congressmen

Classroom elections

Mock election

National

State

Local

C. Develops an Understanding of our Privileges and Responsibilities as Citizens

Aims

Center of Interest Units

Introductory Discussions

(3)  
PRACTICES WRITTEN AND ENFORCED LAWS

Federal Laws  
Constitutional Amendments  
Services

Hypothetical situations: appropriate and inappropriate driving, drinking and hunting habits

State Laws  
Major laws  
Employment  
Marriage  
Driving  
Hunting  
Drinking  
Child labor  
Family welfare  
Family court  
Divorce  
Custody of children  
Foster placements  
Adoption  
Guardianships

Day in Court  
TV Shows  
Newspapers  
Traffic Manual

State Courts  
Legal courts  
Policeman and traffic officers  
Judge  
Jury  
Lawyer  
Truant officers  
Probation officer  
Welfare worker  
Game warden

Local Ordinances  
Sanitation  
Humane regulations  
Fire  
Water  
Licences  
Tax  
Permits  
Buildings  
Parades and public assembly  
Soliciting  
Distributing literature  
Liability  
Financial  
Property (See Bulletin 21-c)



State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

William C. Kohl  
State Superintendent

Archie A. Buchmiller  
Deputy State Superintendent

DIVISION FOR HANDICAPPED CHILDREN  
JOHN W. MELCHER ADMINISTRATOR & ASSISTANT SUPERINTENDENT  
WISCONSIN HALL, 126 LANGDON STREET  
MADISON, WISCONSIN 53702

August 27, 1970

Dear Colleague:

We are pleased to be able to share with you the accompanying publications, "A Persisting Life Needs Approach To A Curriculum For The Educable Mentally Retarded" and "Teachers Handbook For Implementation Of The State Curriculum For Educable Mentally Retarded". These materials represent the combined efforts of over 250 Wisconsin special education teachers and administrators, and numerous curriculum committees organized at the local district, county, and university levels. The publications were developed under the auspices of the Division for Handicapped Children, Wisconsin Department of Public Instruction and funded by Title VI-B, Elementary and Secondary Education Act.

Further information about these publications or related publications may be obtained from EMR Curriculum Project Consultant, Room 616, Division for Handicapped Children, Department of Public Instruction, 126 Langdon Street, Madison, 53702. Copies of this material may be purchased from Publications Order Service, 126 Langdon Street, Madison, Wisconsin, 53702 at a cost of \$2.00 for the Curriculum and \$.50 for the Handbook.

Sincerely,

DIVISION FOR HANDICAPPED CHILDREN

By Kenneth R. Blessing  
Kenneth R. Blessing, Ph.D.  
Director of Bureau for Special Education

By John W. Melcher  
John W. Melcher  
Assistant State Superintendent  
Administrator of Division for Handicapped Children

## Language Arts

Written Expression  
Permission notes  
Thank you notes  
Stories  
Forms  
    Driving  
    Social security  
Reading  
Traffic manual  
Court news  
Bills-interpreting  
Oral communication  
Telephone

## Number Concepts

Dates  
Due time  
Meters and Gauges  
    Gas meters  
    Speedometers  
    Thermometer  
    Parking meters  
    Light meters  
    Natural gas meters  
Money  
    Budgeting  
    Credit  
    Ratings  
    Payments - interest  
    Credit of company  
    Better Business Bureau

## Related Activities

Visit  
    Courts  
    Legislature  
Make pamphlet on ordinances  
Drawing  
Collecting Pictures  
Mock Trials  
Role Playing  
    Policeman  
    Game warden  
Panel discussion  
Talks by legal personnel  
Filling out Federal, State and local forms: Tax, licence applications, etc.

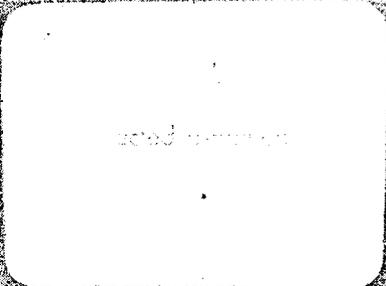
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6-6-66

Mr. SORAN

10:10

LA



## LEARNING TO BE A RESPONSIBLE CITIZEN

**P.L.S. #12** involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

### Secondary

- A. Understands our heritage
  - (1) The customs and traditions of our local community
  - (2) Our states' heritage and growth
  - (3) Understands events leading to the birth and growth of our nation
  - (4) The interrelationship between nations
- B. Understands the structure and function of our government
  - (1) The processes involved in a local democratic activity
  - (2) How the state government serves its citizens
  - (3) The fundamentals of national government
  - (4) How the United Nations performs governmental functions among the nations
- C. Understands our privileges and responsibilities as citizens
  - (1) Achieves active, positive participation in local community
  - (2) Respects and observes the laws of the state
  - (3) Develops concepts necessary for adult citizenship
  - (4) Respects other countries and the loyalties of their people

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** which includes vocabulary and understandings required by responsible secondary aged citizens in their communities.

