

DOCUMENT RESUME

ED 072 377

CG 007 756

TITLE Strand III, Mental Health: Health Curriculum
Materials for Grades 4, 5, 6.

INSTITUTION New York State Education Dept., Albany. Bureau of
Elementary Curriculum Development.

PUB DATE 70

NOTE 39p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Curriculum Guides; Elementary Grades; *Elementary
School Curriculum; Elementary School Teachers;
*Family Life Education; Growth Patterns;
Instructional Aids; *Maturation; *Mental Health
Programs; Personality Development

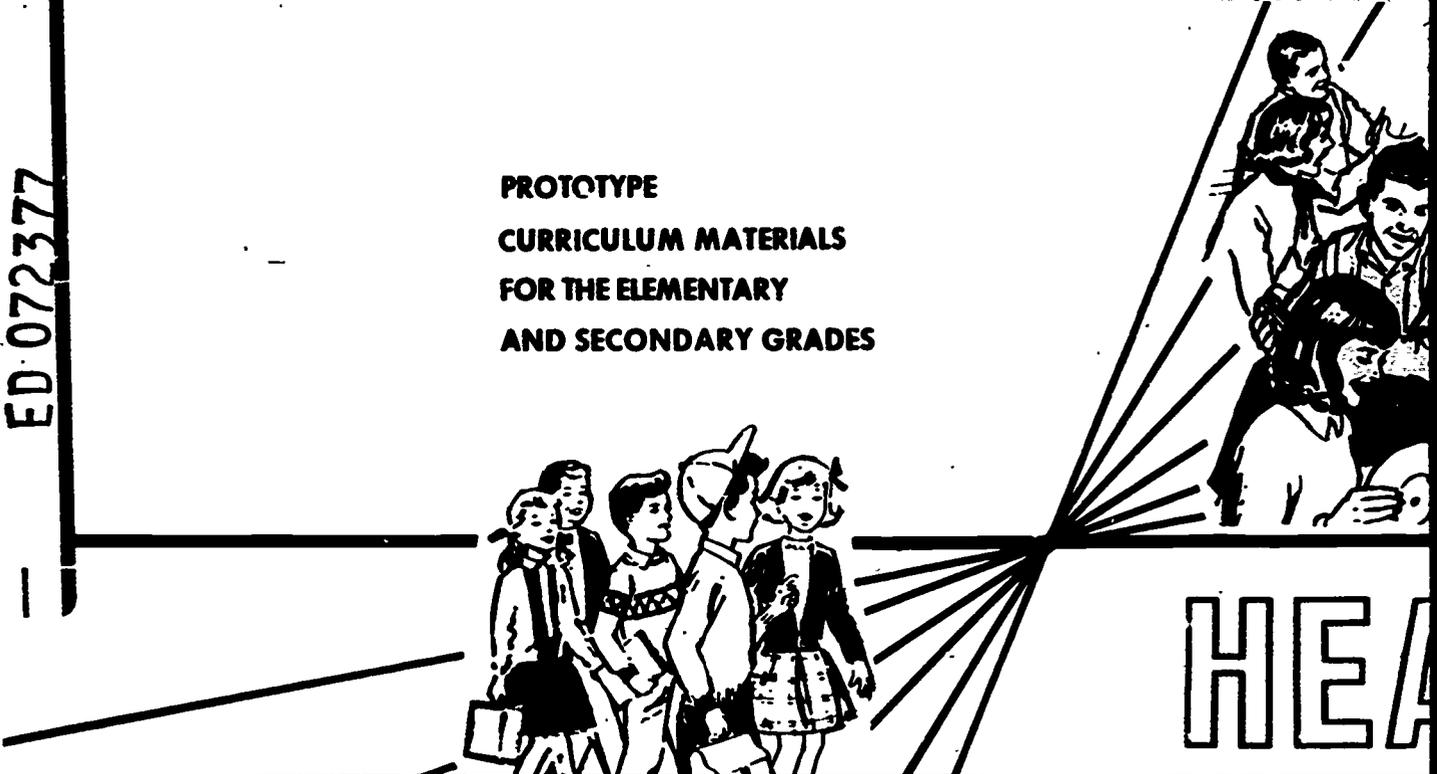
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ABSTRACT

This mental health curriculum guide, intended for use with children in grades four through six, further develops the concepts and understandings introduced in the primary grades. The contents of the guide are presented in outline form and cover the family as a social unit, role arrangements in family life, and the construct of personality. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information--including further definitions, the process of human reproduction, and the psychology of puberty--which a teacher could incorporate into the lessons at a simplified level. Outcomes of this unit in mental health are given in terms of the student's understanding of interpersonal familial relationships, of increased responsibility for his own personal decisions and behaviors, and of his appreciation of the complex physical, emotional, and social changes one experiences in the process of growing and developing toward adulthood. (SES)

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PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES



