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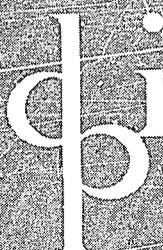
ABSTRACT

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

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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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Wisconsin Department of Public Instruction
William C. Kahl, State Superintendent

Division for Handicapped Children
John W. Melcher, Administrator and
Assistant 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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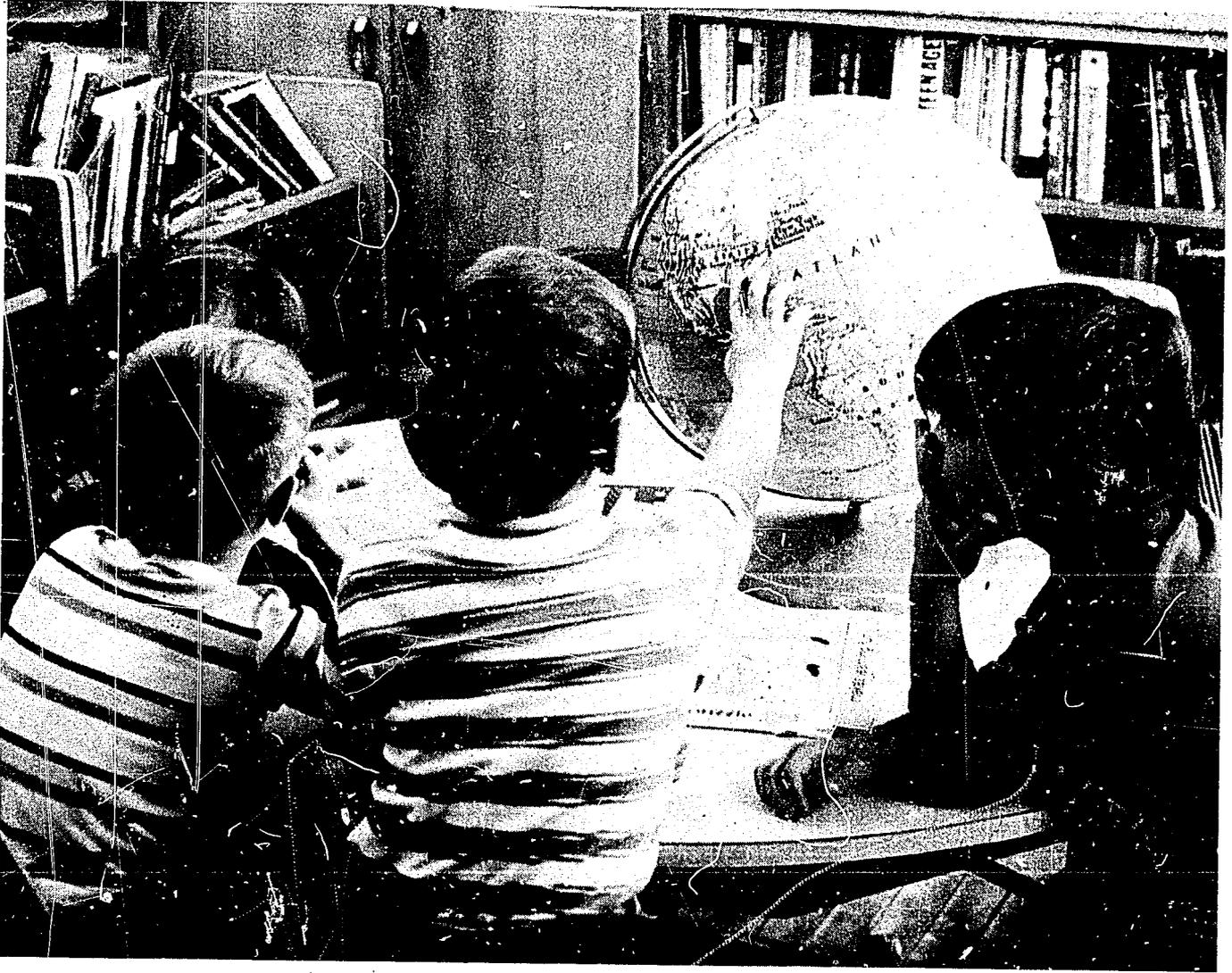
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A PERSPECTIVE

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.

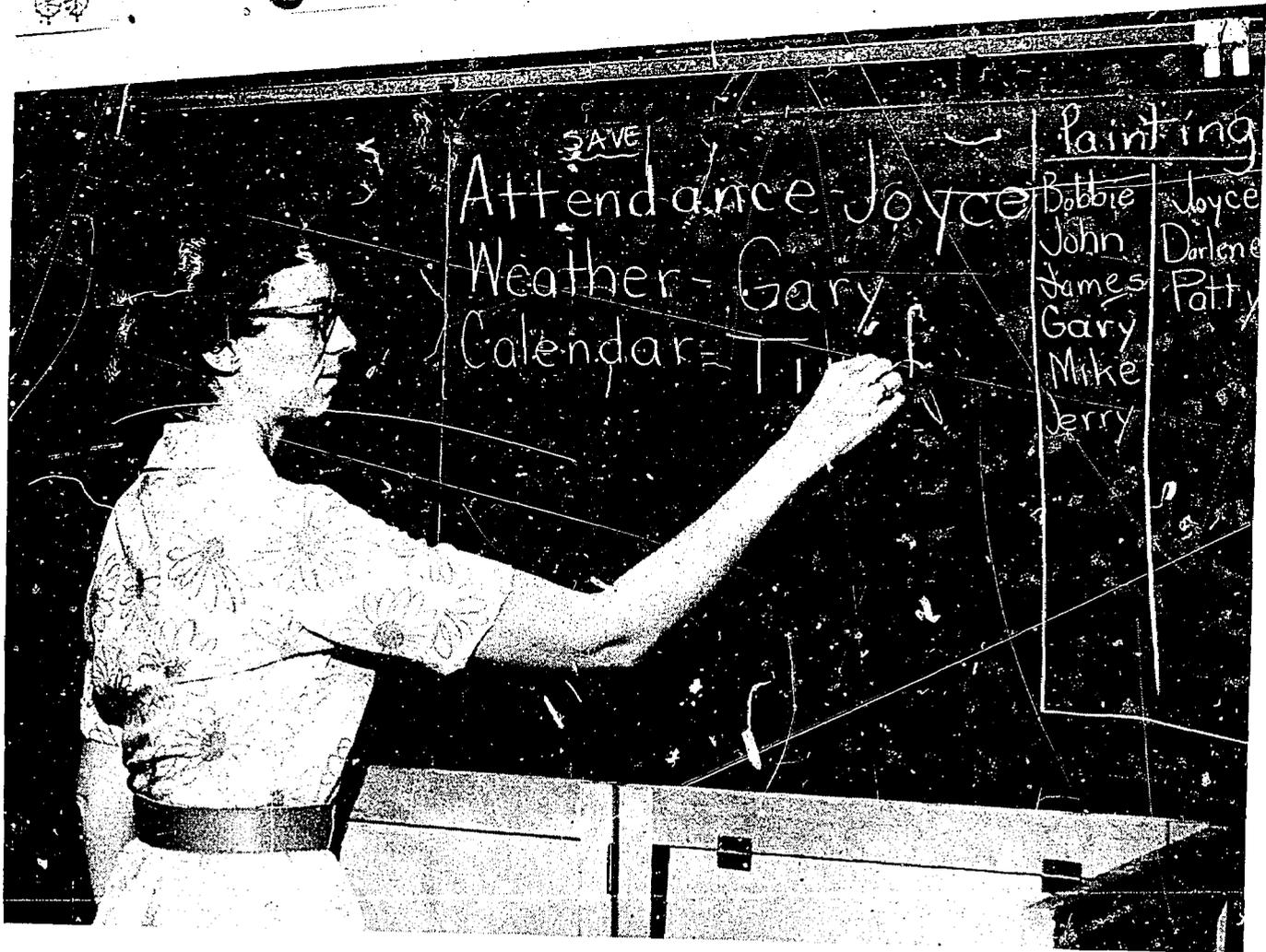
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NOTE: Any omissions or errors are sincerely regretted.

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.¹

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

¹Policies 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 FUNCTIONS²

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.

² Courtesy of Cincinnati Schools.