See Bulletin 21-D, pages 75-85, for suggested and illustrative units on **CITY GOVERNMENT, WHY MUST I OBEY THE LAW?, CITIZENSHIP AND LAW AS IT AFFECTS THE MENTALLY RETARDED, and LOCAL, STATE AND FEDERAL GOVERNMENTS**

**P.L.S. #12  
SECONDARY**

**Aims**

(1)

THE CUSTOMS AND TRADITIONS OF OUR LOCAL COMMUNITY

Origin, purpose and method of observing local celebrations, traditions and customs  
Biographic study of community leaders  
Study the origin of community names e.g. the community streets, buildings, geographic features, etc.  
Founding and settlement of the community  
Development of industry

**Introductory Discussions**

Relationships of daily living of students with traditions in community  
Utilize guest speaker well versed in community folklore  
Utilize student ancestry  
Use antiques as a center of discussion

(2)

OUR STATE'S HERITAGE AND GROWTH

Founding of the state  
Settling of the state  
Indian history, art, crafts and stories  
Famous Wisconsin citizens  
Historical places of interest  
Wisconsin industries  
Lumber  
Fur  
Mining  
Agriculture  
Recreation  
Transportation  
Manufacturing

Bulletin board of interesting pictures  
Newspapers and magazines  
Imaginary journey through Wisconsin before its settlement

(3)

UNDERSTANDS EVENTS LEADING TO THE BIRTH OF OUR NATION

Famous American Leaders  
George Washington  
Patrick Henry  
Samuel Adams  
John Hancock  
Paul Revere  
Ben Franklin  
Abraham Lincoln and others  
Wars  
Revolutionary  
Civil  
World War I  
World War II, etc.  
Famous Documents  
Declaration of Independence  
Constitution  
Bill of rights  
Mayflower Compact  
Monroe Doctrine  
Louisiana Purchase and others  
American Flag  
Story and meaning  
How we in Wisconsin benefit from cultural exchange with foreign nations  
What we in Wisconsin have to offer to foreign nations  
What agencies are active in making possible exchanges with other foreign countries  
Preparation for travel in foreign countries, especially Canada

What is history?  
Why study U.S. History?

(4)

UNDERSTANDS THE INTER-RELATIONSHIP BETWEEN NATIONS

Wall map with strings connecting nationality (ies) and or products we use with the country they come from  
Recordings of foreign folk music

## Language Arts

- Discussion  
Family traditions  
Family and personal participation in local holidays
- Write  
Story of the student's family coming to the community  
Descriptions of places of interest  
Reports of special events
- Read books, pamphlets, newspaper articles, etc. related to community history
- Discuss how each family uses Wisconsin products
- Read Paul Bunyan stories
- Write reports or original stories concerning Wisconsin lore

- Discuss  
Explorers  
Settling and living in colonial America  
Wars  
Frontier homes  
Pioneers  
Inventors and Scientists  
America Today  
Wisconsin's contribution to the growth of the U.S.
- Read stories of  
Our Country's Beginnings  
Pioneer Life  
Indians  
Our Country's Leaders  
War Heroes
- Write  
Letters of Request  
Book Reports  
Accounts of Historical facts  
Labeling scrapbooks

- Theme: Could any country survive without the rest of the world
- Write pen pal letters as individual or group project
- Listen to recordings of plays or music and discuss how they are representative of the countries of their origin
- Write Wisconsin manufacturing companies to get lists of raw materials imported as well as products exported

## Number Concepts

- Develop a dateline of important and community events
- Use line graph to show population changes
- Comparative numbers  
Dates  
Living Costs  
Rate of travel

- Time lines  
Graphs on population and area  
Finding distances on a map  
Learning to calculate board feet

- Historical time line
- Comparisons  
Bar and line graphs: Prices then and now. Wages then and now  
Population then and now
- Maps  
Guide lines  
Size of states  
Areas  
Distances

- Construct bar graphs comparing the amounts given to different countries in foreign aid
- Construct bar graphs comparing exports and imports of the United States

## Related Activities

- Use public library  
Folksongs, games and dances  
Display national costumes  
Prepare national dishes  
Develop classroom museum
- Visit places of historical significance  
Booklet about state flower, bird, motto, emblem, song, flag, tree, etc.  
Product map  
Make electric matching boards with items significant to our heritage e.g. dates, events, sites, locations, etc.

- Create  
Clay or soap models of Famous Americans  
Wood carving  
Models of historical buildings  
Models of Inventors
- Symbols  
Flag  
Great Seal and other  
Folk songs and dances
- Drama  
Dramatize a historic event  
Impersonate a famous early American  
Let the class guess

- Make a display of pictures of outstanding world scientists, artists and world leaders, noting their accomplishments
- Make a display of advertisements of foreign products that we are all familiar with such as Volkswagen.
- English Bible, sewing machines, radios, etc.
- Utilize local residents and visitors who have a good background on certain countries, e.g. ex-GI's, tourists, missionaries, etc.

**P.L.S. #12**  
**SECONDARY**

**B. Understands the Structure and Function of Our Government**

**Aims**

(1)

LEARN THE BASIC  
PROCESSES INVOLVED IN  
A LOCAL DEMOCRATIC  
ACTIVITY

(2)

HOW THE STATE  
GOVERNMENT SERVES ITS  
CITIZENS

(3)

THE FUNDAMENTALS OF  
NATIONAL GOVERNMENT

(4)

HOW THE UNITED  
NATIONS PERFORMS  
GOVERNMENTAL  
FUNCTIONS AMONG THE  
NATIONS

**Center of Interest Units**

Study maps of the community  
Develop organizational charts of local governments  
Study types of local governments  
Study duties of township, village, city and county officials  
Role of the neighborhood in the community

Study of the six constitutional officers

Governor  
Lieutenant Governor  
Secretary of State  
State Treasurer  
Attorney General

Superintendent of Public Instruction

Function of various departments

Conservation  
Public Service  
Motor Vehicle  
Industrial Commission  
Personnel  
Public Instruction  
Health  
Welfare  
etc.

Law making

Political Parties

Courts

Washington D.C.

Capitol  
White House  
National Monuments and other points of interest

U.S. Constitution

How a bill becomes a law

Structure of our Federal Government

Executive

Judicial

Legislative

Political Parties

National elections

Federal money system

The world as a family of nations with the General

Assembly as a family council, etc.