GRADES 4-6

STRAND III MENTAL HEALTH

SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12244

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**INSTRUCTIONAL MATERIALS
ELEMENTARY
SECONDARY GRADES**



HEALTH

4-6

MENTAL HEALTH

EVALUATION AND DISCUSSION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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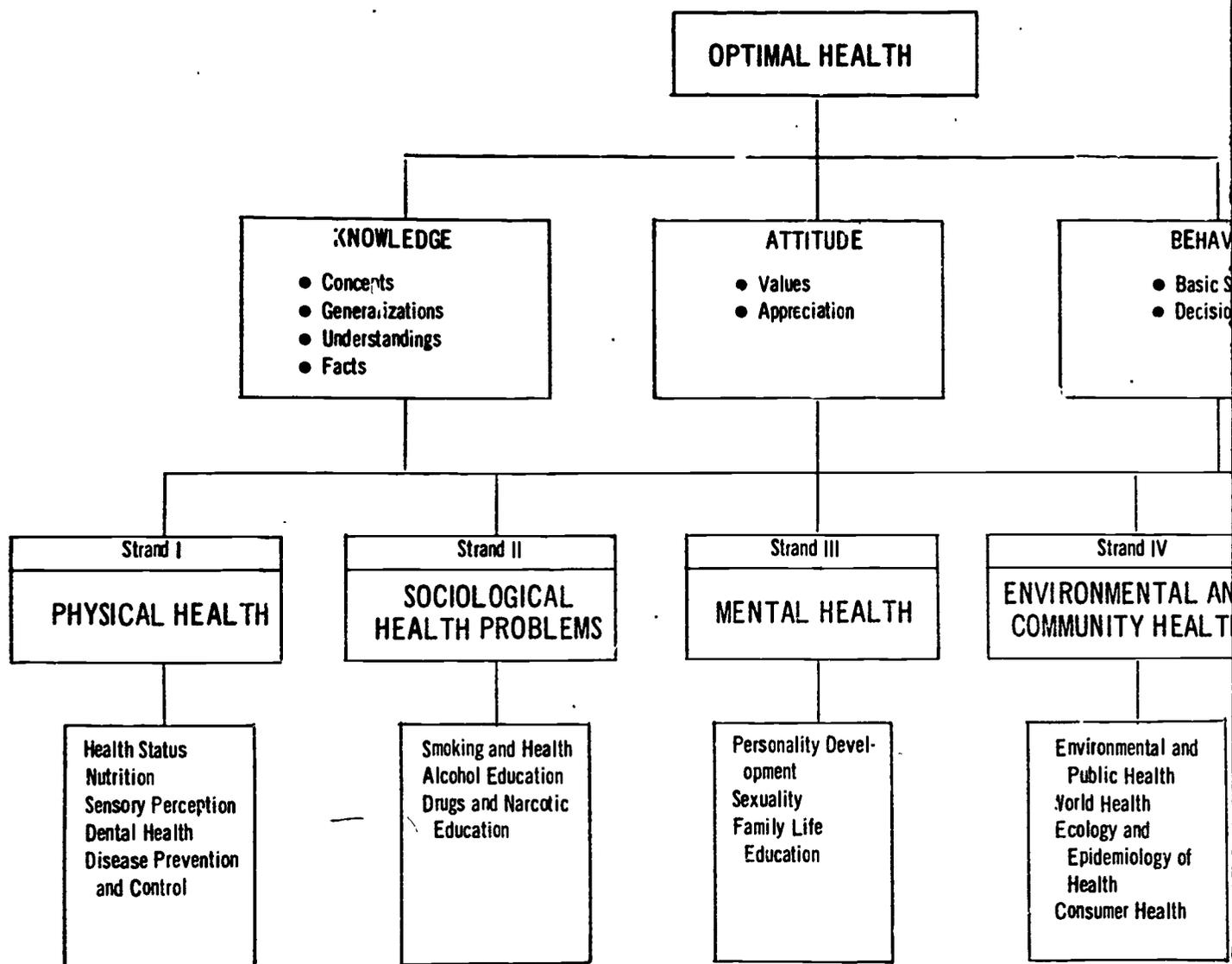
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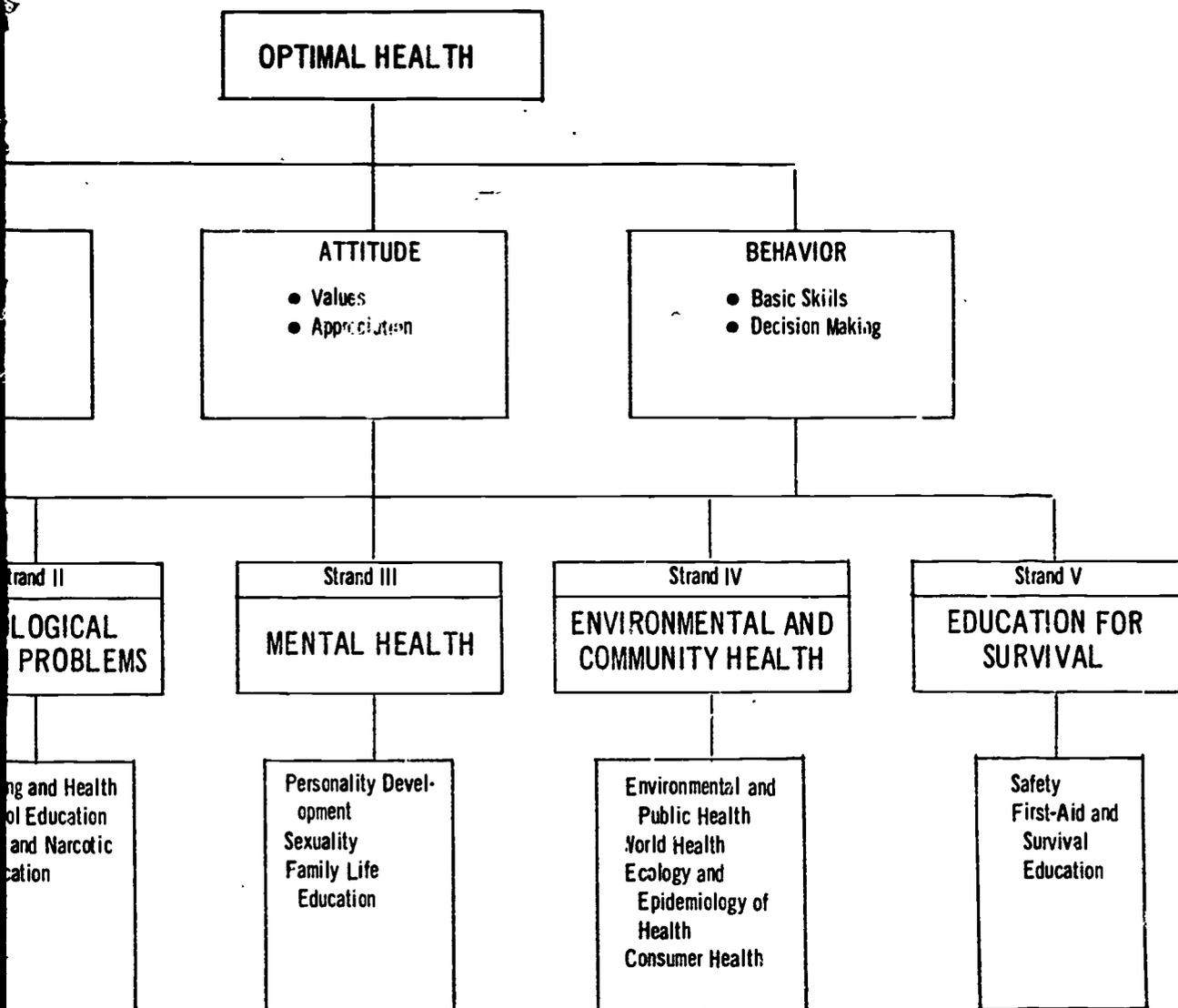
HEALTH CURRICULUM MATERIALS

GRADES 4, 5, 6

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1970





STRAND III

MENTAL HEALTH

Grades 4, 5, 6

OVERVIEW

Continued study of the family is important in grades 4, 5, and 6 since it further develops understandings introduced in the primary grades and adds new dimensions to the child's perceptual unit.

To capitalize on the child's interest in himself as a growing and changing organism, some attention is given to the basic hereditary and environmental forces that make the individual what he is.

A fundamental understanding of the construct of personality is important for the intermediate grades. For ages 9, 10, and 11 are the time when meaningful peer relationships emerge. Furthermore, a study of personality is a necessary prelude to the adolescent period, when interpersonal relationships are of critical importance.

STRAND III

MENTAL HEALTH

Grades 4, 5, 6

OVERVIEW

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The construct of personality is important for the intermediate grade child, when meaningful peer relationships emerge. Furthermore, a basic understanding of the child's development is essential to the adolescent period, when interpersonal relationships and self-evalua-

MENTAL HEALTH

OBJECTIVES - 4, 5, 6

Pupils in grades 4, 5, and 6 should:

Show continued growth in self-understanding and self-acceptance.

Develop the understanding that the family provides a setting for multiple relationships that affect the happiness and well-being of its members.

Develop an appreciation of the roles played by family members, and recognize the ways in which these roles change, develop, and interact.

Realize that physical, emotional, and social growth and maturity are interrelated and interdependent.

Be stimulated to assume increasing responsibility for their personal decisions and behaviors, and be aware of the influence of one's behavior on others.

Through increased insight into the needs and behavior of others, begin to display an understanding of the dynamics of human relationships.

Accept and appreciate the complex physical, emotional, and social changes that one experiences in the process of growing and developing toward adulthood.