FIGURE 1

THE PERSISTING LIFE SITUATIONS CURRICULUM DESIGN

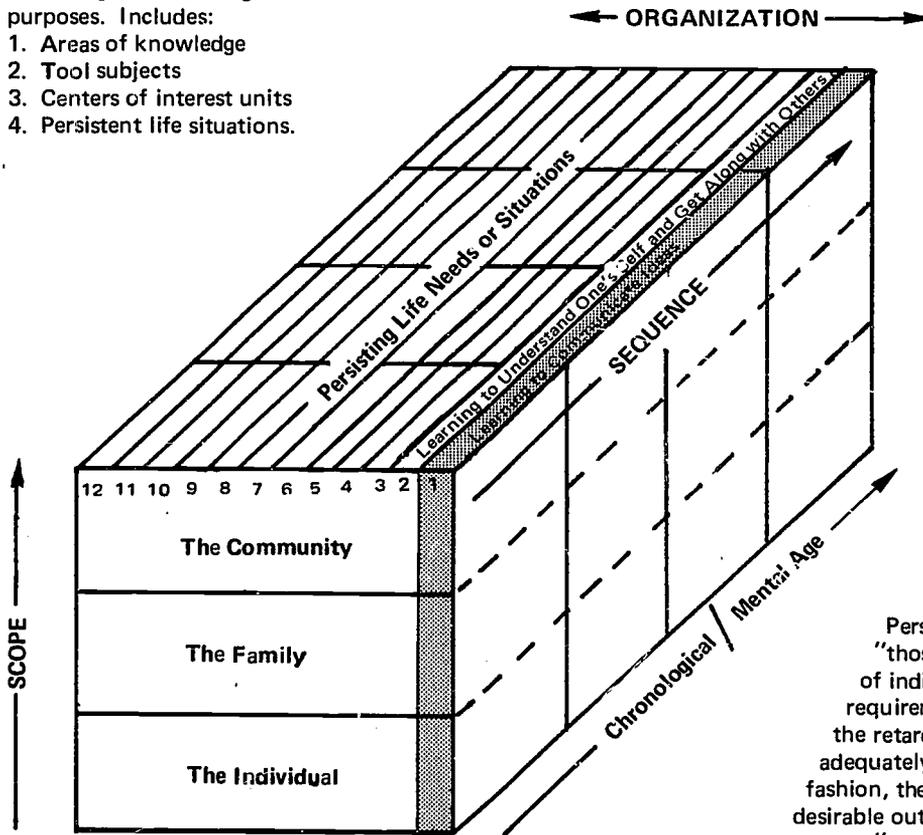
SCOPE—Refers to the selection of areas of knowledge, facts, skills and generalizations which should be encompassed by school experience in terms of the:

- (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.

The Curriculum Format

The format of this curriculum guide should facilitate each prescription for learning in a progressive sequence and has been organized in a manner consistent with the typical organization of special classes for the educable retarded in Wisconsin. The three major divisions selected as most generally appropriate include the primary, intermediate and secondary level programs. This format represents an intermediate choice between an administrative organization with only a single ungraded educable unit and a more professionally sophisticated urban school district with sub-groupings at each level, e.g., junior and senior high programs. The primary level covers the broad age range of 6 to 10 years, the intermediate 11 to 14 years and secondary 15 through 18 or graduation with some overlap reflecting varied administrative patterns in the state. No consideration is given to curricular content for the early or pre-school program, since services for the 4 to 6 year old educable retarded, while highly desirable, were non-existent in Wisconsin during the period of the project.

Study of the format will indicate that each persisting life function and each relevant sub-objective is treated at all three programming levels according to the needs and maturing interests of the groups. Minor aims and specific operational statements of expectancies, behaviors, attitudes and skills, while relating to the broad global objectives, will reveal some variations at differing program levels. Committees attempted to work on a systems approach basis, developing a sequence of objectives which stemmed from the more global and complex level (a persisting life function) to an operational level which is definable behaviorally. This approach facilitates measurement and evaluation of the behaviors of the learner and aids in avoiding ambiguity.

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 al³ 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

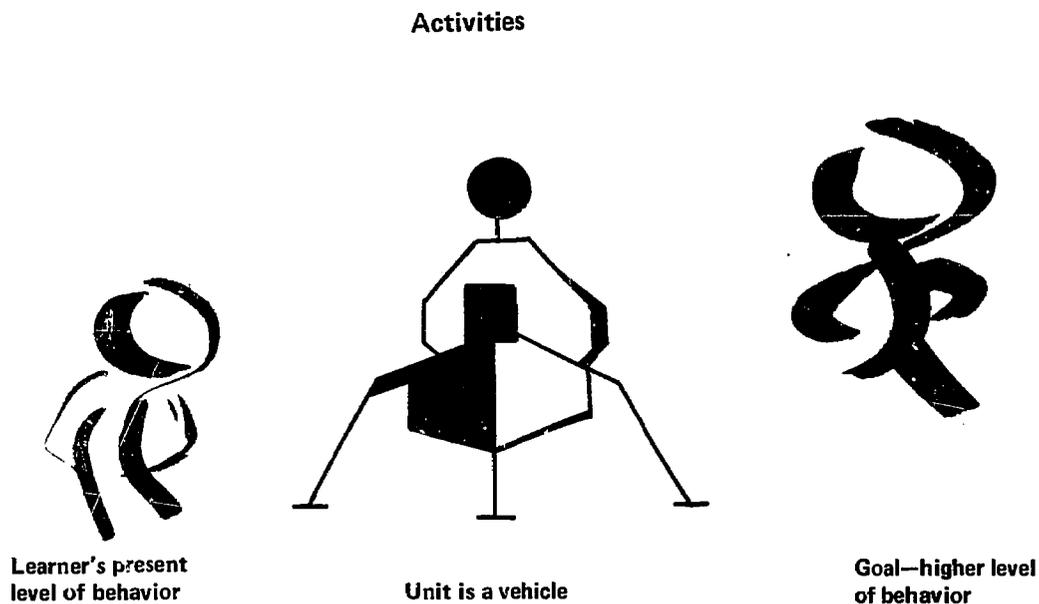
The teaching unit, Center of Interest Units on the other hand, has been defined by these authors as an organized subdivision which falls between the resource guide and the actual lesson in the classroom. The unit is seen as the vehicle which transports the pupil from a lower level to a higher level of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

Figure 4 illustrates this concept of the center of interest unit.⁴

Figure 4

FIGURE 4

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

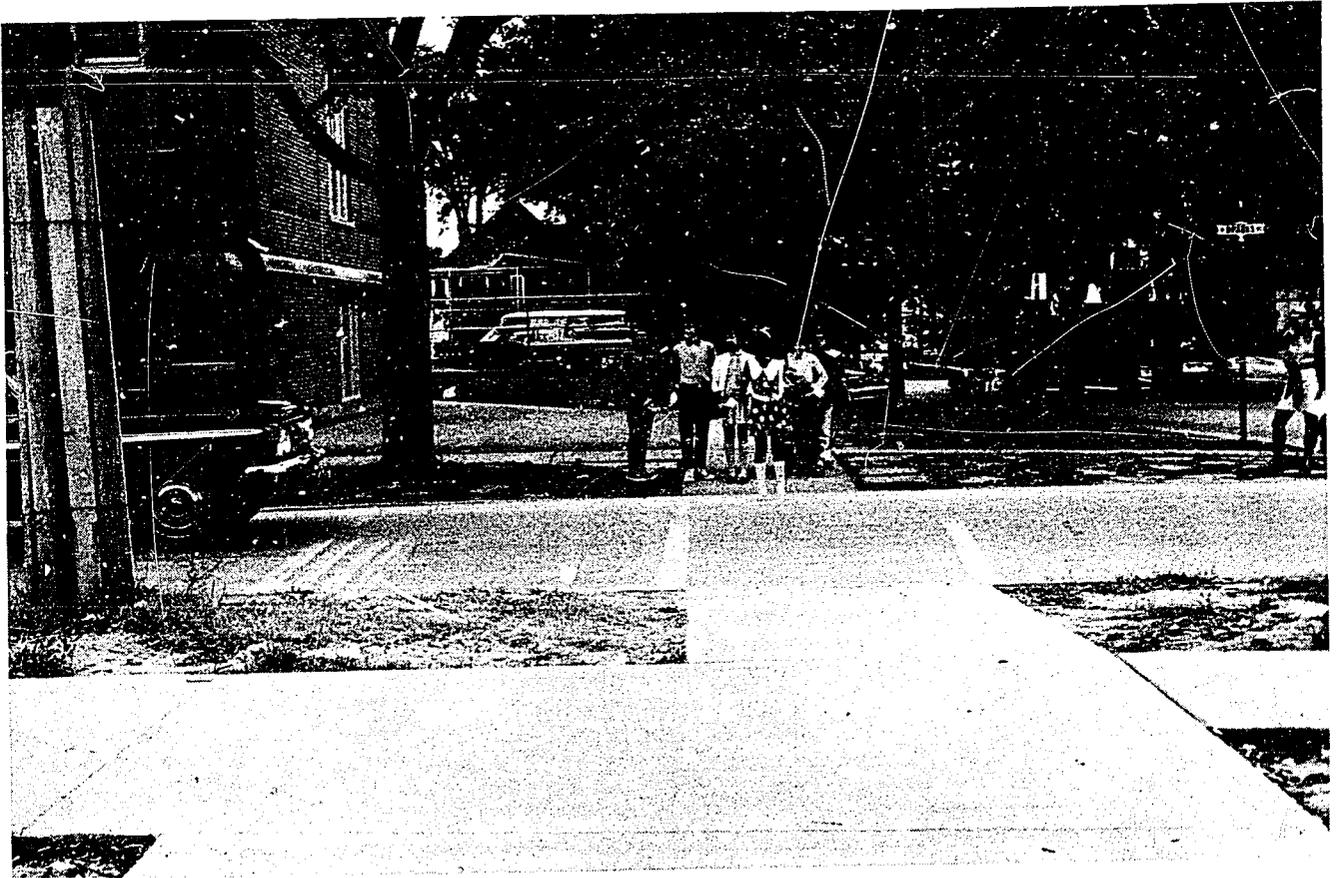


Wisconsin's resource guides departed from the traditional organization based on subject matter designation and were organized format-wise around the twelve persisting life functions. It should be recognized that arbitrarily placing a unit under a specific persistent life function creates an artificial 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

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

⁴Courtesy 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.