U.N. Agencies

U.N. member nations

Purpose of the U.N.

**Introductory Discussions**

What is the purpose of community government  
What is a community  
What is local government

Pictures of the state capitol and officials currently in office

Discuss some law that affects students such as compulsory school attendance, traffic rules, etc.

Teenager's role in federal government (pageboys, lobbying, etc.)

Stimulate interest through a colorful travelogue of Washington, D.C. supplemented with a large map of the area

Discuss the everyday activities, services, etc. that are linked to the national government

Utilize current events as a springboard to unit planning

Bulletin board display of pictures of U.N. at work  
Films on U.N.

## Language Arts

### Discuss

- Necessity for rules to protect all citizens
- Write thank you notes to classes and to hosts at places visited
- Read local newspapers
- Study the terminology (mayor, city council, trustee town board, etc.)
- Written topics and scrapbooks

### Discussion

- Contemporary issues such as sales tax, voting age, driving age, etc.
- Use of Blue Book
- Reports on current events within the state

- Study and conduct a non-partisan election
  - Campaign speeches
  - Judging merits of candidates
- Gather information about the president's family
  - First Lady
  - Children, etc.
- Identify offices of President and Cabinet members
- Contrast living in a democracy with living in a dictatorship

- Write letters to the U.N. requesting publications and information
- Punctuation exercises on sentences dealing with the U.N.
- Theme or discussion on "How Does the U.N. Compare with How a Family Should Work Together"
- Abbreviations, how and why they are used
  - Examples
    - W.H.O.
    - U.N.E.S.C.O.
    - U.N.I.C.E.F.

## Number Concepts

- Figure local property tax from assessed valuation and tax rate
- Understanding use of numbers in
  - Street and road numbers
  - Zone numbers
  - Zip code
  - Phone numbers
- Study local budgets including expenditures and revenues using graphs, charts, diagrams, etc.

### Graphs on state finance

- Solving problems on sales and income tax

- Number of members in
  - Cabinet
  - Congress
  - Supreme court
- Compare our state's representation with that of other states
- Salaries of federal officials
- Social security
- Federal taxes
- Voting ages and requirements
- Percentages and graph problems pertaining to representation, voting records, etc.
- Make a time line showing the important events in the history of the U.N.
- Count the possible number of votes that may be cast in the U.N.
- What is a majority, minority, a plurality?

## Related Activities

- Visit such places as City, town or village hall
- Police station
- Fire station
- Post office
- County Court House
- Talks by police chief, fire chief or other local officials
- Role playing
  - Traffic Court
  - Mock trial
  - Council meeting

### Visit State Capitol

- Role playing: How a bill becomes a law
- Mock trial
- Make booklets on current Wisconsin news
- Develop chart on structure of government
- Simple parliamentary procedures

- Styrofoam, soap and clay modeling and sculpturing
- Replicas of party symbols
  - Donkeys
  - Elephant
- Securing election ballots
- U.W. map (making and studying)
- Visit polls on election day

- Construct a large outline map of the world and indicate the U.N. member nations
- Make a display of the flags of the U.N. members
- Make a flag of the U.N.
- Make an organizational chart of the U.N.
- List accomplishments of U.N. agencies

**P.L.S. #12**  
**SECUNARY**

**C. Understands our Privileges and Responsibilities as Citizens**

**Aims**

**Center of Interest Units**

**Introductory Discussions**

(1)

**ACHIEVES ACTIVE POSITIVE PARTICIPATION IN LOCAL COMMUNITY**

Voting responsibility  
Attending meetings  
Keeping our community clean  
Community health and safety  
Aid to fire and police department  
Respect for public property  
Obeying signs in public places  
Bus etiquette  
Taking advantage of recreational facilities, equipment and programs  
Support of volunteer agencies  
Red Cross  
Red Feather  
Clothing Drives  
Christmas Food Baskets  
March of Dimes, etc.

What is my role as a citizen in  
My family  
My school  
My community

(2)

**RESPECTS AND OBSERVES THE LAWS OF THE STATE**

Hunting and fishing regulations  
State park regulations  
Boating regulations  
Water sports regulations  
Motor vehicle laws

Discussion of newspaper articles on law breaking  
Compare the need for laws in our state with the need for laws in a Robinson Crusoe society

(3)

**DEVELOPS CONCEPTS NECESSARY FOR ADULT CITIZENSHIP**

Comparison of  
Democracy  
Monarchy  
Fascism  
Communism  
Socialism  
Dictatorship  
Social Security  
Workmen's Compensation  
Unemployment Compensation  
Respect for country  
Voting procedures  
Serving one's country (armed forces)  
Proper courtesy to  
Playing of national anthem  
Flag passing by  
Government official

Use stories or experiences in which there are examples of either good or bad national citizenship such as behavior of people when the national anthem is played

(4)

**RESPECTS OTHER COUNTRIES AND THE LOYALTIES OF THEIR PEOPLE**

Internationally known people  
World religions  
Loyalties to one's country  
Effects of transportation and communication on world citizenship  
How geography affects people's way of life as shown in their dress, dances, foods, sports and industries

How each child differs from his brothers and sisters: from his friends  
How children have things in common with each other  
How these differences and similarities are found among people of various countries

## Language Arts

Letter writing to local editor game warden agencies for brochures  
Prepare a list of outstanding qualities of good citizens  
Oral or written discussion of  
School spirit  
Community spirit  
Need of following good leaders  
Why regular school attendance is good citizenship  
Responsibilities to one's family

Read handbooks and brochures  
Write to various state departments for related brochures

Report about life and customs of people of other countries  
Write composition on "If I were from...." "(state or country)" Why I am Proud to be an..." (American or Wisconsinite)  
"A Well known International Figure"  
Write to pen pals  
Prepare antonym and synonym worksheet on terminology used to discuss citizenship e.g., ancient-modern rural-urban, etc.