Develop an appreciation of the wonder of life and the continuous life cycle.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPL
I. Family as a Social Unit	The family is the basic unit of society.	Have the children write a paragraph about "What My Home Means to Me."	The f as: 1. th on 2. th ma
A. Family groups			
1. Nuclear families	Nuclear groups are the basic family pattern in the United States.	Have pupils write a story describing their families and telling about any significant changes in family composition since they were born. Have children bring pictures or articles relating to the kinds of care that children need and a family provides. What are some of the outcomes if children do not get such care and protection?	The n s sists calle famil mothe
2. Extended families	The extended family consists of relatives outside the nuclear group.	Ask pupils to contact their grandparents or persons of their grandparents' generation and give a brief oral report on how the latter's childhood was different from theirs.	Famil 1. fa 2. mo 3. fa 4. gr (t 5. yo Am

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

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Nuclear groups are the basic family pattern in the United States.

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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SUPPLEMENTARY INFORMATION FOR TEACHERS

The family can be defined as:

1. the unit into which one is born or adopted
2. the unit one creates by marriage

The nuclear family consists of what is commonly called the "immediate" family, the father, mother, and their children.

Family organization:

1. father-centered
2. mother-centered
3. father-mother-centered
4. grandparent-centered (traditional, oriental)
5. youth-centered (modern American)

OUTLINE OF CONTENT

**MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

3. Adoptions

4. Foster homes

Individual members of the extended family; i.e., grandparents, may, for different reasons, become a part of the nuclear family.

Adopted children share in the love and experience of a family.

Ask the children to trace the basic changes in the American family from the colonial period to the present. Compare the changing role of family members and the economic and social role differences of the family in society. Similarities should also be discussed.

Contrast how basic needs were met in colonial times with the way they are met now.

By a show of hands, determine how many members of your class live in nuclear groups that include members of the extended family.

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

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See K-3 materials for information on universal family functions.

Features of the "typical" American family

1. emergence of nuclear family concept - loyalty limited to immediate family (father, mother, child or children)
2. prolonged dependency on parents
3. emergence of democratic family pattern
4. courting customs - mate selection

Committees can work on various aspects such as medicine, food procurement, food preservation, etc.

Stress should be placed on the love and security found within that family setting.

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

B. The role of the family in the community

Every family shares responsibility for making its community a better place in which to live.

The family can benefit from programs, services, and facilities in the community.

Total community life is the by-product of the quality of family living within the community.

List activities families carry out to make the community a desirable place in which to live.

Make a map of the community and have children draw in various institutions, agencies, supermarkets, firehouses, libraries, parks, and hospitals.

C. Family dynamics

1. Government in the family

The family is the setting in which opportunities are provided for each member to grow into a responsible, independent, healthy individual.

It is important that all members have the opportunity for responsible self-expression in family affairs.

Discuss authority in a family in terms of responsibility.

1. Who has the authority?
2. Why?
3. How is authority used?
4. How is authority divided or delegated?

Discuss whether there should be laws concerned with parents' responsibilities for care and protection of children. Why or why not? What difference does it make to children if care is

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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SUPPLEMENTARY INFORMATION FOR TEACHERS

Each individual grows and develops more readily when he is treated on an individual basis.

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SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFOR
FOR TEACHERS

inadequate? What difference does it make to society?

Role play a family situation in which there is a disagreement over rules. Give examples of rules that are written, rules that are spoken, rules that are understood.

Debate: "I Have a Right To Do What I Please."

Provide for a sociodrama of different situations that illustrate relationships between various family members, such as handling of discipline problems. Discuss alternate ways of responding.

Use role playing to illustrate various parental values and judgments in family situations. Provide for a father and mother role and use problem solving in arriving at decisions regarding such relationships.

Discuss the benefits pupils receive from parental and teacher

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OUTLINE OF CONTENT

**MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

SUPP

2. Communication in
the nuclear family

Free and open two-way communication between members can increase the effectiveness of the nuclear family group and the extended family.

discipline. Have the children write a brief essay on the benefits and shortcomings of parental discipline. Anonymous responses may be desired for this activity.

Describe fictitious situations where family relationships become strained as a result of communications breakdown.

3. Variations in
family patterns

There are similarities and differences in family patterns in our own and other cultures.

Review the common elements in family life regardless of the wide variations of family patterns. What purposes do families serve?

See K-3 Mental Health materials.

4. Family activities

There are many activities that all members of a family can participate in and enjoy together.

Have children prepare a display of pictures and souvenirs showing activities in which they have participated, or would like to participate, with their family.

Have the children list the things a family can do together without spending any money; without

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**UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

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**SUGGESTED TEACHING AIDS
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**SUPPLEMENTARY INFORMATION
FOR TEACHERS**

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

5. Health of family
members

The health of the nuclear
family depends on the
well-being of each of its
members.

spending over \$1.00 per
person.

Have the children make
dioramas of their favor-
ite family activities or
of an activity they would
like to do with their
family.

D. Difference of
cultural heritage

Have children discuss how
the family is affected
during the illness of
mother, father, or of
any of the children.

See filmstrips from
Encyclopaedia Britannica,
1. Families Around the
World
2. Families of Other
Lands.

Invite to class parents
or older students who
have visited foreign
countries or interesting
places in our own country.
Have them explain the
similarities and differ-
ences in home life and
family living they have
seen.

Have a party for tasting
foods from other
countries.

UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

spending over \$1.00 per person.

Have the children make dioramas of their favorite family activities or of an activity they would like to do with their family.

Have children discuss how the family is affected during the illness of mother, father, or of any of the children.

See filmstrips from Encyclopaedia Britannica,

1. Families Around the World
2. Families of Other Lands.

Invite to class parents or older students who have visited foreign countries or interesting places in our own country. Have them explain the similarities and differences in home life and family living they have seen.

Have a party for tasting foods from other countries.

Discussions of this topic can be related to Strand I Curriculum Materials on Disease Prevention and Control.

Cultural influences:

1. family organization
2. customs
 - a. dietary
 - b. dress and appearance
 - c. courtship
 - d. designation of holidays (religious, national, familial)
3. attitude toward discipline

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

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II. Role Arrangements
in Family Life

A. Maleness and
femaleness

1. Heredity

One's sex (maleness or
femaleness) is inherited
and forms the basis for
sexuality throughout life.

Invite an exchange stu-
dent from a secondary
school in your area to
explain similarities and
differences between
family life in the United
States and in his country
of origin. Stress health
practices.

Have pupils tell the
class about their family
origins, customs, and
practices.

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Group discussion: In
what ways can we expect
the behavior of girls

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UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

Invite an exchange student from a secondary school in your area to explain similarities and differences between family life in the United States and in his country of origin. Stress health practices.

Have pupils tell the class about their family origins, customs, and practices.

Extend the concept of family heritage to community or state or national heritage. Students should be helped to understand that families at other times and in other places may have, or may have had, similar feelings of pride or loyalty in relation to their heritage.

An appreciation of maleness and masculinity and of femaleness and femininity as important aspects of becoming an adult can be stressed. Emphasis should be placed on recognizing, understanding, accepting, and appreciating the sensitivity among members of one's own sex to characteristics which, in our culture, are now typical of the opposite sex.

Group discussion: In what ways can we expect the behavior of girls

The use of the terms "sissy" or "tomboy" to refer to children of one sex who

sex (maleness or femaleness) is inherited and forms the basis for identity throughout life.