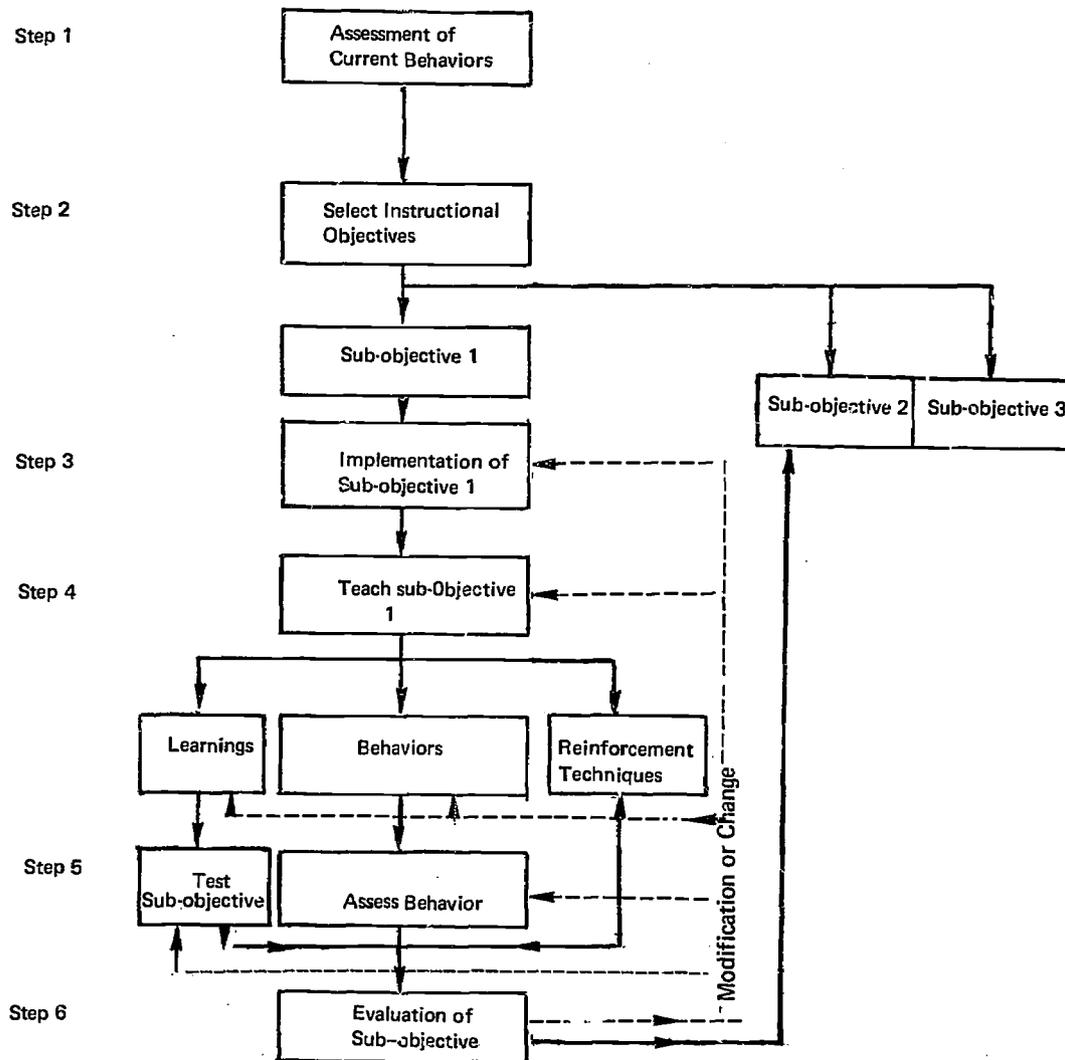
One of the persisting life objectives to be treated in this unit at the primary level is **Learning Homemaking**. Reference to the primary face sheet for this persisting life function will

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:

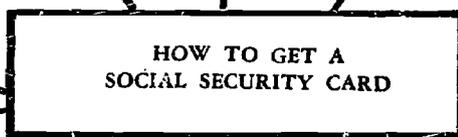
- divide key words into syllables
- add key words to picture dictionary
- read 9ds time table
- read directions on elevator
- read directions on public telephone
- read key street names
- read names of key buildings
- locate Social Security office on building directory
- read Social Security Form 5.

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.

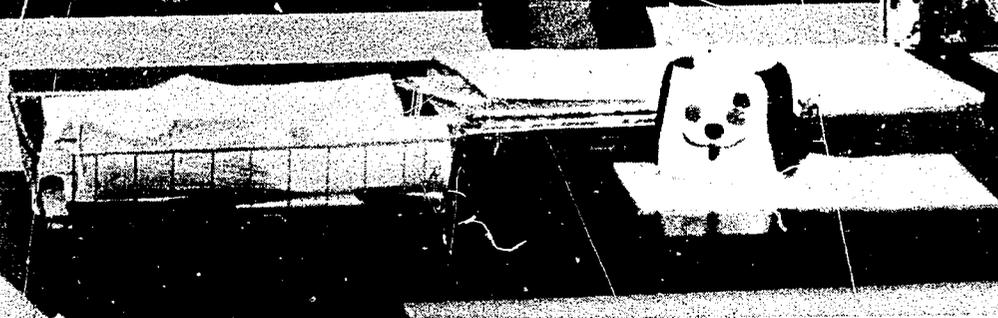
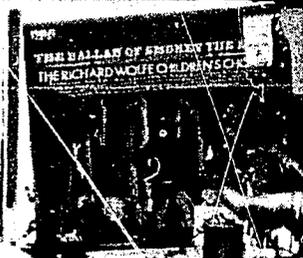
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S Silly Snake Telephone Pole U Upsy Turvy Vera Vase W Waving Wings X's Criss Cross Y Yippie Yee

WE ARE IN ROOM 208.

John
 Bobbie
 Gary
 Mike
 Jimmy
 Darlene
 Jerry
 Dale
 Cheryl
 Patty
 Joyce
 Tina
 James
 Jack



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

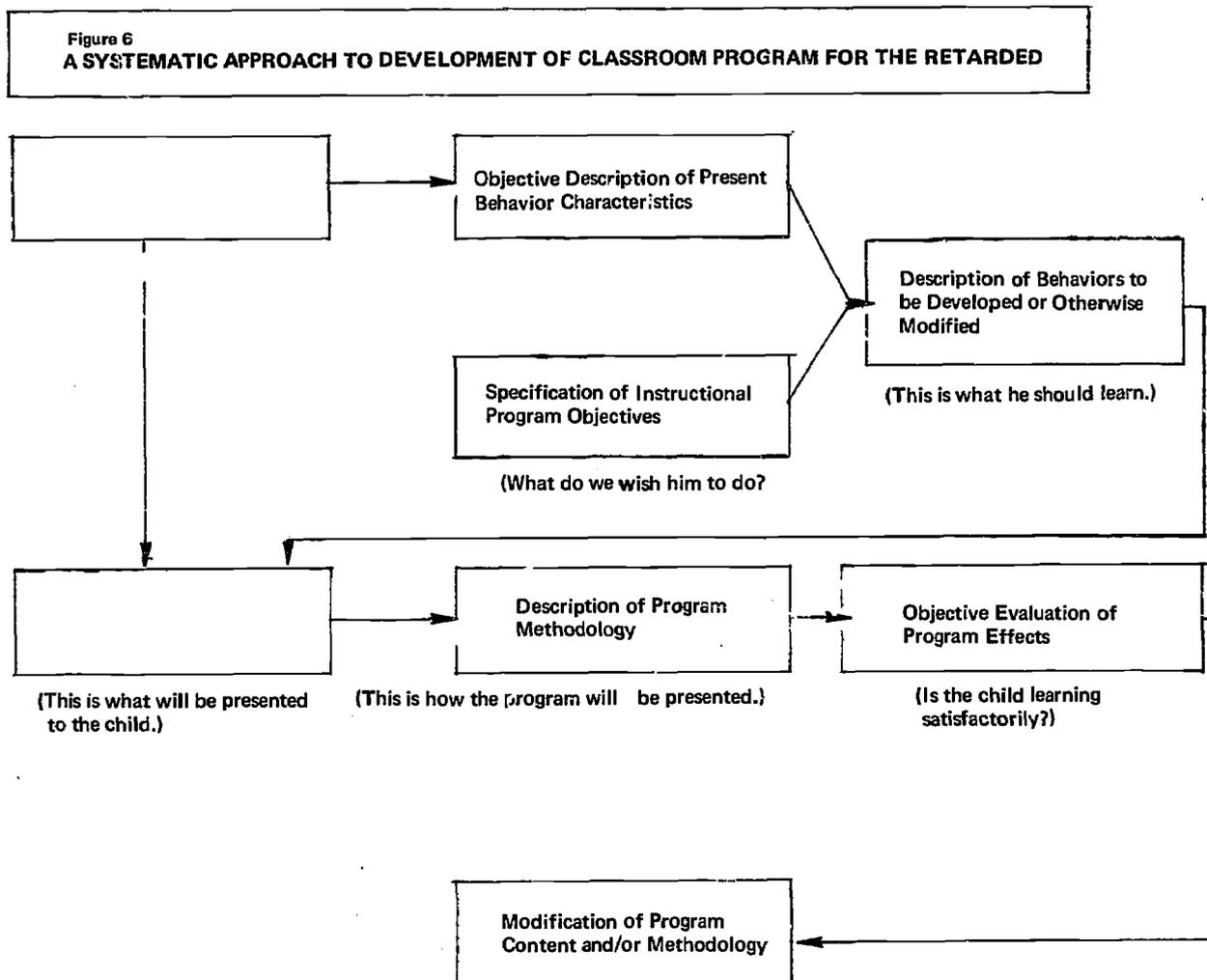
The evaluation data form the basis for the specification of reasonable program goals for the retarded student. Such goal setting should be developed in every area of behavior development and should be stated in small units of time and related specifically to the program that is presented day by day to 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.