Read stories (fiction, biography, etc.) about other countries  
Read about and report on foreign election returns  
Listening to recordings, radio and TV programs of addresses by leading American and foreign citizens

## Number Concepts

Meter reading (water, gas, electric)  
Computing utility bills  
Use graphs, fractions, etc. based on newspaper articles  
Number problems in following progress of charity drives  
Family budgeting

Problems involving fees and licenses  
Problems about costs re Wisconsin for parks and conservation  
Dollar loss in state thru carelessness (fire, crime, accident)  
Insurance costs

Graphs and percentage charts  
Population comparison  
Nationalities  
Industries  
Religious preference  
Races

Number of years of existence of different types of government  
Number of countries with different types of government  
Tax problems  
National debt (number reading)  
Charts and graphs showing how tax money is spent

## Related Activities

Develop a scrapbook on the community to be exchanged with a similar class group in another community  
Vote using regular sample ballots  
Role playing, scenes showing good and bad civic attitudes  
Prepare tapes, slides or photos of above role playing  
Develop school or community slogans which inspire good civic attitudes

Films from various state departments about regulations under their control  
Map work  
Location of state parks, reservations, etc.  
Speakers  
Game warden  
On water safety  
On hunting  
Mural and poster making on good citizenship practices  
Develop a correspondence program with a class from another country  
Films and filmstrips on life in another country  
Collecting stamps from foreign countries  
Arrange for talks by foreign students  
Display  
Pictures depicting scenes from foreign countries  
Books about foreign countries

Pictures of foreign leaders past and present  
Pictures showing services provided by national and foreign government  
Exhibits of informational material published by federal agencies  
Mock elections  
Display of election posters and pictures of foreign candidates

# APPENDIX A

## PRESCRIPTIVE TEACHING\*

### BACKGROUND

Approaches and techniques used in devising a systematic language development program for those with communicative disabilities vary as a function of the underlying rationale and orientation of the special educator. The Peabody Language Development Kit materials employ a "shotgun" approach, the major purpose being the elevation of the overall language ability of the treatment group or individual. Others have employed a "profile" or remedial approach aimed at developing a subject's ability to encode, decode or associate linguistic symbols. The subject's psycholinguistic profile, as measured by a test like the Illinois Test of Psycholinguistic Abilities (ITPA), provides the language clinician with clues as to relative strengths and weaknesses.

In the summary of the study to follow, the latter approach was employed. The purpose of the investigation was to test the major hypothesis that amelioration of a specific psycholinguistic deficit (vocal encoding) in an educable retarded population is feasible as a function of intensive small-group remediation. Vocal encoding was operationally defined as the ability to express one's ideas in spoken words when presented with meaningful visual stimuli. The investigator sought to determine whether the vocal encoding ability of elementary aged retarded children could be significantly improved as a result of a supplementary treatment program conducted in hourly sessions, three times weekly over a period of four months. Group language profiles were used to develop a differentiated program of language remediation.

The subjects consisted of 40 educable retarded children chronologically 8 to 15, with IQs from 50 to 80, mental ages between 4-7 and 8-10, who were found to be one or more years below M.A. in vocal encoding on the ITPA.

Children were randomly assigned to control and treatment groups of 20 each following group matching on the variables of sex, sibling order, and parental occupation. Each remedial group of 3 to 5 subjects received weekly instruction from two language clinicians. Anecdotal records were maintained of the activities and teaching techniques used and are included in the report for subsequent use in curricular implementation and research replication.

All ITPA evaluations were conducted by qualified psychological examiners trained by the co-author of the instrument. Interim empirical evaluations on classical criterion measures were periodically administered in a blind-fashion throughout treatment and as long-term retention checks. Con-

trols were included in these interim evaluations to eliminate or reduce the possible confounding of results by the Hawthorne effect. Children's Apperception Test pictures were used in standardized three-minute sessions to elicit vocal encoding behavior, and their taped responses were analyzed in terms of the criterion measures.

Mean gain score differences between groups were subjected to tests of statistical significance by use of analysis of variance and, in addition, covariance analysis with the effects of initial performance levels held constant. The .05 level of significance was used in testing the major null hypothesis.

Results indicated that the null hypothesis was rejected for significant post treatment differences consistently favoring the treatment group on the vocal encoding measure. These findings may be said to provide substantial evidence of the efficacy of remediating a single psycholinguistic deficit and of using pretest profiles of educable retarded children in planning remedial programs. At the end of treatment the experimental group was equaling or exceeding mental age expectancy levels. A precautionary comment is interjected with respect to converting vocal encoding raw scores into language age norms at the upper limit of the ITPA, since lack of equal age increments restricts the specificity and accuracy of age norms near the ceiling of the test.

This study provides for special education curriculum makers a comprehensive list of clinical teaching suggestions for implementation in the developmental language program.

In the remaining pages, interested readers will note an attempt to organize an approach to linguistic deficit identification and prescriptive teaching designed to remediate these disabilities. Perusal will reveal that the most extensive listing of clinical teaching suggestions occurs in the vocal encoding area, since this was the deficit concern of the above study. The suggested activities in the other psycholinguistic areas have been extracted from various research reports, papers and articles dealing with other aspects of language usage and defect.