OUTLINE OF CONTENT

**MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

**SUPPLEMENTAL
MATERIAL**

2. Environment

Behavior of males or females is partly determined by heredity, but is largely learned within the family setting.

to vary as a result of individual uniqueness?
Boys?

Discuss how boys differ from girls in behavior.

Discuss how boys differ from girls in their interests.

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Malenes refer to character for each though male and female male or

Discuss the changing roles of male and female in our society.

Masculine of m refer to part havior by h terist largel females e fa culture of beha at birt through has in school

3. Learning sex roles

Individuals learn to be masculine or feminine by emulating significant men and women they know.

Accepting one's self and taking pride in being

Discuss with the children the males and females they would want to be like when they get older. Ask why.

Ask the children how they think they could become

Role models 1. fami e or 2. neigh g sig muni Women 3. mass 4. char g one 5. pub pride 6. hist

**UNDERSTANDINGS AND
CENTRAL CONCEPTS**

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

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FOR TEACHERS**

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Ask the children how they think they could become

exhibit behaviors or enjoy activities now commonly regarded as being characteristic of children of the opposite sex has a connotation which may be very traumatic to some children.

Maleness and femaleness refer to biological characteristics unique for each individual. Although boys are mostly male and girls are mostly female, no person is all male or all female.

Masculinity and femininity refer to patterns of behavior that are characteristic of males or of females in a particular culture. These patterns of behavior are not present at birth, but are learned through experiences one has in his family, his school, and his community.

Role models

1. family members
2. neighbors or other community members
3. mass media personalities
4. characters in literature
5. public figures
6. historical figures

OUTLINE OF CONTENT

**MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

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FUN**

B. Role flexibility

either a boy or a girl
is a step toward maturity.

like the person(s) they
admire.

It is not always possible
to specify interests,
leisure activities, and
family functions that are
distinctly male or dis-
tinctly female.

Have class list interests,
leisure activities, fami-
ly functions, and voca-
tions that are engaged
in by members of both
sexes.

**C. Human repro-
duction**

**1. Importance of
the family**

The chances for health,
happiness, and well-
being of new babies are
enhanced when the child
is born into a warm,
loving family.

2. Role of parents

**3. Conception and
development of
the new baby**

When physically mature
females produce egg cells,
males produce sperm cells,
and when these unite,

Invite the school
physician or school
nurse-teacher to discuss
anatomy and physiology

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MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

Whether a boy or a girl
is a step toward maturity.

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SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

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SUPPLEMENTARY INFORMATION
FOR TEACHERS

Parenthood is a privilege
and a responsibility.
Children need care and
guidance while they grow
and develop.

Disciplining of the child
in an atmosphere of love
and kindness helps the
child learn standards and
limitations set by parents
and society.

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTAL FORMS AND MATERIALS

conception occurs.

of the human reproductive organs.

See appropriate transparencies.

a. conception

Conception is the unification of the sex cells of the parents which creates a new life.

See appropriate film.

Fertilization takes place in the fallopian tube where the sperm fertilizes the egg. The zygote comes in contact with the wall of the uterus.

b. gestation

Gestation is the period of time (approximately 9 months) from conception to childbirth when the unborn child grows and develops in the mother's uterus.

Discuss noticeable changes in mother's body as fetus grows.

Nourishment of the fetus is obtained from the mother through the placenta. The placenta is a fusion of the mother's and the fetus's blood systems. It is a separate organ.

Before birth, the unborn child depends on its mother for everything it needs to grow strong and healthy.

Incubate fertilized chicken eggs and observe growth and development.

Development of the chick from the egg. 1. fertilization, 2. implantation, 3. cell division, 4. embryo, 5. fetal development.

The growth and development from one fertilized egg into a complex human being is one of nature's greatest and most miraculous achievements.

During pregnancy, it is

**UNDERSTANDINGS AND
MENTAL CONCEPTS**

tion occurs.

tion is the unifi-
of the sex cells
parents which cre-
new life.

on is the period
(approximately 9
from conception
d birth when the
child grows and
s in the mother's

birth, the unborn
depends on its
for everything it
to grow strong and

rowth and develop-
from one fertilized
to a complex human
s one of nature's
t and most miracu-
chievements.

pregnancy, it is

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

of the human reproductive
organs.

See appropriate
transparencies.

See appropriate film.

Discuss noticeable changes
in mother's body as fetus
grows.

Incubate fertilized
chicken eggs and observe
growth and development.

**SUPPLEMENTARY INFORMATION
FOR TEACHERS**

Fertilization usually
takes place in the fal-
lopian tubes. The
fertilized egg then be-
comes implanted in the
wall of the uterus.

Nourishment from the
mother and waste products
from the developing fetus
are exchanged through the
placenta by means of dif-
fusion. The circulatory
system of the fetus is
separate from the mother's.

Development of the fetus:
1. fertilization (concep-
tion)
2. implantation
3. cell division and dif-
ferentiation
4. embryonic development
5. fetal development

OUTLINE OF CONTENT

**MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

important to the health
of both the mother and
her unborn child that she
consult with a competent
physician.

The entire family shares
in the joy and anticipa-
tion of the birth of the
new family member.

Mothers sometimes tire
more easily when they are
pregnant and need the
understanding, help, and
love of others.

**4. The miracle of
childbirth**

The birth of a child can
be a joyous and wonderful
event for all concerned.

FOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

Important to the health
of both the mother and
the unborn child that she
consult with a competent
physician.

The entire family shares
the joy and anticipa-
tion of the birth of the
new family member.

Mothers sometimes tire
easily when they are
pregnant and need the
understanding, help, and
support of others.

The birth of a child can
be a joyous and wonderful
experience for all concerned.

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

In the female, the repro-
ductive system allows for
the conception, develop-
ment, and safe growth of
the fertilized egg cell.

Questions should be
answered honestly and
within the context of the
material presented. Areas
of discussion might deal
with the differences be-
tween the instinctive
pairing of animals and
the courtship and marriage
customs of humans in the
Western culture; the de-
velopment of and apprecia-
tion for the complex and
wonderful process of a
human being resulting
from the joining of two
specialized cells; the
responsibility of the male
and female for the human
life they have created;

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

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SUPPLEMENTARY
MATERIALS

5. Multiple
births

About one human birth in
every 90 produces twins.

Let students collect
pictures and clippings
concerning multiple
birth. Discuss family
unit changes which might
result when there are
twins or other cases of
multiple birth.

Invite twins or the
mother of twins to class
to discuss what it is
like being a twin or
the mother of twins.

Have students write a
composition starting
with "Oh, If I Had a
Twin..."

and the n
physical,
mental ca

Identical

1. grow f
sperm
2. result
fertil
separat
parts
complex
babies

3. are alv
and hav
resemb
appear

Fraternal

1. result
two sep
cells
(result
two eg
same t

2. are two
separat

3. may be
or same

Triplets,
quintuplet

1. result
fertil
into 3
or

2. occur

UNDERSTANDINGS AND
MENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

Human birth in
produces twins.

Let students collect pictures and clippings concerning multiple birth. Discuss family unit changes which might result when there are twins or other cases of multiple birth.

Invite twins or the mother of twins to class to discuss what it is like being a twin or the mother of twins.