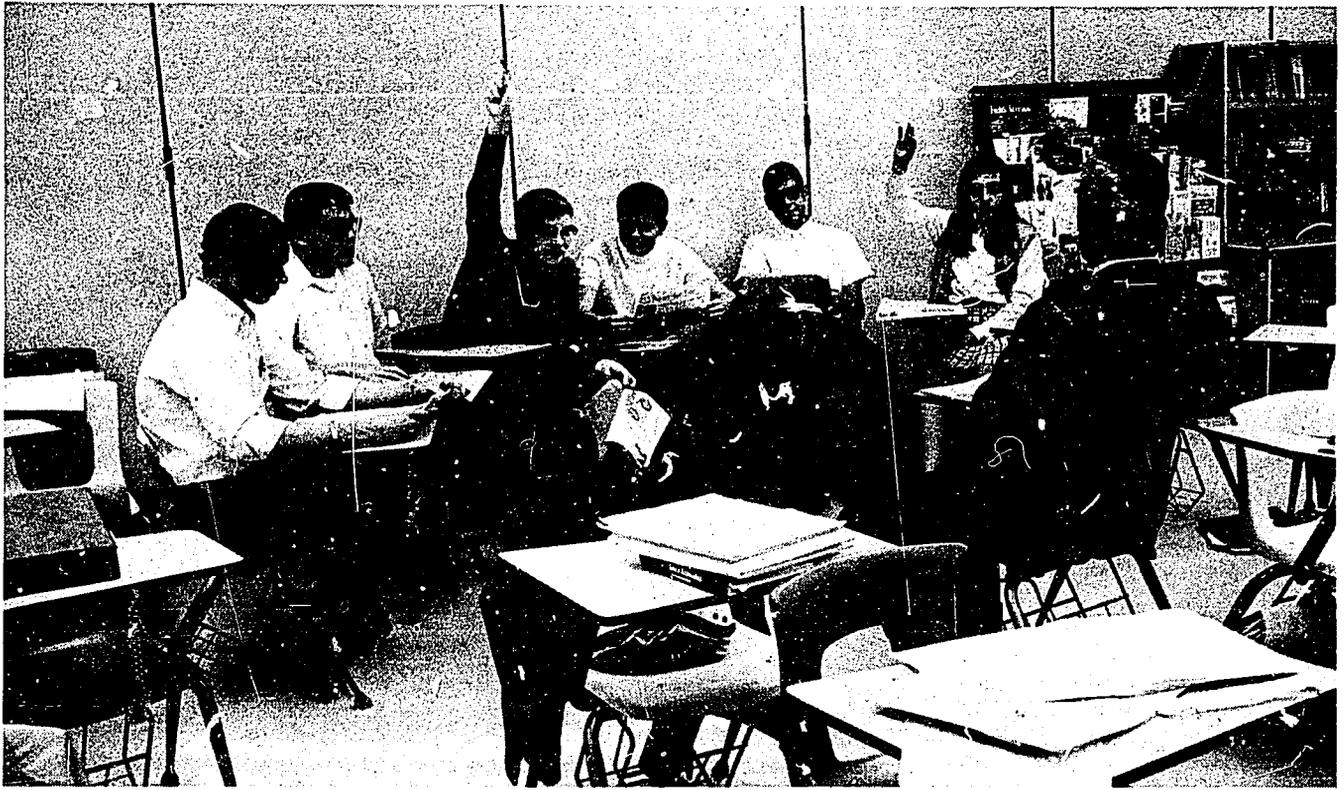
INSTRUCTIONAL PROGRAM: CONTENT AND METHODOLOGY

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

Aims

(1)
LISTENING WITH
COMPREHENSION
AND DISCRIMINATION

(2)
OBSERVATION WITH
COMPREHENSION AND
DISCRIMINATION

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

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.

The Child

The Family

The Community

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

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 identifi-
cation and guessing

Discussion of experiences with sounds

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

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

Observe relationship in the family

Field trip around the school to note the
neighborhood

Games for visual discrimination and compre-
hension 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

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

(2)
LISTENING WITH
COMPREHENSION AND
DISCRIMINATION

Center of Interest Units

Individual

Family

Community
School
Social Activities
Business

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

Developing higher awareness of listening

A radio or TV station

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 direc-
tions in computation drill and problem solving.

Introductory Discussions

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

Tracing movements, thoughts and feelings to
their sources

Changing behavior thru observation and discrim-
ination

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

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

Why we should be able to listen:

It is a social art

45% of wakeful hours spent listening

Develops language facility

How we categorize listening

Passive

Appreciative

Informative

Critical

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:

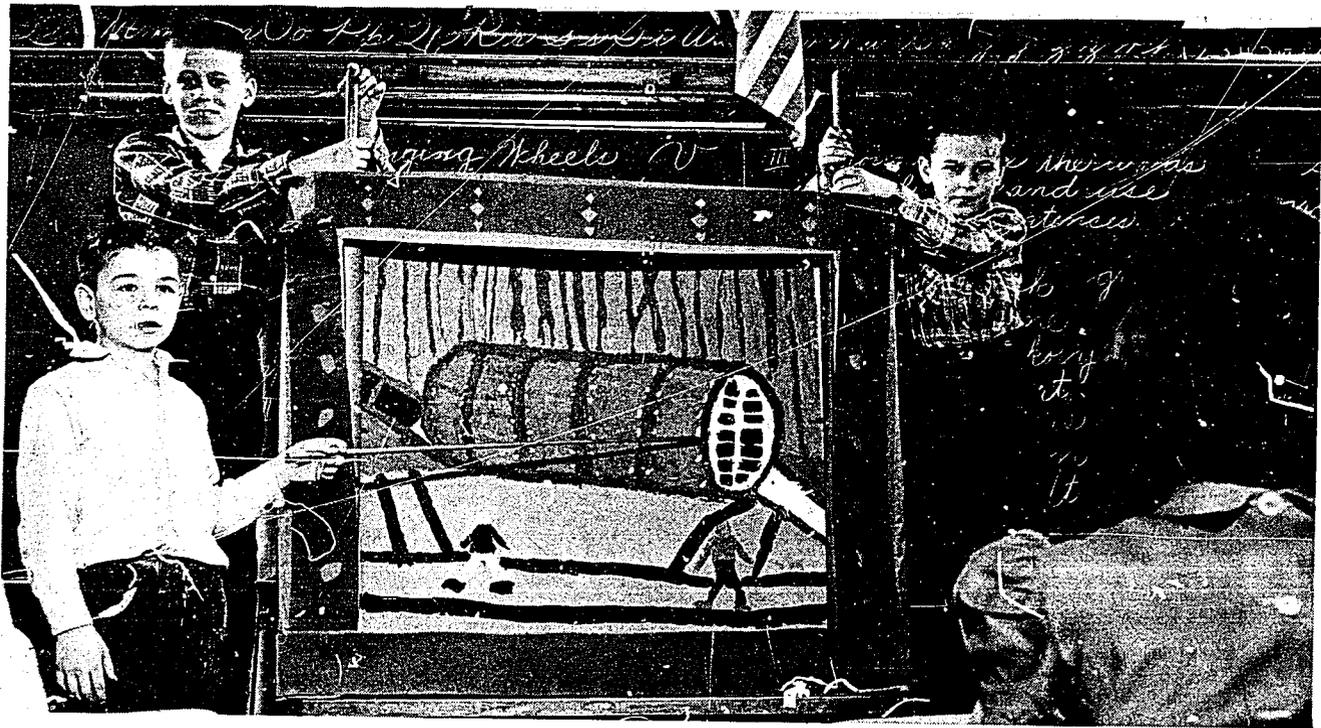
Teacher divides students into teams and orally gives first member of each team a different statement. Statement is passed on to last team member who then tells teacher what he was told. Team that comes closest to the actual message wins