The intent of this section is to provide special educators with an outline of the test factors themselves and a parallel beginning list of practical ways in which these factors may be strengthened and/or remediated. Others working in this area of linguistic disability will wish to assess the feasibility and validity of these prescriptive approaches and will want to supplement this listing from their own empirical experience with psycholinguistic remediation.1

\*Written by Kenneth R. Blessing, Ph.D., Division for Handicapped Children's Services.

1Mrs. Eunice Key, Coordinator of Special Education, C.E.S.A. #11, LaCrosse, recently expanded this work in her Master's paper. Readers should contact her directly for further information.

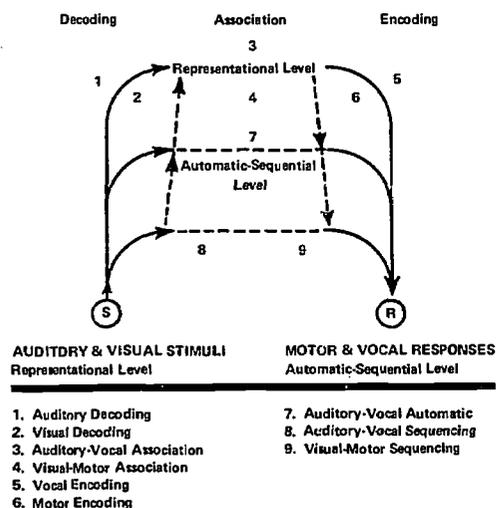
# REMEDIATION OF A PSYCHOLINGUISTIC DEFICIT IN EDUCABLE RETARDED CHILDREN

In the following section the reader will encounter a description of the areas the ITPA probes and paralleling these descriptions, some simple, practical ways in which special educators can plan and carry out specific remedial programs. Most of these techniques have been developed in clinical settings on a tutorial one-to-one basis. Along with trying out these suggestions in a classroom setting, the task of the special educator will be to explore ways of grouping pupils with similar disabilities for economy and efficiency in the time available for instruction. The long range goal is the development of language abilities, comparable to the grouping practices for the development of language abilities, comparable to the grouping currently employed in the reading and arithmetic phases of the special education curriculum. Once achieved, it may be possible to provide developmental and remedial language programs which enable retarded pupils to function, linguistically speaking, somewhat more closely to their current levels of intellectual functioning.

The nine subtests of the battery are briefly described below. The numbers (1 through 9) correspond with the numbers in Figure 7. These descriptions with some modifications are taken from Kirk and McCarthy (1961).

FIGURE 7

THE REVISED PSYCHOLINGUISTIC MODEL OF LANGUAGE ABILITIES  
(After McCarthy and Kirk, 1961)



PICK UP FIGURE 7

### Representational Level

1. Auditory Decoding
2. Visual Decoding
3. Auditory-Vocal Association
4. Visual-Motor Association
5. Vocal Encoding
6. Motor Encoding

### Automatic-Sequential Level

7. Auditory-Vocal Automatic
8. Auditory-Vocal Sequencing
9. Visual-Motor Sequencing

## 1. Tests at the Representational Level

This representational or meaning level mediates activities requiring the meaning or significance of linguistic symbols. The tests at this level all have one thing in common: they assess some aspect of a child's ability to deal with meaningful symbols, i.e., to understand the meaning of symbols (decoding). Thus, when a child learns to say "ma ma" to the appropriate mother figures, he is operating at the representational level. There are 6 tests at this level, 2 concerned with decoding, 2 with association and 2 with encoding.

The Revised Psycholinguistic Model of Language Abilities  
(After McCarthy and Kirk, 1961)

## ITPA PSYCHOLINGUISTIC AREAS

## SUGGESTED INSTRUCTIONAL ACTIVITIES

(A) THE DECODING TESTS. Decoding at this level is measured by the two following subtests:

### Test 1. Auditory decoding

Auditory decoding is the ability to comprehend the spoken word. This process is tapped by "yes" or "no" answers to such questions as "Do apples fly?" Since decoding and not encoding is the process being measured, if the child cannot say "yes" or "no" a gesture response is accepted.

### Test 2. Visual Decoding

Visual decoding is the ability to comprehend pictures and written words. In this subtest the child is presented with a stimulus picture from among a set of four. The correct choice is semantically identical to the stimulus picture but is not physically identical, e.g., a silver knife and a jack-knife.

(B) THE ASSOCIATION TESTS. Association is assessed by two tests utilizing different channels.

### Test 3. Auditory-vocal association

Auditory-vocal association is the ability to relate spoken words in a meaningful way. In this subtest the auditory perception and the vocal expression require minimal ability while the association process is tested by items of increasing difficulty. This analogies test is a "controlled association test utilizing a sentence completion technique;" for example, "Father is big, baby is . . ."

### Activities:

1. Identification of familiar sounds, e.g., record of train whistles, household sounds (Scott-Foresman), "Muffin records."
2. Try out the child's knowledge of prepositions, e.g., under, in, out, up, etc.
3. Recite part of a nursery rhyme; pause to let the child finish it.
4. Have the children listen out of the window or to the radio and identify sounds.
5. Have the class make up games with words.
6. Have the child tell if a pair of words (e.g., see, she, life, left) sound the same or different.
7. Have pupils identify objects or situations described by the teacher.
8. Require pupils to answer questions about material read aloud to them.
9. Use auditory memory span for sentence types of activities.
10. Check understanding of material read orally. Have pupils choose the correct word from several presented orally to meaningfully replace a particular phrase from the story.
11. Use detailed conversations based on specific topics of interest to the pupil and require response to comments made by the teacher in order to demonstrate decoding.
12. The teacher can define a word and have the pupil re-define it in his own words.