Have students write a composition starting with "Oh, If I Had a Twin..."

and the need for its physical, emotional, and mental care.

Identical twins

1. grow from union of one sperm and one egg
2. result when the fertilized egg cell separates into two parts and forms two completely separate babies
3. are always same sex and have strong resemblance in appearance

Fraternal twins

1. result from union of two separate sperm cells and egg cells (result of ovulation - two eggs produced at same time)
2. are two completely separate embryos
3. may be different sex or same sex

Triplets, quadruplets, quintuplets

1. result from single fertilized egg dividing into 3, 4, or 5 parts or
2. occur from more than

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY MATERIALS
III. Personality			tw 3. re ti
A. Concept of personality		Identify qualities of personality which may not be apparent from outward appearances.	The c self facto his i the f of hi acts of th belie dull,
1. Definition	The personality consists of one's total "self" and his characteristic ways of reacting to life situations.	Ask each class member to list the five characteristics which he most admires in a person. Appoint a committee to prepare a self-rating scale, utilizing the characteristics mentioned most often. Have each pupil use the list as a self-check.	sona s to ract ting
2. Healthy personality	A healthy personality relates well with others and is able to adjust to the emotional, social, and physical stresses of life.	Suggest that persons tend to react in a positive manner to attitudes of friendliness and courtesy and in a negative manner to expressions of hostility. Instruct students to test this	Behavi habits

UNDERSTANDINGS AND
MENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

two fertilized eggs or
3. result from a combina-
tion of 1 and 2

Identify qualities of
personality which may
not be apparent from
outward appearances.

The child's concept of
self is an important
factor in guiding both
his immediate behavior and
the further development
of his personality. He
acts consistently in terms
of the kind of person he
believes he is (bright or
dull, capable or clumsy).

Personality consists
of total "self" and
characteristic ways
of reacting to life situa-

Ask each class member to
list the five character-
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Suggest that persons tend
to react in a positive
manner to attitudes of
friendliness and courtesy
and in a negative manner
to expressions of hos-
tility. Instruct stu-
dents to test this

Behavior is a complex of
habits laid down through

OUTLINE OF CONTENT

**MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

SUBSTANTIAL

**B. Development of
personality**

**1. Influence of
environment**

The new baby's personality will develop as it experiences the love and affection essential to normal personality development.

Children develop habits through repetition. Their reaction to others is partially habit.

Throughout our entire life, new experiences affect our personality.

hypothesis by recording the initial reactions of people whom they meet throughout the day.

Have children who have babies in their families share with the class experiences they have had in eliciting a happy response from the baby.

Discuss specific things children do every day, the reasons they do them, and how this can contribute to the formation of habits. Discuss the way they habitually greet friends when they meet them in school in the morning.

Have children discuss ways in which new experiences changed the way they felt or acted.

Have children make up a story about how a new experience changed a fictional character's personality.

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UNDERSTANDINGS AND
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SUGGESTED TEACHING AIDS
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SUPPLEMENTARY INFORMATION
FOR TEACHERS

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personality development.

Have children who have
babies in their families
share with the class ex-
periences they have had
in eliciting a happy re-
sponse from the baby.

Babies, like older children
and adults, repeat acts
which bring approval.

develop habits
of repetition. Their
response to others is
habit.

Discuss specific things
children do every day,
the reasons they do them,
and how this can con-
tribute to the formation
of habits. Discuss the
way they habitually
greet friends when they
meet them in school in
the morning.

We develop habitual ways
of acting and responding
to others.

at our entire
experiences
of our personality.

Have children discuss
ways in which new experi-
ences changed the way
they felt or acted.

Have children make up a
story about how a new
experience changed a
fictional character's
personality.

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Our conception of "good" is determined by the values of our culture and the values of our family.

Since inherited traits and life experiences are different for each human

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

On a bulletin board, contrast values of two cultures.

Correlate with a language arts mythology unit. Compare and contrast values shown in Norse and Greek myths. Discuss how the values of the two civilizations are revealed through their myths.

Compare the values of our democratic society with the values of other societies.

Open ended discussion (no real conclusion). What does "good" mean? Bring out the point that "good" is a term which relates to a person's understanding of standards based on individual background.

Teachers may wish to use a sociometric technique to further understand the interpersonal dynamics of their class.

Ask the children to imagine a world in which everyone had the same

**UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

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**SUGGESTED TEACHING AIDS
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Ask the children to
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everyone had the same

**SUPPLEMENTARY INFORMATION
FOR TEACHERS**

Relate the concept of
"good" to our reaction to
and evaluation of other
people.

This should lead to a
greater respect for and
acceptance of individual

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY
MATERIAL

being, each of our total personalities is different from other personalities.

personality. Through discussion and/or role playing, the children should realize that such a world would be impossible.

personality, It is person rather than o ties, challenge human

What one does with hereditary traits is more important than what one inherits.

Make a list of things children can do. Discuss how they can develop their abilities. Read the biography of a famous person, such as Helen Keller, which illustrates this concept.

at o ary rtan heri

2. Influence of heredity

a. body structure

Body structure and function affect individual behavior and one's relationships with others.

See Strand I - Health Status.

Each e ne his o are velop arac rent

The newborn receives a share of the inherited characteristics from each parent.

The range of normal growth and development of individuals is influenced by heredity.

Have pupils chart the size, height, and weight of all members of the family. Discuss the personal potential growth in light of the differences or similarities.

This e ra ment owth cours divi hered ced

PP... OGR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

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SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

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See Strand I - Health
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similarities.

SUPPLEMENTARY INFORMATION
FOR TEACHERS

personality differences.
It is these differences,
rather than the similari-
ties, that add diversity,
challenge, and interest to
human interactions.

Each individual grows at
his own rate (early de-
velopers; late developers).

This growth and develop-
ment phenomenon is, of
course, a function of
heredity and environment.

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
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b. physical
features

We inherit the color of our skin, hair, and eyes, hair texture, eye shape, and other observable external characteristics that make us unique persons.

Explain in general terms how the hair (color and texture), sex, skin color, eye color, etc., of an individual are determined by heredity.

c. intelligence

It is generally agreed that the tendency to achieve a certain level of intelligence is inherited.

d. sensory
perception

Visual acuity, range of hearing, sensitivity of touch, ability to perceive odors, and similar attributes appear to be inherited.

e. rate of
physical
growth

While many factors, such as illness and nutrition, may influence the rate at which our bodies grow, the basic determiner of

Have class discussion about the "Stages of Growth." Include newborn, infancy, childhood, adolescence,

UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

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Have class discussion about the "Stages of Growth." Include newborn, infancy, childhood, adolescence,

The term "genes" may be introduced to identify the hereditary units responsible for the transmission of traits from parent to child.

Children should clearly understand that physical features, intelligence, sensory efficiency, and growth rate are essentially inherited attributes but each may be substantially modified by environment.

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
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growth potential is
inheritance.

adulthood. Discuss the
growth changes that
take place at each stage,
and emphasize the con-
cept that there are
variations in time and
extent of growth at each
stage.

f. sex

C. What characteris-
tics are not
inherited

1. traits

Personality traits, such
as disposition and
honesty, are not in-
herited but are largely
the result of family and
other environmental
influences.

Discuss differences be-
tween inherited and
acquired characteristics.