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

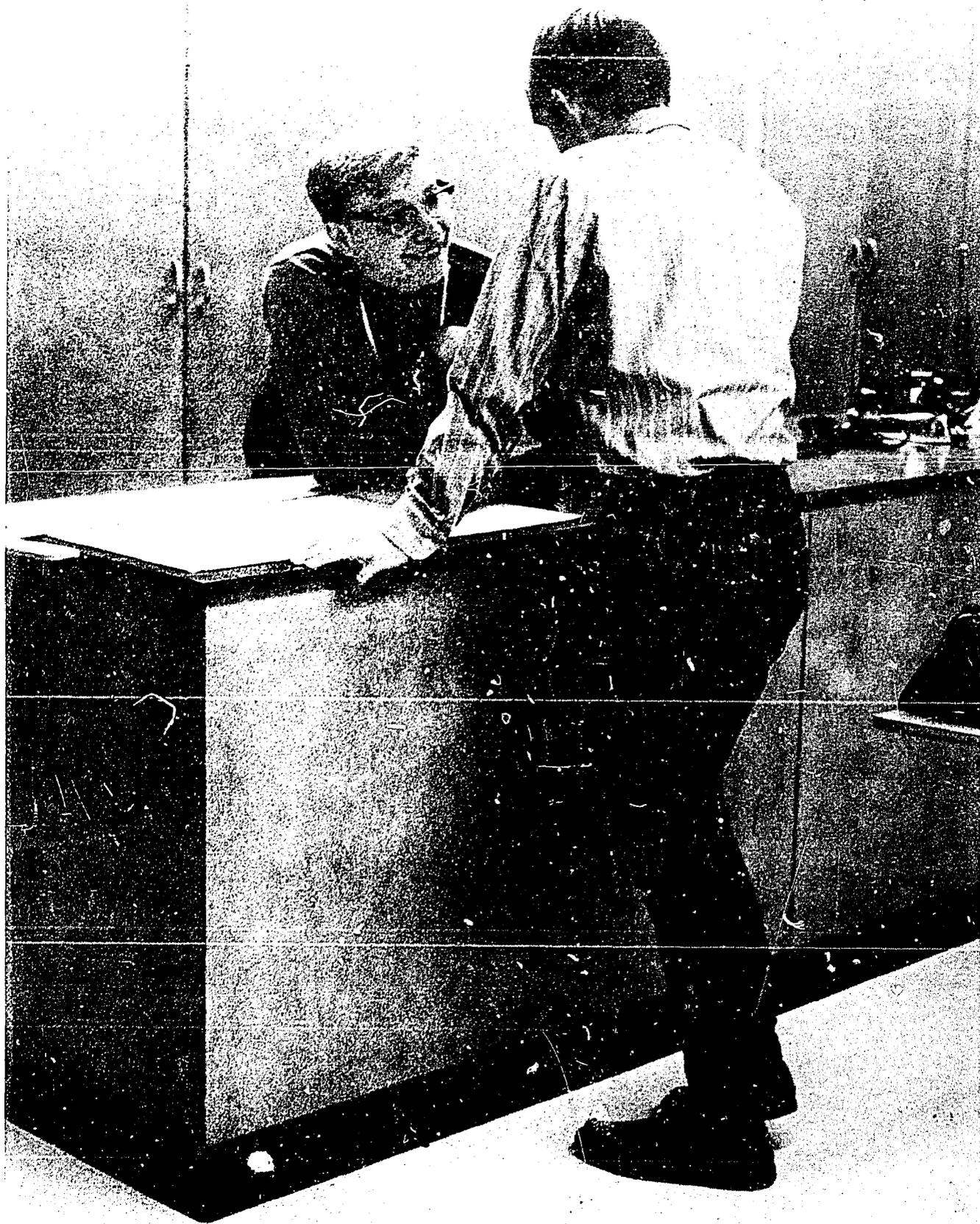
- Analyzing family budgeting
- Birthdays, months, day, year
- Age differences among family members
- Allowance as it pertains to family budget

- 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 de-
velopment
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 weak-
nesses
Adjusting to others
Accepting one's self
Home responsibility
School activities

Show film where employee shows lack of co-
operation
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 func-
tions

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 activ-
ities)

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 4⁴ - **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^{le}
- 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

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**

(3)

**UNDERSTANDS THE
NATURE OF THE
UNIVERSE**

(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

(5)

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

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**

Our Planet

The sun

Our sky

Other planets

Trip to the moon

Raising plants

Products of Plants

Raising Animals

Products of Animals

Signs and Signals

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

Mechanical model of the Solar System

Field trip to the nearest telescope

Field trip to slaughter house

**Display table of many products from animals
and plants**

**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

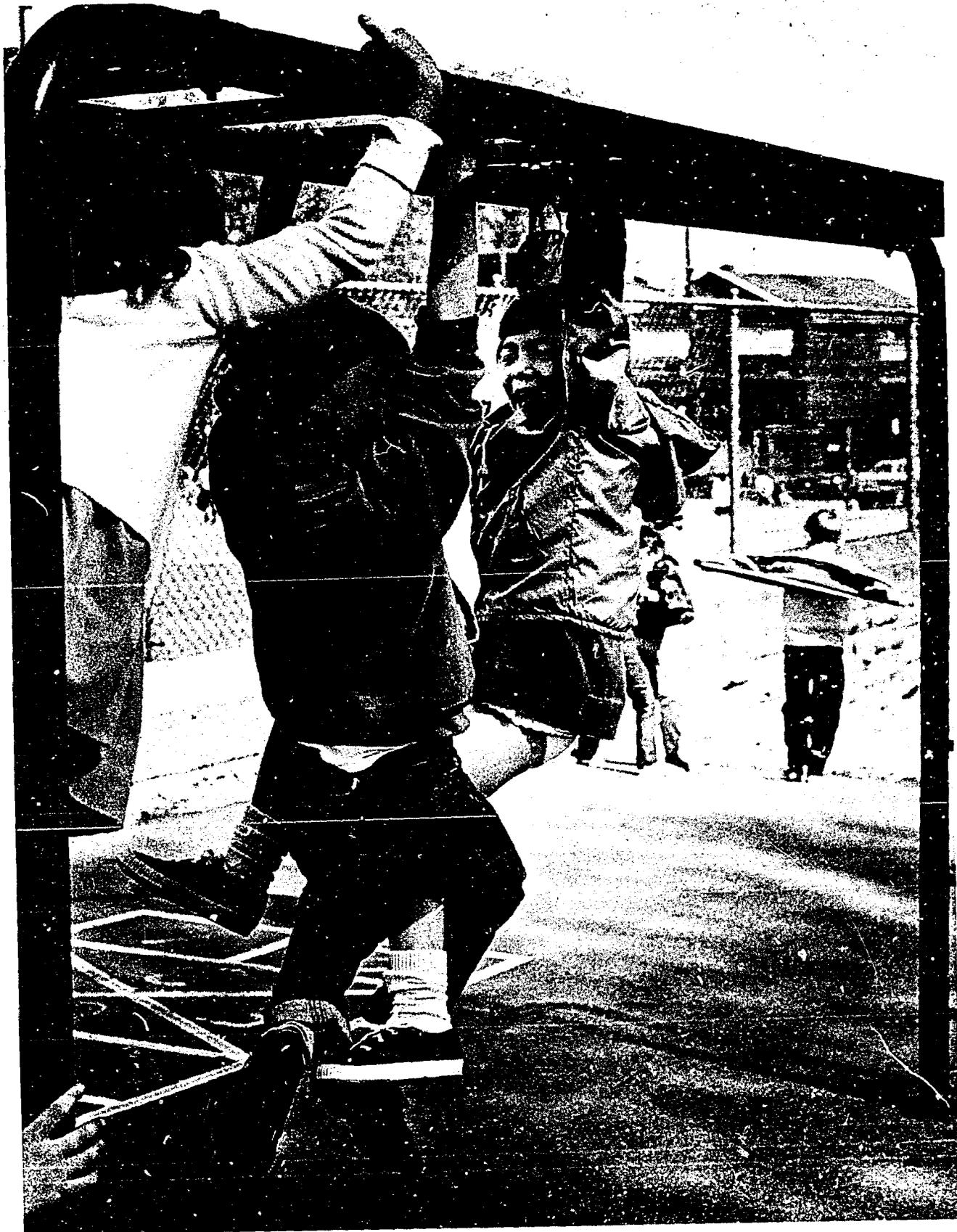
Milk drying plant
Ice cream factory
Cheese factory

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**.