### Activities:

1. Display a picture and ask a child to find certain items or name incomplete items in the picture.
2. Have children look out the window and identify objects.
3. Have children pick out objects in terms of shape, color or size (e.g., "the green car", "the large boy").
4. Ask a child to identify action in pictures, in the room, etc. ("show me the girl running").
5. Utilize a systematic phonic approach in reading with pupils in this area.

### Activities:

1. Have the pupil name all the things he can think of when you say (orange).
2. Ask children questions like "In what way is a hat like a coat?"
3. Ask children to explain verbal passages, e.g., "God Bless America" or "The Pledge of Allegiance."
4. Ask children about groups of items: "Which one doesn't belong?"
5. Ask for interpretations of phrases or paragraphs orally read to class.
6. Ask pupils questions involving verbal absurdities: "Would I find a bed on the roof?"
7. Have pupils choose from several objects the one which the teacher has verbally described in terms of the uses

- or characteristics of the object. Verbal descriptions should progress from simple descriptive phrases to complex sentences.
8. Utilize activities which require pupils to associate sounds with visual cues.
  9. Discuss the relationship among certain concepts such as letters, words, sentences and paragraphs.
  10. Have pupils supply a missing word in a sentence presented verbally.
  11. Have pupils supply a word opposite in meaning to one word which was emphasized by the inflection of the teacher's voice while reading a sentence aloud.
  12. Have pupils choose and repeat the one sentence, from several read to them, which was most relevant to a visual cue presented earlier.

#### Test 4. Visual-motor Association

Visual-motor association is the ability to relate meaningful visual symbols. This process is tapped by a picture association test. The child is presented with a single stimulus picture and a set of four choice pictures, one of which is associated with the stimulus picture. The child is asked, "Which one of these (pointing to the set of choice pictures) goes with this (pointing to the stimulus picture)?" The child is to point to the one picture from among the choice set which has a conceptual communality with the stimulus picture.

#### Activities:

1. Have pupils sort and match like objects (e.g., red and white buttons).
2. Show pupils a picture, e.g., of a boy eating. Ask, "Show me what the boy is going to do next."
3. Start a sequence of action; get the pupils to finish it (e.g., dress a doll, set table).
4. Present a number of pictures; ask children to choose all those which go together.
5. Provide a box of objects and a box of pictures. Children match the items.
6. Have pupils pair concrete objects as to use or function e.g., needle and thread, ball and bat, etc.
7. Use reading readiness type material which require the drawing of a line from a word to a correct choice among a group of pictures.
8. Use of some of the Frostig materials for the development of visual perception would be helpful here.

(C) THE ENCODING TESTS. Encoding at the representational level is assessed by two subtests, one requiring vocal, and the other motor responses

#### Activities:

1. Elicit vocal sounds and babbling through the use of a motorkinesthetic method with the aid of a mirror. Imitate the child's sounds and have the child imitate the teacher's sounds. Actions, objects, and pictures can be labeled by the teacher and children can be encouraged to imitate these labels vocally. Spontaneous speech can be encouraged by having the children give previously learned labels without prompting. When familiar individual words are utilized, the teacher can encourage the combination of these two-word sentences.
2. Display pictures on door outside of classroom and get pupils in the habit of studying these carefully. During the language activity request them to recall such characteristics of the picture as:
  - a. the central figures; names of the people, animals, objects, etc.
  - b. the number of people, animals, etc.
  - c. the action involved; what the individuals were doing
  - d. shapes, sizes, composition; other physical characteristics
  - e. the functions of people, animals, objects in the scene

#### \*Test 5. Vocal encoding

Vocal encoding is the ability to express one's ideas in spoken words. In this test, the child is shown a series of similar objects like a ball, or a block, or a piece of chalk, or a piece of celluloid and is asked to "Tell me about this." The score is the number of discrete descriptions.

\*Specific factor the study was designed to remediate.

- f. the colors of objects, animals, people in the picture
  - g. the emotional tone of the scene; happy, sad, etc.
3. In group discussion of the picture permit other pupils to elaborate on the story and suggest items omitted or not recalled by the original story teller.
  4. Bring the picture to the group and discuss various elements; attempt to develop transference of observational principles from lesson to lesson.
  5. Bring toys, gadgets, bric-a-brac, and other articles for observation; manipulation, touch, smell and discussion. Have students talk about these objects, i.e., their shape, size, color, and function. Occasionally include similar items, e.g., (a) soap granules and a cake of soap; or (b) letter opener, ink pen, ball point pen, in order to bring out similarities as well as differences in appearance and function. Stress attendance to details and transfer of observational habits and principles from lesson to lesson.
  6. Take short neighborhood field trips and utilize observations from the classroom window to stimulate or develop ideas for discussion.
  7. Use Judy See-Quees sets and selected cartoon strips mounted on tagboard to stimulate group interests, discussion and story telling. Vary the length of the picture stories in terms of the group's ability to recall and relate stories in correct sequential order. Have pupils verbally explain the significance and sequence of events following a separate or combined verbal-visual presentation. Attempt to extend individual abilities in sequential picture placement and recall of the previously discussed story.
  8. Present various See-Quees sequences to groups of pupils and follow up with removal of one of the pictures in the series. Have individuals identify and talk about the missing picture.
  9. Use gestural-vocal demonstrations of action depicted in various pictures or the vocal imitation of sounds and noises of animals presented pictorially and as objects.
  10. Have pupils present oral book reports and accounts of simple stories read in school or at home.
  11. Utilize slide projectors, View-Masters, hand puppets, cut-outs, realistic models, globes, maps, pictures and flannel-board materials to stimulate general conversation and expand language concepts.
  12. Use verbal classification and categorization of objects as another means of stimulating speech and discussion. For example, pictorial cards depicting various household items can be provided children in a group. Members can discuss each object portrayed and tell which room the item is usually associated with, e.g., appliances, furniture, foods, clothing, recreational items can be classified as to function, location, origin, etc.
  13. Use of modified TV-type quiz shows to stimulate verbal responsiveness in pupils. Illustrative approaches might include "What's My Line" in which panel participants attempt to guess the particular "community worker" pantomimed or portrayed by the contestant. The playing of a modified "Charades" in which song titles, TV ads and jingles are portrayed is another variation of this technique used to elicit verbal expression.
  14. General conversation requiring vocal expression about any