2. specific
traits

Skills (actual per-
formance), such as
playing the piano, are
not inherited, but po-
tentialities for learn-
ing the skill (aptitude)
are.

Discuss the reliability
of old sayings, such as:
1. "Redheads have a
terrible temper."
2. "Fat people are
jolly."
3. "Scotsmen are tight."
4. "Negroes have a
natural rhythm."

All people should have
some insight into their
own capabilities,
strengths, and weaknesses,

Have children list
human traits that can
be changed.

Have children evaluate
their own schoolwork.

UNDERSTANDINGS AND
MENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

potential is
ce.

adulthood. Discuss the growth changes that take place at each stage, and emphasize the concept that there are variations in time and extent of growth at each stage.

Acquired characteristics are the result of environment and the interaction of the individual with his environment.

ty traits, such
ition and
are not in-
ut are largely
t of family and
ironmental
s.

Discuss differences between inherited and acquired characteristics.

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MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
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and how to use these for
further growth.

Have them identify
their strengths, weak-
nesses, and have them
discuss what they can
do to improve weak
areas.

Have children select an
activity to improve a
weak area, and help them
determine a way to
evaluate any improvement.

D. Basic human needs

A need or drive is a
conscious or uncon-
scious desire that
arouses activity in
people.

Basic human needs are
those whose satisfac-
tion is necessary for
man's essential welfare.

Have the children list
the kinds of physical
care and protection that
children need: food,
clothing, shelter, etc.
What are some of the ef-
fects if children don't
get such care and pro-
tection?

1. Physiological
needs

Needs for food, water,
and sleep are examples
of man's basic physio-
logical needs.

Compare the needs of
children being met by
parents to the needs of
pets being met by chil-
dren and parents. Con-
trast the pet's con-
tinuing dependency to
the child's developing
independence.

2. Psycho-social
needs

Individuals have psycho-
logical and social needs
that are considered

INGS AND
CEPTS

SUGGESTED TEACHING AIDS
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SUPPLEMENTARY INFORMATION
FOR TEACHERS

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Have them identify their strengths, weaknesses, and have them discuss what they can do to improve weak areas.

Have children select an activity to improve a weak area, and help them determine a way to evaluate any improvement.

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Have the children list the kinds of physical care and protection that children need: food, clothing, shelter, etc. What are some of the effects if children don't get such care and protection?

water,
amples
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Compare the needs of children being met by parents to the needs of pets being met by children and parents. Contrast the pet's continuing dependency to the child's developing independence.

Different theoretical views of personality vary somewhat in their interpretation of personality needs. Most "need theorists" concur, however, that both physiological and psycho-social

OUTLINE OF CONTENT

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basic to their well-being.

a. psychological
security

Respecting oneself and
being respected by others
is a basic psychological
need.

b. the need
for love

Satisfaction of the need
for love includes giving
as well as receiving
love.

Make lists of things
children can do for
others.

Have children discuss
why they enjoy doing
things for others.

c. the need
for approval

The need for approval
by others is a basic
need that may be satis-
fied in both useful and
harmful ways.

Discuss the following:
How do we react to a
good athlete making a
home run; to a poor
athlete doing the same?
Is there a difference?
How will each person
be affected by the
reaction? Discuss the
need for recognition,
belonging, and achieve-
ment.

UNDERSTANDINGS AND
MENTAL CONCEPTS

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FOR TEACHERS

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athlete doing the same?
Is there a difference?
How will each person
be affected by the
reaction? Discuss the
need for recognition,
belonging, and achieve-
ment.

needs serve to motivate
humans.

The use of individual
projects, based on choice
and allowing for differ-
ences of ability, can
lead to increased psycho-
logical security.

The successful completion
of a coveted project, fol-
lowed by praise, gives an
individual an inner satis-
faction that is important
to his growth and develop-
ment.

The feeling of success or
failure is often related
to what those we love
expect of us - parents,
siblings, classmates,
teachers.

Approval is a potent
director of behavior.
Discuss the need for
recognition, belonging,
and achievement.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
d. the need for independence	As individuals grow, the need for independence increases though the ability to be independent must be learned.	Outline ways in which pupils can demonstrate readiness for independence and get along with their parents at the same time. Play a game matching independent acts and the responsibilities prerequisite to the independent acts.
e. the need to feel significant	All healthy personalities must have a generally positive feeling toward self, which helps maintain emotional stability in times of frustration, futility, and failure.	Discuss the value of using mistakes for learning rather than as an evaluation of a person's worth.
IV. Growing Toward the Teen Years	As the individual grows and develops, he should become more responsible for himself and increasingly more considerate of other people.	See Strand I - Health Status, Grades 4-6.
A. Development of the physical self	Even though each person has his own unique way of growing, there are growth	

UNDERSTANDINGS AND MENTAL CONCEPTS

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independence
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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Outline ways in which
pupils can demonstrate
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pendence and get along
with their parents at
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Play a game matching
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dependent acts.

Discuss the value of
using mistakes for
learning rather than as
an evaluation of a per-
son's worth.

See Strand I - Health
Status, Grades 4-6.

SUPPLEMENTARY INFORMATION FOR TEACHERS

Help pupils keep a
balance between inde-
pendent and interde-
pendent activities in
order to protect some
pupils from excessive
group pressure.

Stress the relationship
between responsibility
and independence.

A general positive feel-
ing toward self, or self-
appreciation, includes:

1. a sense of worth
 - a. being loved
 - b. giving love
2. having goals
 - a. short range
 - b. long range
3. a sense of personal
dignity
 - a. respect for self
 - b. respect for others

A baby usually triples
its weight and grows
8 to 10 inches in

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

patterns that occur among
different age groups.

1. Major growth periods

a. infancy and early child- hood

During infancy and early
childhood, the body grows
rapidly.

Have the class read "The
Wonderful Human Machine,"
American Medical Associa-
tion.

b. middle and late childhood

During middle and late
childhood, there is a
less rapid gain in weight
and height, but improve-
ment in coordination and
muscular development.

Review the idea that
children of this age are
able to do many more
physical activities than
younger children. Have
class make a list of
physical abilities at
each "stage of growth."
Use the list and il-
lustrative pictures for
a booklet or a bulletin
board.

c. puberty and adolescence

Adolescence is charac-
terized by the onset of
various biological,
mental, and emotional
changes.

Puberty initiates the
physical changes leading
to manhood and womanhood.

UNDERSTANDINGS AND
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SUPPLEMENTARY INFORMATION
FOR TEACHERS

that occur among
age groups.

its first year.

fancy and early
the body grows

Have the class read "The
Wonderful Human Machine,"
American Medical Associa-
tion.

- . infant - interested in
himself
- . early childhood - family
is his world

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Review the idea that
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board.

- . middle and late child-
hood - interests expand
to other boys and girls,
usually own sex

is charac-
the onset of
logical,
emotional

- . puberty and adolescence-
interests expand to
opposite sex as well
as own sex

tiates the
anges leading
and womanhood.

Preadolescents can be
prepared to understand
the changes that will
occur within their bodies
in the next few years.

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
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(1) growth rate
of boys
and girls

Many of the body's growth processes are controlled by endocrine glands, which secrete chemicals known as hormones.

There are many excellent films concerned with growth in boys and girls. Teachers may wish to consider the use of such films at this point.