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

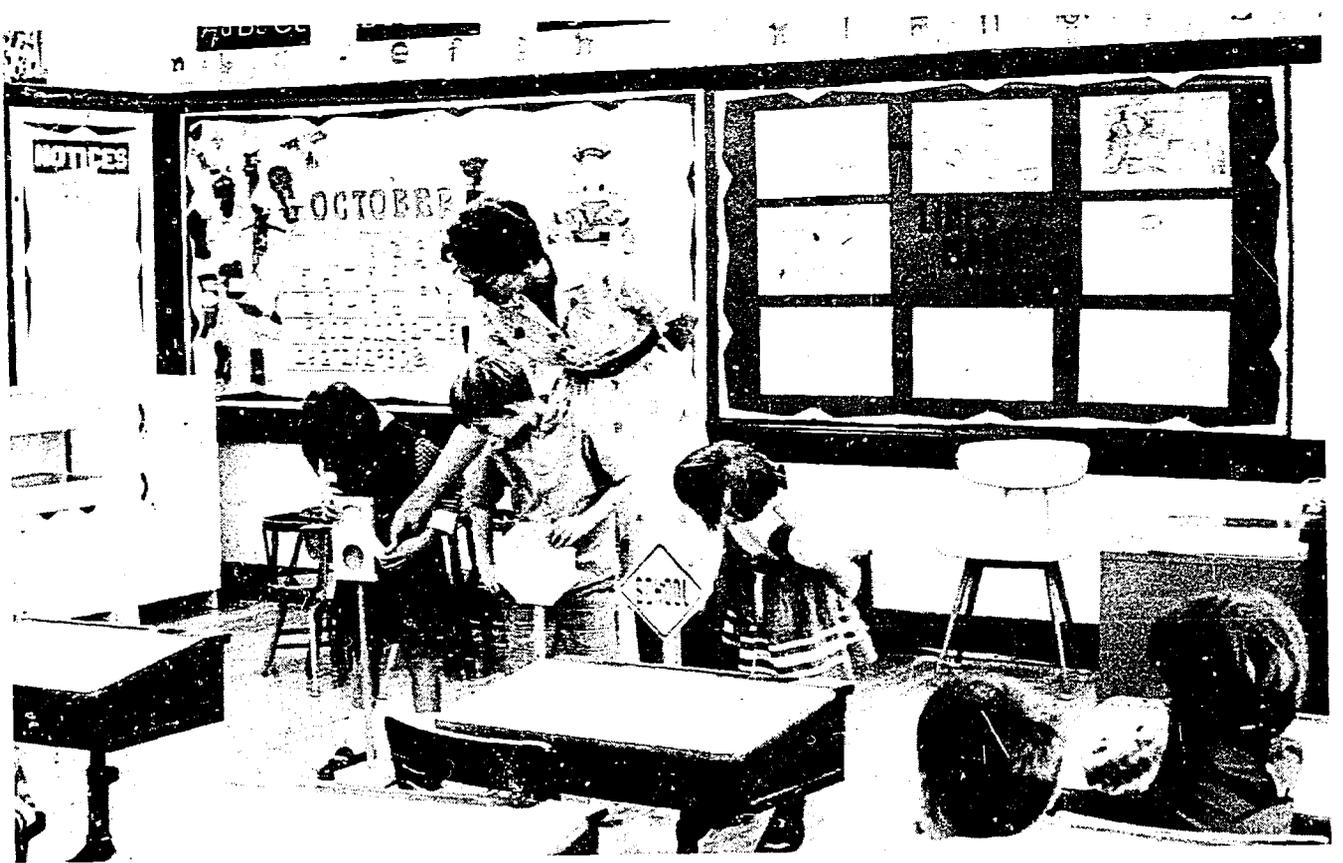
Related Activities

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

A. Understands Safety in the Home

Aims

Center of Interest Units

Introductory Discussions

(1)
EXTENDING CONSCIOUS-
NESS OF DANGEROUS
OBJECTS AND ACTIONS

Sources of potential danger in the home

Name dangerous objects in the home
Knives
Stairs
Hot liquids or metals
Slippery floors
Rugs
Bathroom hazards
Electrical hazards
Poisons
Medicines

All accidents result from individual neglect or carelessness

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

(2)
SAFETY IN THE HOME IS
A TOTAL FAMILY EFFORT

Making conditions safe for others as well as yourself

Roles of other family members in maintaining a safe home or in correcting unsafe conditions or actions

SECONDARY

B. Understands Safety in Recreation

Aims

Center of Interest Units

Introductory Discussions

HANDLING DANGEROUS
OBJECTS WITH SAFETY

Fire safety
Gun safety
Boat safety
Swimming

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

Camping

Obtain knowledge of area to be used and check for possible hazards such as wild animals, dryness of grass and woods, etc.

Using play or recreation areas

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

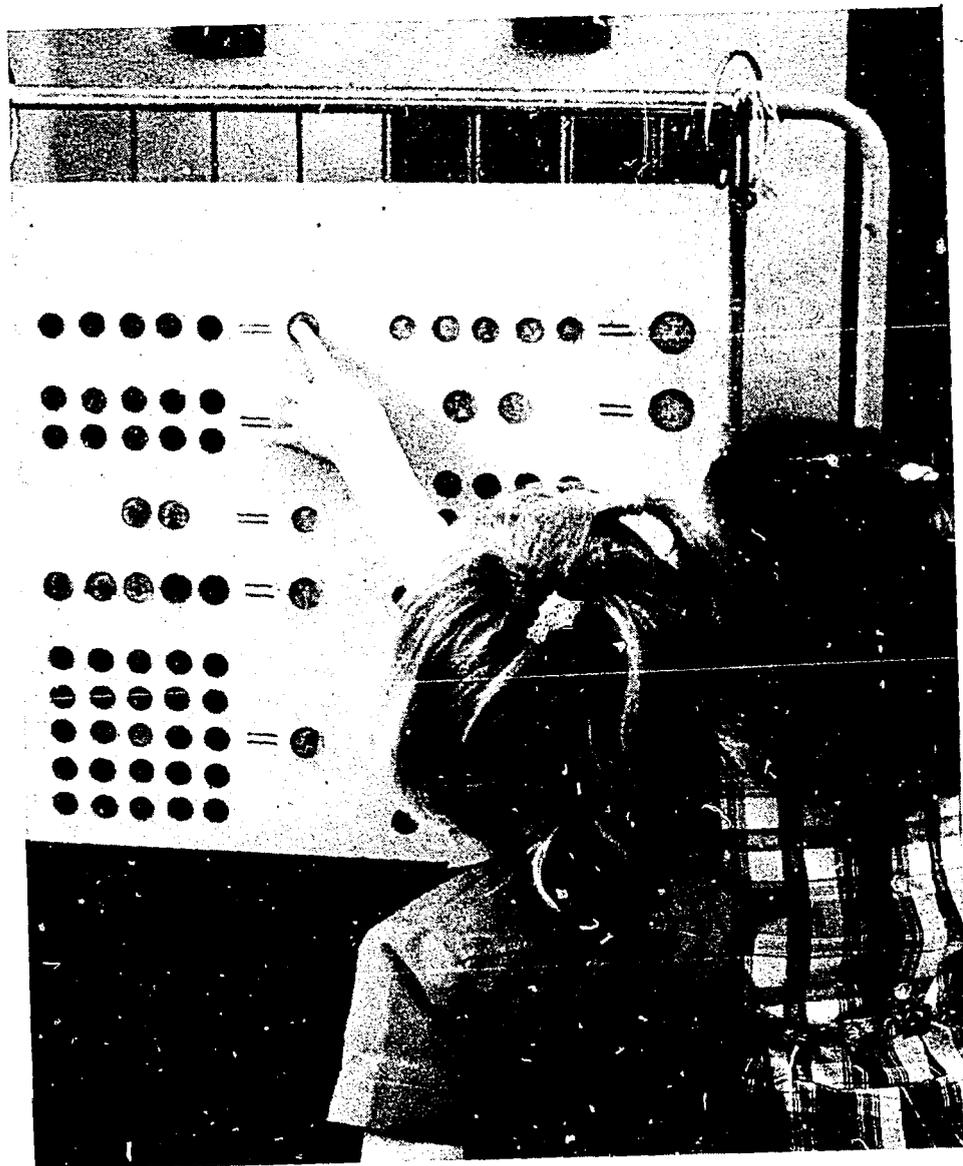
- Experiences on present jobs and information on parents' jobs
- Obtaining information from local employers on number of accidents, types, number of man-hours lost, etc.

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

Center of Interest Units

Introductory Discussions

(1)
WORK IN THE AREA
IN THE HOME

Family Workers
Father
Mother
Children
Other members

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

Center of Interest Units

Introductory Discussions

(1)
REQUIREMENTS FOR
EMPLOYMENT
IN THE SCHOOL

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

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.)

(2)
WAYS OF GETTING A JOB
IN THE HOME

Daddy's work
Requirements for parent(s) job(s)

Discuss how Daddy got his job

(3)
SERVICES AND AGENCIES
THAT ASSIST IN JOB
FINDING

Mother's work away from home
Work of other brothers and sisters
Work I do
School helpers
Teacher
Principal
Other Students

Mother
Brother and sister
Discuss how I earn money
Discuss how child gets help with unfamiliar school tasks

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 li-
cense, age, vision, physical, mental, social,
others

(2)
WAYS OF GETTING A JOB
PREPARATION

Skills and assets needed

Discuss personal aspects needed in getting and
holding a job

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

Girls 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

(1) (Continued) MATERIALS USED IN CLOTHING	Textiles	Different kinds of textiles: Cotton, silk, wool, etc. Which is best for what occasion and season
SHOPPING FOR CLOTHING	Shopping	Discuss: How to behave when going shopping Emphasize use of courteous expressions such as - Please, may I, would you mind, etc.
MAKING OF CLOTHING	Construction	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
(2) USES OF FOOD NEED FOR FOOD	Types of food Food production for health Cleanliness in eating Balancing diet Food from other areas (Various workers, climate, kinds of products)	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
SHOPPING FOR FOOD	How to shop for food	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.
PREPARING FOOD	Preparing food: Cleaning Recipes Right quantity	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

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.
Discuss past shopping experiences
Discuss the different types of stores: department, shopping center, clothing (men or women), shoe store