- topic of general interest to the group. e.g., vacations, death of a pet, holiday activities, etc.
15. Elicitation of vocal responses through the use of nursery rhymes, poems, riddles, rhyming activities, finger plays, songs, TV commercials, phonograph recordings, and choral speaking. Pupil responses can be recorded and fed back for additional verbal stimulation. Illustrative activities might include:
    - a. action rhymes and rhythmic exercises
    - b. teacher-read poems with pupils completing the final rhyming word
    - c. singing songs with accompanying gestures
    - d. participation in "Cookie Jar"; game involves clapping of hands to rhythm as words are changed by pupils
    - e. acting out nursery stories. e.g., "Three Billy Goats Gruff." using hand puppets
    - f. use of a toy telephone to elicit spontaneous speech
  16. Use tape recorders in "Show-and-Tell" periods when pupils are reporting interesting events, news reports, role-playing and similar activities. Playback of these recordings enables pupils to hear their own vocal responses and further stimulates interest on the part of the children.
  17. Activities for developing general vocal encoding ability in individual pupils might include:
    - a. imitation of vocal sounds, expressions, phrases and statements made by the tutor.
    - b. filling in of sentences; teacher reads a phrase and the subject completes a sentence using this phrase
    - c. listening to verbal absurdities; short story presented and pupil picks out the absurd word, then repeats the statement inserting a correct word
    - d. listening to the presentation of a series of words, picking out the word that doesn't belong in the series, and telling why
    - e. use of the "Wordy Game" to build sentences
    - f. teacher-read stories followed by questions on content and meaning
    - g. giving of short speeches from a classroom stage
  18. Sociodrama, role-playing and hand puppetry can be especially effective in stimulating vocal expression. See Fliegler (1955), LaValli and Levine (1954), and Koenig (1951) for excellent suggestions in this area. Approaches will need to be modified to conform to the abilities, needs, and interests of the group. Teachers can describe and structure imaginary social or problem situations for the children, assign individuals to various roles, and have them act out the parts. In later discussions members of the group can evaluate the responses and actions of the various role-players. Typical sociodramas might include such situations as:
    - a. learning to meet people, respond to, and make introductions, etc.
    - b. going to the grocery store and making purchases
    - c. answering the telephone
    - d. answering the doorbell and responding to strangers, salesmen, etc.
    - e. being a radio or TV announcer
    - f. asking directions
    - g. welcoming a friend

19. Utilize charades, visual pantomiming, and such games as "Simon Says" and "Follow The Leader" to elicit verbal expression.
20. Combine visual-verbal techniques to encourage verbal descriptions of auditorially stimulated concepts. For example, pupils might observe a new hospital wing under construction from their classroom window. Then, closing their eyes and through sound clues alone, they can be asked to describe what the workmen are going, what is occurring, etc.
21. Pupils can present a number of covered objects to the group and provide verbal clues as to the identity of the objects. Other pupils can attempt to guess the identity of the item.
22. Utilize memory series games, e.g., "I went to the farm and on the farm I saw a . . ." This can be repeated orally by each pupil in the group and new objects can be added to the sequence as the game progresses.
23. Duplication of activities described in No. 4 above but with emphasis upon olfactory or tactile reception to provide clues and elicit verbalization.
24. Have pupils identify animals, toys, and other objects with their eyes blindfolded. Emphasis again would be upon their verbalizing the cues and the identity of the object.
25. Have pupils discuss similarities and differences between various items, presented for tactual and/or olfactory exploration with the pupils being blindfolded to eliminate visual cues.
26. Use of various kinesthetic teaching aids such as tactiform pictures, symbols, letters, raised maps and globes to stimulate interest in discussion of specific educational topics.

#### Activities:

1. Tell pupils to point to a specific picture in a picture book.
2. Have the pupils draw a man, a woman, an animal, an object, etc.
3. Have pupils imitate teacher action like clapping, stirring, jumping, etc. Label these vocally for the child.
4. Try to elicit spontaneous motor gestures after working on imitation, e.g., gestures indicating "large" or "small".
5. Have the pupils follow instructions, e.g., "close the door," "stand on one foot," "put the ball under the table."
6. Tell the pupils to walk like different kinds of animals.
7. Play "Simon Says" and "Follow the Leader".
8. Utilize Kephart's laterality, directionality, spacial orientation and/or body image activities with the pupils. Included would be specific exercises in right and left body parts on self, instructor, and on pictures; use of trampoline, and railroad activities; the drawing of various figures, i.e., stick, human, and geometric, and the printing or writing of the alphabet.
9. Use finger plays and nursery rhymes with accompanying actions.
10. Use charades to encourage gestural and motor expressions.
11. Tell a story; have the children act it out; watch for children who have difficulty in expressing themselves in gestures.

#### Test 6. Motor encoding

Motor encoding is the ability to express one's ideas in gestures. At the representational level, motor encoding is tapped by a manipulation test. An object is shown to the child and he is asked to, "Show me what we should do with this." The subject is to supply the appropriate motions, such as drinking from a cup, or fingering a piano keyboard.