There may be significant growth rate differences between members of the same sex.

Have the students keep a record of their growth. (Use American Association of Health, Physical Education, and Recreation charts and/or Wetzel Grid.)

The rapid growth rate which marks the beginning of puberty begins at different ages in different individuals.

(2) appearance
of secondary sexual
characteristics

A girl's body may begin to develop womanly characteristics between the ages of 9 and 11 years, but sometimes these changes will not occur until the late teens. Comparable changes occur approximately 2 years later in boys than in girls.

Review Strand I

Discuss the secondary sex characteristics that will appear and their significance.

(3) menarche

The onset of menstruation is referred to as the

Girls could see filmstrip, Especially for Girls, or

**UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS**

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esses are controlled
doctrine glands,
secrete chemicals
as hormones.

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**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

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**SUPPLEMENTARY INFORMATION
FOR TEACHERS**

The endocrine glands and
hormones affect growth
and development. Edith
Weart's book, The Story
of Your Glands, gives
explanations about hor-
mones secreted by the
glands.

**Secondary sex character-
istics:**

1. pubic and body hair
2. change in body contours
3. enlargement of genitals
4. development of breasts
5. voice change in boys
6. onset of menstruation in
girls

Although many girls start
menstruating in their 12th

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTAL MATERIALS

menarche. Menstruation is a normal, periodic process which indicates approaching sexual maturity.

film, It's Wonderful Being A Girl, which deals with menstrual hygiene.

or 13th Mer... may be a... as old a... g se

Menstruation occurs in cycles which vary in length from person to person.

(4) changes in the skin and hair

Since glands in the skin become more active in their production of oil and perspiration during the period of rapid growth, proper care of one's hair and skin will help avoid skin blemishes and other discomforts.

Discuss the relationship of diet, sleep, exercise, and cleanliness to complexion.

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Have each pupil keep a chart of his diet, sleep, and exercise for one month. Discuss whether he notices any differences in the way he looks or feels at the end of the month.

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2. Attitudes toward the physically developing self

As boys and girls approach puberty, there is a need for an assessment of their feelings about themselves (and others).

Have pupils tell about themselves through role playing.

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STANDINGS AND
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Menstruation
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SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

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ences in the way he
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end of the month.

Have pupils tell about
themselves through role
playing.

SUPPLEMENTARY INFORMATION
FOR TEACHERS

or 13th year, the range
may be as young as 9 and
as old as 18.

The occurrence of acne is
not unusual as part of the
growing-up process. Hor-
mones make the oil glands
in the skin more active.
Clogging of the openings
to these glands can re-
sult in the formation of
comedones (blackheads)
which can become infected
and form pimples.

The treatment of acne in-
cludes a well-balanced
diet, enough sleep, good
exercise, and frequent
showers or baths. Severe
cases require the care of
a physician.

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MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AID
AND LEARNING ACTIVITIES

Discuss situations in which people in general are likely to feel ill ease.

Discuss ways to put people at ease.
Have students prepare an illustrated scrapbook entitled "All About Me" or "Mirror of Me."

Provide opportunities for pupils to work in mixed (boy, girl) groups or teams.

The psychological aspects of puberty are numerous and complex.

Write an essay on "How Things Have Changed Since I Was Six."

B. The developing social self

Have the class list responses to, "The Trait I Like (or dislike) in a Friend," or "What I Like Best About Boys (or girls)."

**UNDERSTANDINGS AND
MORAL CONCEPTS**

**SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES**

**SUPPLEMENTARY INFORMATION
FOR TEACHERS**

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Provide opportunities for pupils to work in mixed (boy, girl) groups or teams.

Psychological aspects
are numerous
ex.

Write an essay on "How Things Have Changed Since I Was Six."

Common psychological characteristics of puberal individuals:

1. mood fluctuation
2. need for approval
3. assertion of independence from the adult
4. awareness of the opposite sex

Have the class list responses to, "The Traits I Like (or dislike) in a Friend," or "What I Like Best About Boys (or girls)."

Friendships

A. Values

1. sharing experiences, thoughts, troubles, and good times
2. development of social skills
3. development of own personality through

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

1. The individual
and the group

Each individual affects
the groups to which he
belongs.

Write a composition
about how it feels to
be "new" or "different"
in a new neighborhood.

Keep a "problem box" into
which pupils might de-
posit brief descriptions
of problems they have in
getting along with peo-
ple their own age and
with members of the
family. These may be
used as a guide to
classroom discussion.

Have each pupil make a
list of "Traits I Like
About Myself," "Traits
I Would Like To Change."
Have them write out a
plan of overcoming the
undesirable traits. No-
tice the preponderance
of comments concerning
physical traits.

Discuss the "Golden Rule,"
fairplay, generosity,
and kindness.

Form committees to
develop themes:

1. How can one develop
more responsibility
for his own behavior?
In class? At home?

UNDERSTANDINGS AND
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SUGGESTED TEACHING AIDS
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SUPPLEMENTARY INFORMATION
FOR TEACHERS

Write a composition about how it feels to be "new" or "different" in a new neighborhood.

Keep a "problem box" into which pupils might deposit brief descriptions of problems they have in getting along with people their own age and with members of the family. These may be used as a guide to classroom discussion.

Have each pupil make a list of "Traits I Like About Myself," "Traits I Would Like To Change." Have them write out a plan of overcoming the undesirable traits. Notice the preponderance of comments concerning physical traits.

Discuss the "Golden Rule," fairplay, generosity, and kindness.

Form committees to develop themes:

1. How can one develop more responsibility for his own behavior? In class? At home?

the need to know and like many different kinds of people.

- B. Improving relationships with others
1. sincere interest in others
 2. willingness to go out of your way to be friendly and helpful toward others
 3. overlooking and making allowances for other people's faults or weaknesses
 4. flexibility to do what others want instead of always trying to have your own way
 5. sense of humor
 6. showing you can be trusted; dependability
 7. open-mindedness - ability to see both sides of a question

Social needs:

1. develop ability to socialize
2. develop satisfying friendships
3. develop healthy

individual affects
groups to which he
ings.

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY
FOUNDED

2. Peer relationships

One's peers are classmates and associates of approximately the same age.

- 2. How can one develop more responsibility for the well-being of others? In class? At home?
- 3. How does the way one behaves affect the way parents and other adults act or feel?

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Have the pupils discuss the fashions, words, dances, or games that are "in" with their peer group.

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clothes.

List the qualities pupils like in people. Discuss ways these qualities may be developed. Make a list of personal traits that are important. Compare and contrast it with a list of traits that are unimportant.

As we move toward the teen years, peer relationships increase in importance, while family influence diminishes.

Discuss organized and unorganized activities in which pupils participate with their friends.

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3. Sexual differences in social development

Discuss the difference in friendships of the same sex vs. those of

**UNDERSTANDINGS AND
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AND LEARNING ACTIVITIES**

**SUPPLEMENTARY INFORMATION
FOR TEACHERS**

2. How can one develop more responsibility for the well-being of others? In class?
At home?
3. How does the way one behaves affect the way parents and other adults act or feel?

- personality
- a. accept leader's role
 - b. accept follower's role
 - c. enhance one's sense of security

ers are class-
nd associates of
ately the same

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Discuss organized and unorganized activities in which pupils participate with their friends.