SHOPPING FOR CLOTHING

Shopping

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

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

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

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

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

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 nourished and undernourished children
Discuss relation of food to adolescent development

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 information 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 vegetables 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, dishwashing, laundry

Demonstrate use of work areas
Make check list for desirable work habits and for keeping kitchen clean

PRESERVING AND PROCESSING OF FOOD

Preservation and processing:
Methods of canning fruits and vegetables, preserving, 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 preservation

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

**HEMPCARE 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

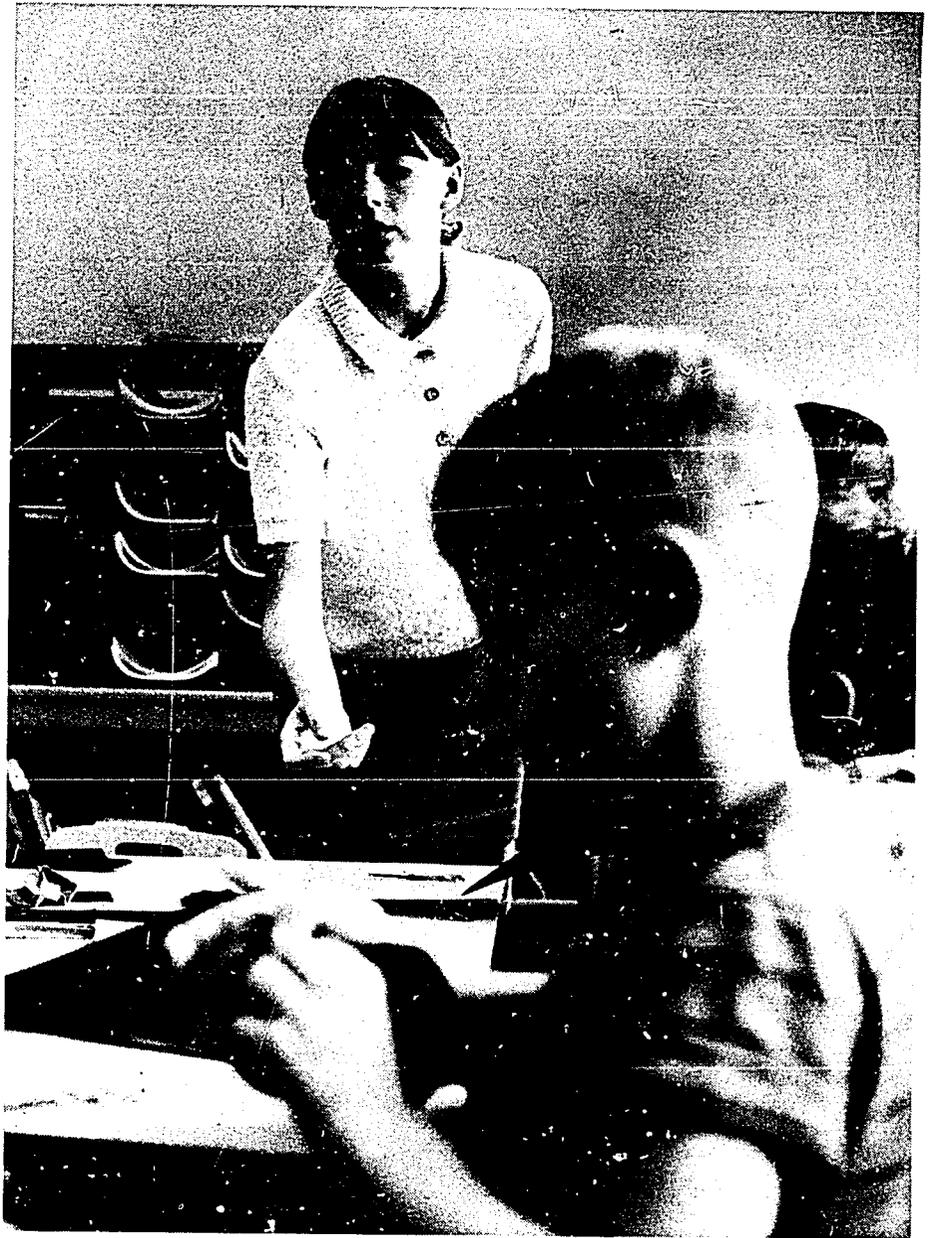
Display of books

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

C. Develops Knowledge About the Adult World of Financial Living

Aims

(1)

VALUES INVOLVED IN THE SPENDING OF MONEY

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 information

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 desired purchase; Christmas, birthday, self

(3)

EXPLORES RESPONSIBILITIES AND REWARDS OF DONATING 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

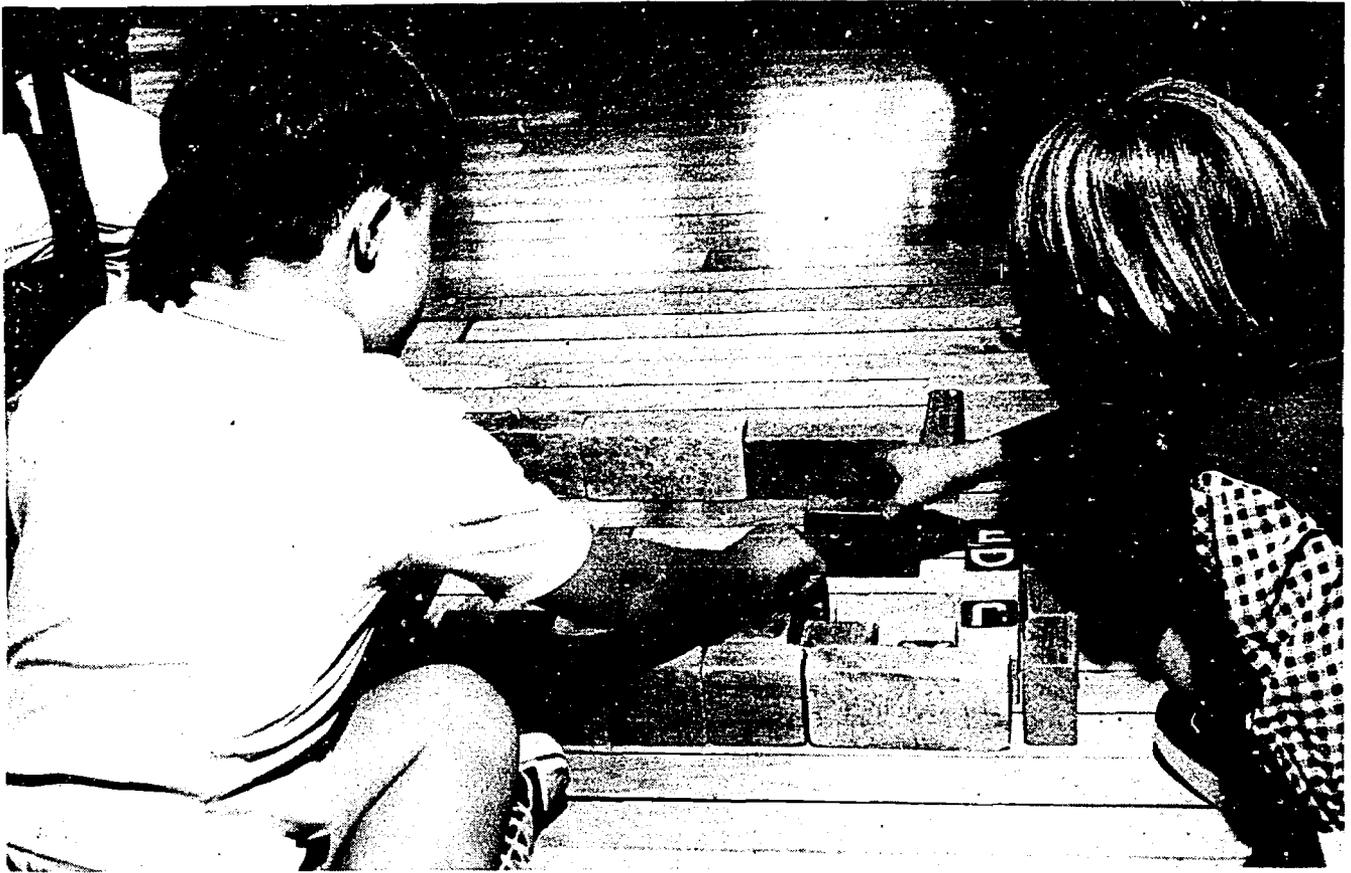
Movies

- 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

- Hours at facilities
- Number of activities
- Depth of swimming pools, rivers or lakes

Number Concepts

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

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

Cost of equipment and repair

Proper speed and needle
for records

Money required to repair, re-
place damaged facilities
Measuring water depth

Number Concepts

Time telling - what time to
be home

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

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



Paper Mills Are Good Places to Work.
 Modern paper mills have many benefits for their workers. They have a rest period or coffee break. There are other benefits such as group insurance, Blue Cross and Blue Shield paid vacations and so on. They are good places to work.

have a chance for education. Some are trained on the job. One of the best things about 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 for paper mills to supply what our country wants in the paper line.