## II. Tests at the Automatic Sequential Level

This level mediates less complex, more automatic processes than the representational level. This is illustrated by the ability to recite poems and sing songs without conscious effort. Defects at this level interfere with sequential initiation and the ability to retain sequences of visual and/or auditory automatic test, an auditory-vocal sequential test, and a visual-motor sequential test.

12. Pantomiming of imaginary activities using either a verbal or visual stimulus. e.g., raking leaves, hammering, etc.

### (A) THE AUTOMATIC TESTS.

Auditory-vocal processes are measured by the following subtests:

#### Test 7. Auditory-vocal automatic

Auditory-vocal automatic ability permits one to predict future linguistic events from past experience. The process is assessed by a grammar test. The child is shown a picture of a ball and a picture of two balls as an ancillary aid to the auditory-vocal task. The examiner says, "Here's a ball. Here are two. The child completes the sentence. The test increases in difficulty by requiring the correct use of increasingly less familiar English inflections.

#### Activities:

1. Stress the plural nature of objects. For example, show a picture of some men and say, "Here is a man; here are three . ." Start with the simplest forms using those which just add an s and then increase the complexity of the task.
2. Stress the action tenses. For example, the teacher might say, "I eat; yesterday I . ." Useful here are items used with deaf children at the primary level.
3. Utilize the developmental sequence to be found in curriculum for teaching grammar; nouns, verbs, tenses, adjectives, suffixes, etc., keeping in mind the maturational level of the group and the individual.
4. Utilize choral speaking type activities to enable certain sequences of sounds and words to become somewhat more automatic in nature.
5. Use word association approaches which require closure and one-to-one contiguity learning.
6. Have pupils identify the sentence which was structurally correct from several sentences which were all identical in meaning. Presentation can be both auditory and visual.

### (B) THE SEQUENCING TESTS.

Sequencing ability is measured by the following two subtests:

#### Test 8. Auditory-vocal sequencing

Auditory-vocal sequencing is the ability to correctly repeat a sequence of symbols previously heard. The process is tested with a digit repetition test. The test differs from that of the Stanford-Binet in that the digits are presented at the rate of two per-second and the child is allowed two trials with each sequence of digits before the task is failed.

#### Activities:

1. Use digit span type activities. For example, the teacher says, "3, 7, 9" and asks a pupil to repeat her stated digits. She can also ask the pupils to repeat them in the reverse order.
2. Have pupils carry out a series of verbal commands in sequence.
3. Have pupils restore the correct order to phrases and sentences in which the order of words was orally presented incorrectly, e.g., "The ran boy."
4. Play such games as "I went to the farm and on the farm I saw a . ." described in Test 5, No. 21. Another version is "I'm packing my bag and in it I'm putting . ."
5. Use auditory sound blending in units of varying length.
6. Have pupils complete human, stick, and geometric figures which have parts missing.
7. Have pupils reproduce a series of movements presented auditorially, e.g., the Kephart tapping pattern.
8. Have pupils repeat the spelling of words which were spelled aloud to them. Also have the words written from memory of the oral spelling.
9. Have pupils fill in the missing letters or numbers in

### Test 9. Visual-motor sequencing

Visual-motor sequencing is the ability to correctly reproduce a sequence of symbols previously seen. The process is assessed by a test requiring visual sequential memory. This task requires the child to duplicate the order of a sequence of pictures or geometrical designs presented by the examiner and then removed.

The above examples indicate that discrete tests have been constructed which attempt to differentiate defects in: (a) the three processes of communication; (b) the levels of language organization; and (c) the channels of language input and output. Inadequate performance on specific subtests of this ITPA battery should, therefore, suggest the existence of language deficits which may be subjected to language remediation. For example, vocal encoding deficiencies might be considered similar to those diagnosed by clinicians as expressive "aphasia" while motor encoding problems may be related to "apraxia." A resulting test profile should indicate to the clinician or instructor a possible course for language remediation.

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- such auditorially presented activities as, "A-CDE," "10, 11, 13, 14, 15," "10, 20, 40, 50."
10. Sentence completion activities would also be applied here since this requires contiguity learning.
11. Use memory for words and sentence sequences activities keeping in mind that sentences also involve meaning.
12. Have pupils relate the sequence of events in a story read aloud to them.
- Activities:
1. Sequences of geometric figures can be copied or done from memory, e.g., using bead stringing, flannel board or pictorial design. Variations, e.g., animal sequences, can also be used. The Frostig visual perception materials could be used here.
  2. Use of Montessori-type activities. For example; a circle tile design of alphabet blocks and of tile number blocks can be painted on the floor.
  3. Sorting of objects for size, color, shades, or sequences.
  4. Have pupils repeat from memory simple paper folding sequences.
  5. Lay out dominoes in sequence and ask pupils to repeat the sequence.
  6. Utilize various maze type activities.
  7. Have pupils follow various sequences of letters, number, or "follow the dots," although these activities often become representational in nature.
  8. Utilize some of the activities in the Fernald Kinesthetic Method of teaching reading in this area. This includes labeling, tracing, writing from memory and evaluation procedure.
- It should be apparent that there is a need for further exploration of additional instructional approaches in all of the psycholinguistic areas under consideration. Current remedial activities have been somewhat crudely outlined and a good deal of refinement is needed before a definitive answer to the question of psycholinguistic deficit remediation is forthcoming. Practitioners in the field are encouraged to experiment with these approaches in their classrooms and attempt a more rigorous application of the developmental approach to language development. For a fairly complete and detailed set of lesson plans for language development, special educators are referred to Smith's 1962 monograph. Effects of a Group Language Development Program upon the Psycholinguistic Abilities of Educable Mental Retardates.
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