Discuss the difference in friendships of the same sex vs. those of

The preteen and teenage child especially needs the security that is gained by being accepted by his peers and having an opportunity to receive adult approval. Help pupils develop respect for the person, not the clothes.

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OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

4. Relationships within the family

The family provides a setting for multiple relationships that affect the happiness and well-being of its members.

the opposite sex.

Have a panel or group discussion on the changing role of children in the home as they approach adolescence in terms of their:

1. increased responsibilities
2. increased independence
3. relationship with their parents
4. relationship with their brothers and sisters

a. relationships with parents

Sometimes the increasing emphasis on peer relationships and the decreasing emphasis on family relationships causes anxiety in parents.

Have each pupil write a composition on "The Kind of Parent I'd Like To Be."

Discuss why parents want to know where their children are playing after school and who their companions are.

b. sibling relationships

As the individual moves toward maturity, it is necessary to develop new relationships with brothers and sisters.

Create a situation where members of the class would play the roles of siblings in a conflict.

True courtesy is based upon consideration for others.

Have pupils role play different situations which require introductions and other

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SUPPLEMENTARY INFORMATION
FOR TEACHERS

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Brothers and sisters have conflicts because of:

1. age difference
2. ability difference
3. jealousy
4. respecting privacy
5. respecting ownership
6. division of work
7. teasing

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MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPP
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C. Emotional
development

1. The nature
of emotion

Feelings or forces that energize people's behavior are known as emotions.

When emotions are experienced, the system is activated in a particular way with accompanying changes in feelings, perception, motivation, and sometimes, in observable behavior.

social courtesies.

Make cartoons illustrating bad manners. Use this as an introduction to a discussion of good manners.

Make a list of the qualities which strengthen a family.

Discuss the reasons for such feelings as jealousy toward the new baby, hate, anger, fear, resentment, etc.

Discuss why it is sometimes said we learn more from failures or mistakes than from successes.

Discuss how we feel when we make a mistake and how the attitude of others can affect the way we feel.

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GOOD UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

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Emotions are the basis of behavior. We keep developing and adjusting all our lives - it's how well we cope with problems and the ability to keep adjusting that is the mark of maturity.

Every human being is a person of intrinsic worth and dignity. Love and respect for others presupposes love for self. A child grows toward emotional maturity when he:

1. learns about his own capabilities, strengths, and weaknesses, and how to best utilize them.
2. faces reality - becomes more objective in assessing his own accomplishments and failures.

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MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

2. Commonality
of emotions

Emotions are common to all people but ways of expressing these feelings may differ greatly from one person to another.

Discuss the statement, "Life without emotions would be dull and colorless."

Read Mary O'Neill's Hailstones and Halibut Bones. Discuss how colors are associated with emotions.

3. Origin of
emotions

The infant is born with a capacity for certain emotional responses, and, with maturity, the child gains increased capacity for both feeling and expressing feeling.

Compare the limited number of emotional responses an infant has to those of a child, and discuss the reasons for this.

Role play tension-arousing situations. Discuss the possible solutions. Discuss different ways different people may react to the same situation and explore the reason for this.

Imitation, instruction, and other forms of learning may cause individuals to vary in their expression of emotions in different situations.

4. Emotional
expression

Emotional expression is common to all people, but some have not yet learned to express

Discuss ways in which one can deal constructively with emotions.

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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SUPPLEMENTARY INFORMATION FOR TEACHERS

3. is eager to try new things but recognizes realistic danger.
4. is beginning to conquer fear of failure.

Many emotional reactions are normal and essential aids to the development of proper behavior patterns.

The attitudes and behavior of teachers can serve as important stimuli for developing emotional reactions in the child that will enable him to exhibit desirable behavior.

Teachers who engage in emotional outbursts in the classroom should accept the same type of

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

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feelings in positive, constructive ways.

In a given situation, there are different ways of thinking, feeling, acting, and reacting.

- a. positive release of feeling

Emotional responses that tend to protect or enhance the self or others are considered positive expressions of emotion.

- b. negative or self-defeating responses

Negative emotional reactions may be described as those which are self-defeating or harmful to others.

Any given emotion (i.e., anger) may be expressed in either a positive or a negative manner.

Write an essay on how emotions can be used constructively. Suggest imaginative titles such as "How a Smile Raked Up the Leaves," or "How Betsy's Tears Cleaned the Street."

Role play happy situations. Discuss those in which happiness spread to many people.

Discuss instances in which negative emotional responses result from a misunderstanding. Discuss how consideration for others would reduce instances of negative emotional reactions.

List on the board some positive ways to manage emotions, such as anger:

1. physical exertion
 - a) athletic activities
 - b) work
 - c) taking a walk
2. laughing it off
3. talking it out with

STANDINGS AND AL CONCEPTS

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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SUPPLEMENTARY INFORMATION FOR TEACHERS

behavior from their pupils. The reasons for a child's emotional expression are no less justifiable than the reasons for a teacher's emotional expression.

Human beings all experience the following basic emotions:

Love - an attraction toward others, with affection and concern for them; a good feeling, warm and sincere.

Anger - an aggressive attraction towards others with impulse to fight, compete, alter things, defend oneself. Anger is basic, necessary for self-defense. Properly channeled, assertiveness (anger) is the basis

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a friend, parent,
brother, or sister,
etc.

5. Effect of
emotions on
the body

Emotional reactions af-
fect our physical func-
tioning in many ways.

Digestion is aided by
pleasant and relaxing
emotional states and is
interfered with by an-
noying tension-producing
states.

Have pupils reflect upon
ways in which fear can
be constructive, pro-
tective.

Discuss ways in which
mealtimes can be made
pleasant and relaxing.
List specific ways in
which pupils can make a
contribution to this
kind of atmosphere at
home and at school.

UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
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SUPPLEMENTARY INFORMATION
FOR TEACHERS

a friend, parent,
brother, or sister,
etc.

of productive accomplish-
ment. Frustration,
jealousy, boredom, lazy-
ness may be forms of
anger.

Fear - drawing away from
an unknown threatening
situation. Unexplained
and unrealistic fears
can result in inability
to act, to face reality,
to establish worthwhile
relationships. Worry
and anxiety in moderate
amounts are, however,
essential to preplanning.

Emotional reactions af-
fect our physical func-
tioning in many ways.

Emotion is aided by
relaxant and relaxing
emotional states and is
counteracted by an-
xiety-tension-producing

Have pupils reflect upon
ways in which fear can
be constructive, pro-
tective.

Discuss ways in which
mealtime can be made
pleasant and relaxing.
List specific ways in
which pupils can make a
contribution to this
kind of atmosphere at
home and at school.

Each pupil must under-
stand that happiness, de-
pression, hate, love, fear,
anger, and loneliness are
normal human emotions.

Emotions exert a power-
ful influence upon di-
gestion and other body
functions. For example,
one may have diarrhea or
constipation as a result
of an emotional episode.

Emotional reactions also

- cause an increase in
blood pressure
- cause blushing
- prepare the body for

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MAJOR UNDERSTANDINGS AND
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SUGGESTED TEACHING AIDS
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SUPPLEMENTARY INFORMATION
FOR TEACHERS

escape from danger or
other protective re-
sponses
- may either reduce or
increase one's appetite.