This is for the help to like the and the Can have 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 symphony, 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

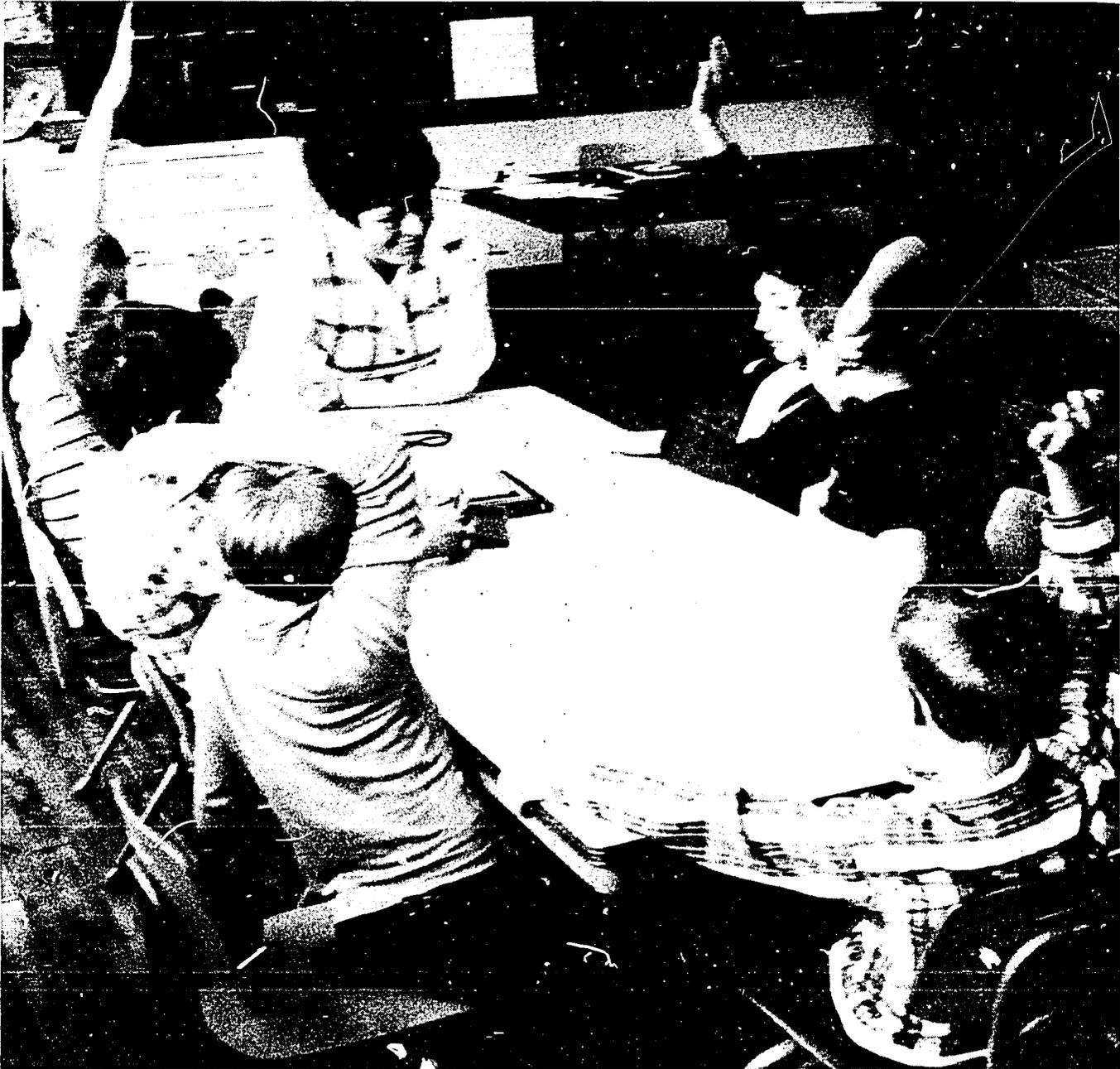
Scrapbook
Movies and slides
Student model
Make color wheel
Display of matching and contrasting materials
Movie on origin and manufacture of fabrics, etc.
Demonstration of various grooming practices
Movies and slides on grooming and health
Practice good grooming
Hair setting
Shoe polishing
Supportive 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.

avail

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

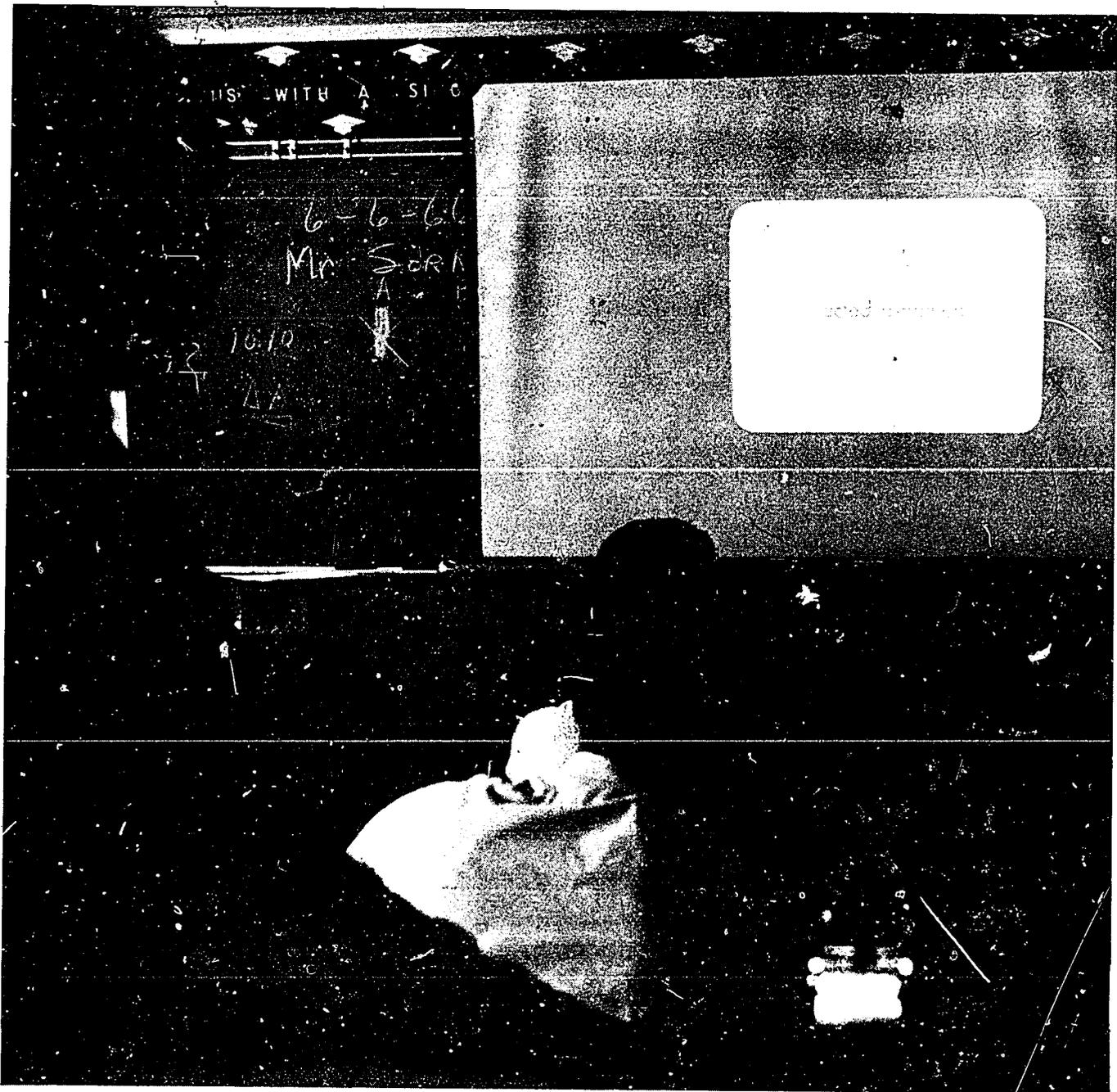
Written Expression
Permission notes
Thank you notes
Stories
Forms
 Driving
 Social security
Reading
Traffic manual
Court news
Bills-interpreting
Oral communication
Telephone

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.



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.

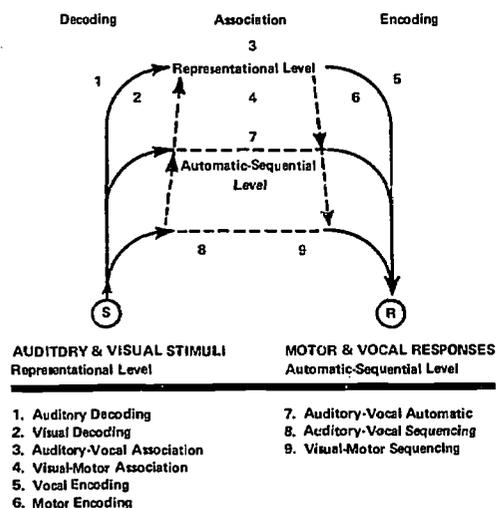
REMEDICATION OF A PSYCHOLINGUISTIC DEFICIT IN EDUCABLE RETARDED CHILDREN

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 motor-kinesthetic 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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